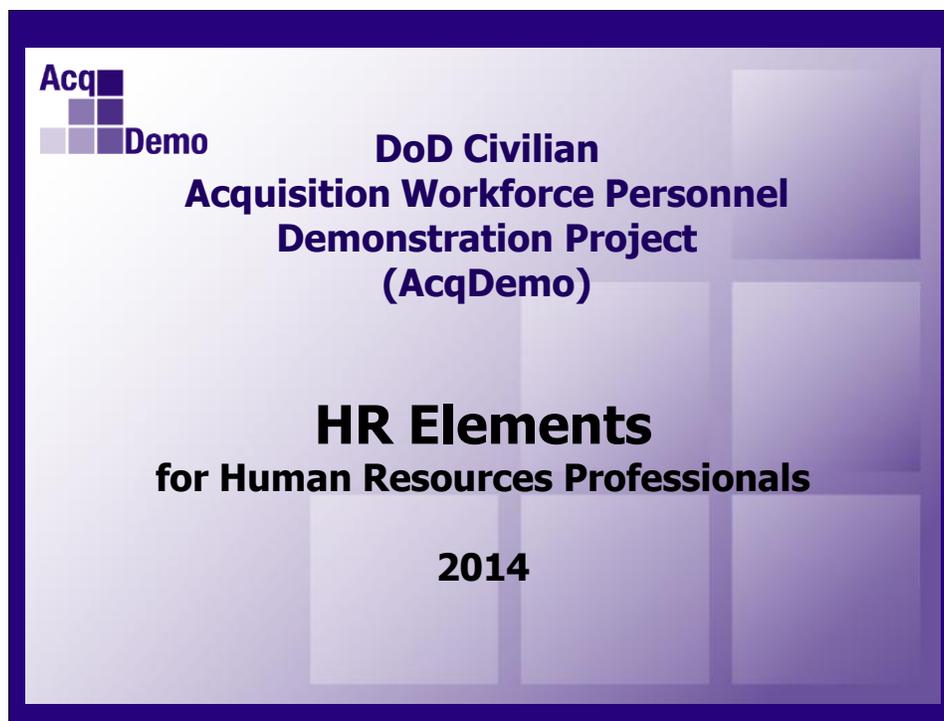




Transition to the
DoD Civilian Acquisition Workforce Personnel
Demonstration Project

HR Elements for Human Resources Professionals

2014



Welcome to HR Elements for Human Resources Professionals. This interactive, one day training session is designed to introduce the Department of Defense Civilian Acquisition Workforce Personnel Demonstration Project (AcqDemo) personnel system to Human Resources Professionals.

AcqDemo is designed to facilitate a flexible and responsive personnel system, one that will continue to enhance the Department's ability to attract, retain, and motivate a high-quality workforce.

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Outline



OUTLINE

- Introduction
- Classification
- Hiring & Staffing
- Pay Setting
- CCAS – Performance Management
- The Way Forward



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This AcqDemo class is designed for human resources professionals and implementing managers to learn the basics of the demonstration project personnel system.

This class identifies the key focus areas for the transition into AcqDemo and the basics of AcqDemo. It covers seven chapters: (1) Introduction, (2) Classification, (3) Hiring & Staffing, (4) Pay Setting, (5) Contribution-Based Compensation and Appraisal System (CCAS) – Performance Management, and (6) The Way Forward.

This binder includes the Participant Guide for the HR Elements for Human Resources Professionals and key resource information in the subsequent tabs.

Chapter 1: Introduction



I. INTRODUCTION

- Course Objectives
- Housekeeping
- AcqDemo Role Discussion
- Legislative NDAA History
- Purpose of AcqDemo
- The Benefits for Employees
- The Benefits for Supervisors
- Transition Population
- Transition Timeline



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This chapter introduces the (1) Course Objectives, (2) Housekeeping, Expectations & Parking Lot (for questions that require follow-up), (3) AcqDemo Role Discussion, (4) Legislative National Defense Authorization Act (NDAA) History, (5) Purpose Of AcqDemo, (6) The Benefits for Employees, (7) The Benefits for Supervisors, (8) Current Transition Population, and (9) Transition Timeline.

More details about these topics will be detailed throughout the course. A class activity explores any issues or concerns HR professionals may have with AcqDemo.

Course Objectives



INTRODUCTION Course Objectives

- To identify the requirements and responsibilities for the transition into AcqDemo
- To gain an understanding of the AcqDemo basics:
 - Classification/Broadbanding
 - Pay Setting
 - Hiring And Staffing
- To briefly review the Contribution-based Compensation & Appraisal System (CCAS):
 - 6 Factors, Descriptors And Discriminators
 - Contribution Objectives
 - Rating Process
- To identify requirements and resources for moving forward

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The objectives of this course are to provide participants with the knowledge and tools to prepare for the upcoming transition and to understand and process actions under AcqDemo. During this course, participants review the AcqDemo basics including (1) classification/broadbanding, (2) pay setting, and (3) hiring and staffing.

This course also provides a brief overview of the Contribution-based Compensation and Appraisal System (CCAS), the performance management design element of AcqDemo. A more detailed review of CCAS will be available in the AcqDemo Employee course offered. That course will detail the rating and rewarding process.

Participants will learn the requirements and steps for the upcoming conversion into AcqDemo. Employees may eventually leave AcqDemo voluntarily and return to GS when moving on to other jobs. Participants will identify the mechanics and steps for the move out.

Housekeeping, Expectations and Parking Lot



INTRODUCTION Housekeeping, Expectations & Parking Lot

- Sign in
- Introductions
- Expectations
- Questions (beyond the scope of the class)
- HR Resources Tabs
- Course Evaluation

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Housekeeping

Please sign the attendance forms. Participants should consult their component to determine if this course can be counted for credit.

The class will begin with introductions. Participants will briefly introduce themselves.

The binder provides additional tabs containing important resources and reference materials for the HR professional.

At the end of the day, a course evaluation will be provided for participant feedback. Participants will have the opportunity to share their perspective on the course and the performance of the instructor.

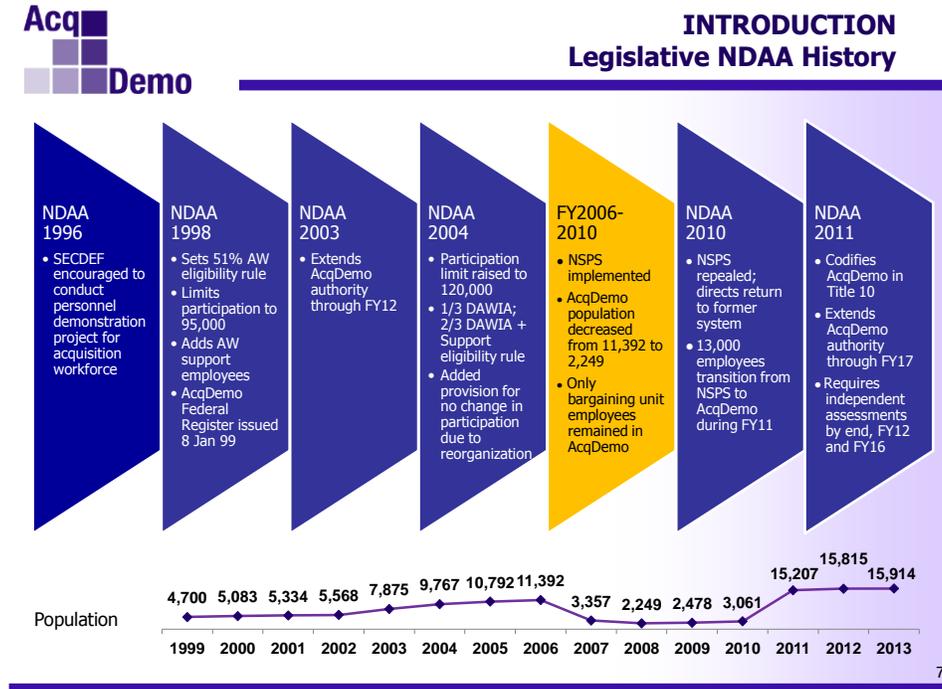
Expectations

The class will identify the expectations of its participants in the class room environment (i.e. respect, participation, collaboration, etc.). This class will review ground rules for the course (i.e. silenced cell phones, crosstalk, etc.).

Parking Lot

The instructor will document any questions that have not been answered during the course. These questions will be forwarded to a subject matter expert or the program office for response.

Legislative NDAA History



The National Defense Authorization Act (NDAA) for FY1996 encouraged the Secretary of Defense to conduct a personnel demonstration project within the civilian acquisition workforce. Subject to the authority, direction, and control of the Secretary, the Under Secretary of Defense for Acquisition and Technology USD (A&T) carries out the powers, functions, and duties of the Secretary concerning the DoD Acquisition Workforce. A Process Action Team (PAT) was chartered by the USD (A&T), with representatives from each of the Services and DoD agencies along with civilian personnel experts.

The PAT developed a number of initiatives. These initiatives focused on hiring and placing the best people to fulfill acquisition mission requirements, and on developing, motivating, and compensating employees based on their contribution to the mission.

The demonstration project had many of the same provisions as the personnel demonstration projects in the Air Force, Army, and Navy Science and Technology Reinvention Laboratories but included additional features as well. It has the potential to be the largest demonstration project ever conducted by the federal government and is the first to encompass all Services and agencies in one demonstration.

Two important provisions followed in later years granting an extension of the project initially until September 30th, 2012 then extended again until September 30, 2017. Secondly, the participation limit was increased to 120,000.

The AcqDemo Program Office has created this training to prepare you to assist affected organizations to meet this target. In order to ensure this conversion is accomplished, a detailed transition readiness checklist has been developed. The existing “Federal Register Notice”

contains the basic regulations for AcqDemo and the “Operating Procedures” (OP) provide the detailed guidance, processes, and procedures that supplement the regulations. These are included in your Participant Guide tabs.

The Purpose of AcqDemo



INTRODUCTION Purpose Of AcqDemo

“The purpose of the project is to demonstrate that the effectiveness of DoD acquisition can be enhanced by allowing greater managerial control over personnel processes and functions and, at the same time, expand the opportunities available to employees through a more responsive and flexible personnel system. This project not only provides a system that retains, recognizes, and rewards employees for their contribution, but also supports their personal and professional growth.”

Section II A of the Federal Register

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The Civilian Acquisition Workforce Personnel Demonstration Project is designed to provide an encouraging environment that promotes the growth of all employees and to improve the local acquisition managers' ability and authority to manage the acquisition workforce effectively.

AcqDemo promotes rewarding employees through their contributions.

Like any personnel system, the success of AcqDemo requires all parties to be involved and participate:

- **Senior Leaders** - The workforce must trust in the fairness and equity of the system
- **Supervisors** - Provide oversight, manage flexibility, and hold themselves and employees accountable for results
- **Employees** - Must understand the system as a whole and their individual roles and responsibilities

The Benefits for Employees



INTRODUCTION The Benefits For Employees

- Tools to better understand contribution expectations
- Flexibility of movement within broadband
- Simplified temporary assignment/detail
- Expanded career development opportunities
- Appraisal system that rewards higher contributions with greater compensation

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Change can be challenging. Fortunately, AcqDemo offers many benefits for employees.

The AcqDemo design provides better tools and features to help employees understand annual contribution expectations, as well as how compensation and contributions are tied together in compensation rewards decisions. Personnel assignment and development opportunity features that exist in many pay banded designs are also features within AcqDemo.

Benefits for employees include:

- Tools to better understand contribution performance expectations
- There is flexibility of movement within the broadband that does not require formal personnel actions
- Simplified temporary assignment/detail does not require formal personnel actions
- Expanded career development opportunities are available to all employees through the use of broadbands
- Employees can receive greater compensation with higher contribution to the mission and AcqDemo has more specific tools to help employees understand how compensation results are determined

The Benefits for Supervisors



INTRODUCTION The Benefits For Supervisors

- Local manager authorities to manage the acquisition workforce
- Tools for attracting and hiring a quality workforce
- Flexibilities in assignment of duties to meet mission challenges
- Opportunities for meaningful communication with employees
- Tools for associating employee contributions to pay, as well as addressing marginal and inadequate contributions

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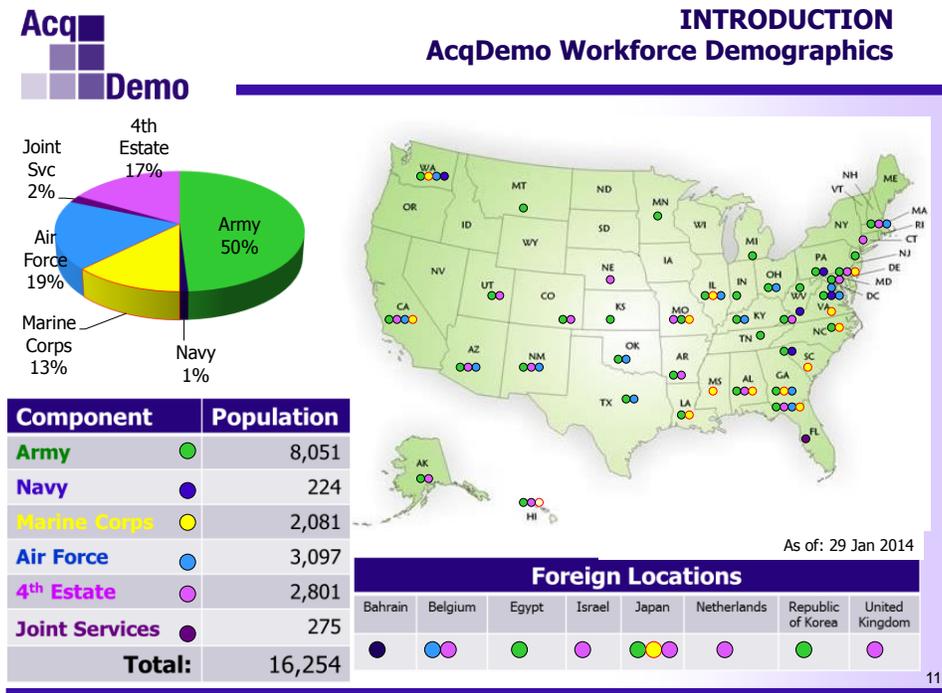
Supervisors are always looking for ways to improve and ensure that the team is truly aligned with the mission's goals. This demonstration project provides tools for flexibility and expanded authority.

AcqDemo provides:

- Local managers the ability and authority to manage the acquisition workforce
- Tools for recruiting and hiring of a quality workforce
- Flexibilities in assignment of duties to meet mission challenges
- Opportunities for meaningful communication with employees
- Tools for associating employee contributions to pay, as well as addressing marginal and inadequate contributions

Historically, AcqDemo evaluations have reported that both employees and supervisors realized the benefits of the flexibilities offered by AcqDemo.

Current AcqDemo Organization Populations





AcqDemo

INTRODUCTION
Current AcqDemo Organization Populations

| COMPONENT ORGANIZATIONS | POPULATION |
|--|--------------|
| Air Force summary totals | 3,097 |
| Air Force Civilian Career Training (AF1Y) | 6 |
| Air Force District Washington | 46 |
| Air Force Elements, Other than Europe (AF3V) | 56 |
| Air Force Materiel Command (AF1M) | 2,526 |
| Air Force Program Executive Office (AF2R) | 18 |
| Air National Guard Support Center (AF2I) | 3 |
| AF Other (AF13) | 169 |
| Navy summary totals | 224 |
| Naval Sea Systems Command (NV24) | 113 |
| Asst for Admin, Under Secretary of the Navy (NV12) | 111 |
| Marine summary totals | 2,081 |
| U.S. Marine Corps (NV27) | 2,081 |
| 4th Estate summary totals | 2,801 |
| Missile Defense Agency (DD27) | 2,269 |
| Office of the Secretary of Defense (DD01) | 350 |
| 4th Estate Other (DD81) | 182 |

As of: 29 Jan 2014



INTRODUCTION
Current AcqDemo Organization Populations

| COMPONENT ORGANIZATIONS | POPULATION |
|--|---------------|
| Army summary totals | 8,051 |
| Field Operating Offices of Office of the Secretary of Army (ARSB/SE) | 7 |
| Immediate Office of the Chief of Staff of the Army (ARCS) | 2 |
| Joint Activities (ARJA) | 0 |
| Office of the Chief of the National Guard Bureau (ARGB) | 3 |
| Office of the Secretary of the Army (ARSA) | 168 |
| U.S. Army Acquisition Support Center (ARAE) | 4,363 |
| U.S. Army Medical Command (ARMC) | 232 |
| U.S. Army Research Laboratory Command (ARXD) | 511 |
| U.S. Army Research, Development and Engineering Command (ARXR/XK) | 306 |
| U.S. Army Tank-Automotive & Armament Cmnd (TACOM) (ARX7) | 388 |
| U.S. Army Test, Msrmt, and Diagnostic Eqpmt Activity (ARXT) | 9 |
| US Army Aviation and Missile Command (ARX6) | 412 |
| US Army Test and Evaluation Command (ARAT) | 1,650 |
| Joint Services | 275 |
| Air Force Elements, U.S. Special Operations Command (AF3D) | 275 |
| Overall summary totals | 16,254 |

As of: 29 Jan 2014

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Currently, there are over 16,000 civilian employees participating in the AcqDemo project from many DoD organizations:

- Air Force
 - Air Force Materiel Command
- Army
 - Office of the Secretary of the Army
 - Acquisition Support Center
 - Contracting Command
 - Research, Development and Engineering Command
 - Tank-Automotive & Armament Command
 - Aviation and Missile Command
 - Test and Evaluation Command
- Navy
 - Assistant for Admin, Under Secretary of the Navy
 - Naval Sea Systems Command
 - U.S. Marine Corps
- Office of the Secretary of Defense
- Missile Defense Agency
- Defense Acquisition University
- United States Special Operations Command

A table in the Federal Register Notice lists all organizations that are eligible for joining AcqDemo. However, the AcqDemo Program Office is in the process of replacing this table with

the legislatively required workforce, organization, and team participation eligibility criteria found in 10 U.S.C. § 1762(b)(3)(A)(i) and (ii). Organizational and team participation in AcqDemo is voluntary. For an interested organization or team to be approved to participate, the following legislatively mandated conditions must be met:

(a) At least one-third of the workforce selected to participate in the demonstration project consists of members of the acquisition workforce (civilian employees occupying positions coded as meeting the requirements of the Defense Acquisition Workforce Improvement Act of 1990 (DAWIA)); and

(b) At least two-thirds of the workforce participating in the demonstration project consists of members of the acquisition workforce and supporting personnel assigned to work directly with the acquisition workforce.

Conversion Timeline



INTRODUCTION
Conversion Timeline

- Conversion Checklist
- Establish Training Plan
- Deliver Leadership Brief
- Deliver HR Training
- Deliver Workforce Training
- Process AcqDemo Transitions
- Establish AcqDemo Contribution Plans

DoD Program Office Commands

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The AcqDemo Program Office has developed conversion guidance to include senior leadership briefings, training plans, an AcqDemo website, and a helpdesk email capability to help communicate conversion transition requirements with the transitioning commands. HR training, supervisor, and employee training will occur in preparation for the conversion into AcqDemo.

Between now and your organization's conversion date, the Program Office will be working with transitioning commands to issue guidance and resolve issues as they surface. Until then, commands will continue to operate under their existing personnel system guidelines to include all administrative requirements.

Conversion actions will be processed on the scheduled date arranged by your organization. And within 30 days of conversion, commands will need to have AcqDemo contribution plans in place.

Chapter 2: Classification



II. CLASSIFICATION

- Classification Overview
- Classification Authority
- Classification Terminology
- Classification Process
- Factors - Uses in Classification
- Descriptors and Discriminators
- Broadbands
- Deputies, Supervisors and Team Leaders
- Exclusions
- PRD and PRD Development Process
- Activity: Career Path
- FLSA
- Classification Appeals



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This chapter reviews classification under AcqDemo including: (1) Classification Overview, (2) Classification Authority, (3) Classification Terminology, (4) Classification Process, (5) Factors – Uses in Classification, (6) Descriptors and Discriminators, (7) Broadbands, (8) Deputies, Supervisors and Team Leaders, (9) Exclusions, (10) Position Requirements Document (PRD), (11) PRD Development Process, (12) Career Path Activity, (13) Fair Labor Standard Act (FLSA), and (14) Classification Appeals.

Classification Overview



CLASSIFICATION Classification Overview

- OPM classification standards used only for title & series
- PDs converted to Position Requirements Document (PRD), which combines position information, staffing requirements, and factors into a single document
 - PRDs are written at the top of the broadband
 - Employees qualify at the minimum of the broadband
- Classification actions appealable

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For title and series, OPM classification standards are used. However, classification determinations will be a comparison of duties and responsibilities against the broadband level definitions as provided in the Operating Procedures (OP), Appendix B, and descriptors as stated in the AcqDemo OP, Appendix C, and the Federal Register Notice.

Position descriptions will need to be converted to position requirements documents (PRD). The PRD is a single, inclusive document that combines position information, staffing requirements, and factors. It must be written at the top of the broadband. Employees must qualify at least at the minimum of the broadband.

As with GS, employees may appeal the classification of the position they occupy.

Classification Authority



CLASSIFICATION Classification Authority

- Classification authority delegated to commanders (or equivalent)
 - Commanders may re-delegate authority to subordinate management levels
 - Re-delegated classification approval must be exercised at least one management level above the first-line supervisor
- Personnel specialists provide on-going consultation and guidance

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Under the demonstration project, commanders (or equivalent) will have delegated classification authority and may re-delegate this authority to subordinate management levels. Re-delegated classification approval must be exercised at least one management level above the first-line supervisor of the position under review, except in the case of those employees reporting directly to the commander or equivalent.

First-line supervisors provide classification recommendations.

Personnel specialists will provide on-going consultation and guidance to managers and supervisors throughout the classification process.

Classification Terminology



CLASSIFICATION Classification Terminology

| |
|---|
| ACQDEMO |
| Occupational Title and Series |
| Career Path |
| <ul style="list-style-type: none"> ▪ Business Management and Technical Management Professional ▪ Technical Management Support <ul style="list-style-type: none"> ▪ Administrative Support |
| Pay Schedule |
| NH, NJ, NK |
| Broadband |
| I, II, III, IV |

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The AcqDemo Personnel System has a different classification design than the General Schedule Classification System (GS).

Under GS, position classification standards provide information used in determining the occupational series and title for positions. They also provide grading criteria for GS positions.

AcqDemo also uses OPM standards for occupational title and series.

However, under AcqDemo, skills are then grouped by Career Path: Business Management and Technical Management Professional, Technical Management Support, or Administrative Support.

Each Career Path is assigned a Pay Plan. There is a one-for-one relationship between Career Path, Pay Plan, and the associated Pay Schedule:

- Business Management and Technical Management Professional = NH
- Technical Management Support = NJ
- Administrative Support = NK

There are no supervisory career paths, pay plans, or pay schedules under AcqDemo.

Each Career Path contains three or four broadband levels. Each broadband has a definition and six factors that describe increasing complexity, scope and impact of work as well as levels of expected contribution for positions.

Broadbands

| | | | |
|---|--|--|--|
|  | | CLASSIFICATION Broadbands | |
| BUSINESS AND TECHNICAL MANAGEMENT PROFESSIONAL (NH) | | | |
| I \$17,981 - 32,188 (GS 1- 4) | II \$27,705 - 66,027 (GS 5 – 11) | III \$60,877 - 94,108 (GS 12 – 13) | IV \$85,544 -130,810 (GS 14 – 15) |
| TECHNICAL MANAGEMENT SUPPORT (NJ) | | | |
| I \$17,981 - 32,188 (GS 1- 4) | II \$27,705 - 49,410 (GS 5 – 8) | III \$41,979 - 66,027 (GS 9 – 11) | IV \$60,877 - 94,108 (GS 12 – 13) |
| ADMINISTRATIVE SUPPORT (NK) | | | 2014 ACQDEMO BROADBAND BASE PAY TABLE (w/o Locality Pay) |
| I \$17,981 - 32,188 (GS 1- 4) | II \$27,705 - 44,615 (GS 5 – 7) | III \$38,007 - 60,098 (GS 8 – 10) | |

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Within AcqDemo, occupations with similar characteristics are grouped together into three career paths, with three or four broadband levels for each career path. It is designed to facilitate pay progression and internal assignment of duties, and to allow for more competitive recruiting of quality candidates at differing pay rates.

It is important to understand how broadbanding works, as professional growth and compensation relate directly to broadbanding. **Advancement within broadband levels is contingent upon contribution to the mission and so advancement in compensation within a broadband level is only available through the appraisal process.** Advancement to a broadband level with a higher maximum base pay requires a promotion.

There are multiple broadbands within each career path. Each of these levels represents natural breaks in professional growth:

- Level I = entry level positions
- Level II = journeyman level positions
- Level III = professional or master level positions
- Level IV = senior management or master level positions, as well as experts within a particular functional specialty

Most GS 14 – 15 level positions will convert logically to NH-IV in AcqDemo. Conversion issues may emerge; therefore, a careful review of duties and responsibilities and other factors will be required to determine the appropriate broadband level.

Broadband Level Classification Definitions

Each Career Path broadband level has a narrative statement that defines the developmental stage; difficulty of work; level of independence; and type of supervision. Each of these levels represents natural breaks in professional growth. In other words, Level I represents entry level positions; Level II, journeyman level positions; and Level III, professional or master level positions. Level IV correlates to senior management or master level positions, as well as experts within a particular functional specialty.

| NH Career Path: Business Management and Technical Management Professional <i>NH includes professional and management positions in science, engineering, and business management. These positions often have positive degree requirements.</i> | |
|---|---|
| Level I | Includes student trainees. Education and employment must be part of a formal student employment program. Specific, clear and detailed instructions and supervision are given. The level of education and experience completed is a major consideration in establishing the level of on-the-job training and work assignments. |
| Level II | This is the entry or developmental stage, preparing employees for the full and independent performance of their work. Specific, clear, and detailed instructions and supervision are given upon entry; recurring assignments are carried out independently. Conducts successive activities with objectives and priorities identified by supervisor or team leader; assistance given on new or unusual projects or situations. Finished work is reviewed to ensure accuracy and technical soundness. |
| Level III | This is the advanced developmental/target career level of this career path. Employee plans and carries out assignments independently; conceives and defines solutions to highly complex problems, analyzes, interprets, reports (findings of projects), and guides technical and programmatic work of team members in comparable junior grades. Completed work and reports are reviewed for feasibility, compatibility with other work or effectiveness in meeting requirements or expected results. |
| Level IV | Professionals at this level are experts within their functional areas; heads of branches or divisions; or key program administrators. Conducts or directs activities or assists higher levels on challenging and innovative program development with only general guidance on policy, resources and planning; develops solutions to highly complex problems requiring various disciplines; responsible for fulfilling program objectives. Results are authoritative and impact programs or the well-being of substantial numbers of people. |

| NJ Career Path: Technical Management Support. <i>NJ includes non-professional positions that support science and engineering activities through application of various skills in areas such as the following: engineering, physical, chemical, biological and mathematical sciences.</i> | |
|--|---|
| Level I | This includes trainees who develop technical support knowledge through actual work experience. Performs repetitive tasks using knowledge of standardized procedures and operations. Receives specific, clear and detailed instruction and supervision. Completed work is reviewed for technical soundness. |
| Level II | Technicians at this level require a practical knowledge of standard procedures in a technical field. Skill in applying knowledge of basic principles, concepts, and methodology of occupational and/or technical methods is required. Carries out prescribed procedures and relies heavily on precedent methods. Work is reviewed for technical adequacy and accuracy, and adherence to instructions. |
| Level III | This is the advanced developmental level of this career path, requiring extensive training or experience. Work requires some adapting of existing precedents or techniques. Receives outline of objectives desired and description of operating characteristics and theory involved. Completed assignments are reviewed for compliance with instructions, adequacy, judgment, and satisfaction of requirements. |
| Level IV | Technicians at this level are considered to have professional level knowledge of a specific field. Receives general guidance on overall objectives and resources. Conceives, recommends, and tests new techniques or methods. Completed work is reviewed for overall soundness and compliance with overall project objectives. |

| | |
|--|---|
| <p>NK Career Path: Administrative Support.</p> <p><i>NK includes clerical, secretarial and assistant work in nonscientific/engineering occupations.</i></p> | |
| <p>Level I</p> | <p>This includes student trainees as well as advanced entry level that requires a fundamental knowledge of clerical/administrative field. Developmental assignments may be given which lead to duties at a higher group level. Performs repetitive tasks; specific, clear, and detailed instruction and supervision; with more experience utilizes knowledge of standardized procedures and operations. Assistance is given on new or unusual projects. Completed work is reviewed for technical soundness.</p> |
| <p>Level II</p> | <p>This is the journey level that requires knowledge of standardized rules, procedures or operations requiring considerable training. General guidance is received on overall objectives and resources. Completed assignments may be reviewed for overall soundness or meeting expected results.</p> |
| <p>Level III</p> | <p>This is the senior level that requires knowledge of extensive procedures and operations requiring extensive training. Receives general guidance on overall resources and objectives. Skilled in applying knowledge of basic principles, concepts and methodology of administrative occupation and/or technical methods. Results are accepted as authoritative and normally without significant change.</p> |

Classification Process



CLASSIFICATION Classification Process

- **Identify Occupational Title and Series**
 - Using the OPM Classification Standards
- **Determine Applicable Career Path**
 - Based on Table 2 of the Federal Register Notice (AcqDemo OCC List)
- **Determine Broadband Level**
 - Apply appropriate broadband level definition and Factor Descriptors to the duties and responsibilities to determine broadband level classification



Positions are classified at the high end of the broadband.

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In AcqDemo, these are the basic steps to classify a position:

- **Identify Occupational Title and Series** from the Office of Personnel Management (OPM) Classification Standards (i.e., Contracting Specialist, 1102 or General Engineer, 0801)
- **Determine Applicable Career Path** based on Table 2 of the Federal Register
Sample of Table 2 of the Federal Register (located in the Tab section of the binder)

| BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH) | |
|--|---------------------|
| SERIES NUMBER | SERIES TITLE |
| 0801 | GENERAL ENGINEERING |

- **Identify the Appropriate Broadband Level** by applying the broadband level definitions (AcqDemo OP, Appendix B) and the descriptors for the six Factors (located in the FRN, pages 1462 through 1476 and the OP, Appendix C) to the duties and responsibilities of the position and the qualifications necessary to perform those duties and responsibilities.

These lists are also available in the references tabs of this book.

Factors – Uses in Classification



CLASSIFICATION Factors – Uses in Classification

- | | |
|--------------------------------|----------------------------------|
| 1. Problem Solving | 4. Leadership/Supervision |
| 2. Teamwork/Cooperation | 5. Communication |
| 3. Customer Relations | 6. Resource Management |

- Each Factor has unique Descriptors and Discriminators for classifying duties and responsibilities
- Career Path, Broadband Definitions, Factors, Descriptors, and Discriminators constitute classification guidance for determining appropriate broadband level

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The six Factors are the only broadband level controlling information for the classification of a position in AcqDemo. Each factor contains descriptors and discriminators for each respective level within the relevant career path. Though the broadband level descriptors vary, the same six factors apply to all career paths (NH, NJ, and NK):

1. **Problem Solving** – describes personal and organizational problem solving results
2. **Teamwork/Cooperation** – describes individual and organizational teamwork and cooperation for both formal and informal teams
3. **Customer Relations** – describes the effectiveness of personal and organizational interactions with customers, both internal and external
4. **Leadership/Supervision** – describes individual and organizational leadership and/or supervisory contributions
5. **Communications** – describes the effectiveness of oral/written communications, and
6. **Resource Management** – describes personal and organizational use of resources to accomplish the mission. Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds

These six factors are also used to set expectations within the contribution plan, and later used to assess the increasing complexity, scope, and impact of work, as well as contribution results for the annual appraisal at the end of the cycle.

Descriptors and Discriminators



CLASSIFICATION Descriptors And Discriminators

Factor: Leadership/Supervision
NH – Business Management & Technical Management Professional

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|----------------------------------|
| LEVEL II | |
| Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems. | Leadership Role |
| Proactively guides, coordinate, and consults with others to accomplish projects. | Breadth of Influence |
| Identifies and pursues individual/team development opportunities. | Mentoring / Employee Development |
| LEVEL III | |
| Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance. | Leadership Role |
| Defines, organizes, and assigns activities to accomplish projects/programs goals. Guides, motivates, and oversees the activities of individuals and teams with focus on projects/programs goals. | Breadth of Influence |
| Fosters individual/team development by mentoring. Pursues or creates training development programs for self and others. | Mentoring / Employee Development |

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Each classification factor has associated level descriptors and discriminators according to the career path and broadband:

- **Descriptors:** Descriptors *state what is important to the mission* of the organization and describe employee’s contributions at different broadband levels (Level I, II, III or IV). Descriptors state what is. They define increasing levels of contribution and complexity, scope, and impact of work. They cannot be modified. They were developed at the highest GS grade encompassed in the broadband level to foster employee growth within the broadband level.
- **Discriminators** (Leadership Role, Breadth of Influence, Mentoring/Employee Development, Complexity/Difficulty, Planning/Budgeting, etc.) *refine the factors*. They are the same for all levels of contribution. They cannot be modified.
- They are defined for each respective broadband level within the relevant career path

To classify a position, a manager would select the career path and broadband level that is most indicative overall of the type of duties to be performed and the level and value of the contributions needed. For example: A supervisor needs a Contract Specialist for a branch. In reading the definitions, factors, and discriminators for the NH career path, the supervisor determines that the Level III definition and factor descriptors illustrate the type, complexity, scope, and impact of work needed. Therefore, the position would be classified as a Contract Specialist, NH-III.

A detailed list of factors, descriptors and discriminators can be found in the FRN (pages 1462 through 1476) and Appendix C of the OP. This list is also available in the references tabs of this book.

Example of Leadership/Supervision Factor:

FACTOR: 4. LEADERSHIP/SUPERVISION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational leadership and/or supervision to include that leaders/supervisors will recruit, develop, motivate, and retain quality team members in accordance with EEO/AA and merit principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Lead and/or supervise effectively. Promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution and the complexity, scope and impact of work appropriate for the high end of each level. Descriptors are not to be used individually to assess classification level or contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Takes initiative in accomplishing assigned tasks. • Provides inputs to others in own technical/functional area. • Seeks and takes advantage of developmental opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems. • Proactively guides, coordinates, and consults with others to accomplish projects. • Identifies and pursues individual/team development opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |

| | |
|--|--|
| <p>Level III</p> <ul style="list-style-type: none"> • Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance. • Defines, organizes, and assigns activities to accomplish projects/programs goals. Guides, motivates, and oversees the activities of individuals and teams with focus on projects/programs issues. • Fosters individual/team development by mentoring. Pursues or creates training development programs for self and others. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Establishes and/or leads teams to carry out complex projects or programs. Resolves conflicts. Creates climate where empowerment and creativity thrive. Recognized as a technical/functional authority on specific issues. • Leads, defines, manages, and integrates efforts of several groups or teams. Ensures organizational mission and program success. • Fosters the development of other team members by providing guidance or sharing expertise. Directs assignments to encourage employee development and cross-functional growth to meet organizational needs. Pursues personal professional development. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |

Deputies, Supervisors and Team Leaders



CLASSIFICATION Deputies, Supervisors and Team Leaders

OPM Classification Standards used:

- Deputies - may be classified in the same broadband as the position to which they report
- Supervisors - must meet 3 criteria per GSSG
 - Combination of technical & administrative direction of others
 - Major duty occupying at least 25% of positions time
 - Meet at least the lowest level of Factor 3
- Team Leaders - classified per GSLGEG
 - Lead 3 or more employees (one or two grade level)
 - Major duty occupying at least 25% of positions time
 - Don't fully meet the lowest level of Factor 3

OPM Supervisory Codes used in DCPDS

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Deputies

Under AcqDemo, deputy positions may be classified in the same broadband as the position to which they report.

Supervisors

GS rules for supervisory grading criteria apply under AcqDemo. Positions must meet “3 criteria” (basic coverage and supervisory criteria) in the General Schedule Supervisory Guide (GSSG) to be classified as an AcqDemo supervisor. This includes positions with a combination of technical and administrative direction of others. **This also means a supervisor must meet at least FL3-2 supervisory responsibility of performing 25 percent or more of their time to supervising people and meet at least the lowest level of Factor 3.**

Team Leader Positions

Like supervisory coding AcqDemo uses GS rules. If someone qualifies as a team leader, they must meet the criteria under **the General Schedule Leader Grade Evaluation Guide (GSLGEG), Parts I and II:**

*“Part I ...is used to classify positions of work leaders who, as a **regular and recurring part of their assignment, lead three or more employees in clerical or other one-grade interval occupations** in the General Schedule in accomplishing work. Work leaders also perform work that is usually of the same kind and level as that done by the team lead.”*

“Part II ...is used to classify positions whose primary purpose is, as a regular and recurring part of their assignment and at least 25% of their duty time, to lead a team of other General Schedule (GS) employees in accomplishing two-grade interval work that meets at least the minimum requirements of Part II. Team leaders usually also participate in the work of the team by performing work that is of the same kind and level as the highest level of work accomplished by the team led.”

Team leaders work with team members to achieve specific tasks, produce work products and services and meet program and production goals. Typically, a team leader assists the team through knowledge and application of leadership and team building skills and techniques such as group facilitation, coordination, coaching, problem solving, interpersonal communication, integration of work processes and products, obtaining resources and liaison with the supervisor. Team leaders covered by this guide are also accountable for outcomes and results, e.g., timely delivery of quality work products and services produced by the team led.”

Note: Some AcqDemo “team leader” positions meet the 5 U.S.C. 7103 definition of “supervisor” and are excluded from being members of bargaining units. The “supervisor” designation will affect their bargaining unit status (BUS) code.

OPM Supervisory Codes

GS and AcqDemo utilize the same Supervisory Code definitions and criteria. In most cases there should be no change in supervisory code assigned.

| CODE | DEFINITION |
|------|---------------------------------------|
| 2 | Supervisor or Manager |
| 4 | Supervisor (CSRA) |
| 5 | Management Official (CSRA) |
| 6 | Leader (one-grade interval work) |
| 7 | Team Leader (two-grade interval work) |
| 8 | Nonsupervisory |

Exclusions



CLASSIFICATION Exclusions

- Pathways Interns hired on a temporary basis not to exceed 1 year
- Primary or Secondary Law Enforcement Officer (LEO) positions
- Intel (DCIPS) positions
- Some Healthcare (Title 38) positions
- Senior Executive & Senior Professional (SES/ST/SL) positions

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The AcqDemo classification system does not support certain positions:

Pathways Interns, LEOs and DCIPS Positions

Pathways Interns hired on a temporary basis not to exceed 1 year (replaced STEP positions), because of their temporary nature, are excluded from participating in AcqDemo and therefore, management must set a plan for transitioning these positions to the General Schedule. Refer to 5 CFR Subpart B, Section 362.201 – 362.205.

According to the **FRN (Section F.2)**, positions covered by another demonstration project that is operating or under development within DoD and administratively determined pay plan employees are also excluded.

Healthcare Positions

The Office of the Assistant Secretary of Defense for Health Affairs is responsible for the design and development of the new personnel system for healthcare positions. For information about the new system: Visit:

http://www.health.mil/About_MHS/Organizations/MHS_Offices_and_Programs/People/Home.aspx

Physicians, occupational series 602, and dentists, occupational series 680, even though a part of the healthcare community are exempt from the GS system and are covered under the Physician and Dentist Pay Plan (PDPP).

The remaining healthcare positions listed below are typically covered by the GS system. However, if the positions are covered by AcqDemo (i.e., included by location and series in the FRN), these positions may remain in AcqDemo as long as the AcqDemo regulations continue to cover them. To read DoD Instruction 1400.25, Vol. 543, which addresses PDPP, visit: <http://www.dtic.mil/whs/directives/corres/pdf/1400.25-V543.pdf>

| 30 Occupations | Occupational Title | Occupational Series |
|----------------|-------------------------------------|---------------------|
| 1 | Psychologists | 180 |
| 2 | Social Workers | 185 |
| 3 | Chiropractors | 601 |
| 4 | Physician Assistants | 603 |
| 5 | Nurse | 610 |
| 6 | Practical Nurse | 620 |
| 7 | Dietitian/Nutritionist | 630 |
| 8 | Occupational Therapists | 631 |
| 9 | Physical Therapists | 633 |
| 10 | Rehabilitation Therapy Assistant | 636 |
| 11 | Nuclear Medicine Technician | 642 |
| 12 | Medical Technologist | 644 |
| 13 | Diagnostic Radiologic Technologist | 647 |
| 14 | Therapeutic Radiologic Technologist | 648 |
| 15 | Medical Instrument Technician | 649 |
| 16 | Respiratory Therapist | 651 |
| 17 | Pharmacists | 660 |
| 18 | Pharmacy Technician | 661 |
| 19 | Optometrists | 662 |
| 20 | Audiologist/Speech Pathologist | 665 |
| 21 | Orthotists/Prosthetists | 667 |
| 22 | Podiatrists | 668 |
| 23 | Medical Records Administration | 669 |
| 24 | Medical Records Technician | 675 |
| 25 | Dental Assistant | 681 |
| 26 | Dental Hygienist | 682 |
| 27 | Dental Laboratory Technician | 683 |
| 28 | Industrial Hygienist | 690 |
| 29 | Veterinarian | 701 |
| 30 | Biomedical Engineer | 858 |

SES/ST/SL Positions

Positions in the Senior Executive Service or the Executive Assignment System; Senior Level (ST/SL) positions; Administrative Law Judge positions; and positions subject to any examining process covered by court order are excluded from transitioning into AcqDemo.

Position Requirements Document



CLASSIFICATION Position Requirements Document (PRD)

Position Requirements Document replaces Position Description (PD):

- PRDs must include:
 - Title, occupational series, career path, broadband level
 - Mission/purpose
 - **Factors, descriptors and discriminators relevant to the classification of a position**
 - Required acquisition position statements if DAWIA-coded position
 - Skills required
 - Selective requirements (clearance, certifications etc.)
 - Duties
 - Supplemental information

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Under AcqDemo's classification system, a new position requirements document (PRD) will replace the current agency-developed position description form. The PRD will combine the position information, staffing requirements, and contribution expectations into a single document. The new PRD will include a description of job-specific information, reference the CCAS broadband level descriptors for the assigned broadband level, and provide other information pertinent to the job.

According to the Operating Procedures, Chapter 3, Section 3.5

"Under the demonstration project, a position requirements document (PRD) must be developed and approved whenever there is any change in occupational series; title; career path; broadband level; or knowledge, skills, and abilities (KSAs). Civilian personnel specialists should be contacted to determine if the change requires documentation through an official personnel action."

Objectives of the PRD

The objectives in developing the new PRD are to: (a) simplify the descriptions and the preparation process through automation, (b) provide more flexibility in work assignments, and (c) provide a more useful tool for other functions of personnel management, e.g., recruitment, assessment of contribution, employee development, designation and coding of acquisition positions for proper Defense Acquisition Workforce Improvement Act (DAWIA) certification, and reduction in force. Each PRD will have an identifying number, which is assigned to be consistent

with each component's policies and procedures. For positions having identical requirements, a standardized PRD may be developed and assigned the same identifying number.

The PRD will be signed and certified for documented use in the contribution-based compensation and appraisal system by the commander (or the manager to whom the commander has delegated authority), and the first-level supervisor of the position. A copy will be provided to the employee. A copy will also be maintained with the supervisor's records of the employee. The original PRD will be maintained in accordance with locally established procedures. (Reference OP, Chapter 3, Section 3.5)

Defense Civilian Personnel Data System position builds include acquisition-specific position data elements in order to facilitate the acquisition position designation requirements of **10 U.S.C.1733 and 1737**,

To create a PRD, supervisors may use a computer-assisted process such as the COREDOC System, which was used in the early days of AcqDemo, or develop an organization specific PRD template, build a library of PRDs, and pull from this library as needed. At this time, it appears many of the AcqDemo organizations are using the library system.

The Position Requirements Document includes:

- Appropriate title, occupational series, career path (pay plan), and broadband level
- Mission/purpose
- ***The factors, discriminators, and descriptors relevant to the classification of the position*** (Note: The expected performance criteria need not be included in the PRD as it should be used in the contribution planning process.)
- Required acquisition position statements if DAWIA-coded position
- Skills required
- Selective requirements, i.e., security clearance, license, critical acquisition position, etc.
- Duties
- Knowledge, skills, and abilities (KSAs) for qualification purposes

Sample PRD:**Acquisition Workforce Demonstration Project
Position Requirements Document**

- I. Organization Information:** Missile Defense Agency (MDA)
Deputy for Acquisition Management (DA)
- II. Position Information:** General Engineer
NH-0801-IV

The Missile Defense Agency, headed by a Director who is appointed by the Secretary of Defense, is established as a separate agency of the Department of Defense (DoD) under the direction, authority, and control of the Under Secretary of Defense (Acquisition, Technology and Logistics). The MDA Director is the Ballistic Missile Defense (BMD) Acquisition Executive. The MDA also manages, directs, and executes the ballistic missile defense program with the mission of defining, developing and acquiring BMD architectures with the systems, subsystems, and components needed to achieve the following objectives: (1) employ an integrated system that layers defenses to intercept missiles in all phases of their flight (i.e., boost, midcourse, and terminal) against all ranges of threats, and establish a single development program for all work needed to design, develop, and test the elements of an integrated missile defense system; (2) develop for deployment, when directed, a useful military capability to detect, track, intercept, and defeat ballistic missiles in all phases of flight against all ranges of threats; (3) develop and demonstrate advanced technologies as options for enhancing BMD systems; and (4) continue robust programs of basic and applied research to enable follow-on advanced missile defense capabilities.

The Deputy for Acquisition Management (DA) is the principal advisor to the Director on all issues relating to MDA acquisition, contracting and small business policy decisions. DA serves as the Agency lead for acquisition policy and development process activities. DA defines program policy and goals to execute a single integrated Ballistic Missile Defense Systems (BMDS) research, development and test program; establishes guidance, advises and supports BMDS elements and MDA staff on BMDS acquisition policy. As the MDA acquisition manager, DA establishes management controls and performs continuous acquisition assessments and oversight through program reviews to assess baseline system performance and recommend program adjustments to the Director. DA serves as the primary interface with external oversight activities such as the OSD Missile Defense Support Group and is the Director's acquisition ombudsman with the BMD Industry.

III. Duties:

Leads or assists with BMDS engineering technical activities related to planning and assessment objectives. Serves as point of contact for BMDS engineering activities to include the BMDS Strategic Roadmap, Block technical requirements, Risk Management; Configuration Management or system level capabilities requirements.

Identifies and develops specific capabilities and integrates plans and schedules to meet critical deadlines within the Missile Defense Agency (MDA) and externally with Element Program Offices. Reviews formally controlled capability baselines and functional decomposition of system requirements. Determines requirements relationships and ensure traceability. Identifies and corrects ambiguous and incompatible system requirements. Resolve requirements development, risk tracking, engineering, and testing issues.

Provides engineering assessments, advice and recommendations to the Director and other organizational elements, including element contractors and subcontractors. Assesses program development progress and technical performance during System Element Reviews.

Leads and performs operations, self-initiated tasks, studies and analyses of BMDS engineering data. Provides an engineering assessment of BMDS programs against Agency policy, direction and guidance. Participates in and provide engineering analyses of alternatives for integration with BMDS and international acquisition strategies. Develops or refines detailed plans, guidance, and directives for BMDS policies, planning, assessment and oversight in assigned areas. Identifies integrated strategies with the potential to succeed those currently being pursued by the Agency.

Supports the implementation of policy and directives. Develops and/or refines BMDS policy and procedures for management to support interdepartmental activities. Establishes and maintain relationships between internal MDA organizations, as well as the Element System Program Offices.

Leads or assists in (1) acquisition Strategy Panel activities, (2) acquisition planning, assessment, oversight, and policy development, (3) developing and managing the Program Management Directives, Statement of Goals, Integrated Policy Plan, (4) conducting acquisition assessments including the System Element Reviews, Quarterly Baseline Assessments, (5) creating Selected Acquisition Reports and Quarterly Execution Reviews.

Provides oversight and support to facilitate BMDS knowledge point development, and normalization. Identifies and analyzes opportunities to enhance BMDS decision processes and recommends courses of action.

Coordinates and manages extensive engineering analyses for a variety of top-level acquisition strategy and policy issues. Focuses on the BMDS view of the programs to ensure that risk areas involving integration of BMD acquisition planning are brought to the attention of the leadership.

Analyzes and evaluates issues dealing with BMDS Risk Management, Configuration Management and system level capability assessments. Facilitates efforts to ensure results of program engineering activities are presented for senior management information and decisions.

Represents the Director of Policy, Planning and Assessment at various technical meetings, conferences, and symposia dealing with state-of-the-art missile defense issues. Participate in Technical Interchange Meetings (TIMs) as appropriate and undertake special technical and engineering activities as assigned. Attends symposia, interagency groups, and industrial, educational, and scientific society meetings to

remain current with methods and principals associated with missile defense system engineering responsibilities.

Performs other duties as assigned.

IV. Factors:

Factor: 1. - Problem Solving Level IV

Defines, establishes, and directs organizational focus (on challenging and highly complex project/programs). Identifies and resolves highly complex problems that cross organizational boundaries and promulgates solutions. Resolution of problems requires mastery of the field to develop new hypotheses or fundamental new concepts. Assesses and provides strategic direction for resolution of mission critical problems, policies, and procedures. Works at senior level to define, integrate, and implement strategic direction for vital programs with long-term impact on large numbers of people. Initiates actions to resolve major organizational issues. Promulgates innovative solutions and methodologies. Works with senior management to establish new fundamental concepts and criteria and stimulate the development of new policies, methodologies, and techniques. Converts strategic goals into programs or policies.

Factor: 2. - Teamwork/Cooperation Level IV

Leads/guides/mentors workforce in dealing with complex problems. Solves broad organizational issues. Implements strategic plans within and across organizational components. Ensures a cooperative teamwork environment. Leads/guides workforce in achieving organizational goals. Participates on high-level teams. Is sought out for consultation.

Factor: 3. - Customer Relations Level IV

Leads and manages the organizational interactions with customers from a strategic standpoint. Works to assess and promulgate political, fiscal, and other factors affecting customer and program/project needs. Works with customer at management levels to resolve problems affecting program/projects (e.g., problems that involve determining priorities and resolving conflicts among customers' requirements). Works at senior level to stimulate customer alliances for program/project support. Stimulates, organizes, and leads overall customer interactions.

Factor: 4. - Leadership/Supervision Level IV

Establishes and/or leads teams to carry out complex projects or programs. Resolves conflicts. Creates climate where empowerment and creativity thrive. Recognized as a technical/functional authority on specific issues. Leads, defines, manages, and integrates efforts of several groups or teams. Ensures organizational mission and program success. Fosters the development of other team members by providing guidance or sharing expertise. Directs assignments to encourage employee development and cross-functional growth to meet organizational needs. Pursues personal professional development.

Factor: 5. - Communication Level IV

Determines and communicates organizational positions on major projects or policies to senior level. Prepares, reviews, and approves major reports or policies of organization for internal and external distribution. Resolves diverse viewpoints/controversial issues. Presents organizational briefings to convey strategic vision or organizational policies.

Factor: 6. - Resource Management Level IV

Develops, acquires, and allocates resources to accomplish multiple project/program goals. Formulates organizational strategies, tactics, and budget/action plan to acquire and allocate resources. Optimizes, controls, and manages all across projects/programs. Develops and integrates innovative approaches to attain goals and minimize expenditures.

V. Staffing KSA's

Mastery of professional engineering concepts, theories, and applications gained through a combination of education and experience and associated with the financial planning, cost estimating, and acquisition strategies related to test and evaluation of complex weapons systems. An advanced degree in engineering or a Bachelors degree with equivalent experience is desired.

In-depth knowledge of the BMD system of systems concept, including a comprehensive knowledge of the MDA mission.

Extensive knowledge of the missile defense acquisition programs and experience reviewing, analyzing, and resolving complex technological and program management issues of the BMD system, including extensive knowledge of the technical aspects of BMDS range infrastructure, test facilities, and test execution processes and methodologies.

Professional knowledge of Defense Acquisition Regulations, directed acquisition procedures, and be able to track and evaluate legislative changes that may impact program planning and execution. Ability to research, analyze, interpret and apply rules, regulations, and procedures.

Knowledge of BMDS components, to include ground-, sea-, and space-based sensors, ground-based interceptors, and fire control components

Knowledge of BMDS requirements and budgeting analysis is required. Extensive knowledge of the integrated Defense Acquisition, Technology & Logistics Life Cycle management framework and the PPBS process is required.

Wide-ranging knowledge of, and experience with the DoD acquisition system and associated processes.

Knowledge of the operations, products, services, needs, and goals of the BMD programs and related customers and users.

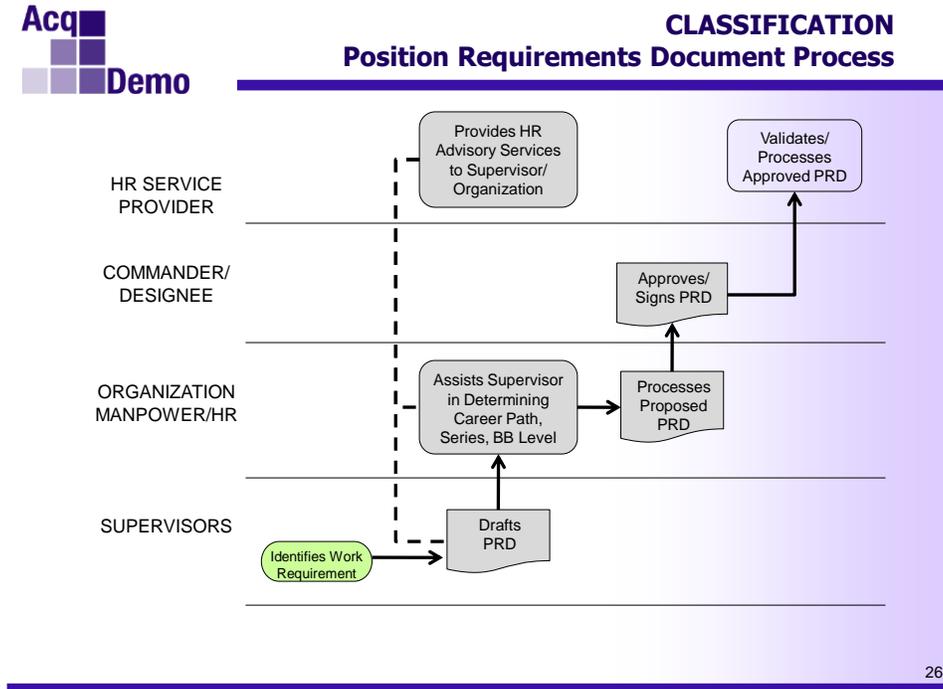
Oral and written communication skills required to successfully interact within a complex technical environment.

Ability to maintain good working relationships.

Ability to plan and organize work.

Special Requirement: This position is a Designated Acquisition Position and therefore must adhere to the appropriate DAWIA certification and/or Acquisition Corps Membership requirements.

Position Requirements Document Process



The classification process begins with a set of duties from the local supervisor/manager. Typically, an organization manpower office or servicing HR office assists the supervisor in preparing a proposed PRD to make sure all administrative and policy requirements are met. Then the proposed PRD is submitted to the Commander or his/her designee for approval after which it is forwarded to the servicing HR office for further processing. PRD libraries are typically established as common PRDs accumulate.

Classification Activity: Career Path



CLASSIFICATION Activity: Career Path

Quick Class Activity

Identify the appropriate career path for the following occupational series:

CAREER PATH:
?
NH, NK or NJ

- 0107 Health Insurance Administrator
- 0243 Apprenticeship and Training
- 1152 Production Control

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Instructions:

For a quick group activity, participants will review the following three positions and identify the appropriate AcqDemo career path.

Use Table 2 of the Federal Register Notice (included in the resources tab) to locate the answers.

| Series - Title | Career Path: NH, NK or NK? |
|---------------------------------------|-------------------------------|
| 0107 – Health Insurance Administrator | |
| 0243 – Apprenticeship and Training | |
| 1152 – Production Control | |

Fair Labor Standards Act



CLASSIFICATION Fair Labor Standards Act (FLSA)

- FLSA applies to AcqDemo positions
- Status is determined by:
 - Duties and responsibilities assigned
 - Broadband level definitions and level descriptors for each broadband level
 - 5 CFR Part 551 FLSA criteria

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Fair Labor Standards Act (FLSA) applies to AcqDemo positions.

FLSA status is determined by three things: (1) duties and responsibilities assigned, (2) broadband level descriptors for each broadband, and (3) 5 CFR Part 551, FLSA criteria.

According to **5 CFR Part 551**, the agency must observe the following principles:

- *“Exemption criteria must be narrowly construed to apply only to those employees who are clearly within the terms and spirit of the exemption*
- *The **burden of proof** rests with the agency that asserts the exemption*
- *An employee who clearly meets the criteria for exemption must be designated FLSA exempt. If there is a **reasonable doubt** as to whether an employee meets the criteria for exemption, the employee will be designated FLSA nonexempt*
- *While established position descriptions and titles may assist in making initial FLSA exemption determinations, the designation of an employee as FLSA exempt or nonexempt must **ultimately rest on the duties actually performed by the employee***
- *Although separate criteria are provided for the exemption of executive, administrative, and professional employees, those **categories are not mutually exclusive**. Employees who perform a combination of exempt duties set forth in this regulation may also qualify for exemption*

- ***Failure to meet the criteria** for exemption under what might appear to be the most obvious criteria does not preclude exemption under another category*
- *Although it is normally feasible and more convenient to identify a single exemption category, this is not always appropriate. An exemption may be **based on a combination of functions**, not one of which constitutes the primary duty, or the employee's primary duty may involve two categories which are intermingled and difficult to segregate.”*

Salary-Based Non-exemption

An employee (including a supervisory employee) whose annual rate of basic pay is less than \$23,660 is non-exempt, unless the employee is:

- performing different work or duties for a temporary period of time on FLSA exemption status
- meets foreign exemption criteria
- a professional engaged in the practice of law or medicine

Non-Exemption of Non-Supervisory White-Collar Employees

Certain nonsupervisory white-collar employees are FLSA non-exempt (unless employees are performing different work or duties for a temporary period of time on FLSA exemption status or meet foreign exemption criteria) because they do not fit any of the exemption categories. They include:

Employees in equipment operating and protective occupations, and most clerical occupation

- Employees performing technician work in positions properly classified below GS–9 (or the equivalent level in other white-collar pay systems) and many, but not all, of those positions properly classified at GS–9 or above (or the equivalent level in other white-collar pay systems)
- Employees at any grade, or equivalent level, in occupations requiring highly specialized, technical skills and knowledge that can be acquired only through prolonged job training and experience, such as in the Air Traffic Control series, or in the Aircraft Operations series unless such employees are performing predominantly administrative functions rather than the technical work of the occupations.

Classification Appeal



CLASSIFICATION Classification Appeal

What can be appealed? What cannot be appealed?

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Title ▪ Occupational Series ▪ Broadband level | <ul style="list-style-type: none"> ▪ Accuracy of PRD ▪ AcqDemo Classification criteria ▪ Pay-setting Criteria ▪ Propriety of a Salary Schedule ▪ Matters grievable under an admin or negotiated grievance procedure |
|---|--|



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Appeals

Employees may formally appeal the occupational series, title, or broadband level of their own position at any time, verbally or in writing. Employees must raise the areas of concern to supervisors in the immediate chain of command. If employees are not satisfied with the supervisory response, they then may appeal to the DoD appellate level. If they are not satisfied with the DoD response, they may appeal to OPM only after DoD has rendered a decision under the provisions of AcqDemo. Appellate decisions from OPM are final and binding on all administrative, certifying, payroll, disbursing, and accounting officials of the Government.

No Appeals

An employee may not appeal the accuracy of the position requirements document, the demonstration project classification criteria, or the pay-setting criteria, the propriety of a pay schedule, or matters grievable under an administrative or negotiated grievance procedure or an alternative dispute resolution procedure.

The evaluation of classification appeals is based upon the AcqDemo classification criteria. Case files will be forwarded for adjudication through the civilian personnel/human resources office providing personnel service and will include copies of appropriate demonstration project criteria.

Both DoD and OPM have helpful fact sheets on classification appeals:

http://www.dtic.mil/whs/directives/corres/pdf/1400.25_SC511.pdf

<http://www.opm.gov/classapp/fact/MSO-98-3.pdf>

Chapter 3: Hiring and Staffing



III. HIRING & STAFFING

- Competitive and Non-Competitive Actions
- Appointments and Periods
- Delegating Examining Process
- Internal Placement
- Scholastic Achievement Appointment Authority
- Voluntary Emeritus Program
- Academic Degree & Certificate Training/Sabbaticals
- Revised RIF Credit Procedures



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This chapter covers hiring and staffing issues related to AcqDemo. This includes: (1) Competitive and Non-Competitive Actions, (2) Appointments and Periods, (3) Delegated Examining Process, (4) Internal Placement, (5) Scholastic Achievement Appointment Authority, (6) Voluntary Emeritus Program, (7) Academic Degree & Certificate Training/Sabbaticals, and (8) Revised Reduction-In-Force (RIF) Credit Procedures.

Competitive and Non-Competitive Actions



HIRING & STAFFING Competitive and Non-Competitive Actions

- **Competitive**
 - Promotions (6 – 20%, at least minimum but NTE maximum)
 - Temporary Promotions > 120 days
- **Non-Competitive**
 - Re-Promotions
 - Change in position having no greater potential than current
 - Accretion of Duties
 - RIF placement
 - Target Career Level Promotions
 - Temporary Promotions NTE 120 days
 - Modified Term
 - Candidates w/ priority consideration
 - Addition of supervisor duties in same broadband

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Competitive

Promotion is defined as a movement to a higher broadband level within the same career path or a different career path and broadband level in which the new broadband level has a higher maximum base pay rate than the employee's current position. It is competitive.

- When an employee is promoted the base pay upon promotion will be at least **six percent, but not more than 20 percent**, greater than the employee's current base pay.
 - However, if the minimum base pay rate of the new broadband level is more than 20 percent greater than the employee's current base pay, then the new base pay will be set at the minimum base pay rate of the new broadband level. The employee's base pay may not exceed the base pay range of the new broadband level.
 - When an employee receiving a retained rate is promoted to a higher broadband level, at a minimum, the employee's base pay upon promotion will be set in the higher broadband level (1) at six percent higher than the maximum base pay rate of the employee's existing broadband level; or (2) at the employee's existing retained rate, whichever is greater. Refer to AcqDemo Memorandum 13-04 for additional information (included in Tab 9 at the back of this binder).

Temporary Promotions are short-term assignments to a position in a higher broadband level. (See definition of promotion.)

- Temporary promotions greater than 120 days are competitive.
- When an employee is competitively selected for a position with a higher target broadband level than currently or previously held (e.g., Upward Mobility), upon movement to the new position the employee will receive the base pay corresponding to the minimum of the new broadband level or the existing base pay, whichever is greater.

Non-Competitive

According to the **Operating Procedures (May 13, 2003) 4.3.2.5**, the following actions are exceptions to competitive procedures:

- **Re-promotion** to a position having the same maximum base pay or broadband level as the employee previously held on a permanent basis within the competitive service
- Promotion, reassignment, change to a lower broadband level, transfer, or reinstatement to a position having **promotion potential no greater than the potential of a position an employee currently holds or previously held** on a permanent basis in the competitive service
- **Promotion without current competition** when the employee was appointed through competitive procedures to a position with a documented career ladder (upward mobility, interns, etc.)
- **Accretion of Duties** caused by an organizational need or at the request of the employee
- **RIF placement** with a position change permitted by demonstration project reduction-in-force procedures
- **Target Career Level** positions
- A **temporary promotion** or detail to a position with a higher maximum base pay not to exceed 120 days
- **Candidates with Priority Consideration** because they were **not given proper consideration** in a competitive promotion action under the demonstration project
- Conversion of an employee from a **modified term appointment** to a permanent appointment in the same broadband level and occupational family as the modified term position
- **Addition of Supervisory duties** within the assigned broadband level
- Any other non-**competitive action** as determined by the Components

Appointments and Periods



HIRING & STAFFING Appointments and Periods

- Five appointment options:
 - Permanent appointments
 - Career
 - Career Conditional
 - Temporary Limited – NTE 1 year, +1 year extension
 - Modified Term – NTE 5 years, +1 year extension
 - Excepted Service – e.g. Pathways Programs
 - Target Career Level Positions
 - Eligibility determined by organization or component
 - Recent graduates (within 2 years of completing academic course requirements, or up to 6 years if due to military service obligations)
 - Student Interns (formerly SCEP) can be included
 - STEP positions are excluded from AcqDemo

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Permanent Appointments

Employees who are serving on permanent appointments (either Career or Career-Conditional) will be converted to the demonstration project at the time of implementation using an official personnel action. This conversion will use NOAC 890, Pay Adjustment, and the Legal Authority Code, Z2W, P.L. 111-383.

Temporary Appointments

Temporary appointments are only 1 year, plus 1 year but converting temporary appointments will maintain the original NTE date.

Modified Term

The modified term is a new appointment authority that is based on the existing term appointment, but may extend up to five years with a one-year locally approved extension. The one-year extension must be approved by the commander or his designated representative. Reasons for making a modified term appointment include, but are not limited to, carrying out special projects, staffing new or existing programs of limited duration, filling a position in activities undergoing review for reduction or closure, and replacing permanent employees who have been temporarily assigned to another position, are on extended leave, or have entered military service.

The demonstration project has provisions for a Term Appointment not-to-exceed five years, plus an additional one year extension, if approved. Employees who are serving on a Term Appointment not-to-exceed four years will be converted into the project by a Pay Adjustment Action or NOAC 890.

According to the **Operating Procedures, 4.1.6-8:**

“Employee Selection Under Modified Term. Selections for modified term appointments will be made under competitive examining processes. An agency may make a modified term appointment from the appropriate register or if the selectee is:

- A person with **eligibility for reinstatement**
- Any **veteran** who is eligible for a Veterans Readjustment Appointment
- A person **eligible for career or career-conditional** employment under 5 CFR 315.601 through 315.610, inclusive; or under 315.703
- A **former term employee** of the agency who left prior to the expiration of his/her appointment. Reappointment must be to a position covered by the same term authority under which the individual previously served, and service under such reappointment may not exceed the expiration date of the original term appointment
- A **disabled veteran** who has been retired from active military service with a disability rating of 30 percent or more, or has been rated by the Department of Veterans Affairs within the preceding year as having a compensable service-connected disability of 30 percent or more
- A person **eligible for acquisition of competitive status for career appointment** under 5 CFR Part 315. However, a term employee does not acquire a competitive status on the basis of this term appointment; nor does this term appointment extend or terminate the employee’s eligibility under 5 CFR Part 315.
- A **temporary employee who is within reach for term appointment** to the same position from an appropriate register at the time of his/her temporary appointment, or during subsequent service in the position, provided that the register was being used for term appointments at the time the employee was reached and he/she has been continuously employed in the position since being reached
- A person eligible under OPM **interchange agreement**

4.1.7 Employee Reassignment. A modified term employee may be reassigned to another modified term position provided the original not-to-exceed date remains the same and the employee meets the OPM Operating Manual qualifications standards for the lowest equivalent GS position placed in the broadband level and applicable DAWIA requirements.

4.1.8 Conversion to Career-Conditional Appointment. Employees hired under the modified term appointment authority are in a non-permanent status but may be eligible for conversion to career-conditional appointments. To be converted, the employee must: (1) have been selected for the term position under competitive procedures, with the announcement specifically stating that the individual(s) selected for the term position(s)

may be eligible for conversion to career-conditional appointment at a later date; (2) have served two years of continuous service in the term position; and (3) be selected under merit promotion procedures for the permanent position or be converted to a permanent position in the same broadband level and occupational family as the modified term position.”

Delegated Examining Process

AcqDemo

HIRING & STAFFING Delegated Examining Process

- Applicant Quality Groups:
 - Candidates meeting minimum qualifications are further reviewed for knowledge, skills and abilities and are assigned a numerical score of 70, 80 or 90 and placed into one of three groups for referral to hiring official:
 - Basically qualified (70)
 - Highly qualified (80)
 - Superior (90)
 - No “Rule of Three”
 - Selecting officials receive a reasonable number of candidates
 - Veterans’ preference applies

Additional Component policy may apply

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The Delegated Examining Process under AcqDemo is the same as under title 5, which is used for employees covered under the General Schedule pay system. Note, however, that USA Jobs is very similar to the AcqDemo process and today is typically used as the standard AcqDemo process to fill open positions.

If desired, the Delegated Examining Process may be used to fill position with exceptions for positions in the Senior Executive Service or the Executive Assignment System; Senior Level (ST/SL) positions; Administrative Law Judge positions; and positions subject to any examining process covered by court order.

Category Rating

The Delegated Examining Process also known as Category Rating is a provision of AcqDemo. Category Rating is a process of evaluating eligible applicants by quality categories. Applicants are assessed against job-related criteria and then placed into pre-defined categories with individuals having similar levels of job-related competencies.

Eligibility

An applicant’s basic eligibility will be determined using OPM’s “Qualifications Standards for General Schedule Positions” and DAWIA requirements as needed. Minimum eligibility requirements will be those at the lowest equivalent GS grade of the appropriate broadband level. Selective placement factors may be established in accordance with OPM’s “Qualifications Standards for General Schedule Positions” when judged to be critical to successful job performance. These factors will be communicated to applicants and must be met for basic eligibility.

Rating

The “Rule of Three” is eliminated therefore, providing the selecting official with a larger pool of qualified candidates to consider.

Candidates who meet the basic “minimum” qualifications will be further evaluated based on knowledge, skills, and abilities which are directly linked to the positions(s) to be filled. Based on this assessment, candidates will receive numerical scores of 70, 80, or 90. No intermediate scores will be granted except for those eligibles that are entitled to veterans’ preference.

Preference eligibles meeting basic (minimum) qualifications will receive an additional five or ten points (depending on their preference eligibility), added to the minimum scores identified above. Candidates will be placed in one of the quality groups based on their numerical score, including any veterans’ preference points: Basically Qualified (score of 70 to 79); Highly Qualified (score of 80 to 89); or Superior (score of 90 and above). The names of preference eligibles will be entered ahead of others having the same numerical score.

For **scientific/engineering and professional positions** at the basic rate of pay equivalent to GS-9 and above, candidates will be referred by quality groups in the order of the numerical ratings, including any veterans’ preference points. For all other positions, (i.e., other than scientific/engineering and professional positions at the equivalent of GS-9 and above), preference eligibles with a compensable service-connected disability of ten percent or more who meet basic (minimum) eligibility will be listed at the top of the highest group certified.

Rating Score

Managers are responsible for establishing, prior to the recruitment process, the appropriate job-related criteria used to assign the tentative rating scores of 70, 80 or 90. This documentation should include the specific requirements of the position; the knowledge, skills, and abilities used to meet the requirement; and the anchors/benchmarks developed to differentiate between candidates.

Veterans Preference

Veteran’s preference applies under AcqDemo. An additional five or ten points will be added to the scores of eligible veterans (depending on their preference eligibility). All candidates will then be placed in one of three quality groups, depending on their total scores: Basically Qualified (70 and above); Highly Qualified (80 and above); or Superior (90 or above). Candidates are referred on the basis of their quality group (e.g., Superiors are referred before Highly Qualified) except in the case of compensable veterans.

Veterans with ten percent (10%) preference eligibility will always migrate to the top of the candidate list, regardless of the quality group in which they fall during the qualifying process.

Reasonable Number of Candidates

Selecting officials should be provided with a reasonable number of qualified candidates from which to choose. All candidates in the highest group will be certified. If there is an insufficient number of candidates in the highest group, candidates in the next lower group may then be certified; should this process not yield a sufficient number, groups will be certified sequentially until a selection is made or the qualified pool is exhausted. When two or more groups are certified, candidates will be identified by quality group (i.e., Superior, Highly Qualified, Basically Qualified) in the order of their numerical scores. Passing over any preference eligible(s) to select a non-preference eligible requires approval under current pass-over or objection procedures.

More information is available in Operating Procedures, Chapter 4.2.4.

Note that this entire process is overcome by the implementation of USA Jobs and the processes that servicing personnel offices have developed for USA Jobs.

Simplified Assignment Process - Change in Assignment

Under the AcqDemo waivers to title 5 U.S.C. and title 5 CFR, the classification and broadbanding structure provides the ability for employees to receive subsequent organizational assignments to projects, tasks, or functions within their broadband level requiring the same occupational series, level and area of expertise, and qualifications as their current position without change in their rate of base pay. These assignments typically are not required to be documented with a SF-50 as they would be within the factor descriptors. However, if the assignment results in an occupational series change, broadband level change, or change to KSAs, an official SF-50 Notification of Personnel Action is required.

Depending on the type of assignment or position change, there are a number of ways to record the action including:

- a Memorandum to the employee, particularly in instances of short-term assignments to another organization or under another supervisor, with copies to appropriate supervisory and or managerial personnel,
- as a Realignment Action (SF-50),
- as a Detail (Memorandum or SF-50 depending on length of assignment and or level of work),
- as a Reassignment (SF-50), or
- as a Reassignment Not to Exceed (NTE) (SF-50).

The OPM Guide to Processing Personnel Actions and or Component/DoD AcqDemo Project Office issued instructions for unique actions should be used to determine the appropriate Nature of Action Code (NOAC) for the type of assignment.

Change in Assignment within Career Path/Broadband Level Example:

Lorraine M. is a General Attorney, NH-IV. She requests and receives a change in position to a Patent Attorney, NH-IV.

Her current base pay is \$87,000. Her base pay would stay the same, because she is within her broadband level equivalent for NH-IV. However, this would require a SF-50 and new PRD.

Change in Assignment to another Career Path/Broadband Level Example:

Ryan T. is an Engineering Technician, NJ-III. He requests and receives a change in position to a General Engineer, NH-II.

His current base pay is \$65,371. His base pay would stay the same, because he is within his broadband level equivalent for NJ-III and is already at the top of the band. However, this would require a SF-50 and new PRD.

Movement to a Lower Broadband

Movement to a lower broadband can occur as a result of a voluntary or involuntary change to a lower broadband level or career path (except RIF). There is a provision for an employee to voluntarily request a change to a lower broadband level. An employee may wish to work at a lower level in order to move to another location, relocate with a spouse, or avoid stress.

Voluntary

If an employee voluntarily accepts a change to a lower broadband level in the same career path (example: NH IV to NH III), or to a different career path (example: NH to NK), base pay may be set anywhere within the broadband level to which the employee is appointed. However, the new base pay may not exceed current base pay or the maximum base pay of the broadband level to which the employee is assigned—whichever is lower.

Involuntary Change to Lower Broadband Level Without Reduction in Pay Due to a Contribution-Based Action

When an employee is changed to a lower broadband level with the same base pay due to a contribution-based action, this change is *not* considered an adverse action. This could occur due to inadequate contribution if the employee's base pay falls below the minimum rate of base pay for the broadband level to which he or she is assigned. It would usually take several years of poor scoring for this to occur.

Involuntary Reduction in Pay Due to Adverse Action

As explained above, an employee may receive a reduction in base pay within his or her broadband level and career path, be changed to a lower broadband level, and/or be moved to a different position in a different career path due to an adverse action. In these situations, the employee's base pay will be reduced by at least 6%. However, base pay can be set no lower than the minimum base pay of the new broadband level to which he or she is assigned.

Reduction-in-Force (RIF) Action

Employees who undergo RIF action and who are placed in a lower broadband level are entitled to pay retention if all title 5 conditions are met. Pay retention entitlement under AcqDemo is determined under 5 CFR Subpart C—Pay Retention.

Return from Disability

Employees returning from a disability (as a result of an occupational injury) to a position in a lower broadband level or to a career path with lower base pay potential than held prior to the injury, may return to limited or light duty. The employee is entitled indefinitely to the base pay held prior to the injury and will receive full general and locality pay increases.

Scholastic Achievement Appointment Authority



HIRING & STAFFING Scholastic Achievement Appointment Authority

- Candidates can be competitively appointed to NH Broadband II if:
 - Position meets OPM basic qualification standards
 - Position or occupation has a positive education requirement
 - Employee achieves a cumulative 3.5 GPA (Bachelor's) or 3.7 GPA (Master's) or better in the field of study appropriate for the occupational series
 - Employee achieves overall GPA of at least 3.0 GPA (Bachelor's)
 - Appointment is into a position at a pay lower than the top step of GS-7 (Bachelor's) or GS-11 (Master's)
 - Veterans' preference applies

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This demonstration project establishes a Scholastic Achievement Appointment that provides the authority to appoint candidates with degrees to positions with positive education requirements. Candidates may be appointed under this procedure if:

- they meet the minimum standards for the positions as published in **OPM's Operating Manual "Qualification Standards for General Schedule Positions,"** plus any selective factors stated in the vacancy announcement,
- the occupation has a **positive education requirement,**
- the candidate has a cumulative undergraduate grade point average (**GPA**) of **3.5 or better (on a 4.0 scale) in those courses in those fields of study** that are specified in the Qualification Standards for the occupational series and an **overall undergraduate GPA of at least 3.0** on a 4.0 scale, and
- the appointment is into a position at a pay level **lower than the top step of GS-7.**

Appointments may also be made at the equivalent of GS-9 through GS-11 on the basis of graduate education and experience, but with the requirement of a GPA of at least 3.7 on a scale of 4.0 for graduate courses in the field of study required for the occupation. Veterans' preference procedures will apply when selecting candidates under this authority. Preference eligibles who meet the above criteria will be considered ahead of non-preference eligibles.

Passing over any preference eligible(s) to select a non-preference eligible requires OPM approval under current objection procedures. This authority allows for competitive appointment to positions at the broadband level II.

Scholastic Achievement Appointment Example:

Eve V. is new to the federal government. She applies competitively for a federal vacancy and wins a position classified as a Mediator, 0241, NH-I. However, the vacancy is open to the Scholastic Achievement Appointment.

She just recently graduated from college with a Bachelor’s Degree in Psychology. She earned a cumulative GPA of 3.83 on a 4.0 scale for her 8 courses in psychology and alternative dispute resolution including mediation. Her overall undergraduate GPA was 3.74 on a 4.0 scale.

Her initial appointment will be a NH Broadband Level II with a GS-7 equivalent. New base pay must be below GS 7, Step 10, under \$44,615.

| Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | WITHIN GRADE |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|--------------|
| 7 | 34319 | 35463 | 36607 | 37751 | 38895 | 40039 | 41183 | 42327 | 43471 | 44615 | 1144 |

GS 2014 Pay Table



Voluntary Emeritus Program



HIRING & STAFFING Voluntary Emeritus Program

- Geared towards the NH career path:
 - Maintains ties with the acquisition community
 - Permits higher level professionals to share knowledge via mentoring and training
 - Does not affect retirement pay or buyout
 - Allows for compensation of travel expenses and allowances
 - Component specific guidance

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Even after an employee retires or separates from federal service, the opportunity to contribute to the acquisition workforce may continue.

The Voluntary Emeritus Program is designed to ensure continued quality acquisition by allowing higher level employees to accept retirement while still retaining ties to the acquisition community. The Voluntary Emeritus Program will permit acquisition professionals to share their knowledge through mentoring and training less-experienced professionals. Volunteers are not paid a salary or any other compensation except for reimbursement of official travel expenses and allowances.

This initiative is available only to employees in the Business Management and Technical Management Professional career path. Former employees interested in continuing to serve the acquisition workforce as a volunteer should contact a human resources specialist for information.

Not everyone who applies will be given an emeritus position, but for those who do; this program is an opportunity to remain a part of the important work of the acquisition workforce. Those applicants selected for this program must complete the Voluntary Emeritus Work Agreement.

Any retirement incentive paid to the former employee need not be paid back to accept a voluntary emeritus position.

Academic Degree & Certificate Training



HIRING & STAFFING Academic Degree & Certificate Training

- Defense Acquisition Workforce Improvement Act (DAWIA) authorized degree and certification training for acquisition-coded positions
- AcqDemo:
 - Extended authority for the duration of the project
 - Expanded coverage to all AcqDemo positions
- Authorizes local level approval
 - Funding, and procedures
 - Implementation – local responsibility

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Academic Degree and Certificate Training

These programs are not exclusive to designated acquisition professionals. They are also available to acquisition support positions.

The program also provides authorization at the local level to administer and pay for these degree and certificate training programs. This authorization will facilitate continuous acquisition of advanced, specialized knowledge essential to the acquisition workforce, and provide a capability to assist in the recruiting and retaining of personnel critical to the present and future requirements of the acquisition workforce. Funding for this training, while potentially available from numerous sources (including DAWIA for employees in acquisition-coded positions), is the responsibility of the participating organization.

Sabbaticals



HIRING & STAFFING Sabbaticals

- Sabbaticals
 - Local authority approval
 - 3-12 month duration
 - Available to AcqDemo employees with 7+ years experience
 - Results in a product, service, report or study that benefits the acquisition community and increases the employee's effectiveness
 - Component specific guidance

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Sabbaticals

AcqDemo organizations have the authority to grant sabbaticals without application to higher levels of authority. These sabbaticals will permit employees to engage in study or work experience that contributes to their development and effectiveness. The sabbatical provides opportunities for employees to acquire knowledge and expertise that cannot be acquired in the standard working environment. These opportunities should result in enhanced employee contribution. The spectrum of available activities under this program is limited only by the constraint that the activity contributes to the organization's mission and to the employee's development. The program can be used for training with industry or on-the-job work experience with public, private, or nonprofit organizations. It enables an employee to spend time in an academic or industrial environment or to take advantage of the opportunity to devote full-time effort to technical or managerial research.

Sabbatical Eligibility

The acquisition demonstration project sabbatical program will be available to all demonstration project employees who have seven or more years of Federal service. Each sabbatical will be of three to twelve months' duration and must result in a product, service, report, or study that will benefit the acquisition community as well as increase the employee's individual effectiveness. Requests for a sabbatical must be made by the employee through the chain of command to the employee's installation Executive Director or equivalent, who has final approval authority and who must ensure that the program benefits both the acquisition workforce and the individual employee. Funding for the employee's pay and other expenses of the sabbatical is the responsibility of the participating organization.

Revised RIF Procedures



HIRING & STAFFING Revised RIF Procedures

- Tenure and Veterans' Preference
 - Same as GS, per Title 5
- Competitive Areas
 - Separate area for AcqDemo employees
- Single Round vs. "Bump and Retreat"
- Length of Service

- As adjusted
- Appraisal rating used to determine additional years of retention service credit

| Retention Service Credit Associated with Appraisal Results | | | | | |
|--|--------------|--------------------------------|-------|-------|-------------|
| Business Management & Technical Management Professional | | | | | |
| Broadband | OCS | OCS Range | | | |
| | | Years Retention Service Credit | | | |
| Level | Normal Range | 20 | 16 | 12 | 0 |
| I | 0-29 | 21 or above | 11-20 | 1-10 | 0 |
| II | 22-66 | 56 or above | 39-55 | 22-38 | 21 or lower |
| III | 61-83 | 76 or above | 69-75 | 61-68 | 60 or lower |
| IV | 79-100 | 95 or above | 87-94 | 79-86 | 78 or lower |

Table 7 (excerpt), 1999 Federal Register Notice

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When an agency must abolish positions, the reduction-in-force (RIF) regulations determine whether an employee keeps his or her present position, or whether the employee has a right to a different position. Its objectives are to prevent the loss of high-contributing employees with needed skills. RIF also offers a simplified displacement procedure to reduce the disruption and costs to components and organizations.

AcqDemo retention standing refers to an employee's standings on a retention register based on three factors:

- Tenure – which determines the retention group:
 - Group I – Career employees (≥3 yrs govt. service)
 - Group II – Career-conditional employees (<3 yrs govt. service)
 - Group III – Term/indefinite appointments
- Veterans' Preference – which determines the retention subgroup:
 - AD – Veterans' compensable preference (≥30% disability)
 - A – Veterans' non-compensable preference (all others)
 - B – Employees not eligible for Veterans' preference
- Length of Service – as adjusted by contribution credit to produce a Retention Service Credit.

NOTE: The AcqDemo Program Office, in coordination with the AcqDemo Executive Council, is reviewing the current process for assigning appraisal levels.

Chapter 4: Pay Setting



IV. PAY SETTING

- General Pay Setting
- Calculating WGI Buy-In
- Activity: Calculate WGI Buy-In
- Transition-Affected Pay Situations



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Chapter 5 covers pay setting which includes: (1) General Pay Setting , (2) Calculating With-In-Grade Increase [WGI] Buy-In, (3) Calculate WGI Buy-In and New Adjusted Pay Activity, and (4) Transition-Affected Pay Situations.

General Pay Setting



PAY SETTING General Pay Setting

- New Hires from Outside Federal Government & Reinstatement Eligibles
 - Base pay set within the applicable broadband level
- Non-AcqDemo GS Employees (other than conversion)
 - *WGI/Career Ladder Promotion Buy-in if lateral transfer, reassignment or realignment
 - Base pay set within the applicable broadband level for promotion
- Non-GS Federal Employees
 - Not eligible for WGI Buy-in unless WGI eligibility exist under their current pay system
 - Not eligible for Career Ladder Promotion Buy-in
 - Base pay may be set within the applicable broadband level for promotion
- AcqDemo Employees
 - Base pay will be at least 6% and no more than a 20% increase of existing base pay for promotion

| |
|--|
| WGI Buy-In Calculation: |
| $\text{Base Salary} = (\text{Time in Step} / \text{Time Between Steps}) \times \text{Step Increase} + \text{Current Salary}$ |

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a. NEW HIRES AND REINSTATEMENT ELIGIBLES.

(1) NEW HIRES. For a new hire, initial base pay will be set within the base pay range for the broadband level of the position for which hired at a level consistent with the individual's qualifications and the expected overall contribution score of the position. Hiring officials will also determine starting base pay upon available labor market considerations relative to special qualifications requirements, scarcity of qualified applicants, programmatic urgency, and education/experience of new selectees.

(2) REINSTATEMENT ELIGIBLES. For reinstatement eligibles, consideration will be given to the various criteria mentioned for new hires as well as the selectee's experience and duties in former Federal government civilian positions and base pay. Base pay will be set within the base pay range for the broadband level of the position for which the selectee was hired at a level consistent with the individual's qualifications and the expected overall contribution score of the position. The maximum payable rate rule at 5 CFR 531.221 and the AcqDemo organization's policy on its use may be an appropriate tool for establishing base pay for a reinstatement eligible.

b. NON-ACQDEMO FEDERAL CIVILIAN EMPLOYEES ENTERING THE DEMONSTRATION PROJECT THROUGH ACTIONS OTHER THAN CONVERSION. Federal civilian employees entering into the AcqDemo from other pay systems not as the result of a conversion will be moved into a career path and broadband level with base pay set in accordance with AcqDemo

guidance and reflective of the duties and responsibilities of the AcqDemo position and an individual's qualifications. The move will be described using the appropriate nature of action, e.g., promotion, reassignment, transfer, etc., as provided by the Office of Personnel Management's (OPM) Guide to Processing Personnel Actions.

(1) PROMOTION.

(a) DEFINITION. A promotion occurs when a non-AcqDemo Federal employee is selected under competitive or merit promotion procedures for an AcqDemo position in a broadband level with a higher maximum base pay than that of the position currently held or a position previously held on a permanent basis in the competitive service.

(b) BASE PAY INCREASE AMOUNT. Base pay will be set within the base pay range for the broadband level of the position for which the selectee was hired at a level consistent with the individual's qualifications and the expected overall contribution score of the position. The maximum payable rate rule at 5 CFR 531.221 and the AcqDemo organization's policy on its use may be an appropriate tool for establishing base pay for a reinstatement eligible.

(c) BUY-IN PAYMENTS. No automatic pro-rated within-grade increase or non-competitive promotion pay increase (e.g., imminent career ladder promotion with current employer) buy-in payments are authorized.

(2) LATERAL TRANSFERS, REASSIGNMENTS, AND REALIGNMENTS OF GENERAL SCHEDULE (GS) EMPLOYEES.

(a) ELIGIBLE FOR BUY-IN. Individual GS employees who enter the project voluntarily by lateral transfer, reassignment, or realignment will be subject to the same pay setting rules as those GS employees entering the demonstration project upon initial conversion of their organization. (Refer to 64 FR 1483, Section V, Conversion, Paragraph A, Conversion to the Demonstration Project, page 1483 and AcqDemo OP, Chapter 2, Section 2.3, Employee Buy-in). An automated tool is provided by the AcqDemo Program Office at <http://www.acqdemo.dau.mil/> to facilitate the calculation of the new broadband base pay for GS employees.

(b) INELIGIBLE FOR BUY-IN. Examples of situations where GS employees would not be eligible for a WGI or a Career Ladder Promotion Buy-in are: GS employees who are at the 10th step of their grade; employees on retained pay whose adjusted base pay exceeds the maximum adjusted base pay of their broadband level; and employees on Temporary Reassignments Not to Exceed.

(3) LATERAL TRANSFERS, REASSIGNMENTS, AND REALIGNMENTS OF FEDERAL EMPLOYEES IN PAY SYSTEMS OTHER THAN GS. Federal employees in other pay systems, e.g., Defense Civilian Intelligence Personnel System Pay Banded System or a Science and Technology Reinvention Laboratory Personnel Demonstration Project, who do not have WGI eligibility under their current pay system or appointment, are not eligible for a WGI Buy-in when they move into the AcqDemo by lateral transfer, reassignment, or realignment. A Career

Ladder Promotion Buy-in is not authorized for movement from a pay system other than the GS pay system to the AcqDemo pay system by lateral transfer, reassignment, or realignment.

c. INTERNAL MOVEMENT OF ACQDEMO EMPLOYEES

(1) MOVEMENT WITHIN A BROADBAND LEVEL. Movement within a broadband level to higher base pay levels will be determined by an AcqDemo employee's contribution under the Contribution-based Compensation and Appraisal System (CCAS).

(2) PROMOTION.

(a) DEFINITION. A promotion within AcqDemo is considered to be to a broadband level with a higher maximum base pay either within the existing career path or in a different career path.

(b) BASE PAY INCREASE. A promotion base pay increase will be **at least 6% and not more than 20%** of an AcqDemo employee's existing base pay. However, if the minimum rate of the employee's new broadband level is more than 20 percent greater than the employee's current base pay, then the minimum rate of the new broadband level is the new base pay.

Individuals enter AcqDemo as either a new hire from outside the government or an existing non-AcqDemo federal employee from a different DoD component, agency, or field activity or from another federal government organization.

Special salary rates are not applicable to demonstration project employees.

WGI Buy-In Calculation:

Base Pay = (Time in Step/Time Between Steps) x Step Increase + Current Base Pay

Existing federal employees may be eligible for a **within-grade increase (WGI) buy-in depends on current pay system and criteria developed**. GS employees converting into AcqDemo are eligible to receive a pro-rated share of the upcoming step increase. The buy-in is computed by the number of weeks an employee has completed towards the next higher step or grade. Employees at the maximum step (i.e., step 10) are not eligible for a WGI buy-in. This buy-in will be adjusted to the employee's base pay.

Employee buy-in ensures that the employee will not lose any pay as a result of conversion into AcqDemo.

Conversion into the demonstration for GM employees will be performed using the Last Equivalent Salary Increase (LESI) computation.

Calculating WGI Buy-In



PAY SETTING

Calculating WGI Buy-In

2014 AcqDemo Conversion Tool

Please populate the information in the yellow shaded areas:

| | | | | | |
|------------------------------------|--------------------------|-------------------------|-------------|--|----------|
| Name (optional): | Joe Employee | | | Current Grade (1-15): | 12 |
| Occupational Series (4 digits): | 1301 | Listing | | Current Step (1-10): | 6 |
| Occupation Description: | GENERAL PHYSICAL SCIENCE | | | | |
| Locality Rate-% (optional): | 22.20% | Sacramento-Arden-Arcade | | Current Base Pay | \$71,022 |
| Effective Date of Conversion is: | Month (1-12) | Day (1-31) | Year (XXXX) | Employees on retained pay are not eligible for a buy-in. | |
| | 5 | 31 | 2014 | | |
| Last Within-Grade-Increase was on: | 5 | 12 | 2013 | | |

AcqDemo Conversion Information:

| | | | | | |
|--------------------------------|--------------|---------|----------------------|-------------------|--------------|
| Name: | Joe Employee | | Time-Between-Steps: | 104 | weeks |
| Career Path: | NH | | Step Increase: | \$2,029 | |
| Broadband: | III | | Time-in-Step: | 55 | weeks |
| Base Salary Before Conversion: | \$71,022 | | Buy-In Amount: | \$1,073 | ★ \$1,073.03 |
| | | | New Base Pay: | \$72,095 | ★ |
| Locality Percentage: | 22.20% | Amount: | \$16,005 | New Adjusted Pay: | \$88,100 ★ |

***WGI BUY-IN CALCULATION:**

New Base Pay=

(Time-in-Step ÷ Time-Between-Steps) x Step Increase + Current Base Pay

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The following table illustrates the **conversion** of Henry N., a series 1102 Contracting Officer, Grade 12, step 3 with a GS 2014 base pay of \$64,935. Henry will be classified in AcqDemo as an NH-1102-III. Henry, like many employees converting from GS to AcqDemo, will receive a base pay increase as the result of his conversion. His new base pay will be \$65,683.

(Based on GS 2014 Base Pay Table Using Rest of US for Locality Pay information)

| | | | |
|------------------------------------|--------------|-----------------------|-----------|
| Name: | Henry N. | Current Grade (1-15): | 12 |
| Occupational Series: | 1102 | Current Step (1-10): | 3 |
| Occupational Description: | Contracting | | |
| Locality Rate %: | 14.16% | | |
| Effective Date of Conversion is: | Month (1-12) | Day (1-31) | Year XXXX |
| | 06 | 30 | 2014 |
| Last Within-Grade Increase was on: | 10 | 21 | 2013 |

| AcqDemo Conversion Information | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|---|
| Name: | <input type="text" value="Henry N."/> | Time Between Steps: | <input type="text" value="52 weeks"/> |
| Career Path: | <input type="text" value="NH"/> | Step Increase: | <input type="text" value="\$2,029"/> |
| Broadband: | <input type="text" value="III"/> | Time-in Step: | <input type="text" value="36 weeks"/> |
| Base Pay <i>Before</i> Conversion: | <input type="text" value="\$64,935"/> | Buy-in Amount: | <input type="text" value="\$1,405"/> |
| | | New Base Pay: | <input type="text" value="\$66,340"/> |
| | | | |
| Locality Percentage: 14.16% | Amount: | <input type="text" value="\$ 9,394"/> | New Adjusted Pay: <input type="text" value="\$75,734"/> |

There is a conversion calculator available to compute WGI buy-in. It can be used to calculate locality pay, too. It can be found at:

<http://acqdemo.dau.mil/AcqDemoBIC.html>

Activity: Calculate WGI Buy-In and New Adjusted Base Pay



PAY SETTING

Activity: Calculate WGI Buy-In and New Base Pay

- Individual Activity, review the conversion information and calculate:

- WGI Buy-In

$$\text{(Time-In-Step / Time-Between-Step) x Step Increase = WGI Buy-In}$$

$$\text{(______ weeks / ______ weeks) x \$ ______ = \$ ______}$$

- New Base Pay and New Locality

| | |
|--|---|
| $\text{WGI Buy-In + Current Base Pay = New Base Pay}$ $\text{\$ ______ + \$ ______ = \$ ______}$ | $\text{New Base Pay x Locality \% = New Locality}$ $\text{\$ ______ x ______ \% = \$ ______}$ |
|--|---|

- New Adjusted Base Pay

$$\text{(New Base Pay + New Locality Amount) = New Adjusted Base Pay}$$

$$\text{(\$ ______ + \$ ______) = \$ ______}$$



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Instructions:

Individually, calculate a WGI Buy-In with the new base pay and adjusted base pay.

Share results with the class.

(Time-In-Step / Time-Between-Step) x Step Increase = WGI Buy-In
 (______ weeks / ______ weeks) x \\$ ______ = \\$ ______

WGI Buy-In + Current base pay = New base pay
 \\$ ______ + \\$ ______ = \\$ ______

New base pay x Locality % = New Locality
 \\$ ______ x ______ % = \\$ ______

(New base pay + New Locality Amount) = New adjusted base pay
 (\\$ ______ + \\$ ______) = \\$ ______

ACTIVITY: Calculate WGI Buy-In, Base Pay, Locality and New Adjusted Pay

| |
|--|
| WGI Buy-In Calculation: |
| Base Pay = (Time in Step/Time Between Steps) x Step Increase + Current Base Pay |

(Based on GS 2014 Pay Table)

| | | | |
|------------------------------------|---|---|---|
| Name: | <input type="text" value="Karen G."/> | Current Grade (1-15): | <input type="text" value="13"/> |
| Occupational Series: | <input type="text" value="0810"/> | Current Step (1-10): | <input type="text" value="5"/> |
| Occupational Description: | <input type="text" value="Civil Engineer"/> | | |
| Locality Rate : | <input type="text" value="San Diego"/> | | |
| Effective Date of Conversion is: | Month (1-12) <input type="text" value="06"/> | Day (1-31) <input type="text" value="01"/> | Year XXX <input type="text" value="2014"/> |
| Last Within-Grade Increase was on: | <input type="text" value="07"/> | <input type="text" value="31"/> | <input type="text" value="2013"/> |

| | | | |
|---------------------------------------|---------------------------------------|---------------------|--|
| AcqDemo Conversion Information | | | |
| Name: | <input type="text" value="Karen G."/> | Time Between Steps: | <input type="text" value="___ weeks"/> |
| Career Path: | <input type="text" value="NH"/> | Step Increase: | <input type="text" value="\$"/> |
| Broadband: | <input type="text" value="III"/> | Time-in Step: | <input type="text" value="44 weeks"/> |
| Base Pay Before Conversion: | <input type="text" value="\$82,043"/> | Buy-in Amount: | <input type="text" value="\$"/> |
| | | New Base Pay: | <input type="text" value="\$"/> |
| | | | |
| Locality Percentage: | <input type="text" value="24.19 %"/> | Amount: | <input type="text" value="\$"/> |
| | | New Adjusted Pay: | <input type="text" value="\$"/> |

The GS 2014 Base Pay Schedule (does not include locality)

| Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | WITHIN GRADE AMOUNTS |
|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
| 1 | \$ 17,981 | \$ 18,582 | \$ 19,180 | \$ 19,775 | \$ 20,373 | \$ 20,724 | \$ 21,315 | \$ 21,911 | \$ 21,934 | \$ 22,494 | VARIES |
| 2 | 20,217 | 20,698 | 21,367 | 21,934 | 22,179 | 22,831 | 23,483 | 24,135 | 24,787 | 25,439 | VARIES |
| 3 | 22,058 | 22,793 | 23,528 | 24,263 | 24,998 | 25,733 | 26,468 | 27,203 | 27,938 | 28,673 | 735 |
| 4 | 24,763 | 25,588 | 26,413 | 27,238 | 28,063 | 28,888 | 29,713 | 30,538 | 31,363 | 32,188 | 825 |
| 5 | 27,705 | 28,629 | 29,553 | 30,477 | 31,401 | 32,325 | 33,249 | 34,173 | 35,097 | 36,021 | 924 |
| 6 | 30,883 | 31,912 | 32,941 | 33,970 | 34,999 | 36,028 | 37,057 | 38,086 | 39,115 | 40,144 | 1,029 |
| 7 | 34,319 | 35,463 | 36,607 | 37,751 | 38,895 | 40,039 | 41,183 | 42,327 | 43,471 | 44,615 | 1,144 |
| 8 | 38,007 | 39,274 | 40,541 | 41,808 | 43,075 | 44,342 | 45,609 | 46,876 | 48,143 | 49,410 | 1,267 |
| 9 | 41,979 | 43,378 | 44,777 | 46,176 | 47,575 | 48,974 | 50,373 | 51,772 | 53,171 | 54,570 | 1,399 |
| 10 | 46,229 | 47,770 | 49,311 | 50,852 | 52,393 | 53,934 | 55,475 | 57,016 | 58,557 | 60,098 | 1,541 |
| 11 | 50,790 | 52,483 | 54,176 | 55,869 | 57,562 | 59,255 | 60,948 | 62,641 | 64,334 | 66,027 | 1,693 |
| 12 | 60,877 | 62,906 | 64,935 | 66,964 | 68,993 | 71,022 | 73,051 | 75,080 | 77,109 | 79,138 | 2,029 |
| 13 | 72,391 | 74,804 | 77,217 | 79,630 | 82,043 | 84,456 | 86,869 | 89,282 | 91,695 | 94,108 | 2,413 |
| 14 | 85,544 | 88,395 | 91,246 | 94,097 | 96,948 | 99,799 | 102,650 | 105,501 | 108,352 | 111,203 | 2,851 |
| 15 | 100,624 | 103,978 | 107,332 | 110,686 | 114,040 | 117,394 | 120,748 | 124,102 | 127,456 | 130,810 | 3,354 |

Locality Rates Table

| | | | | | | | |
|------------|--------|--------------|--------|--------------|--------|---------------|--------|
| Alaska | 24.69% | Dayton | 16.24% | Miami | 20.79% | Richmond | 16.47% |
| Atlanta | 19.29% | Denver | 22.52% | Milwaukee | 18.10% | Sacramento | 22.20% |
| Boston | 24.80% | Detroit | 24.09% | Minneapolis | 20.96% | San Diego | 24.19% |
| Buffalo | 16.98% | Hawaii | 16.51% | New York | 28.72% | San Francisco | 35.15% |
| Chicago | 25.10% | Hartford | 25.82% | Philadelphia | 21.79% | Seattle | 21.81% |
| Cincinnati | 18.55% | Houston | 28.71% | Phoenix | 16.79% | Washington DC | 24.22% |
| Cleveland | 18.68% | Huntsville | 16.02% | Pittsburgh | 16.37% | Rest of U.S. | 14.16% |
| Columbus | 17.16% | Indianapolis | 14.68% | Portland | 20.35% | | |
| Dallas | 20.67% | Los Angeles | 27.16% | Raleigh | 17.64% | | |

Transition-Affected Pay Situations



PAY SETTING Conversion-Affected Pay Situations

- Other Pay potentially affected by Conversion:
 - Foreign Area Allowances

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Foreign Area Allowances

Some employees who are stationed in a foreign area and who receive a Living Quarters Allowance in accordance with Department of State regulations may experience **a change in their Quarters Group Assignment**. Effective June 6, 2010, the Undersecretary of State for Management approved an interim change to the Department of State Standardized Regulations (DSSR) language at section 134.14 permitting an employee whose Quarters Group Assignment would be negatively impacted by transition to the GS system to retain a higher Quarters Group Assignment based on his/her previous NSPS classification. The language further authorizes the retention of that Quarters Group Assignment if the employee is management assigned to another position not for personal cause and not at the employee's request. This interim change became final on July 18, 2010, adding a new paragraph 134.14.c as follows:

“Despite the provisions of Section 132.3b(1), an employee whose conversion from the existing National Security Personnel System (NSPS) to the General Schedule or other personnel system as a result of termination of NSPS causes him/her to fall into a lower quarters group (Section 135.2) may remain in the higher quarters group as long as he/she remains in the position occupied at the time of conversion or is involuntarily moved to another position, where the reassignment has not been directed for cause and is not at the personal request of the employee”. **(Interim effective 6/6/10 TL: SR-735)**

(In context at http://aoprals.state.gov/content.asp?content_id=241&menu_id=89)

Chapter 5: Contribution-Based Compensation & Appraisal System (CCAS) – Performance Management

Acq Demo V. CONTRIBUTION-BASED COMPENSATION & APPRAISAL SYSTEM (CCAS) - PERFORMANCE MANAGEMENT

- Personnel Policy Board
- The CCAS Cycle
- Factors – Uses in CCAS
- Descriptors and Discriminators
- Self and Supervisory Assessments
- Broadband Level Point Ranges
- Sample Rated Level of Contribution
- CCAS Reward Payout Criteria
- Addressing Inadequate Contribution
- CCAS Grievance Process



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This chapter provides a brief overview of the Contribution-based Compensation and Appraisal System (CCAS). It includes: (1) Personnel Policy Board, (2) The CCAS Cycle, (3) Factors – Uses in CCAS, (4) Descriptors and Discriminators, (5) Self-Assessments and Supervisory Assessments, (6) Broadband Level Point Ranges, (7) CCAS Reward Payout Criteria, (8) Addressing Inadequate Contribution, and (9) CCAS Grievance Process.

The purpose of the Contribution-based Compensation and Appraisal System (CCAS) is to provide an equitable and flexible method for appraising and compensating the DoD acquisition workforce. It provides management, at the lowest practical level, the authority, control, and flexibility needed to achieve quality acquisition processes and quality products while developing a highly competent, motivated, and productive workforce. It allows for more employee involvement in the performance appraisal process, increases communication between supervisors and employees, promotes a clear accountability of contribution by each employee, facilitates employee pay progression tied to organizational contribution, and provides an understandable basis for changes to pay.

CCAS is a contribution-based appraisal system that goes beyond a performance-based rating system. Thus, it measures the employee's contribution to the mission of the organization. Base pay adjustment decisions must remain linked to, and based on employee contribution.

Personnel Policy Board



CCAS – PERFORMANCE MANAGEMENT Personnel Policy Board

- It is expected that each Component will create a Personnel Policy Board, or modify the charter of an existing group, that will:
 - Oversee the civilian pay budget
 - Address issues associated with separate pay systems
 - Determine the composition of the pay pools
 - Review operations of the pay pools
 - Provide guidance to pay pool managers
 - Administer funds to pay pool managers
 - Review hiring and promotion pay
 - Monitor award pool distributions
 - Assess the needs to changes to the demonstration procedures and policies
 - Oversight of transition into AcqDemo

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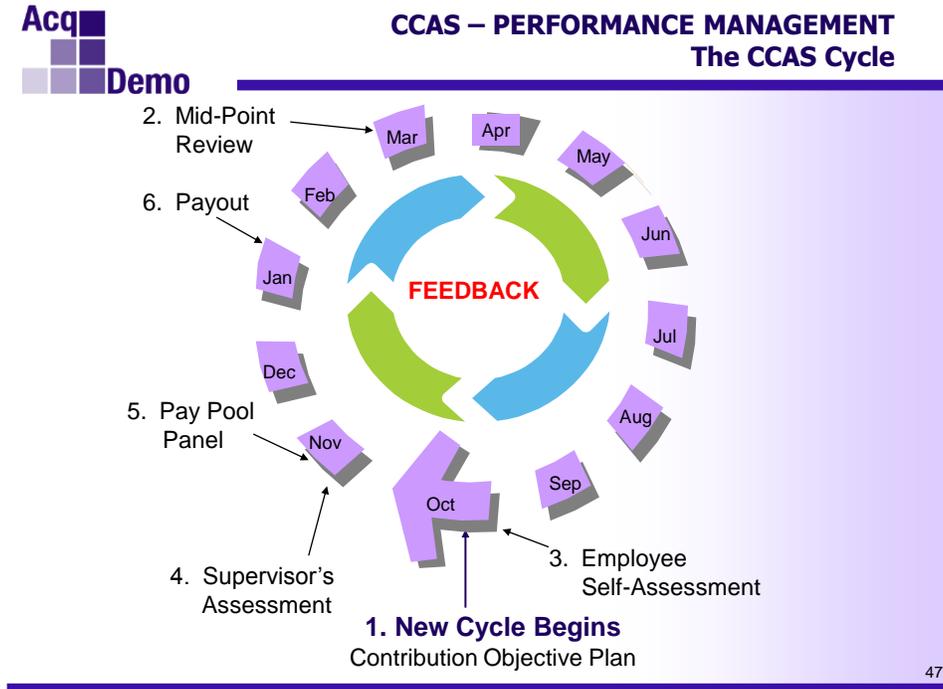
It is expected that participating commands will establish either a Personnel Policy Board for the demonstration project or modify the charter of an existing group. The group will consist of the senior civilian in each Program Management Office and Directorate within the Component and be chaired by the Executive Director.

Board Responsibilities

- Overseeing the civilian pay budget
- Addressing issues associated with two separate pay systems (CCAS and GS), if applicable
- Determining the composition of the CCAS pay pool in accordance with the established guidelines and statutory constraints
- Reviewing operation of the Component's CCAS pay pools
- Providing guidance to pay pool managers
- Administering funds to CCAS pay pool managers
- Reviewing hiring and promotion pay
- Monitoring award pool distribution by organization and DAWIA vs. non-DAWIA
- Assessing the need for changes to demonstration project procedures and policies
- Overseeing the transition into AcqDemo

Should any participating Component elect not to establish a Personnel Policy Board, the charter of an existing group within that Component must be modified to include the duties detailed above.

The CCAS Cycle



The CCAS appraisal period will coincide with the fiscal year, 01 October through 30 September of the following year. The CCAS cycle includes this appraisal period plus the three months (October, November, and December) immediately following the appraisal period for the pay pool panel process.

However, if the organization transitions into AcqDemo within the fiscal year, the appraisal period will be a shortened cycle.

Factors – Uses in CCAS



**CCAS – PERFORMANCE MANAGEMENT
Factors – Uses in CCAS**

| Factors | Descriptors | Discriminators |
|-------------------------------|--|---|
| Problem Solving | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Scope / Impact ▪ Complexity / Difficulty ▪ Independence ▪ Creativity |
| Teamwork/Cooperation | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Scope of Team Effort ▪ Contribution to Team ▪ Effectiveness |
| Customer Relations | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Breadth of Influence ▪ Customer Needs ▪ Customer Interaction Level |
| Leadership/Supervision | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Leadership Role ▪ Breadth of Influence ▪ Mentoring / Employee Development |
| Communications | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Level of Interaction (Audience) ▪ Written ▪ Oral |
| Resource Management | Level I Level II Level III Level IV | <ul style="list-style-type: none"> ▪ Scope of Responsibility ▪ Planning / Budgeting ▪ Execution / Efficiency |

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Factors are not only the broadband controlling information on the PRD, but also are used to set expectations within the contribution plan and are used again to judge the complexity, scope, and impact of the work as well as rate the level of contribution at the end of the cycle.

The same six factors apply to all career paths (NH, NJ, and NK):

- **Problem Solving** – describes personal and organizational problem solving results
- **Teamwork/Cooperation** – describes individual and organizational teamwork and cooperation for both formal and informal teams
- **Customer Relations** – describes the effectiveness of personal and organizational interactions with customers, both internal and external
- **Leadership/Supervision** – describes individual and organizational leadership and/or supervisory contributions
- **Communications** – describes the effectiveness of oral/written communications
- **Resource Management** – describes personal and organizational use of resources to accomplish the mission. Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds

Descriptors and Discriminators



CCAS – PERFORMANCE MANAGEMENT Descriptors And Discriminators

Factor: Leadership/Supervision
NH – Business Management & Technical Management Professional

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|----------------------------------|
| LEVEL II | |
| Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems. | Leadership Role |
| Proactively guides, coordinate, and consults with others to accomplish projects. | Breadth of Influence |
| Identifies and pursues individual/team development opportunities. | Mentoring / Employee Development |
| LEVEL III | |
| Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance. | Leadership Role |
| Defines, organizes, and assigns activities to accomplish projects/programs goals. Guides, motivates, and oversees the activities of individuals and teams with focus on projects/programs goals. | Breadth of Influence |
| Fosters individual/team development by mentoring. Pursues or creates training development programs for self and others. | Mentoring / Employee Development |

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Descriptors

The descriptors state **what is important to the mission of the organization and describe employees’ contributions at different broadband levels**. Thus, work performed by individuals in a particular career path is evaluated against the same descriptors, and contribution is determined by a group consensus through the pay pool panel process.

Descriptors are different for each career path, and cannot be modified. They were developed at the highest GS grade encompassed in the broadband level to foster employee growth within the broadband level. Level descriptors are not individual work elements of the broadband level. They are to be evaluated as a whole, not individually.

It is highly recommended that the pay pool panels meet at the beginning of each appraisal cycle to discuss and reach a common understanding of the factors, discriminators, and descriptors and the complexity, scope, and impact of the work found in a broadband level.

Discriminators

Discriminators **refine the Factors and are the same for all levels of contribution**. They too cannot be modified.

Self Assessments and Supervisory Assessments



CCAS – PERFORMANCE MANAGEMENT Self and Supervisory Assessments

FACTOR: PROBLEM SOLVING

“I implemented a new study for my organization”

SO WHAT ?

Modify thinking to include impact and results...

Employee Self-Assessment:

“Designed and implemented a study by end 2d Qtr, FY10 to demonstrate the impact of the mission ready technician training on operational performance. Use of the data saved over \$500K in a single course. Savings were used to support stand-up of an additional course, which would not have been funded in training budget projections.”

Supervisory Assessment:

“Conducted a study which resulted in a savings of almost a third of the original training program cost. Along with the significant cost savings, early implementation of this study provided the justification leadership needed, during times of severe budget cuts, to support the need to use these funds for an additional training occurrence; thus ensuring this critical training requirement is met for warfighter readiness.”

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Recording of Employee Self-Assessments and Supervisory Assessments is automated. It will be entered into an AcqDemo online system, CAS2NET. CAS2NET has a 4,000 character limit per factor.

Self-Assessments

At the mid-point of the CCAS cycle, employees have a midpoint assessment meeting with their supervisor. This meeting provides the employee and the supervisor with important feedback regarding the employee’s contribution to the mission.

At the end of the appraisal period, supervisors will ask employees to complete a self-assessment of their contributions to the mission of the organization.

Making the submission of self-assessments optional or mandatory is a command decision. While submission of this form may not be mandatory in all cases, it is highly recommended that employees take advantage of the opportunity to be heard and combine their personal assessment with their supervisor’s knowledge of their contribution.

Supervisory Assessments

Supervisory assessments must be written to stand alone and not simply complement the employee’s self-assessment. It should include any facts and details to support the employee’s contributions. It should also focus on the impact of the employee’s contributions to the mission.

Supervisors will assess the contribution range or score that best reflects the employee’s contribution and level of work within each factor area. This is typically completed by the end of

October/first week of November so that it is ready for review by the pay pool panel by mid-November.

The pay pool panel uses the Employee Self-Assessment and the Supervisory Assessment as the primary source of information about the employee's contribution.

Expected Contribution Range Calculator



CONTRIBUTION & COMPENSATION Expected Contribution Range Calculator

Calculate your Expected Contribution Range (ECR) for the year using a calculator found at the AcqDemo website.

2014 Expected Contribution Range Calculator

| Enter Base Pay/Retained Pay | Career Path | Broad-band | Max Pay | Retained Pay? | Expected Contribution Range = | Expected Contribution Range | | |
|-----------------------------|-------------|------------|-----------|---------------|-------------------------------|-----------------------------|-------------------|------------|
| | | | | | | Upper Rail | Standard Pay Line | Lower Rail |
| \$130,810 | NH | 4 | \$130,810 | No | 97 | 100 | 104 | |

Pay Used in Calculation: \$130,810

Click on Boxes for Dropdown List to Select

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Every AcqDemo employee will have an Expected Contribution Range (ECR) and Expected Overall Contribution Score (EOCS) that is directly determined by the employee’s current base pay.

To determine the Expected Contribution Range, go to: <http://acqdemo.dau.mil/tools.html> and click on ECR Calculator. From there:

1. Enter your base pay from block 20A of your most current Notification of Personnel Action (Standard Form 50). Remember that your base pay does not include locality pay. Exception: For employees receiving a retained rate, your base pay was combined with your locality pay when you were put on a retained rate so enter your retained rate from block 20C of your most current Standard Form 50.
2. Select your career path. Click on the Career Path box. Click on the arrow that appears on the lower right corner and select NH, NJ, or NK from the dropdown list.
3. Select your broadband level. Click on the Broadband box. Click on the arrow that appears on the lower right corner and select 1, 2, 3 or 4 from the dropdown list.

The Retained Pay box is automatically populated with the correct status based on your previous input. Base pay used in the calculation will indicate top of the broadband base pay for employees on a retained rate.

The Upper and Lower Rail boxes show your expected overall contribution range. The Standard Pay Line box represents your expected overall contribution score.

Broadband Level Point Ranges



CCAS – PERFORMANCE MANAGEMENT
Broadband Level Point Ranges

| Levels | Rating | NH Point Range | NJ Point Range | NK Point Range |
|--------|-----------|----------------|----------------|----------------|
| IV | Very High | 115 | 95 | 70 |
| | High | 96 – 100 | 79 – 83 | -- |
| | Med | 84 – 95 | 67 – 78 | -- |
| | Low | 79 – 83 | 61 – 66 | -- |
| III | High | 79 – 83 | 62 – 66 | 57 – 61 |
| | Med | 67 – 78 | 52 – 61 | 47 – 56 |
| | Low | 61 – 66 | 43 – 51 | 38 – 46 |
| | High | 62 – 66 | 47 – 51 | 42 – 46 |
| | Med High | 51 – 61 | 41 – 46 | -- |
| II | Med | 41 – 50 | 36 – 40 | 30 – 41 |
| | Med Low | 30 – 40 | 30 – 35 | -- |
| | Low | 22 – 29 | 22 – 29 | 22 – 29 |
| I | High | 24 – 29 | 24 – 29 | 24 – 29 |
| | Med | 06 – 23 | 06 – 23 | 06 – 23 |
| | Low | 00 – 05 | 00 – 05 | 00 – 05 |

Expected OCS:
NH III Base Pay \$66,903
Expected OCS = 66
Expected ECR = 63 - 70

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Each AcqDemo Broadband has a targeted Broadband Level Point Range. At the beginning of each appraisal cycle, each employee receives an Expected Overall Contribution Score which is calculated using current base pay. This becomes the expected target at which employees should aim to contribute.

At the end of the appraisal cycle, Supervisors and Pay Pool Panels will rate the employee’s level of contribution to the mission for each of the six factors. This information will create an Overall Contribution Score (OCS).

The Overall Contribution Score is a numerical value representing the employee’s work and contribution to the mission of the organization. It is computed by averaging the scores of the six factors. The OCS is then compared with the Expected OCS to determine if and how much, if any, of a change in compensation is appropriate.

OCS Score Example:

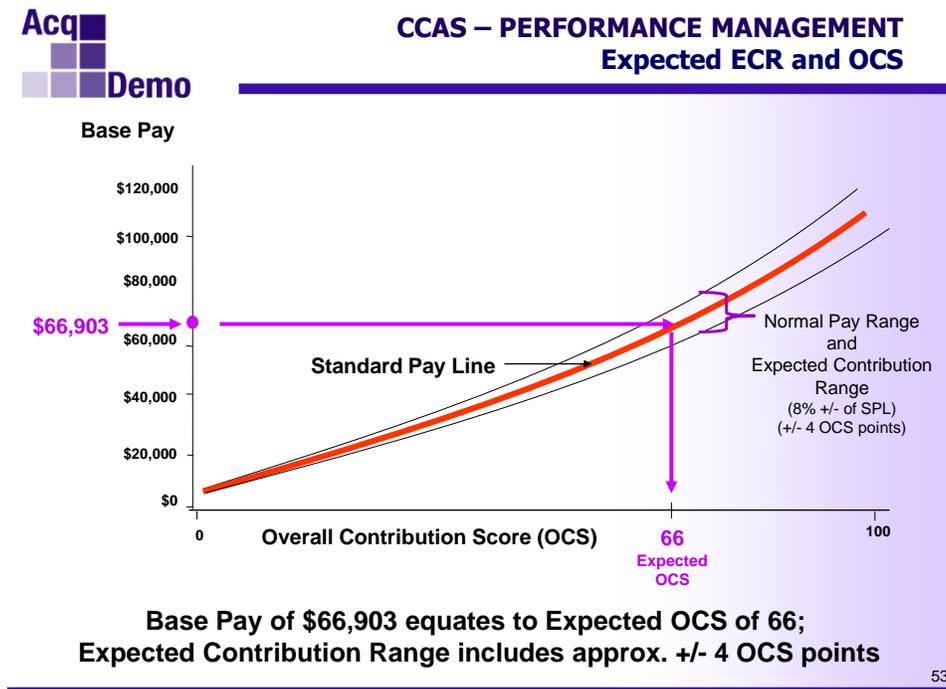
Lilia is NH-III. Her current base pay is \$64,077. Using the online calculator, her Expected Overall Contribution Score is 64 points. At the end of the year, her supervisor rated her OCS score as 66 points. Her contributions exceeded the expected contribution levels of her base pay.

The Very High scores listed on this chart were a result of a Federal Register Notice amendment providing those employees at the top base pay ranges of the top broadband levels with an option to exceed their expected level of contribution. Without the very high score, organizations would not be able to reward these employees commensurate with their level of contribution.

| Eligible Broadbands | Very High Score |
|----------------------------|------------------------|
| NH – IV | 115 |
| NJ – IV | 95 |
| NK – III | 70 |

Participating organizations may publish additional guidance on what constitutes contribution at the Very High level.

Expected ECR and OCS



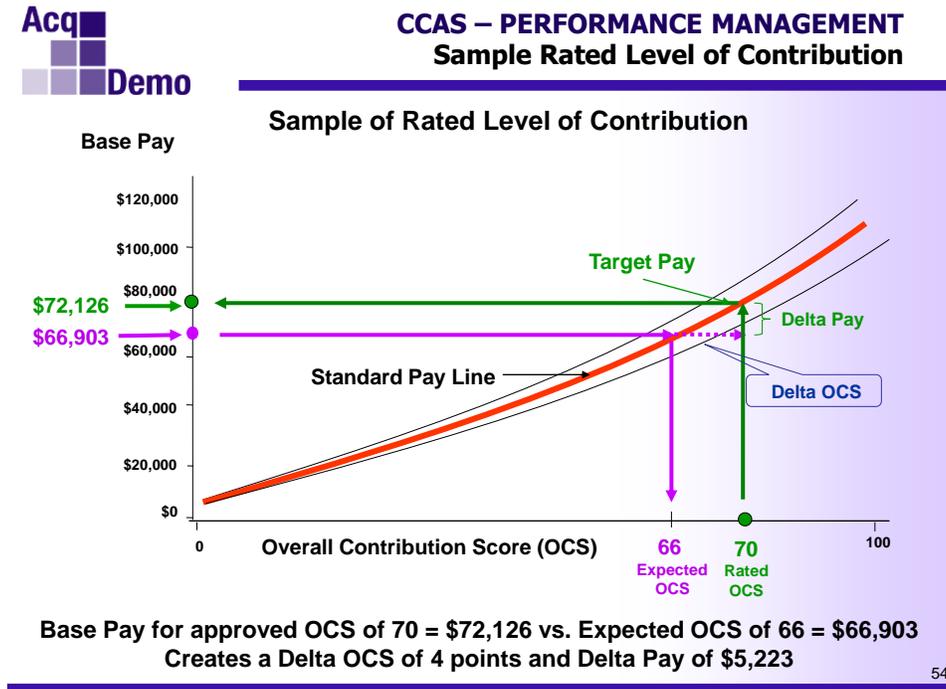
This chart shows on the vertical axis the range of base pay and then on the horizontal axis the range of OCS scores. From there, the Standard Pay Line is drawn showing a direct correlation between base pay and the associated OCS at their intersection point.

There is a mathematical relationship between the base pay and the Overall Contribution Score. This algorithm is demonstrated in the Standard Pay Line (SPL) in the graph above. The EOCS is the employee's current base pay. The higher an OCS is above the EOCS, typically the higher the base pay, and the higher an employee's new EOCS.

An employee's Expected Contribution Range (ECR) is determined similarly. The ECR is indicated on the horizontal axis and generally would be approximately +/- 4 OCS from an employee's EOCS. Additionally, the OCS vertical relation to the Standard Pay Line is a +/- 8 percent from the Standard Pay Line.

In this example, an employee with a base pay of \$66,903 will have an EOCS of 66, and an ECR of 63 to 70, as calculated by the ECR Calculator.

Sample Rated Level of Contribution



On this chart we see an employee whose base pay is \$66,903, which when plotted against the Standard Pay Line equates to an Expected OCS of 66. Based on the employee’s contributions during the appraisal period, the Pay Pool panel approved a final OCS of 70.

When the 70 score is plotted back against the Standard Pay Line, the base pay associated with that score is said to be \$72,126. The difference between the Expected OCS and the finalized OCS is said to be the employee’s Delta OCS (+4 points). The difference between the employee’s base pay and the base pay tied to the finalized OCS is said to be the Delta Pay (+\$5,226 base pay).

Will the employee receive \$5,226 in the form of a payout?

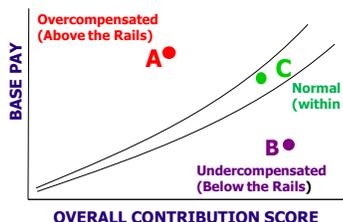
The payout for this employee is determined by several factors including the Pay Pool funding set aside by the organization, as well as the approved scores and delta pay of all the other employees in that same Pay Pool. The premise of CCAS is that employees will be compensated based on their contributions. Thus, those employees who are scored above their expected level of contribution will in most cases be eligible to receive compensation awards. Conversely, those employees who do not contribute at a level matching their compensation may receive little or no compensation awards.

CCAS Reward Payout Criteria



CCAS – PERFORMANCE MANAGEMENT CCAS Reward Payout Criteria

Pay Adjustment Guidelines



- Three forms of compensation available depending on the category into which employee falls
- General Pay Increase (GPI) may be reduced or denied
- Locality Pay is not at risk

| Compensation Category | General Pay Increase | Contribution Rating Increase | Contribution Award | Locality Pay |
|-----------------------|---|------------------------------|--------------------|--------------|
| A | Can be given in full, reduced or denied | No | No | Yes |
| C | Yes | Yes – up to 6% | Yes | Yes |
| B | Yes | Yes – up to 20% | Yes | Yes |

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Depending on the OCS score finalized by the Pay Pool Panel, an employee’s contribution will plot in one of three Regions: A above the rails, B below the rails, and C between the rails.

Based on that rail position, there are associated base pay adjustment guidelines as shown in the table above:

- A. Region A – Overcompensated: Because those in the A region are said to be overcompensated for their level of contribution, they are not eligible for a Contribution Rating Increase (CRI), nor a Contribution Award (CA). The Pay Pool Panel may decide to give the General Pay Increase (GPI) in full or have it reduced or denied.
- B. Region B – Undercompensated: Those in the B region are said to have contributed above their level of compensation and therefore are eligible for a CRI (up to a 20% increase), CA, and the full GPI.
- C. Region C – Normal Pay Range: Those who plot in the C region are said to have their compensation match their contribution, i.e., appropriately compensated, and, therefore, are eligible for a CRI (up to 6%), CA, and the full GPI.

Because locality is not part of the Pay Pool, everyone receives a locality adjustment. These percentages are eligibilities. The actual amount of increase will again be dependent upon the Pay Pool funding and distribution of funds across all eligible employees in the Pay Pool.

The intent of CCAS is that over time, employee’s compensation will match their level of contribution, therefore, over time more employees will plot in between the rails in the C region.

Addressing Inadequate Contribution



CCAS – PERFORMANCE MANAGEMENT Addressing Inadequate Contribution

| Broadband Level | Business Management and Technical Professional | | |
|-----------------|--|----------------|--------------|
| | 115 | Mid-Point | |
| IV | 96-100 | 72 | |
| | 84-95 | | |
| | 79-83 | | |
| III | 79-83 | <-Expected OCS | |
| | 67-78 | 72 | |
| | 61-66 | <-Actual OCS | |
| II | 62-66 | 44 | |
| | 51-61 | | |
| | 41-50 | | |
| | 30-40 | | <-Actual OCS |
| | 22-29 | | |
| I | 24-29 | 15 | |
| | 6-23 | | |
| | 0-5 | | |

Example 1:
NH III
Expected OCS = 79
Actual OCS = 65

Example 2:
NH III
Factor Score = 40

- Situation 1:** Compensation exceeds Contribution (falls above Upper Rail of the normal pay range), supervisor has two options:
 - Take no action but document (provide notification to employee and higher management)
 - Inform employee in writing to increase contribution or Reduction in Pay or Removal may result
- Situation 2:** When any one Factor score is \leq mid-point of the next lower Broadband Level, supervisor must:
 - Provide employee with a written Contribution Improvement Plan (with minimum of 60 days to perform) that addresses:
 - ✓ Specific areas of inadequate contribution
 - ✓ Recommendations and Standards for adequate contribution
 - ✓ Actions required and consequences
 - ✓ Timeframe for accomplishment
 - Inform employee in writing that score must increase to a score > midpoint of the next lower Broadband and:
 - ✓ Employee must meet and sustain for 2 years
 - ✓ If Employee does not increase score, then Reduction in Pay or Removal may result

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When an employee's **contribution in any one factor is at or less than the mid-point of the next lower broadband level** (or a factor score of zero for broadband level I employees), the employee is considered to be contributing inadequately. In this case, the supervisor must inform the employee, in writing, that unless the contribution increases to a score above the midpoint of this next lower broadband level (thereby meeting the standards for adequate contribution) and is sustained at this level, the employee may be reduced in pay or removed from Federal Service. For broadband level I employees, a factor score that increases to and is sustained above zero is determined to be adequate.

| Broadband Level | Business Management and Technical Professional | | Technical Support | | Administrative Support | |
|-----------------|--|-----------|-------------------|-----------|------------------------|-----------|
| | 115 | Mid-Point | 95 | Mid-Point | 70 | Mid-Point |
| IV | 96-100 | 72 | 79-83 | 55 | 42-46 | 34 |
| | 84-95 | | 67-78 | | | |
| | 79-83 | | 61-66 | | | |
| III | 79-83 | 44 | 62-66 | 37 | 57-61 | 15 |
| | 67-78 | | 52-61 | | 47-56 | |
| | 61-66 | | 43-51 | | 38-46 | |
| II | 62-66 | 15 | 47-51 | 15 | 42-46 | 15 |
| | 51-61 | | 41-46 | | 30-41 | |
| | 41-50 | | 36-40 | | 22-29 | |
| | 30-40 | | 30-35 | | | |
| | 22-29 | | 22-29 | | | |
| I | 24-29 | 15 | 0-29 | 15 | 0-29 | 15 |
| | 6-23 | | 6-23 | | 6-23 | |
| | 0-5 | | 0-5 | | 0-5 | |

This written notification will include a **Contribution Improvement Plan (CIP)** which outlines specific areas in which the employee is inadequately contributing. Additionally, the CIP must include standards for adequate contribution, actions required of the employee, and the time in which they must be accomplished, to increase and sustain the employee's contribution at an adequate level.

When an employee's contribution plots in the area above the upper rail of the normal pay range, the employee is considered to be contributing inadequately. In this case, the supervisor has two options. The first is to take no action but to document this decision in a memorandum for the record. A copy of this memorandum will be provided to the employee and to higher levels of management. The second option is to inform the employee, in writing, that unless the contribution increases to, and is sustained at, a higher level, the employee may be reduced in pay or removed.

These provisions also apply to an employee whose contribution deteriorates during the year. In such instances, the group of supervisors who meet during the CCAS assessment process may reconvene any time during the year to review the circumstances warranting the recommendation to take further action on the employee.

When the rating official informs the employee that the employee may be reduced in pay or removed, the rating official will afford the employee a reasonable opportunity (a minimum of 60 days) to demonstrate acceptable contribution with regard to identifiable factors. As part of the employee's opportunity to demonstrate adequate contribution, he or she will be placed on a CIP.

Contribution Improvement Plan (CIP)

The CIP is a written, formal document given to the employees. The CIP must contain:

- Specific areas in which the employee is inadequately contributing, and required improvements
- Standards for adequate contribution
- Actions required of the employee
- Time in which contribution improvement must be accomplished
- Assistance from the service or agency
- Consequences of failure to improve

Once an employee has been afforded a reasonable opportunity to demonstrate adequate contribution but fails to do so, a reduction-in-pay (which may include a change to a lower broadband level and/or reassignment) or removal action may be proposed. If the employee's contribution increases to an acceptable level and is again determined to deteriorate in any

factor within two years from the beginning of the opportunity period, actions may be initiated to effect reduction in pay or removal with no additional opportunity to improve. If an employee has contributed acceptably for two years from the beginning of an opportunity period, and the employee's overall contribution once again declines to an inadequate level, the employee will be afforded an additional opportunity to demonstrate adequate contribution before it is determined whether or not to propose a reduction in pay or removal.

An employee whose reduction in pay or removal is proposed is entitled to a 30-day advance notice of the proposed action that identifies specific instances of inadequate contribution by the employee on whom the action is based. The employee will be afforded a reasonable time to answer the notice of proposed action orally and/or in writing.

A decision to reduce in pay or remove an employee for inadequate contribution may be based only on those instances of inadequate contribution that occurred during the two-year period ending on the date of issuance of the proposed action. The employee will be issued written notice at or before the time the action will be effective. Such notice will specify the instances of inadequate contribution by the employee on which the action is based and will inform the employee of any applicable appeal or grievance rights.

All relevant documentation concerning a reduction in pay or removal that is based on inadequate contribution will be preserved and made available for review by the affected employee or a designated representative. At a minimum, the records will consist of a copy of the notice of proposed action; the written answer of the employee or a summary when the employee makes an oral reply; and the written notice of decision and the reasons thereof, along with any supporting material including documentation regarding the opportunity afforded the employee to demonstrate adequate contribution.

CCAS Grievance Process



CCAS – PERFORMANCE MANAGEMENT CCAS Grievance Process

- Employees May Grieve:
 - OCS Rating
- Process:
 - Through a Collective Bargaining Agreement or
 - Administrative Grievance Procedure (5 CFR 771) as supplemented by local procedures
 - Employee submits grievance to Supervisor
 - Supervisor provides recommendation to Pay Pool Panel
 - Pay Pool Panel may accept recommendation or reach independent decision
 - Pay pool decision is final unless employee requires reconsideration by next higher official to Pay Pool Manager
 - Next higher official renders final decision

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An employee may grieve the OCS (rating of record). If an employee is covered by a negotiated grievance procedure that includes grievances over appraisal scores, then the employee must resolve a grievance over an appraisal score under that procedure.

If an employee is not covered by a bargaining unit, the following steps, supplemented with local detailed procedures, is often followed:

- Step 1: The **employee submits his or her grievance to the rating official** who forwards the grievance, along with the rating official's recommendation, to the pay pool panel.
- Step 2: The **rating official forwards his/her recommendation and the grievance to the pay pool panel.**
- Step 3: The **pay pool panel accepts the rating official's recommendation or reaches an independent decision.** In the event that the pay pool panel's decision is different from the rating official's recommendation, written justification shall be provided to both the rating official and the employee.
 - If the employee is satisfied with the pay pool manager's decision and the decision changed the CCAS OCS and/or compensation, a revised CCAS Pay Appraisal Form will be prepared.

- If an employee is dissatisfied with the pay pool manager's decision, he or she must request reconsideration with the next higher official to the pay pool manager. The next higher official's decision is final.

Chapter 6: The Way Forward



VI. THE WAY FORWARD

- Conversion Readiness Tool
- Conversion Automated Tool
- Conversion Examples 1 & 2
- Temporary Assignments
- Determining GS-Equivalency
- AcqDemo Conversion Recap
- Change Management Support
- Contact Information
- Activity: The Way Forward Discussion



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This chapter covers the HR details that apply specifically to the conversion into AcqDemo including: (1) Conversion Readiness Tool, (2) Conversion Automated Tool, (3) Conversion Examples 1 - 3, (4) Temporary Assignments, (5) Determining GS-Equivalency, (6) AcqDemo Transition Recap, (7) Change Management Support, (8) Contact Information, and (9) The Way Forward Discussion Activity.

Transition Readiness Tool



THE WAY FORWARD Readiness Tool

- Conversion Support Tools
 - AcqDemo Readiness Tool
 - Anticipate readiness status reporting requirements from AcqDemo Program Office

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- The AcqDemo Program Office has created a readiness tool to facilitate the transition from other personnel management systems. The AcqDemo Program Office will provide details on the readiness status reporting requirement.

The AcqDemo Readiness Tool requires a login and is overseen by the AcqDemo Program Office.

Sample screen shots appear on the next page.

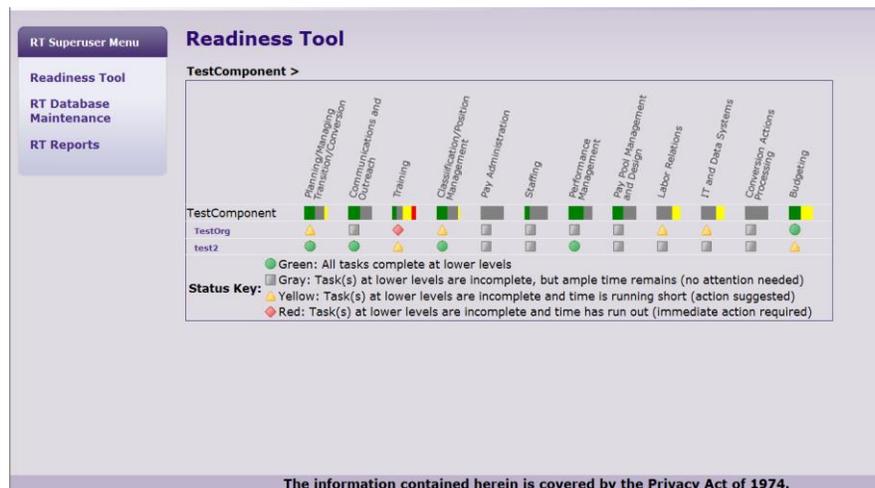
Readiness Tool Sample Screenshots

Readiness Tool
TestComponent > TestOrg > Readiness Tool >
3. Training

Training Status

| | Target Date | Response | Status | Notes |
|--|-------------|------------|-----------------|---------------|
| ACQDEMO Questions: | | | | |
| 3.1 Has your organization conducted a training needs assessment for the following targeted audiences: | | | | |
| 3.1.1 Employees | 01-Mar-14 | Yes No N/A | Red Diamond | Notes/History |
| 3.1.2 Civilian/military supervisors | 01-Mar-14 | Yes No N/A | Red Diamond | Notes/History |
| 3.1.3 Human resources practitioners | 01-Mar-14 | Yes No N/A | Red Diamond | Notes/History |
| 3.1.4 Senior leaders | 01-Mar-14 | Yes No N/A | Red Diamond | Notes/History |
| 3.1.5 Pay Pool Administrators(Webinar) | 01-Mar-14 | Yes No N/A | Green Circle | Notes/History |
| 3.2 Has your organization worked with the Program Office to schedule your training requirements? | | | | |
| | 01-Mar-14 | Yes No N/A | Green Circle | Notes/History |
| 3.3 Has your organization coordinated with your Component for the necessary materials to conduct training (e.g. website URLs, briefing materials, etc.)? | | | | |
| | 01-Mar-14 | Yes No N/A | Yellow Triangle | Notes/History |
| 3.4 Has your organization scheduled the facilities and equipment needed to conduct the training? | | | | |
| | 01-Mar-14 | Yes No N/A | Yellow Triangle | Notes/History |
| 3.5 Has your organization marketed and communicated training events and materials? | | | | |
| | 01-Mar-14 | Yes No N/A | Yellow Triangle | Notes/History |

The information contained herein is covered by the Privacy Act of 1974.



Readiness Tool



THE WAY FORWARD Conversion Automation Tool

- Mass Conversion Spreadsheets and Instructions being provided from DCPAS (Reg/Mod)
 - Data pulled from DCPDS
 - Manual intervention on conversion data
 - Spreadsheet uploaded back to DCPDS
 - Once reconciled for deadline changes, uploaded data will result in Notification of Personnel Action (SF50)

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An automated process is in place to facilitate the mass transition of employees and their positions from GS to the AcqDemo system. Information in DCPDS is insufficient to determine the appropriate career path, broadband level, title, and occupational series of each position. Therefore, the mass automation capabilities require manual intervention to determine the appropriate AcqDemo classification and to input GS position data for positions converted to AcqDemo.

- Mass conversion spreadsheets and instructions will be provided by CPMS (Reg/Mod).
- This data is pulled from DCPDS. Manual interventions need to occur on certain positions.
- The spreadsheet needs to be uploaded back to DCPDS.
- Once reconciled, uploaded data will provide an SF-50, Notification of Personnel Action.
- Components should take necessary steps to ensure that any Component automated tools that interface with DCPDS are modified as necessary to accommodate changes to DCPDS and to ensure data quality checks/cleanup are performed prior to transition.

Transition Example 1



THE WAY FORWARD
Transition Example 1

- GS 14 to NH IV Conversion
- Duties/Responsibilities are equivalent

GS Schedule

MECHANICAL ENGINEER

GS-0830-14

→

AcqDemo Career Path and
Broadband

NH – IV

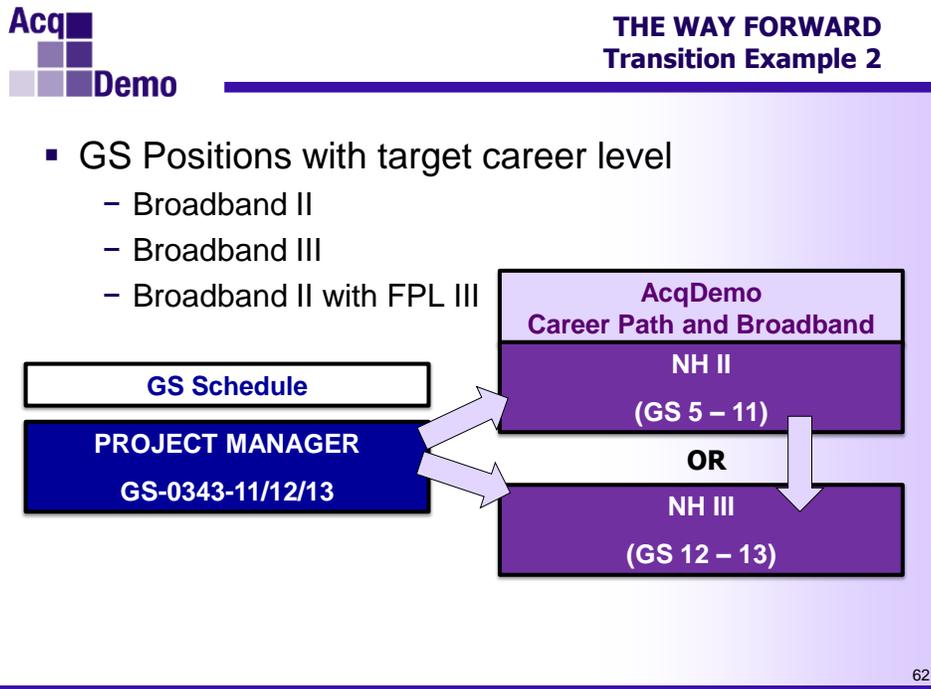
(GS 14 – 15)

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When transitioning GS positions to AcqDemo positions, determine appropriate Career Path and Broadband based on existing occupational series and grade. The current base pay must fall within the broadband minimum and maximum range for that Career Path and Broadband, except for employees on retained pay.

| BUSINESS AND TECHNICAL MANAGEMENT PROFESSIONAL (NH) | | | |
|--|----------------------------------|-----------------------------------|-----------------------------------|
| I | II | III | IV |
| \$17,981 - 32,188 (GS 1- 4) | \$27,705 - 66,027 (GS 5 – 11) | \$60,877 - 94,108 (GS 12 – 13) | \$85,544 -130,810 (GS 14 – 15) |

Transition Example 2



In this example, the transition is not as straightforward.

When a GS position is filled with an opportunity for target career level progression, the AcqDemo system honors that original contract.

A determination needs to be made for conversion in terms of to which broadband level the position should be classified. As a result, the position could become either a broadband II or III.

Lastly, based on clearly established original intent of the recruitment action, management had made a decision that although the current position may be performing at the broadband II level, the position has the potential to evolve to the broadband III level. In this instance, a target career level position would be established for conversion and the employee would have a target career level of the NH-III. Management would then decide at which point the position evolves to that level and when the employee would be promoted to that level.

A classification determination is made first, and then based on that decision the employee is then transitioned to the appropriate AcqDemo career path and broadband level – with base pay set accordingly.

Temporary Assignments



THE WAY FORWARD Temporary Assignments

- Return employee to permanent position of record (day prior to transition)
- Process transition actions
- Return employee back to temporary assignment (immediately following transition actions)
- Determine Nature of Action and employee's rate of pay under the temporary assignment
 - Determine potential pay retention eligibility
- Terminate the rate earned during the temporary assignment at NTE date
- Process personnel actions to document new assignment status

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AcqDemo pay setting rules for the post-conversion reinstatement of a temporary assignment may result in a lower base pay than had been granted for the pre-conversion period.

Step 1: Return employee to his or her permanent position of record on the day prior to conversion.

Pay in the position of record is set as if the temporary assignment had not occurred and pay is reconstructed to reflect any adjustments that would have occurred in the employee's absence.

Step 2: – Return the employee to the temporary assignment immediately following transition.

Unless the temporary assignment has been terminated, the employee must be returned to the temporary assignment after the permanent and/or temporary position transitions into AcqDemo.

Step 3: Determine the Nature of Action and employee's rate of pay under the temporary assignment

If the temporary position the employee will return to is under AcqDemo, the employee's adjusted base pay will be set by applying the applicable AcqDemo pay setting rules to the temporary action.

- ***Determine Pay Retention Eligibility.*** *If the pay determination results in a rate above the maximum of the broadband rate range, the employee will be placed*

on pay retention for the duration of the temporary assignment in order to comply with section 1113(c) of NDAA 2010.

Step 4: Terminate the rate earned during the temporary assignment at NTE date.

Unless another terminating event occurs during the remainder of the temporary assignment, once the employee reaches the initial NTE date established prior to transition into AcqDemo or an employee returns to his or her position of record, the temporary rate earned upon return to temporary assignment post transition terminates. In addition to termination of the temporary rate of pay, any pay retention entitlement that is based solely on this temporary pay setting process is also terminated.

Step 5: Process personnel action to document.

Recognizing the potential complications involved in setting pay for employees on temporary assignments during the conversion period, activities may want to consider limiting temporary assignments, consistent with mission requirements, once a date for conversion of either the employee's temporary or permanent position has been established.

Determining GS-Equivalency



AcqDemo

THE WAY FORWARD
Determining GS-Equivalency

- Grade-Setting Provisions
 - Representative Rate (Step 4 Rule)
 - Employees on pay retention

AcqDemo
Career Path and Broadband

NH IV

\$125,401



GS 15: step 4 and above



GS 14: below step 4

| GS 15 | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 100,624 | 103,978 | 107,332 | 110,686 | 114,040 | 117,394 | 120,748 | 124,102 | 127,456 | 130,810 |
| GS 14 | | | | | | | | | |
| 85,544 | 88,395 | 91,246 | 94,097 | 96,948 | 99,799 | 102,650 | 105,501 | 108,352 | 111,203 |

▪ Pay is set to next higher step from current base pay

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If a demonstration project employee is moving to a General Schedule (GS) position not under the demonstration project, or if the project ends and each project employee must be converted back to the GS system, the following procedure will be used to convert the employee’s project broadband to a GS grade and the employee’s demonstration rate of pay to a GS rate of pay.

The converted **GS grade and GS rate of pay must be determined before movement or conversion** out of the demonstration project and any accompanying geographic movement, promotion, or other simultaneous action. For conversions upon termination of the project and for lateral assignments, the converted GS grade and rate will become the employee’s actual GS grade and rate after leaving the demonstration project (before any other action).

1. For **transfers, promotions, and other actions**, the converted GS grade and rate will be used in applying any GS pay administration rules applicable in connection with the employee’s movement out of the project (e.g., promotion rules, highest previous rate rules, pay retention rules) as if the GS-converted grade and rate were actually in effect immediately before the employee left the demonstration project.

Grade-Setting Provisions

According to the FRN:

“An employee is converted to one of the grades in their current broadband level according to the following rules:

- *The employee’s adjusted rate of pay under the demonstration project (including any locality payment) is compared with the step 4 rate in the highest applicable GS rate*

- range. (For this purpose, a GS rate range includes a rate range in (1) the GS base schedule, (2) the locality rate schedule for the locality pay area in which the position is located, or (3) the appropriate special rate schedule for the employee's occupational series, as applicable.) If the series is a two-grade-interval series, only odd-numbered grades are considered below GS-11.*
- *If the employee's **adjusted demonstration project rate equals or exceeds the applicable step 4** rate of the highest GS grade in the band, the employee is converted to that grade.*
 - *If the employee's adjusted demonstration project rate is lower than the applicable step 4 rate of the highest grade, the adjusted rate is compared with the step 4 rate of the second-highest grade in the employee's pay band. If the employee's adjusted rate equals or exceeds the step 4 rate of the second-highest grade, the employee is converted to that grade.*
 - *This process is repeated for each successively lower grade in the band until a grade is found in which the employee's adjusted demonstration project rate equals or exceeds the applicable step 4 rate of the grade. The employee is then converted at that grade. If the employee's adjusted rate is below the step 4 rate of the lowest grade in the band, the employee is converted to the lowest grade.*
 - **Exception:** *If the employee's adjusted demonstration project rate exceeds the maximum rate of the grade assigned under the above-described step 4 rule but fits in the rate range for the next higher applicable grade (i.e., between step 1 and step 4), then the employee shall be converted to that next higher applicable grade.*
 - **Exception:** *An employee will not be converted to a lower grade than the grade held by the employee immediately preceding a conversion, lateral assignment, or lateral transfer into the demonstration project, unless since that time the employee has undergone a reduction in broadband level, reduction in pay based upon an adverse action, a contribution-based action, a reduction-in-force action, or a voluntary change to lower broadband level.*

Step 4 Rule Example:

A NH-IV position with GS-15, Step 9 equivalency will follow the Step 4 Rule for grade setting. If the employee's pay falls below Step 4, the grade will be a GS-14 equivalent. If the employee's pay falls at Step 4 or above, the grade will be a GS-15 equivalent.

Pay-Setting Provisions

An employee's pay within the converted GS grade is set by converting the employee's demonstration project rate of pay to a GS rate of pay in accordance with the following rules:

- *The pay conversion is done before any geographic movement or other pay-related action that coincides with the employee's movement or conversion out of the demonstration project.*
- *An employee's adjusted rate of pay under the project (including any locality payment) is converted to a GS rate on the highest applicable rate range for the converted GS grade. (For this purpose, a GS rate range includes a rate range in (1) the GS base schedule, (2) an applicable locality rate schedule, or (3) an applicable special rate schedule.)*
- *If the highest applicable GS rate range is a locality pay rate range, the employee's adjusted project rate is converted to a GS locality rate of pay. If this rate falls between two steps in the locality-adjusted schedule, the rate must be set at the higher step. The converted GS unadjusted rate of basic pay would be the GS base rate corresponding to the converted GS locality rate (i.e., same step position). If this employee is also covered by a special rate schedule as a GS employee, the converted special rate will be determined based on the GS step position. This underlying special rate will be basic pay for certain purposes for which the employee's higher locality rate is not basic pay.*
- *If the highest applicable GS rate range is a special rate range, the employee's adjusted demonstration project rate is converted to a special rate. If this rate falls between two steps in the special rate schedule, the rate must be set at the higher step. The converted GS unadjusted rate of basic pay will be the GS rate corresponding to the converted special rate (i.e., same step position).*

2. Employees Receiving a Retained Rate under the Project

If an employee is receiving a retained rate under the demonstration project, the employee's GS-equivalent grade is the highest grade encompassed in his or her broadband level. The language OPM provided for determining GS-equivalent pay rates for employees receiving retained rates is consistent with language dealing with determination of a maximum payable rate, in 5 CFR 531.221(d) when the highest previous rate is based on a rate in a non-GS Pay System.

3. Years of Retention Service Credit and Appraisal Rating Provisions

Employees leaving the demonstration project will be assigned ratings of record that conform with pattern E of 5 CFR 430.208(d) based on the years of credit accumulated for the 3 most recent years during the last 4 years while under the demonstration project. Since the demonstration project does not make use of summary level designators (e.g.,

Outstanding, Level 5; Highly Successful, Level 4; Fully Successful, Level 3; or Unacceptable, Level 1) used in the appraisal system and programs constructed under 5 U.S.C. Chapter 43 and 5 CFR Part 430, the retention service credit that is based on the employee's OCS as shown in Table 7 will be translated to summary level designators as shown in Table 8 for use by the gaining agency.

TABLE 8 - TRANSLATION OF RETENTION SERVICE CREDIT

| RETENTION SERVICE CREDIT | APPRAISAL RATING LEVEL |
|--------------------------|--|
| 20 | Outstanding or equivalent, Level 5 |
| 16 | Highly Successful or equivalent, Level 4 |
| 12 | Fully Successful or equivalent, Level 3 |
| 0 | Unsuccessful, Level 1 |

4. Within-Grade Increase -- Equivalent Increase Determinations

Service under the demonstration project is creditable for within-grade increase purposes upon conversion back to the GS pay system or a different pay system that authorizes WGs. CCAS base pay increases (including a zero increase) under the demonstration project are equivalent increases for the purpose of determining the commencement of a within-grade increase waiting period.

Change Management Support



THE WAY FORWARD Change Management Support

Program Office Support

- Transition Guidance
- Operating Procedures
- AcqDemo Website
 - Reference Material
 - FAQs
- Readiness Tool
- Training
 - Senior Leader Brief
 - HR Training
 - Employee Training
 - Supervisor Training
 - eLearning Courses

AcqDemo Organization

- Communication and Training Plan
 - Town Hall Kick-Off Briefing
 - Additional Q&A Sessions
 - Leadership Discussions
 - Other Local Events
- Dedicated HR support for conversion
- Component/Organization specific website
- Coordination with Program Office
 - Issues
 - Training Needs

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As part of the Way Forward, understand there is Change Management support. The AcqDemo Program Office has been established to provide overall guidance and support to all participating organizations. In addition, Components or participating organizations have established their own support systems.

A comprehensive training approach is essential to refine/adjust training content, respond to implementation challenges, and maintain desired level of consistency. Working together, the Program Office and the AcqDemo organizations can make this a successful transition and lay the groundwork for other organizations to join the Demo in the future.

AcqDemo Program Office Contact Information

Acq**Demo****THE WAY FORWARD****AcqDemo Program Office Contact Information**

- **Program Director**
 - Jim Irwin, james.irwin@dau.mil
- **Deputy Director**
 - Darryl Burgan, darryl.burgan@dau.mil
- **Training Development and Communications Officer**
 - Patty Lindsey, patricia.lindsey@dau.mil
- **Policy Coordination Officer**
 - Betty Duffield, betty.duffield@dau.mil
- **Training Coordinator**
 - John Brundage, john.brundage@dau.mil
- **DoD AcqDemo Helpdesk**
 - AcqDemo.Helpdesk@dau.mil
- **DoD AcqDemo Website** - <http://acqdemo.dau.mil>

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Assistance is available from the AcqDemo Program Office Staff at DAU, Fort Belvoir, Virginia, during normal business hours. For additional information, please contact the AcqDemo Program Office.



**DoD Civilian
Acquisition Workforce Personnel
Demonstration Project
(AcqDemo)**



Questions?

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**DoD Civilian
Acquisition Workforce Personnel
Demonstration Project
(AcqDemo)**

**Please complete the
Class Evaluation**

Thank you for attending!

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Appendix A: Job Series and Career Paths

BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

| Occ. | Series | AcqDemo | Occupation Name |
|------|--------|---------|---|
| | 0011 | NH | Bond Sales Promotion |
| | 0018 | NH | Safety And Occupational Health Management |
| | 0020 | NH | Community Planning Series |
| | 0023 | NH | Outdoor Recreation Planning |
| | 0025 | NH | Park Ranger |
| | 0028 | NH | Environmental Protection Specialist |
| | 0030 | NH | Sports Specialist |
| | 0050 | NH | Funeral Directing |
| | 0062 | NH | Clothing Design |
| | 0072 | NH | Fingerprint Identification |
| | 0080 | NH | Security Administration |
| | 0095 | NH | Foreign Law Specialist |
| | 0099 | NH | General Student Trainee |
| | 0101 | NH | Social Science |
| | 0106 | NH | Unemployment Insurance |
| | 0110 | NH | Economist |
| | 0130 | NH | Foreign Affairs |
| | 0131 | NH | International Relations Series |
| | 0135 | NH | Foreign Agricultural Affairs |
| | 0136 | NH | International Cooperation |
| | 0140 | NH | Manpower Research and Analysis |
| | 0142 | NH | Manpower Development |
| | 0150 | NH | Geography |
| | 0156 | NH | Art Specialist |
| | 0160 | NH | Civil Rights Analysis |
| | 0170 | NH | History |
| | 0184 | NH | Sociology |
| | 0188 | NH | Recreation Specialist |
| | 0190 | NH | General Anthropology |
| | 0193 | NH | Archeology |
| | 0199 | NH | Social Science Student |
| | 0201 | NH | Human Resources Management |
| | 0241 | NH | Mediation |
| | 0243 | NH | Apprenticeship And Training |
| | 0244 | NH | Labor Management Relations Examining Series |
| | 0249 | NH | Wage and Hour Compliance |
| | 0260 | NH | Equal Employment Opportunity |

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|------|----|---|
| 0299 | NH | Human Resources Management Student Trainee Series |
| 0301 | NH | Miscellaneous Administration And Program |
| 0340 | NH | Program Management |
| 0341 | NH | Administrative Officer |
| 0343 | NH | Management and Program Analysis |
| 0346 | NH | Logistics Management |
| 0360 | NH | Equal Opportunity Compliance |
| 0391 | NH | Telecommunications |
| 0399 | NH | Administrative And Office Support Student Trainee |
| 0401 | NH | General Biological Science |
| 0405 | NH | Pharmacology |
| 0406 | NH | Agricultural Extension |
| 0408 | NH | Ecology |
| 0410 | NH | Zoology |
| 0413 | NH | Physiology |
| 0414 | NH | Entomology |
| 0415 | NH | Toxicology |
| 0430 | NH | Botany |
| 0434 | NH | Plant Pathology |
| 0435 | NH | Plant Physiology |
| 0436 | NH | Plant Protection and Quarantine Series |
| 0437 | NH | Horticulture |
| 0440 | NH | Genetics |
| 0454 | NH | Range Conservation |
| 0457 | NH | Soil Conservation |
| 0460 | NH | Forestry |
| 0470 | NH | Soil Science |
| 0471 | NH | Agronomy |
| 0480 | NH | General Fish and Wildlife Administration Series |
| 0482 | NH | Fishery Biology |
| 0485 | NH | Wildlife Refuge Management |
| 0486 | NH | Wildlife Biology |
| 0487 | NH | Animal Science |
| 0493 | NH | Home Economics |
| 0499 | NH | Biological |
| 0501 | NH | Financial Administration and Program |
| 0505 | NH | Financial Management |
| 0510 | NH | Accounting |
| 0511 | NH | Auditing |
| 0512 | NH | Internal Revenue Agent |
| 0560 | NH | Budget Analysis |
| 0599 | NH | Financial Management Student Trainee |
| 0602 | NH | Medical Officer |
| 0635 | NH | Corrective Therapist |

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|------|----|--|
| 0637 | NH | Manual Arts Therapist |
| 0639 | NH | Educational Therapist |
| 0671 | NH | Health Systems Specialist |
| 0680 | NH | Dental Officer |
| 0699 | NH | Medical and Health Student Trainee |
| 0799 | NH | Veterinary Student Trainee |
| 0801 | NH | General Engineering |
| 0803 | NH | Safety Engineering |
| 0804 | NH | Fire Protection Engineering |
| 0806 | NH | Materials Engineering |
| 0807 | NH | Landscape Architecture |
| 0808 | NH | Architecture |
| 0810 | NH | Civil Engineering |
| 0819 | NH | Environmental Engineering |
| 0830 | NH | Mechanical Engineering |
| 0840 | NH | Nuclear Engineering |
| 0850 | NH | Electrical Engineering |
| 0854 | NH | Computer Engineering |
| 0855 | NH | Electronics Engineering |
| 0861 | NH | Aerospace Engineering |
| 0871 | NH | Naval Architecture |
| 0880 | NH | Mining Engineering |
| 0881 | NH | Petroleum Engineering |
| 0890 | NH | Agricultural Engineering |
| 0892 | NH | Ceramic Engineering |
| 0893 | NH | Chemical Engineering |
| 0894 | NH | Welding Engineering |
| 0896 | NH | Industrial Engineering |
| 0899 | NH | Engineering and Architecture Student Trainee |
| 0901 | NH | General Legal and Kindred Administration |
| 0904 | NH | Law Clerk |
| 0905 | NH | General Attorney |
| 0950 | NH | Paralegal Specialist |
| 0985 | NH | Pension Law Specialist |
| 0965 | NH | Land Law Examining |
| 0967 | NH | Passport and Visa Examining |
| 0987 | NH | Tax Law Specialist |
| 0991 | NH | Worker's Compensation Claims Examining |
| 0993 | NH | Social Insurance Claims Examining |
| 0996 | NH | Veterans Claims Examining |
| 0999 | NH | Student Trainee |
| 1001 | NH | General Arts and Information |
| 1008 | NH | Interior Design |
| 1010 | NH | Exhibits Specialist |

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|------|----|---------------------------------------|
| 1015 | NH | Museum Curator |
| 1020 | NH | Illustrator |
| 1035 | NH | Public Affairs |
| 1040 | NH | Language Specialist |
| 1056 | NH | Art Specialist |
| 1060 | NH | Photography |
| 1071 | NH | Audiovisual Production |
| 1082 | NH | Writing and Editing |
| 1083 | NH | Technical Writing and Editing |
| 1084 | NH | Visual Information |
| 1099 | NH | Arts Student Trainee |
| 1101 | NH | General Business and Industry |
| 1102 | NH | Contracting |
| 1103 | NH | Industrial Property Management |
| 1104 | NH | Property Disposal |
| 1130 | NH | Public Utilities |
| 1140 | NH | Trade Specialist |
| 1144 | NH | Commissary Store Management |
| 1145 | NH | Agriculture Program Specialist |
| 1146 | NH | Agriculture Marketing |
| 1147 | NH | Agriculture Marketing Reporting |
| 1150 | NH | Industrial Specialist |
| 1160 | NH | Financial Analysis |
| 1163 | NH | Insurance Examining |
| 1165 | NH | Loan Specialist |
| 1169 | NH | Internal Revenue |
| 1170 | NH | Realty |
| 1171 | NH | Appraising |
| 1173 | NH | Housing Management |
| 1176 | NH | Building Management |
| 1199 | NH | Business and Industry Student Trainee |
| 1210 | NH | Copyright |
| 1220 | NH | Patent Administrator |
| 1221 | NH | Patent Advisor |
| 1222 | NH | Patent Attorney |
| 1223 | NH | Patent Classifying |
| 1224 | NH | Patent Examining |
| 1226 | NH | Design Patent Examining |
| 1299 | NH | Copyright and Patent Student Trainee |
| 1301 | NH | General Physical Science |
| 1306 | NH | Health Physics |
| 1310 | NH | Physics |
| 1313 | NH | Geophysics |
| 1315 | NH | Hydrology |

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|------|----|---|
| 1320 | NH | Chemistry |
| 1321 | NH | Metalurgy |
| 1330 | NH | Astronomy and Space Science |
| 1340 | NH | Meteorology |
| 1350 | NH | Geology |
| 1360 | NH | Oceanography |
| 1370 | NH | Cartography |
| 1372 | NH | Geodesy |
| 1373 | NH | Land Surveying |
| 1380 | NH | Forest Products Technology |
| 1382 | NH | Food Technology |
| 1384 | NH | Textile Technology |
| 1386 | NH | Photographic Technology |
| 1397 | NH | Document Analysis |
| 1399 | NH | Physical Science Student Trainee |
| 1410 | NH | Librarian |
| 1412 | NH | Technical Information Services |
| 1420 | NH | Archivist |
| 1499 | NH | Library and Archives Student Trainee |
| 1501 | NH | General Mathematics (AFIT Faculty Only) |
| 1510 | NH | Actuary |
| 1515 | NH | Operations Research |
| 1520 | NH | Mathematics |
| 1529 | NH | Mathematical Statistician |
| 1530 | NH | Statistician |
| 1540 | NH | Cryptography |
| 1541 | NH | Cryptanalysis |
| 1550 | NH | Computer Science |
| 1599 | NH | Mathematical and Statistical Student Trainee |
| 1601 | NH | General Facilities and Equipment |
| 1630 | NH | Cemetery Administration |
| 1640 | NH | Facility Management |
| 1654 | NH | Printing Management |
| 1670 | NH | Equipment Specialist |
| 1699 | NH | Equipment and Facilities Management Student Trainee |
| 1701 | NH | General Education and Training |
| 1710 | NH | Education and Vocational Training |
| 1712 | NH | Training Instruction |
| 1715 | NH | Vocational Rehabilitation |
| 1720 | NH | Education Program |
| 1725 | NH | Public Health Education |
| 1730 | NH | Education Research |
| 1740 | NH | Education Services |
| 1750 | NH | Instructional Systems |

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| 1799 | NH | Educational Student Trainee |
| 1801 | NH | General Inspection, Investigation and Compliance |
| 1802 | NH | Compliance, Inspection and Support |
| 1810 | NH | General Investigating |
| 1816 | NH | Immigration Inspection |
| 1822 | NH | Mine Safety and Health |
| 1825 | NH | Aviation Safety |
| 1831 | NH | Securities Compliance |
| 1854 | NH | Alcohol, Tobacco and Firearms Inspection |
| 1862 | NH | Consumer Safety Inspection |
| 1863 | NH | Food Inspection |
| 1864 | NH | Public Health Quarantine Inspection |
| 1889 | NH | Import Specialist |
| 1890 | NH | Customs Inspection |
| 1899 | NH | Investigation Student Trainee |
| 1910 | NH | Quality Assurance |
| 1980 | NH | Agricultural Commodity |
| 1999 | NH | Commodity Grading Quality Inspection Student Trainee |
| 2001 | NH | General Supply |
| 2003 | NH | Supply Program Management |
| 2010 | NH | Inventory Management |
| 2030 | NH | Distribution Facilities and Storage Management |
| 2032 | NH | Packaging |
| 2050 | NH | Supply Cataloging |
| 2099 | NH | Supply Student Trainee |
| 2101 | NH | Transportation Specialist |
| 2110 | NH | Transportation Industry Analysis |
| 2121 | NH | Railroad Safety |
| 2123 | NH | Motor Carrier Safety |
| 2125 | NH | Highway Safety |
| 2130 | NH | Traffic Management |
| 2150 | NH | Transportation Operations |
| 2152 | NH | Air Traffic Control |
| 2161 | NH | Marine Cargo |
| 2181 | NH | Air Craft Operations |
| 2183 | NH | Air Navigation |
| 2199 | NH | Transportation Student Trainee |
| 2210 | NH | Information Technology Management |

TECHNICAL MANAGEMENT SUPPORT (NJ)

| Occ. Series | AcqDemo | Occupation Name |
|------------------------|----------------|------------------------------------|
| 0019 | NJ | Safety Technician |
| 0021 | NJ | Community Planning Technician |
| 0102 | NJ | Social Science Aide and Technician |
| 0181 | NJ | Psychology Aide and Technician |
| 0187 | NJ | Social Services |
| 0332 | NJ | Computer Operation |
| 0390 | NJ | Support Services Administration |
| 0392 | NJ | Telecommunications Processing |
| 0404 | NJ | General Telecommunications |
| 0421 | NJ | Biological Science Technician |
| 0455 | NJ | Plant Protection Technician |
| 0458 | NJ | Soil Conservation Technician |
| 0459 | NJ | Irrigation Systems Operations |
| 0462 | NJ | Forestry Technician |
| 0526 | NJ | Tax Technician |
| 0592 | NJ | Tax Examining |
| 0621 | NJ | Nursing Assistant |
| 0622 | NJ | Medical Supply Aide and Technician |
| 0640 | NJ | Health Aide and Technician |
| 0645 | NJ | Medical Technician |
| 0646 | NJ | Pathology Technician |
| 0664 | NJ | Restoration Technician |
| 0672 | NJ | Prosthetic Representative |
| 0698 | NJ | Environmental Health Technician |
| 0802 | NJ | Engineering Technician |
| 0809 | NJ | Construction Control |
| 0817 | NJ | Surveying Technician |
| 0818 | NJ | Engineering Drafting |
| 0856 | NJ | Electronics Technician |
| 0873 | NJ | Ship Surveying |
| 0895 | NJ | Industrial Engineering Technician |
| 0962 | NJ | Contact Representative |
| 0963 | NJ | Legal Instruments Examining |
| 1016 | NJ | Museum Specialist and Technician |
| 1152 | NJ | Production Control |
| 1202 | NJ | Patent Technician |
| 1311 | NJ | Physical Science Technician |
| 1316 | NJ | Hydraulic Technician |
| 1341 | NJ | Meteorological Technician |
| 1371 | NJ | Cartographic Technician |
| 1374 | NJ | Geodetic Technician |

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|------|----|---|
| 1411 | NJ | Library Technician |
| 1421 | NJ | Archives Technician |
| 1521 | NJ | Mathematics Technician |
| 1531 | NJ | Statistical Assistant |
| 1658 | NJ | Laundry and Dry Cleaning Plant Management |
| 1667 | NJ | Steward |
| 1702 | NJ | Education and Training Technician |
| 2005 | NJ | Supply Clerical and Technician |
| 2185 | NJ | Aircrew Technician |

ADMINISTRATIVE SUPPORT (NK)

| Occ. Series | AcqDemo | Occupation Name |
|--------------------|----------------|--|
| 0029 | NK | Environmental Protection Assistant |
| 0085 | NK | Security Guard |
| 0086 | NK | Security Clerical and Assistance |
| 0105 | NK | Social Insurance Administrator |
| 0107 | NK | Health Insurance Administrator |
| 0119 | NK | Economics Assistant |
| 0186 | NK | Social Services Aide and Assistance |
| 0189 | NK | Recreation Aide and Assistance |
| 0203 | NK | Human Resources Assistance |
| 0303 | NK | Miscellaneous Clerk And Assistant |
| 0304 | NK | Information Receptionist |
| 0305 | NK | Mail and File |
| 0309 | NK | Correspondence Clerk |
| 0312 | NK | Clerk-Stenographer and Reporter |
| 0313 | NK | Work Unit Supervisor |
| 0318 | NK | Secretary |
| 0319 | NK | Closed Microphone Reporter |
| 0322 | NK | Clerk Typist |
| 0326 | NK | Office Automation Clerical and Assistance |
| 0335 | NK | Computer Clerk and Assistance |
| 0344 | NK | Management and Program Clerical and Assistance |
| 0350 | NK | Equipment Operator |
| 0351 | NK | Printing Clerical |
| 0356 | NK | Data Transcriber |
| 0357 | NK | Coding |
| 0361 | NK | Equal Opportunity Assistance |
| 0382 | NK | Telephone Operating |
| 0394 | NK | Communications Clerical |
| 0503 | NK | Financial Clerical and Assistance |
| 0525 | NK | Accounting Technician |
| 0530 | NK | Cash Processing |
| 0540 | NK | Voucher Examining |
| 0544 | NK | Civilian Pay |
| 0545 | NK | Military Pay |
| 0561 | NK | Budget Clerical and Assistance |
| 0625 | NK | Autopsy Assistant |
| 0650 | NK | Medical Technician |
| 0679 | NK | Medical Clerk |
| 0986 | NK | Legal Assistance |
| 0998 | NK | Claims Clerical |
| 1087 | NK | Editorial Assistance |

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|------|----|---|
| 1105 | NK | Purchasing |
| 1106 | NK | Procurement Clerical and Assistance |
| 1107 | NK | Property Disposal and Technician |
| 2091 | NK | Sales Store Clerical |
| 2102 | NK | Transportation Clerk and Assistant |
| 2131 | NK | Freight Rate |
| 2132 | NK | Travel |
| 2134 | NK | Shipment Clerical |
| 2135 | NK | Transportation Loss and Damage Claims Examining |
| 2144 | NK | Cargo Scheduling |
| 2151 | NK | Dispatching |
| 2154 | NK | Air Traffic Assistance |

Appendix B: Factors, Descriptors and Discriminators

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 1. - PROBLEM SOLVING

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational problem-solving results.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Completed work meets projects/programs objectives. Flexibility, adaptability, and decisiveness are exercised appropriately. Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|--|
| <p>Level I</p> <ul style="list-style-type: none"> • Performs activities on a task; assists supervisor or other appropriate personnel. • Resolves routine problems within established guidelines. • Independently performs assigned tasks within area of responsibility; refers situations to supervisor or other appropriate personnel when existing guidelines do not apply. • Takes initiative in determining and implementing appropriate procedures. | <p>Scope/Impact</p> <p>Complexity/Difficulty Independence</p> <p>Creativity</p> |
| <p>Level II</p> <ul style="list-style-type: none"> • Plans and conducts functional technical activities for projects/programs. • Identifies, analyzes, and resolves complex/difficult problems. • Independently identifies and resolves conventional problems which may require deviations from accepted policies or instructions. • Adapts existing plans and techniques to accomplish complex projects/programs. Recommends improvements to the design or operation of systems, equipment, or processes. | <p>Scope/Impact</p> <p>Complexity/Difficulty Independence</p> <p>Creativity</p> |
| <p>Level III</p> <ul style="list-style-type: none"> • Independently defines, directs, or leads highly challenging projects/programs. Identifies and resolves highly complex problems not susceptible to treatment by accepted methods. • Develops, integrates, and implements solutions to diverse, highly complex problems across multiple areas and disciplines. • Anticipates problems, develops sound solutions and action plans to ensure program/mission accomplishment. • Develops plans and techniques to fit new situations to improve overall program and policies. Establishes precedents in application of problem-solving techniques to enhance existing processes. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>Level IV</p> <ul style="list-style-type: none"> • Defines, establishes, and directs organizational focus (on challenging and highly complex project / programs). Identifies and resolves highly complex problems that cross organizational boundaries and promulgates solutions. Resolution of problems requires mastery of the field to develop new hypotheses or fundamental new concepts. • Assesses and provides strategic direction for resolution of mission critical problems, policies, and procedures. • Works at senior level to define, integrate, and implement strategic direction for vital programs with long-term impact on large numbers of people. Initiates actions to resolve major organizational issues. Promulgates innovative solutions and methodologies. • Works with senior management to establish new fundamental concepts and criteria and stimulate the development of new policies, methodologies, and techniques. Converts strategic goals into programs or policies. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 2. - TEAMWORK/COOPERATION

FACTOR DESCRIPTION:

This factor, applicable to all teams, describes/captures individual and organizational teamwork and cooperation.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately. Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|--|
| <p>Level I</p> <ul style="list-style-type: none"> • Works with others to accomplish routine tasks. • Contributes ideas in own area of expertise. Interacts cooperatively with others. • Regularly completes assignments in support of team goals. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |
| <p>Level II</p> <ul style="list-style-type: none"> • Works with others to accomplish projects/programs. • Uses varied approaches to resolve or collaborate on projects/programs issues. Facilitates cooperative interactions with others. • Guides/supports others in executing team assignments. Proactively functions as an integral part of the team. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |
| <p>Level III</p> <ul style="list-style-type: none"> • Works with others to accomplish complex projects/programs. • Applies innovative approaches to resolve unusual/difficult issues significantly impacting important policies or programs. Promotes and maintains environment for cooperation and teamwork. • Leads and guides others in formulating and executing team plans. Expertise is sought by peers. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |
| <p>Level IV</p> <ul style="list-style-type: none"> • Leads/guides/mentors workforce in dealing with complex problems. • Solves broad organizational issues. Implements strategic plans within and across organizational components. Ensures a cooperative teamwork environment. • Leads/guides workforce in achieving organizational goals. Participates on high-level teams. Is sought out for consultation. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 3. - CUSTOMER RELATIONS

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|---|
| <p>Level I</p> <ul style="list-style-type: none"> • Independently carries out routine customer requests. • Participates as a team member to meet customer needs. • Interacts with customers on routine issues with appropriate guidance. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>Level II</p> <ul style="list-style-type: none"> • Guides the technical/functional efforts of individuals or team members as they interact with customers. • Initiates meetings and interactions with customers to understand customer needs/expectations. • Interacts independently with customers to communicate information and coordinate actions. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>Level III</p> <ul style="list-style-type: none"> • Guides and integrates functional efforts of individuals or teams in support of customer interaction. Seeks innovative approaches to satisfy customers. • Establishes customer alliances, anticipates and fulfills customer needs, and translates customer needs to programs/projects. • Interacts independently and proactively with customers to identify and define complex/difficult problems and to develop and implement strategies or techniques for resolving program/project problems (e.g., determining priorities and resolving conflict among customers' requirements). | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>Level IV</p> <ul style="list-style-type: none"> • Leads and manages the organizational interactions with customers from a strategic standpoint. • Works to assess and promulgate political, fiscal, and other factors affecting customer and program/project needs. Works with customer at management levels to resolve problems affecting programs / projects (e.g., problems that involve determining priorities and resolving conflicts among customers' requirements). • Works at senior level to stimulate customer alliances for program/project support. Stimulates, organizes, and leads overall customer interactions. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 4. - LEADERSHIP/SUPERVISION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational leadership and/or supervision to include that leaders/supervisors will recruit, develop, motivate, and retain quality team members in accordance with EEO/AA and merit principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Takes initiative in accomplishing assigned tasks. • Provides inputs to others in own technical/functional area. • Seeks and takes advantage of developmental opportunities. | <p>Leadership Role Breadth of Influence Mentoring/Employee Development</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems. • Proactively guides, coordinates, and consults with others to accomplish projects. • Identifies and pursues individual/team development opportunities. | <p>Leadership Role Breadth of Influence Mentoring/Employee Development</p> |
| <p>Level III</p> <ul style="list-style-type: none"> • Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance. • Defines, organizes, and assigns activities to accomplish projects/programs goals. Guides, motivates, and oversees the activities of individuals and teams with focus on projects/programs issues. • Fosters individual/team development by mentoring. Pursues or creates training development programs for self and others. | <p>Leadership Role Breadth of Influence Mentoring/Employee Development</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Establishes and/or leads teams to carry out complex projects or programs. Resolves conflicts. Creates climate where empowerment and creativity thrive. Recognized as a technical/functional authority on specific issues. • Leads, defines, manages, and integrates efforts of several groups or teams. Ensures organizational mission and program success. • Fosters the development of other team members by providing guidance or sharing expertise. Directs assignments to encourage employee development and cross-functional growth to meet organizational needs. Pursues personal professional development. | <p>Leadership Role Breadth of Influence Mentoring/Employee Development</p> |

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 5. - COMMUNICATION

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of oral/written communications.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Communicates routine task status/results as required. • Provides timely data and written analyses for input to management/technical reports or contractual documents. • Explains status/results of assigned tasks. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Communicates team or group tasking results, internally and externally, at peer levels. • Writes, or is a major contributor to, management/technical reports or contractual documents. • Presents informational briefings. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Communicates project or program results to all levels, internally and externally. • Reviews and approves, or is a major contributor to/ lead author of, management reports or contractual documents for external distribution. Provides inputs to policies. • Presents briefings to obtain consensus/approval. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Determines and communicates organizational positions on major projects or policies to senior level. • Prepares, reviews, and approves major reports or policies of organization for internal and external distribution. Resolves diverse viewpoints/controversial issues. • Presents organizational briefings to convey strategic vision or organizational policies. | <p>Level of Interaction (Audience) Written Oral</p> |

CAREER PATH: BUSINESS MANAGEMENT & TECHNICAL MANAGEMENT PROFESSIONAL (NH)

FACTOR: 6. - RESOURCE MANAGEMENT

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational utilization of resources to accomplish the mission. (Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds.)

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):
 Work is timely, efficient, and of acceptable quality. Resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.
 Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Uses assigned resources needed to accomplish tasks. • Plans individual time and assigned resources to accomplish tasks. • Effectively accomplishes assigned tasks. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Plans and utilizes appropriate resources to accomplish project goals. • Optimizes resources to accomplish projects/programs within established schedules. • Effectively accomplishes projects/programs goals within established resource guidelines. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Plans and allocates resources to accomplish multiple projects/programs. • Identifies and optimizes resources to accomplish multiple projects/programs goals. • Effectively accomplishes multiple projects/programs goals within established guidelines. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Develops, acquires, and allocates resources to accomplish mission goals and strategic objectives. • Formulates organizational strategies, tactics, and budget/action plan to acquire and allocate resources. • Optimizes, controls, and manages all resources across projects/programs. Develops and integrates innovative approaches to attain goals and minimize expenditures. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 1. - PROBLEM SOLVING

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational problem-solving.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Completed work meets projects/programs objectives. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Conducts activities on a task; assists supervisors or other appropriate personnel. • Resolves routine problems within established guidelines. • Works with others in solving problems with appropriate guidance. • Takes initiative in selecting and implementing appropriate procedures. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Plans and conducts technical activities for projects. • Identifies and resolves non-routine technical problems utilizing established patterns and methods. • Identifies and resolves problems; adapts accepted policies, procedures, or methods with moderate guidance. • Adapts existing plans and techniques to accomplish projects. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Plans and conducts challenging and difficult technical activities for projects/programs. • Develops, integrates, and implements solutions to complex problems on projects/programs. • Identifies problems; develops solutions and action plans with minimal guidance. • Develops plans and techniques to fit new situations. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Identifies and resolves complex problems that may cross functional/technical boundaries and promulgates solutions. • Develops, integrates/implements solutions to diverse, complex problems which may cross multiple projects/programs or functional/technical areas. • Independently resolves and coordinates technical problems involving multiple projects/programs. • Develops plans and techniques to fit new situations and/or to address issues that cross technical/functional areas. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 2. - TEAMWORK/COOPERATION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational teamwork and cooperation.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Works with others to accomplish routine tasks. • Contributes ideas in own area of expertise. Interacts cooperatively with others. • Regularly completes assignments in support of team goals. | <p>Scope of Team Effort Contribution to Team</p> <p>Effectiveness</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Works with others in accomplishing projects. • Contributes ideas in own area of expertise. Facilitates cooperative interactions with others. • Supports others in executing team assignments. Proactively functions as an integral part of the team. | <p>Scope of Team Effort Contribution to Team</p> <p>Effectiveness</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Works with others to accomplish complex projects/programs. • Guides others to resolve or collaborate on complex projects/programs issues. Promotes cooperative interactions with others. • Integrates technical expertise and guides activities to support team accomplishment. | <p>Scope of Team Effort Contribution to Team</p> <p>Effectiveness</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Leads others to accomplish complex projects and programs. • Applies innovative approaches to resolve unusual/difficult technical/management issues. Promotes and maintains environment for cooperation and teamwork. • Leads and guides others in formulating and executing team plans. Expertise is sought by others. | <p>Scope of Team Effort Contribution to Team</p> <p>Effectiveness</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 3. - CUSTOMER RELATIONS

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Assists customer support activities. • Participates as a team member to meet customer needs. • Interacts with customers on routine issues with appropriate guidance. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Actively participates with others to satisfy customer requests. • Interacts with customers to respond to customer needs/expectations. • Interacts with customers to communicate information and coordinate action. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Guides the technical efforts of individuals or teams as they relate with customers. Deviates from standard approaches when necessary. • Initiates meetings and interactions with customers to understand customer needs/expectations. • Interacts independently and proactively with customers to identify/define problems and to implement solutions. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Leads and coordinates technical efforts of individuals or teams in support of customer interactions. Develops innovative approaches to satisfy customers. • Establishes customer alliances; anticipates and fulfills customer needs and translates customer needs to projects/programs. Organizes and leads customer interactions. • Interacts proactively with customers to identify and define complex/controversial problems and to develop and implement strategies or techniques for resolving projects/programs issues. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 4. - LEADERSHIP/SUPERVISION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational leadership and/or supervision to include that leaders/supervisors will recruit, develop, motivate, and retain quality team members in accordance with EEO/AA and merit principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Takes initiative in accomplishing assigned tasks. Asks for assistance as appropriate. • Provides input to others in technical/functional area. • Seeks and takes advantage of developmental opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Actively contributes as team member; takes initiative to accomplish assigned projects. • Consults and coordinates with others to complete projects within established guidelines. • Identifies and pursues individual/team developmental opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Actively contributes as team member or leader. Recognized for functional/technical expertise. • Defines, organizes, and assigns activities to accomplish goals. Guides, motivates and oversees others in accomplishing projects/programs. • Promotes developmental opportunities for self and team. Advises others to seek specific training. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Provides guidance to individuals/teams; resolves conflicts. Serves as subject matter expert. • Guides, motivates, and oversees multiple complex projects/programs. • Directs assignments to encourage employee development and cross-technical/functional growth to meet organizational needs. Pursues self-development. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 5. - COMMUNICATION

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of oral/written communications.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Communicates routine task/status/results as required. • Provides data and accurate draft documentation of assigned tasks for input to reports or documents. • Explains status/results of assigned tasks. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Communicates team or group project status/results at equivalent levels within the agency. • Writes segments of management/technical reports or documents. • Communicates group/team results. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Communicates projects/programs status/results to management. • Consolidates input and writes management/technical reports/documents for projects/programs. • Presents projects/programs briefings. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Determines and communicates projects/programs positions at senior levels. • Prepares, reviews, and approves management/technical reports for internal and external distribution. • Presents projects/programs briefings to obtain consensus/approval. Represents the organization as technical subject matter expert. | <p>Level of Interaction (Audience) Written Oral</p> |

CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

FACTOR: 6. - RESOURCE MANAGEMENT

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational utilization of resources to accomplish the mission.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Uses assigned resources to accomplish tasks. • Plans individual time to accomplish tasks. • Effectively accomplishes assigned tasks with appropriate guidance. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Identifies and uses resources appropriately to accomplish projects. • Plans resources to achieve task schedules. • Independently accomplishes assigned tasks. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Plans and utilizes appropriate resources to accomplish projects/programs. • Optimizes resources to accomplish projects within established milestones. • Effectively accomplishes projects/programs within established resource guidelines. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL IV</p> <ul style="list-style-type: none"> • Plans and allocates resources to accomplish multiple projects/programs goals. • Identifies and optimizes resources to accomplish multiple projects/programs goals. • Effectively accomplishes multiple projects/programs goals within established thresholds. Develops innovative approaches to attain goals and minimize resource expenditures. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 1. - PROBLEM SOLVING

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational problem solving.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Completed work meets projects/programs objectives. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|---|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Conducts activities on a segment of a task. Assists supervisor or other appropriate personnel. • Applies standard rules, procedures, or operations to resolve routine problems. • Independently carries out routine tasks. • Takes initiative in selecting and implementing appropriate procedures. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Plans and conducts administrative activities for projects. • Develops, modifies, and/or applies rules, procedures, or operations to resolve problems of moderate complexity/difficulty. • Independently plans and executes assignments; resolves problems and handles deviations. • Identifies and adapts guidelines for new or unusual situations. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Plans and conducts complex administrative activities. • Develops rules, procedures, or operations for complex/difficult organizational tasks. • Identifies issues and determines approaches and methods to accomplish tasks. Initiates effective actions and resolves related conflicts. • Identifies issues requiring new procedures and develops appropriate guidelines. | <p>Scope/Impact</p> <p>Complexity/Difficulty</p> <p>Independence</p> <p>Creativity</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 2. - TEAMWORK/COOPERATION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational teamwork and cooperation.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions exhibit and foster cooperation and teamwork. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Works with others to accomplish routine tasks. • Contributes ideas on routine procedures. Interacts cooperatively with others. • Regularly completes tasks in support of team goals. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Works with others to accomplish tasks. • Resolves administrative problems; facilitates cooperative interactions with others. • Guides others and coordinates activities in support of team goals. Proactively functions as an integral part of the team. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Works with others on complex issues/problems that may cross functional areas. • Applies expertise in resolving complex administrative issues. Promotes and maintains environment for cooperation/teamwork. Sets tone for internal/external cooperation. • Leads and guides others in formulating and executing plans in support of team goals. | <p>Scope of Team Effort Contribution to Team Effectiveness</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 3. - CUSTOMER RELATIONS

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of personal and organizational interactions with customers (anyone to whom services or products are provided), both internal (within an assigned organization) and external (outside an assigned organization).

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Personal and organizational interactions enhance customer relations and actively promote rapport with customers. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Assists customer support activities. • Meets routine customer needs. • Interacts with customers on routine issues within specific guidelines. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Guides the administrative efforts of individuals or team members as they interact with customers. • Independently interacts with customers to understand customer needs/expectations. • Interacts independently with customers to communicate information and coordinate actions. • | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Identifies, defines, and guides administrative efforts in support of customer interactions; coordinates and focuses activities to support multiple customers. • Establishes customer alliances and translates needs to customer service. • Works independently with customers at all levels to define services and resolve non-routine problems. | <p>Breadth of Influence Customer Needs Customer Interaction Level</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 4. - LEADERSHIP/SUPERVISION

FACTOR DESCRIPTION:

This factor describes/captures individual and organizational leadership and/or supervision to include that leaders/supervisors will recruit, develop, motivate, and retain quality team members in accordance with EEO/AA and merit principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Leadership and/or supervision effectively promotes commitment to mission accomplishment. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Takes initiative in accomplishing assigned tasks. Asks for assistance as appropriate. • Provides input in administrative/functional area. • Seeks and takes advantage of developmental opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Actively contributes as team member or leader; takes initiative to accomplish assigned projects. • Guides others in accomplishing projects. • Identifies and pursues individual/team developmental opportunities. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Provides guidance to individuals/teams; resolves conflicts. Expertise solicited by others. • Guides and accounts for results or activities of individuals, teams, or projects. • Promotes individual/team development; leads development of training programs for self and others. | <p>Leadership Role</p> <p>Breadth of Influence</p> <p>Mentoring/Employee Development</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 5. - COMMUNICATION

FACTOR DESCRIPTION:

This factor describes/captures the effectiveness of oral/written communications.

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Communications are clear, concise, and at appropriate level. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|---|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Communicates routine task/status results as required. • Writes timely and accurate draft documentation. • Explains status/results of assigned tasks. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Interprets and communicates administrative procedures within immediate organization. • Prepares, coordinates, and consolidates documents, reports, or briefings. • Communicates/presents internal administrative/functional procedures and tasks internally and externally. | <p>Level of Interaction (Audience) Written Oral</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Develops and advises on administrative procedures and communicates them to all levels, both internally and externally. • Prepares, reviews, and/or approves documents, reports, or briefings. • Explains and/or communicates administrative/functional procedures at all levels. | <p>Level of Interaction (Audience) Written Oral</p> |

CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

FACTOR: 6. - RESOURCE MANAGEMENT

FACTOR DESCRIPTION:

This factor describes/captures personal and organizational utilization of resources to accomplish the mission. (Resources include, but are not limited to, personal time, equipment and facilities, human resources, and funds.)

EXPECTED PERFORMANCE CRITERIA (Applicable to all contributions at all levels):

Work is timely, efficient, and of acceptable quality. Available resources are utilized effectively to accomplish mission. Flexibility, adaptability, and decisiveness are exercised appropriately.

Descriptors indicate the type of contribution appropriate for the high end of each level. Descriptors are not to be used individually to assess contributions, but rather are to be taken as a group to derive a single evaluation of the factor.

| LEVEL DESCRIPTORS | DISCRIMINATORS |
|--|--|
| <p>LEVEL I</p> <ul style="list-style-type: none"> • Uses assigned resources to accomplish tasks. • Plans individual time and assigned resources to accomplish tasks. • Effectively accomplishes assigned tasks. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL II</p> <ul style="list-style-type: none"> • Identifies and uses resources to accomplish projects. • Plans resources to achieve project schedules. • Effectively accomplishes projects within established resource guidelines. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |
| <p>LEVEL III</p> <ul style="list-style-type: none"> • Plans, acquires, and allocates resources to accomplish objectives. • Coordinates resources across projects. • Optimizes resource utilization across projects. | <p>Scope of Responsibility Planning/Budgeting Execution/Efficiency</p> |

Operating Procedures

Federal Register Notice

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