



EXECUTIVE OFFICE OF THE PRESIDENT  
OFFICE OF MANAGEMENT AND BUDGET  
WASHINGTON, D.C. 20503

OFFICE OF FEDERAL  
PROCUREMENT POLICY

April 25, 2007

MEMORANDUM FOR CHIEF ACQUISITION OFFICERS

FROM: Paul A. Denett   
Administrator

SUBJECT: The Federal Acquisition Certification for Program and  
Project Managers

Well-trained and experienced program and project managers are critical to the acquisition process and the successful accomplishment of mission goals. A strong partnership between program and project managers and contracting professionals requires a common understanding of how to meet the government's needs through acquisitions that deliver quality goods and services in an effective and efficient manner. This memorandum establishes a structured development program for program and project managers that will improve this partnership and our collective stewardship of taxpayer dollars.

The Federal Acquisition Institute (FAI) led an interagency working group to develop common, essential competencies for the program and project management community. The attached Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) reflects these recommendations and applies to all executive agencies, except those subject to the Defense Acquisition Workforce Improvement Act. The certification shall be accepted by, at minimum, all civilian agencies as evidence that an employee meets the core training and experience requirements.

The certification is required for program and project managers that are assigned to major acquisitions as defined in Office of Management and Budget (OMB) Circular A-11, Part 7, exhibit 300, *Planning, Budgeting, Acquisition, and Management of Capital Assets*. The attached provides more details on transition time, waivers, and the responsibilities of the Chief Acquisition Officer in implementing the policy. Program and project managers assigned to information technology (IT) investments must also meet the technical requirements of the Federal IT Project Manager Guidance Matrix.

The program will be administered by each civilian agency, and FAI will conduct periodic reviews to ensure that the FAC-P/PM program is being managed consistently. Additionally, FAI is mapping the program and project management competencies, which are included in the attachment, to learning objectives that will be used to assess current training or develop new training to meet these requirements. Private vendors, the Defense Acquisition University, and other government agencies offer a variety of online

and classroom courses that address many of these competencies. FAI plans to offer additional training in the first quarter of FY 2008.

A well-trained acquisition workforce is necessary to ensure that agencies accomplish their mission goals effectively and responsibly. Skilled program and project managers are critical in developing accurate government requirements, defining measurable performance standards, and managing contractor activities to ensure that intended outcomes are achieved.

If you have questions regarding the implementation of the program, please call Lesley Field on the OFPP staff at (202) 395-7579, or Karen Pica, Director of the Federal Acquisition Institute, at (703) 805-2333.

Attachment

cc: Chief Information Officers  
Chief Human Capital Officers  
Senior Procurement Executives

## **Federal Acquisition Certification for Program and Project Managers (FAC-P/PM)**

April 25, 2007

- 1. Purpose.** The purpose of the Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) is to establish general training and experience requirements for program and project managers in civilian agencies. The FAC-P/PM focuses on essential competencies needed for program and project managers; the program does not include functional or technical competencies, such as those for information technology, or agency-specific competencies.
- 2. Authority.** Office of Federal Procurement Policy (OFPP) Policy Letter 05-01, *Developing and Managing the Acquisition Workforce*, established a requirement for federal acquisition certification programs. The Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) is issued pursuant to 41 U.S.C. 401, et seq and OFPP Policy Letter 05-01, paragraph 8(c).
- 3. Background.** The Services Acquisition Reform Act of 2003, P.L. 108-136, expanded the definition of acquisition to include functions performed by program and project managers, such as requirements development, performance management, and technical direction. OFPP Policy Letter 05-01 built upon this broader definition of acquisition workforce and required FAI to make recommendations for a program and project management certification program. FAI partnered with twenty federal agencies to recommend the competencies and framework for this program. A report on the working group's efforts is available at <http://www.fai.gov/policies/sturep.asp>.
- 4. Applicability.** This policy applies to all executive agencies, except those subject to the Defense Acquisition Workforce Improvement Act (DAWIA, 10 U.S.C. §§ 1741-46). The broader definition of the acquisition function, in accordance with the Services Acquisition Reform Act of 2003 (SARA, P.L. 108-136) and further defined by OFPP Policy Letter 05-01, includes program and project management. The similarities and distinctions between program and project management are discussed in appendix D. The certification shall be accepted by, at a minimum, all civilian agencies as evidence that an employee meets core training and experience requirements for general program and project management. These certification requirements do not apply to Contracting Officers Technical Representatives (COTRs) or Contracting Officer Representatives (CORs).

The Chief Acquisition Officer (CAO), in consultation with appropriate agency officials, is responsible for developing workforce policies that apply the FAC-P/PM requirements as necessary to ensure agency program and project managers have essential program and project management competencies. The competency-based model serves as a foundation allowing agencies to build on these requirements or modify existing programs. Agencies may require additional management and technical competencies for particular functional areas, agency programs, or program assignments. The CAO may give implementation authority to other functional managers, such as the Chief Information Officer (CIO) or

Chief Financial Officer (CFO), to ensure the FAC-P/PM requirements are implemented appropriately.

The FAC-P/PM is not mandatory for all program and project managers; however, at a minimum, program and project managers assigned to programs considered major acquisitions must be senior-level certified unless a waiver is granted by the appropriate agency official (see paragraph below). The target completion date for this certification is one year from the date of assignment to the program or project. Major acquisitions are defined in Office of Management and Budget (OMB) Circular A-11, Part 7, exhibit 300, *Planning, Budgeting, Acquisition, and Management of Capital Assets*. OMB may work with an agency to declare other investments as major investments, and agencies should consult with the appropriate agency personnel about what investments to consider major.

The CAO, or designated functional manager such as the CIO, may waive all or part of the FAC-P/PM requirements in writing, on a case-by-case basis, if granting the waiver is in the best interest of the agency. This authority shall be used only when necessary, the written justification shall include reasons for and conditions of the waiver, and agency Acquisition Career Managers (ACMs) must maintain all supporting documentation to confirm information entered into the Acquisition Career Management Information System (ACMIS – see paragraph 7) and for program quality assurance. Waivers are not needed for the first year following assignment to a major acquisition, in accordance with the paragraph above. However, waivers for additional time beyond that year shall be granted for no more than an additional year. If time is necessary beyond this, the CAO must concur with any extensions.

Program and project managers assigned to information technology (IT) investments must also meet the requirements of the Federal IT Project Manager Guidance Matrix found (see [www.cio.gov/documents/Federal%20IT%20PM%20Guidance%20Matrix2.ppt](http://www.cio.gov/documents/Federal%20IT%20PM%20Guidance%20Matrix2.ppt)). This matrix references additional Office of Personnel Management guidance for IT project managers (see [www.opm.gov/fedclass/cg03-0001.pdf](http://www.opm.gov/fedclass/cg03-0001.pdf)). The FAC-P/PM generally mirrors the general program and project management competencies and experience standards found in the matrix. However, the FAC-P/PM does not address specific IT Project Manager technical competencies found in the OPM Interpretive Guidance for Project Manager Positions. Individuals certified under the FAC-P/PM program can be considered to meet the general PM competencies and suggested experience standards of the IT PM qualification guidance for purposes of identifying qualified project managers, but must also meet the technical standards to satisfy fully the IT PM requirements.

When identifying individuals to be certified under this program and other applicability requirements, the CAO shall review the guidance provided in OFPP Policy Letter 05-01 and obtain concurrence from the CIOs, CFOs, Chief Human Capital Officers (CHCOs), or others as appropriate. At a minimum, agencies shall consider applying the FAC-P/PM requirements to the following:

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

The certification is not intended to confer qualification for any specific assignment as a program or project manager within an agency, as the assignment of personnel is an agency-specific function, but provides a structured approach to developing program and project managers.

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

FAI will administer the program through issuance of guidance and dissemination of information, principally through its Web site. Upon agency request, FAI will review existing agency programs against the requirements contained in this document to identify the extent to which an agency's certification program meets the FAC-P/PM guidelines. In addition, FAI will periodically review agencies' implementation of this guidance to ensure the program remains rigorous and the standards for certification for training, experience and continuous learning are consistently applied by all civilian agencies.

Essential FAI responsibilities for program administration are included below:

- develop and review competencies and training standards
- review agency programs as needed
- manage and analyze workforce information
- develop training blueprints to be used by agencies, vendors, or other organizations in assessing existing courses against these standards or developing new courses to satisfy the requirements of the FAC-P/PM

The certification process, including assessment of applications, will be managed by each agency. The agency Acquisition Career Manager (ACM) appointed by the CAO under

Policy Letter 05-01, or designee, is responsible for administering the agency certification program, in accordance with this guidance and any subsequent guidance provided by OFPP or FAI. Authority for overseeing the agency FAC-P/PM program, resolving disputes, and granting certifications will be at the CAO or designee level. The CAO may delegate, in writing, certain functional responsibilities as needed to ensure effective and efficient management of this program within an agency.

Essential agency responsibilities for program administration are included below:

- identify and assess the program and project management acquisition workforce
- develop this workforce in accordance with the standards
- issue FAC-P/PMs
- monitor continuous learning achievement

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

**a. General** – Unlike the Federal Acquisition in Contracting (FAC-C) program, which prescribes a specific curriculum, the FAC-P/PM describes core, minimum competencies that are considered essential for successful program and project management. Certification under the FAC-P/PM is based on attaining these competencies and having a certain number of years of experience associated with each of three levels. Additionally, 80 continuous learning points are required every two years to ensure currency. The competencies and experience are cumulative across levels. While a specific curriculum is not articulated, training plans are available at Appendix A that will help agencies and individuals determine training and development needs.

An applicant can satisfy the competency requirements through successful completion of suggested training, completion of comparable education or certification programs, or demonstration of knowledge, skills, and abilities. Additional guidance can be found at [www.fai.gov](http://www.fai.gov) or through your agency Acquisition Career Manager.

FAI has developed a Program/Project Manager training blueprint that associates the competencies in appendix B with learning outcomes. This document is located at [www.fai.gov](http://www.fai.gov). The blueprint can be used to compare existing or planned training and/or certification programs to the FAC-P/PM. The blueprint can also be used by individuals to identify areas where training has already been completed and where training should be targeted to meet FAC-P/PM requirements.

**b. Competencies (see appendix B for complete list)** – The establishment of core competencies ensures the program and project management community develops common, basic skills. The competencies in appendix B were developed by an interagency working group using a competency confirmation process, which involved identifying tasks, conducting focus groups, rating tasks, and analyzing results. Focus group subject matter experts were drawn from various civilian and defense agencies, including the Office of Personnel Management, and the competencies associated with this

certification program were determined by this group to be essential competencies for program and project management. (See paragraph 3 for additional details.)

The objective of the FAC-P/PM is to align a base of essential competencies across the federal government's acquisition workforce. Some departments will have additional competencies associated with essential mission areas that overlay these common elements.

The current competencies for program and project managers will be maintained by FAI at the FAI Web site, [www.fai.gov](http://www.fai.gov). These essential competencies will be updated periodically, expanded, or otherwise modified to meet current and future acquisition workforce requirements and to reflect emerging trends in the government's acquisition practices. FAI, DoD, and OPM will work collaboratively to establish a competency management process to ensure the base core competencies remain relevant and current and are integrated into the curriculum, as appropriate.

**c. Certification Levels --** FAC-P/PM will recognize three levels of certification—entry/apprentice, mid level/journeyman and senior/expert. A brief explanation of each follows. (To avoid confusion with established terms associated with levels of program investment, the FAC-P/PM will not use I, II, or III to distinguish the levels.) A sample training plan for meeting these competencies is included in Appendix B.

**1) Entry Level –** At this level, program and project managers should have, through training, experience, and other development activities:

- knowledge and skills to perform as a project team member
- ability to manage low risk and relatively simple projects or to manage more complex projects under direct supervision of a more experienced manager
- overall understanding of project management practices, including performance-based acquisition
- recognition of an agency's requirements development processes
- ability to define and construct various project documents, under supervision
- understanding of and involvement in the definition, initiation, conceptualization or design of project requirements

Competencies and Proficiencies at Entry Level: See appendix B.

Experience at Entry Level: At least one year of project management experience within the last five years. Project management experience includes experience constructing a work breakdown structure, preparing project analysis documents, tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered, analyzing and/or developing requirements, monitoring performance, assisting with quality assurance, and budget development.



Training: Training in program and project management at this level should be provided to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers. See Appendix A for training plans that provide the necessary competencies at this level.

**2) Mid-Level/Journeyman** – At this level, program and project managers should have, through training, experience, and other development activities:

- knowledge and skills to manage projects or program segments of low to moderate risks with little or no supervision
- ability to apply management processes, including requirements development processes and performance-based acquisition principles, to support the agency's mission to develop an acquisition program baseline from schedule requirements, plan technology developments and demonstrations and apply agency policy on interoperability
- ability to identify and track actions to initiate an acquisition program or project using cost/benefit analysis
- ability to understand and apply the process to prepare information for a baseline review, and can assist in development of Total Ownership Cost (TOC) estimates
- ability to manage projects as well as program segments and distinguish between program and project work

Competencies at Mid-Level/Journeyman: See appendix B

Experience at Mid-Level/Journeyman: At least two years of program or project management experience within the last five years that includes experience at the entry level as well as experience performing market research, developing documents for risk and opportunity management, developing and applying technical processes and technical management processes, performing or participating in source selection, preparing acquisition strategies, managing performance based service agreements, developing and managing a project budget, writing a business case, and strategic planning.

Training: It is highly recommended that interactive training in these areas be designed to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers such as team building, influencing/negotiating, decisiveness, partnering, and managing diverse workforce. See Appendix A for training plans that provide the necessary competencies at this level.

**3) Senior/Expert Level** – At this level, program and project managers should have, through training, experience, and other development activities:



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

Competencies at Senior/Expert Level: See appendix B

Experience at Senior/Expert Level: At least four years of program and project management experience on federal projects and/or programs, including managing and evaluating agency acquisition investment performance, developing and managing a program budget, building and presenting a successful business case, reporting program results, strategic planning, and high-level communication with internal and external stakeholders.

Training: It is highly recommended that interactive training in these areas be designed to develop the essential interpersonal and management competencies required of high-performing, successful program and project managers such as strategic thinking, vision, and external awareness. See Appendix A for training plans that provide the necessary competencies at this level.

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

Continuous learning activities related to program and project management activities include, but are not limited to, the following:

- training activities, such as teaching, self-directed study, mentoring
- courses completed to achieve certification at the next higher level
- professional activities, such as attending/speaking/presenting at professional seminars/symposia/conferences, publishing and attending workshops
- educational activities, such as formal training, and formal academic programs
- experience such as developmental or rotation assignments

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

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

**7. Acquisition Career Management Information System (ACMIS).** For all civilian agencies, ACMIS will be the official system of records for the FAC-P/PM program and will include waiver information, as necessary (see paragraph 4). Agencies and individuals are responsible for maintaining supporting certification documentation for quality assurance purposes. FAI is responsible for managing ACMIS and will issue guidance, as necessary, to support ACMIS implementation. Agencies are encouraged to begin entering or migrating data on designated program and project managers as soon as practicable but no later than July 1, 2007 or as otherwise directed. Please refer to [www.fai.gov](http://www.fai.gov) for the most up-to-date information.

#### **Appendices**

- A. Training Plans for the FAC-P/PM
- B. Competencies and Proficiencies at Each FAC-P/PM Certification level
- C. Guidance on Meeting the Requirements for Continuous Learning Points
- D. Relationship Between Program Management and Project Management

## **APPENDIX A – Training Plans for the FAC-P/PM**

### **Entry/Apprentice Level Training**

A minimum of 24 hours of coursework in basic acquisition that cover the competencies contained in appendix A and enable the individual to:

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

A minimum of 24 hours of coursework in basic project management that enable the individual to:

- Prepare project components to the task level in preparation for developing the Work Breakdown Structure (WBS)
- Define requirements in terms of performance-based outcomes, where appropriate;
- Recognize role of an estimate in Total Ownership Cost (TOC)/Life Cycle Cost process;
- Recognize the risk and opportunity management process;
- Recognize systems life cycle management concepts used for information systems;
- Recognize the need for a comprehensive Test and Evaluation (T&E) program;
- Recognize the need to implement alternative logistics support.

A minimum of 16 hours of coursework in employing effective leadership and interpersonal skills to include:

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

A minimum of 24 hours of coursework that is government-specific and prepares the individual to:

- Become aware of a process by which the efforts of all acquisition personnel are integrated through a comprehensive plan;
- Recognize a need for the Project/Program Manager to participate in pre-award actions required by acquisition planning (FAR Part 7.1);
- Recognize the need for a comprehensive program specification and requirements statement that fully and correctly define the program;
- Recognize the need to formulate a source selection plan that allows for best value selection from competitive solicitations;
- Recognize the need to support contract administrative actions;
- Recognize the need for establishment of a negotiated baseline of performance;

- Recognize the need to oversee application of Total Life Cycle Systems Management (TLCSM);
- Discuss Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).

A minimum of 24 hours in Earned Value Management (EVM) and cost estimates that will prepare the individual to:

- Recognize EVM policies, methodologies, and software for performance measurement of programs;
- Identify management techniques;
- Recognize the need for an Integrated Baseline Review process;
- Recognize allocation of funds within appropriation categories and use of funds from each appropriation;
- Identify the information system for financial management reporting;
- Be knowledgeable of a cost estimating processes, methods, techniques, analytical principles, data, confidence bands, specialized costing, application of OMB A-94, *Guidelines and Discount Rates for Benefit-Cost Analysis of Federal Programs*, and management applications.

### **Mid Level/Journeyman Training**

A minimum of 24 hours of coursework in intermediate project management that enables an individual to:

- Develop and document an integrated master schedule;
- Assist in the development of an estimate of Total Ownership Cost (TOC);
- Clearly define requirements to meet needs including, where appropriate, performance-based outcomes and setting performance standards;
- Formulate the key features of a risk/opportunity management process;
- Establish a requirements development process that provides traceability back to user-defined capabilities;
- Formulate the key features of the T&E program, including modeling and simulation;
- Develop a life-cycle plan for delivering, maintaining, and retiring a product that includes supply chain considerations.

A minimum of 16 hours of coursework in employing correct and effective leadership and interpersonal skills to include:

- Partnering;
- Entrepreneurship;
- Strategic Thinking;
- Team Building/IPT;
- Conflict Management;
- Creativity/Innovation;
- Leveraging Diversity.

A minimum of 24 hours of coursework that is government-specific and prepares the individual to:

- Develop an overall strategy for managing the acquisition, coordination, and development of the acquisition strategy to include socioeconomic considerations;
- Identify key features in terms of pre-award actions required by acquisition planning (FAR Subpart 7.1);
- Formulate the key features of a comprehensive program specification and requirements statement;
- Identify and develop source selection criteria, including risk analysis method (FAR Part 15.3);
- Identify and track contract performance and administrative actions;
- Conduct financial planning and execution reviews;
- Build program and project plans in accordance with Management's Responsibility for Internal Control (OMB Circular A-123) and Capital Asset Planning (OMB exhibit 300).
- Use strategic sourcing when building and finalizing requirements across the program.

A minimum of 24 hours in EVM and cost estimates that will prepare the individual to:

- Identify the information system for financial management reporting;
- Conduct EVM analysis and implementing changes based on analysis;
- Analyze resource needs for management, including planning for an EVM program linked to risk;
- Apply business process re-engineering methods for continuous improvement.

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### **Senior/Expert Level Training**

A minimum of 24 hours of learning in advanced acquisition management that prepares the individual to:

- Manage a departmental/agency effort;
- Direct the development of concepts, requirements, and project documents related to the program;
- Manage the preparation of a program's acquisition strategy;
- Maximize the use of performance-based acquisition principles;
- Manage team activities in appropriate market research and acquisition of commercial items in accordance with FAR Parts 10 and 12;
- Direct requirements baselining, change processes, and resourcing.

A minimum of 24 hours of instruction in advanced program management to provide skills in:

- Coordinating an integrated master plan for life-cycle management and support ;
- Interpreting and overseeing application of department/agency financial policies and directives as it relates to program and resource management;

- Directing and monitoring risk management processes and making adjustments as necessary;
- Overseeing a comprehensive test and evaluation program;
- Examining and implementing innovative, alternative logistics support practices;
- Ensuring adequate staffing and resources across the program lifecycle.

A minimum of 16 hours of coursework in employing correct and effective leadership and interpersonal skills to include:

- Delivering effective presentations to senior level audiences through practice and instruction;
- Building and directing high-powered teams;
- Creating a culture of development and accountability;
- Communicating a compelling vision that generates excitement, enthusiasm, and commitment among team members.

A minimum of 24 hours of coursework that is government-specific and prepares the individual to:

- Work with a warranted contracting officer and develop the overall strategy for managing the acquisition;
- Participate in pre-award actions required by acquisition planning (FAR Part 7.1)
- Apply appropriate principles of OMB Circular A-123, *Management's Responsibility for Internal Control*;
- Direct completion of successful Capital Asset Plan (OMB exhibit 300);
- Employ strategic planning and resource management in the federal environment (budget cycle, paperwork, and congressional considerations);
- Apply principles of contract and fiscal laws and regulations (anti-deficiency, procurement integrity, and specific purpose statutes) as they pertain to development of program funding, contracts, and strategies;
- Manage program in accordance with the agency's and OMB's planning, programming, and budgeting process, as appropriate.

A minimum of 24 hours in EVM and cost estimates that will prepare the individual to:

- Direct and manage EVM implementation across the program spectrum;
- Use advance project management skills with extensive EVM capabilities.

Appendix B. Essential Competencies and Proficiencies for each Certification Level
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This appendix provides the essential competencies and levels of proficiency for the FAC-P/PM. As an individual gains experience, the proficiency level evolves from recognition and awareness of concepts at the entry level to the management and evaluation of their application at the senior level. Additionally, the individual is expected to obtain increasingly more complex leadership competencies.

<b>Entry/Apprentice Level</b>
<p>Requirements Development and Management Processes – Recognition of government-wide and agency-specific investment management requirements, acquisition policies, and program management strategies that support assigned missions and functions; understanding of how to manage risk; understanding of the many factors that influence cost, schedule, and performance; attention to lessons learned; understanding of metrics needed to manage programs and projects that deliver quality, affordable, supportable, and effective systems/products. Specifically includes recognition of:</p> <ul style="list-style-type: none"> <li>- Requirements Development Process</li> <li>- Concept Selection Process</li> <li>- Technology Development Process</li> <li>- Core Management Skills and Processes</li> <li>- Total Ownership Cost (OMB Circular A-94)</li> <li>- Risk and Opportunity Management</li> <li>- Market Research (including socio-economic considerations)</li> <li>- Communications Management</li> <li>- Working Groups and Teams</li> </ul>
<p>Systems Engineering – Recognition of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development, with an emphasis on performing and managing a technical process.</p>
<p>Test and Evaluation (T&amp;E) – Recognition of efficient and cost effective methods for planning, monitoring, conducting, and evaluating tests of prototype, new, or modified systems equipment or materiel, including the need to develop a thorough T&amp;E strategy to validate system performance through measurable methods that relate directly to requirements and to develop metrics that demonstrate system success or failure.</p>
<p>Life Cycle Logistics (LCL) – Recognition of performance-based logistic efforts that optimize total system lifecycle availability, supportability, and reliability/maintainability while minimizing cost and logistic footprint, and interoperability.</p>
<p>Contracting – Recognition of the supervision, leadership and management processes/procedures involving the acquisition of supplies and services, construction, research and development; acquisition planning to include performance-based considerations; cost and price analysis; solicitation and selection of sources; preparation, negotiation, and award of contracts; all phases of contract administration; termination options and processes for closeout of contracts; legislation, policies, regulations, and methods used in contracting, and business and industry practices, with particular emphasis on:</p> <ul style="list-style-type: none"> <li>- Participation in determination of contract approach</li> <li>- Development of performance-based solutions</li> </ul>



<ul style="list-style-type: none"> <li>- Preparation of requirements and supporting documentation</li> <li>- Participation in source selection</li> <li>- Management of contractor performance and contract administration</li> </ul>
<p>Business, Cost Estimating and Financial Management – Recognition of the forms of cost estimating, cost analysis, reconciliation of cost estimates, financial planning, formulating financial programs and budgets, budget analysis/execution, benefit-cost analysis, Earned Value Management (EVM) in accordance with American National Standards Institute (ANSI) Electronics Industries Alliance (EIA) Standard for EVM Systems #748-A, and other methods of performance measurement.</p>
<p>Leadership/Professional – These are the skills, knowledge, abilities and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills.</p> <ul style="list-style-type: none"> <li>- Oral Communications</li> <li>- Problem Solving</li> <li>- Interpersonal Skills</li> <li>- Accountability</li> <li>- Written Communication</li> <li>- Flexibility</li> <li>- Conflict Management</li> <li>- Resilience</li> <li>- Customer Service</li> </ul>

<b>Mid-Level/Journeyman</b>
<p>Management Processes – Individuals at this level should be able to recognize and <u>apply</u> the concepts presented at the entry/apprentice level.</p>
<p>Systems Engineering – Individuals at this level should be able to recognize <u>and</u> apply the concepts presented at the entry/apprentice level.</p>
<p>Test and Evaluation (T&amp;E) -- Individuals at this level should be able to recognize <u>and</u> apply the concepts presented at the entry/apprentice level.</p>
<p>Life Cycle Logistics (LCL) – Individuals at this level able to recognize <u>and</u> apply the concepts presented at the entry/apprentice level.</p>
<p>Contracting – Individuals at this level should be able to recognize <u>and</u> apply the concepts presented at the entry/apprentice level.</p>
<p>Business, Cost Estimating &amp; Financial Mgmt – Individuals at this level should be able to recognize <u>and</u> apply the concepts presented at the entry/apprentice level.</p>
<p>Leadership/Professional – These competencies, in addition to those listed at entry-level, comprise a foundation for effective mid-level program/project manager-related responsibilities. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills</p> <ul style="list-style-type: none"> <li>- Influencing/Negotiating</li> <li>- Team Building/IPT</li> <li>- Political Savvy</li> <li>- Decisiveness</li> <li>- External Awareness</li> <li>- Entrepreneurship</li> <li>- Partnering</li> <li>- Conflict Management</li> <li>- Strategic Thinking</li> <li>- Creativity/Innovation</li> <li>- Developing Others</li> </ul>

- Leveraging Diversity

<b>Senior/Expert Level</b>
Management Processes – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the concepts presented at the entry/apprentice level.
Systems Engineering – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the application of the scientific, management, engineering, and technical skills used in the performance of systems planning, research and development.
Test and Evaluation (T&E) – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the concepts presented at the entry/apprentice level.
Life Cycle Logistics (LCL) – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the concepts presented at the entry/apprentice level.
Contracting – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the concepts presented at the entry/apprentice level.
Business, Cost Estimating & Financial Mgmt – Individuals at this level should be able to recognize, apply, <u>and</u> manage and evaluate the concepts presented at the entry/apprentice level.
<p>Leadership/Professional -- These are the skills, knowledge, abilities and traits acquired through experience, training and education within government and the private sector and are cumulative, leading to skilled supervision and seasoned leadership. These competencies may appear in successive levels to emphasize the process of evolving, developing, and maturing leadership skills.</p> <ul style="list-style-type: none"> <li>- Vision</li> <li>- Strategic Thinking</li> <li>- External Awareness</li> <li>- Entrepreneurship</li> </ul>

## **Appendix C. Guidance on Meeting the Requirements for Continuous Learning Points (CLP)**

These guidelines reflect best-in-practice recommendations for continuous learning. Agencies retain flexibility and supervisors remain responsible for working with program and project managers to identify those activities and opportunities of greatest benefit to the professional development of an individual. The training, professional activities, education and experience that are used to meet the CLP requirements must be job related.

### **A. Training**

- 1) Completing awareness training. Periodically agencies conduct briefing sessions to acquaint the workforce with new or changed policy. Generally, no testing or assessment of knowledge gained is required.
- 2) Completing learning modules and training courses. These may be formal or informal offerings from a recognized training organization, including in-house training courses/sessions, which include some form of testing/assessment for knowledge gained.
- 3) Performing Self-Directed Study. An individual can keep current or enhance his or her capabilities through a self-directed study program agreed to by the supervisor.
- 4) Teaching. Employees are encouraged to share their knowledge and insights with others through teaching of courses or learning modules.
- 5) Mentoring. Helping others to learn and become more productive workers or managers benefits the agency and the individuals involved.

### **B. Professional Activities**

- 1) Participating in Organization Management. Membership alone in a professional organization will not be considered as fulfilling continuous learning requirements, but participation in the organization leadership will. This includes holding elected/appointed positions, committee leadership roles, or running an activity for an organization that one is permitted to join under current ethics law and regulation. The employee and supervisor must first ensure that participating in the management of an organization is allowed by the agency.
- 2) Attending/Speaking/Presenting at Professional Seminars/Symposia/Conferences. Employees can receive points for attending professional seminars or conferences that are job related. However, the supervisor needs to determine that the individual learned something meaningful from the experience. Because significant effort is involved in preparing and delivering presentations, credit should be given for each hour invested in the preparation and presentation.

3) Publishing. Writing articles related to acquisition for publication generally meets the criteria for continuous learning. Points will be awarded only in the year published. Compliance with agency publication policy is required.

4) Participating in Workshops. Points should be awarded for workshops with planned learning outcomes.

### C. Education

1) Formal training. Supervisors should use Continuing Education Units (CEUs) as a guide for assigning points for formal training programs that award CEUs. The CEUs can be converted to points at 10 CLP points per CEU.

2) Formal academic programs. For formal academic programs offered by educational institutions, each semester hour is equal to one CEU. A three-hour credit course would be worth three CEUs and 30 CLP points, assuming that it is applicable to the acquisition function.

SAMPLE ACTIVITIES	RECOMMENDED NUMBER OF HOURS
Active Association Membership (in relevant subject area or program/project management association)	5 hours for an active membership year OR 1 hour for each 60 minutes of activity attended during the year
Publication of P/PM/acquisition-related articles, technical papers, etc.	20 hours for articles 25 for technical paper
Formal rotational assignments	40 hours per assignment
Conference presentations, training or seminar delivery	2 hours for 60 minutes of first-time presentation (1 for presentation, 1 for preparation, .5 credit for repeat delivery of same material)
Team leadership activities, participation on project teams for new products/activities	1 hour for every 60 minutes of participation
Formal education	1 hour for each hour of instruction up to 36 hours for a 3 credit course or American Council on Education (ACE) recommendation
Professional examination, license, or certification	40 hours in the year obtained

1 Continuing Education Unit (CEU)	10 hours
1 Continuous Learning Point (CLP), Professional Development Unit (PDU), or Professional Development Hour (PDH)	1 hour
1 credit hour (college course or ACE recommendation)	12 hours
Conference attendance	1 hour for each 50 minute presentation attended

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

#### D. Experience

Experience includes on-the-job experiential assignments and intra- or inter-organizational rotational career-broadening and developmental experiences. While supervisors and employees must use discretion in arriving at a reasonable point value to be awarded for rotational and developmental assignments, a sliding scale is recommended. Suggested points for such assignments are in the table below.

The assumption is that longer assignments are more beneficial than shorter assignments. The supervisor may feel that an individual may deserve more or less than the values shown. In determining the points for a rotational/developmental assignment, the supervisor should consider both the long-term benefit to the agency and the immediate benefit to the supervisor's organization and the individual. For example, a second rotational assignment of the same sort would be less valuable than a different type of rotational assignment.

When experience or other activities are to be used to earn CLPs, certain principles should be followed. Supervisors and employees should pre-define, as closely as possible, the tasks to be accomplished, expected outcomes, and the learning opportunities. If it is an assignment, the individual should be mentored during the assignment. Accomplishment of a product, such as a briefing, a project design, a report, or other work product that shows the learning attained, is desirable. Sharing the knowledge and experience gained and the product with others in the organization is encouraged.

CREDITABLE ACTIVITIES	POINT CREDIT
Experience:	
On-the-Job Experiential Assignments	Maximum of 20 points per year

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

## Appendix D. Relationship Between Program Management and Project Management

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

The FAC-P/PM includes both program and project management within a single certification rather than two separate tracks. These program guidelines are built to reflect both the interdependent nature of program and project management as well as the development needs of a program and project manager. The definitions below shape the discussion.

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

This is pictorially represented below:



Program management competencies are built into the project management foundation. Some of the core project management competencies are a subset of program management competencies. As project managers develop their project management competencies (i.e., knowledge, skills and abilities), they acquire the important program perspectives. The ability to use sound judgment in both project and program management is critical.