August 2, 2023

Memorandum for Chief Human Capital Officers

From: Kiran Ahuja, Director

Subject: Program Management Improvement Accountability Act –
                       Program and Project Management Study – Position Coding
                       Guidance and Competency Model

The U.S. Office of Personnel Management (OPM) is working in consultation with the Office of Management and Budget (OMB) and the Program Management Policy Council (PMPC) to implement specific requirements of Public Law 114-264, Program Management Improvement Accountability Act (PMIAA). In accordance with the PMIAA, P.L. 114-264, OPM is required to issue regulations that establish a new job series, or update and improve an existing job series, for program and project management within an agency and identify key skills and competencies needed for a program and project manager in an agency. To fulfill these requirements, OPM conducted an occupational study on program and project management work. This study also supports OMB's guidance, "Improving the Management of Federal Programs and Projects through Implementing the Program Management Improvement Accountability Act (M-18-19)" (June 25, 2018). OPM previously released on May 2, 2019 updates to the Position Classification Flysheet for Program Management Series, 0340 and the Interpretive Guidance for Project Management Positions.

Through our continuous efforts to support the PMIAA, OPM is issuing the program and project management position coding guidance (Attachment 1) and competency model (Attachment 2). To meet the requirements of the PMIAA to identify key skills and competencies, and inform policy development, OPM consulted with subject matter experts from Federal agencies and conducted an environmental scan, focus groups, and Governmentwide surveys.

Program and Project Management Position Coding Guidance

OPM, working in consultation with OMB and the Program Management Policy Council (PMPC), reviewed the appropriateness of a program management and project management job identifier which, when combined with an existing occupational series, will identify and code Federal positions with program management and project management functions.

OPM is pleased to share the new program/project management position coding guidance for agency use for coding Federal program and project management positions. There are over 15,700 Federal employees classified to the Program Management Series, 0340 and program management work is performed in approximately 150 occupational series. For example, IT Cybersecurity included over 7,000 Program and Project Managers. The new program and project management codes include (1) Program Manager; (2) Project Manager; (3) Program and Project Manager; and (4) Not Applicable. The new codes, when combined with existing occupational series, will improve identifying Federal program and project management positions and inform talent management activities for educating, recruiting, training, developing, and retaining a highly qualified program and project management workforce. Agencies must code all program/project management positions within twelve (12) months from the date of this memo's issuance.

Program and Project Management Competency Model

OPM, working in consultation with OMB and the PMPC, identified the key skills and competencies needed for program and project management work. OPM conducted a Governmentwide study to identify critical competencies for program and project managers. Over 2,300 Federal employees who perform, or supervise others who perform, program and project management work participated in the PMIAA Program and Project Management Job Analysis Survey. The data collected painted a comprehensive picture of program and project management work across the Federal government and was used to validate the program and project management competency model. The attached Program and Project Management Competency Model may be used in such agency efforts as workforce planning, training and development, performance management, recruitment, and selection. When used for selection, the competencies must be used in conjunction with the appropriate qualification standard. The competencies identified also informed issuance of the Competency Exploration for Development and Readiness (CEDAR) tool in support of OMB's 5-year strategic plan for implementing the PMIAA and will inform our continued program and project management talent development work with the OMB, PMPC, Chief Human Capital Officers Council, and Chief Learning Officers Council.

OPM will continue to support agency efforts through the implementation of the guidance in this issuance. If you have any questions regarding the position coding guidance, competency model, or classification, please contact April Davis, Director of Classification and Assessment Policy at competency@opm.gov.

Attachment 1: Guidance for Assigning Program/Project Management Codes to Positions with Related Functions

Attachment 2: Program and Project Management Competency Model

cc: Deputy Chief Human Capital Officers and Human Resources Directors

Attachment 1 - Program Management Improvement Accountability Act: Guidance for Assigning Program/Project Management Codes to Positions with Related Functions

The U.S. Office of Personnel Management (OPM) is pleased to share the new program/project management position coding guidance for agency use for coding Federal program and project management positions.

Background

OPM worked in consultation with the Office of Management and Budget (OMB) and the Program Management Policy Council (PMPC) to implement specific requirements of Public Law 114-264, Program Management Improvement Accountability Act (PMIAA). In accordance with the PMIAA, P.L. 114-264, OPM is required to issue regulations that establish a new job series, or update and improve an existing job series, for program and project management within an agency and identify key skills and competencies needed for a program and project manager in an agency. To fulfill these requirements, OPM conducted an occupational study on program and project management work. This study also supports OMB's guidance, "Improving the Management of Federal Programs and Projects through Implementing the Program Management Improvement Accountability Act (M-18-19)" (June 25, 2018). OPM previously released on May 2, 2019 updates to the Position Classification Flysheet for Program Management Series, 0340 and the Interpretive Guidance for Project Management Positions.

OPM, working in consultation with OMB and the Program Management Policy Council, reviewed the appropriateness of a program management and project management job identifier which, when combined with an existing occupational series, will identify and code Federal positions with program management and project management functions. The new codes, when combined with existing occupational series, will improve identifying Federal program and project management positions and inform talent management activities for educating, recruiting, training, developing, and retaining a highly qualified program and project management workforce. Agencies must code all program/project management positions within twelve (12) months from the date of issuance of this guidance.

New Coding Requirement

The new program and project management codes include (1) Program Manager; (2) Project Manager; (3) Program and Project Manager; and (4) Not Applicable. The coding of Federal positions with program and project management-related functions are beneficial for several reasons, including the following:

- Enhancing Recruitment of Needed Skills.

- Hiring Needed Skills. The coding allows us to consistently describe the tasks, functions, and work roles of positions, and leverage the affiliated knowledge, skills, and abilities in job opportunity announcements, applicant assessments, and staff development.

- Identifying Critical Needs. Using the codes provides a common framework for identifying critical needs and provides a standardized method to compare current workforce skills and work roles to those needed in the future.

- Training and Development.

Instructions for Assigning Codes

OPM collaborated with stakeholder groups to develop the following instructions for agencies to assign the Data Standard Codes.

- Agencies must use [OPM's Guide to Data Standards](#) to assign codes to encumbered and vacant positions.

- Program Management Officers (PMO) staff, managers, human resources (HR) and classification staff must partner to identify encumbered and vacant positions with program and/or project management-related functions and assign the appropriate code. PMO staff will have perspectives on where work is being accomplished across the agency, how to interpret the work roles described in the codes, and what expectations the agency has regarding functions, skills, requirements, etc. Managers will play a key role in knowing what positions are performing functions that will be coded. HR and classification staff will develop and implement, with assistance from the partners described above, the overall process for identifying positions and assigning the codes, in accordance with these instructions.

- Agencies must review all encumbered positions and authorized and funded vacant positions performing program and project management-related functions and annotate the reviewed position descriptions (PDs) with the appropriate code.

- Agencies must update data for employees performing program and project management-related functions in the Enterprise Human Resources Integration (EHRI) data warehouse, so that OPM receives the data.

- Agencies must conduct a thorough review to identify and properly code all positions with program/project management-related functions. The resulting coding data is intended to help OPM, the Office of Management and Budget (OMB), the Program Management Policy Council (PMPC), agencies, and the Federal Government, identify and address the recruitment, training, development, and skills needed for this critical workforce; therefore, ensuring that accurate codes are assigned to positions is paramount as the data will be used to inform decisions made that will affect the workforce.

- During the process of identification and coding, agencies may need to update PDs to ensure information functions are accurately described.

Resources

Please refer to Public Law 114-264, Program Management Improvement Accountability Act (PMIAA) and the OPM Position Classification and Qualifications website for periodic updates and helpful resources for applying the classification guidance and carrying out other requirements of the Act. Agency questions regarding the classification of positions may be sent to Fedclass@opm.gov.

Attachment 2 - Program Management Improvement Accountability Act: Program and Project Management Competency Model

Competency Models for Program Management and Project Management Work

The U.S. Office of Personnel Management (OPM) is working in consultation with the Office of Management and Budget (OMB) and the Program Management Policy Council (PMPC) to implement specific requirements of Public Law 114-264, Program Management Improvement Accountability Act (PMIAA). In accordance with the PMIAA, P.L. 114-264, OPM is required to issue regulations that establish a new job series, or update and improve an existing job series, for program and project management within an agency and identify key skills and competencies needed for a program and project manager in an agency. To fulfill these requirements, OPM conducted an occupational study on program and project management work. This study also supports OMB's guidance, "Improving the Management of Federal Programs and Projects through Implementing the Program Management Improvement Accountability Act (M-18-19)" (June 25, 2018). OPM previously released on May 2, 2019 updates to the Position Classification Flysheet for Program Management Series, 0340 and the Interpretive Guidance for Project Management Positions.

OPM is pleased to share the Program and Project Management Competency Model for agency use. The Program and Project Management Competency Model may be used in such agency efforts as workforce planning, training and development, performance management, recruitment, and selection. The Program and Project Management Competency Model presents competencies that have been confirmed as appropriate for selection at the grades indicated on a Governmentwide basis for program and project management work. Agencies are responsible for conducting job analyses for work responsibilities outside the program management and project management functions. Similarly, agencies must determine the applicability of the competencies presented to positions that do not perform the full range of program management work. Please refer to OPM's Delegated Examining Operations Handbook for more information on conducting a job analysis.

Grade Levels with Confirmed Competencies in the Program and Project Management Competency Model

The following tables present the competencies that have been confirmed as appropriate for selection on a governmentwide basis for ***program management*** work at grades 11 through 15. It must be noted that the GS-13 grade level has been identified as the most typical full performance level for this work. For classification guidance please refer to the [Position Classification Flysheet for Program Management Series, 0340](). Agencies are responsible for conducting job analyses for work responsibilities outside the program management function. Similarly, agencies must determine the applicability of these competencies to positions that do not perform the full range of program management work. Please refer to OPM's [Delegated Examining Operations Handbook]() for more information on conducting a job analysis. To view the definitions for these competencies, see the subsequent "Program Management Competency Model General Competency Definitions" section and the "Program Management Competency Model Technical Competency Definitions" section.

General Competencies for Program Management

*Grades 11 and 12 are typically considered developmental. The GS-13 grade level has been identified as the most typical full performance level for this work.

Grade 11*	Grade 12*	Grade 13	Grade 14	Grade 15
• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Flexibility • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Problem Solving • Reading Comprehension • Reasoning • Teaching Others • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Organizational Awareness • Partnering • Problem Solving • Reading Comprehension • Reasoning • Strategic Thinking • Teaching Others • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Organizational Awareness • Partnering • Problem Solving • Reading Comprehension • Reasoning • Strategic Thinking • Teaching Others • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • External Awareness • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Manages Resources • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Reading Comprehension • Reasoning • Strategic Thinking • Teaching Others • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • External Awareness • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Manages Human Resources • Manages Resources • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Political Savvy • Problem Solving • Reading Comprehension • Reasoning • Strategic Thinking • Teaching Others • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing

Technical Competencies for Program Management

*Grades 11 and 12 are typically considered developmental. The GS-13 grade level has been identified as the most typical full performance level for this work.

Grade 11*	Grade 12*	Grade 13	Grade 14	Grade 15
• Compliance • Knowledge Management • Program Management • Schedule Management	• Compliance • Knowledge Management • Performance Measurement • Program Management • Project Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management	• Compliance • Knowledge Management • Performance Measurement • Program Management • Project Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management	• Acquisition Strategy • Change Management • Compliance • Financial Management • Knowledge Management • Performance Measurement • Program Management • Project Management • Quality Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management	• Acquisition Strategy • Change Management • Compliance • Financial Management • Knowledge Management • Performance Measurement • Program Management • Project Management • Quality Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management

The following tables present the competencies that have been confirmed as appropriate for selection on a governmentwide basis for ***project management*** work at grades 11 through 14. For classification guidance please refer to the [Interpretive Guidance for Project Manager Positions](#) and the [Administrative Analysis Grade Evaluation Guide](#). Agencies are responsible for conducting job analyses for work responsibilities outside the project management function. Similarly, agencies must determine the applicability of these competencies to positions that do not perform the full range of project management work. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis. To view the definitions for these competencies, see the subsequent "Project Management Competency Model General Competency Definitions" section and the "Project Management Competency Model Technical Competency Definitions" section.

General Competencies for Project Management

Grade 11	Grade 12	Grade 13	Grade 14
• Accountability • Attention to Detail • Conflict Management • Customer Service • Decision Making • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Reading Comprehension • Reasoning • Team Building • Teamwork • Technical Competence • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Reading Comprehension • Reasoning • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Reading Comprehension • Reasoning • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing	• Accountability • Attention to Detail • Conflict Management • Creative Thinking • Customer Service • Decision Making • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Reading Comprehension • Reasoning • Strategic Thinking • Team Building • Teamwork • Technical Competence • Technical Credibility • Technology Application • Writing

Technical Competencies for Project Management

Grade 11	Grade 12	Grade 13	Grade 14
• Compliance • Knowledge Management • Quality Management • Schedule Management • Stakeholder Management	• Compliance • Knowledge Management • Project Management • Quality Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management	• Compliance • Knowledge Management • Project Management • Quality Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management	• Compliance • Knowledge Management • Program Management • Project Management • Quality Management • Requirements Management • Risk Management • Schedule Management • Scope Management • Stakeholder Management

Program Management Competency Model - Competency Importance Rankings

The table below presents the rank order of the competencies for *program management* work on current importance, based on supervisor and employee ratings, along with the corresponding rank order of the competencies on future importance (in three years), based on employee ratings.

Competencies	Current Importance	Future Importance
Integrity/Honesty	1	1
Decision Making	2	3
Interpersonal Skills	3	2
Customer Service	4	5
Attention to Detail	5	7
Accountability	6	4
Problem Solving	7	6
Oral Communication	8	8
Reading Comprehension	9	11
Writing	10	10
Program Management	11	9
Reasoning	12	16
Teamwork	13	13
Project Management	14	12
Stakeholder Management	15	14
Technical Competence	16	18
Flexibility	17	15
Planning and Evaluating	18	19
Technical Credibility	19	21
Leadership	20	17
Compliance	21	30
Schedule Management	22	26
Conflict Management	23	25
Team Building	24	20
Organizational Awareness	25	24
Creative Thinking	26	22
Information Management	27	23
Influencing/Negotiating	28	33
Partnering	29	31

Competencies	Current Importance	Future Importance
Scope Management	30	28
Risk Management	31	29
Requirements Management	32	34
Strategic Thinking	33	27
Performance Measurement	34	32
Technology Application	35	35
Knowledge Management	36	36
Change Management	37	37
Teaching Others	38	38
Quality Management	39	39

Project Management Competency Model - Competency Importance Rankings

The table below presents the rank order of the competencies for *project management* work on current importance, based on supervisor and employee ratings, along with the rank order of the competencies on future importance (in three years), based on employee ratings.

Competencies	Current Importance	Future Importance
Integrity/Honesty	1	1
Project Management	2	6
Interpersonal Skills	3	4
Accountability	4	5
Customer Service	5	7
Oral Communication	6	2
Writing	7	3
Attention to Detail	8	9
Reading Comprehension	9	8
Decision Making	10	14
Problem Solving	11	11
Reasoning	12	12
Schedule Management	13	15
Teamwork	14	10
Stakeholder Management	15	16
Scope Management	16	17
Planning and Evaluating	17	13
Technical Competence	18	21
Requirements Management	19	26
Technical Credibility	20	23
Leadership	21	18
Flexibility	22	19
Influencing/Negotiating	23	25
Conflict Management	24	30
Information Management	25	24
Compliance	26	31
Team Building	27	28
Risk Management	28	27
Organizational Awareness	29	22

Competencies	Current Importance	Future Importance
Partnering	30	29
Quality Management	31	32
Technology Application	32	20
Knowledge Management	33	33
Acquisition Strategy	34	35
Creative Thinking	35	34

Program Management Competency Model - General Competency Definitions

This section presents definitions for the general competencies found within the Program Management Competency Model.

Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Creative Thinking - Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

Customer Service - Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside

the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Information Management - Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.

Integrity/Honesty - Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.

Interpersonal Skills - Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Manages Human Resources - Plans, distributes, and monitors work assignments; evaluates work performance and provides feedback to others on their performance.

Manages Resources - Selects, acquires, stores, and distributes resources such as materials, equipment, or money.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Organizational Awareness - Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.

Partnering - Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Reading Comprehension - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Teaching Others - Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Technical Credibility - Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Application - Uses machines, tools, instruments, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Program Management Competency Model - Technical Competency Definitions

This section presents definitions for the technical competencies found within the Program Management Competency Model.

Acquisition Strategy - Knowledge of the principles and methods for developing an integrated acquisition management plan that describes the business, technical, and support strategies, including the relationship between the acquisition phases, work efforts, and key program events (for example, decision points, contract awards, test activities).

Change Management - Knowledge of change management principles, strategies, and techniques required for effectively planning, implementing, and evaluating change in the organization.

Compliance - Knowledge of procedures for assessing, evaluating, and monitoring programs or projects for compliance with Federal laws, regulations, and guidance.

Financial Management - Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

Knowledge Management - Knowledge of the value of collected information and the methods of sharing that information throughout an organization.

Performance Measurement - Knowledge of the principles and methods for evaluating program or organizational performance using financial and nonfinancial measures, including identification of evaluation factors (for example, workload, personnel requirements), metrics, and outcomes.

Program Management - Knowledge of the principles, methods, and tools for the coordinated management of a program to include providing oversight of multiple projects, integrating dependent schedules and deliverables, and related activities (for example, benefits management, life cycle management, program governance).

Project Management - Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting

costs, work, and contractor performance.

Quality Management - Knowledge of the principles, methods, and tools of quality assurance, quality control, and reliability used to ensure that a project, system, or product fulfills requirements and standards.

Requirements Management - Knowledge of the principles and methods to identify, solicit, analyze, specify, design, and manage requirements.

Risk Management - Knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences.

Schedule Management - Plans, develops, and controls project schedule and tracks project milestones, activities, and deliverables, including timeframes and assigned resources.

Scope Management - Plans, monitors, and controls project scope; includes collecting requirements, defining scope, creating a work breakdown structure, validating scope, and controlling scope to ensure project deliverables meet requirements (i.e., features, functions).

Stakeholder Management - Knowledge of the concepts, practices, and techniques used to identify, engage, influence, and monitor relationships with individuals and groups connected to a work effort; including those actively involved, those who exert influence over the process and its results, and those who have a vested interest in the outcome (positive or negative).

Project Management Competency Model - General Competency Definitions

This section presents definitions for the general competencies found within the Project Management Competency Model.

Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Creative Thinking - Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

Customer Service - Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Flexibility - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Information Management - Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.

Integrity/Honesty - Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.

Interpersonal Skills - Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Organizational Awareness - Knows the organization's mission and functions, and how its social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.

Partnering - Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Reading Comprehension - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Technical Credibility - Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Application - Uses machines, tools, instruments, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Project Management Competency Model - Technical Competency Definitions

This section presents definitions for the technical competencies found within the Project Management Competency Model.

Compliance - Knowledge of procedures for assessing, evaluating, and monitoring programs or projects for compliance with Federal laws, regulations, and guidance.

Knowledge Management - Knowledge of the value of collected information and the methods of sharing that information throughout an organization.

Program Management - Knowledge of the principles, methods, and tools for the coordinated management of a program to include providing oversight of multiple projects, integrating dependent schedules and deliverables, and related activities (for example, benefits management, life cycle management, program governance).

Project Management - Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting costs, work, and contractor performance.

Quality Management - Knowledge of the principles, methods, and tools of quality assurance, quality control, and reliability used to ensure that a project, system, or product fulfills requirements and standards.

Requirements Management - Knowledge of the principles and methods to identify, solicit, analyze, specify, design, and manage requirements.

Risk Management - Knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences.

Schedule Management - Plans, develops, and controls project schedule and tracks project milestones, activities, and deliverables, including timeframes and assigned resources.

Scope Management - Plans, monitors, and controls project scope; includes collecting requirements, defining scope, creating a work breakdown structure, validating scope, and controlling scope to ensure project deliverables meet requirements (i.e., features, functions).

Stakeholder Management - Knowledge of the concepts, practices, and techniques used to identify, engage, influence, and monitor relationships with individuals and groups connected to a work effort; including those actively involved, those who exert influence over the process and its results, and those who have a vested interest in the outcome (positive or negative).