

# **SELECTIVE SERVICE SYSTEM**



**Workforce Plan  
FY 2008 – 2012**

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## Workforce Planning Overview

Workforce planning overlaps the Agency's strategic and mission goals with our workforce. Workforce planning is the process through which we identify the human capital required to meet organizational goals, identify competency gaps, and develop strategies to address human capital needs and close those identified gaps. It's an assessment of future workforce needs and a determination of strategies and actions required to meet those needs. This Workforce Plan will allow us to identify strategies to align our workforce with our mission while accommodating for external trends and drivers that may impact our mission success. It will also provide the justification to support and prioritize human capital and human resources programs that will help us meet our short-term and long-term objectives. This Workforce Plan is a companion document to the Agency's Human Capital Management Plan and is summarized in that document.

This is the Selective Service System's (Selective Service/SSS/Agency) first Workforce Plan. However, a number of broad comprehensive reviews have taken place over the past fifteen years within the Agency which have indirectly supported workforce planning efforts. The first was the United States Army Force Integration Support Agency (USAFISA) Study, which was a detailed manpower study on the organization and size of the entire Agency. The other, the Process Improvement Project (PIP), was completed in 2003 and is another detailed study regarding the operations of the Agency. These studies point to, among many other findings, ensuring the right people, in the right place, at the right time, and the ultimate requirement for continually developing a world-class workforce to ensure SSS mission success.

Workforce planning involves the following six on-going steps:

1. **Set Strategic Direction** – Links workforce planning process with the Agency's strategic plan, annual performance/business plan, and work activities required to carry out the goals and objectives of the short-term and long-term plans.
2. **Conduct Workforce Analysis** – Identifies current workforce resources and how they will evolve; develops specifications for the



kinds, numbers, and location of workers and managers to accomplish the Agency's strategic requirements.

3. **Identify Workforce Gaps** – Determines what gaps exist between current and projected workforce needs. This includes a supply analysis, demand analysis, and gap analysis
4. **Identify Strategies and Develop Action Plan** – Identifies strategies to close gaps, plans to implement the strategies, and measures for assessing progress.
5. **Implement Workforce Strategies** – Ensures that solutions are identified; human and fiscal resources are in place; roles are understood; and the necessary communication, marketing, and coordination are occurring to execute the plan and achieve the strategic objectives.
6. **Monitor, Evaluate, and Revise** – Monitors progress against milestones, assessing for continuous improvement purposes and adjusting the plan to make course corrections and to address new workforce issues.

These six steps are a circular process, with the sixth step of Monitor, Evaluate, and Revise leading back to the beginning in a continual effort to ensure that workforce planning needs are identified and captured on an on-going basis. As such, this Workforce Plan will be updated as appropriate on a regular basis.

The SSS' Workforce Plan as presented here primarily covers the first four steps of this process. Steps 5 and 6 are on-going as we move forward in time and these parts of the plan are "living documents". However, tools and strategies to continue through Steps 5 and 6 and track and measure progress are also presented. The sixth step of Monitor, Evaluate, and Revise is addressed in further detail in the SSS's Human Capital Accountability System.

The purpose of this Workforce Plan for SSS is to outline how we will function in the future with fewer resources to perform a static mission, what the impact of mobilization is on workforce planning, and how we will prepare for additional future challenges such as an aging workforce, employee satisfaction and engagement, and the need to continue to implement new technology.

## Selective Service System Background

The Selective Service is a small civilian, independent Federal agency operating with permanent authorization under the Military Selective Service Act (50 U.S.C. App. 451 et seq.). The Agency exists to serve the emergency manpower needs of the military by conscripting untrained manpower or personnel with professional health care skills, if directed by Congress and the President for a national crisis. Our statutory mission also includes being ready to administer an alternative civilian service program in lieu of military duty for men classified as conscientious objectors by a Selective Service board.

### **The mission of the SSS is:**

The foremost statutory mission of the SSS is to be prepared to provide trained and untrained personnel to the Department of Defense (DoD) in the event of a national emergency.

This includes being prepared to classify registrants during mobilization, and to administer an Alternative Service Program (ASP) for those who seek to and are granted conscientious objector status. Although only one part of our mission is publicly visible in peacetime (registration), our peacetime preparedness to perform many aspects of our mission greatly increases timeliness, fairness, and equity in the event of an actual mobilization, if so ordered by the President and Congress. This entails maintaining a classification structure capable of immediate operation in the event of a national emergency, including personnel adequate to re-institute the full operation of the System. As the Agency remains prepared to perform our traditional missions, we recognize that we may be called upon to perform additional duties. Thus our systems are designed to flexibly accommodate potential future preparedness requirements.

## Strategic Goals

The SSS has one overriding strategic goal directed toward the achievement of our missions:

### **Goal 1: Ensure preparedness and the capacity to timely provide manpower in a fair and equitable manner to DoD during a national emergency.**

In the event of a mobilization, the SSS will hold a national draft lottery, contact those registrants who have been selected via the lottery, and arrange their transportation to a Military Entrance Processing Station.

The Agency has adopted the following long-term “enabling” goal for the implementation of our strategic goal:

**Goal 2: Ensure management excellence.**

In adherence to the principle of the President’s Management Agenda (PMA), the SSS has begun implementation of a new, aggressive, technology upgrade of the Agency’s hardware, software, and systems development processes as it replaces its outdated technology. An overall plan and strategy to ensure alignment and integration among its human capital management processes and the financial, operational, information technology, and logistical processes, is under development. Included in that plan will be an expansion of the Agency’s e-government, budget and performance integration, and improvements in financial performance initiatives. The Agency’s procurement of an Integrated Financial Management System will greatly enhance its ability to align its budgetary resource expenditures with Agency’s goal performance.

This Workforce Plan is tied directly to the above mission of the SSS and the two goals established through the Government Performance and Results Act. This strategic direction sets the organizational direction for workforce planning and links human capital efforts to the Agency’s direction and focus.

## Workforce Profile

Currently, the Selective Service is minimally staffed and is heavily dependent upon part-time personnel and volunteers across the country trained to conduct a draft that would be timely, fair, and equitable in the event of a national crisis.

The SSS workforce has experienced major changes over the past several years. The permanent workforce has been reduced approximately 15% in the past three years. This has been accomplished through organizational restructuring and normal attrition. Currently, we are authorized 139 full time equivalents (FTE) employees located at National Headquarters, three Region Headquarters, and a Data Management Center (DMC). There are also 57 State Directors who report to the Region Directors and who serve approximately 12 days per year on an intermittent basis. During mobilization, State Directors would be activated to full-time employment.

The staff is supplemented by Reserve Force Officers (RFOs) who serve approximately 36 days per year. The Defense Authorization Act for Fiscal Year 1977 authorizes 750 RFOs, but funding for RFOs has been continually declining. The number of RFOs is expected to drop to 200 by September 2008 and 150 by September 2009. RFOs are from all branches of the Armed Forces and play a vital role in the Selective Service mission. During peacetime, RFOs are responsible for interviewing Selective Service board member candidates; training board members; ensuring space, equipment, and supplies are available in the event a draft is activated; participating in readiness exercises; and reminding men to comply with the registration requirement. During mobilization, the RFOs would be assigned to SSS to augment staff and be responsible for opening various state and local Selective Service offices nationwide; recruiting and training staff to support Selective Service activities during the draft; and providing refresher training to board members.

The blended workforce also includes approximately 11,000 Local, District and National Appeal Board (NAB) members who serve on a voluntary basis and are appointed by the Agency's Director on behalf of the President. During peacetime, board members undergo initial and annual training so that if a draft is reinstated, they will be able to fulfill their obligations fairly and equitably. During a draft, the board members will review and decide claims for exemption, postponement, or deferment.

The Agency's current Office of Management and Budget (OMB) ceiling is 139 FTE. Three of these FTE are comprised of the 57 State Director positions. The Agency's annual operating budget has also been reduced approximately 10% in the past two years, 17% in the past four years and is \$22 million for FY 2008 and FY 2009. It is anticipated that funding for the Agency will continue to decrease, resulting in the additional challenge to staff a smaller workforce that is capable and flexible in responding to future challenges.



The workforce is diverse in its combination of full-time permanent employees, intermittent State Director positions, RFOs, volunteers, and a small supplement of contractors. The make-up of the workforce is summarized as follows<sup>1</sup>:

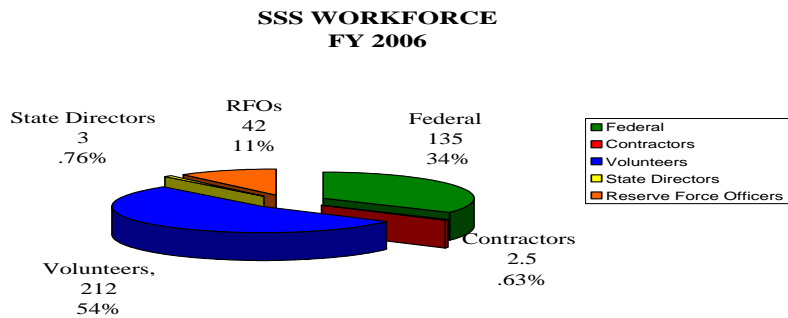
**SSS Workforce Profile at end of FY 2007 [HR & FM-CHECK DATA W/PAYROLL #]**

Type of Employee	Number	Days Worked per Year	Work Years	Estimated Compensation Cost/Value
Federal Employees	136	Full-time	136	\$12,067,465
State Directors	57	Intermittent	3	\$237,492
RFOs	300	Intermittent – 36 days per year	42	\$3,195,980
Volunteers (Board Members)	11,000	Intermittent – 5 days per year	212	Free, however value estimated at \$7,937,600
Contractors	7	Varies per contract	2.5	\$147,000
<b>Total – FY 2007</b>	<b>11,499</b>		<b>394.5</b>	<b>\$23,585,537</b>

The real cost of personnel support was approximately \$15.7M in FY2007.

**[FM – CHECK DATA]**

The work year numbers and percentage of the total are reflected below:



While the board members are uncompensated volunteers, this pie chart demonstrates the impact of the amount of work year equivalents they contribute to our Agency.

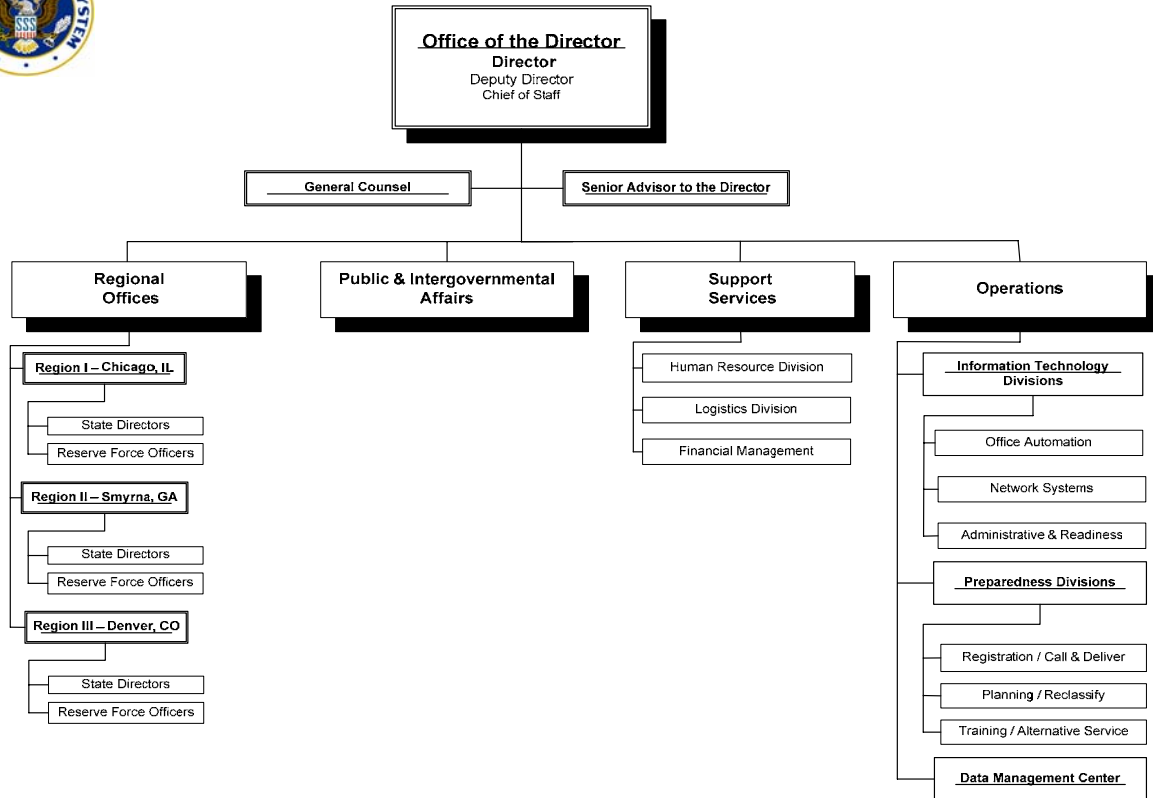
<sup>1</sup> Figures for the number of employees and State Directors are from FY 2006 and obtained from the Federal Personnel and Payroll System. Additional figures and the Compensation Costs came from program offices at SSS. The estimated compensation value for volunteers came from the Independent Sector ([www.independentsector.org](http://www.independentsector.org)) which determined that the estimated dollar value for volunteer time was \$18.04 per hour in 2005. This estimate was based on the average hourly earnings of all production and non-supervisory workers on private non-farm payrolls as determined by the Bureau of Labor Statistics and then increased by 12% for fringe benefits.

## ORGANIZATION CHART AND STRUCTURE DESCRIPTION

In order to support the mission of the SSS, the Agency is structured as follows:



### Selective Service System Organizational Chart



## NATIONAL HEADQUARTERS

Headquarters consists of the Office of the Director and three Associate Directors. It is located in Arlington, Virginia. The headquarters office provides leadership, administrative, and technical support to the Agency.

Within National Headquarters are the following organizations:

### Office of the Director

#### Director

The Director plans and directs all Selective Service activities within prescribed laws and regulations. The Director provides direct oversight and guidance to the Deputy

Director, the Chief of Staff, General Counsel, Senior Advisor, the Special Assistant, and the Associate Directors.

### **Deputy Director**

The Deputy Director performs duties and functions prescribed by the Director and acts on behalf of the Director when he or she is absent or the position is vacant. The Deputy Director provides direct oversight and guidance to the three Directorates and three Region Headquarters.

### **Chief of Staff**

The Chief of Staff is responsible for oversight of the daily administrative operations of the Office of the Director.

## **Directorates**

### **Public and Intergovernmental Affairs Directorate**

The Directorate is responsible for planning, producing, executing, reviewing, and evaluating public affairs policies, campaigns, and information programs to communicate Selective Service history, missions, roles, and requirements to a variety of external and internal audiences. It also coordinates Agency legislative and inter-governmental matters with Congress and other organizations in the Executive Branch. The Directorate serves as liaison to state and local governments that do business with the SSS. Additionally the Directorate shares with the Operations Directorate the responsibility for the Managing Registrant Records process, which embraces all plans, policies, and procedures for the management and control of records associated with a registrant.

### **Support Services Directorate**

In October 2007, the Agency merged the Financial Management Directorate into the Support Services Directorate. The Support Services Directorate is responsible for maximizing the efficient and effective delivery of administrative support to the Agency on a day-to-day basis as well as during a mobilization. The Directorate provides service in the areas of financial management, human resources and logistics in a timely, cost-effective and action-oriented manner.

### **Operations Directorate**

In April 2006, the Agency merged the Mobilization and the Information Technology Directorates into a single Operations Directorate. The Operations Directorate is responsible for the registration program; readiness training; and all planning and policy maintenance, updating, and creation including the Agency's Continuity of Operations Plan. Upon mobilization, the Directorate is responsible for the Call and

Deliver function, Alternative Service Plans in the event of a return to conscription, and the Reclassification function. In addition, the Operations Directorate is responsible for the formulation of Agency policies, standards, procedures, and contingency plans for information systems and data used in these systems; automated data processing (ADP) support of all operational and administrative processing functions; ADP life cycle management; information technology internal configuration management; computerization activities relating to business process improvement efforts; and other duties tied to information technology laws, regulations, and guidance, such as e-Government initiatives. Additionally, the Directorate exercises direct operational control over the Data Management Center.

## **REGION HEADQUARTERS**

### **Region I**

Region I is located in Chicago, IL and serves as a base of operations for the Agency's field structure in the Northeastern and Midwestern portions of the United States, including New York City and Chicago. It covers 16 states and the District of Columbia.

### **Region II**

Region II is located in Smyrna, GA and serves as a base of operations for the Agency's field structure in the Southeastern and South Central portions of the United States, including Houston, Miami, and Atlanta. It covers 13 states and two territories.

### **Region III**

Region III is located in Denver, CO and serves as a base of operations for the Agency's field structure in the Western part of the United States, including Los Angeles and Denver. It covers 21 states and two territories.

## **DATA MANAGEMENT CENTER**

The Data Management Center (DMC) operates under the operational and administrative control of the Operations Directorate. Agency employees at the DMC process the registration materials sent in by men who register. In support of the registration and managing records processes, the DMC is responsible for the receipt, control, and processing of all data related to the Agency's registration and compliance systems for young men between the ages of 18 through 25.

## MISSION CRITICAL OCCUPATIONS

Mission critical occupations are those occupations that are core to the mission of an organization. These occupations reflect the primary mission of the organization without which mission-critical work cannot be performed. For the Selective Service, these include:

- Senior Management
- Program Analyst
- Public Affairs Specialist
- Data Transcription
- Contact Representative
- Information Technology Specialist

These mission critical occupations represent various position titles and sometimes more than one occupation series per mission critical occupation.

**Senior Management Officials** are critical to the success of the Selective Service, similar to all Federal agencies. The PMA identifies leadership as a government-wide mission critical occupation. This category for the Selective Service covers all supervisors, managers, and executives at the GS-14 level and higher who have significant supervisory and leadership responsibilities for Agency programs and the Selective Service as a whole. Senior Management is responsible for planning, organizing, directing, and controlling work in support of achieving organizational goals and objectives. This leadership is critical to the success of the Agency.

**Program Analysts** are located throughout the Agency and are critical to the success of the various programs supporting the mission of the Agency, especially in many organizations within the Operations Directorate and at the Region Headquarters. Program analysts are managing the Registration and ASP, readiness training, and planning and policy development. They are also active at work in the Region Headquarters, maintaining the Selective Service's readiness at the grassroots level and overseeing the activities of the Agency's State Directors and the Agency's blended workforce of RFOs and board members.

**Public Affairs Specialists** and the function they support are common in almost every Federal organization. Their role at Selective Service is somewhat unique in that part of their responsibility is to help spread the message regarding the requirement for registration in order to provide manpower to the Armed Forces if required. This duty is magnified by the recognition that there is negative public perception regarding what would happen if there was another draft. Moreover, as the Agency continues to face the challenges of potential reduced operating budgets, the public affairs specialists are critical in their role of communicating and defending Agency programs and initiatives, including educating other government officials regarding the role and needs of the Agency.

**Data Transcribers** are employed at the DMC and are responsible for ensuring that registration documents that come in through paper sources are inputted and captured correctly, in support of achieving an accurate and higher registration rate that ensure a fair and equitable draft if ever needed. While the growing application of automated registration processes will result in less need for employees to manually enter registration information, until that point is reached, these employees are critical to the success of the Agency. After we have fully automated this function, the need for human resources to support this critical function will have diminished.

**Contact Representatives** are employed at the DMC and are often the face of the Agency to U.S. citizens, especially those young men who are attempting to fulfill their obligation to register. They are critical in support of the goal of enhancing external customer service. They respond to inquiries in regard to the Military Selective Service Act and specific requests for information from registrants or prospective registrants.

**Information Technology Specialists** are core to the work performed by Selective Service in the areas of networking services and application support and development. Work is being performed throughout the Agency to implement automation in support of work practices, including but not limited to moving paper registrations to automated registrations and developing electronic training methods to ensure consistent and timely training of Agency staff, RFOs, and board members. These initiatives are more cost-effective and result in better customer service. Information technology specialists are also critical in the effort to modernize our information technology network, in providing adequate systems to support the workforce, in meeting the president's E-Government initiatives, and in providing the best quality service to the public. Once we complete our total migration of our information technology system, the application support and development area will no longer be considered to be mission critical.

## Employee Satisfaction – Federal Human Capital Survey

SSS has participated in the 2004 and 2006 Office of Personnel Management (OPM) Federal Human Capital Surveys (FHCS). In 2005 and 2007, we conducted our own internal surveys, with a more limited scope of questions in 2005. The survey measures Federal employees' perceptions about how effectively agencies manage their workforces. SSS will continue to participate in OPM's bi-annual survey and continue to conduct an annual employee survey in the off years to track progress in employee satisfaction. An analysis of these results is located in [Appendix A – OPM Federal Human Capital Survey Positive Responses](#). Using the 2006 government-wide survey results, OPM has identified those questions/elements that have the greatest impact on whether employees stay or go. These items, which are referred to as “key impact items”, are listed as follows along with the government-wide and SSS's results as well as SSS trend data:

### SSS Positive Responses to 2006 FHCS Key Impact Items/Questions

<b>FHCS Key Impact Items/Questions</b>	<b>% Positive – Gov Wide</b>	<b>% Positive – SSS</b>	<b>SSS Trend – 2004 - 2006</b>
Q.2 – I am given a real opportunity to improve my skills in my organization.	62%	56.2%	-3.1
Q.5 – My work gives me a feeling of personal accomplishment.	73%	69.3%	+1.2
Q.6 – I like the kind of work I do.	83%	80.5%	-2.3
Q.9 – Overall, how good a job do you feel is being done by your immediate supervisor/team leader?	66%	70.2%	-2.0
Q.17 – My workload is reasonable.	59%	58.2%	-6.6
Q.18 – My talents are used well in the workplace.	61%	57.7%	-5.3
Q.24 – Employees have a feeling of personal empowerment with respect to work processes.	42%	45.4%	+9.1
Q.36 – I have a high level of respect for my organization's senior leaders.	49%	44.1%	-12.2
Q.54 – How satisfied are you with your involvement in decisions that affect your work?	54%	47.7%	-5.7
Q.55 – How satisfied are you with the information you receive from management on what's going on in your organization?	47%	38.9%	-18.0
Q.56 – How satisfied are you with the recognition you receive for doing a good job?	49%	53%	-2.8

Q.57 – How satisfied are you with the policies and practices of your senior leaders?	41%	40.4%	-6.7
Q.58 – How satisfied are you with your opportunity to get a better job in your organization?	36%	28.2%	-10.9
Q.59 – How satisfied are you with the training you receive for your present job?	54%	46.1%	-2.9
Q.61 – Considering everything, how satisfied are you with your pay?	61%	59.3%	-4.5

The key impact areas indicate that Federal employees want to feel that their talents are being used well and are valued, want opportunities to grow and advance, and want strong leadership. When these conditions are present, satisfaction is high and the intent to leave is low. The overwhelming majority of responses for SSS in these key impact items show a falling positive response rate between the 2004 and 2006 survey. This is a clear indication that we need to make improvements in these areas.

There were areas that we fared very well, often well above the government-wide positive response rate. Those questions for which the positive response rate was above 80% are as follows:

### SSS Highest Positive Responses on 2006 FHCS

Federal Human Capital Survey – Highest Positive Responses
<p><b>Results-Oriented Performance Culture:</b></p> <p>Q.1 – The people I work with cooperate to get the job done. (increase from 2004 to 2006)</p> <p>Q.12 – My supervisor supports my need to balance work and family issues.</p> <p>Q.19 – I know how my work relates to the agency’s goals and priorities. (decrease from 2004 to 2006)</p> <p><b>Job Satisfaction:</b></p> <p>Q.6 – I like the kind of work I do.</p> <p>Q.20 – The work I do is important.</p> <p><b>Benefits:</b></p> <p>Q.68 – How satisfied are you with paid vacation time?</p> <p>Q.69 – How satisfied are you with paid leave for illness (for example, personal), including family care situations (for example, childbirth/adoption or eldercare)?</p>



## Federal Human Capital Survey – Highest Positive Responses

### Miscellaneous:

Q.32 – I am held accountable for achieving results.

Q.49 – Employees have electronic access to learning and training programs readily available at their desk.

Q.53 – Employees use information technology (for example, intranet, shared networks) to perform work.

These are areas in which the SSS needs to maximize employee satisfaction, using it to help retain key employees and marketing on these aspects in recruiting new employees.

For the 2006 FHCS questions as a whole, the areas that showed the lowest positive response rates (fewer than 40%) for Selective Service employees are:

### SSS Lowest Positive Responses on 2006 FHCS

## Federal Human Capital Survey – Lowest Positive Responses

### Leadership and Knowledge Management:

Q.27 – In my organization, leaders generate high levels of motivation and commitment in the workplace.

Q.55 – How satisfied are you with the information you receive from management on what's going on in your organization?

### Results-Oriented Performance Culture:

Q.23 – In my work unit, steps are taken to deal with a poor performer who cannot or will not improve. (small increase between 2004 and 2006)

Q.27 – Pay raises depend on how well employees perform their jobs.

Q.29 – In my work unit, differences in performance are recognized in a meaningful way. (significant decrease between 2004 and 2006)

### Talent Management:

Q.14 – My work unit is able to recruit people with the right skills.

## Federal Human Capital Survey – Lowest Positive Responses

### **Job Satisfaction:**

Q.58 – How satisfied are you with your opportunity to get a better job in your organization? (significant decrease between 2004 and 2006).

### **Benefits:**

Q.66 – How satisfied are you with long term care insurance benefits?

Q.67 – How satisfied with you with the Flexible Spending Account (FSA) program?

Q.70 – How satisfied are you with child care subsidies?

*It is important to note that for the above three questions, there is limited flexibility at the agency level beyond clearly communicating details and benefits related to these programs.*

Q.71 – How satisfied are you with work/life programs (for example, health and wellness, employee assistance, eldercare, and support groups)?

### **Miscellaneous:**

Q.10 – How would you rate the overall quality of work done by your work group?

Q.46 – I can disclose a suspected violation of any law, rule or regulation without fear of reprisal.

Q.72 – How satisfied are you with telework/telecommuting (significant increase between 2004 and 2006)

These are areas in which the SSS needs to focus attention to increase employee satisfaction. Primary areas of concern are leadership, communication, and employee job satisfaction. In areas where there has been improvement, we need to focus on the steps that were taken between 2004 and 2006 that contributed to this improvement and continue to focus on these efforts (for example, increased support for telework). There are certain areas for which we have little control, such as government-wide benefits programs not administered by the Agency. However, we can take steps to ensure we educate employees about these benefit programs.

## Supply Analysis

### Occupation/Grade Breakdown

[HR – CHECK # FROM DEC '07 MANNING DOC and revise – don't add up right]

Occupational Series	Sample Position Titles	Number of Employees	Occupational Series	Sample Position Titles	Number of Employees
0201	HR Specialist	6	0510	Accountant	1
0301	Director Deputy Director Ops Mgr Program Mgr	12	0525	Accounting Technician	2
0303	Various Asst Titles	22	0560	Budget Analyst	2
0313	Mail Logistics Supervisor & Information/Research Supervisor	2	0599	Student Trainee (Accounting Technician)	1
0318	Secretary	9	0905	Attorney	1
0340	Regional Mgr & State Director	3 57	0962	Contact Rep	10
0341	Admin Officer	4	1035	Public Affairs Specialist	4
0343	Mgmt Analyst Prgm Analyst	21	1101	Logistics Supervisor	1
0344	Program Asst	6	1530	Statistician	1
0356	Data Transcriber	5	2210	IT Specialist	18
0505	Financial Manager	1	5703	Motor Vehicle Operator	1
<b>Total</b>					<b>190</b>

The primary occupations in terms of overall numbers of staff, not including the GS-340 (where the classification of the part-time State Director positions skews the numbers), are in program analysis/management analysis, information technology, administrative support, and contact representation, some of which are also mission critical occupations.

The grade distribution of the SSS is compared below to the federal civilian workforce in the Washington, D.C. metropolitan area and to the federal civilian workforce as a whole.

**SSS Grade Distribution (2007) [HR –CHECK #'S USING DEC 07 MANNING DOC]**

<b>Grade</b>	<b># in D.C. Metro area</b>	<b>% of SSS D.C. Metro Work force</b>	<b>% Federal Civilian-Workforce<sup>2</sup> D.C. Metro (comparative data)</b>	<b># Outside D.C. Metro</b>	<b>Total SSS Work force</b>	<b>% SSS Work force</b>	<b>% Federal Civilian Work force<sup>3</sup> (US)</b>
ES-00	2			0	2		
GS-15*	6	9.7%	12.4%	4	10	7.4%	3.4%
GS-14	11	17.7%	18.2%	2	13	9.6%	6.5%
GS-13	11	17.7%	22.2%	4	15	11.1%	14.1%
GS-12	15	24.2%	14.5%	4	19	14.1%	16.6%
GS-11	4	6.5%	8.2%	11	15	11.1%	14.4%
GS-10	3	4.8%	.9%	1	4	3.0%	1.4%
GS-09	2	3.2%	6.8%	4	6	4.4%	9.9%
GS-08	2	3.2%	3.3%	6	8	6.0%	4.2%
GS-07	3	4.8%	6.7%	11	14	10.4%	10.6%
GS/WG-06	1	1.6%	2.7%	20	21	15.6%	6.5%
GS-05	0	0%	2.7%	2	2	1.5%	8.0%
GS-04	1	1.6%	.9%	4	5	3.7%	3.6%
GS-03	1	1.6%	.3%	0	1	.7%	0.7%
<b>Total</b>	<b>62</b>	<b>100%</b>		<b>73</b>	<b>135</b>	<b>100%</b>	

\*GS-15 totals do not include State Director positions.

Given the unique appointment type and the limited number of actual days worked of the State Director positions, they were not included in the above information, as their high grade of GS-15 would unreasonably skew the analysis. As can be seen, the grade representation of the SSS in the Washington D.C. metropolitan area is not higher than that of other Federal agencies. Generally, civilian workforce grade levels in the Washington, D.C. metropolitan area tend to be higher than those nationally due to the fact that the majority of Federal agencies have their headquarters located in this area.

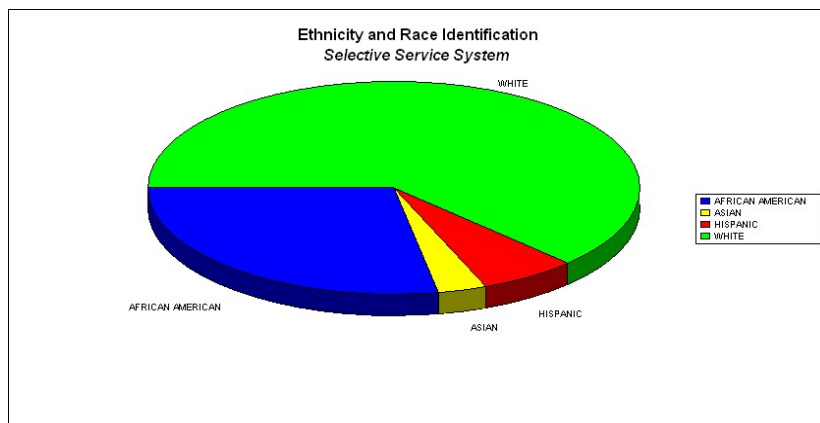
Supervisors/managers represent 22% of the workforce, again excluding the State Directors, as compared to 20% in 2003. This equates to one supervisor/manager for every 4.9 employees (vs. 4.6 in 2003); which is a high figure. As the workforce FTE has declined from 162 in 2003 to 139 in 2008, the number of supervisors and managers has decreased from 33 to 29. However, a higher ratio is to be expected in a small agency such as ourselves where staff members are spread thin.

<sup>2</sup> OPM, Federal Civilian Workforce Statistics, Pay Structure of the Federal Civil Service as of March 31, 2004

<sup>3</sup> See above

## Demographics

### Ethnicity and Race Identification



Notwithstanding our small size, we made strides in employing a representative work-force when compared to the Federal civilian workforce and the U.S. civilian labor force. While the majority of the workforce is White, total overall minority representation is higher than both the Federal civilian work force and the U.S. labor force. This is due

in large part to our high representation of African American employees. Currently, we do not have any representation in the categories of Native Hawaiian or Other Pacific Islander and American Indian/Alaska Native (see footnote 4 for further details on how these categories are reported). These are minority groups for which representation in the Federal civilian and the U.S civilian labor force are relatively low. It is a challenge to build our diversity representation in these areas. Specific minority representation is detailed on the following table:

**SSS Ethnicity and Race Identification Data (2007)** (Rounding of Figures May Impact Totals)

	Ethnicity		Racial Category			Total Minority
	Hispanic	African American	Asian/Pacific Islander <sup>4</sup>	American Indian/Alaska Native	White	
SSS	6.3%	27.9%	3.1%	0%	62.6%	37.3%
Federal Civilian <sup>5</sup>	7.3%	17.4%	4.9%	1.8%	68.5%	31.5%
U. S. Civilian	12.6%	10.1%	4.0%	0.8%	71.4%	27.5%
U.S. Population <sup>6</sup>	14.4%	12.8%	4.5%	1.0%	80.2%	

<sup>4</sup> In August 2005, OPM revised the Ethnicity and Race Identification categories, clearly distinguishing Hispanic/Latino as an Ethnic Group and identifying five race categories, separating the former combined category of Asian/Pacific Islander into “Asian” and “Native Hawaiian or Other Pacific Islander”. As of March 2007, SSS did not have any representation in the Native Hawaiian or Other Pacific Islander. The reported Federal Civilian Workforce and U.S. Civilian Labor Force data from September 30, 2004, is based on the old combined category and as such the above chart uses these older designations for comparison purposes.

<sup>5</sup> Federal Civilian Workforce and U.S. Civilian Labor Force figures used throughout this analysis, unless otherwise referenced, are from the OPM’s 2005 Fact Book, located at [www.opm.gov/feddata/](http://www.opm.gov/feddata/) and represent data as of September 30, 2004.

<sup>6</sup> U.S.A. population figures are from the U.S. Census Bureau’s USA Quick Facts based on the 2000 Census, located at [www.census.gov](http://www.census.gov).

## Sex

The Selective Service's distribution between male and female workers is aligned with that of the Federal civilian workforce and the U.S. civilian labor force. Currently 44.74% of the Selective Service's workforce is females, compared to 44% of the Federal civilian workforce and 45.5% of the U.S. civilian labor force. Representation at General Schedule grade levels is as follows:

### **SSS Representation of Women by GS Grades (2007)**

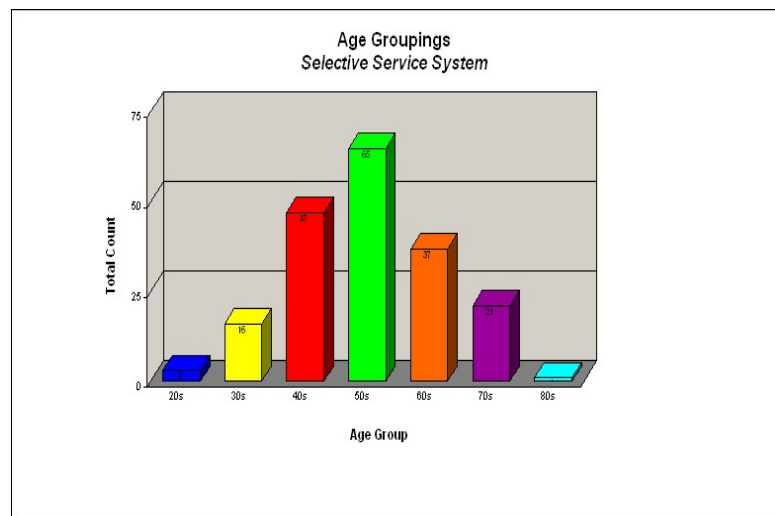
<b>Grade Grouping</b>	<b>% Women – SSS</b>	<b>% Women – Federal civilian workforce (approximate representation as of 2004)</b>
GS-1-4	50%	62%
GS 5-8	68%	63%
GS 9-12	76%	45%
GS13-15	18%	32%

The women at SSS are mostly highly represented in the GS 5-8 grade levels and GS 9-12 grade levels when compared to the Federal civilian workforce. Representation in the GS 9-12 grade levels is a significant percentage, and shows a strong pipeline of potential candidates for future

managerial and leadership positions. Our representation of women at the GS 13-15 grade levels is well below what is reflected in the Federal government as a whole, and as such, represents an area for future improvement. Our current strong representation at the GS 9-12 grade level partnered with developmental efforts may help increase representation at the GS 13-15 levels in the future.

## Age

As of September 2004, the average age of the Federal worker was 46.8 years. For the Selective Service, the average age as of 2007 is 49, not considering State Directors. While not much higher than the Federal civilian workforce, our concern is the distribution of employees across age groups where we do not have an ideal mix of career-entry, mid-career, and late career employees.



This is an issue shared throughout the government. This requires an active focus on planning for future high levels of attrition, and the negative impact that unplanned attrition can have through a loss of institutional knowledge and work planning.

The age groupings for Selective Service employees in 2007 including State Directors are illustrated in the bar chart and raise the SSS average age to 54.

The need to focus on the impact of the mix of age groups of the workforce is even more striking when compared to the Federal civilian workforce age groupings in the Executive Branch. Our representation of employees age 40 and younger at Selective Service is significantly lower than that of the overall Federal civilian workforce as reflected on the following table.

**SSS Representation across Age Groups (2007)**

Percentage of Employee Population	Avg Age	<31	31-40	41-49	50-59	60-69	70+
SSS - All	54	3.2%	8.4%	23.2%	34.2%	19.5%	11.6%
SSS (w/o State Directors)	49	4.5%	11.9%	29.9%	39.6%	13.4%	.7%
Federal Civilian Work force	46.8	10.4%	20.1%	29.3%	32.2%	7.3%	.7%

Generational Analysis

There are four primary generations working at SSS at this time. They are the veterans, baby boomers, generation X, and generation Y. Each generation has a set of values that differs from the other. Conflicts between generational styles can lead to workforce conflict. This is maximized when one or more generation is a clear minority. A more even mix of generations can still generate conflict, but differences in core values and work styles are more balanced and can contribute to effective change and an active performance culture. Managing and leading such a workforce requires enhanced leadership skills if the organization is to function at peak productivity.

**SSS Representation across Generation Groups (2007)**

Generation	Number	Number (w/o State Directors)	Core Values
Generation Y (1979-1994)	3	3	Realism, civic duty, confidence, achievement, sociability, morality, street smarts, diversity, fast learning
Generation X (1965-1978)	24	22	Diversity, thinking globally, balance, technology, fun, informality, self-reliance, pragmatism
Baby Boom (1946-1964)	113	97	Optimism, team orientation, personal gratification, health and wellness, personal growth, work involvement
Veteran (1922-1945)	50	12	Dedication, sacrifice, hard work, conformity, law and order, respect for authority, patience, delayed reward, duty before pleasure, adherence to rules, honor



The Veteran generation is actively retiring now. Many Baby Boomers are or will be eligible to retire within the next five to ten years. Studies have indicated that the Federal government is not the employer of choice for younger generations. In polling done by the Partnership for Public Service, only 28% of recent college graduates were very interested in working for the Federal government.<sup>7</sup> Moreover, the Federal government is competing for entry-level talent with nonprofit organizations, who have a mix of private sector flexibility and public-oriented missions and have a perception of doing the best job of delivering services on behalf of the public. It is critical that future recruitment activity includes a focus on ages and generations in addition to other factors.

## Veterans

The Selective Service by far exceeds the government averages for the employment of veterans. Recognizing the sacrifices that veterans have made, Congress enacted laws to provide veterans preference which recognizes the economic loss suffered by citizens who have served their country in uniform, restores veterans to a favorable competitive position for government employment, and acknowledges the larger obligation owed to disabled veterans. While the percentage of veterans with preference employed in the Federal civilian workforce in 2004 was 22%, the percentage at the Selective Service System is 30.5% including State Directors, with 6.9% of the employee population being disabled veterans. This is a strength for the SSS, as veterans often are former RFOs who have a clear understanding of the Agency's mission.

## Disability

The current rate of disabled employees at SSS is approximately 9%. This favorably compares to the Federal civilian workforce representation of 7%. For severely disabled employees, .52% of the workforce is severely disabled, compared to 1.0% of the Federal civilian workforce.

## **Attrition Analysis**

The Selective Service has been slowly downsizing over the past years, primarily due to a declining operating budget. [Appendix B – Attrition 2002 - 2006](#) includes specific information related to attrition at the Selective Service between calendar years 2002 to 2006. The attrition rate per year has grown from 5.8% in 2002 to 12.1% in 2006; when State Directors are not included, the rate was 4.8% in 2002 and 14.9% in 2006. The rate of voluntary retirement actions is growing and is expected to continue as detailed in the Retirement Analysis section below. While it may be difficult to reduce the rate of attrition due to voluntary retirements, the impact can be managed and steps taken to try to retain key personnel.

While disappointed to lose strong performers, most managers understand and support an employee who transfers to another agency for a promotion or additional

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<sup>7</sup> Poll Watch, PPS-05-03, May 2, 2005, Partnership for Public Service, [www.ourpublicservice.org](http://www.ourpublicservice.org).



opportunities for growth in responsibility, accountability, and compensation. However, when key employees depart because they are dissatisfied with their current work experience, then transfers are not a positive situation. While the transfer rate has fluctuated over the past five years, there is an overall increase since 2002. The results of the Federal Human Capital Survey can point out areas of concern that require greater attention. In addition, the continual decline in Agency funding over the last five years and commensurate reductions in civilian FTE and military reserves positions is almost surely to have had a negative impact on morale, employee satisfaction and attrition rates. With no reduction in workload and requirements, the distribution of work between fewer and fewer employees does not bode well for long-term satisfaction.

The rate of resignations, considered a voluntary action, has also fluctuated over the last five years. Most resignations are in the State Director position and this is to be expected, based on their type of appointment. However, it is disturbing to note that, if State Directors are not considered, employee resignations have increased. Again, the declining rates of positive responses in the FHCS key impact items, which tie directly to employee satisfaction, combined with the shrinking budget and FTE base show that employees are more than willing to walk away from the security of a federal job.

### Retirement Analysis

Within the Federal civilian workforce, the average age of retirement from 1994 to 2004 was 58; the average age for optional (voluntary) retirement was 60.4. On average, employees will work for 3.1 years after reaching retirement eligibility; professional occupations (3.8 years); clerical occupations (3.7 years). Less than 25% of employees who are retirement eligible actually retire in a given year, but the sheer number of “baby boomers” heading towards retirement is a major concern for workforce planners. Predictions are that the numbers of retirements will peak around 2008 to 2010, a very short-term threat.<sup>8</sup> It is projected that 3.7% of the workforce will retire in each of these years, for a projected cumulative loss of 12%, or 16 employees. In 2007, just over 20% of Selective Service employees were eligible for ~~operational~~ optional retirement, excluding State Directors, and 38 are eligible for early out retirement. Only **XXX** actually retired. **[HR - NEED THE NUMBER OF ACTUAL RETIREES IN 2007]**

### **SSS Early Out and Optional Retirement Eligibility (2007)**

<b>Location</b>	<b>CY 2007 Early Out Eligibility</b>	<b>CY 2007 Optional Retirement Eligibility</b>	<b>Total</b>
Arlington, VA	16	12	28
Great Lakes, IL (DMC)	14	8	22
Chicago, IL (Region 1)	3	3	6
Smyrna, GA (Region II)	3	4	7
Denver, CO (Region III)	2	1	3
<b>Total</b>	<b>38</b>	<b>28</b>	<b>66</b>
<b>Percent</b>	<b>28%</b>	<b>20%</b>	<b>49%</b>

<sup>8</sup> Federal Workforce Overview, FY 1994 – FY 2004, OPM, April 2006

The following numbers reflect the same total of retirement eligibles in CY 2007, but by grade level and includes additional information regarding the cumulative number of employees eligible for optional retirement over the next five and ten years:

**SSS Early Out and Optional Retirement Eligibility by Grade Level (2007)**

Grade	CY 2007 Early Out Eligibility	CY 2007 Optional Retirement Eligibility	CY 2007 Total	Optional-Next 5 Years	Optional-Next 10 Years
04	1	0	1	1	2
05	1	0	1	0	1
06	4	2	6	5	9
07	1	5	6	6	8
08	3	1	4	1	4
09	1	2	3	3	3
10	1	1	2	1	2
11	6	3	11	8	13
12	8	4	12	11	15
13	6	4	10	7	12
14	3	3	6	8	9
15	2	2	4	7	10
<b>Total</b>	<b>38</b>	<b>28</b>	<b>66</b>	<b>60</b>	<b>90</b>
<b>Percent</b>	<b>28%</b>	<b>20%</b>	<b>49%</b>	<b>44%</b>	<b>66%</b>

Note: These calculations are based on 136 FTE and exclude consideration of the State Directors.

Eligibility for retirement is not only a significant workforce planning factor, but it is an on-going factor over the next twenty years, with eligibility peaking within the next five years similar to the rest of the government. Within this five-year time period, 44% of the Selective Service workforce covered by a Federal retirement system (e.g. CSRS, CSRS Offset, and FERS) will be eligible for optional retirement. This makes workforce planning efforts for the Agency especially critical. Eligibility in 5 year increments for optional retirement is as indicated in the table to the right.

<b>Eligibility for Optional Retirement (2007)</b>	
<b>Years</b>	<b>Count</b>
Next 5	60
Next 10	30
Next 15	18
Next 20	14
Next 25	5
Next 30	2
Next 31+	1
<b>Total (based on those covered by a Federal Retirement System)</b>	<b>130</b>

The average length of service for all retirements in Fiscal Year 2004 government-wide was 28.1 years and 29.3 years for voluntary retirements. The average length of service of Selective Service employees is 20 years; only 17.3 years if State Director positions are considered. 27 Selective Service employees, not including State Directors, have 29 years of services or greater, which is 20% of the workforce.

OPM has reported that starting in 2006, they expected 40% of the Federal civilian workforce to retire by 2015 (this figure accounts for those who are eligible but choose to continue to work). They also expect that competition throughout the national economy will continue to increase, making it harder for the Federal government to compete for talent when recruiting to fill the vacancies left by these retirees.

[Appendix C – Attrition Forecasting and Analysis](#) contains sample attrition projections, some scenarios based on retirements alone and some scenarios based on an overall attrition rate. While the scenarios with a higher rate of attrition (in the high teens and into the twenties) may seem unrealistic at first glance, these high rates are indeed possible. The 2006 attrition rate was 15%, and even continuing at this rate would result in a loss of 40 employees as of January 2009.

### Staffing Trends

CY	Number of New Hires
2002	10
2003	9
2004	6
2005	7
2006	4 (plus an additional 4 part-time students)
2007	[HR – NEED DATA]

SSS has had limited staffing activity over the past five years. New hires include transfers, career/career-conditional appointments, reinstatements, excepted appointments, and temporary appointments. The figures do not include the appointment of new State Directors. During this time frame, there have been limited internal promotions and, at times, limited authority to backfill positions.

The impact of a declining budget authority combined with rising personnel costs that continue to represent an increasingly larger portion of the total Agency budget, have resulted in cautious hiring activity. With personnel costs representing over 70% of the total budget, with only a handful of personnel retiring each year, and with OMB's guidance to reduce FTE, SSS faces a serious problem with future operational funding. The annual pay raise increases total personnel costs by approximately \$300K-\$400K each year and puts increasing pressure on the \$2M-\$3M in available Agency operational or working funds. Efforts to reduce general operating funds (such as rent, mail, etc) are of limited value when the cost of personnel rises so quickly.

We recognize that the inability to hire new employees or to backfill positions causes stress and strain on current employees who have to expand their work responsibilities in order to meet all the regulatory and operational requirements.

The negative impact on employee morale and satisfaction is clearly a complex situation that, in some areas, the Agency has little control over.

## Mission Critical Occupations

The table to the right lists the mission critical occupations and the number of FTE in the various grade levels. The Senior Management mission critical occupation is not included by grade, but consists primarily of senior level managers and executives at the GS-14 level and higher. Those individuals who are senior managers and are classified in one of the other mission critical occupations are included in the Senior Management count. As can be seen, the highest population groups are Senior Management, Program Analyst, and Information Technology Specialists.

Mission Critical Occupation/Grade	Number
<b>Senior Management</b>	<b>18</b>
<b>Program Analyst</b>	<b>20</b>
GS-09	3
GS-11	8
GS-12	4
GS-13	3
GS-14	2
<b>Data Transcribers</b>	<b>5</b>
GS-04	3
GS-05	1
GS-07	1
<b>Contact Representative</b>	<b>10</b>
GS-04	1
GS-05	1
GS-06	7
GS-07	1
<b>Public Affairs Specialist</b>	<b>3</b>
GS-12	1
GS-14	2
<b>Information Technology Specialist</b>	<b>17</b>
GS-11	1
GS-12	7
GS-13	6
GS-14	3

## SSS Mission Critical Occupation Information

Mission Critical Occupation	Average Age	Average Years of Service
Senior Management	55	17.7
Program Analyst	52.7	24
Data Transcribers	50.6	22.8
Contact Representative	42.4	13.5
Public Affairs Specialist	56	19
Information Technology Specialist	47.2	25.4

The average age and average years of service indicated above illustrates the aging of employees in mission critical occupations. It identifies the need for careful planning for attrition in some of these occupations, especially Senior Management and Public Affairs Specialists.

The following table breaks down retirement eligibility at the Selective Service for the mission critical occupations. For Senior Management, almost three-quarters of the managers are eligible to retire within the next five years, and almost all within the next ten years, so this is a critical issue for us. It is a similar scenario for the Program Analyst and Public Affairs Specialist occupations. The retirement scenario for Information Technology Specialists is not as striking. Although their length of service is high, their average age is relatively low in terms of retirement eligibility. They are still an occupation that requires a focus on succession planning. The retirement projections for Data Transcribers are also worrisome, but further automation of the registration process

will help alleviate the potential negative impact of these retirements. Regular recruitment strategies can be applied to the Contact Representative positions.

**SSS Retirement Eligibility for Mission Critical Occupations (2007)**

	Current On-Board Count	Cumulative Optional Retirement Eligibility		
		2007	Next 5 Years	Next 10 Years
Senior Management	18	3	13	17
Program Analyst	20	5	13	15
Data Transcribers	5	1	2	4
Contact Representative	10	0	1	3
Public Affairs Specialist	3	1	2	3
Info Technology Specialist	17	2	7	11

Attrition over the last five years in these mission critical occupations has fluctuated with no clear trending. Separation actions have included optional retirements, disability retirement, transfer to other agencies, and resignations.

Mission Critical Occupation Attrition – 2002-2006	# of Separations
Senior Management	14
Program Analyst	13
Data Transcribers	0
Contact Representative	9
Public Affairs Specialist	1
Information Technology Specialist	9

## Demand Analysis

### Workforce Trends and Drivers

There are various trends and drivers that impact the workforce and resulting identification of strategies and action plans.

#### Information Systems and Technology

As technology changes, so do the workforce competencies required to perform effectively. Changes in technology not only require that our information technology specialists develop their skills in alignment with advances, but all employees have to be able to transition in their ability to use new systems and technology. Emerging technologies have presented opportunities to improve Agency systems and work processes but also require employees with current skills sets who utilize computer systems to adopt contemporary information technology capabilities, thus making many “traditional” information technology skills obsolete. Recruitment and retention of top information technology staff trained in advanced technologies poses a significant challenge, as well as recruitment and retention of other staff members competent in using these systems. The significant nation-wide trend of increased movement of IT professionals adds to the potential problems with improving retention rates among younger workers, who themselves tend to change jobs more frequently than previous generations.

#### Transition of Blended Workforce

OMB is providing direction for us to continue to lower the number of RFOs that support our mission, eventually possibly eliminating the support they provide to the Agency. The number of RFOs will be reduced to 250 by September 2007 and 200 by September 2008. The RFOs are considered to be a critical part of the grassroots effort of the Agency both during peacetime and in a return to conscription. They liaison with the public to develop awareness of registration requirements, are a conduit to identifying and recruiting new board members, and provide training to the board members. The Regional Headquarters work closely with the RFOs and have utilized them to accomplish work duties that they have been unable to perform due to declining staff sizes. A declining number of RFOs will magnify this workload issue in the Region Headquarters. The RFOs have also been critical to maintaining and enhancing registration compliance rates and are the prime movers for setting up the Agency’s post-mobilization structure. Alternate methods for achieving mission and strategic goals will need to be developed in response to the declining number of RFOs.

#### Education of Employees

Significant steps are being taken to train and develop our workforce, but continuing reductions in operating budget impacts our ability to develop employees to the extent

we would like. Additional steps need to be taken to help managers work with employees to prioritize training, development, and education needs. Education and training are also tied directly to employee satisfaction. With a reduced staff, there is a greater need for employees to have a larger scope of understanding of the work that is performed by the Agency. Continued education and training helps support the need for this type of multi-talented, multi-tasked worker.

### Loss of Institutional Knowledge

As the SSS workforce ages and separates, the organization faces a growing and significant problem with the loss of individuals who possess valuable institutional and organizational knowledge. This is especially critical given the minimal staffing levels in place and the fact that we may be one-person deep in many areas of vital expertise. Moreover, training is often achieved through on-the-job training, which can lead to misinformation if the current staff does not have the required institutional knowledge and operating processes have not been documented. This knowledge must be retained in order to effectively and efficiently manage current and future programs. The Agency has been taking many steps to update standard operating procedures and work processes in order to document the work that is done; but a more standardized, across-the-board method to do so needs to be developed and implemented.

### Performance Culture – Openness to Change and New Ideas

Ideally, we would like to have a results-oriented, high-performing workforce. Many factors can disrupt success in this area. We need to work so that our employees are comfortable with change. Although the Selective Service's overall mission remains unchanged and somewhat static, interpretations of how to accomplish it with fewer resources are dynamic. We also need our staff to be proactive in responding to accelerated rates of changing information, changing processes, changing expectations, and changing technology. This affects how we do our work and inform constituencies about it. Overcoming resistance to change is a paramount task for supervisors and managers. Results are reflected in the annual Human Capital survey.

### Changing Labor Market – Occupation Outlook

The Department of Labor indicates in the Occupational Outlook Handbook for 2006-2007 that the labor force will continue to grow from 2004-2014, but at slower rate than from 1984-2004. It is safe to assume that the competition for talent will continue to be intense. SSS leadership will need to ensure that new recruits are experienced and motivated, have a current skill set, and are capable of performing the work. Providing engaging work and opportunities is critical to the retention of key employees and ensuring a talented and ready workforce.

Computer related occupations such as network systems and data communications analysts, computer software engineers (applications and systems software), network and computer systems administrators, and database administrators are in the top



twelve occupations projected to grow the fastest between 2004 and 2014. These are some of the most critical occupational needs during the immediate future in order to achieve the rapid change in our technological infrastructure. Therefore, there will be strong competition for qualified applicants in these occupations. This means that the Selective Service will have to continue to identify incentives to attract and retain employees in these occupations, which is all the more important in that Information Technology Specialists are one of our mission critical occupations and average over **20 [HR – pls verify this number]** years of service. From the employee's perspective, it is important that they continue to acquire skills in conjunction with the rapid changes that occur in the field. Allowing for developmental opportunities that support this type of knowledge acquisition will be in the Selective Service's interest in retaining information technology employees.

### **SSS Workforce Needs**

As part of the workforce planning process, SSS management officials completed workforce planning questionnaires. This management input has allowed us to identify the concerns of our management team and the impact of those issues on the Agency for the following mission critical occupations:

#### **Senior Management**

The focus in the area of senior management officials is preparing for a transition of the management team as current managers and leaders retire and leave the Agency. We hope to identify a professional, well-qualified, motivated management team that focuses on our mission and the development of our staff. We are also focused on developing managers who can in turn create and maintain a culture that increases employee engagement, accountability, and a results-oriented performance culture. Although we hope to reduce our "top-heavy" supervisor/manager ratio, we also need to be conscious of the need to provide opportunities to groom the next generation of leaders. Aligning this effort with the requirements of the Merit Protection System is another challenge.

#### **Program Analyst**

The Region Headquarters utilize program analysts to perform much of the work done with the State Directors and the Operations Directorate to further mission goals. As the Regions work to support lowering the number of RFOs, this will continue to place an additional burden on the Regions' staffs, which is a large concern. With fewer RFOs, the program analysts will need to use improved work processes to work smarter and more efficiently.

The program analysts within the Operations Directorate are adequately staffed and have most of the skill mix needed to make necessary changes happen smoothly. Of concern will be future attrition and preparing for succession management of these positions. Recent mission activities are focused on planning and the development of a Learning Management System to manage updated electronic and blended training



environments for RFOs and board members. Increased efforts to fully utilize these talented individuals to improve processes throughout the Agency may help alleviate some workloads.

### **Data Transcribers**

While data transcribers are currently critical to the success of the mission of the Agency, specifically registering young men, we plan to continue to explore new methods, automation, and technologies to input data in order to reduce staff resources or to be able to redirect those staff resources to other high priority work. However, by law, we must provide support for all methods of “access” to the Agency, so this labor pool can never be totally reduced.

### **Contact Representative**

The DMC is working to manage the call center and respond to inquiries and research needs with their current workforce; however, the declining number of FTEs is an issue in attempting to maintain the current level of service. It is acknowledged that declining staff resources will result in declining levels of service in this area.

### **Public Affairs Specialist**

The Public Affairs Specialists within the Public and Intergovernmental Affairs Directorate are adequately staffed for now and have the right mix of skills. The work performed is shared by all of the Specialists so that there is not the concern of losing knowledge as individuals retire. In addition, most of the work processes are adequately documented for the use of any new employees who may be hired to replace retirement possibilities. It is anticipated that any losses in this Directorate will be replaced, so no special consideration of recruitment and other replacement strategies for this occupation are necessary.

### **Information Technology Specialist**

Based on the large number of initiatives and projects related to upgrading the information technology infrastructure of the Agency, the need for highly qualified information technology specialists is critical. Of concern is the current skill set of the employees in this occupation. Currently, the number of FTE assigned to the operation is adequate, as is the money allocated for training and development. The problem is a lack of expertise in specific technology areas. The required skills are not equally distributed across the organization and across work assignments, resulting in workload imbalance. This can result in unfair pressure and burden on a limited number of staff members. Employee developmental activities are not always timely enough to develop technical competencies to meet the work needs or the timeframes required to affect change. In addition, the return on investment value for training that has been delivered to employees has not yielded hoped-for results.

## **Projected FTE Needs – Mission Critical Occupations**

Given the agency's declining size, future FTE needs in mission critical occupations will largely be driven by attrition. While managers would like to be able to hire additional staff in most of the mission critical occupations, all future hires will continue to be reviewed and prioritized across the Agency. As such, projected needs will focus on filling vacant positions that are approved for backfilling as opposed to program growth. Projected needs in the event of a mobilization are addressed in the [Post-Mobilization](#) section.

## Gap Analysis

Gap analysis is the process of comparing information from the supply and demand analysis to identify the differences, or “gaps” between the supply and demand.

### Gaps Resulting from Attrition

In [Appendix C – Attrition Forecasting and Analysis](#) of this Plan, an attrition forecasting and analysis has been done showing various scenarios of staffing losses based upon projected retirements and also all losses tied to progressive percentage rates. This information provides an overall picture of potential Agency staffing losses and levels through FY 2009 and FY 2012 and will be used as a management tool to plan for hiring projections, recruitment strategies, realignment considerations, and decisions related to staffing levels as the Agency faces budget cuts and other external factors affecting the organization.

As reflected in [Appendix B – Attrition 2002 - 2006](#), attrition due to retirements, transfers, resignations, and other separation actions has grown significantly from 2002 to 2006. Including state directors, in 2002 the attrition rate was 5.8%, with growth to 12.1% in 2006. This growth started to be significant in 2004 when it reached 10.6% and plateaued until 2006. During this time period, the amount of retirements has increased overall as well, still counting for well less than 50% of all attrition in 2006. Retirement is still significant and will continue to be so. Scenario 7 in the Attrition Forecasting and Analysis is based upon an assessment of likely retirements within the next five years, with consideration of an OPM analysis that estimates the average retirement date for employees is 3.1 years after they become eligible for voluntary retirement. This assessment is our projection of attrition due to retirement only, and projects a total loss of a quarter of the workforce in the next five years. Added to this is increasing attrition due to other separations reasons. If we extend current overall attrition rates, we could expect that approximately 42 employees, or 30% of the entire workforce, would leave within the next three years.

The impact on our Agency going forward is clear: losing 10-12% of the workforce each year will severely cripple the Agency’s ability to function unless there is an equal effort to acquire new personnel, significantly change work processes, and/or reduce service to the public. Any hiring program is dependent upon the Agency’s overall budget and prioritization by senior leadership. However, careful consideration needs to be given to the most strategic way to identify which positions need to be filled in a time of budget constraints and downsizing. The targeted acquisition of talent in the mission critical skills arena is crucial to continued success.

If budgetary and other external factors require SSS to lower staffing levels within a specified period of time, we may not be able to accomplish the reduction based only upon attrition rates. We may request the use of Voluntary Separation Incentive Payments (VSIP) and Voluntary Early Retirement Authority (VERA). If these authorities

were implemented, short-term attrition rates would likely be higher due to the incentive payment and the early retirement option.

Many managers feel constrained in preparing for the gaps resulting from attrition as they do not know if they will be able to fill those positions that they consider to be key to their operation. However, we still need to identify strategies to deal with future attrition, including cross-training, the development of sound business rationale to support our need to recruit, elimination of some functions/tasks, and the possibility of reassignments of personnel or assignment of new duties to existing staff.

## **Competency and Capacity Gaps**

In [Appendix D – Mission Critical Occupations, Critical Tasks, Competency Requirements & Gaps](#), we have captured the critical tasks, the competency requirements, and the gaps between those required competencies and our current workforce's competencies for some of the mission critical occupations in SSS. A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to successfully perform work roles or occupational functions.

SSS Management Officials took part in a workforce planning questionnaire to provide information identifying mission priorities, current workforce skills, skills needs not currently at competency levels required for mission accomplishment, mission and workforce trends, recruitment strategies, and communication issues. The information identified through this endeavor was supplemented by OPM's Human Capital Survey data that SSS took part in during 2004, 2005, and 2006, as well as competency information from OPM's Human Resources Manager and those information technology-related competencies identified by the Chief Information Officer Council. The outcome of our survey efforts led us to the information provided in [Appendix D – Mission Critical Occupations, Critical Tasks, Competency Requirements & Gaps](#).

In summary, the primary competency gaps are in the mission critical occupations of Senior Management and Information Technology Specialist. For senior management, the two identified primary competency gaps were communication and oversight of performance management, specifically effectively managing poor performers and developing a performance culture that supports high-performers. For information technology specialists, there are gaps in the technical competencies. This is a challenge across the government, keeping up with technologies that change quickly. Implementation of new technology requires new skills which can be challenging for staff members who have not been exposed to these technologies. Suggested solutions for some of the gaps identified and listed in the Senior Management category are found in this plan under [Strategies and Solutions](#) and in [Appendix G - Managerial Development](#). Solutions to address these competency gaps are included in the Human Capital Solutions Implementation Plan which is part of our Human Capital Management Plan.

Skill gaps that do exist in other occupations have generally resulted from recent attrition in which positions were not filled behind due to the declining resources. Even where there are no competency skill gaps, sometimes the organizations or programs are so thinly staffed and therefore have capacity gaps, where the loss of one key individual can immediately result in a severe competency gap, as there is no depth of a particular competency within the organization.

## **Diversity Gaps**

While the Agency does not have any specific diversity goals, we do strive to have a workforce that is as representative of the U.S. Civilian labor force as possible. We are not as representative as the Federal civilian workforce or U.S. civilian labor force in the categories of Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native; however, in some of these areas the difference is minimal, especially for an agency our size. These are ethnic and racial categories that have historically been more challenging to obtain full representation, especially in the D.C. metropolitan area. Limited future hiring may also make the closure of these gaps difficult. We will continue to focus on maintaining our strong representation of African American workers as well. Any recruitment activity should include focused diversity efforts in an effort to increase the diversity of the applicant pool, especially in the area of Hispanics.

In the area of sex, the Agency is in line with the Federal civilian workforce and U.S. civilian labor force in terms of our hiring in women. However, women tend to be more prevalent at the mid-grade level ranges spanning from GS-5 to GS-12 and not as representative at the senior grade levels of GS-13 and above. Efforts should also be made to target recruitment of senior management officials positions in order to have an applicant pool with highly qualified women so that the best qualified pool is diverse in an effort to increase future representation at higher grade levels.

Overall, the age of the Federal civilian workforce has been increasing in time. Selective Service is not alone in our need to attract younger workers into our workforce and this will be a likely result of decisions to fill future vacancies. Given the current average age of SSS employees, the departure for retirement or other reasons provides the Agency with the opportunity to improve upon diversity gaps such as age groupings and balanced mix of generations and improve skill gap issues. The injection of early-and mid-career individuals with the right talents will ensure a productive workforce with newer skill sets and new ideas and points of view that will help shape a better future workforce.

## **Gap Analysis Summary**

Due to the projected high level of attrition, it is anticipated that as much as 25-30% of the workforce may turnover in the next five year period. The loss of employees during this time will challenge us in meeting our mission responsibilities and goals. However, the loss and replacement of key positions will provide opportunities to continue to

diversify the workforce, obtain needed competencies, and bring out new perspectives and ways of accomplishing work. To minimize unnecessary turnover and manage the impact of attrition, we will need to have appropriate strategies to efficiently and effectively recruit and retain employees. Strategies for these areas are addressed later.

Other workforce changes that will have an impact are:

- A large number of potential retirees over the next five years are in mission critical occupations. Other types of attrition will just add to the potential overall attrition in these occupations. To ensure that we are able to meet our mission, we need to identify key leadership positions and other mission critical positions and develop succession planning strategies.
- This retirement wave will also have an impact on knowledge management. We must continue to make strides in capturing this knowledge.
- The influx of new employees will present many supervisory and managerial challenges. While added diversity in all areas is a positive contribution to the Agency, managing diversity can be difficult. Our managers and supervisors need to be given the tools and development opportunities to successfully meet this challenge.

## Key Workforce Challenges for the Selective Service

The following is a summary of some of the issues that have been referenced throughout this document. This list will focus the activities and actions of the Selective Service to ensure that our workforce is equipped to the successfully accomplish mission objectives.

- 1. Attrition:** The number of employees who are eligible for retirement is cause for concern. There are 28 employees who are eligible for optional retirement in calendar year 2007, this equates to 21% of the total permanent workforce; in addition there are 60 eligible employees (44%) for optional retirement in the next five years, not including the State Directors who are not covered by a retirement system. Total attrition grew from 4.8% in 2002 to 14.9% in 2006, not including the State Directors, and is expected to increase due to the high retirement eligibility rate. While many Selective Service employees have chosen to remain on the rolls after they become eligible for retirement, low employee satisfaction rates in critical areas *may* be an indication that a retirement exodus could happen. We need to be prepared for the leadership and knowledge management issues that come with this possible attrition.
- 2. Mission Success:** While Agency employees are primarily working in a readiness planning and operations mode, the Agency's primary mission is to be able to successfully execute plans in a post-mobilization environment. This requires additional workforce planning for a much larger future workforce in the event of a mobilization. Issues related to a post-mobilization workforce are addressed in the [Post-Mobilization](#) section.
- 3. Achieving the Agency's Mission with a Shrinking Budget:** OMB is providing pressure to continue to reduce the overall operating cost of the Agency. This logically results in cuts in all areas impacting the workforce, including staffing levels of the core workforce and the blended workforce and resources available for training and development. It is clear that from the results of the 2006 FHCS and management feedback that staff members are feeling the pressures of constrained resources. This lack of satisfaction can lead to increased attrition, which is already a factor due to high levels of retirement eligibility. Budget constraints can make it more difficult for us to manage attrition in a thoughtful manner as opposed to reacting.
- 4. Managing a Blended Workforce:** The Agency's workforce is made up of core employees, intermittent State Directors, RFOs from the armed services who are assigned to the Agency and work intermittently, and a large volunteer base of board members. The reality of a declining numbers of RFOs puts pressure on the core employees to manage more aspects of the Agency program activities that have traditionally been the responsibility of the RFOs. The varied type of appointments, compensation or lack thereof, and the roles the different groups play in mission accomplishment result in a variety of different employee

motivators and the need for very skilled leaders. The diverse workforce makes it more challenging for leaders to develop and sustain a results-oriented performance culture.

5. **Leadership Development:** The Selective Service has very high retirement eligibility rates in our core of senior management, with 72% eligible to retire within the next five years and almost 100% in the next ten years. Moreover, results from the 2006 FHCS indicated significant downward trends in almost all of the questions contained in the Leadership and Knowledge Management index, indicating a lack of employee support for current leadership. Leadership development combined with management succession planning will have a positive impact on both the current and future leadership of the Agency.
6. **Communications:** In both the FHCS results and in the responses to the Workforce Planning Management Questionnaire, there is evident concern amongst the workforce about the amount and effectiveness of communications, especially from senior management. In order to support a results-oriented performance culture, employees need to be engaged in not only the mission of the organization, but the day to day operations and decision making as well. Ensuring that employees know what is taking place in both the short-term and long-term helps ensure their support in making those plans come to fruition.
7. **Knowledge Management:** In the 21st century, the increasing rate of change will be more prevalent than in the past, influencing performance both organizationally and individually. Should a significant portion of the experienced employees opt for retirement, the resulting skill gaps and loss of institutional knowledge in responding to differing circumstances will affect the SSS' ability to realize our mission and goals. While progress is being made in the area of knowledge management, with the possibility of high rates of short-term attrition, it is becoming all the more critical to get this done right.
8. **Information Technology Skills Imbalance:** Information Technology Specialist is one of our mission critical occupations, and they impact the vast majority of work that is done at the Agency. Our analysis indicates significant gaps in the competencies that our current information technology staff members have and what are needed to perform their work. These gaps need to be minimized in order for us to effectively meet mission objectives.
9. **Employee Satisfaction:** The results of the 2006 FHCS demonstrated a downward trend in positive responses to the vast majority of Key Impact Items related to employee satisfaction. The other workforce challenge issues contribute to this as well. Skill gaps in certain areas puts additional pressures on others, as do constrained resources. Low employee satisfaction has a negative impact on accountability, engagement, and individual and organizational performance.



## Strategies and Solutions

The following are a number of strategies and solutions that can be implemented to address the Key Workforce Challenges for the Selective Service and in supporting the workforce and achievement of Agency objectives in general.

### Recruitment Strategies

1. **Hiring Priorities** – during a time of constrained resources during which we are actively working to lower our total operating costs while still meeting our mission needs, it is critical to have a methodology for how we are identifying positions to be filled. [Appendix F – Recruitment Priorities](#) outlines an approach to prioritizing which positions need to be filled.
2. **Appointing Veterans** – the Selective Service has a rich tradition of hiring veterans. We should continue to take advantage of this applicant pool. They are ready with the very skills we need and often are eager to serve and possess good work ethics. Hiring authority flexibilities such as the Veterans Recruitment Appointment, 30 Percent Disabled or More hiring authority, and the Veterans Employment Opportunity Act make veterans easy to hire outside of normal competitive procedures. We should work with military outplacement organizations, which may provide additional benefits in increasing diversity.
3. **Expert and Consultant Appointments** – it is anticipated that the Agency will continue to operate under a declining or static operating budget. One appointment authority that can be used to temporarily infuse expert skills to address specific short-term projects or initiatives is the excepted service expert/consultant appointment. An expert is someone who is specifically qualified by education and experience to perform difficult and challenging tasks in a particular field beyond the usual range of achievement. A consultant is someone who can provide valuable and pertinent advice generally drawn from a high degree of broad administrative, professional, or technical knowledge or experience.
4. **Student Employment** – the establishment of a formal student employment program will help the Selective Service in a number of ways. First, it will help balance the workforce by focusing on employees who are at the beginning of their career and generally lower graded, helping to ensure continuity in the workforce. Moreover, student appointments do not provide any guarantee of permanent employment. This feature allows the Selective Service to determine whether the student has the competencies and attributes desired for future employment as managers can evaluate the students' performance in real work situations. Management can also be more flexible when responding to resource restrictions. Students often have training, education, and sometimes experience working with the cutting edge technologies and theories in their chosen field.

5. **Federal Career Intern Program** – the Federal Career Intern Program is an excellent way of attracting individuals who are starting out their career, but whom often have high-levels of technical competencies in their chosen field. Positions are filled at the GS-5, 7, and 9 grade levels or other established grade levels for trainee positions. Individuals are appointed to a two-year internship and upon successful completion of the internship, may be eligible for permanent placement within the Agency. Similar to the student appointments, the Agency has an opportunity to determine whether the intern has the competencies and attributes desired for continued employment. Moreover, the appointment of Federal Career Interns can have positive impacts on workforce diversity in terms of ethnicity, race, sex, and age.
6. **Short-Term Appointments** – temporary appointments may be used for short-term needs that are not expected to last longer than one year and term appointments may be used for more than one and up to four years. These appointments are ideal when the need for the employee's services is not permanent including but not limited to project work, extraordinary workload, scheduled reorganization, or the uncertainty of future funding. These types of appointments would be ideal for the Selective Service as funding issues continue to be a challenge, especially when trying to infuse technology throughout the Agency. Short-term appointments can be especially useful when trying to meet technical competency gaps for project-related work. Moreover, today's workforce is moving away from the typical government employee who spends the majority of his or her career with one agency in the Federal government. Many workers today are looking forward to more flexibility and mobility so short-term assignments are more attractive than they were assumed to be in the past. In addition, this flexibility will be critical in a post-mobilization environment.
7. **Career Patterns** – to support the increasing competition in attracting and retaining a talented workforce, OPM has developed a Career Patterns initiative, a new approach for identifying appropriate strategies to bring the next generation of employees into Federal positions. For the Selective Service, this is especially critical for our mission critical occupations; for these are the occupations for which we will need to continue to recruit, regardless of rightsizing initiatives. The Career Patterns initiative offers a way of viewing recruiting techniques for identifying opportunities and crafting action plans related to employment efforts. The Career Patterns initiative is based on the recognition that yesterday's typical/traditional employee, an entry-level employee who joined an agency and spent their career growing in that agency and position, is not the model we can rely upon today. More and more of today's workforce are attracted by features other than this traditional employer-employee relationship. Workforce planning efforts need to focus on new arrangements around dimensions related to time in career, mobility, permanence, mission-focus, and flexible arrangements. Tied with this is the need for managers and leaders to have the competencies needed to supervise and manage in a non-traditional way. For each of these dimensions, aspects of the position and the employee needs will vary. For

example, time in career will vary for early, middle, late, and returning annuitants. In [Appendix E – Career Patterns Analysis](#), we address the Career Patterns designation for each of the mission critical occupations, and how this impacts recruitment and retention efforts.

**8. Delegated Examining** – although the Selective Service has delegated examining authority from OPM, we currently are not utilizing this authority. Instead, we contract through an interagency agreement with OPM to fill our positions. While this flexibility may be ideal as there is not a significant amount of hiring activity due to constricted resources, the time it is taking to fill positions is burdensome on hiring officials. It is recommended that we reactivate our delegation and recruit for these positions through our human resources staff. The Agency human resources specialists will be able to work closely with the hiring manager in identifying the resource needs of the position and tailor the recruitment and marketing activity to those needs. Likely, the time to fill will be quicker as well, which will help in keeping applicants engaged in the recruitment process. Moreover, we will be able to utilize category rating and ranking, an alternative to traditional numerical rating, ranking, and selection, which results in hiring managers being able to select from a broader applicant pool. Benefits of Category Rating and Ranking include:

1. A flexible system that allows a quick infusion to the existing workforce.
2. Help in making timely job offers to the most qualified candidates.
3. A streamlined administrative process for creating lists of applicants from which to choose.
4. Decrease in the likelihood of inadvertently screening out qualified candidates.

By taking control of recruitment efforts, we will also be able to better tailor our recruitment efforts to a marketing strategy, one that clearly communicates the mission of the Agency and focuses on attracting those in the applicable career patterns scenario for SSS' mission critical occupations. However, given the overall reduction in Agency staff, the number of HR specialists has reduced commensurately. The time and expertise demands associated with delegated examining authority needs to be better evaluated for potential success with a smaller HR staff.

## **Retention Strategies**

### **1. Training/Development.**

Many Selective Service organizations have made training and development a priority, but this is inconsistent throughout the Agency. While the Agency first

training plan was published in 2005, it needs to be revised to emphasize a more consolidated approach to training and development should be implemented, including the use of Individual Development Plans to assess employee's career goals, Agency needs, and training and development activities and options to support these goals and needs. Various methods for achieving training and development are possible, including:

- On-the-Job Training: These include specific cross-training work activities, coaching, feedback, mentoring, etc.
- Self-Development: Reading, self-study, professional organization activities, volunteer activities, etc.
- Formal Coursework: Professional and technical training, leadership training, and general management training.
- Special Assignments: Development-in-Place work assignments, temporary promotions or details, etc.
- Tuition Reimbursement: The Agency may offer financial assistance to attend academic courses that are job related.
- Individual Learning Accounts (ILA): ILAs is a training method used to allow employees a chance to develop themselves, in support of improving overall performance, increasing productivity, and improving customer service skills. They allow for flexible learning where the responsibility for the learning is in the hands of the employee. The training opportunities often utilize emerging learning technology.

## **2. Information Technology Training.**

There are a number of government-sponsored programs focused on formal training for Federal information technology workers. OPM has identified specific training programs that address the core information technology competencies required by the Clinger-Cohen Act. Some of these programs were designed by the Federal Chief Information Officer (CIO) Council specifically to address these core competencies. Programs include:

- The CIO University, administered by the General Services Administration (GSA), is a consortium of universities that offer graduate level programs that directly address the Clinger-Cohen core competencies at an executive level.
- Strategic and Tactical Advocates for Results (STAR) Program, administered by GSA, is an interdisciplinary course of study that covers information technology and project management leadership.

- Department of Defense Information Resources Management College offers managerial level information technology training.
- The Graduate School, U.S. Department of Agriculture, offers a variety of information technology courses designed to focus on Clinger-Cohen core competencies.
- Federal Executive Institute and Management Development Centers offer a few executive level courses related to information technology.
- GoLearn.gov offers a virtual campus through which employees can review information technology competencies, assess their own competencies relative to their career paths, and identify appropriate training and development opportunities. GoLearn.gov also contains the Information Technology Workforce Development Roadmap which was developed by the CIO Council's Workforce and Human Capital for Information Technology Committee.

Specific information about all of these options, as well as additional information, is available at:

[https://www.opm.gov/hrd/lead/pubs/ittpreport\\_07-04/index.asp#appen](https://www.opm.gov/hrd/lead/pubs/ittpreport_07-04/index.asp#appen).

### **3. Communication.**

Communication within an agency, especially from senior leadership, is essential to employees' sense of added value and satisfaction. While employees were generally positive regarding employee to employee communication in their response to the 2006 FHCS, we had a significant downward trend in positive responses related to leadership communication. This was also reflected in the responses to the Management Questionnaire on Workforce Planning. Steps can be taken to improve communication flow to ensure that pertinent, necessary information is free-flowing to the appropriate levels within the Agency.

### **4. Leadership Development.**

We need to develop and implement a multi-level leadership development strategy at all levels of the Agency. Today, managers are not just managing Federal employees, but are responsible for managing a multi-sector workforce, including employees from Agency partners, contractors, RFOs, and volunteers. Our focus should be on developing leaders with each work assignment and serving in a role as steward, whereas the management team shares power with subordinates so that they will be in a position to assume future management responsibilities. [Appendix G - Managerial Development](#) summarizes some of the strategies that can be deployed in this area and that are identified in the Human

Capital Management Plan's Human Capital Solutions Implementation Plan. Funding support in an era of declining budgets is critical to overall success.

**5. Management Succession.**

The Workforce Flexibility Act of 2004 (PL 108-411, Sec 201) changed the regulations related to training to require that agencies establish a comprehensive management succession program that provides training to employees in order to develop managers for the Agency. This is critical for the Selective Service given the high levels of retirement eligibility within our senior management officials ranks. [Appendix G - Managerial Development](#) summarizes some of the strategies that can be deployed in this area and that are identified in the Human Capital Management Plan's Human Capital Solutions Implementation Plan.

**6. Documented Knowledge Management Program.**

As our employees retire or separate, it is imperative to provide resources, programs, and tools to capture and share knowledge throughout the organization. This is critical for programs that may be currently shelved due to budget constraints and mission priorities but may also need to be re-deployed in the future. Many efforts are currently taking place to capture knowledge in support of Agency efforts. For examples, standard operating procedures that capture the steps the we want employees to follow for certain programs helps contradict the potential negative impact of passing poor practices along to new employees during on-the-job training activities.

**7. Maintain Employee Satisfaction.**

The Selective Service will continue to use the results of the FHCS and other input to take steps to increase employee satisfaction. The use of a "Tiger Team" of individuals from across the Agency will allow us to look at the results of this survey and other input in greater depth to discern underlying issues and the validity of concerns, and then to develop realistic, achievable action plans to address the problem areas. The use of the Tiger Team approach will allow all parts of our workforce to be part of the planning and implementation efforts related to employee satisfaction.

## **Incentives to Attract and Retain Talent<sup>9</sup>**

### **1. Recruitment Incentive.**

The Selective Service System may pay a recruitment incentive to a newly appointed employee to fill a position(s) that would otherwise be difficult to fill. In return, the employee must sign a service agreement with the Agency.

### **2. Relocation Incentive.**

SSS may pay a relocation bonus to an existing employee who must relocate to fill a position that would otherwise be difficult to fill. In return, the employee must sign a service agreement.

### **3. Retention Incentive.**

SSS can make continuing payments to individual employees and/or group or category of employees if these employees have unusually high or unique qualifications for which we have a special need which makes it essential to retain the employee. We must also determine that the employee is likely to leave the Federal government (for any reason) in the absence of the retention incentive.

### **4. Superior Qualifications Appointments.**

SSS can set the pay for new appointments or reappointments above step 1 of the grade based on the superior qualifications of the candidate or a special need of the Agency.

### **5. Student Loan Repayment.**

The Agency may repay federally insured student loans as a recruitment or retention incentive for candidates or current employees. The Selective Service may pay up to \$6,000 per employee in any calendar year or a total of \$40,000. This flexibility especially helps with the recruitment and retention of recent graduates.

### **6. Referral Bonuses.**

SSS can use the incentive awards authority to provide incentives or recognition to employees who bring new talent into the Agency. This is often effective

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<sup>9</sup> Incentives should be used where applicable. Employees are not entitled to any specific kind of incentives. Decisions regarding their application should be based on organization mission needs. Those who do receive recruitment and or retention incentives should be supported by how the selectee/employee meets mission needs. Retention incentives should be given because of the need to retain specific capabilities related to the mission. The Agency's performance management system should be closely aligned with retention incentives as they should be more common for high performers.

because research has shown that employee referrals often lead to the selection of candidates who are successful on the job. This type of program also gets employees actively engaged in marketing the Agency.

**7. Telecommuting.**

SSS has taken significant steps to put into place technology to not only support telework, but facilitate and encourage it. However, although there was a significant increase in positive responses in the 2006 FHCS question regarding how satisfied employees are with telework, the positive response rate is still at 36%. Additional steps need to be taken to facilitate the effectiveness of this program; in particular, managerial support and performance documentation. Telecommuting is also a strong recruitment incentive and should be publicized in vacancy announcements.

**8. Flexible Work Schedules.**

SSS is currently offering most employees alternate work schedules. This type of flexibility is positively received and the Selective Service employees are indicating their satisfaction, as their positive response rate to the FHCS question related to alternative work schedules increased from 52% in 2004 to 71.2% in 2006. We should continue to maximize use of this flexibility.

**9. Additional Flexibilities.**

There are a number of additional flexibilities available to agencies to help recruit and retain employees. Further flexibilities are available at: <https://www.opm.gov/account/omsoc/hr-flex/>.

**Tools to Reshape the Workforce**

**1. Competitive Sourcing/Outsourcing.**

The Agency has identified that competitive sourcing is not a current factor in determining workforce needs. However, contracting for services is still a viable option for exploration for the Agency; especially in those administrative areas where there are public and private sector Shared Service Centers/Centers of Excellence under the OMB led Lines of Business initiative. Based on the small size of the Agency, economies may be gained by contracting for some or all of these services.

**2. VERA/VSIP.**

Downsizing initiatives such as VERA/VSIP have a number of advantages. While the primary advantage is reducing the staff when resources so require, there are also more subtle advantages. First, VERA/VSIP incentives can help an agency



complete major downsizing with minimal workforce disruption. Often, downsizing creates opportunities to develop and retain the remaining staff members. It can result in reassignments to new opportunities, opportunities for retraining and redeployment, and the staff has an opportunity to acquire new skills and develop their current skills. It also allows the agency to have an overall improvement in the alignment of its workforce. Moreover, if there are key gaps that need to be filled after the downsizing, management can use targeted hiring to fill mission needs. It is also imperative that management send a strong message throughout the process that one anticipated result is a focus on a performance-oriented culture.

### **3. Performance Management.**

Part of a successful results-oriented performance culture is a performance management system that supports the needs of the Agency. A high-performance climate can help attract and retain top performers. While it is important to link and integrate organizational and employee performance management, the two remain distinct in some respects, particularly regarding establishing individual accountability and dealing with poor performers. First line supervisors need to be given the tools and training to manage performance and deal with less than successful performance. Incentive awards and recognition should be tied to performance as appropriate.

[Appendix H – Key Workforce Challenges/Strategies and Solutions Matrix](#) is a matrix that matches our Key Workforce Challenges with the Strategies and Solutions presented here. For every challenge there is at least one strategy/solution category and multiple specific strategies that can be identified to address the challenge. These are prioritized in the Human Capital Solutions Implementation Plan in our Human Capital Management Plan which is described in the [Evaluation/Accountability System](#) section.

## Post-Mobilization

### Overview:

Upon authorization by Congress and the President, the Selective Service is responsible for furnishing trained and/or untrained personnel for induction into the U.S. Armed Forces as determined by the DoD. Moreover, in conjunction with a return to conscription or in response to another DoD identified national emergency, the Selective Service is also responsible for implementing the Health Care Personnel Delivery System (HCPDS).

Both of these efforts would require the expansion of our staff and facilities to perform a lottery or lotteries; provide registrants for induction; process registrant claims for reclassification, deferment, exemption, or postponement; service appeals of denied claims; and administer an ASP for conscientious objectors to all war. In addition to increasing the size of organizations in our peacetime agency structure, State Headquarters (SHQs), Area Offices (AOs), and Alternative Service Offices (ASOs) would be opened together with Local and District Appeal Boards, under the oversight of the Region Headquarters. A single NAB would also be activated.

The SSS Agency Readiness Plan provides basic planning guidance for activation of the SSS under a mandated mobilization scenario. It includes guidance for Region Headquarters, SHQs, AOs, ASOs, and Local and District Appeal Boards. This Readiness Plan is the foundation for all of our supporting field plans. In addition to the overall Readiness Plan, there are also Regional Readiness Plans, State Headquarters Readiness Plans, and an Area Office and Alternative Service Office Readiness Plans.

### Personnel Expansion:

During post-mobilization efforts, we will considerably expand our personnel structure as follows:

- National Headquarters would expand to approximately 580 FTE, including approximately 290 staff in the headquarters organizations, 280 staff in the DMC, and ten staff members in the newly formed NAB.
- The three Region Headquarters would staff to a combined total of approximately 325 staff members.
- SHQs would staff to approximately 325 FTE spread out across 65 locations.
- AOs and ASOs will be created, with a total staffing level of approximately 870 FTE across 436 locations.

As this expansion results in an increase in Agency FTE of over nine times our original size, this will require a significant, coordinated staffing effort.

There are a number of steps outlined to support the growth of our agency in a time of mobilization:

- State Directors, whom are on intermittent work schedules during peace-time, will be called to full-time duty.
- RFOs will receive activation assignment letters from the Selective Service (this requires accompanying parent service orders prior to the finalization of their assignment with Selective Service). Under the management of the State Directors, the RFOs will then take the lead in establishing SHQs, AOs, and ASOs. Once these offices are operational, the RFOs will return to their previous SSS Detachment, or revert back to their parent service. The SSS Director will determine whether to retain individual officers in active service with the SSS on a case-by-case basis with input from the State Directors. The current downward trend in RFO complement raises serious concerns for the success of a mobilization scenario response.
- While personnel expansion will be under the purview of the Support Services Directorate, Human Resources Division, Region Directors and other management and assigned personnel across the agency will have increased roles in the employment process to recruit and train new personnel.
- In the case of implementation of the HCPDS, additional National and State Health Care Personnel Advisory Committees will be established. These committees are uncompensated individuals who are appointed by the Selective Service Director.

In addition to staff expansion, there will also be changes in the focus of some current staff members. For example, in the Operations Directorate, the Training Division will focus on Alternative Services. The Planning Division will focus on Reclassification support. The Registration Division will focus on Call and Deliver support. However, the work processes for training, planning and registration will continue.

### **Key Mobilization Workforce Challenges**

There are a number of workforce challenges that we will need to address during post-mobilization. The most significant and obvious of these is the need to quickly and exponentially grow our workforce. While there will not be a concern with the availability of monetary resources, considerable staff effort will need to take place to hire and train staff as quickly as possible. As referenced, State Directors will be converted from intermittent work schedules to full-time work schedules. It is anticipated that a significant number of the State Directors may not be able or willing to work full-time, which may lead to a considerable number of resignations in this position. This potential, tied with the impact of the declining number of RFOs assigned to the Selective Service,

may severely impact our ability to effectively and efficiently establish the complete post-mobilization regional organizational structure.

While the Readiness Plan calls for the RFOs to be activated to full-time status and presumably assigned to Selective Service, this requires that they receive orders from their parent service. Given the number of parent services involved, the fact that they process military orders differently, and the potential impact of current world events, this adds complexity to the effort to get them quickly activated and performing their significant duties of establishing the SHQs, AOs, and ASOs under the guidance of the State Directors.

## **Mobilization Strategies and Solutions**

There are a number of strategies and solutions that will be implemented to address the Workforce Challenges related to mobilization.

### **1. Temporary Services Support.**

In the event of a mobilization, the first course of action will be for us to use Temporary Contract Firms in the regions and D.C. metropolitan area to assist with the initial staffing work. Managers, Region Directors, and their designees will be able to work directly with these firms in the initial establishment of SHQs, AOs, and ASOs.

### **2. Appointing Authorities.**

SSS will take advantage of a number of hiring flexibilities, including:

- National Emergency Personnel Authorities.

If authorized, we will use the authority to take personnel actions in a national emergency disaster under 5 CFR 230.401. This authority allows us to carry out whatever personnel activities may be necessary for the effective functioning of the Agency during a period of disaster without regard to any regulation or instruction of OPM except those that become effective upon or following an attack on the United States. While every effort will be made to take actions consistent with affected regulations and instructions as far as possible under the circumstances, this flexibility will help us hire staff faster if necessary. We will also use the authority to make emergency-indefinite appointments in a national emergency authority under 5 CFR 230.402. This authority allows us to make emergency-indefinite appointments using direct-hire procedures as well as a number of non-competitive hiring authorities.

- Direct Hire Authority.

This authority will be used with an OPM determination that there is a critical hiring need.

- Critical Hiring Needs short-term excepted service appointments under 5 CFR 213.3102(i)(2).

This appointment authority allows agencies to hire employees without regard to competitive hiring procedures for 30 days with the option to extend it for an additional 30 days.

- Other applicable excepted service authorities under 5 CFR 213.

- Temporary and Term Appointments under 5 CFR 316.

- Intergovernmental Personnel Act authorities under 5 CFR 334

This Act authorizes the temporary assignment of employees between Federal agencies and State, local, and Indian tribal governments; institutions of higher education; and other eligible organizations.

- Actively recruit reemployed annuitants.

We will recruit re-employed annuitants and request authority from OPM for a waiver of the termination of annuity or annuity offset as authorized in 5 CFR 553.

### **3. Standardized Position Descriptions.**

To speed the hiring process, standardized position descriptions have already been developed for the positions that will be required during post-mobilization hiring. The only modifications that will be made to the position descriptions are those that are required for a specific AO. The Region Directors must authorize any of these modifications to avoid unnecessary changes that will detract from the use of these streamlined standardized position descriptions.

### **4. Knowledge Management/New Staff Training.**

In an effort to ensure that the new Selective Service staff members are adequately trained to perform their roles, we have developed a number of Agency manuals, processes, and operating procedures related to readiness planning and the steps that need to be taken during mobilization. These will help provide personnel with comprehensive and functional knowledge of the Agency's mobilization process.

## **5. RFO Parent Service Relationships.**

In an effort to expedite the activation of the RFOs and manage the various processes of their Parent Services, it is recommended that the Selective Service establish Post-Mobilization Memoranda of Understanding with each Parent Service to ensure efficiency in assigning the RFOs to the SSS full-time during the mobilization period.

## Evaluation/Accountability System

As referenced earlier in the [Workforce Planning Overview](#) section, this Workforce Plan is a companion document to the Agency's Human Capital Management Plan and our Human Accountability System. In the Human Capital Management Plan is a Human Capital Solutions Implementation Plan. This matrix tracks our action plan – the solution activities, solution measures, measurement approaches, timeframe, and responsible parties for the activities that have been identified in support of our human capital goals. These activities are linked to the [Key Workforce Challenges for the Selective Service](#) that have been identified in this document. Under the guidelines of our Human Capital Accountability System, we will use this matrix to support the 6<sup>th</sup> step in our workforce planning model of Monitor, Evaluate, and Revise. The results of this reporting will set the direction for updating this Workforce Plan.

## Appendix A – OPM Federal Human Capital Survey Positive Responses 2004, 2005, 2006

Data is all specific to SSS and comes from the OPM FHCS for 2004 and 2006 and from SSS's internal employee survey in 2005. Questions shaded in yellow denote those that had the strongest impact on employee satisfaction.

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
<b>Leadership &amp; Knowledge Management Index (Extent employees hold their leadership in high regard.)</b>						
7. I have trust and confidence in my supervisor.	n/a				64.8	--
9. Overall, how good a job do you feel is being done by your immediate supervisor/team leader?	72.2	+4.7	76.9	-6.7	70.2	-2.0
17. My workload is reasonable.	64.8				58.2	-6.6
35. Managers/supervisors/team leaders work well with employees of different backgrounds.	64.9	-1.2	63.7	+0.5	64.2	-0.7
36. I have a high level of respect for my organization's senior leaders.	56.3	+4.0	60.4	-16.3	44.1	-12.2
37. In my organization, leaders generate high levels of motivation and commitment in the workforce.	43.0	-3.4	39.6	-0.6	39.0	-4.0
39. Managers communicate the goals and priorities of the organization.	61.2				46.3	-14.9



Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
40. Managers review and evaluate the organization's progress toward meeting its goals and objectives.	62.4	-6.4	56.0	-9.7	46.3	-16.1
41. Employees are protected from health and safety hazards on the job.	89.9	-0.9	89.0	-9.7	79.3	-10.6
42. My organization has prepared employees for potential security threats.	60.3	+5.5	65.9	+7.0	67.3	+7
55. How satisfied are you with the information you receive from management on what's going on in your organization?	56.9				38.9	-18.0
57. How satisfied are you with the policies and practices of your senior leaders?	47.1	+1.3	48.4	-8.0	40.4	-6.7
<b>Results-Oriented Performance Culture Index</b> <b>(Extent employees believe their culture promotes improvement in processes, products and services, and organizational outcomes.)</b>						
1. The people I work with cooperate to get the job done.	78.5	-8.3	70.3	+14.68	85.0	+6.5
12. My supervisor supports my need to balance work and family issues.	81.5				81.6	+0.1
19. I know how my work relates to the agency's goals and priorities.	94.0	-7.2	86.8	+0.6	87.4	-6.6

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
21. Physical conditions (for example, noise level, temperature, lighting, cleanliness in the workplace) allow employees to perform their jobs well.	81.5	-4.6	76.9	-1.0	75.9	-5.6
22. Promotions in my work unit are based on merit.	46.0	-6.4	39.6	+0.8	40.4	-6.4
23. In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.	31.3	-4.9	26.4	+6.2	32.6	+1.3
24. Employees have a feeling of personal empowerment with respect to work processes.	36.3				45.4	+9.1
26. Creativity and innovation are rewarded.	46.0	+1.4	47.3	-4.9	42.4	-3.6
27. Pay raises depend on how well employees perform their jobs.	n/a				32.6	--
29. In my work unit, differences in performance are recognized in a meaningful way.	44.6	-2.8	41.8	-9.4	32.4	-12.2
30. My performance appraisal is a fair reflection of my performance.	77.0	-4.5	72.5	0.0	72.5	-4.5
31. Discussions with my supervisor/team leader about my	62.0	+1.7	63.7	-5.7	58.0	-4.0

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
performance are worthwhile.						
56. How satisfied are you with the recognition you receive for doing a good job?	55.8	+8.9	64.8	-11.8	53.0	-2.8
<b>Talent Management Index</b> <b>(Extent employees think the organization has the talent necessary to achieve organizational goals.)</b>						
2. I am given a real opportunity to improve my skills in my organization.	59.3	-7.7	51.64	+4.6	56.2	-3.1
11. The workforce has the job-relevant knowledge and skills necessary to accomplish organizational goals.	71.9	-9.3	62.6	+10.1	72.7	+0.8
14. My work unit is able to recruit people with the right skills.	52.5	-14.04	38.46	+0.3	38.8	-13.7
18. My talents are used well in the workplace.	63.0				57.7	-5.3
48. Supervisors/team leaders in my work unit support employee development.	64.3				63.6	-0.7
50. My training needs are assessed.	49.1				52.0	+2.9
59. How satisfied are you with the training you receive for your present job?	49.0	-0.7	48.4	-2.3	46.1	-2.9

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
<b>Job Satisfaction Index</b> (Extent employees are satisfied with their jobs and various aspects thereof.)						
5. My work gives me a feeling of personal accomplishment.	68.1	-6.6	74.7	-5.4	69.3	+1.2
6. I like the kind of work I do.	82.8	-0.4	82.4	-1.9	80.5	-2.3
20. The work I do is important.	86.7	-3.2	83.5	+4.5	88.0	+1.3
54. How satisfied are you with your involvement in decisions that affect your work?	53.4	+10.3	63.7	-16.0	47.7	-5.7
58. How satisfied are you with your opportunity to get a better job in your organization?	39.1				28.2	-10.9
60. Considering everything, how satisfied are you with your job?	65.9	+4.4	70.3	-6.0	64.3	-1.6
61. Considering everything, how satisfied are you with your pay?	63.8	+2.1	65.9	-6.6	59.3	-4.5
<b>Benefits</b>						
63. How satisfied are you with retirement benefits?	81.0				68.0	-13.0
64. How satisfied are you with health insurance benefits?	71.0				61.9	-9.1
65. How satisfied are you with life insurance benefits?	65.0				70.4	+5.4
66. How satisfied are you with long term care insurance benefits?	40.3				33.7	-6.6
67. How satisfied are you with the flexible spending account	44.9				33.7	-11.2

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
(FSA) program?						
68. How satisfied are you with paid vacation time?	87.6				82.3	-5.3
69. How satisfied are you with paid leave for illness (for example, personal), including family care situations (for example, childbirth/adoption or eldercare)?	82.9				89.5	+6.6
70. How satisfied are you with child care subsidies?	13.5				10.8	-2.7
71. How satisfied are you with work/life programs (for example, health and wellness, employee assistance, eldercare, and support groups)?	30.9				29.4	-1.5
<b>Miscellaneous</b>						
3. I have enough information to do my job well.	81.5				74.9	-6.6
4. I feel encouraged to come up with new and better ways of doing things.	61.6				58.1	-3.5
8. I recommend my organization as a good place to work.	52.1				47.9	-4.2
10. How would you rate the overall quality of work done by your work group?	80.5				16.9	

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
13. Supervisors/team leaders in my work unit provide employees with the opportunities to demonstrate their leadership skills.	52.8				57.0	+4.2
15. The skill level in my work unit has improved in the past year.	47.2				54.5	+7.3
16. I have sufficient resources (for example, people, materials, budget) to get my job done.	53.3				49.5	-3.8
25. Employees are rewarded for providing high quality products and services to customers.	54.9				53.3	-1.6
28. Awards in my work unit depend on how well employees perform their jobs.	52.8				52.5	-0.3
32. I am held accountable for achieving results.	84.8				83.9	-0.9
33. Supervisors/team leaders in my work unit are committed to a workforce representative of all segments of society.	49.3				52.9	+3.6
34. Policies and programs promote diversity in the workplace (for example, recruiting minorities and women, training in awareness of diversity issues, mentoring).	49.3				49.6	+0.3

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
38. My organization's leaders maintain high standards of honesty and integrity.	54.7				44.9	-9.8
43. Complaints, disputes or grievances are resolved fairly in my work unit.	42.6				49.2	+6.6
44. Arbitrary action, personal favoritism and coercion for partisan political purposes are not tolerated.	49.7				46.9	-2.8
45. Prohibited Personnel Practices (for example, illegally discriminating for or against any employee/applicant, obstructing a person's right to compete for employment, knowingly violating veterans' preference requirements) are not tolerated.	60.2				53.2	-7.0
46. I can disclose a suspected violation of any law, rule or regulation without fear of reprisal.	45.1				36.6	-8.5
47. Supervisors/team leaders provide employees with constructive suggestions to improve their job performance.	58.2				55.5	-2.7
49. Employees have electronic access to learning and training programs readily available at	79.7				87.9	+8.2

Question	2004 OPM Survey Responses (%)	Difference Between OPM 2004 & SSS 2005 Percentages	2005 SSS Survey Responses (%)	Difference Between SSS 2005 and OPM 2006 Percentages	2006 OPM Survey Responses (%)	Difference Between OPM 2004 & OPM 2006 Percentages
their desk.						
51. Managers promote communication among different work units (for example, about projects, goals, needed resources).	47.1				55.4	+8.3
52. Employees in my work unit share job knowledge with each other.	59.7				67.4	+7.7
53. Employees use information technology (for example, intranet, shared networks) to perform work.	85.7				86.5	+0.8
62. Considering everything, how satisfied are you with your organization?	54.4				51.7	-2.7
72. How satisfied are you with telework/telecommuting?	24.9				36.0	+11.9
73. How satisfied are you with alternative work schedules?	52.0				71.2	+19.2

Questions shaded in yellow denote those that had the strongest impact on employee satisfaction.



## Appendix B – Attrition 2002 - 2006

Year	Type of Separation	HQ	DMC	Region I	Region II	Region III	Total	% of Workforce*	Including State Directors	Grand Total	% of Workforce*
2002	Retirement – Vol.	2	1				3	1.8%		3	1.3%
	Transfer	2		1			3	1.8%		3	1.3%
	Resignation	1	1				2	1.2%	5	7	3.1%
	<b>Total CY 2002</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4.8%</b>	<b>5</b>	<b>13</b>	<b>5.8%</b>
2003	Retirement – Vol.	5		1			6	3.7%		6	2.7%
	Transfer	3	2			1	6	3.7%		6	2.7%
	Resignation						0	0.0%	2	2	0.9%
	<b>Total CY 2003</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>7.4%</b>	<b>2</b>	<b>14</b>	<b>6.4%</b>
2004	Retirement – Vol.	8			1		9	5.7%		9	4.1%
	Transfer	4		1			5	3.1%		5	2.3%
	Resignation	1	1		2	1	5	3.1%	3	8	3.7%
	Death						0	0.0%	1	1	0.5%
	<b>Total CY 2004</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>19</b>	<b>11.9%</b>	<b>4</b>	<b>23</b>	<b>10.6%</b>
2005	Retirement – Vol.	2	3			1	6	4.1%		6	2.9%
	Retirement – Dis.		1				1	0.7%		1	0.5%
	Transfer	3	2	1		1	7	4.7%		7	3.4%
	Resignation		1				1	0.7%	5	6	2.9%
	Death						0	0.0%	1	1	0.5%
	Termination		1				1	0.7%		1	0.5%
	<b>Total CY 2005</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>10.8%</b>	<b>6</b>	<b>22</b>	<b>10.7%</b>
2006	Retirement – Vol.	6				3	9	6.4%		9	4.5%
	Retirement – Dis.		1				1	0.7%		1	0.5%
	Transfer	2	1	1		1	5	3.5%		5	2.5%
	Resignation	4	1				5	3.5%	3	8	4.0%
	Termination – Expiration of Appt.	1					1	0.7%		1	0.5%
	<b>Total CY 2006</b>	<b>13</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>21</b>	<b>14.9%</b>	<b>3</b>	<b>24</b>	<b>12.1%</b>

\*variations due to rounding

## Appendix C – Attrition Forecasting and Analysis

The following are sample attrition projections using a starting Labor Force count from March 2007 without taking into consideration hiring projections.

	All SSS Employees	National HQ	Data Management Center	Region 1	Region 2	Region 3	State Directors (not included in total employees)
<b>Labor (March 07)</b>	134	62	47	8	11	6	57
<b>Scenario 1: Projected Losses as of January 2009 if 100% of retirement eligibles retire within that time frame. No other attrition included.</b>							
Projected Losses	36	18	9	3	4	2	n/a
Net Result	98	44	38	5	7	4	n/a
% total loss	27%	29%	19%	38%	36%	33%	n/a
<b>Scenario 2: Projected Losses as of January 2012 if 100% of retirement eligibles retire within that time frame. No other attrition included.</b>							
Projected Losses	61	30	16	5	8	3	n/a
Net Result	73	32	31	3	3	3	n/a
% total loss	46%	48%	34%	63%	73%	50%	n/a
<b>Scenario 3: Projected Losses as of January 2009 with an 8% attrition rate.</b>							
Projected losses	21	10	8	1	2	1	9
Net result	113	52	39	7	9	5	48
% total loss	16%	16%	17%	13%	18%	17%	16%
<b>Scenario 4: Projected Losses as of January 2009 with a 12% attrition rate.</b>							
Projected losses	32	15	11	2	3	1.5	14
Net Result	102	47	36	6	8	5	43
% total loss	24%	24%	23%	25%	27%	25%	25%
<b>Scenario 5: Projected Losses as of January 2009 with a 15% attrition rate.</b>							
Projected losses	40	19	14	2	3	2	17

	All SSS Employees	National HQ	Data Management Center	Region 1	Region 2	Region 3	State Directors (not included in total employees)
<b>Labor (March 07)</b>	134	62	47	8	11	6	57
Net Result	94	43	33	6	8	4	40
% total loss	30%	31%	30%	25%	27%	33%	30%
<b>Scenario 6: Projected Losses as of January 2009 with an 18% attrition rate.</b>							
Projected losses	48	22	17	3	4	2	21
Net Result	86	40	30	5	7	4	36
% total loss	36%	35%	36%	38%	36%	33%	37%
<b>Scenario 7: Projected Losses as of January 2012 based on projected retirements (considering retirement eligibility and average waiting period of 3.1 years prior to retiring after becoming eligible).</b>							
Projected losses	36	19	9	3	4	2	n/a
Net Result	98	43	38	5	7	4	n/a
% total loss	27%	31%	19%	38%	36%	67%	n/a

## Appendix D – Mission Critical Occupations, Critical Tasks, Competency Requirements and Gaps

Mission Critical Occupation	Critical Tasks	Competency Requirements	Gaps <sup>1</sup>
<b>Senior Management</b>	<ul style="list-style-type: none"> <li>▪ Oversee specific organization</li> <li>▪ Provide leadership and guidance to staff</li> <li>▪ Administer and oversee budget</li> <li>▪ Decision making</li> <li>▪ Inspire, motivate, coach, mentor staff</li> <li>▪ Empower employees with authority and responsibility to make decisions</li> <li>▪ Implement program plans to meet objectives</li> <li>▪ Establish an environment that encourages innovation</li> <li>▪ Displays sensitivity to cultural diversity, race, gender and other individual differences in the workforce</li> <li>▪ Promote teamwork</li> <li>▪ Treat employees with fairness and equity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Executive Core Qualifications</li> <li>▪ Conflict Management</li> <li>▪ Decisiveness</li> <li>▪ Flexibility</li> <li>▪ Interpersonal Skills</li> <li>▪ Leadership</li> <li>▪ Managing Human Resources</li> <li>▪ Oral Communication</li> <li>▪ Planning and Evaluating</li> <li>▪ Problem Solving</li> <li>▪ Strategic Thinking</li> <li>▪ Written Communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication – encourage open communication and input from employees; act as a liaison between workers and management to facilitate organizational progress.</li> <li>▪ Building Performance Culture</li> <li>▪ Facilitating Performance.</li> </ul>
<b>Program Analyst</b> (given the variety of programs managed, tasks and competencies may vary)	<ul style="list-style-type: none"> <li>▪ Manage Registration Improvement Program</li> <li>▪ Oversee monthly training and publish quarterly guidance and schedules to field</li> <li>▪ Quarterly guidance to field on Readiness Training</li> <li>▪ RFO Examination</li> <li>▪ Serve as headquarters point of contact for assigned states</li> <li>▪ Analyze varied data and make recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attention to Detail</li> <li>▪ Creative Thinking</li> <li>▪ Decision Making</li> <li>▪ Education and Training</li> <li>▪ Flexibility</li> <li>▪ Information Management</li> <li>▪ Interpersonal Skills</li> <li>▪ Knowledge Management</li> <li>▪ Oral Communication</li> <li>▪ Organizational Awareness</li> <li>▪ Planning and Evaluating</li> <li>▪ Policy Development</li> </ul>	No identified competency gaps

<b>Mission Critical Occupation</b>	<b>Critical Tasks</b>	<b>Competency Requirements</b>	<b>Gaps<sup>1</sup></b>
	<ul style="list-style-type: none"> <li>▪ Development of financial plans and budgets</li> <li>▪ Use of various computer software programs</li> <li>▪ Training Development</li> <li>▪ Determine training need</li> <li>▪ Calculate project costs and benefits</li> <li>▪ Design courses</li> <li>▪ Design presentation, application and feedback</li> <li>▪ Design interface and graphical layout of training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Problem Solving</li> <li>▪ Project Management</li> <li>▪ Reading</li> <li>▪ Reasoning</li> <li>▪ Self-Management</li> <li>▪ Teamwork</li> <li>▪ Technology Application</li> <li>▪ Technical Competence</li> <li>▪ Writing</li> </ul>	
<b>Public Affairs Specialist</b>	<ul style="list-style-type: none"> <li>▪ Planning and producing public affairs policies, campaigns and information programs to communicate to a variety of external and internal audiences</li> <li>▪ Develop speeches for Director and Deputy Director</li> <li>▪ Produce the SSS Annual Report to the Congress</li> <li>▪ Produce the Agency's internal newsletter</li> <li>▪ Maintain dialogue with patriotic, military and defense-related public-interest organizations</li> <li>▪ Conducts public awareness campaigns</li> <li>▪ Responds to FOIA requests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attention to Detail</li> <li>▪ Communications and Media</li> <li>▪ Creative Thinking</li> <li>▪ Customer Service</li> <li>▪ External Awareness</li> <li>▪ Flexibility</li> <li>▪ Information Management</li> <li>▪ Interpersonal Skills</li> <li>▪ Oral Communication</li> <li>▪ Planning and Evaluating</li> <li>▪ Problem Solving</li> <li>▪ Reading</li> <li>▪ Self Management</li> <li>▪ Teamwork</li> <li>▪ Technical Competence</li> <li>▪ Vision</li> <li>▪ Writing</li> </ul>	No identified competency gaps

<b>Mission Critical Occupation</b>	<b>Critical Tasks</b>	<b>Competency Requirements</b>	<b>Gaps<sup>1</sup></b>
<b>Data Transcription</b>	<ul style="list-style-type: none"> <li>▪ Enter data</li> <li>▪ Verify data</li> <li>▪ Retrieve documents/editing</li> <li>▪ Return/replace batches</li> <li>▪ Scanning</li> <li>▪ Training other branch support staff</li> <li>▪ Communications tasks</li> <li>▪ Control desk duties</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conscientiousness</li> <li>▪ Eye-Hand Coordination</li> <li>▪ Flexibility</li> <li>▪ Interpersonal Skills</li> <li>▪ Manage and Organize Information</li> <li>▪ Memory</li> <li>▪ Reasoning</li> <li>▪ Stamina</li> <li>▪ Teamwork</li> <li>▪ Technical Competence</li> <li>▪ Typing Skills</li> </ul>	No identified competency gaps
<b>Contact Representative</b>	<ul style="list-style-type: none"> <li>▪ Communicate with the public telephonically and in writing</li> <li>▪ Edit inbound correspondence</li> <li>▪ Disseminate information to registrants, general public, etc.</li> <li>▪ Respond to correspondence and phone calls regarding SSS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attention to Detail</li> <li>▪ Conscientiousness</li> <li>▪ Customer Service</li> <li>▪ Flexibility</li> <li>▪ Interpersonal Skills</li> <li>▪ Listening</li> <li>▪ Manage and Organize Information</li> <li>▪ Memory</li> <li>▪ Organizational Awareness</li> <li>▪ Reading</li> <li>▪ Reasoning</li> <li>▪ Speaking</li> <li>▪ Technical Competence</li> </ul>	No identified competency gaps
<b>IT Specialist – Network Servicing</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of the principles and methods for planning or managing the implementation, update, or integration of information systems components</li> <li>▪ Knowledge of specifications, uses, and types of computer equipment</li> <li>▪ Knowledge of operation, management,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attention to Detail</li> <li>▪ Configuration Management</li> <li>▪ Critical Thinking</li> <li>▪ Customer Service</li> <li>▪ Data Management</li> <li>▪ Database Administration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current staff has limited skill sets in state-of-the-art information technology</li> <li>▪ Many staff members have limited formal education in computer science or engineering</li> </ul>

<b>Mission Critical Occupation</b>	<b>Critical Tasks</b>	<b>Competency Requirements</b>	<b>Gaps<sup>1</sup></b>
	<p>and maintenance of network and telecommunication systems and linked systems and peripherals</p> <ul style="list-style-type: none"> <li>▪ Works with customers to assess needs, provide information or assistance, and resolve problems</li> <li>▪ Software Development</li> <li>▪ Network administration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Database Management Systems</li> <li>▪ Decision Making</li> <li>▪ Flexibility</li> <li>▪ Hardware</li> <li>▪ Information Management</li> <li>▪ Information Systems/Network Security</li> <li>▪ Interpersonal Skills</li> <li>▪ Network Management</li> <li>▪ Operating Systems</li> <li>▪ Oral Communication</li> <li>▪ Planning and Evaluating</li> <li>▪ Problem Solving</li> <li>▪ Process/Change Management</li> <li>▪ Reading</li> <li>▪ Reasoning</li> <li>▪ Self-Management</li> <li>▪ System Testing and Evaluation</li> <li>▪ Teamwork</li> <li>▪ Technical Competence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Return on Investment (ROI) regarding training provided has not proven tangible or successful</li> <li>▪ Appropriate skill utilization and workforce reshaping should be considered</li> <li>▪ Current information technology programs require employees with necessary technical capabilities to maintain efficiency regarding new initiatives.</li> </ul>
<b>IT Specialist – Application Support and Development<sup>2</sup></b>	<ul style="list-style-type: none"> <li>▪ Knowledge of and skill in applying software design concepts and methods, relationships among multiple IT disciplines, and the IT infrastructure and project management principles and methods</li> <li>▪ Knowledge of and skill in applying applications software design concepts and methods, new technologies, and project management principles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analytical Thinking</li> <li>▪ Attention to Detail</li> <li>▪ Configuration Management</li> <li>▪ Critical Thinking</li> <li>▪ Customer Service</li> <li>▪ Data Management</li> <li>▪ Database Administration</li> <li>▪ Database Management Systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current staff has limited skill sets in state-of-the-art information technology</li> <li>▪ Many staff members have limited formal education in computer science or engineering</li> <li>▪ Return on Investment (ROI) regarding training provided has not proven</li> </ul>

Mission Critical Occupation	Critical Tasks	Competency Requirements	Gaps <sup>1</sup>
	<ul style="list-style-type: none"> <li>▪ Knowledge of and skill in applying applications software design principles and methods and interrelationships between IT disciplines, new software design technologies, techniques to assess the feasibility of adopting new software design technologies within the current systems environment, and methods to develop best practices guides for use by other applications software specialists</li> <li>▪ Knowledge and ability to develop and manage major production systems, analyze systems problems, define deficiencies, and develop effective solutions in a Microsoft Windows and SQL Server based environment</li> <li>▪ Knowledge of Object Oriented Software design principles, methods, approaches</li> <li>▪ Knowledge of principles, methods, and procedures for designing, developing, optimizing, integrating new and/or reusable systems components</li> <li>▪ Knowledge of database management principles and methodologies, including data structures, data modeling, data warehousing, transaction processing sufficient to: design, write, test, debug, and maintain software applications that meet technical and functional requirements</li> <li>▪ Ensure that applications comply with regulatory requirements, and that they</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decision Making</li> <li>▪ Flexibility</li> <li>▪ Hardware</li> <li>▪ Information Assurance</li> <li>▪ Information Management</li> <li>▪ Information Systems/Network Security</li> <li>▪ Interpersonal Skills</li> <li>▪ Knowledge Management</li> <li>▪ Network Management</li> <li>▪ Operating Systems</li> <li>▪ Oral Communication</li> <li>▪ Planning and Evaluating</li> <li>▪ Problem Solving</li> <li>▪ Process/Change Management</li> <li>▪ Project Management</li> <li>▪ Quality Assurance</li> <li>▪ Reading</li> <li>▪ Reasoning</li> <li>▪ Self-Management</li> <li>▪ Software Development</li> <li>▪ System Testing and Evaluation</li> <li>▪ Technical Competence</li> </ul>	<p>tangible or successful</p> <ul style="list-style-type: none"> <li>▪ Appropriate skill utilization and workforce reshaping should be considered</li> <li>▪ Current information technology programs require employees with necessary technical capabilities to maintain efficiency regarding new initiatives.</li> <li>▪ Funds and efforts should be invested and into recruiting new software development talent that has the required education and experience to “hit the ground running.”</li> <li>▪ Agency should consider outsourcing software development efforts to address skill gaps</li> </ul>



Mission Critical Occupation	Critical Tasks	Competency Requirements	Gaps <sup>1</sup>
	<p>are consistent with the current and planned infrastructure and data environments</p> <ul style="list-style-type: none"> <li>▪ Knowledge of and demonstrated skills in applying, systems engineering concepts and factors</li> <li>▪ Knowledge and ability to communicate technical system applications, concepts, issues, both orally and in writing.</li> </ul>		

<sup>1</sup> It is important to note that gaps in competencies in any of the mission critical occupations do not imply that everyone in that particular occupation is missing those competencies. It simply means that these gaps exist within the occupational field overall.

<sup>2</sup> The IT Specialist occupation has been divided into two functional areas: networking services and application support and development. Currently, both areas are considered mission-critical. However it is anticipated that once we complete our total migration of our IT systems, the application support and development area will no longer be mission-critical. SSS estimates that this may occur somewhere between 18 and 24 months from the date of this plan.

## Appendix E – Career Patterns Analysis

### Career Pattern Dimensions

#### Time in Career

***The career stage at which one enters or re-enters the Federal workforce, i.e., student workers, interns, mid or late career individuals, or retirees.***

Early—————Middle—————Late/Returning

*A work environment that welcomes entry at different stages of career from novice to retiree*

#### Mobility

***The movement of an employee, i.e., geographic location changes, changing between agencies, the public and private sectors, movement upward or across career paths***

Not Mobile—————Mobile—————Highly Mobile

*A work environment that welcomes advancement within and across occupations, organizations, and sectors*

#### Permanence

***The duration of employment that suits the employee and the mission, i.e., seasonal/intermittent, temporary, long term, revolving***

Short Term—————Revolving—————Long Term

*A work environment that welcomes those who want to work temporarily, occasionally, or indefinitely*

#### Mission-Focus

***The mission or project that attracts one to Federal employment, i.e., public service generally, a profession of choice in any agency, or seeking the program or project specific to one agency***

Public Service Driven—————Profession Driven—————Specific Mission Driven

*A work environment that welcomes all motivations, from general service commitment to a specific passion*

**Flexible Arrangements**  
*The work environment that best supports the employee and the work, i.e., telework, non-traditional hours, job sharing, expanded benefits, physical workspace and infrastructure, and work structure*

Traditional————Flexible————Highly Flexible  
*A work environment that welcomes and accommodates traditional and flexible work arrangements*

————Dimension Spectrum————

**Career Pattern Designations for Mission Critical Occupations**

Occupation	Relevant Career Patterns	Notes
Senior Management	<ul style="list-style-type: none"> <li>▪ Mission-Focused</li> <li>▪ Experienced Professional</li> </ul>	Need for experienced leadership skills
Program Analyst	<ul style="list-style-type: none"> <li>▪ New Professional</li> <li>▪ Mission-Focused</li> <li>▪ Requires Flexibilities</li> </ul>	
Public Affairs Specialist	<ul style="list-style-type: none"> <li>▪ Mid-Career</li> <li>▪ Mission-Focused</li> </ul>	
Data Transcription	<ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ New Professional</li> <li>▪ Requires Flexibility</li> </ul>	
Contact Representative	<ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ New Professional</li> <li>▪ Mission-Focused</li> </ul>	This occupation does not score particularly high in any of the career-patterns, which allows for consideration of all types of applicants.
Information Technology Specialist	<ul style="list-style-type: none"> <li>▪ Student</li> <li>▪ New Professional</li> <li>▪ Mid-Career</li> <li>▪ Mission-Focused</li> <li>▪ Experienced Professional</li> <li>▪ Requires Flexibility</li> </ul>	Focus for this mission critical occupation is technical expertise. Student and New Professionals bring knowledge and expectations regarding the newest technology. Mid-Career and Experienced Professionals bring technical expertise in the field. The Mission-Focused and Requires Flexibility allows for different attractors to draw in qualified applicants.

Some of the attributes for the different career patterns that will be beneficial for the Selective Service are the following:

**Students –**

Students are generally early in their career, or at least a new chosen career, and as the addition of more students can bring a balance to the Selective Service's current high average grade and length of service. Students help bring a new talent pool to the Agency and help develop a workforce capable of generating future supervisors and leaders. Students are also often driven by an interest in public-service, which can be leveraged by the Agency. To attract students, the Agency needs to offer attractive career growth options and flexible work arrangements.

**New Professional –**

Typical new professionals are embarking on new careers, typically with five years or less experience in the workplace. While these individuals are not new to the workplace, they are still attracted to opportunities related to their area of expertise. New Professionals are often seeking work environments that offer the most flexible arrangements.

**Mid-Career –**

Mid-career employees will bring a combination of new life to the agency along with a level of expertise and technical knowledge that can be applied to agency operations. They generally have at least ten years of experience and are looking for opportunities that maximize their expertise. Often they are seeking stability, not interested in geographic mobility or short-term opportunities, valuing instead the opportunity for long-term employment that allows them to apply innovation and creativity to their job.

**Mission-Focused –**

These employees are drawn to Federal service because they desire to support a specific agency mission. Knowing that they are able to make a contribution and be recognized for that contribution is critical. These employees can be at any stage of their career, which is helpful in that the Selective Service needs to focus on varying the composition of our workforce. The Selective Service needs to further engage our workforce in our mission, especially given that it is currently operating on continuously reduced resources which can impact employee morale. Moreover, while our mission is critical to the security of our country, the public often has strong, mixed feelings regarding our purpose, which can negatively impact employee engagement. One applicant pool with a traditionally high mission-focus is current and former military personnel. They have a clear understanding of our mission and its importance to the nation. Employee engagement is likely less of an issue with current and former military members due to their mission-focus.

### Experienced Professional –

This career pattern is especially critical for the Information Technology Specialists. Currently, the agency is facing significant competency gaps in this area. Attracting individuals who have technical expertise and experience in a variety of work situations and applications, is driven by the competencies they can bring to their position, would be critical in addressing some of the Selective Service's competency gaps. Experienced professionals generally bring a desire to make a strong contribution in their area of expertise.

### Requires Flexibilities –

The Selective Service has experience and demonstrated willingness to offer flexibilities such as alternate work schedules and telework opportunities. These flexibilities can be critical in attracting applicants who have a need or desire for flexibilities in hours, leave, and/or work structure. For some potential employees, these requirements outweigh other attributes of the position, and the agency's ability to provide these work-life flexibilities can develop employee loyalty.

### High Impact Flexibilities Mapped to Career Pattern Scenarios

Flexibility or Authority	Student	New Professional	Mid-Career	Mission-Focused	Experienced Professional	Requires Flexibilities
<b>Pay</b>						
Recruitment/Relocation Incentives		H	H	H	H	
Superior Qualifications		M	H	H	H	
Maximum Payable Rate Rule				H	H	
<b>Hiring</b>						
Term Appointment		H				
Excepted Appointing Authorities		H	H		M	
Veterans Appointing Authorities		M	M	H	M	
Appointment of Experts and Consultants			H	H		
IPA Mobility Program			M			
<b>Work Arrangements</b>						
Flexible Work Schedules and Leave Policies	H	H	H	H	H	H
Part-Time or Job Sharing	H		M			H
Telework	H	H	H	H	H	H
<b>Benefits</b>						
Flexible Spending Accounts		M	M	M	M	M

Appendix E

<b>Flexibility or Authority</b>	<b>Student</b>	<b>New Professional</b>	<b>Mid-Career</b>	<b>Mission-Focused</b>	<b>Experienced Professional</b>	<b>Requires Flexibilities</b>
Student Loan Repayment Program	H	H		H		
Tuition Reimbursement	H	H		M		
Childcare and Eldercare Benefits		M	H		M	H
Thrift Savings Plan Matching		H	H	H	H	H
Part-time/Term Benefits	H		M			H

"H" indicates flexibility is highly effective in attracting candidates from a given scenario.

"M" indicates Moderated Effective.

## Appendix F – Recruitment Priorities

While the Selective Service has greatly restricted the back-filling of vacant positions with our declining resources, it is critical that it fill those positions required to achieve our mission. This is a targeted approach to filling positions. Through this Workforce Plan, the Agency has identified future work, skill gaps, and needs. There then needs to be negotiation between senior management officials and the program managers to determine staffing priorities, funding impacts, and alternative methods for accomplishing work through vehicles such as outsourcing options, short-term appointments, and contracts.

<b>Type 1 – Directly Supports the Selective Service’s Mission</b>	
Positions which:	
<ul style="list-style-type: none"> <li>▪ Are mandated by law and/or regulation</li> <li>▪ Have significant influence management decisions/actions</li> <li>▪ Positions which broadly influence/impact other than the immediate organization.</li> <li>▪ Results in actions to implement Agency decisions/actions</li> </ul>	
Sample Occupations:	
<ul style="list-style-type: none"> <li>▪ Senior Management Officials</li> <li>▪ Program Analyst</li> <li>▪ Public Affairs Specialist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data Transcriber</li> <li>▪ Contact Representative</li> <li>▪ Information Technology Specialist</li> </ul>

<b>Type 2 – Enables the Core Mission</b>	
Positions which:	
<ul style="list-style-type: none"> <li>▪ Directly enables core work to be accomplished</li> </ul> <p>Work provides information and tools to enable core work to be accomplished.</p>	
Sample Occupations:	
<ul style="list-style-type: none"> <li>▪ Budget</li> <li>▪ Contracting</li> <li>▪ Administrative Officers</li> </ul>	

<b>Type 3 – Enables the Operations and Organizational Efficiencies</b>	
Positions which:	
<ul style="list-style-type: none"> <li>▪ Enables core workers to function and focus on core work</li> <li>▪ Provides interface/information to the public</li> </ul>	
Sample Occupations	
<ul style="list-style-type: none"> <li>▪ Finance/Accounting</li> <li>▪ Clerical/Administrative Support</li> <li>▪ Property Management</li> <li>▪ Human Resources</li> </ul>	

<b>Type 4 – Non-Critical Support</b>	
<p>This type of work is typically done because “it always has been” or because people think it needs to be done. This work does not add clear, demonstrable value to the organization.</p>	

## Appendix G – Managerial Development

Many of the recommendations of strategies and action items in this Workforce Plan relate to managerial development. The following information provides more detailed specifics related to the recommended strategies.

### **Components to Include in Selective Service’s Managerial Development Program:**

- Identifying potential leaders with options for management- and self-nomination.
- Assessment of leadership competencies for each current supervisor, manager, and executive; ideally involving multiple sources of input.
- Assessments for those identified as potential leaders.
- Leadership IDPs tailored to each individual’s level of management.
- Training for new supervisors and managers to ensure they have basic supervisory skills, including performance management.
- Periodic Agency program evaluation of training plans including leadership development.
- Broad range of learning methodologies grounded in experiential/action-oriented learning and relationship-based learning.
- Appropriate use of technology in delivery of learning material, system support, tracking, and measurement. Blended learning solutions should be considered.

OPM will be developing a tool for assessing leadership competencies to support workforce planning initiatives.

### **Management Succession Planning**

The goal of management succession planning is linking position needs, e.g. future supervisory, managerial, or leadership vacancies, with the potential of persons. It is a systematic approach to building a leadership pipeline to drive the success of the Agency. By linking position needs with employee potential, we will be developing potential successors in ways that best fit their strengths and the Agency’s needs. Through Individual Development Plans and other developmental-related programs, we can start identifying employees who are potentially highly qualified for promotion to anticipated management and leadership positions. Strengths and weaknesses of these employees can be identified and addressed now. In order to be successful, management succession planning requires support from the Director and the senior management team, and current leaders, managers, and supervisors need to be held accountable for management succession.



## **Mentoring**

To support the development of future supervisors and managers, a mentoring program can be established. Mentors serve as role models and provide employees insight and guidance on advancing into supervisory and managerial ranks. They impart knowledge, provide contacts, give support, and issue feedback to the employee they are mentoring. They do not serve as an advocate or sponsor for the employee.

**Appendix H – Key Workforce Challenges/Strategies and Solutions Matrix**

Workforce Challenge	Strategy/Solution Category			
	Recruitment Strategies	Retention Strategies	Incentives to Attract and Retain Talent	Tools to Reshape the Workforce
<b>Attrition</b>	All	All	All	
<b>Achieving the Agency’s Mission with a Shrinking Budget</b>	<ul style="list-style-type: none"> <li>▪ Hiring Priorities</li> <li>▪ Expert/Consultant Appointments</li> <li>▪ Student Appointments</li> <li>▪ Federal Career Intern Program</li> <li>▪ Short-Term Appointments</li> </ul>	All	<ul style="list-style-type: none"> <li>▪ Telecommuting</li> <li>▪ Flexible Work Schedules</li> </ul>	All
<b>Managing a Diverse Workforce</b>		All		Performance Management
<b>Leadership Development</b>		All		All
<b>Communication</b>				All
<b>Knowledge Management</b>		<ul style="list-style-type: none"> <li>▪ Training/ Development</li> <li>▪ Communication</li> <li>▪ Leadership Development</li> <li>▪ Knowledge Management Programs</li> </ul>		
<b>Information Technology Skills Imbalance</b>	All	<ul style="list-style-type: none"> <li>▪ Training/ Development</li> <li>▪ Knowledge Management Programs</li> </ul>	All	All

<b>Employee Satisfaction</b>		All	<ul style="list-style-type: none"><li>▪ Retention Incentive</li><li>▪ Student Loan Repayment</li><li>▪ Referral Bonuses</li><li>▪ Telecommuting</li><li>▪ Flexible Work Schedules</li></ul>	<ul style="list-style-type: none"><li>▪ VERA/VSIP</li><li>▪ Performance Management</li></ul>
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## Appendix I – Acronyms Used

ADP	Automated Data Processing
AO	Area Office
ASO	Alternative Service Office
ASP	Alternative Service Program
CIO	Chief Information Officer
DMC	Data Management Center
DoD	Department of Defense
FHCS	Federal Human Capital Survey
FSA	Flexible Spending Account
FTE	Full Time Equivalent
GSA	General Services Administration
HCPDS	Health Care Personnel Delivery System
ILA	Individual Learning Accounts
NAB	National Appeal Board
OMB	Office of Management and Budget
OPM	Office of Personnel Management
PMA	President’s Management Agenda
PIP	Process Improvement Project
RFO	Reserve Force Officers
SHQ	State Headquarters
SSS	Selective Service System
USAFISA	United States Army Force Integration Support Agency
VERA	Voluntary Early Retirement Authority
VSIP	Voluntary Separation Incentive Payments