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# How to Use This Guide

Welcome to the DoD Civilian Acquisition Workforce Personnel Demonstration Project – the AcqDemo. The AcqDemo was implemented in January 1999 to experiment with new and different personnel management concepts to determine whether such changes in personnel policy and procedures would result in improved Federal personnel management. The AcqDemo is a flexible and responsive personnel system designed to enhance the DoD's ability to attract, motivate, and retain a high quality Acquisition, Technology, and Logistics (AT&L) workforce.

This employee guide was developed to help employees entering the program to succeed in the AcqDemo. It describes the steps you should take to ensure that the program works for you.

This guide is not designed to cover every detail of the program. Visit the AcqDemo website to check out a wealth of additional resources such as Federal Register notices and other policy documents, Operating Procedures, training opportunities, and contacts for additional information about the AcqDemo.

The employee guide is structured around the annual cycle of the AcqDemo's performance management system – the Contribution-Based Compensation and Appraisal System, known as CCAS. CCAS is designed to measure and reward an employee's contribution to the mission and goals of the organization. It will be the central focus of your AcqDemo experience. The guide focuses on the key "events" in the annual CCAS cycle and addresses what actions are needed to

prepare for each event, as well as what you should expect to take away from each event. The CCAS appraisal period begins on October 1 and ends on September 30 of the following year. The CCAS cycle includes this appraisal period plus the three months immediately following the appraisal period for the pay pool panel review process. Refer to the chart inside the front cover of this publication for a summary of the key events in the CCAS cycle that AcqDemo will follow.





## Getting Started

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### Training

The key to the success of the AcqDemo is the training provided for all involved. The AcqDemo Project Office (PO) is developing a full course curriculum to address all aspects of the AcqDemo program.

### Position Information

When transitioning into the AcqDemo, you will want to understand how your position of record will be defined. First, depending on your occupational series, your position will be grouped into one of three separate and distinct career paths:

**NH – Business Management and Technical Management Professional**

**NJ – Technical Management Support**

**NK – Administrative Support**

A crosswalk between occupational series and AcqDemo career paths can be found in the Federal Register.

Next, you will be assigned to one of the broadband levels in your career path, which replace the General Schedule (GS) grades. The GS grades were used in setting the upper and lower dollar limits of the broadband levels. The AcqDemo broadband level descriptors will be

applied to the duties and responsibilities of your position and the qualifications required to perform those duties and responsibilities. This will result in a broadband level determination.

## The AcqDemo’s career paths and broadband levels.

<b>Broadband</b>	<b>NH-Business and Technical Mgmt. Professional</b>	<b>NJ-Technical Mgmt. Support</b>	<b>NK-Administrative Support</b>
<b>I</b>	<b>GS 1-4</b>	<b>GS 1-4</b>	<b>GS 1-4</b>
<b>II</b>	<b>GS 5-11</b>	<b>GS 5-8</b>	<b>GS 5-7</b>
<b>III</b>	<b>GS 12-13</b>	<b>GS 9-11</b>	<b>GS 8-10</b>
<b>IV</b>	<b>GS 14-15</b>	<b>GS 12-13</b>	

Upon transition into the AcqDemo, your position description (PD) will be replaced by a Position Requirements Document (PRD). The PRD combines position information, staffing requirements, and factors into a single document. It will include a description of job-specific information you are already familiar with (position title and occupational series), in addition to information specific to the AcqDemo (career path, broadband level, factors and descriptors).

The broadband factors and descriptors are used to classify positions at the appropriate broadband level as well as to measure an employee’s contribution to the mission of the organization. Taken together, these factors and descriptors capture the critical content of jobs in each career path. The six factors are:

1. **Problem Solving**
2. **Teamwork/Cooperation**
3. **Customer Relations**
4. **Leadership/Supervision**
5. **Communications, and**
6. **Resource Management.**

Each factor contains descriptors and discriminators for each respective level within the relevant career path. Complete sets of factors, descriptors and discriminators for each career path are included at the end of this guide.

## Organization Information

Once you are assigned to a position, you will want to know how your position fits into the organization. First, since under the AcqDemo you will be recognized for your contribution to the mission, it is essential that you know and understand the organization mission. You will want to ensure that your goals and objectives are linked to the organization mission. There should be no doubt about the relationship between your position, specified duties, and the organization mission.

Under the AcqDemo, you will be grouped into a pay pool. A pay pool is a group of employees who will be evaluated together under the AcqDemo's performance management system, CCAS. It is usually based on the organizational structure and typically includes employees of many functional areas (such as contracting personnel, engineers, and budget analysts). For example, all employees in a division or a directorate would probably be in the same pay pool. A pay pool should consist of between 35 and 300 employees.

The pay pool manager is the individual within the organization who is responsible for managing the CCAS process. As such, the pay pool manager has annual pay adjustment authority. Determinations made by the pay pool manager may be subject to higher management review. Pay pool managers are determined by the local installation commander or equivalent.

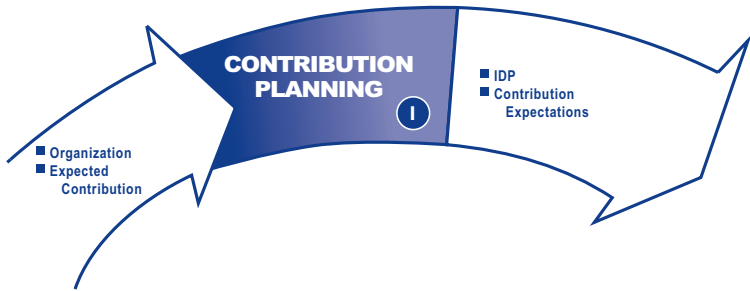
The pay pool panel, which includes the pay pool manager and rating officials who normally report directly to the pay pool manager, determines employees' final Overall Contribution Score (OCS), salary adjustments, and contribution awards.

The Personnel Policy Board is a group of senior level managers representing each organizational unit. The Personnel Policy Board is responsible for overseeing the civilian pay budget, for determining the organization's pay pool structure, for providing guidance to pay pool managers, and for overseeing the overall operation of the CCAS process.

## CAS2Net

You will use CAS2Net to document contribution planning, and any necessary assessment and/or feedback between you and your supervisor. CAS2Net is short for the Contribution-Based Compensation and Appraisal System Software for the Internet. It is a DoD-sponsored web-based software application which is maintained by the DoD AcqDemo PO. A guide on CAS2Net operations is available on the AcqDemo website which has the details on how to access CAS2Net and navigate through the modules.





## Contribution Planning

The AcqDemo's performance management system – the Contribution-Based Compensation and Appraisal System, or CCAS – is designed to make an employee's compensation consistent with his/her level of contribution to the mission of the organization. You and your supervisor will plan how you will contribute to the mission during the appraisal year at the beginning of the CCAS cycle.

The following items listed should be covered during the meeting with your supervisor at the beginning of the appraisal cycle:

- Career path & broadband Level
- Factors
- Expected Overall Contribution Score (EOCS)
- Organization mission
- Expected contribution and expected results
- Professional/career development (Individual Development Plan, or IDP).

Be sure to use this exchange with your supervisor for the mentoring opportunity it presents. Discuss areas where you'd like to grow or expand your responsibilities, and solicit your supervisor's feedback on ways to accomplish your goals.

As you consider how you will contribute, you should also discuss the intended results. Is there a specific target you are trying to reach? Try

to identify milestones or other measurable aspects of success. Don't hesitate to ask questions about anything you don't understand. This is your opportunity to create a clear plan for the coming year.

Since all employees are rated on all six factors, it is advisable to consider how your plan relates to contributions for each factor. Plans should include goals or objectives that are:

- Measurable
- Concise
- Detail specific information on how the activity will benefit the organization

In other words, the plan as a whole should pass the "so what" test, should be succinct, and should specifically detail the expected results.

### Example

**First Draft:** Conduct an analysis of contaminated water samples for the Army Corps of Engineers.

- This does not pass the "so what" test. It states a task, but not the expected outcome or why it is beneficial for the organization.

**2ND Try:** Conduct a monthly analysis of contaminated water samples for the Army Corps of Engineers in order to provide time-critical environmental contamination information.

- This provides both the benefit for the organization and details on when it will be accomplished.

At the conclusion of the contribution planning step, you should have a clear understanding of what you need to do to effectively contribute to your organization mission. You should also understand how the factors, descriptors, and discriminators will be used to measure your contributions and what requirements for education, training, and experience are necessary to enhance your ability to contribute (i.e., elements of your IDP).

Frequent communication with your supervisor is encouraged throughout the CCAS cycle to discuss how your work is progressing and where adjustments need to be made. Contributions planning as well as any needed adjustments are documented in CAS2Net.



## 2

## Mid-Point Review

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Frequent formal and informal feedback during the appraisal cycle is a cornerstone of how the AcqDemo promotes increased communication between supervisors and employees. Without feedback, you have no checkpoints to gauge if you're on the right path. At best, you may accidentally reach your goal. At worst, you'll wander aimlessly, never reaching your destination. People need to know how they're doing, what's working, and what's not.

At the mid-point of the CCAS cycle, you will have a mid-point review with your supervisor. This review provides you with important feedback regarding your progress. A few things to consider as you prepare for communication sessions with your supervisor:

- Your supervisor should prepare an agenda in advance to ensure major issues are not overlooked. You may wish to provide your supervisor with a list of concerns prior to your meeting so that you are both prepared to discuss your contributions and have any relevant documentation to support your activities on hand. Write out your questions so they are not overlooked during the course of the meeting.

- During the mid-point assessment you and your supervisor will measure the progress you've made toward the expectations set at the beginning of the CCAS cycle, discuss your strengths and weaknesses in areas of contribution to the organization mission, and make adjustments as necessary. Specific work assignments may change based on mission requirements.
- You and your supervisor should document the discussion, focusing on agreed-upon milestones and follow-up activities.
- You should get feedback on each one of the factors. Your supervisor should talk to you about opportunities for improvements, such as training options and adjustments to your Individual Development Plan (IDP) if you've identified gaps in skills.
- If you learn that your contributions are not meeting expectations, you need to find out:
  - What improvement is required?
  - How will improvement be recognized?
  - What assistance is required?
  - Are there consequences for not improving?

Your supervisor should identify the deficiency and lead the discussion towards ways you can improve your contribution. If it is determined that you are not effectively contributing to the mission, you may need a Contribution Improvement Plan, or CIP. The CIP is a formal process to correct deficiencies by identifying specific areas where your contribution is inadequate, emphasizing standards for adequate contribution, and outlining actions required of you. It will also identify resources available to assist you. The CIP can become the starting point to help you get back on track. For more details on the CIP, see Chapter 6: Communicating CCAS Results.

There should be no doubt in your mind where you stand after feedback sessions with your supervisor, and there should be no surprises when it comes time to review your CCAS results at the end of the CCAS cycle.

Mid-point feedback and any additional formal feedback you receive during the appraisal cycle will be documented in CAS2Net.



## 3

# Employee Self-Assessment

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At the end of the appraisal period, your supervisor will ask you to complete a self-assessment of your contributions to the mission of the organization.

Your supervisor should provide guidance on applicable local policies for submitting your self-assessment, such as writing style (bullets or narratives), amount of detail required, and a due date. You should consider setting a self-imposed completion schedule that complements your supervisor's directives. Build plenty of time into your schedule to review your final product. You may want to have your supervisor review your assessment prior to the due date. Time management is critical for completing the writing tasks related to your assessment.

As you prepare your self-assessment, you will need to have a copy of your organization mission statement and a copy of your Position Requirements Document (PRD), which contains the six factors for your broadband level and career path that will be used to measure your contribution. Your supervisor and the pay pool panel will rate your level of contribution to the mission for each of the six factors. Each factor is considered critical to the success of your organization's mission. A review of the factor descriptors and discriminators in the PRD will give you an idea of the types of contributions considered typical for an employee at the top of your broadband level. You can review factor descriptors for all career paths and broadband levels at the AcqDemo Website, and at the end of this guide.

To write an effective assessment, you need to ask yourself, “So what?” after each input. Identify the impact your contribution had on achieving an organizational goal. Concentrate on substance and content as opposed to length. Focusing on the link between your contribution and the benefit to the mission will serve you better in pay pool reviews than lengthy descriptions of your efforts.

The annual appraisal is not a laundry list of skills you possess; nor is it an assessment of potential. Rather, it is a set of statements that reflect what you did and how those contributions helped further the mission of the organization. When supervisors are assessing employees under CCAS, they think not only “WHAT” (the activity) and “HOW” (the level of performance) but also “WHY” (the benefit that helps meet the mission). So you want to be specific when writing your self-assessment. Do not leave it to others to presume contribution.

### Example

**First Draft:** “I published three technical journal articles during this appraisal period.”

- This implies a contribution but does not state one. What impact did the publishing of those articles have? Did they capture the objectives of the team or organization? Even if the activity accurately implies contribution, a lack of amplification and detail can make the statement ineffective.

**2ND Try:** “This year I published three technical journal articles on <technical subject> which resulted in <a desired advancement in the technology> in direct support of our mission to <specify goal> by <specific impact>.”

- Remember, always think in terms of cause and effect, or “So What?” when writing contribution statements: “The employee did A that resulted in B which is related to the mission...”

<b>C</b>	<b>Contribution:</b>	Identify the contribution to be addressed and make an accomplished statement.
<b>R</b>	<b>Results:</b>	Document the results. Provide the quality, quantity, cost/budget, and timeliness details.
<b>I</b>	<b>Impact:</b>	Provide scope and scale of the impact that the contribution has on the mission.
<b>6</b>	<b>Six Factors:</b>	Provide this information for each of the six contribution factors.

The model shown here is a suggested model only. We are not suggesting you write something for each individual letter of the CRI6 model. Rather, it is meant to indicate only that each impact statement you write should have each of the first three elements present and that in the end you have addressed all 6 factors.

It is important to remember that a singular work activity may result in contributions that apply to several contribution factors.

## Effective Self-Assessment Examples

- Developed a computer program to track material storage and delivery of weapon system parts from the Supply Department to the Operating Forces. This tracking system cut reorder costs by 20% and improved delivery time on average by 20 days. (Problem Solving)
- Coordinated with a number of organization elements and contractors to resolve a classified e-mail problem that resulted in the enhancement of operational security for all parties involved. This solution was adopted DoD-wide. (Teamwork/Cooperation)
- As the Help Desk Assistant, assisted over 300 Operating Forces customers monthly by providing accurate and timely responses to all questions and requests for assistance. This has resulted in improved relations between the help desk and the Operating Forces, favorable commendations to the Command, and improved communications between our projects and the Operating Forces. (Customer Relations)
- Volunteered to take the lead in teaching six Microsoft Office 2000 classes and various administrative correspondence courses to other Office Automation Assistants and division personnel. This saved approximately \$15K in TAD and vendor training costs,

which was then allocated to other priority projects. (Leadership/ Supervision)

- Established contact with matrix activities, HQ, and other services and agencies to provide/maintain accurate information on the <XYZ> program. This resulted in improved interoperability and assured uniform understanding of the mission. (Communication)
- Provided improved budget procedures and guidance. Oversaw year-end closeout with all accounts meeting or exceeding HQ execution goals for the FY. The improved procedures saved \$72K in funding due to timely reallocation of funding and resolution of errors. (Resource Management)

You may describe your contributions in the Employee Annual Self-Assessment module in CAS2Net.





# 4

## Supervisor's Annual Appraisal

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At the end of the appraisal period, your supervisor will assess the level of your contribution for each factor, and determine your preliminary factor scores. In preparing your appraisal, your supervisor may consider inputs from a variety of sources, to best capture the impact of your contributions on the organization mission. During this time, the initial source that many supervisors consider is their own observations and knowledge of your contributions. If you and your supervisor jointly planned how you would contribute to the mission at the beginning of the appraisal period and monitored your progress throughout, then your supervisor should have an excellent frame of reference for the assessment.

However, as previously mentioned, never count on the supervisor's knowledge and observations alone to best capture your contributions. Even the most effective supervisor could use a reminder of your contributions throughout the appraisal period.

Remember, YOU are the best source of inputs that your supervisor should consider in preparing YOUR assessment. Only you are the expert at what you do, so be sure to capture that information and

forward it for your supervisor's consideration. Also, make sure to follow the guidance mentioned previously in the Employee Self-Assessment section.

In addition to your input, and your supervisor's personal knowledge of your contributions, there are other various sources of input that may be considered by your supervisor. These sources are generally referred to as customers, based upon their having been a recipient of some service or product provided by you during the cycle. Customers may include other supervisors and teams that you have worked with on projects, counterparts in a related organization, or personnel at the end of a product chain that you support.

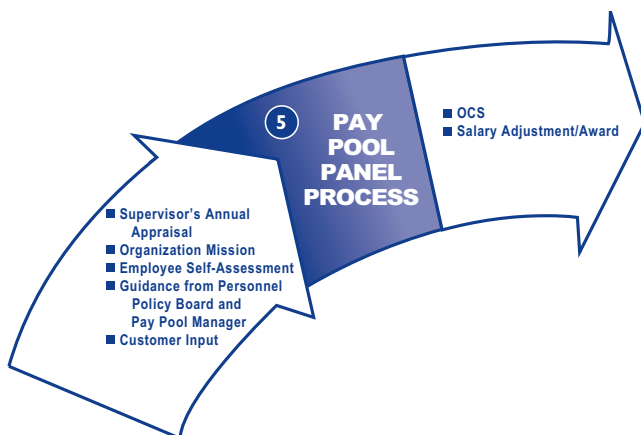
Using these inputs, your supervisor will assess your contribution to the mission. Each factor will receive two types of scores, a categorical score and a numerical score. The following chart shows the broadband levels and the categorical scores and their associated numerical score ranges that are available based on an employee's career path. With the exception of the Very High categorical scores and its associated numerical scores, the entire range of categories and numeric scores are available for an employee in the listed career path no matter their assigned broadband level. The Very High factor score may only be assigned to an employee at the highest broadband level of their career path. It is important to note that the categorical designations are not adjectival to the quality of the contribution. Instead, they group the point ranges allowed for the category. For example, an NH-III employee who has a salary at the beginning of the broadband level and receives a factor score of 3 Low would be contributing at the appropriate level. An NH-III employee who has a salary at the top of the broadband may have cause for concern if they receive a 3 Low factor score as higher salary levels have higher contribution expectations. The process for scoring a factor begins by assessing the appropriate broadband level. From there a preliminary category score is assigned followed by the selection of a preliminary numeric score within the range provided for in the category to further distinguish an employee's contributions to the organization mission.

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

Supervisors normally prepare the Annual Appraisal by mid-October so that it is ready for review by the pay pool panel by mid/end-October. Check for local policy on submission dates. The pay pool panel uses the Employee Self-Assessment and the Supervisor's Annual Appraisal as the primary sources of information about the employee's contribution.

The Supervisor's Annual Appraisal is also used in the feedback session held between you and your supervisor at the end of the CCAS cycle. Because of the qualitative information that it gives on your contributions within each factor area, this form is the best source of the details that led to your Overall Contribution Score (OCS).





# 5

## The Pay Pool Panel Process

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The AcqDemo pay pool panel process is designed to validate the evaluation of contribution against the six CCAS contribution factors among a group of peer managers from across the organization.

*The result: fairness and standard application of the factor descriptors.*

Let's explore the actions that are taken to prepare for a pay pool review and what happens during a pay pool panel meeting.

### Actions Taken Before the Pay Pool Panel Process

At the onset of each appraisal period, Personnel Policy Boards convene to establish the pay pool structure for the organization, validate pay pool business rules, and administer funds to pay pool managers.

### Actions Taken by the Pay Pool Panel

The pay pool panel is normally composed of the pay pool manager and those who report directly to him/her. Their purpose is to share a common view of the organization mission, goals, and objectives in reviewing the assessments of subordinate supervisors and bring a common perspective to how employees are evaluated and, therefore, compensated.

Employees are assessed based on the same six factors addressed in the Position Requirements Document (PRD) within a high, medium, or low range of categorical scores. The factor descriptors are written to reflect the high end of contribution for each factor. That then provides perspective to a rating supervisor. If the individual is contributing solidly against all of the major points in the descriptor provided, then a higher category of rating would be appropriate than for someone who is only contributing against some of the descriptor requirements. A numerical score is determined for each factor, and the total is divided by six to produce an Overall Contribution Score, or OCS.

The results are then reviewed again by the pay pool panel to determine that employees who have received the same category and point scores have contributed in a similar manner. If there are concerns about how employees are grouped together, further discussion and/or OCS adjustment may be required.

The pay pool panel conducts a final review of the OCS and the recommended compensation adjustments for the pay pool members. The pay pool panel has the authority to make OCS adjustments, after discussion with the supervisor/initial rating officials, to ensure equity and consistency in the ranking of all employees. Final approval of the OCS rests with the pay pool manager. The final approved OCS becomes the rating of record.

## **Setting Compensation**

Based on the final score set by the pay pool panel, a relationship is established by the CCAS software that compares the difference between the salary level at which you have contributed during the appraisal period and the salary level at which you are currently being paid. This delta in salaries is calculated by the CCAS software for all employees of the pay pool. The total delta is then compared with the funds available in the pay pool and a standard payout percentage factor is established for application to all employees.

The amount of money available within a pay pool includes the money that was used for within-grade increases, quality step increases, performance-based awards, and certain promotions, under the GS (Title 5) system. (Cash award funds are allocated separately and cannot be used for salary increases.) Your score is entered on your CCAS Salary Appraisal Form, Part I, Summary of Results.

Depending upon which category you fall into, the pay pool panel has the authority to award three forms of compensation.

### **Contribution Rating Increase (CRI)**

CRI is a permanent increase in your base salary. Each point of your OCS delta value is worth a percentage increase of your base salary. This salary increase percentage value is equal for all employees in the pay pool.

### **General Pay Increase (GPI)**

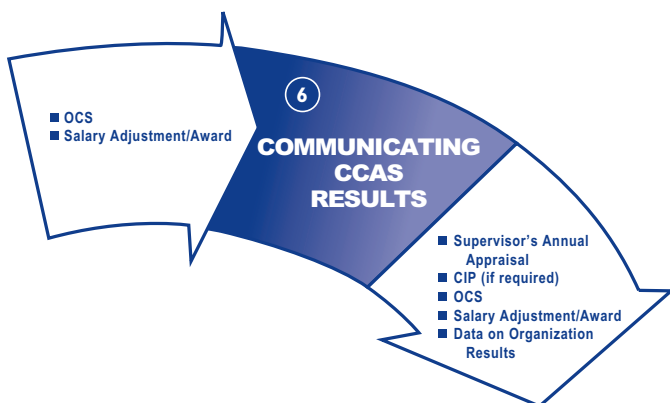
GPI is the pay increase authorized by Congress and the President. If your OCS is in the acceptable range, you will receive the full percentage of the GPI authorized by Congress.

### **Contribution Award (CA)**

CA is a bonus that does not affect your base salary. The CA fund includes money that will be used for contribution awards (formerly performance awards) under the CCAS process.







# 6

## Communicating CCAS Results

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One of the most critical times for feedback occurs at the end of the CCAS cycle (after the pay pool panel process). This is when your supervisor will formally review with you the level of your contribution for the previous appraisal period. Your supervisor will discuss with you his/her supervisory assessment, the appraisal scores that were approved by the pay pool manager, compensation, and opportunities for you to increase your contribution. As always, it is important to clearly document any feedback session.

### CCAS Salary Appraisal Form, Part I, Summary of Results

The basis for this discussion is the Supervisor's Annual Appraisal and the CCAS Salary Appraisal Form, Part I, Summary of Results. You should review this form carefully and ask for clarification from your supervisor as needed.

The Part I form gives you important information about your appraisal results, factor scores and Overall Contribution Score (OCS), and compensation. Your supervisor should carefully review each part of the form with you, and you should both sign and date the form.



- 3** Appraisal detail section displaying the OCS as well as the employee's expected OCS for the new rating cycle, based upon the new base pay. The three numbers to the right of the OCS tell the employee what their expected OCS was for the past rating cycle, as well as the scores correlating to the upper and lower rails. An employee who scores within this range is considered to be in the normal pay range.
- 4** Employee pay contribution pay comparison chart is the graph on the lower left that plots the employee's OCS with their base pay.
- 5** Compensation detail section containing the employee's current base pay, salary increase from general pay increase (GPI), salary increase from contribution rating increase (CRI), total new base pay, locality amount, new total salary, and the lump sum contribution award (CA) amount.
- 6** Remarks section that is available for any necessary comments.

During the feedback session, employees may be curious about how they stand in relationship to their peers. This information may be delivered in any number of ways, but is best delivered through aggregate data presented by the leaders of the organization. Organizations may also wish to publish data on the average pay adjustment (by category— salary increase and awards) or average OCS scores by broadband level. However, organizations must take care not to subject any employee to embarrassment or risk compromising the identity of individual OCS scores or compensation. For that reason, small pay pools may choose to avoid providing aggregate data where individual employees could be identified.

**An optional second page was added to the Part I. An organization can elect to include some, all, or none of the following on the second page of the form:**

- 7** Six individual factor scores, both categorical and numerical, that led to the OCS.

**Employee Essential Guide to Succeeding in the AcqDemo – DRAFT**

**Part I: CCAS Salary Appraisal Form** Page 2

Name: Yolanda Yeakley	Series: 0346	Appraisal Period: <span style="float: right;">Page 2</span>
SSAN: 812-93-9023	Broadband Level: III	From: 1-Oct-01
Organization: AMCLHXSB	Retained Pay: No	To: 30-Sep-02
Career Path: NH	Presumptive: None	

Factor	Category Score	Final Score
Problem Solving	3H	83
Teamwork	3H	83
Customer Relations	3H	83
Leadership	3H	83
Communications	3H	83
Resource Management	3H	83
OCS		83
Delta OCS	6	
Relative Score	-10.35	

- 8** Delta OCS.
- 9** Relative Score.
- 10** Larger employee pay contribution pay comparison chart.

## Increased Contribution and Goal Adjustment

During the end-of-cycle feedback session, the supervisor should also discuss opportunities for increased contribution with the employee. This is critical not only for those employees who may not be contributing at a level consistent with their pay, but also for employees who are excellent contributors and are searching for additional responsibility and opportunities to excel.

A great place to start is to review the expectations agreed upon by you and your supervisor at the beginning of the new appraisal period. You and your supervisor should ask if the goals and targets that were set will lead to the level of contribution that you desire and is expected of you. It is also a good time to again make sure that your goals align to the mission and goals of the organization itself.

## Contribution Improvement Plans

For those employees whose contribution level is not meeting expectations, the supervisor may elect or be required to place the employee on a Contribution Improvement Plan, or CIP. A CIP is mandatory when an employee receives any factor score at or below the mid-point of the next lower broadband.

If a supervisor puts an employee onto a CIP, he/she must do so formally in writing. The plan must contain specific areas in which the employee is inadequately contributing, and required improvements. This is because employees cannot be expected to improve their contributions if they don't have details. The plan should be as descriptive as possible about what equates to a satisfactory level. The employee should know how his/her contribution is being judged, and what specific actions are required by the employee.

The minimum time period for improvement is 60 days; however more time may be given. There may be training or other assistance that could assist the employee in improving his or her contribution. If so, it should be detailed in the CIP. Finally, it must contain the proposed consequences to the employee if the contribution is not increased and sustained at the acceptable level.



# 7

## CAS2Net

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CAS2Net is the software tool we use to capture CCAS related data necessary in the annual appraisal cycle process. At the end of the pay pool process, once the pay pool managers have approved the OCS, pay adjustments, and awards decisions, CAS2Net data will be uploaded to the Defense Civilian Personnel Data System (DCPDS) to update official employee personnel records.

As mention earlier, CAS2Net is the tool you and your supervisor will use to document contribution planning, mid-point feedback, additional feedback, your self-assessment and the supervisor assessment. Please go to the AcqDemo website to download a copy of the AcqDemo CAS2Net Guide. The guide provides step-by-step instructions for using CAS2Net for both employees and supervisors. You must be on a CAC-enabled computer to access CAS2Net.

Access the CAS2Net site by going to the following URL:

<https://acqdemoii.army.mil>

(Note: The server is hosted at an Army site and entry is the same URL for all Services and Agencies)

# GLOSSARY

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**BROADBAND LEVEL.** A broadband level is a pay range derived from the General Schedule pay rates.

**CAREER PATH.** One of three categories that an employee is placed in which corresponds to the employee's occupational series currently held.

**CONTRIBUTION AWARD.** A lump-sum payment based upon an individual's contribution to the mission of the organization. This award does not affect base salary.

**CONTRIBUTION-BASED COMPENSATION AND APPRAISAL SYSTEM (CCAS).** CCAS is a contribution-based assessment system that links salary adjustments to the individual's overall contribution to the organization's mission.

**CONTRIBUTION IMPROVEMENT PLAN (CIP).** The contribution improvement plan is a document issued by the rating official that outlines specific areas in which the employee is inadequately contributing. This document states how the employee's contribution is inadequate; what improvements are required; recommendations on how to achieve increased contribution; assistance that the agency will offer to the employee in improving inadequate contribution; and the consequence of failure to improve.

**CONTRIBUTION RATING INCREASE (CRI).** A contribution rating increase is a base salary increase based upon an individual's contribution to the mission of the organization.



**DESCRIPTORS.** Descriptors are narrative statements that describe contributions typical for the broadband levels at increasing levels of contribution, and are the basis for contribution assessment. Descriptors are not used individually to assess contributions but taken as a whole to derive a single evaluation for each factor.

**DISCRIMINATORS.** Various categories in which an employee's contribution is assessed. Discriminators for each factor are the same for all career paths and all broadband levels.

**EXPECTED OCS.** The expected OCS represents an employee's expected level of contribution based upon his/her current base pay. It is derived by plotting base salary in relation to the SPL.

**FACTORS.** Factors are the basis for assessing contributions. The same six factors (problem solving, teamwork/cooperation, customer relations, leadership/supervision, communication, resource management) apply to all career paths.

**FEEDBACK.** Feedback is communication between the rating official and employee about the employee's contribution during the appraisal cycle. Feedback should focus on the employee's strengths and weaknesses in areas of contribution to the organization's mission, professional development, and career development activities.

**GENERAL SCHEDULE PAY INCREASE.** The General Schedule pay increase allows for a percentage increase to the General Schedule, as authorized by Congress and the President each year.

**INADEQUATE CONTRIBUTION.** An employee is considered to be inadequately contributing if his/her contribution in any factor is at or less than the midpoint of the next lower broadband level (or a factor score of zero for broadband level I employees). Additionally, when an employee's contribution plots in the area above the upper rail of the normal pay range, the employee is considered to be contributing inadequately.

**OVERALL CONTRIBUTION SCORE (OCS).** The overall contribution score (OCS) is a numerical value which represents the employee's contribution to the mission of the organization. It is computed by averaging the scores of the six contribution factors.

**PAY POOL.** A group of employees among whom a certain amount of salary increase and award money is distributed. Each participant in the demonstration project is a member of only one pay pool.

**PAY POOL PANEL.** The pay pool panel, which includes the pay pool manager and rating officials (who normally report directly to the pay pool manager), conducts a final review of the OCSs and the recommended compensation adjustments for the pay pool members.

**PAY POOL MANAGER.** The manager of the pay pool who has annual pay adjustment authority.

**POSITION REQUIREMENTS DOCUMENT (PRD).** The position requirements document for each employee provides job-specific information, broadband level descriptors, and other information pertinent to the job, including staffing requirements and contribution expectations. This document replaces the current agency-developed position description.

**RATING OF RECORD.** The rating of record is the official rating (Overall Contribution Score) that is entered into the employee's official personnel file (or database).

# CCAS Factors

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

### FACTOR: PROBLEM SOLVING

**FACTOR DESCRIPTION:** This factor describes/captures personal and organizational problem-solving results.

LEVEL DESCRIPTORS (NH)	DISCRIMINATORS
<p>Level I</p> <ul style="list-style-type: none"> <li>• Performs activities on a task; assists supervisor or other appropriate personnel.</li> <li>• Resolves routine problems within established guidelines.</li> <li>• Independently performs assigned tasks within area of responsibility; refers situations to supervisor or other appropriate personnel when existing guidelines do not apply.</li> <li>• Takes initiative in determining and implementing appropriate procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- Scope/Impact</li> <li>- Complexity/Difficulty</li> <li>- Independence</li> <li>- Creativity</li> </ul>
<p>Level II</p> <ul style="list-style-type: none"> <li>• Plans and conducts functional technical activities for projects/programs.</li> <li>• Identifies, analyzes, and resolves complex/difficult problems.</li> <li>• Independently identifies and resolves conventional problems which may require deviations from accepted policies or instructions.</li> <li>• Adapts existing plans and techniques to accomplish complex projects/programs. Recommends improvements to the design or operation of systems, equipment, or processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Scope/Impact</li> <li>- Complexity/Difficulty</li> <li>- Independence</li> <li>- Creativity</li> </ul>

LEVEL DESCRIPTORS (NH)	DISCRIMINATORS
<p>Level III</p> <ul style="list-style-type: none"> <li>• Independently defines, directs, or leads highly challenging projects/programs. Identifies and resolves highly complex problems not susceptible to treatment by accepted methods.</li> <li>• Develops, integrates, and implements solutions to diverse, highly complex problems across multiple areas and disciplines.</li> <li>• Anticipates problems, develops sound solutions and action plans to ensure program/mission accomplishment.</li> <li>• Develops plans and techniques to fit new situations to improve overall program and policies. Establishes precedents in application of problem-solving techniques to enhance existing processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Scope/Impact</li> <li>- Complexity/Difficulty</li> <li>- Independence</li> <li>- Creativity</li> </ul>
<p>Level IV</p> <ul style="list-style-type: none"> <li>• Defines, establishes, and directs organizational focus (on challenging and highly complex project/ programs). Identifies and resolves highly complex problems that cross organizational boundaries and promulgates solutions. Resolution of problems requires mastery of the field to develop new hypotheses or fundamental new concepts.</li> <li>• Assesses and provides strategic direction for resolution of mission critical problems, policies, and procedures.</li> <li>• Works at senior level to define, integrate, and implement strategic direction for vital programs with long-term impact on large numbers of people. Initiates actions to resolve major organizational issues. Promulgates innovative solutions and methodologies.</li> <li>• Works with senior management to establish new fundamental concepts and criteria and stimulate the development of new policies, methodologies, and techniques. Converts strategic goals into programs or policies.</li> </ul>	<ul style="list-style-type: none"> <li>- Scope/Impact</li> <li>- Complexity/Difficulty</li> <li>- Independence</li> <li>- Creativity</li> </ul>

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

**FACTOR: TEAMWORK/COOPERATION**

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

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

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

### FACTOR: CUSTOMER RELATIONS

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

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

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

**FACTOR: LEADERSHIP/SUPERVISION**

**FACTOR DESCRIPTION:** This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

LEVEL DESCRIPTORS (NH)	DISCRIMINATORS
<p>Level I</p> <ul style="list-style-type: none"> <li>• Takes initiative in accomplishing assigned tasks.</li> <li>• Provides inputs to others in own technical/functional area.</li> <li>• Seeks and takes advantage of developmental opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership Role</li> <li>- Breadth of Influence</li> <li>- Mentoring/ Employee Development</li> </ul>
<p>Level II</p> <ul style="list-style-type: none"> <li>• Actively contributes as a team member/leader; provides insight and recommends changes or solutions to problems.</li> <li>• Proactively guides, coordinates, and consults with others to accomplish projects.</li> <li>• Identifies and pursues individual/team development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership Role</li> <li>- Breadth of Influence</li> <li>- Mentoring/ Employee Development</li> </ul>
<p>Level III</p> <ul style="list-style-type: none"> <li>• Provides guidance to individuals/teams; resolves conflicts. Considered a functional/technical expert by others in the organization; is regularly sought out by others for advice and assistance.</li> <li>• Defines, organizes, and assigns activities to accomplish projects/programs goals. Guides, motivates, and oversees the activities of individuals and teams with focus on projects/programs issues.</li> <li>• Fosters individual/team development by mentoring. Pursues or creates training development programs for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership Role</li> <li>- Breadth of Influence</li> <li>- Mentoring/ Employee Development</li> </ul>

LEVEL DESCRIPTORS (NH)	DISCRIMINATORS
<p>Level IV</p> <ul style="list-style-type: none"> <li>• Establishes and/or leads teams to carry out complex projects or programs. Resolves conflicts. Creates climate where empowerment and creativity thrive. Recognized as a technical/functional authority on specific issues.</li> <li>• Leads, defines, manages, and integrates efforts of several groups or teams. Ensures organizational mission and program success.</li> <li>• Fosters the development of other team members by providing guidance or sharing expertise. Directs assignments to encourage employee development and cross-functional growth to meet organizational needs. Pursues personal professional development.</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership Role</li> <li>- Breadth of Influence</li> <li>- Mentoring/ Employee Development</li> </ul>



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

**FACTOR: COMMUNICATION**

**FACTOR DESCRIPTION:** This factor describes/captures the effectiveness of oral/written communications.

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

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

### FACTOR: RESOURCE MANAGEMENT

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

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

## CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

### FACTOR: PROBLEM SOLVING

**FACTOR DESCRIPTION:** This factor describes/captures personal and organizational problem-solving.

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

## CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

### FACTOR: TEAMWORK/COOPERATION

**FACTOR DESCRIPTION:** This factor describes/captures individual and organizational teamwork and cooperation.

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

## CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

### FACTOR: CUSTOMER RELATIONS

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

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

**CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)**

**FACTOR: LEADERSHIP/SUPERVISION**

**FACTOR DESCRIPTION:** This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

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

## CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

### FACTOR: COMMUNICATION

**FACTOR DESCRIPTION:** This factor describes/captures the effectiveness of oral/written communications.

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

## CAREER PATH: TECHNICAL MANAGEMENT SUPPORT (NJ)

### FACTOR: RESOURCE MANAGEMENT

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

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



## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: PROBLEM SOLVING

**FACTOR DESCRIPTION:** This factor describes/captures personal and organizational problem solving.

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

## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: TEAMWORK/COOPERATION

**FACTOR DESCRIPTION:** This factor describes/captures individual and organizational teamwork and cooperation.

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

## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: CUSTOMER RELATIONS

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

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

## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: LEADERSHIP/SUPERVISION

**FACTOR DESCRIPTION:** This factor describes/captures individual and organizational leadership and/or supervision. Recruits, develops, motivates, and retains quality team members in accordance with EEO/AA and Merit Principles. Takes timely/appropriate personnel actions, communicates mission and organizational goals; by example, creates a positive, safe, and challenging work environment; distributes work and empowers team members.

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

## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: COMMUNICATION

**FACTOR DESCRIPTION:** This factor describes/captures the effectiveness of oral/written communications.

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

## CAREER PATH: ADMINISTRATIVE SUPPORT (NK)

### FACTOR: RESOURCE MANAGEMENT

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

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

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