NNSA Security
Competencies & Career Paths
Panel Discussion for FTCP

Panel:
Mr. Lewis Monroe III (Director, Office of Security Operations & Programs, NA-71)
Dr. Dave Rude (NNSA Chief Learning Officer)
Mr. Ray Phifer (Assistant Manager, Nevada Field Office)
Panel Facilitator: Ms. Melissa Otero (TQP Program Manager, NA-MB/LCM)

Competency Models & Career Paths

Purpose: Build enduring framework for current and future talent needs

Competencies
• Knowledge, skills, abilities, behaviors, and other attributes
• Needed to successfully do the work
• Completed: Foundational competencies; Foreign Affairs
• Underway: Contracting/Project/Program Management; Info Technology; Security & Safeguards; Nuclear Materials Couriers (OST)

Career Paths
• Roadmap for progression and career milestones:
  – Concurrent Tracks: (1) Technical; (2) Leadership
  – Competencies
  – Critical developmental experiences
  – Critical success factors
  – Qualifications
  – Sequential positions
• Underway: Foreign Affairs (95% done); Security (early stages)

Strategy:
• Use methodical, evidence-based approach for triaging occupations (Dash-2s endorsed this)
• Rely on objective data such as workforce analytics
• Dependent on occupations’ criticality based on law, regulation, or policy
Competencies & Talent Management

Source: http://joshbersin.com/2010/05/a-new-talent-management-framework/

Results of Evidence-Based Approach

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<td>Total Score for Occupational</td>
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<td>5</td>
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</table>

LEGEND:
Green - not a current priority
Yellow - a second-tier priority
Red - an immediate priority

Source:
- Mission Critical Occupation: 5 Pts = Government-wide MCO; 3 Pts = NNSA or DOE MCO; 0 Pts = Neither G-wide nor NNSA
- Legislative/ Administration: 5 Pts = Focus of legislation or Administration Priority; on GAO's high risk list; 3 Pts = NNSA Priority; 0 Pts = No direct priority for NNSA
- Size of Workforce: 3 Pts = Over 100 employees; 2 Pts = 50-99 employees; 1 Pt = 26-49 employees; 0 Pt = Less than 25 employees
- Retirement Eligibility: 3 Pts = > 50% retirement eligible in next 6 years; 2 Pts = Between 35-50% eligible; 1 Pt = Between 20-34% eligible; 0 Pt = < 20% eligible
- Age of Workforce: 3 Pts = Average age > 50 years; 2 Pts = Age between 45-49 years; 1 Pt = Age between 40-44 years; 0 Pt = Average age < 40 years
- Attrition Trends: 3 Pts = Loss rate average > 15%; 2 Pts = Loss rate between 11-14%; 1 Pt = Loss rate between 7-10%; 0 Pt = Loss rate average < 6%
### Career Paths: Important Criteria

<table>
<thead>
<tr>
<th>Career Path Stage</th>
<th>Important Career Success Factors</th>
<th>Critical Developmental Experiences</th>
<th>Qualifications</th>
<th>Sequential Positions</th>
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<tbody>
<tr>
<td></td>
<td>- What is the appropriate breadth vs. depth balance?</td>
<td>- What competencies should be developed ...</td>
<td>- What are the general types of experience needed at this level?</td>
<td>- What are typical positions (pay bands/occ series/job title) that someone at this level would hold?</td>
</tr>
<tr>
<td></td>
<td>- What should the employee be focusing on at this stage?</td>
<td>- What are the key developmental experiences that one should undergo ...</td>
<td>- Are there certifications/licenses/ect required for the job?</td>
<td>- This would be answered for FAS overall and, as applicable, for any specialties within FAS</td>
</tr>
<tr>
<td></td>
<td>- What should NNSA be focusing on at this stage?</td>
<td>- What are the technical areas of focus ...</td>
<td>If not, are there certifications/etc that would be desirable?</td>
<td>- What positions/jobs would allow someone to develop the competence and experience necessary for possible advancement to the next level?</td>
</tr>
<tr>
<td></td>
<td>- What are the related occupations?</td>
<td>- What are the leadership areas of focus ...</td>
<td></td>
<td>- When should someone cross organizational lines within the FAS career field?</td>
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<tr>
<td></td>
<td>- In thinking about your own SME career: looking back, what advice would you give to someone at each level?</td>
<td>- To PREPARE for this stage</td>
<td></td>
<td>- How realistic is this career path progression?</td>
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<tr>
<td></td>
<td>- Which ones are critical?</td>
<td>- To PREPARE for next stage</td>
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</table>
Current National Nuclear Security Roadmap

Objectives:

1. Security Road Map: “the competency models should be reviewed and updated after approximately one year.”

2. Updates will need to align with NNSA’s foundational competencies

3. Updates will need to incorporate security-related FAQs (TQP)

4. Incorporate OPM Security Competencies

Proposed NNSA Security Competencies

Competency #1: Protect Information, Staff, and Assets
Competency #2: Project and Program Management
Competency #3: Risk Management Evaluation & Determinations
Competency #4: Conducting Program Reviews
Competency #5: Program Administration

Established: • Tasks • Skills • Proficiency Statements • Crediting Plans

Proposed NNSA Security Competencies would become Tier 3 on Proposed Version 2.0 Security Roadmap (next slide)
Proposed Version 2.0 Security Roadmap

Site Specific Competencies (To be developed by individual unit)

Tier 4 – General Safeguard and Security (S&S) Competencies
- NNSA S&S Program • Program Planning and Management • Information Security • Physical Security • Materials Control and Accountability • Personnel Security • Protective Security

Tier 3 – NNSA Security Competencies
- Program Administration • Project Information, Staff, and Assets • Project and Program Management • Conducting Program Reviews • Risk Management Evaluation and Determination

Tier 2 – General Security Competencies
- Accountability • Attention to Detail • Conflict Management • Customer Service • Creativity Thinking • Flexibility • Memory • Influencing/Negotiation • Information Management • Integrity/Honesty • Interpersonal Skills • Leadership • Learning • Managing Human Resources • Oral Communication • Reading • Organizational Awareness • Partnering • Stress Tolerance • Reasoning • Planning and Evaluation • Project Management • Self-Esteem • Self-Management • Teaching Others • Vision • Teamwork • Technical Competency • Technology Application • Writing • Decision Making • Problem Solving

Tier 1 – NNSA-Wide Competencies
- Understand the Business of NNSA • Political Awareness • Public Service Motivation • Financial Management • Teamwork • Strategic Thinking • Nuclear Materials Basics • Security Culture • Workplace Safety • Customer Service • Communication • Diversity and Inclusion • Problem Solving • Innovation and Creativity • Self-Management • Program and Project Management

Competencies: Migration from V1 to V2

Current National Nuclear Security Roadmap Competencies
- Site Specific Competencies (To be developed by individual unit)
  - Tier 7 Security Operations & Program Management Competencies
  - Tier 6 – General HQ Competencies
  - Tier 5 – General Safeguards and Security (S&S) Competencies
  - Tier 4 – NNSA-Wide Competencies
  - Tier 3 – Workplace Competencies
  - Tier 2 – Academic Competencies
  - Tier 1 – Personal Effectiveness Competencies

Proposed Security Roadmap 2.0 Competencies
- Site Specific Competencies (To be developed by individual unit)
  - Tier 4 – General Safeguard and Security (S&S) Competencies
  - Tier 3 – NNSA Security Competencies
  - Tier 2 – General Security Competencies
  - Tier 1 – NNSA-Wide Foundational Competencies

- Updated every 2-3 years, as needed;
- Incorporate Security-related FAQs (TOIP); and
- Alignment with NNSA’s Foundational Competencies;
- OPM Security Competencies
Security Competencies Framework & Timeline

1. 01/16/18 - Strategic Visioning Session with Executives
2. NA-71 identify SME’s:
   - 6-8 other SMEs (perhaps one from NA-71) who would comprise SME Panel 1 (see Step 4)
   - 8-10 other SMEs (perhaps one from NA-71) who would comprise SME Panel 2 (see Step 7)
3. SME Panel 1 - Work with Dr. Rodriguez on Job Analysis – Task Analysis – Competencies
4. Senior Classifier/Staffer Review
5. Vector check with NA-70 Dash-1
6. 07/02 through 07/13 – Competencies Assessment Tool (CAT) Survey Issued to Security workforce
7. 07/16 & 07/18/18 – SME Executive Panel 2 Validate Model w/ Data Analysis from CAT
8. 07/23/18 – LCM Finalizes Report of Findings
9. 07/27/18 – LCM Out-Briefs senior Executive Leadership
10. 08/01/18 - LCM Start Process for Career Path (Estimated Time of Completion 2 ½ Months)
11. 10/01/18 - Formal Launch of Security Competency Model & Career Path - Connect Message
12. TBD – Codification of Security Competency Model & Career Path in Updated NNSA SD 360.1

Competency Model Completion

Participation & Makeup of SME Panels

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<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Position</th>
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<tbody>
<tr>
<td>Lewis Monroe</td>
<td>NA-71</td>
<td>Director of Office of Security OPS and Program</td>
</tr>
<tr>
<td>Ray Phifer</td>
<td>NA-NV</td>
<td>Assistant Manager</td>
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<tr>
<td>Karen Boardman</td>
<td>EA-50</td>
<td>Director, Office of the National Training Center, invited didn’t attend</td>
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<tr>
<td>Paul Jenkins</td>
<td>NA-MB-40</td>
<td>Supervisory HR Specialist</td>
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<tr>
<td>Melissa Otero</td>
<td>NA-MB-40</td>
<td>TQP Program Manager</td>
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<td>Dave Rude</td>
<td>NA-MB-40</td>
<td>Chief Learning Officer</td>
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<tr>
<td>Jimmy Mcmillian</td>
<td>EM-3.114</td>
<td>Director of Office Safeguard &amp; Security</td>
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<tr>
<td>Gerald Curry</td>
<td>AU-1</td>
<td>Deputy Associate Under Secretary for SEC</td>
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<tr>
<td>Mark Ott</td>
<td>AU-1.2</td>
<td>Security Specialist</td>
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<tr>
<td>Steve Guerrero</td>
<td>NTC</td>
<td>National Training Center, was invited did not attend</td>
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<tr>
<td>Valentine Varela</td>
<td>NA-MB-18</td>
<td>Senior Personnel Analyst</td>
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<tr>
<td>Parke Davis</td>
<td>NA-743</td>
<td>Supervisory Personnel Security Specialist</td>
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<tr>
<td>Johnny Garcia</td>
<td>NA-LL</td>
<td>Security Specialist</td>
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<tr>
<td>Douglas Laniohan</td>
<td>NA-LL</td>
<td>Emergency Management/OPS Specialist</td>
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<tr>
<td>Nancy Duzor</td>
<td>NA-71</td>
<td>Deputy to Director, Office of Security</td>
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<td>Susan Kennedy Head</td>
<td>NA-74</td>
<td>Program Manager</td>
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<tr>
<td>Mary Calogero</td>
<td>NA-MB-18</td>
<td>Human Resource Specialist (Classification)</td>
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<td>Kevin Kissinger</td>
<td>NA-MB-41</td>
<td>Special Assistant to CLO</td>
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<tr>
<td>Grace Zamora</td>
<td>NA-LL</td>
<td>Program Analyst</td>
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Representatives and Participants/Invited
BACKGROUND SLIDES

NNSA at a Glance

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EDUCATION

- J.D., Ph.D./Sc.D Degrees: 7%
- Master's Degrees: 41%
- Bachelor's Degrees: 35%
- No Degree Reported: 13%
- Associate Degrees: 2%

YEARS OF FEDERAL SERVICE

- 0-4: 8.2%
- 5-9: 12.6%
- 10-14: 9.2%
- 15-19: 6.0%
- 20-29: 16.0%
- 30-34: 11.9%
- Over 35: 6.3%
NNSA Workforce Demographics
0080 Occupational Series

On-Board levels have remained consistent at ~6-6.5% of total workforce.

Attrition rates are in line with the FSE rate of 7.5-9.0%.
FY13 rates are higher NNSA wide due to VSIP.

Data as of September 17, 2017
NNSA Workforce Demographics
0080 Occupational Series

Age Distribution

Pay Band Profile
Pay Band 4 and Above (incl. SES) 25
Pay Band 3 62
Pay Band 2 16
Pay Band 1 0

- The workforce is similar in composition to overall NNSA FSE but is slightly older with slightly less federal service time.
- There is a larger percentage of this series that have < 15 years of federal service than FSE as a whole

Data as of September 17, 2017

SME Panel Qualifications/ Roles & Responsibilities

SME Qualifications
The selected SME must possess senior level experience and expertise in accordance with the following criteria, Panel 1 SMEs at Pay Band IV, V, & SES and Panel 2 SMEs should be Pay Band V or SES:

- **Experience:** Experienced professionals with a minimum of five years supervising or a combination of five years performing/supervising the technical work being performed.
- **Proficiency:** Participant regarded as top performer in their respective field.
- **Recency:** Participant needs to have either performed or supervised the work recently.
- **Representation:** Participant should cover the range of specialty areas within the occupation as well as geographic dispersion to capture whether work is being performed differently in each office and/or location.

SME Roles and Responsibilities
During the panel, SMEs will review the Career Path titles and definitions:

- Review Skill Level, Proficiency Level, List of Positions, Competencies, and Qualifications for Career Path
- Validate Career Path
- Collect feedback regarding closure strategies
  - Skill Levels
  - Proficiency Levels
  - List of Positions
  - Competencies
  - Qualifications
  - Career Path
- Recommendations for learning solutions

Other SME Criteria Considerations
A. **Time commitment** is one full day for the panel.
B. **Pre-work** - SMEs review read-ahead materials prior to Panel.
C. **Access to phone line and internet connection:** The virtual panel will be facilitated using Adobe and WebEx, a web-based collaborative tool that is accessible from any computer with an internet connection.
Competency Model Details

Factors to Consider when Reviewing Data

• Questions to consider regarding the data:

  • **Target competency proficiency for each career level**: Do the targets resonate? If there are unexpected results, is that a concern?

  • **Average competency gaps by career level**: Which competencies are most concerning (e.g. have a gap greater than 0.50)?

  • **Criticality Index for each competency**: Are the top competencies all significant? Are some less significant than others and don’t need to be focused on at this time?
Decisions to Make

- Once you determine the competency gaps that will be addressed, consider:
  - Frequency of each competency: Which competencies have the most frequency that might provide the biggest payoff by focusing on them?
  - Future needs: Is there a significant shift in future need? Should you build a transition strategy to develop capability for competencies that are needed in the future?
  - Difficulty of each competency: What are the challenges to close gaps in more difficult competencies and how can you mitigate gap shortfalls?
  - Develop strategies to mitigate gaps in competencies identified as most critical and impactful for the occupational series and determine metrics to monitor gap closure.

Competency Model Survey: Sample Supervisor Questions

- Is this competency needed for this employee's current position? (Yes/No)
- Is this competency needed for this employee's position in the future (five years from now)? (Yes/No)
- Is it important for this employee's position to have this competency at time of appointment? (Yes/No)
- How often does your employee perform this competency? Hourly(5) Daily(4) Weekly(3) Monthly(2) Yearly(1) Never(0)
- How difficult is it to perform this competency? Very Difficult to Perform (5) Difficult to Perform (4) Neither Easy Nor Difficult to Perform (3) Easy to Perform (2) Very Easy to Perform (1)
- How important is it to perform this competency? Extremely Important (5) Very Important (4) Moderately Important (3) Somewhat Important (2) Not Important (1)
- Does possession of this competency distinguish between a superior worker and an average worker? (Yes/No)
- What is the employee's current proficiency in this competency? Expert (5) Advanced (4) Intermediate (3) Basic (2) Awareness (1) None (0)
- What is the target proficiency for the employee's position in this competency? (Target is considered to be the preferred proficiency level) Expert (5) Advanced (4) Intermediate (3) Basic (2) Awareness (1)
- How best is this competency developed? Instructor-led Training; Computer/Web-Based Training; On-the Job Training; Job Rotations; Challenging Work Assignments
Data Analysis

- LCM analyzes the following:
  
  **Requirements**
  - Competency gap for each competency
  - Current proficiency level
  - Criticality Index for each competency and ranking
  - Future need of competency

  **Other Analyses**
  - Response Rate
  - Competency gap by career level
  - Competency surplus for each competency
  - Current and target proficiency level by career level
  - Individual competency performance frequency
  - Individual competency difficulty
  - Best method to develop proficiency in each competency (can be used to supplement the strategies for filling gaps)
  - Priority Index by competency and employee level

SME – Round 2

- A Post-Competency Survey panel will be held with Executive-level Subject Matter Experts (SMEs)
- As part of this SME Panel will vet the Data Analysis Report
  - Industrial/Organizational Psychologist will facilitate a discussion with SMEs regarding the Data Analysis Report
  - SMEs will provide feedback and recommendations on:
    - Competency deficits and surpluses and potential impact on workforce
    - Competency criticality and future need
    - Current model, to determine if it accurately reflects the nature of the work performed within the series or if it should it be modified
    - Competencies and gaps to prioritize and identifying potential solutions to mitigate gap deficits