



0080 SECURITY ADMINISTRATION / SPECIALIST TRAINING FRAMEWORK

**Department of Commerce
Office of Security (OSY)**

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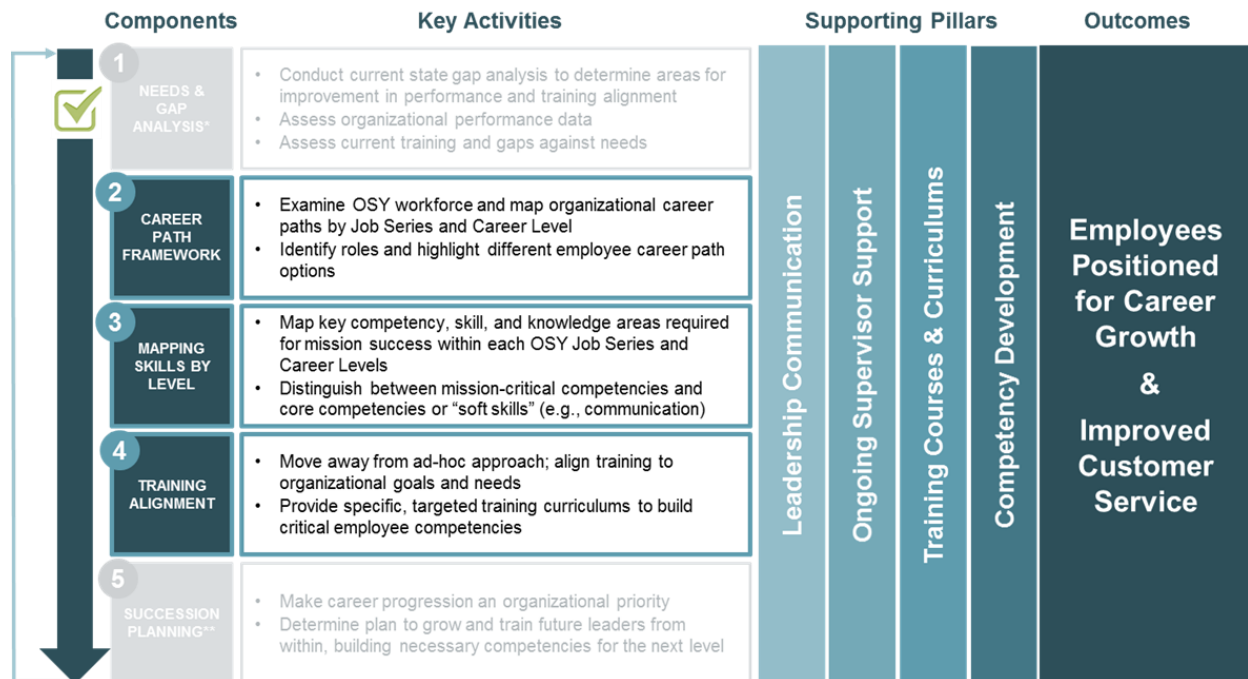
I. OVERVIEW



INTRODUCTION

The following **Training Framework** document is designed to ensure that OSY employees within the 0080 Occupational Series (Security Administration / Specialist) understand how to advance their knowledge and skills, fulfill OSY’s organizational mission, strategy, and objectives, and progress in their careers as well-rounded security professionals. Additionally, this tool establishes a consistent approach to training and development at OSY, and a model that can be applied to other OSY Occupational Series’ (e.g., 0083, 0089, 1811, etc.). OSY’s broader **Training Strategy** methodology, depicted below, operationalizes OSY’s philosophy on employee development.

OSY TRAINING STRATEGY



TRAINING FRAMEWORK PURPOSE

The purpose of the following Framework is to help employees understand desired Security Administration competencies and develop those competencies to address existing knowledge gaps. Supervisors and employees should use this guide as a roadmap for career progression and to facilitate discussions about professional development opportunities. This may include working together to shape an employee’s Individual Development Plan (IDP) and/or ensuring that an employee is staying current and ahead of the curve in key job competency areas. Supervisors and employees should initiate and maintain regular dialogue together about the employee’s strengths, technical proficiency, areas for development, and career progression, using this Framework and the employee’s IDP as tools.

For additional guidance surrounding Department of Commerce IDPs and best practices for employee development, please visit the [Department of Commerce Learning Center’s section on Individual Development Plans](#).



USER GUIDELINES

The **Job Competency Matrix** on **Page 7** outlines relevant competencies for the 0080 Occupational Series (Security Administration / Specialist) regardless of career level, as guided by the Interagency Security Committee (ISC) and the Office of Personnel Management (OPM). These competencies are separated into three key areas:

Competency Area	Description
1.0 TECHNICAL JOB COMPETENCIES	Technical expertise required for staff to do their jobs, accomplish OSY’s mission, and build broad-based security skills.
2.0 GENERAL COMPETENCIES	Critical skills that apply across all levels and positions within the occupational series. These competencies enable staff to interact with others and manage themselves as they perform their work.
3.0 LEADERSHIP COMPETENCIES	Focus on leading change, planning strategic direction, leading people, and building coalitions in support of OSY’s organizational mission and objectives.

How to Use the Job Competency Matrix and Corresponding Competency & Training Guide

Step 1: To effectively help each employee identify the training courses best-suited to increase their knowledge and skills in the most important competencies, supervisors should use the columns within the Job Competency Matrix Template to identify and check-mark competencies as either **A. PRIMARY**; **B. SECONDARY**; or **C. CORE**. Please see **Pages 8-10** for a completed Job Competency Matrix example and instructions at each OSY career level.

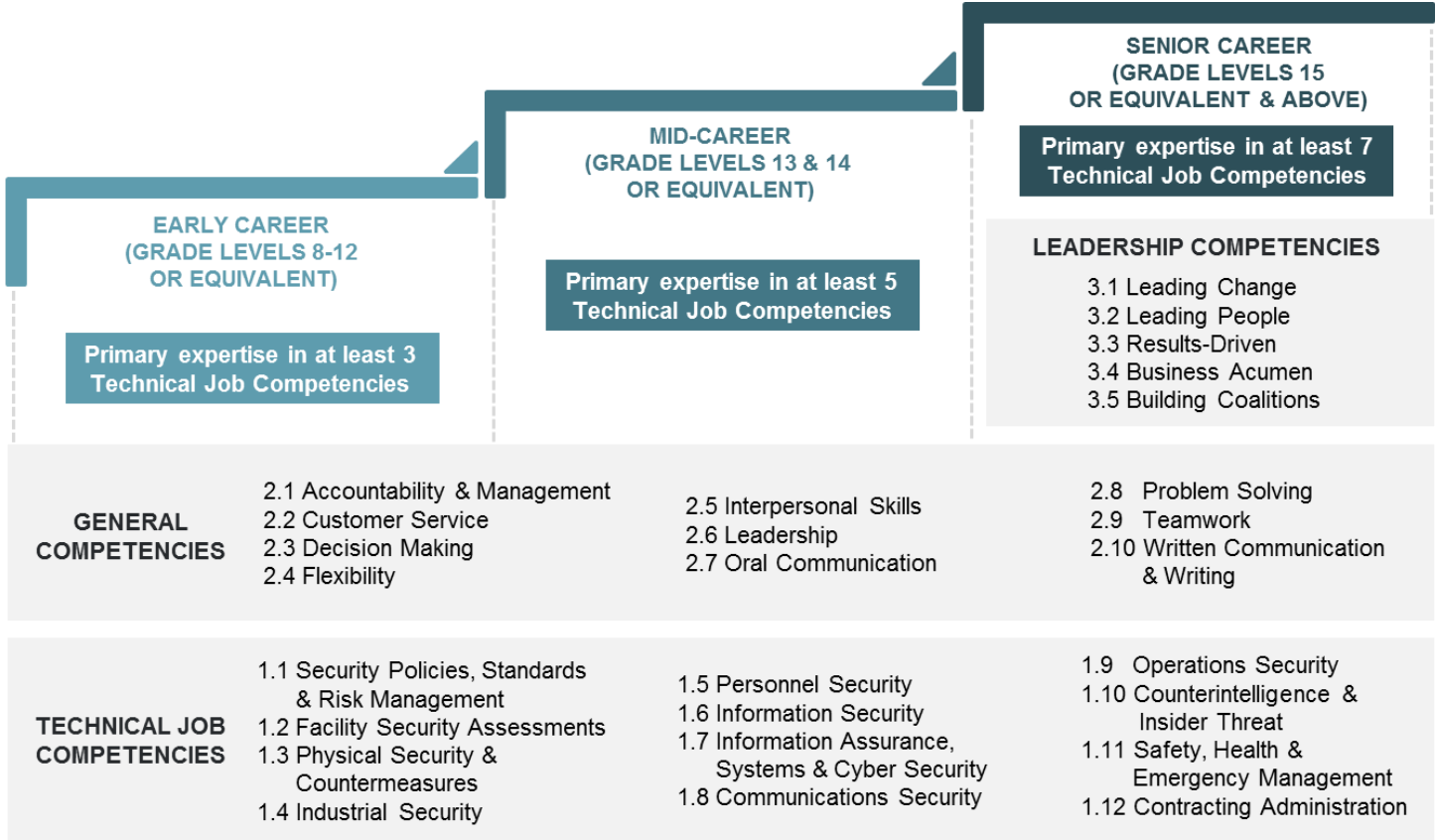
Competency Level	Description
A. PRIMARY	These are the mandatory or essential competencies to fulfil an individual’s job duties and OSY’s mission. These include Technical Job Competencies, i.e., Personnel Security or Industrial Security. Note: Technical Competency <i>1.1 Security Policies, Standards & Risk Management</i> is Primary for all employees.
B. SECONDARY	These are the Technical Job Competencies that an employee should explore once all Primary competencies have been adequately developed and demonstrated, according to job expectations and career level (as agreed upon with the supervisor). These competencies may be necessary over time as an employee progresses in their security career at OSY.
C. CORE	These include all expected General Competencies that drive “how” employees perform their job duties. An example Core competency is “Oral Communication.” Note: Leadership Competencies or “Executive Core Qualifications (ECQ)” are considered “Core” for all OSY staff Grade Levels 15 or equivalent and above.

Step 2: Once all relevant competencies within the OSY Job Competency Matrix are check-marked, the supervisor and employee should together refer to the **Competency & Training Guide** on **Page 11**. Within the Competency & Training Alignment Guide, the supervisor and employee should first reference all competencies check-marked as Level **A. PRIMARY**. For each of those competencies, the Guide lists *Desired Knowledge, Skills & Understanding* to inform employee expectations and learning objectives.

Step 3: Next, the supervisor and employee should refer to the *Recommended Training Courses & Curriculums* column to the right within each competency for the trainings recommended to develop knowledge. Supervisors should work with the employee to ensure adequate proficiency and expertise is first being developed in all **A. PRIMARY** competencies as part of the employee’s Individual Development Plan (IDP). Employees should then identify and pursue courses to build Level **B. SECONDARY** competencies and Level **C. CORE** competencies, as agreed upon with their supervisor and based on demonstrated proficiency levels. At year end, the supervisor and employee should track all training hours within each competency identified in the matrix, and total training hours over the course of the year. *Please note that all training requests are subject to approval by the employee’s direct supervisor and OSY leadership based on identified need and available budget.*



HIGH-LEVEL OSY CAREER MAP



Early Career: Employees early in their careers (Grade Levels 8-12 or Equivalent) should demonstrate proficiency in at least 3 Technical Competencies specific to their job functions; to advance in their careers, they should generally build a broader, baseline understanding in all other technical competency areas.

Mid-Career: Mid-level employees (Grade Levels 13 & 14 or Equivalent) should demonstrate advanced proficiency in at least 5 Technical Competencies central to their job functions and OSY’s mission; to advance in their careers, they should generally build a baseline understanding across all technical competencies.

Senior Career: Senior career employees (Grade Levels 15 or Equivalent and Above) should demonstrate expertise in at least 7 Technical Competencies central to OSY’s mission; to continue advancing in their careers, they should generally possess baseline knowledge in all technical security competencies and demonstrate excellence in all expected Leadership competencies.

OSY employees across all levels should demonstrate and build expertise in all General Competencies and continue to advance these skills as they progress in their careers.



DESIRED COMPETENCIES

Competencies are individual knowledge and responsibilities that guide expectations, allowing organizations to measure job proficiency and performance aligned with strategic goals. Competencies showcase employee abilities, opportunities for development, and direct impacts on business outcomes. Focusing on the development of the competencies outlined within this document, employees can ensure they are acquiring the right critical skills and knowledge for their jobs. Each competency is defined in the table below and in the *Competency & Training Guide*.

Each employee’s particular job may require a different level of proficiency or expertise in certain Technical Job Competency areas. This should be reflected in each employee’s Job Competency Matrix through the identification of **A. PRIMARY** and **B. SECONDARY** competencies, and in each employee’s IDP.

1.0 TECHNICAL JOB COMPETENCIES (A. PRIMARY OR B. SECONDARY)	
Competency	Description
1.1 Security Policies, Standards & Risk Management	Knowledge of national and Federal security policy standards, including those established by the Interagency Security Committee (ISC) and other security authorities; and, knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences.
1.2 Facility Security Assessments	Knowledge of how to conduct recurring security assessments to evaluate threats, vulnerabilities, and impact of loss/consequences, as well as develop security countermeasures that mitigate risk to an acceptable level.
1.3 Physical Security & Countermeasures	Knowledge of how to maintain the physical protection of resources, encompassing: loss prevention, planning, and/or programming for any new and existing facilities, equipment and personnel, and administration of the Visit Control Program.
1.4 Industrial Security	Knowledge of security requirements as stated in the National Industrial Security Program Operating Manual (NISPOM).
1.5 Personnel Security	Knowledge of the Personnel Security Program, including the criteria for adjudicating personnel security clearances and how to maintain Sensitive Compartmented Information (SCI).
1.6 Information Security	Knowledge of how to safeguard classified information, encompassing: document or information classification management, release of material into the public domain, and classification/declassification reviews.
1.7 Information Assurance, Systems & Cyber Security	Knowledge of information assurance and methods/procedures to protect information systems, Federal automated resources, and data by ensuring their availability, authentication, confidentiality, and integrity.
1.8 Communications Security	Knowledge of how to implement, develop and maintain a Communications Security Program and control cryptographic equipment.
1.9 Operations Security	Knowledge of critical technologies, foreign intelligence collection systems and techniques, and security countermeasures, including acting as a team member in OPSEC surveys and Protection Assessment Reviews (PARs).
1.10 Counterintelligence & Insider Threat	Knowledge and identification of the threats and methods of Foreign Intelligence Entities and recognition of Foreign Intelligence Entities’ use of Cyber Attacks.
1.11 Safety, Health & Emergency Management	Knowledge of public safety and security operations, occupational health and safety, and emergency management, preparedness, and response.
1.12 Contracting Administration	Basic understanding of the Contracting Officer’s Representative (COR) duties and responsibilities as outlined within FAITAS and Department of Commerce requirements.

2.0 GENERAL COMPETENCIES (C. CORE FOR ALL EMPLOYEES)	
Competency	Description
2.1 Accountability & Management	Holds self and others accountable for measurable, high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules; plans, distributes, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected, utilized, and developed, and that they are treated in a fair and equitable manner; and, manages budgeting responsibilities, if applicable.

**0080 Security Administration / Specialist
OSY Training Framework**



2.2 Customer Service	Works with clients and customers (i.e., any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in OSY, other offices/departments, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; and, is committed to providing quality products and services.
2.3 Decision Making	Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; and, drives successful change.
2.4 Flexibility	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; and, effectively deals with ambiguity.
2.5 Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; effectively deals with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; and, is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.
2.6 Leadership	Influences, motivates, and challenges others; adapts leadership styles to a variety of situations and leads by example, including: guiding, coaching, and/or mentoring others; building and maintaining productive working relationships within and outside the work unit/organization; handling conflict constructively; demonstrating initiative by taking appropriate action without being directed to do so and influencing others in work unit to accomplish responsibilities; and, assuming personal responsibility and accountability for tasks, products, and/or services provided.
2.7 Oral Communication	Expresses information (e.g., ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (e.g., technical, sensitive, controversial); makes clear and convincing oral presentations; and, listens to others, attends to nonverbal cues, and responds appropriately.
2.8 Problem Solving	Identifies problems; determines accuracy and relevance of information; and, uses sound judgment to generate and evaluate alternatives, and to make recommendations.
2.9 Teamwork	Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; and, works with others to achieve goals.
2.10 Written Communication & Writing	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (e.g., facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience; and, demonstrates proficiency in Microsoft Office Suite, including Word, PowerPoint, and Excel.

3.0 LEADERSHIP COMPETENCIES (C. CORE FOR GRADE LEVELS 15 & ABOVE)	
Competency	Description
3.1 Leading Change	Develops and implements an organizational vision that integrates key program goals, priorities, values, and other factors; articulates OSY's vision, mission, and strategies to employees in a way that inspires their commitment; supports and manages change; responds professionally in stressful and difficult situations; and, improves OSY effectiveness by creating an environment that rewards creativity and innovation.
3.2 Leading People	The ability to lead people toward meeting the organization's vision, mission, and goals; and, the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
3.3 Results-Driven	The ability to meet organizational goals and customer expectations; and, the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.
3.4 Business Acumen	The ability to manage human, financial, and information resources strategically.
3.5 Building Coalitions	The ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.



TRAINING & PRIMARY VENDORS

Relevant training and developmental resources are included to help employees develop desired competencies. Formal training and educational resources include: classroom instruction; self-directed online training and video webinars; and, other formal learning experiences. The following guide is not necessarily an all-inclusive list, but intended to point employees towards consistent, best-in-class training opportunities. *Please note that you will need to visit the links in the Competency & Training Guide for detailed course descriptions and prerequisites, and you may need to contact the vendors to check the availability, location, and cost of courses.*

Vendor/Organization	Description	Competency Areas
 Department of Commerce (DOC) Learning Center (CLC)	The Commerce Learning Center (CLC) is an enterprise system to manage staff professional development, help locate and plan training, and offer online learning courses. Available CLC courses can particularly help OSY employees build their basic, general competencies. CLC also highlights multiple leadership development programs for consideration.	<ul style="list-style-type: none"> ✓ General Competencies
 Defense Security Service (DSS) Center for Development of Security Excellence (CDSE)	DSS' CDSE provides diverse security courses and products to DoD personnel, contractors, employees of other Federal agencies, and selected foreign governments. Training is presented through a variety of learning platforms, and includes multiple industry-recognized security certifications . CDSE also offers a collection of topic-based resources, including job aids , video shorts , handbooks , and instructional toolkits for security personnel .	<ul style="list-style-type: none"> ✓ Technical Job Competencies
 DHS Interagency Security Committee (ISC)	ISC's Risk Management Process is the standard defining the criteria and processes that those responsible for the physical security of a facility should use to determine its facility security level. The ISC provides an integrated, single source of physical security countermeasures for all nonmilitary Federal facilities.	<ul style="list-style-type: none"> ✓ Technical Job Competencies
 Federal Acquisition Institute (FAI)	The Federal Acquisition Institute (FAI) provides resources to acquisition professionals through online training (Training Application Systems, FAITAS), classroom training, and partnerships with accredited institutions.	<ul style="list-style-type: none"> ✓ Technical Job Competencies
 FEMA Emergency Management Institute (EMI)	FEMA's EMI offers training and learning programs to improve the competencies of U.S. officials in Emergency Management at all levels of government in preparing for, protecting against, responding to, recovering from, and mitigating the potential effects of all types of disasters and emergencies.	<ul style="list-style-type: none"> ✓ Technical Job Competencies
 Graduate School USA	Graduate School USA is an independent, nonprofit educational institution offering workforce training and professional development courses for the Federal government and the private sector. Graduate School USA offers certificate programs and a center for leadership development .	<ul style="list-style-type: none"> ✓ General Competencies ✓ Leadership Competencies ✓ Technical Job Competencies
 Management Concepts	Management Concepts provides training to help individuals develop the skills, knowledge, and capabilities in a broad range of technical and general competency areas, offering more than 330 courses and 14 certificate programs .	<ul style="list-style-type: none"> ✓ General Competencies ✓ Leadership Competencies ✓ Technical Job Competencies
 OPM Center for Leadership Development	OPM's Center for Leadership Development trains aspiring Federal leaders, supervisors, managers, and executives to be effective Government leaders. OPM's Center offers multiple leadership certifications , including the LEAD Certificate Program.	<ul style="list-style-type: none"> ✓ Leadership Competencies ✓ General Competencies



II. JOB COMPETENCY MATRIX



OSY JOB COMPETENCY MATRIX TEMPLATE (OCCUPATIONAL SERIES 0080)

Instruction: Each supervisor works with their direct reports to identify **A. PRIMARY** and **B. SECONDARY** technical job competencies. The expected number of competencies and associated proficiency levels are dependent on employee career level / grade, as indicated within the **Career Map** on **Page 3** and in the example competency matrices by level on **Pages 8-10**. General Competencies are **C. CORE** for all staff, while Leadership Competencies are considered **C. CORE** for Grade Levels 15 or equivalent and above. Indicate number of completed training hours at year end, within each competency and overall.

OCCUPATIONAL SERIES: 0080 - SECURITY ADMINISTRATION / SPECIALIST				
Competency Areas	Competency Levels			COMPLETED # OF HOURS
	A. PRIMARY	B. SECONDARY	C. CORE	
1.0 Technical Job Competencies: Reflect the technical expertise required for staff to do their jobs, accomplish OSY's mission, and build broad-based security skills				
1.1 Security Policies, Standards & Risk Management	<input checked="" type="checkbox"/>			
1.2 Facility Security Assessments	<input type="checkbox"/>	<input type="checkbox"/>		
1.3 Physical Security & Countermeasures	<input type="checkbox"/>	<input type="checkbox"/>		
1.4 Industrial Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.5 Personnel Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.6 Information Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.7 Information Assurance, Systems & Cyber Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.8 Communications Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.9 Operations Security	<input type="checkbox"/>	<input type="checkbox"/>		
1.10 Counterintelligence & Insider Threat	<input type="checkbox"/>	<input type="checkbox"/>		
1.11 Safety, Health & Emergency Management		<input type="checkbox"/>		
1.12 Contracting Administration		<input type="checkbox"/>		
2.0 General Competencies: Reflect the critical skills that apply across <i>all</i> levels and positions in this occupational series. These competencies enable you to interact with others and manage yourself as you perform your work.				
2.1 Accountability & Management			<input checked="" type="checkbox"/>	
2.2 Customer Service			<input checked="" type="checkbox"/>	
2.3 Decision Making			<input checked="" type="checkbox"/>	
2.4 Flexibility			<input checked="" type="checkbox"/>	
2.5 Interpersonal Skills			<input checked="" type="checkbox"/>	
2.6 Leadership			<input checked="" type="checkbox"/>	
2.7 Oral Communication			<input checked="" type="checkbox"/>	
2.8 Problem Solving			<input checked="" type="checkbox"/>	
2.9 Teamwork			<input checked="" type="checkbox"/>	
2.10 Written Communication & Writing			<input checked="" type="checkbox"/>	
3.0 Leadership Competencies (Considered Core for OSY staff Grade Levels 15 or equivalent and above): Focus on leading change, planning strategic direction, leading people, and building coalitions in support of OSY's organizational mission and objectives.				
3.1 Leading Change			<input type="checkbox"/>	
3.2 Leading People			<input type="checkbox"/>	
3.3 Results-Driven			<input type="checkbox"/>	
3.4 Business Acumen			<input type="checkbox"/>	
3.5 Building Coalitions			<input type="checkbox"/>	
Total Number of Training Hours Completed				



SAMPLE A - 0080; EARLY CAREER (GRADE LEVELS 8-12 OR EQUIVALENT)

Instruction: Employees early in their careers should demonstrate proficiency in at least 3 A. PRIMARY technical competencies specific to their job functions; to advance in their careers, they should generally build a broader, baseline understanding in all other technical competency areas. Training should focus on **A. PRIMARY** competencies until expertise is demonstrated, then **B. SECONDARY** and **C. CORE** areas. Indicate number of completed training hours at year end.

OCCUPATIONAL SERIES: 0080 - SECURITY ADMINISTRATION / SPECIALIST				
Competency Areas	Competency Levels			COMPLETED # OF HOURS
	A. PRIMARY	B. SECONDARY	C. CORE	
1.0 Technical Job Competencies: Reflect the technical expertise required for staff to do their jobs, accomplish OSY's mission, and build broad-based security skills				
1.1 Security Policies, Standards & Risk Management	<input checked="" type="checkbox"/>			
1.2 Facility Security Assessments	<input checked="" type="checkbox"/>			
1.3 Physical Security & Countermeasures	<input checked="" type="checkbox"/>			
1.4 Industrial Security		<input checked="" type="checkbox"/>		
1.5 Personnel Security	<input checked="" type="checkbox"/>			
1.6 Information Security		<input checked="" type="checkbox"/>		
1.7 Information Assurance, Systems & Cyber Security		<input checked="" type="checkbox"/>		
1.8 Communications Security		<input checked="" type="checkbox"/>		
1.9 Operations Security		<input checked="" type="checkbox"/>		
1.10 Counterintelligence & Insider Threat		<input checked="" type="checkbox"/>		
1.11 Safety, Health & Emergency Management		<input checked="" type="checkbox"/>		
1.12 Contracting Administration		<input checked="" type="checkbox"/>		
2.0 General Competencies: Reflect the critical skills that apply across <i>all</i> levels and positions in this occupational series. These competencies enable you to interact with others and manage yourself as you perform your work.				
2.1 Accountability & Management			<input checked="" type="checkbox"/>	
2.2 Customer Service			<input checked="" type="checkbox"/>	
2.3 Decision Making			<input checked="" type="checkbox"/>	
2.4 Flexibility			<input checked="" type="checkbox"/>	
2.5 Interpersonal Skills			<input checked="" type="checkbox"/>	
2.6 Leadership			<input checked="" type="checkbox"/>	
2.7 Oral Communication			<input checked="" type="checkbox"/>	
2.8 Problem Solving			<input checked="" type="checkbox"/>	
2.9 Teamwork			<input checked="" type="checkbox"/>	
2.10 Written Communication & Writing			<input checked="" type="checkbox"/>	
3.0 Leadership Competencies (Considered Core for OSY staff Grade Levels 15 or equivalent and above): Focus on leading change, planning strategic direction, leading people, and building coalitions in support of OSY's organizational mission and objectives.				
3.1 Leading Change				
3.2 Leading People				
3.3 Results-Driven				
3.4 Business Acumen				
3.5 Building Coalitions				
Total Number of Training Hours Completed				



SAMPLE B - 0080; MID-CAREER (GRADE LEVELS 13-14 OR EQUIVALENT)

Instruction: Mid-level employees should demonstrate advanced proficiency in at least 5 **A. PRIMARY** technical competencies central to their job functions and OSY’s mission; to advance in their careers, they should generally build a baseline understanding across all technical competencies. Training should focus on **A. PRIMARY** competencies until expertise is demonstrated, then **B. SECONDARY** and **C. CORE** areas. Indicate number of completed training hours at year end.

OCCUPATIONAL SERIES: 0080 - SECURITY ADMINISTRATION / SPECIALIST				
Competency Areas	Competency Levels			COMPLETED # OF HOURS
	A. PRIMARY	B. SECONDARY	C. CORE	
1.0 Technical Job Competencies: Reflect the technical expertise required for staff to do their jobs, accomplish OSY’s mission, and build broad-based security skills				
1.1 Security Policies, Standards & Risk Management	<input checked="" type="checkbox"/>			
1.2 Facility Security Assessments	<input checked="" type="checkbox"/>			
1.3 Physical Security & Countermeasures	<input checked="" type="checkbox"/>			
1.4 Industrial Security	<input checked="" type="checkbox"/>			
1.5 Personnel Security	<input checked="" type="checkbox"/>			
1.6 Information Security	<input checked="" type="checkbox"/>			
1.7 Information Assurance, Systems & Cyber Security		<input checked="" type="checkbox"/>		
1.8 Communications Security		<input checked="" type="checkbox"/>		
1.9 Operations Security	<input checked="" type="checkbox"/>			
1.10 Counterintelligence & Insider Threat		<input checked="" type="checkbox"/>		
1.11 Safety, Health & Emergency Management		<input checked="" type="checkbox"/>		
1.12 Contracting Administration		<input checked="" type="checkbox"/>		
2.0 General Competencies: Reflect the critical skills that apply across <i>all</i> levels and positions in this occupational series. These competencies enable you to interact with others and manage yourself as you perform your work.				
2.1 Accountability & Management			<input checked="" type="checkbox"/>	
2.2 Customer Service			<input checked="" type="checkbox"/>	
2.3 Decision Making			<input checked="" type="checkbox"/>	
2.4 Flexibility			<input checked="" type="checkbox"/>	
2.5 Interpersonal Skills			<input checked="" type="checkbox"/>	
2.6 Leadership			<input checked="" type="checkbox"/>	
2.7 Oral Communication			<input checked="" type="checkbox"/>	
2.8 Problem Solving			<input checked="" type="checkbox"/>	
2.9 Teamwork			<input checked="" type="checkbox"/>	
2.10 Written Communication & Writing			<input checked="" type="checkbox"/>	
3.0 Leadership Competencies (Considered Core for OSY staff Grade Levels 15 or equivalent and above): Focus on leading change, planning strategic direction, leading people, and building coalitions in support of OSY’s organizational mission and objectives.				
3.1 Leading Change				
3.2 Leading People				
3.3 Results-Driven				
3.4 Business Acumen				
3.5 Building Coalitions				
Total Number of Training Hours Completed				



SAMPLE C - 0080; SENIOR CAREER (GRADE LEVELS 15 OR EQUIVALENT & ABOVE)

Instruction: Senior career employees should demonstrate expertise in at least 7 A. PRIMARY technical competencies central to OSY's mission; to continue advancing in their careers, they should generally possess baseline knowledge in all technical security competencies and demonstrate excellence in all expected General and Leadership competencies, **C. CORE**. Training should continue to build advanced skills across all competency areas. Indicate number of completed training hours at year end.

OCCUPATIONAL SERIES: 0080 - SECURITY ADMINISTRATION / SPECIALIST				
Competency Areas	Competency Levels			COMPLETED # OF HOURS
	A. PRIMARY	B. SECONDARY	C. CORE	
1.0 Technical Job Competencies: Reflect the technical expertise required for staff to do their jobs, accomplish OSY's mission, and build broad-based security skills				
1.1 Security Policies, Standards & Risk Management	<input checked="" type="checkbox"/>			
1.2 Facility Security Assessments	<input checked="" type="checkbox"/>			
1.3 Physical Security & Countermeasures	<input checked="" type="checkbox"/>			
1.4 Industrial Security	<input checked="" type="checkbox"/>			
1.5 Personnel Security	<input checked="" type="checkbox"/>			
1.6 Information Security	<input checked="" type="checkbox"/>			
1.7 Information Assurance, Systems & Cyber Security	<input checked="" type="checkbox"/>			
1.8 Communications Security	<input checked="" type="checkbox"/>			
1.9 Operations Security	<input checked="" type="checkbox"/>			
1.10 Counterintelligence & Insider Threat		<input checked="" type="checkbox"/>		
1.11 Safety, Health & Emergency Management		<input checked="" type="checkbox"/>		
1.12 Contracting Administration		<input checked="" type="checkbox"/>		
2.0 General Competencies: Reflect the critical skills that apply across <i>all</i> levels and positions in this occupational series. These competencies enable you to interact with others and manage yourself as you perform your work.				
2.1 Accountability & Management			<input checked="" type="checkbox"/>	
2.2 Customer Service			<input checked="" type="checkbox"/>	
2.3 Decision Making			<input checked="" type="checkbox"/>	
2.4 Flexibility			<input checked="" type="checkbox"/>	
2.5 Interpersonal Skills			<input checked="" type="checkbox"/>	
2.6 Leadership			<input checked="" type="checkbox"/>	
2.7 Oral Communication			<input checked="" type="checkbox"/>	
2.8 Problem Solving			<input checked="" type="checkbox"/>	
2.9 Teamwork			<input checked="" type="checkbox"/>	
2.10 Written Communication & Writing			<input checked="" type="checkbox"/>	
3.0 Leadership Competencies (Considered Core for OSY staff Grade Levels 15 or equivalent and above): Focus on leading change, planning strategic direction, leading people, and building coalitions in support of OSY's organizational mission and objectives.				
3.1 Leading Change			<input checked="" type="checkbox"/>	
3.2 Leading People			<input checked="" type="checkbox"/>	
3.3 Results-Driven			<input checked="" type="checkbox"/>	
3.4 Business Acumen			<input checked="" type="checkbox"/>	
3.5 Building Coalitions			<input checked="" type="checkbox"/>	
Total Number of Training Hours Completed				



III. COMPETENCY & TRAINING GUIDE



1.0 TECHINICAL JOB COMPETENCIES

1.1 SECURITY POLICIES, STANDARDS & RISK MANAGEMENT

Training Key:
 \$ = \$0-\$500; \$\$ = \$500+
 \$\$\$ = \$2,000+ ; \$\$\$\$ = \$4,000+
 * denotes necessary course prerequisite.

A. PRIMARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of national and Federal security policy standards, including those established by the Interagency Security Committee (ISC) and other security authorities; and, ✓ Knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences. 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • DoD Security Specialist* • Security Policies, Principles, and Programs • Introduction to Risk Management • Risk Management for DoD Security Programs <p>DHS Interagency Security Committee (ISC); provided by FEMA’s Emergency Management Institute (EMI) - Free:</p> <ul style="list-style-type: none"> • Introduction to the ISC • Facility Security Level Determinations* • Physical Security Criteria for Federal Facilities* • Facility Security Committees* <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Security Specialist Course • Building a Better Security Program <p>DHS Interagency Security Committee (ISC) provided by OPM - \$\$\$:</p> <ul style="list-style-type: none"> • ISC Risk Management Process Training Program*
<ul style="list-style-type: none"> • Understand the mission of the Interagency Security Committee (ISC); • Understand the policy and procedures a Facility Security Committee (FSC) uses when presented with security issues, and the roles and responsibilities of the committee members; • Define the criteria and successfully utilize the process for determining a Facility Security Level (FSL); • Have a working knowledge of the “ISC Risk Management Process” for Federal buildings and facilities in the United States occupied by Federal employees for nonmilitary activities; • Define and successfully utilize the process for determining Physical Security Criteria and the customized security measures required at a specific Federal facility; • Understand the Crime Prevention Through Environmental Design (CPTED) principles and how they may be implemented in the design of an effective interior and exterior building environment in order to both reduce the fear of potential crime and terrorist activity, and encourage desirable behavior; • Be knowledgeable in the concept of critical infrastructure under the National Infrastructure Protection Plan (NIPP) and the need to adequately protect such facilities and assets; and, • Understand National Fire Protection Association (NFPA) and emergency management codes, e.g., 101: Life Safety Code; that addresses those construction, protection, and occupancy features necessary to minimize danger to life from the effects of fire (i.e., smoke, heat, and toxic gases). 	

1.2 FACILITY SECURITY ASSESSMENTS

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of how to conduct recurring security assessments to evaluate threats, vulnerabilities, and impact of loss/consequences, as well as develop security countermeasures that mitigate risk to an acceptable level. 	<p>DHS Interagency Security Committee (ISC) provided by OPM - \$\$\$:</p> <ul style="list-style-type: none"> • ISC Risk Management Process Training Program*
<ul style="list-style-type: none"> • Understand and conduct all components of a Security Assessment including: research; inspection; threat assessment; countermeasure approval process and ISC/FSC policies; documentation and reporting of key findings and recommendations; and, presentation of findings; and, • Conduct market survey/pre-lease, new construction, and special assessments, demonstrating a general understanding of new site drawings/maps. 	



1.3 PHYSICAL SECURITY & COUNTERMEASURES

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Knowledge of how to maintain the physical protection of resources, encompassing: loss prevention, planning, and/or programming for any new and existing facilities, equipment and personnel, and administration of the Visit Control Program.</p> <p>• Oversee Physical Security of facilities, including: access control systems, security design and engineering, video monitoring, alarm system design and installation, emergency response plans and procedures, mail screening equipment and procedures, biometrics, protective lighting, storage/safes, security locks/locking devices, crime prevention and security awareness, and security force specification and management; and,</p> <p>• Understand additional Physical Security-related tasks including: how to coordinate law enforcement liaison activities; performing Guard operations (communications, patrol routes, firearms training, reporting procedures, K-9 ops); managing special security areas (locks and alarms); coordinating anti-terrorism activities (back-up forces, road blocks, barriers); writing Security Policy & Procedures manuals; the concepts and considerations in the integration of physical protection system elements; codes and standards pertaining to physical protection systems; basic concepts of the procurement process as related to security requirements and enhancements; testing countermeasures to assure their functionality; electronic system communication methods, line supervision, cable types, multiplexing, network topologies, and computer peripherals; concepts of alarm communication and display and the different technologies available; intrusion detection system performance characteristics (i.e., probability of detection, nuisance alarm rate, and vulnerability to defeat); identifying the differences between active and passive sensors, overt and covert sensors, and volumetric and line detection sensors; identifying discrepancies in line supervision by inspecting sensor and control panel terminations; and, the American National Standards Institute and Underwriters Laboratory standards for Intrusion Detection Systems.</p>	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Introduction to Physical Security • ODNI/NCSC ICD 705 Physical Security Course* • Physical Security Measures • Physical Security Planning and Implementation • Applying Physical Security Concepts* • Lock and Key Systems • Storage Containers and Facilities • Exterior Security Lighting • Electronic Security Systems • AA&E Facility Physical Security Inspection Exercise • Antiterrorism Officer (ATO) Level II • Physical Security Virtual Environment Assessment* <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Physical Security and the Protection of Classified Materials



1.4 INDUSTRIAL SECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of security requirements as stated in the National Industrial Security Program Operating Manual (NISPOM). 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Introduction to Industrial Security • Industrial Security Basics • Getting Started Seminar for New FSOs* • Facility Security Officer (FSO) Role in the NISP • Industrial Security Databases and Systems • Business Structures in the National Security Program (NISP) • Clearances in Industrial Security: Putting it All Together • DSS Security Rating Process Course • Facility Clearances in the NISP • Personnel Clearances in the NISP • Safeguarding Classified Information in the NISP • NISP Reporting Requirements • NISP Self-Inspection • NISP Security Violations and Administrative Inquiries • Security Support to International Industrial Operations • Understanding Foreign Ownership, Control or Influence • Visits and Meetings in the NISP • FSO Virtual Assessment <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Industrial Security for Government Personnel • Understanding NISPOM Requirements
<ul style="list-style-type: none"> • Understand the requirements of a National Industrial Security Program (NISP) to safeguard Federal Government classified information that is released to contractors, licensees, and grantees of the U.S. Government; • Demonstrate competence in the execution of all security requirements of the NISP Operating Manual to include waivers and exceptions to this manual; • Apply knowledge of industrial, personnel, physical, IT, and information security policies and procedures, Federal contracting laws and regulations, and facility clearances; and, • Understand methods to mitigate foreign ownership, control, and influence, and understand the structure of the Committee on Foreign Investments in the U.S. 	

1.5 PERSONNEL SECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of the Personnel Security Program, including the criteria for adjudicating personnel security clearances and how to maintain Sensitive Compartmented Information (SCI). 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Introduction to Personnel Security • Introduction to National Security Adjudications • Introduction to Special Access Programs (SAP) • SAP Mid-Level Security Management • JCAVS User Levels 2-6 • JCAVS User Level 7 & 8 • JCAVS User Level 10 <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Understanding the Personnel Security Program • Personnel Security Adjudication • Suitability Adjudication • Personnel Security and Suitability Adjudication • Fundamentals of Conducting a Personnel Security Interview • Advanced Suitability Adjudication • Advanced Personnel Security Adjudication* <p>Office of Personnel Management (OPM):</p> <ul style="list-style-type: none"> • OPM Essentials of Suitability Adjudication Program* - \$\$\$ • Advanced Suitability Adjudication Program (ASAP)* - \$\$\$ • Central Verification System - Free • Position Designation - Free • e-QUIP Train the Trainer - Free
<ul style="list-style-type: none"> • Understand the requirements of all personnel and national security executive orders and directives; and, • Demonstrate knowledge in the development and execution of: standards for access to classified information and/or assignment to sensitive duties; criteria for application of suitability and security adjudicative standards; types and scope of Personnel Security investigations; security investigative requirements, Special Access Programs (SAP), and reinvestigation; sensitive and public trust positions; conducting interviews and due process; authority to waive investigative requirements; reciprocity of prior investigations and Personnel Security determinations; and procedures for appeals of security clearance denials and revocations. 	



1.6 INFORMATION SECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of how to safeguard classified information, encompassing: document or information classification management, release of material into the public domain, and classification/declassification reviews. • Understand all requirements for classifying, safeguarding, and declassifying national security information, including: original classification; derivative classification; declassification and downgrading; safeguarding; implementation and review; and, general Provisions; • Conduct compliance inspections and unauthorized disclosure investigations; and, • Understand the requirements and mandates for identifying, safeguarding, controlling, destroying, and storing of Personally Identifiable Information (PII), and the reporting procedures for loss or theft of PII. 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Introduction to Information Security • Information Security Management* • Information Security Emergency Planning • Identifying and Safeguarding Personally Identifiable Information (PII) • Original Classification • Security Classification Guidance • Marking Classified Information • Classification Conflicts and Evaluations • Derivative Classification • Derivative Classification Refresher • Unauthorized Disclosure of Classified Information for DoD and Industry • Unauthorized Disclosure Refresher <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Information Security Course

1.7 INFORMATION ASSURANCE, SYSTEMS & CYBERSECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of information assurance and methods/procedures to protect information systems, Federal automated resources, and data by ensuring their availability, authentication, confidentiality, and integrity. • Demonstrate and exercise a functional awareness of the threats, vulnerabilities, and security requirements of information systems towards the enterprise security profile design, to include: information systems security and the electronic physical access control system (EPACS); information technology (IT)-based vulnerabilities and inherent threats posed to the enterprise security system (ESS) when connected to a networked IT system; security countermeasures to reduce Information Security and IT-based threats and vulnerabilities towards the ESS/EPACS; and IT security architecture and design (e.g., firewalls, intrusion detection systems [IDS], virtual private networking, and virus protection technologies); • Identify, review, and assess the physical and environmental protection controls of the National Institute of Standards and Technology (NIST) SP 800-53 & 53A, NIST SP 800-116, and revisions; • Understand the NIST Risk Management Framework (RMF) and the processes used to assess information technology systems and equipment; • Demonstrate knowledge and understanding of NIST Security Standards and Guidelines and Federal Information Processing Standard (FIPS) 200; • Demonstrate knowledge and understanding of the Committee on National Security Systems policies and procedures; • Understand PIV credentials defined by the NIST and FIPS 201 as an end-point PIV Card; • Understand the requirements of various physical access control systems (“off the shelf”) that are approved for use under HSPD-12, FIPS 201; and, • Understand the architecture of an enterprise system following the recommendations in the NIST SP 800-116 document. 	<p>National Institute of Standards & Technology (NIST) - Free:</p> <ul style="list-style-type: none"> • NIST Risk Management Framework Training <p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Introduction to the Risk Management Framework (RMF) Course • Risk Management Framework Step 1: Categorization of the System • Risk Management Framework Step 2: Selecting Security Controls • Risk Management Framework Step 3: Implementing Security Controls • Risk Management Framework Step 4: Assessing Security Controls • Risk Management Framework Step 5: Authorizing Systems • Risk Management Framework Step 6: Monitor Security Controls • Continuous Monitoring • Information Assurance/Computer Network Defense Information Sharing • Introduction to the NISP Certification and Accreditation (C&A) Process • NISP C&A Process: A Walk-Through Course* • Technical Implementation of C&A - Configuration to DSS Standards* • Technical Implementation of C&A - Configuration to DSS Standards Virtual Environment - Windows XP • Technical Implementation of C&A - Configuration to DSS Standards Virtual Environment - Windows 7 • Technical Implementation of C&A - Configuration to DSS Standards Virtual Environment - Red Hat Enterprise Linux 6 • Cybersecurity Awareness • Cyberprotect • CyberAwareness Challenge for the Intelligence Community • Phishing Awareness • Portable Electronic Devices / Removable Storage Media • Smartphones and Tablets • Windows Server 2003 Incident Preparation & Response (IP&R) • ODAA Business Management System (OBMS) – External User



1.8 COMMUNICATIONS SECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of how to implement, develop, and maintain a Communications Security Program and control cryptographic equipment. 	<p>National Security Administration (NSA):</p> <ul style="list-style-type: none"> • <i>COMSEC Custodian Training (directly through NSA only)</i> <p>IIF Data Solutions (NSA Training Partner) - \$\$\$:</p> <ul style="list-style-type: none"> • COMSEC Account Managers Course
<ul style="list-style-type: none"> • Understand that the United States' secure communications are controlled and managed under a separate set of National Security Agency (NSA) Central Security Service standards and procedures; • Successfully complete the certified COMSEC Custodian course that is recognized by the NSA; and, • Understand and articulate: the duties of a COMSEC Custodian; identifying, controlling/storing, and handling COMSEC material; reporting COMSEC incidents; completing COMSEC forms; ordering COMSEC material/equipment; and, destruction procedures of COMSEC. 	

1.9 OPERATIONS SECURITY

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of critical technologies, foreign intelligence collection systems and techniques, and security countermeasures, including acting as a team member in OPSEC surveys and Protection Assessment Reviews (PARs). 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • OPSEC Awareness • OPSEC Fundamentals
<ul style="list-style-type: none"> • Establish and maintain OPSEC programs to ensure national security-related missions and functions are protected in accordance with National Security Decision Directive 298, "National Operations Security Program"; • Understand the five step Operations Security Process including: 1. Identification of critical information; 2. Analysis of threats; 3. Analysis of vulnerabilities; 4. Assessment of risk; and 5. Application of appropriate OPSEC measures; and, • Demonstrate a working knowledge of an OPSEC program including: assignment of responsibility for OPSEC direction and implementation; planning for and implementation of OPSEC in anticipation of and, where appropriate, during department activity; use of OPSEC analytical techniques to assist in identifying vulnerabilities and to select appropriate OPSEC measures; enactment of measures to ensure that all personnel, commensurate with their positions and security clearances, are aware of hostile intelligence threats and understand the OPSEC process; performing an annual review and evaluation of OPSEC procedures so as to assist the improvement of OPSEC programs; and, provision of interagency support and cooperation with respect to OPSEC programs. 	



1.10 COUNTERINTELLIGENCE & INSIDER THREAT

A. PRIMARY OR B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge and identification of the threats and methods of Foreign Intelligence Entities and recognition of Foreign Intelligence Entities' use of Cyber Attacks. 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Counterintelligence Awareness and Security Brief • Insider Threat Awareness Course • The Relationship Between Counterintelligence and Security • Counterintelligence Awareness Course for DoD Employees • Establishing an Insider Threat Program for Your Organization* • Integrating CI and Threat Awareness into Your Security Program • Protecting Your Facility's Technology* • Sensitizing Facility Employees to Counterintelligence Concerns • Thwarting the Enemy: Providing Counterintelligence & Threat Awareness to the Defense Industrial Base
<ul style="list-style-type: none"> • Understanding of how to identify: the role of threat awareness in protecting the National Industrial Base; foreign collection attempts targeting U.S. critical technologies; key types of threats and common methods of operation; information most likely to be targeted by espionage; and, the types of suspicious events and behaviors that should be reported and identify how to report them. 	

1.11 SAFETY, HEALTH & EMERGENCY MANAGEMENT

B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Knowledge of public safety and security operations, occupational health and safety, and emergency management, preparedness, and response. 	<p>FEMA Emergency Management Institute (EMI) - Free:</p> <ul style="list-style-type: none"> • Continuity of Operations (COOP) Awareness Course • Introduction to Continuity of Operations (COOP)* • Introduction to Incident Command System (ICS) • Introduction to National Incident Management (NIMS) • A National Response Framework (NRF), An Introduction • Fundamentals of Emergency Management* • Planning: Emergency Operations • Introduction to COOP Planning for Pandemic Influenzas • Exercising COOP Plans for Pandemics Course • Incident Command System (ICS) for Single Resources and Initial Action Incidents* <p>Additional training can be found on FEMA's EMI website or within FEMA's broader National Training and Education (NTE) Course Catalog.</p> <p>Occupational Safety and Health Administration (OSHA) - Free:</p> <ul style="list-style-type: none"> • Occupational Safety and Health Course for Other Federal Agencies <p>Center for Disease Control (CDC)/National Institute of Occupational Safety and Health (NIOSH) Training - Free:</p> <ul style="list-style-type: none"> • Assorted CDC/NIOSH Training Courses • Assorted CDC/NIOSH Chemical Safety Courses & Resources
<ul style="list-style-type: none"> • Understand the requirements of National Security Presidential Directive-51, Homeland Security Presidential Directive (HSPD)-20, and/or other pertinent policies regarding Continuity of Operations (COOP); • Develop a basic COOP plan and understand COOP reporting and national level exercise requirement; • Understand pertinent Federal Management Regulations and department or agency specific policies regarding the Occupant Emergency Program; • Develop an All-Hazards Occupant Emergency Plan (OEP) including evacuation plans and shelter-in-place plans; • Test and evaluate an OEP, making appropriate modifications, as necessary; • Understand the operating requirements and components for an Incident Command System (ICS) for managing short-term and long-term field operations for a broad spectrum of emergencies; • Understand key documents that affect planning and operational response in a terrorist attack or weapons of mass destruction incident, including the National Response Plan, National Response Framework, and the National Incident Management System; • Understand the formation and structure of Federal response organizations and how they interface with local emergency response organizations in an emergency incident; and, • Understand approved personal protective equipment, especially respiratory protective equipment and the National Institute of Occupational Safety and Health (NIOSH) Certification List, and protective measures when administering first aid; the latest Federal Pandemic Influenza Plan (www.hhs.gov/pandemicflu/plan); and, the NIOSH Pocket Guide to Chemical Hazards (Current Edition) available both in hardcopy and on-line at (www.cdc.gov/niosh). 	



1.12 CONTRACTING ADMINISTRATION

B. SECONDARY COMPETENCY	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<ul style="list-style-type: none"> ✓ Basic understanding of the Contracting Officer’s Representative (COR) duties and responsibilities as outlined within FAITAS and Department of Commerce requirements. 	<p>Defense Security Service (DSS)/CDSE - Free:</p> <ul style="list-style-type: none"> • Acquisition and Contracting Basics in the NISP <p>Federal Acquisition Institute (FAI) - Free:</p> <ul style="list-style-type: none"> • FAI Training Application Service (FAITAS) Courses • FAI Ongoing Lunch Training Seminars <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Contracting Officer’s Representative Course • Introduction to Government Contracting • Comprehensive COR Workshop • Contracting Basics for CORs • Introduction to the FAR • COR Essentials • COR Refresher • Project Management <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Basic (Level I) Contracting Officer’s Representative • Introduction to Federal Contracting • Contracting Officer’s Representative Course • FAR Fundamentals • Contracting: Entry Level* • Contract Planning* • Contract Execution* • Contract Administration* • COR Refresher • Project Management Principles
<ul style="list-style-type: none"> • Understand the facility clearance approval process and the requirements for making a Foreign Ownership, Control, or Influence determination for contractors; • Work with contracting staff on monitoring various types of contracts such as guard service, construction, countermeasure implementation, etc.; • Prepare statements of work, limited source justifications, and acquisition plans after completion of formal training and detail assignment in the contracting office; • Understand the basic elements of an access control system, how to specify a system, and understand the concept of “defense in depth”; and, • Learn how to commission and closeout projects. 	



2.0 GENERAL COMPETENCIES**

2.1 ACCOUNTABILITY & MANAGEMENT

Training Key:
 \$ = \$0-\$500; \$\$ = \$500+
 \$\$\$ = \$2,000+; \$\$\$\$ = \$4,000+
 * denotes necessary course prerequisite.

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Holds self and others accountable for measurable, high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules; plans, distributes, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected, utilized, and developed, and that they are treated in a fair and equitable manner; and, manages budgeting responsibilities, if applicable.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Increasing Personal Effectiveness • Time Management • Introduction to Management • Project Management • Managing a Project with Your Team • Federal Budgeting for Non-Budgeting Personnel <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Supervising Employee Performance • HR Essentials for Government Supervisors • Project Management Principles • Project Management Essentials for Non-Project Managers • The Federal Budget Process <p>OPM Center for Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Supervisory Development I: Fundamentals • Supervisory Development II: Learning to Lead • Management Development: Leading from the Middle • Project Management Principles

2.2 CUSTOMER SERVICE

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Works with clients and customers (i.e., any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in OSY, other offices/departments, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; and, is committed to providing quality products and services.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Customer Service Excellence • Effective Communication with Customers <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Customer Service Skills & Techniques

2.3 DECISION MAKING

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; and, drives successful change.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Decision Making and Problem Solving <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Decision Making



2.4 FLEXIBILITY

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; and, effectively deals with ambiguity.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Managing Multiple Priorities <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Fostering Accountability, Adaptability, and Resilience <p>OPM Center for Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Managing the Flexible Workplace

2.5 INTERPERSONAL SKILLS

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; effectively deals with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; and, is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Interpersonal Communications • Listening and Memory Development • Positive Approaches to Difficult People <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Interpersonal Skills: Developing Effective Relationships • Interpersonal Essentials for Supervisors

2.6 LEADERSHIP

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Influences, motivates, and challenges others; adapts leadership styles to a variety of situations and leads by example, including: guiding, coaching, and/or mentoring others; building and maintaining productive working relationships within and outside the work unit/organization; handling conflict constructively; demonstrating initiative by taking appropriate action without being directed to do so and influencing others in work unit to accomplish responsibilities; and, assuming personal responsibility and accountability for tasks, products, and/or services provided.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Leadership Skills for Non-Supervisors • Leading Teams and Groups • Leadership Essentials • Leadership Communication • From Peer to Leader: Successfully Navigating the Transition • Preparing to Lead in the 21st Century • Constructive Conflict Resolution <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Leadership and Management Skills for Non-Managers • Leadership Skills and Techniques* • Anytime Coaching* • Resolving Conflict* <p>OPM Center for Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Leadership Competencies: Preparing for the Next Step



2.7 ORAL COMMUNICATION

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Expresses information (e.g., ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (e.g., technical, sensitive, controversial); makes clear and convincing oral presentations; and, listens to others, attends to nonverbal cues, and responds appropriately.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Communication Skills • Communicating for Results • Speaking with Clarity • Speaking with Confidence • Effective Meetings • Briefing Techniques • Facilitator Workshop <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Communicating Strategically* • Briefing and Presentation Skills <p>OPM Center for Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Communicating Face to Face

2.8 PROBLEM SOLVING

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Identifies problems; determines accuracy and relevance of information; and, uses sound judgment to generate and evaluate alternatives, and to make recommendations.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Decision Making and Problem Solving <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Critical Thinking for Problem Solving • Breakthrough Problem Solving*

2.9 TEAMWORK

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; and, works with others to achieve goals.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Jump Starting High-Performing Teams: The Fundamentals <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Collaboration and Knowledge Sharing* • Motivating and Engaging Others • Building and Sustaining Teams* <p>OPM Center for Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Team Building and Team Leadership



2.10 WRITTEN COMMUNICATION & WRITING

C. CORE COMPETENCY (ALL EMPLOYEES)	
Desired Knowledge, Skills & Understanding	Recommended Training Courses & Curriculums
<p>✓ Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (e.g., facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience; and, demonstrates proficiency in Microsoft Office Suite, including Word, PowerPoint, and Excel.</p>	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Grammar for Professionals • Fundamentals of Writing • Writing for Results • Clear Writing Through Critical Thinking • Effective Government Correspondence • Report Writing <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Grammar Refresher • Business Writing* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Effective Writing in Federal Government

****Please Note:** [The Department of Commerce Learning Center \(CLC\)](#) offers assorted trainings that build basic understanding in many of the above General Competencies. Please first refer to available CLC trainings before requesting and pursuing additional paid training options.



3.0 LEADERSHIP COMPETENCIES***

3.1 LEADING CHANGE - EXECUTIVE CORE QUALIFICATION #1

Training Key:
 \$ = \$0-\$500; \$\$ = \$500+
 \$\$\$ = \$2,000+; \$\$\$\$ = \$4,000+
 * denotes necessary course prerequisite.

C. CORE COMPETENCY (GRADE LEVELS 15 & ABOVE ONLY)	
Necessary Skills, Knowledge & Understanding	Recommended Training Courses & Curriculums
<p>✓ Develops and implements an organizational vision that integrates key program goals, priorities, values, and other factors; articulates OSY's vision, mission, and strategies to employees in a way that inspires their commitment; supports and manages change; responds professionally in stressful and difficult situations; and, improves OSY effectiveness by creating an environment that rewards creativity and innovation.</p> <ul style="list-style-type: none"> • Creativity & Innovation: develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; and, designs and implements new or cutting edge programs/processes; • External Awareness: understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; and, is aware of the organization's impact on the external environment; • Flexibility: is open to change and new information; and, rapidly adapts to new information, changing conditions, or unexpected obstacles; • Resilience: deals effectively with pressure; remains optimistic and persistent, even under adversity; and, recovers quickly from setbacks; • Strategic Thinking: formulates objectives and priorities; implements plans consistent with the long-term interests of the organization in a global environment; and capitalizes on opportunities and manages risks; and, • Vision: Takes a long-term view and builds shared vision with others; drives organizational change; and, influences others to translate vision to action. 	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Strategic Planning for Government Organizations • The Leadership Challenge • Executive Survival Skills <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Creativity & Innovation* • From Tactical to Strategic Thinking* • Navigating Change in Turbulent Times* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Strategic Planning for Executives • Executive Development - Leading Change* - \$\$\$\$ • Adapting to Organizational Change - Enabling 21st Century Leaders • Executive Communication Skills: Leading the Process of Change - \$\$\$\$ • Organizational Resiliency • Resiliency 2.0 • Crisis Leadership

3.2 LEADING PEOPLE - EXECUTIVE CORE QUALIFICATION #2

C. CORE COMPETENCY (GRADE LEVELS 15 & ABOVE ONLY)	
Necessary Skills, Knowledge & Understanding	Recommended Training Courses & Curriculums
<p>✓ The ability to lead people toward meeting the organization's vision, mission, and goals; and, the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.</p> <ul style="list-style-type: none"> • Conflict Management: encourages creative tension and differences of opinions; anticipates and takes steps to prevent counter-productive confrontations; and, manages and resolves conflicts and disagreements in a constructive manner; • Leveraging Diversity: fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization; • Developing Others: develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods; and, • Team Building: inspires and fosters team commitment, spirit, pride, and trust; and, facilitates cooperation and motivates team members to accomplish group goals. 	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Leading People • Managing Employee Trust • Coaching Skills for Today's Leaders • Mentoring Skills • Emotionally Intelligent Leaders <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Advanced Leadership Skills and Techniques* • Engaging Leadership* • Fostering a Diverse and Inclusive Workplace* • Leading and Managing High-Performing Project Teams* • Emotionally Intelligent Leadership* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Emotional Competence: Working with Others for Results • Collaborative Leadership: Working with Others • Engaging and Encouraging Employees • Facilitation Skills for Leaders • Coaching and Mentoring for Excellence



3.3 RESULTS-DRIVEN - EXECUTIVE CORE QUALIFICATION #3

C. CORE COMPETENCY (GRADE LEVELS 15 & ABOVE ONLY)	
Necessary Skills, Knowledge & Understanding	Recommended Training Courses & Curriculums
<p>✓ The ability to meet organizational goals and customer expectations; and, the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.</p> <ul style="list-style-type: none"> • Accountability: holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; and, complies with established control systems and rules; • Customer Service: anticipates and meets the needs of both internal and external customers; delivers high-quality products and services; is committed to continuous improvement; • Decisiveness: makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; and, perceives the impact and implications of decisions; • Entrepreneurship: positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; and, takes calculated risks to accomplish organizational objectives; • Problem Solving: identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; and, makes recommendations; and, • Technical Credibility: understands and applies principles, procedures, requirements, regulations, and policies related to specialized expertise. 	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Managing for Results • Introduction to Program Evaluation <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Senior Level Leadership and Strategic Management* • From Strategic Plans to Tactical Execution* • Mission-Driven Project Management: From Strategy to Action • Managing Stakeholder Expectations and Relationships* • Program Management* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Developing Customer-Focused Organizations • Creating and Sustaining Organizational Excellence • Extraordinary Leadership

3.4 BUSINESS ACUMEN - EXECUTIVE CORE QUALIFICATION #4

C. CORE COMPETENCY (GRADE LEVELS 15 & ABOVE ONLY)	
Necessary Skills, Knowledge & Understanding	Recommended Training Courses & Curriculums
<p>✓ The ability to manage human, financial, and information resources strategically.</p> <ul style="list-style-type: none"> • Financial Management: understands OSY's financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; and, monitors expenditures and uses cost-benefit thinking to set priorities; • Human Capital Management: builds and manages workforce based on organizational goals, budget considerations, and staffing needs; ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems; and, manages a multi-sector workforce and a variety of work situations; and, • Technology Management: keeps up-to-date on technological developments; makes effective use of technology to achieve results; and, ensures access to and security of technology systems. 	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • Planning, Budgeting, and Performance Measurement • Managing Under Budgetary Constraints* • Budget Justification and Presentation* • Budget Execution* • Business Analysis • Employee Performance Discussions <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Senior Level Business, Cost, and Financial Management* • Principles of Business Analysis • Federal Financial Management Overview • Budget Formulation* • Budget Justification: Effective Preparation and Submission* • Budget Execution* • Supervising Employee Performance • Supervising Individual Development Planning • Senior Level Systems Management* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Management Development: Leading Organizations



3.5 BUILDING COALITIONS - EXECUTIVE CORE QUALIFICATION #5

C. CORE COMPETENCY (GRADE LEVELS 15 & ABOVE ONLY)	
Necessary Skills, Knowledge & Understanding	Recommended Training Courses & Curriculums
<p>✓ The ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.</p> <ul style="list-style-type: none"> • Partnering: develops networks and builds alliances; and, collaborates across boundaries to build strategic relationships and achieve common goals; • Political Savvy: identifies the internal and external politics that impact the work of the organization; and, perceives organizational and political reality and acts accordingly; and, • Influencing/Negotiating: persuades others; builds consensus through give and take; and, gains cooperation from others to obtain information and accomplish goals. 	<p>Department of Commerce Learning Center (CLC) - Free:</p> <ul style="list-style-type: none"> • Assorted Training Courses <p>Graduate School USA - \$\$:</p> <ul style="list-style-type: none"> • The Power of Influence Over Authority • Negotiating Techniques <p>Management Concepts - \$\$:</p> <ul style="list-style-type: none"> • Influencing Skills* • Negotiation Skills* <p>OPM Center For Leadership Development - \$\$\$:</p> <ul style="list-style-type: none"> • Inter-Organizational Collaboration • Leadership for a Global Society • Working With Congress for Federal Executives • Science, Technology, and Public Policy • National Security Policy • Conflict and Negotiations for Federal Executives

*****Please Note:** [The Department of Commerce Learning Center \(CLC\)](#) offers assorted leadership development programs and trainings that build skills in the above Leadership Competencies. Please first refer to available CLC trainings before requesting and pursuing additional paid training options.



IV. APPENDIX



ADDITIONAL REFERENCE MATERIALS

- Defense Security Service (DSS) Center for Development of Security Excellence (CDSE); [Job Aids, Handbooks, Video Shorts, and Instructional Toolkits for Security Personnel](#).
- Interagency Security Committee (ISC); [Security Specialist Competencies - An Interagency Security Committee Guide; Second Edition](#); January 2017.
- Office of Personnel Management (OPM); [Competency Model for Law Enforcement, Compliance, Security, Intelligence, and Related Occupations](#).
- Office of Personnel Management (OPM); [Position Classification Standard for Security Administration Series GS-0080](#).
- Office of Personnel Management (OPM); [Senior Executive Service Executive Core Qualifications](#).
- American Society of Industrial Security (ASIS) International; Additional [Security Education Programs, Webinars, e-Learning, Executive Leadership Education](#) and [Certificate Programs](#).
- Federal Acquisition Institute (FAI) [Training Application Service \(FAITAS\), Training Resources, and Continuous Learning](#).
- Federal Law Enforcement Training Centers (FLETC) [Training Catalog](#).

