



AWQI

Acquisition Workforce Qualification Initiative

eWorkbook User Guide

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Introduction

The Acquisition Workforce Qualification Initiative (AWQI) is an employee development tool used to capture demonstrated acquisition experience of the workforce. As a key element of Better Buying Power, AWQI aims to ensure that everyone who touches acquisition has the skills required to ensure successful acquisition outcomes.

Subject matter experts, beginning with the DAWIA career field competencies established by the OSD acquisition functional leaders, translated the acquisition competencies into measurable on-the-job products and their corresponding tasks. The products and their associated tasks together are the AWQI standards. This work focused only on the acquisition competencies for each career field and these acquisition standards are documented in the AWQI eWorkbook tool.

Workforce members can leverage the tool to gauge their proficiency against the standards and see the breadth of the acquisition outcomes they may encounter over their career. When fully implemented with independent assessors overseeing progress, the employee can also earn required continuous learning points.

Additionally, AWQI provides a common set of standards for organizations. This information can be used by organizations to mitigate skill gaps by leveraging developmental opportunities or targeting strategic hiring.

Additional information can be found on the AWQI website: www.dau.mil/AWQI

Purpose

The eWorkbook is an electronic tool which contains acquisition competencies, competency elements and the AWQI standards (products and tasks).

Standards can be searched and applied to an individual for tracking and/or assessment of demonstrated experience as it applies to that individual's acquisition experience within the current job requirements.

The purpose of this guide is to instruct the end user on how to use the eWorkbook as an individual's tracking tool for AWQI.

Using the eWorkbook

eWorkbook Layout

The eWorkbook is a Microsoft Excel application. It is organized using tabs/worksheets. The first tab/worksheet contains a 'Quick Start' guide; a brief tutorial on how to use the eWorkbook. The following career field/functional area tabs/worksheets contain the standards for each acquisition career field/functional area organized by competency.

A unique number has been assigned to each competency, which flows to associated competency elements and the standards (products and tasks). These numbers are not part of an official methodology, but rather a means to organize. Note that numbers assigned to the standards may not always appear in perfect numerical order due to periodic updates to the eWorkbook but will always be grouped with the appropriate competency and competency element.

There are 12 career field and 2 functional area tabs. There is one tab/worksheet named "My Standards." This is where an individual's selected standards will be located.

Note that updates to the eWorkbook can result in not only changes to a standard but the removal of a standard from a career field tab/worksheet. However, standards that have been copied to an individual's "My Standards" tab/worksheet will remain there permanently and progress documented towards them will never be lost. Where changes have been made to a standard that has been copied to the "My Standards" tab, a notification saying the standard has been updated will be displayed in the comment field. Simply go to the career field/functional area tab from where the standard was originally copied to see the updated standard.

The following are the career fields/functional areas:

BUS – Business	LOG – Logistics
CON – Contracting	PM – Program Management
ENG – Engineering	PQM – Production, Quality, and Manufacturing
EVM – Earned Value Management	PUR – Purchasing
FAC – Facilities Engineering	Small Biz – Small Business
IND – Industrial Property	STM – Science and Technology Management
IT – Information Technology	T&E – Test and Evaluation

Tabs/worksheets containing the career fields/functional areas and "My Standards" are located across the bottom of the workbook as seen below in Figure 1.

Career	Functional Unit Of Competence	Competency	Competency Element	Product	Task
Select ENG	Analytical	1: Mission-Level Assessment	1-1: Assess mission areas end-to-end, across system and platform boundaries, to identify and close integration and interoperability (I&I) gaps in mission critical capabilities. Identify and define the mission problem(s) or opportunity(s), analyze the solution space, and initiate the life cycle of a potential solution that could address the problem or take	1-1-1: Provided input to the material development decision (MDD)	1. Identify the mission problem and associated capability gap(s) described in the capability based assessment (CBA) and initial capabilities document (ICD). 2. Identify technology opportunities related to the identified mission problem and capability gaps. 3. Identify a range of candidate material solutions to address the mission critical capability gaps. 4. Identify near-term technology opportunities to provide a more rapid interim response to the capability gaps. 5. Develop the technical knowledge base for each candidate material solution in accordance with the analysis of alternate 6. Analyze trade space to determine technical risk and performance versus cost benefits of potential solutions. 7. Communicate systems engineering assessment for consideration by the milestone decision authority
Select ENG	Analytical	1: Mission-Level Assessment	1-1: Assess mission areas end-to-end, across system and platform boundaries, to identify and close integration and interoperability (I&I) gaps in mission critical capabilities. Identify and define the mission problem(s) or opportunity(s), analyze the solution space, and initiate the life cycle of a potential solution that could address the problem or take	1-1-2: Provide recommendations to the program's acquisition strategy and draft capability development document (CDD) for the preferred material solution	1. Identify from the material development decision (MDD) proposed material solutions to meet an operational need. 2. Analyze proposed material solutions to support selection of a preferred material solution. 3. Perform operational analysis on preferred material solution. 4. Perform technical/engineering analysis on preferred material solution. 5. Provide input to formulate the program structure reflected in acquisition strategy. 6. Provide recommendations to the requirements developer to shape the capability requirements documented in the draft development document (CDD)
Select ENG	Analytical	2: Stakeholder Requirements Definition	2-1: Work with the user to establish and refine operational needs, attributes, performance parameters, and constraints that flow from the joint capability integration and development system described capabilities, and ensure all relevant requirements and design considerations are addressed to establish a set of baseline	2-1-1: Document of baseline technical requirements	1. Identify stakeholders who have an interest in the system. 2. Elicit stakeholder capability objectives. 3. Define stakeholder requirements. 4. Given an initial capabilities document (ICD), define potential requirements that are not formally specified (i.e., derived req 5. Document defined stakeholder requirements and derived technical requirements. 6. Inform the requirements analysis process to establish, maintain, and capture traceability between system requirements a

Figure 1: Acquisition Career Fields/Functional Areas Tabs/Worksheets

Each acquisition career field/functional area is organized by competency, competency element, product, and tasks. The column descriptions are located at the top of each worksheet as seen in Figure 2.

Career	Functional Unit Of Competence	Competency	Competency Element	Product	Task
Select ENG	Analytical	1: Mission-Level Assessment	1-1: Assess mission areas end-to-end, across system and platform boundaries, to identify and close integration and interoperability (I&I) gaps in mission critical capabilities. Identify and define the mission problem(s) or opportunity(s), analyze the solution space, and initiate the life cycle of a potential solution that could address the problem or take	1-1-1: Provided input to the material development decision (MDD)	1. Identify the mission problem and associated capability gap(s) described in the capability based assessment (CBA) and initial capabilities document (ICD). 2. Identify technology opportunities related to the identified mission problem and capability gaps. 3. Identify a range of candidate material solutions to address the mission critical capability gaps. 4. Identify near-term technology opportunities to provide a more rapid interim response to the capability gaps. 5. Develop the technical knowledge base for each candidate material solution in accordance with the analysis of alternate 6. Analyze trade space to determine technical risk and performance versus cost benefits of potential solutions. 7. Communicate systems engineering assessment for consideration by the milestone decision authority
Select ENG	Analytical	1: Mission-Level Assessment	1-1: Assess mission areas end-to-end, across system and platform boundaries, to identify and close integration and interoperability (I&I) gaps in mission critical capabilities. Identify and define the mission problem(s) or opportunity(s), analyze the solution space, and initiate the life cycle of a potential solution that could address the problem or take	1-1-2: Provide recommendations to the program's acquisition strategy and draft capability development document (CDD) for the preferred material solution	1. Identify from the material development decision (MDD) proposed material solutions to meet an operational need. 2. Analyze proposed material solutions to support selection of a preferred material solution. 3. Perform operational analysis on preferred material solution. 4. Perform technical/engineering analysis on preferred material solution. 5. Provide input to formulate the program structure reflected in acquisition strategy. 6. Provide recommendations to the requirements developer to shape the capability requirements documented in the draft development document (CDD)
Select ENG	Analytical	2: Stakeholder Requirements Definition	2-1: Work with the user to establish and refine operational needs, attributes, performance parameters, and constraints that flow from the joint capability integration and development system described capabilities, and ensure all relevant requirements and design considerations are addressed to establish a set of baseline	2-1-1: Document of baseline technical requirements	1. Identify stakeholders who have an interest in the system. 2. Elicit stakeholder capability objectives. 3. Define stakeholder requirements. 4. Given an initial capabilities document (ICD), define potential requirements that are not formally specified (i.e., derived req 5. Document defined stakeholder requirements and derived technical requirements. 6. Inform the requirements analysis process to establish, maintain, and capture traceability between system requirements a

Figure 2: Column Descriptions

Accessing the AWQI eWorkbook

The eWorkbook is located on the AWQI website at www.dau.mil/awqi. Select 'eWorkbook' from the menu options located at the top of the homepage. Click the 'AWQI eWorkbook Download' button. Save the file to your computer.

Opening the eWorkbook

When opening the AWQI eWorkbook for the first time, there may be a warning banner on the top left hand corner under the ribbon. The security warning states "macros have been disabled" as depicted in Figure 3. The macro is digitally signed by a trusted publisher, making the active content in this file secure and safe to run on your computer.

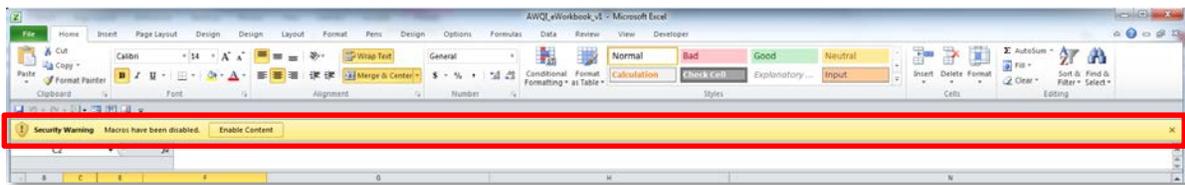
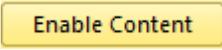


Figure 3: Security Warning

Click  Enable Content button. (Figure 3)

The following security warning may appear. (Figure 4)

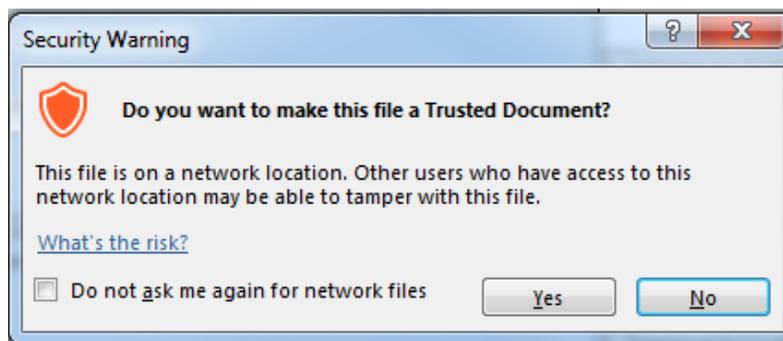
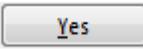


Figure 4: Security Warning

Click the  Yes button. You are now ready to begin using the eWorkbook.

The eWorkbook will open to the 'Quick Start' guide (Figure 5). Click one of the following career field/functional area tabs to begin browsing the eWorkbook.

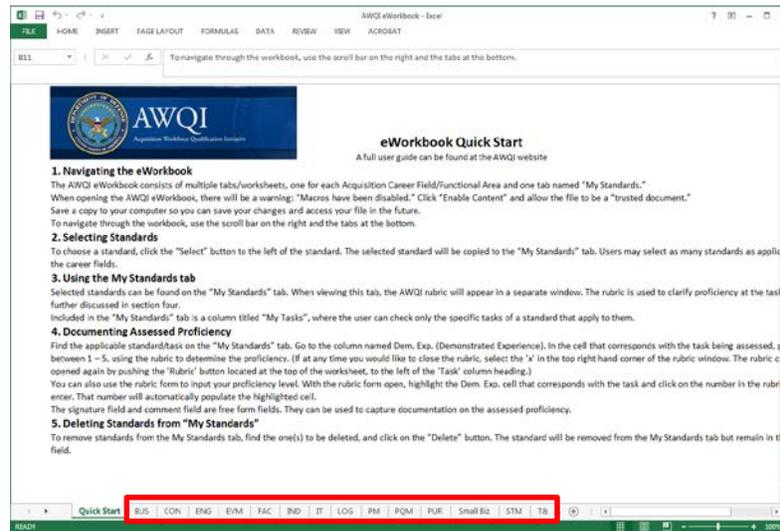


Figure 5: Open eWorkbook

Browsing and Searching

Browsing

To browse the standards within a career field/functional area, use the scroll bar on the right and bottom of the workbook. (Figure 6)

		Enter Keyword(s) to search this career field:		Apply Filter		
	Career	Functional Unit Of Competen	Competency	Competency Element	Product	Task
Select	BUS	Financial Management : General	1. Using Government Financial Operations and Regulations	1-1. Ensure compliance with appropriate/applicable statutes, regulations, comptroller general decisions, general counsel guidance, and specific congressional mandates included in the agency's authorizing legislation, appropriation acts, and committee	1-1-1. Program financial products compliant with fiscal law, financial management regulation (FMR), and other governing laws and regulations	1. Identify applicable FMR and governing regulations. 2. Determine compliance of program financials operation based on knowledge and review of FMR and other regulations. 3. Frame business financial managers' input in accordance with the FMR. 4. Identify the specific section of the FMR or fiscal law that provides the rationale for opinions/approvals/for 5. Provide the program manager with a written recommendation supported by the FMR, other governing law
Select	BUS	Financial Management : General	2. Budget Formulation	2-1. Develop requirements details and budget guidelines for program data collection.	2-1-1. Guidance for data calls and budget submissions	1. Assess whether the current program budget estimates reflect current program requirements as defined in 2. Evaluate APB changes from most recent POMBES cycle. 3. Review financial-related data in unit cost report (UCR) and selected acquisition report (SAR). 4. In accordance with OSD integrated program/budget guidance and the FMR, write guidance for submit and utilization from subordinate organizations.
Select	BUS	Financial Management : General	2. Budget Formulation	2-2. Forecast inputs needed in the budget preparation.	2-2-1. Develop an obligation/expenditure variance report	1. Utilizing the program/budget data in current future year defense plan (FYDP), develop obligation, and ex 2. Compare actual obligations and expenditures received from Defense Finance and Accounting Service 3. Identify excess "carry-over" funds in a variance report and recommend how to effectively satisfy budget requirements.
Select	BUS	Financial Management : General	2. Budget Formulation	2-3. Identify pertinent funding policies and prescribed appropriation categories consistent with stated program operations and objectives.	2-3-1. Formulation of the program objectives memorandum (POM)	1. In accordance with the FMR funding policy guidance and the OSD integrated program/budget guidance requirements. 2. Develop the inputs to the program objective memorandum (POM). 3. Identify excess "carry-over" funds in a variance report and recommend how to effectively satisfy budget requirements.
Select	BUS	Financial Management : General	2. Budget Formulation	2-4. Analyze sets of requests from program offices and provide inputs and priority recommendations for budget decisions.	2-4-1. Prioritized list of unfunded budget requests that support budget decision(s)	1. Analyze program/budget requests from subordinate organizations. 2. Prioritize those program/budget requests in accordance with user requirements and available funding. 3. Develop and provide recommendations of prioritization for unfunded requirements to the program manager

Figure 6: Using the Scroll Bars

Searching within a Career Field/Functional Area

At the top of each career field/functional area worksheet, there is keyword search functionality as depicted in Figure 7.



Figure 7: Keyword Search

This keyword search functionality only searches the content within the career field/functional area tab/worksheet currently open. The keyword search may be performed using a single word, multiple words, or phrases.

Single Keyword Search:

To perform a single keyword search, enter a keyword in the space provided and click the

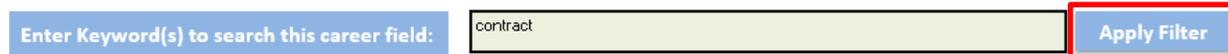


Figure 8: Single Keyword Search

The standards that contain the keyword searched will be displayed as shown in Figure 9.

1	B	C	E	F	G	H	N	
2	Enter Keyword(s) to search this career field:						contract	Apply Filter
3								
10	Career	Unit Of Competen	Competency	Competency Element	Product	Task		
11	Select	BUS	Financial Management : General	3- Budget Execution (General DoD)	3-2- Prepare and review periodic spending status reports.	3-2-1 Submitted budget execution analysis and corrective action recommendations	1. Obtain current contract funds status report (CFSR) and integrated program management report (IPMR) w expenditure status. 2. Analyze obligation rates, expenditure rates, and projected expenditure rates to determine fiscal efficien 3. Identify budget shortfalls and recommended corrective actions. 4. Submit report and corrective action recommendations to the decision maker.	
12							1. Compare contractors' proposal to government request for proposal (RFP) to verify contractors' proposed government requirements stated in RFP. 2. Compare contractors' cost proposal to government's cost estimate for work stated in the RFP. 3. Compare contractors' cost proposal to cost of previous, similar scope of work based on data potentially resource cap (DCARC) for ACATI and ACAT IA programs. 4. Evaluate reasonableness of contractors' cost proposals considering all known data. 5. Provide evaluation and recommendations to the source selection team.	
13	Select	BUS	Financial Management : General	8- Contracting : Right	8-1- Review cost proposals.	8-1-1 Evaluation of cost proposals and recommendation in accordance with source selection plan	1. Obtain the approved acquisition strategy and cost analysis requirements description (CARD). 2. Assess the program risks defined by the SMEs within the acquisition strategy. 3. Using the system defined by the subject matter experts within the CARD, develop a life cycle cost estima 4. Using both the LCCE and the acquisition strategy, formulate the budget to include risk(s) while building th memorandum (PCM) by appropriation and year(s). 5. Based on the budget risk(s), provide contract type recommendation to contracting officer. 6. Submit budget requirements to business and program decision makers for review/approval.	
14							1. Obtain contract funds status report (CFSR), integrated program management report (IPMR), and obligatio acquisition 2. Review program/funds performance and evaluate performance.	
15	Select	BUS	Financial Management : Acquisition Management	9- Acquisition Strategy Planning and Analysis	9-1- Collect and integrate inputs from program technical SMEs.	9-1-1 Budget analysis of approved acquisition strategy and cost analysis requirements description (CARD)		
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26	Select	BUS	Financial Management : Acquisition Management	9- Acquisition Strategy Planning and Analysis	9-3- Identify potential program problems and propose effective contingency plans.	9-3-1 Evaluation of program performance with risk management recommendations		
27								

Figure 9: Single Keyword Search Results

To clear a search and see the full list of standards, delete the keyword from the search box and click the **Apply Filter** Apply Filter button. The full list of standards for that career field/functional area will be displayed.

Multiple Keyword Search

To perform a multiple keyword search, follow the steps outlined in the 'Single Keyword Search' section, and insert a comma (,) between your words. (Figure 10)

This search will display standards containing both or either of the keywords.

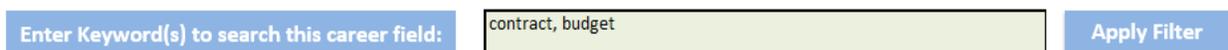
A screenshot of a search interface. On the left, there is a blue button with the text "Enter Keyword(s) to search this career field:". To its right is a light green search input box containing the text "contract, budget". To the right of the input box is another blue button with the text "Apply Filter".

Figure 10: Multiple Keyword Search

Phrase Search

To perform a phrase search, follow the steps outlined in the 'Single Keyword Search' section, and enter the phrase instead of a single keyword. (Figure 11)

This search will only display standards containing the phrase entered.

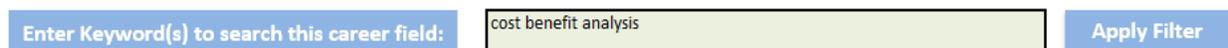
A screenshot of a search interface. On the left, there is a blue button with the text "Enter Keyword(s) to search this career field:". To its right is a light green search input box containing the text "cost benefit analysis". To the right of the input box is another blue button with the text "Apply Filter".

Figure 11: Phrase Search

Searching the entire eWorkbook using 'Find & Select'



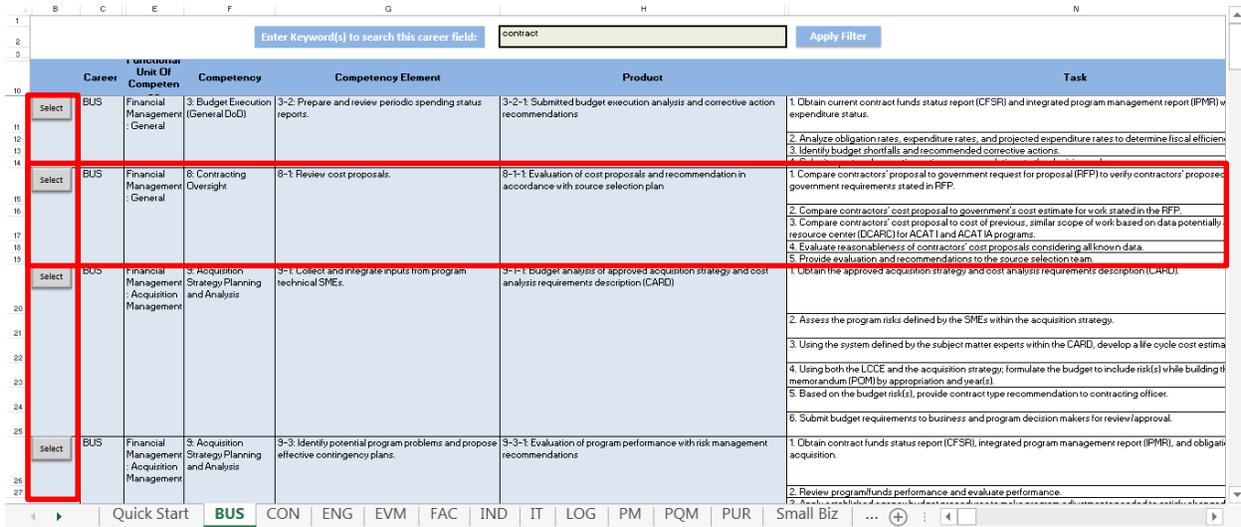
Find &
Select ▾

An inherent functionality of Microsoft Excel is 'Find and Select'. This tool can be used to perform a search across the entire eWorkbook, in all career field/functional areas.

Note: when using 'Find and Select', search results will include instances found in hidden cells within the eWorkbook.

Selecting My Standards

To select the standards which apply to the individual, click the  Select Button to the left of the standard you wish to choose. (Figure 12)



Enter Keyword(s) to search this career field:

Career	Unit Of Competen	Competency	Competency Element	Product	Task	
<input type="button" value="Select"/>	BUS	Financial Management : General	3 Budget Execution (General DoD)	3-2 Prepare and review periodic spending status reports.	3-2-1 Submitted budget execution analysis and corrective action recommendations	1. Obtain current contract funds status report (CFSR) and integrated program management report (IPMR) w expenditure status. 2. Analyze obligation rates, expenditure rates, and projected expenditure rates to determine fiscal efficien 3. Identify budget shortfalls and recommended corrective actions.
<input type="button" value="Select"/>	BUS	Financial Management : General	8 Contracting Oversight	8-1 Review cost proposals.	8-1-1 Evaluation of cost proposals and recommendation in accordance with source selection plan	1. Compare contractors' proposal to government request for proposal (RFP) to verify contractors' proposed government requirements stated in RFP. 2. Compare contractors' cost proposal to government's cost estimate for work stated in the RFP. 3. Compare contractors' cost proposal to cost of previous, similar scope of work based on data potentially resource center (DCARC) for ACAT I and ACAT IA programs. 4. Evaluate reasonableness of contractors' cost proposals considering all known data. 5. Provide evaluation and recommendations to the source selection team.
<input type="button" value="Select"/>	BUS	Financial Management : Acquisition Management	5 Acquisition Strategy Planning and Analysis	5-1 Collect and integrate inputs from program technical SMEs.	5-1-1 Budget analysis of approved acquisition strategy and cost analysis requirements description (CARD)	1. Obtain the approved acquisition strategy and cost analysis requirements description (CARD). 2. Assess the program risks defined by the SMEs within the acquisition strategy. 3. Using the system defined by the subject matter experts within the CARD, develop a life cycle cost estima 4. Using both the LCCE and the acquisition strategy, formulate the budget to include risk(s) while building th memorandum (POM) by appropriation and year(s). 5. Based on the budget risk(s), provide contract type recommendation to contracting officer. 6. Submit budget requirements to business and program decision makers for review/approval.
<input type="button" value="Select"/>	BUS	Financial Management : Acquisition Management	5 Acquisition Strategy Planning and Analysis	5-3 Identify potential program problems and propose effective contingency plans.	5-3-1 Evaluation of program performance with risk management recommendations	1. Obtain contract funds status report (CFSR), integrated program management report (IPMR), and obligati acquisition. 2. Review program/funds performance and evaluate performance.

Quick Start **BUS** CON ENG EVM FAC IND IT LOG PM PQM PUR Small Biz ...

Figure 12: Selecting Standards

Upon clicking the  Select Button, the selected standard will be copied to the “My Standards” tab and the button will change to  copied. (Figure 13)

Note: the application allows the user to select as many standards as they wish across all career fields.

Career	Unit Of Competency	Competency	Competency Element	Product	Task
BUS	Financial Management: General	3: Budget Execution (General DoD)	3-2: Prepare and review periodic spending status reports.	3-2-1: Submitted budget execution analysis and corrective action recommendations	1. Obtain current contract funds status report (CFSR) and integrated program management report (IPMR) with the current obligation and expenditure status. 2. Analyze obligation rates, expenditure rates, and projected expenditure rates to determine fiscal efficiency. 3. Identify budget shortfalls and recommended corrective actions. 4. Submit report and corrective action recommendations to the decision maker.
BUS	Financial Management: General	6: Contracting Oversight	6-1: Review cost proposals.	6-1-1: Evaluation of cost proposals and recommendation in accordance with source selection plan	1. Compare contractor proposal to government request for proposal (RFP) to verify contractor proposed work is consistent with government requirements stated in RFP. 2. Compare contractor cost proposal to government cost estimate for work stated in the RFP. 3. Compare contractor cost proposal to cost of previous, similar scope of work based on data potentially available in the defense cost and resource center (DCARC) or ACAT 1 and ACAT 1A programs. 4. Evaluate reasonableness of contractor cost proposal, considering all known data. 5. Provide evaluation and recommendations to the source selection team.
BUS	Financial Management: Acquisition Management	3: Acquisition Strategy/Planning and Analysis	3-1: Collect and integrate inputs from program technical SMEs.	3-1-1: Budget analysis of approved acquisition strategy and cost analysis requirements description (CARD)	1. Obtain the approved acquisition strategy and cost analysis requirements description (CARD). 2. Assess the program risks defined by the SMEs within the acquisition strategy. 3. Using the system defined by the subject matter experts within the CARD, develop a life cycle cost estimate (LCCE). 4. Using both the LCCE and the acquisition strategy, formulate the budget to include risk(s) while building the program objectives memorandum (POM) by appropriation and year(s). 5. Based on the budget risk(s), provide contract type recommendation to contracting officer. 6. Submit budget requirements to business and program decision makers for review/approval.

Figure 13: Selected Standards

My Standards

To review and assess yourself against the standards selected, click the “My Standards” tab.

Upon clicking the “My Standards” tab, the “My Standards” worksheet will open (Figure 14)

The “My Standards” worksheet also contains the AWQI Rubric.

Note: the “My Standards” tab and the AWQI Rubric may appear smaller or larger on your screen depending on your “Zoom” setting in Excel and your computer’s screen resolution settings.

Career	Unit Of Competency	Competency	Competency Element	Product	Dem. Exp.	Task	Rubric	Task	Signature	Comments
BUS	Financial Management: General	2: Budget Formulation	2-1: Develop requirements details and budget guidelines for program data collection.	2-1-1: Guidance for data calls and budget submissions			1. Assess whether the current program budget estimates reflect current program requirements as defined in the ICD, CDD, CPD, APB. 2. Evaluate APB changes from most recent PQMBES cycle. 3. Review financial-related data in unit cost report (UCR) and selected acquisition report			

Acquisitions Workforce Qualifications Initiative Rubric				
1	2	3	4	5
Undeveloped and/or No Experience	Emerging and/or Limited Experience	Expanding and/or Some Experience	Proficient	Excellent
<ul style="list-style-type: none"> Attempts to complete the task, but demonstrates a major weakness in organization Provides little or no accurate response to the activity 	<ul style="list-style-type: none"> Attempts to address the task Provides a poorly organized response to the activity Lacking focus 	<ul style="list-style-type: none"> Addresses most aspects of the task or addresses all aspects in a limited way Provides a satisfactory response to the activity Demonstrates a generally organized response to the activity 	<ul style="list-style-type: none"> Addresses all aspects of the task Provides a well-developed response to the activity, but may not support all aspects of the task evenly Demonstrates a logical and clearly organized response to the activity 	<ul style="list-style-type: none"> Addresses all aspects of the task Provides a well-developed response to the activity Consistently demonstrates a logical and clearly organized response to the activity

Figure 14: My Standards Tab

Rubric

The AWQI Rubric is a tool designed to clarify the developmental levels of performance, and to facilitate understanding progress towards achieving those standards. The AWQI Rubric has five achievement levels. The descriptors under each level will help the employee determine whether there is a need for additional development prior to achieving proficiency. (Figure 15)

1 Undeveloped and/or No Experience	2 Emerging and/or Limited Experience	3 Expanding and/or Some Experience	4 Proficient	5 Excellent
<ul style="list-style-type: none"> • Attempts to complete the task, but demonstrates a major weakness in organization • Provides little or no accurate response to the activity 	<ul style="list-style-type: none"> • Attempts to address the task • Provides a poorly organized response to the activity • Lacking focus 	<ul style="list-style-type: none"> • Addresses most aspects of the task or addresses all aspects in a limited way • Provides a satisfactory response to the activity • Demonstrates a generally organized response to the activity 	<ul style="list-style-type: none"> • Addresses all aspects of the task • Provides a well-developed response to the activity, but may not support all aspects of the task evenly • Demonstrates a logical and clearly organized response to the activity 	<ul style="list-style-type: none"> • Addresses all aspects of the task • Provides a well-developed response to the activity • Consistently demonstrates a logical and clearly organized response to the activity

Figure 15: AWQI Rubric

The rubric is located at the bottom left side of the “My Standards” tab when first opened and can be moved to anywhere on the screen. (Figure 16)

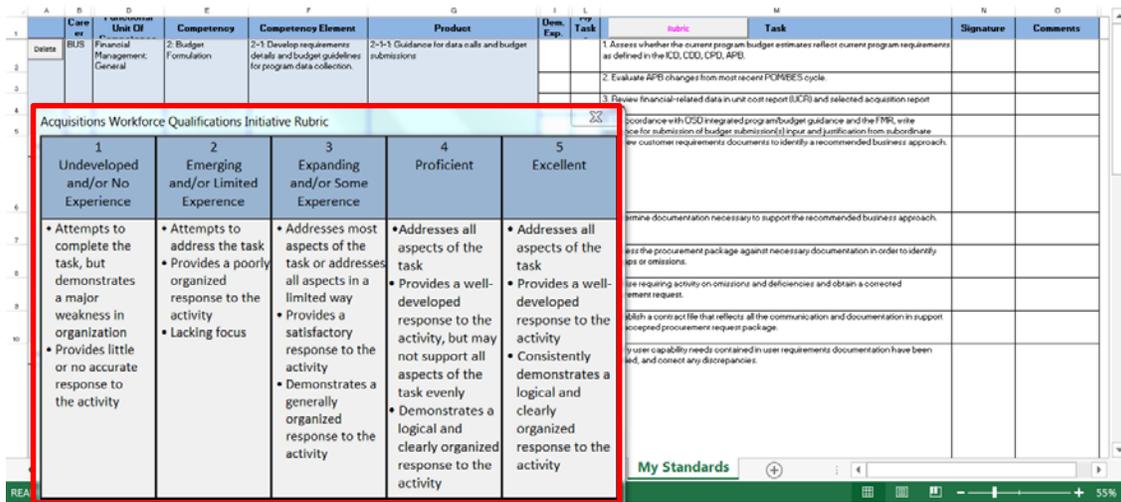


Figure 16: Rubric

Moving the Rubric Form

To move the rubric form, place your cursor on the title bar; click, hold and drag to the desired location. (Figure 17) The rubric can be closed at any time by clicking the ‘x’ in the top right hand corner.

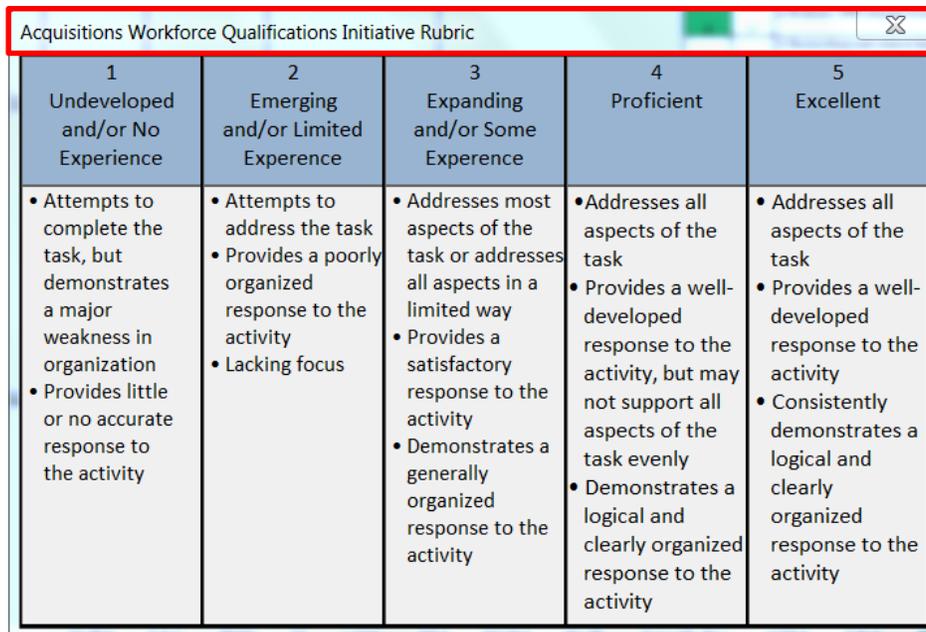


Figure 17: Rubric Form Title Bar

The rubric can be reopened anytime by selecting the 'Rubric' button at the top of the "My Standards" page. (Figure 18)

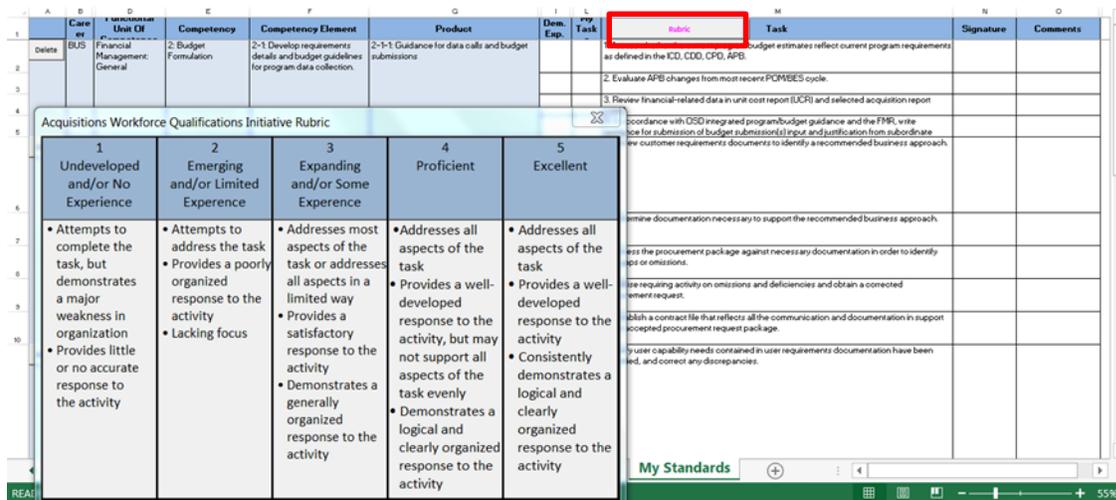


Figure 18: Rubric

Deleting My Standards

To remove standards from the "My Standards" tab/worksheet, click on the "My Standards" tab. Find the standard(s) to be deleted and click on the Delete button. (Figure 19)

The standard will be removed from the "My Standards" tab and again will become selectable from the career field/functional area tab.

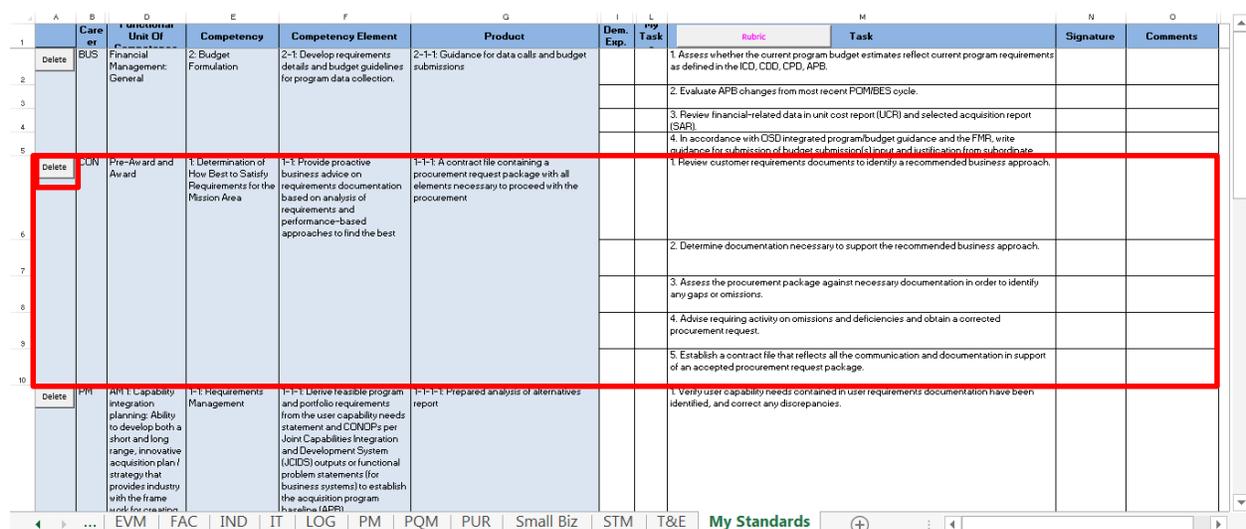


Figure 19: Standard to be deleted

Selecting Tasks

To select the tasks that are applicable to you:

- 1) Click in the box to the left of the task you would like to select.
- 2) A ✓ check mark will be placed in the box. (Figure 20)

A	B	D	E	F	G	I	L	M	N	O	G
	Case	Functional	Competency	Competency Element	Product	Des.	My	Task	Signature	Comments	
	Number	Unit Of				Exp.	Tasks	Rubric			
1	Delete	CON	Pre-Award and Award	1. Determination of How Best to Satisfy Requirements for the Mission Area	1-1: Provide proactive business advice on requirements documentation based on analysis of requirements and performance-based approaches to find the best solution to satisfy mission requirements.	1-1-1: A contractfile containing a procurement request package with all elements necessary to proceed with the procurement	<input checked="" type="checkbox"/>	1. Review customer requirements documents to identify a recommended business approach.			
2							<input checked="" type="checkbox"/>	2. Determine documentation necessary to support the recommended business approach.			
3							<input checked="" type="checkbox"/>	3. Assess the procurement package against necessary documentation in order to identify any gaps or omissions.			
4							<input checked="" type="checkbox"/>	4. Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request.			
5							<input checked="" type="checkbox"/>	5. Establish a contractfile that reflects all the communication and documentation in support of an accepted procurement request package.			
6	Delete	PM	AM 1: Capability integration planning. Ability to develop both a short and long range, iterative acquisition plan/ strategy that provides industry with the frame work for creating functional activities essential to the development of a technology or weapon, and manufacturing and	1-1: Requirements Management	1-1-1: Derive feasible program and portfolio requirements from the user capability needs statement and CONOPs per Joint Capabilities Integration and Development System (JCIDS) outputs or functional problem statements (for business systems) to establish the acquisition program baseline (APB)	1-1-1-1: Prepared analysis of alternatives report	<input checked="" type="checkbox"/>	1. Verify user capability needs contained in user requirements documentation have been identified, and correct any discrepancies.			
7							<input checked="" type="checkbox"/>	2. Assess the potential material solutions to ensure operational needs are evaluated for cost, schedule, performance, and risk/ opportunity.			
8							<input checked="" type="checkbox"/>	3. Prepare an analysis of alternatives (AoA) in accordance with the CAPE AoA study guidance.			
9							<input checked="" type="checkbox"/>	4. Document AoA findings in AoA Report and provide to decision maker.			
10											

Figure 20: Selecting a Task

To deselect a task:

- 1) Click in the box to the left of the task you would like to deselect.
- 2) The ✓ check mark will be removed.

Documenting Assessed Proficiency

To record the assessed proficiency received from an assessment go to the “My Standards” tab.

- 1) Find the applicable standard and task.
- 2) Go to the column named Dem. Exp. (Demonstrated Experience) in the cell that corresponds with the standard and task being assessed.
- 3) Using the rubric, place a number corresponding to the assessed proficiency in the cell between 1 and 5.

Demonstrated Experience ratings of a 4 or 5 indicates an individual is proficient in that task and the cell will turn green. (Figure 21) All other scores will remain white.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Career	Functional	Competency	Competency Element	Product		Dem. Exp.	My Tasks	Rubric	Task	Signature	Comments				
1	Delete	CON	Pre-Award and Award	1. Determination of How Best to Satisfy Requirements for the Mission Area	1-1: Provide prospective business advice on requirements documentation based on analysis of requirements and performance-based approaches to find the best solution to satisfy mission requirements.	1-1-1: A contract file containing a procurement request package with all elements necessary to proceed with the procurement		5	✓		1. Review customer requirements documents to identify a recommended business approach.						
2								2	✓		2. Determine documentation necessary to support the recommended business approach.						
3								2	✓		3. Assess the procurement package against necessary documentation in order to identify any gaps or omissions.						
4								4	✓		4. Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request.						
5								2	✓		5. Establish a contract file that reflects all the communication and documentation in support of an accepted procurement request package.						
6	Delete	PM	AM 1: Capability integration planning: Ability to develop both a short and long range, iterative acquisition plan/ strategy that provides industry with the frame work for creating functional activities essential to the development of a technology or weapon, and manufacturing and	1-1: Requirements Management	1-1-1: Derive feasible program and portfolio requirements from the user capability needs statement and CONDPs per Joint Capabilities Integration and Development System (JCIDS) outputs or functional problem statements (for business systems) to establish the acquisition program baseline (APB)	1-1-1: Prepared analysis of alternatives report		5	✓		1. Verify user capability needs contained in user requirements documentation have been identified, and correct any discrepancies.						
7								4	✓		2. Assess the potential material solutions to ensure operational needs are evaluated for cost, schedule, performance, and risk/opportunity.						
8								1	✓		3. Prepare an analysis of alternatives (AoA) in accordance with the CAPE AoA study guidance.						
9								5	✓		4. Document AoA findings in AoA Report and provide to decision maker.						
10																	

Figure 21: Documenting Assessed Proficiency

Demonstrated Experience ratings can also be entered utilizing the rubric form.

Highlight the cell where the rating will be entered and click on the title box of the desired rating. (Figure 22) The cell will automatically be populated with the selected rating.

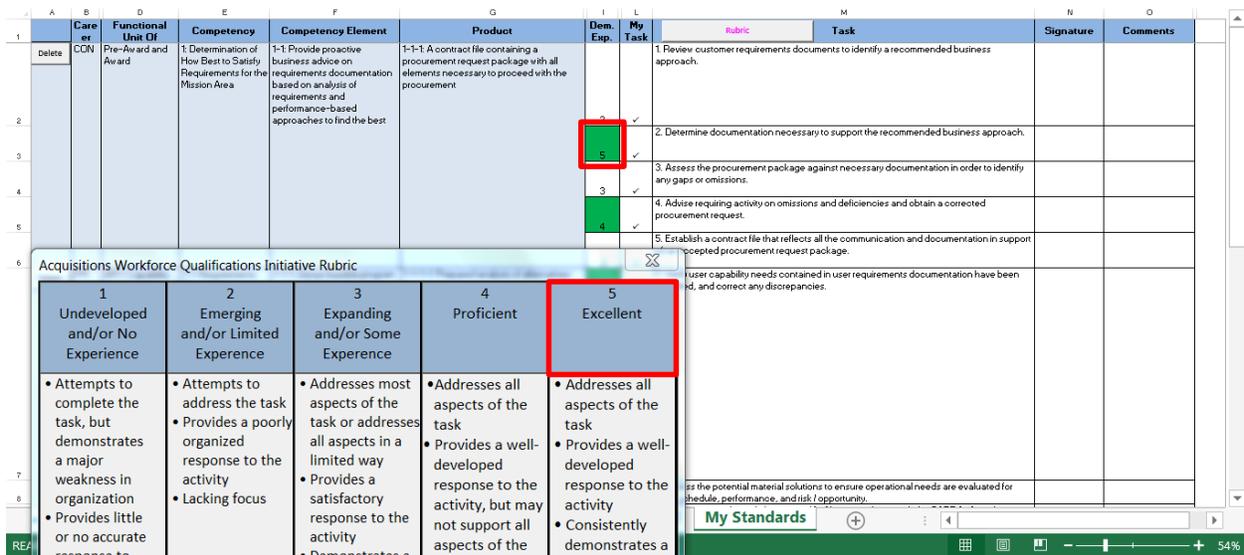


Figure 22: Document Assessed Proficiency Utilizing Rubric

If a score is placed in the Demonstrated Experience column that is not between 1 and 5, the following error will appear: (Figure 23)

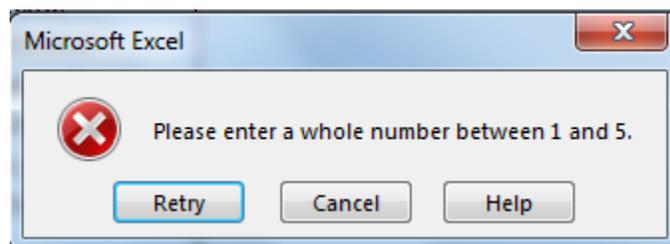
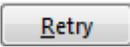
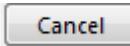


Figure 23: Document Assessed Proficiency Error

Click the  Retry Button to take you back to the cell to change the score.

Click the  Cancel Button to take you back to the cell to continue working.

Populating the Signature Block

The signature field is a free form field. The signature field can be used to capture the assessor's name and date for each task. (Figure 24)

Adding a Comment

The comment field is a free form field. The comment field can be used to capture a description of the documentation on which the assessed proficiency was given. (Figure 24) (i.e., Program XYZ, acquisition report; dated XX/XX/XXXX.)

	A	B	D	E	F	G	I	L	M	N	O
	Carer	Functional Unit Of	Competency	Competency Element	Product	Dem. Exp.	My Task	Rubric	Task	Signature	Comments
1	Delete	CON	Pre-Award and Award	1. Determination of How Best to Satisfy Requirements for the Mission Area	1-1: Provide proactive business advice on requirements documentation based on analysis of requirements and performance-based approaches to find the best	1-1-1: A contract file containing a procurement request package with all elements necessary to proceed with the procurement	5	✓	1. Review customer requirements documents to identify a recommended business approach.		
2							2	✓	2. Determine documentation necessary to support the recommended business approach.		
3							4	✓	3. Assess the procurement package against necessary documentation in order to identify any gaps or omissions.		
4							2		4. Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request.		
5							5	✓	5. Establish a contract file that reflects all the communication and documentation in support of an accepted procurement request package.		
6	Delete	PM	AM1: Capability integration planning. Ability to develop both a short and long range, innovative acquisition plan / strategy that provides industry with the framework for creating functional activities essential to the development of a technology or weapon, and manufacturing	1-1: Requirements Management	1-1-1: Derive feasible program and portfolio requirements from the user capability needs statement and CONCPs per Joint Capabilities Integration and Development System (JCIDS) outputs or functional problem statements (for business systems) to establish the acquisition program baseline (APE)	1-1-1-1: Prepared analysis of alternatives report	4	✓	1. Verify user capability needs contained in user requirements documentation have been identified, and correct any discrepancies.		
7							1		2. Assess the potential material solutions to ensure operational needs are evaluated for cost, schedule, performance, and risk/opportunity.		
8											

Figure 24: Signature and Comment Columns

You are now ready to use the AWQI eWorkbook.

Questions? Comments?

Visit the AWQI website at www.dau.mil/awqi or send an email to awqi@dau.mil