



# 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 acquisition competencies established by acquisition functional leaders, translated career field competencies into measurable on-the-job products and their corresponding tasks for each acquisition career field.

Workforce members can leverage the tool to gauge their proficiency against the demonstrated experiences 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 demonstrated experiences 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](http://www.dau.mil/AWQI)

## Purpose

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

Demonstrated Experiences can be searched and applied to an individual for tracking and/or assessment 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 tabs/worksheets contain the demonstrated experiences for each acquisition career field/functional area. There are 12 career fields and 2 functional areas. Each career field/functional area maps to a tab/worksheet named with that career field/functional area abbreviation as bolded below. There is one tab/worksheet named "My Demonstrated Experiences." This is where an individual's selected demonstrated experiences will be located.

The following are career fields/functional areas:

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

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

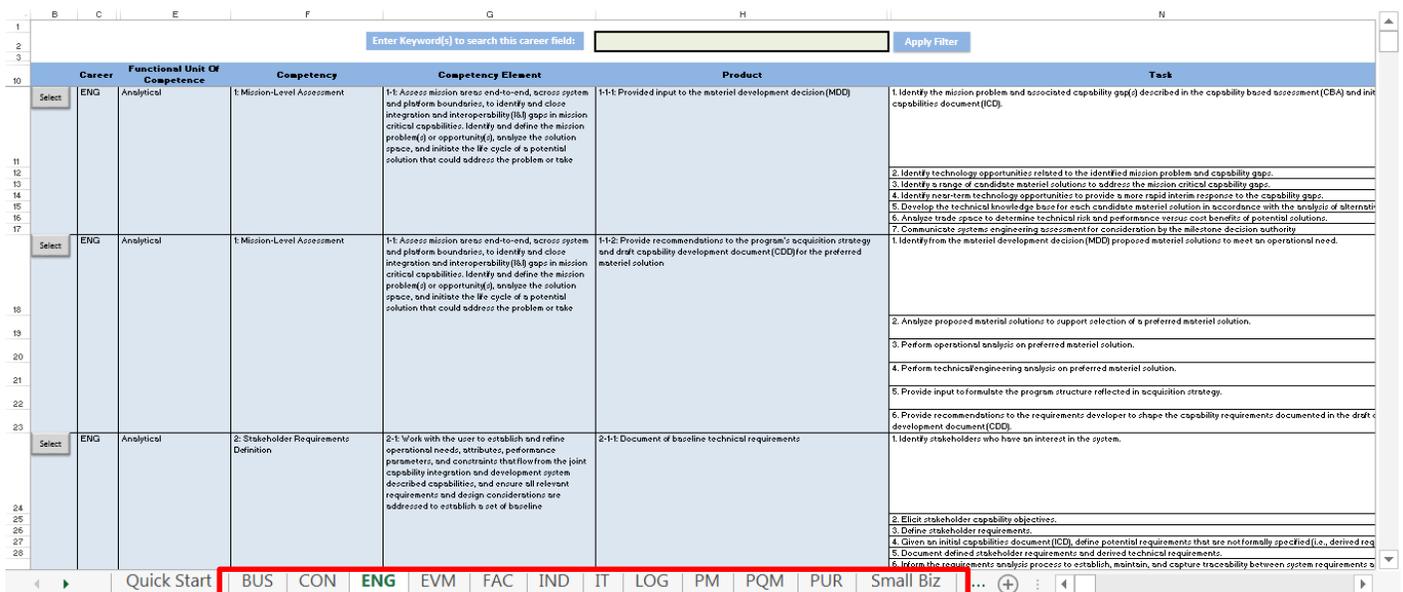


Figure 1: Acquisition Career Fields/Functional Areas Tabs/Worksheets

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
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	<p>capabilities document (CDD).</p> <ol style="list-style-type: none"> <li>Identify technology opportunities related to the identified mission problem and capability gaps.</li> <li>Identify a range of candidate material solutions to address the mission critical capability gaps.</li> <li>Identify near-term technology opportunities to provide a more rapid interim response to the capability gaps.</li> <li>Develop the technical knowledge base for each candidate material solution in accordance with the analysis of alternate.</li> <li>Analyze trade space to determine technical risk and performance versus cost benefits of potential solutions.</li> <li>Communicate systems engineering assessment for consideration by the milestone decision authority.</li> </ol>
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	<ol style="list-style-type: none"> <li>Identify stakeholders who have an interest in the system.</li> <li>Elicit stakeholder capability objectives.</li> <li>Define stakeholder requirements.</li> <li>Given an initial capabilities document (ICD), define potential requirements that are not formally specified (i.e., derived req).</li> <li>Document defined stakeholder requirements and derived technical requirements.</li> <li>Inform the requirements analysis process to establish, maintain, and capture traceability between system requirements</li> </ol>

Figure 2: Column Descriptions

### Accessing the AWQI eWorkbook

The eWorkbook is located on the AWQI website at [www.dau.mil/awqi](http://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.

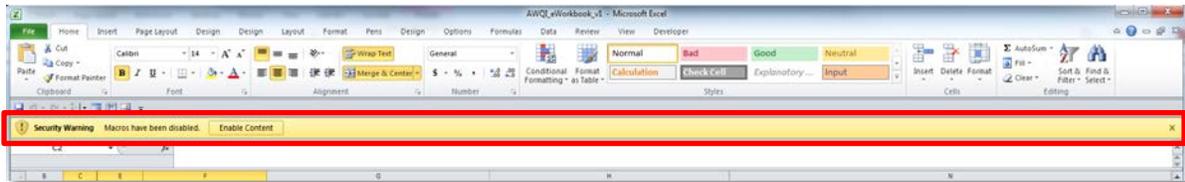
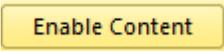


Figure 3: Security Warning

Click  Enable Content button. (Figure 3)

The following security warning may appear. (Figure 4)

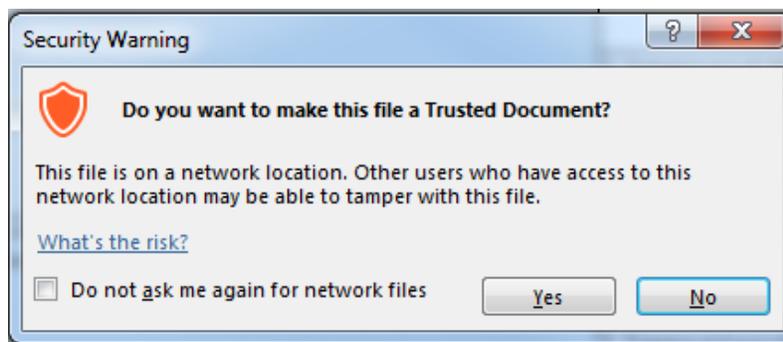
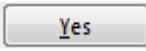


Figure 4: Security Warning

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.

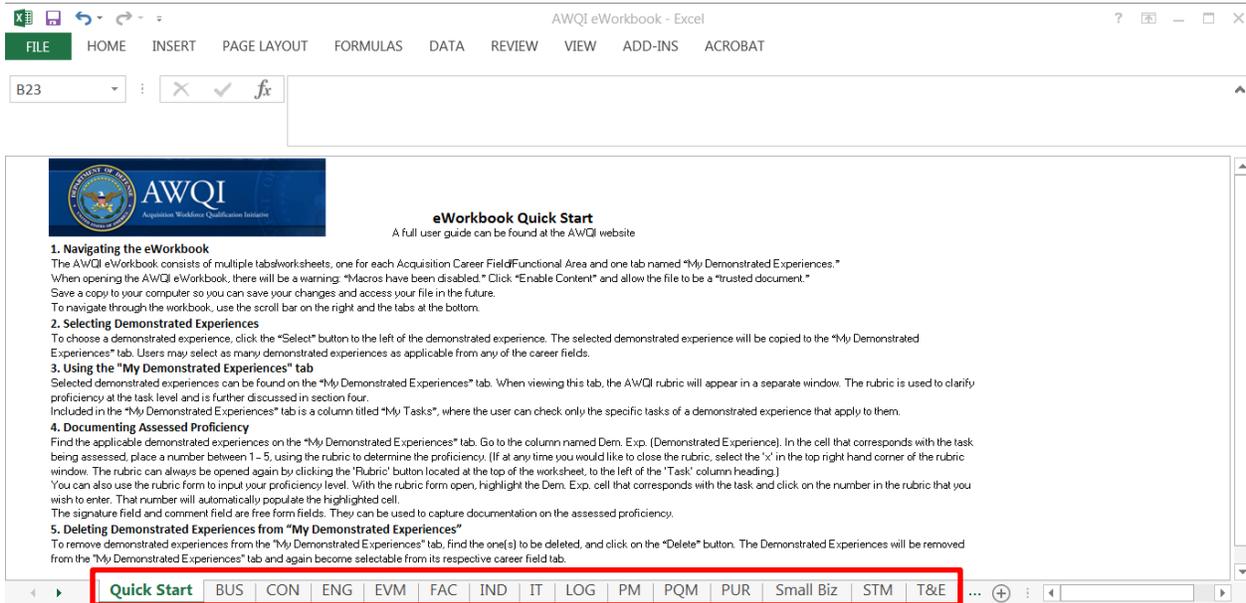


Figure 5: Open eWorkbook

## Browsing and Searching

### Browsing

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

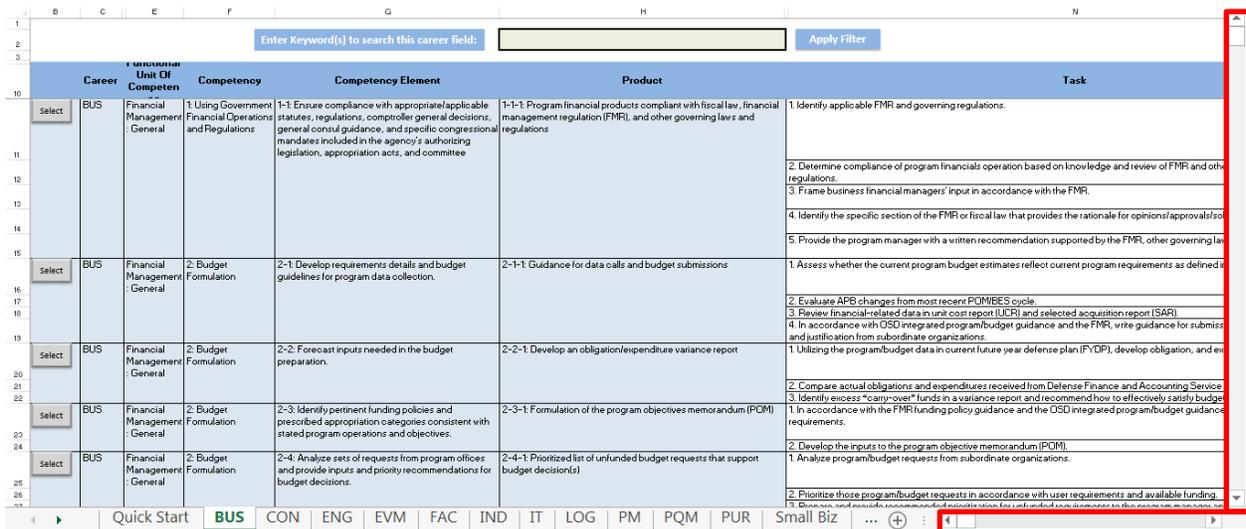


Figure 6: Using the Scroll Bars

### 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 demonstrated experiences that contain the keyword searched will be displayed as shown in Figure 9.

The image shows a screenshot of a spreadsheet application displaying search results for the keyword "contract". The spreadsheet has columns for Career, Functional Unit Of Competency, Competency, Competency Element, Product, and Task. The results are filtered to show only those containing the keyword "contract".

Career	Functional Unit Of Competency	Competency	Competency Element	Product	Task	
select	BUS	Financial Management : General	3- Budget Execution (General DGD)	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 rates. 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.
select	BUS	Financial Management : General	8- Contracting Management	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 available (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.
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)	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. 4. Using both the LCCE and the acquisition strategy, formulate the budget to include risk(s) while building the 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.
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	1. Obtain contract funds status report (CFSR), integrated program management report (IPMR), and obligation acquisition. 2. Review program/funds performance and evaluate performance.

Figure 9: Single Keyword Search Results

To clear a search and see the full list of demonstrated experiences, delete the keyword from the search box and click the  Apply Filter button. The full list of demonstrated experiences 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 demonstrated experiences containing both or either of the keywords.

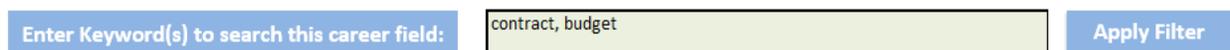


Figure 10: Multiple Keyword Search

### 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 demonstrated experiences containing the phrase entered.

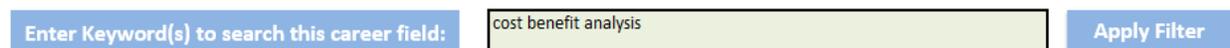


Figure 11: Phrase Search

### Searching the entire eWorkbook using 'Find & Select'



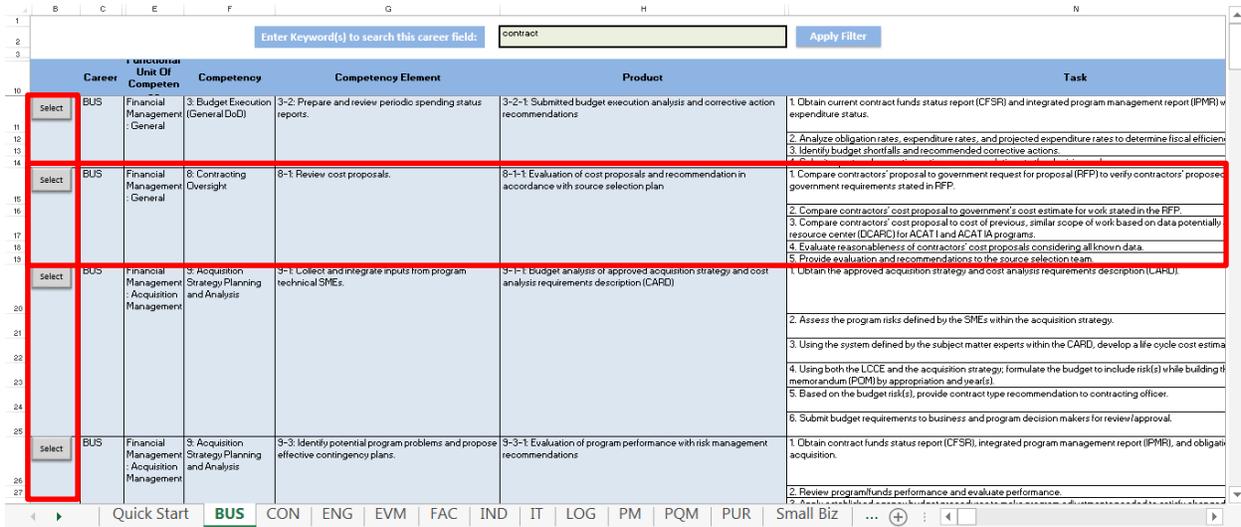
Find &  
Select ▾

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 Demonstrated Experiences

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



Career	Unit Of Competen	Competency	Competency Element	Product	Task	
<input type="checkbox"/>	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="checkbox"/>	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="checkbox"/>	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="checkbox"/>	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.

Figure 12: Selecting Demonstrated Experiences

Upon clicking the  Select Button, the selected demonstrated experience will be copied to the “My Demonstrated Experiences” tab and the button will change to  Copied copied. (Figure 13)

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

Career	Competency	Competency Element	Product	Task
BUS	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 (CF SR) 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	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's cost estimate for work stated in the RFP. 3. Compare contractor's cost proposal to cost of previous, similar scope of work based on data potentially available in the defence cost and risk center (DCARC) for ACAT I and ACAT IA programs. 4. Evaluate reasonableness of contractor's cost proposals considering all known data. 5. Provide evaluation and recommendations to the source selection team.
BUS	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)	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 Demonstrated Experiences

## My Demonstrated Experiences

To review and assess yourself against the demonstrated experiences selected, click the “My Demonstrated Experiences” tab.

Upon clicking the “My Demonstrated Experiences” tab, the “My Demonstrated Experiences” worksheet will open. (Figure 14) This worksheet also contains the AWQI Rubric.

Note: the “My Demonstrated Experiences” 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	Competency	Competency Element	Product	Dem. Exp.	Task
BUS	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 POM/BEES 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 submission of budget submission(s) input and justification from subordinate (utilizing the program/budget data in current future year defense plan (FYDFP), develop obligation, and expenditure plans. 5. Compare actual obligations and expenditures received from Defense Finance and Accounting Service (DFAS) to forecasts. 6. Identify excess “carry-over” funds in a variance report and recommend how to effectively satisfy budget year shortfalls requirements. 7. In accordance with the FMR funding policy guidance and the OSD integrated program/budget guidance, develop program funding requirements. 8. Develop the inputs to the program objective memorandum (POM). 9. Identify facility assets and critical attributes required to support a weapon system. 10. Assess facility availability and operational readiness against weapon system requirements. 11. Develop facility readiness assessment reports.

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"> <li>Attempts to complete the task, but demonstrates a major weakness in organization</li> <li>Provides little or no accurate response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the task</li> <li>Provides a poorly organized response to the activity</li> <li>Lacking focus</li> </ul>	<ul style="list-style-type: none"> <li>Addresses most aspects of the task or addresses all aspects in a limited way</li> <li>Provides a satisfactory response to the activity</li> <li>Demonstrates a generally organized response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the task</li> <li>Provides a well-developed response to the activity, but may not support all aspects of the task evenly</li> <li>Demonstrates a logical and clearly organized response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>Addresses all aspects of the task</li> <li>Provides a well-developed response to the activity</li> <li>Consistently demonstrates a logical and clearly organized response to the activity</li> </ul>

Figure 14: My Demonstrated Experiences Tab

## Rubric

The AWQI Rubric is a tool designed to clarify the developmental levels of performance, and to facilitate understanding progress towards achieving those demonstrated experiences. 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"> <li>• Attempts to complete the task, but demonstrates a major weakness in organization</li> <li>• Provides little or no accurate response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to address the task</li> <li>• Provides a poorly organized response to the activity</li> <li>• Lacking focus</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses most aspects of the task or addresses all aspects in a limited way</li> <li>• Provides a satisfactory response to the activity</li> <li>• Demonstrates a generally organized response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses all aspects of the task</li> <li>• Provides a well-developed response to the activity, but may not support all aspects of the task evenly</li> <li>• Demonstrates a logical and clearly organized response to the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses all aspects of the task</li> <li>• Provides a well-developed response to the activity</li> <li>• Consistently demonstrates a logical and clearly organized response to the activity</li> </ul>

Figure 15: AWQI Rubric

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

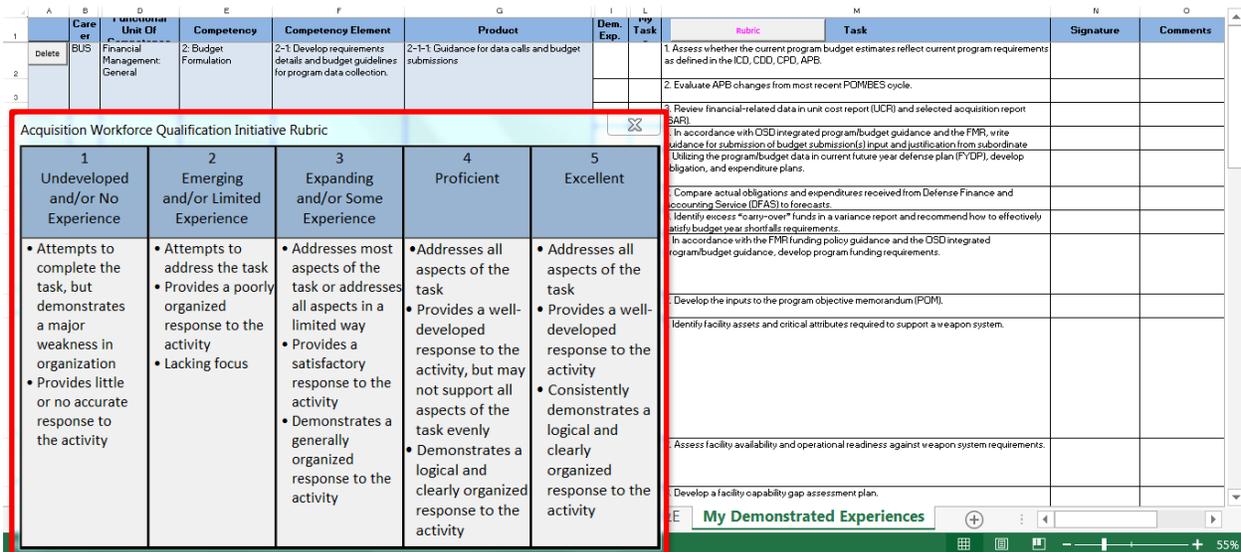


Figure 16: Rubric

**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.

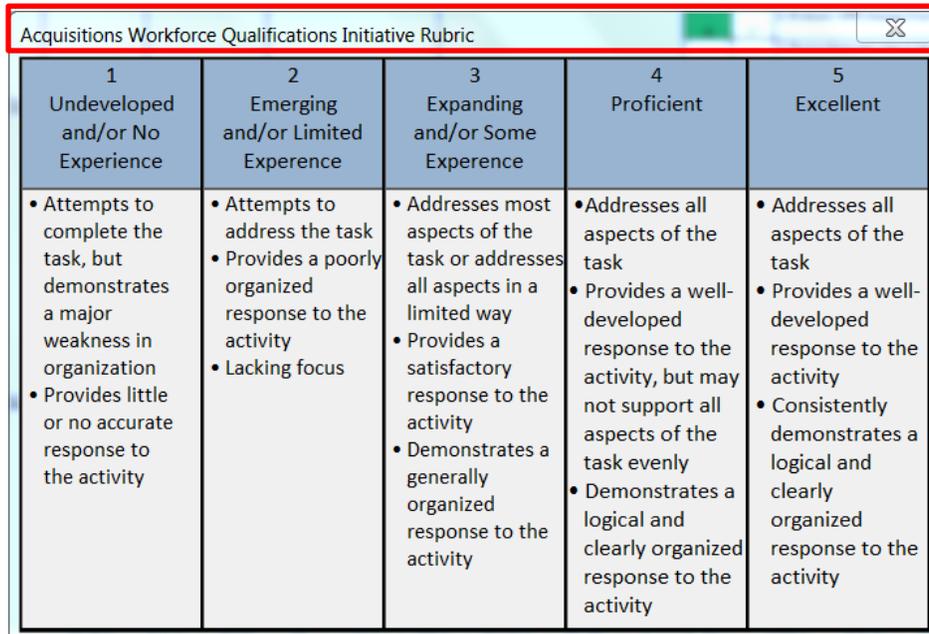


Figure 17: Rubric Form Title Bar

The rubric can be reopened anytime by selecting the ‘Rubric’ button at the top of the “My Demonstrated Experiences” page. (Figure 18)

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

Figure 18: Rubric

### Deleting My Demonstrated Experiences

To remove demonstrated experiences from the “My Demonstrated Experiences” tab/worksheet, click on the “My Demonstrated Experiences” tab. Find the demonstrated experience(s) to be deleted and click on the Delete button. (Figure 19)

The demonstrated experience will be removed from the tab and again will become selectable from the career field/functional area tab from which it came.

Career	Functional Area	Competency	Competency Element	Product	Task
Delete	BUS	Financial Management: General	2-1: Budget Formulation	2-1: Develop requirements details and budget guidelines for program data collection.	2-1-1: Guidance for data calls and budget submissions
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
Delete	PM	AM-1: Capability integration planning. Ability to develop both a short and long range, innovative acquisition plan/strategy that provides industry with the framework for execution.	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 (ADP)	1-1-1-1: Prepared analysis of alternatives report

Figure 19: Demonstrated Experience 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)

Competency Element	Product	My Tasks
2-1 Develop requirements detail and budget guidelines for program data collection.	2-1-1 Guidance for data, info and budget submissions	<input type="checkbox"/> Assess whether the current program budget estimates reflect current program requirements as stated in the RDD, CDD, CPG, FPG. <input checked="" type="checkbox"/> Evaluate APB change/track and recent PCMBEST cycle. <input checked="" type="checkbox"/> Review financial-related data in unit cost report(UCR) and selected acquisition report(SAR). <input checked="" type="checkbox"/> In accordance with OSD Integrated Program/Budget guidance and the FMR, write guidance for selection of budget submission input and justification from subordinate organizations. <input type="checkbox"/> Review customer requirements documents to identify a recommended business approach.
3-1 Provide precise business advice on requirements documentation based on analysis of requirements and performance based approaches to find the best solution to satisfy mission requirements.	3-1-1 A contract file containing a procurement request package with all elements necessary to proceed with the procurement	<input checked="" type="checkbox"/> Determine documentation necessary to support the recommended business approach. <input checked="" type="checkbox"/> Assess the procurement package against necessary documentation in order to identify any gaps/deficiencies. <input checked="" type="checkbox"/> Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request. <input checked="" type="checkbox"/> Establish a contract file that reflects all the communication and documentation in support of an accepted procurement request package.
5-1 Requirements Management	5-1-1 Devise feasible program and portfolio requirements from the user capability need statement and COMOP per Area Capabilities Integration and Development System (ICIDS) program or functional problem statement (for business problem) to establish the acquisition program baseline (APB)	<input type="checkbox"/> Identify cost drivers associated with key performance parameters / key system attributes decision needs.

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 Demonstrated Experiences” tab.

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

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	D	E	F	G	I	J	K	M	N	O	P
Case	Functional Unit	Competency	Competency Element	Product	Dem. Exp.	My Tasks	Rubric	Task	Signature	Comments		
Delete	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	✓	1. Assess whether the current program budget estimates reflect current program requirements as defined in the ICDD, CDD, CPD, APB.				
						2	✓	2. Evaluate APB changes from most recent POMEBES cycle.				
						3	✓	3. Review financial-related data in unit cost report (UCR) and selected acquisition report (SAR).				
						4	✓	4. In accordance with OSD integrated program/budget guidance and the FMR, write guidance for submission of budget submission(s) input and justification from subordinate organizations.				
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 contract file containing a procurement request package with all elements necessary to proceed with the procurement	1	✓	1. Review customer requirements documents to identify a recommended business approach.				
						2	✓	2. Determine documentation necessary to support the recommended business approach.				
						3	✓	3. Assess the procurement package against necessary documentation in order to identify any gaps or omissions.				
						4	✓	4. Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request.				
						5	✓	5. Establish a contract file that reflects all the communication and documentation in support of an accepted procurement request package.				
Delete	PM	AM 1: Capability Integration Planning: Ability to develop both a short and long range, innovative 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 COMDPs per Issue Capabilities Integration and Development System (ICIDS) outputs or functional problem statements for business systems to establish the acquisition program baseline (APB)	1-1-1-2: Developed acquisition program baseline	1	✓	1. Identify cost drivers associated with key performance parameters / key system attributes/ decision elements.				
						2	✓	2. Identify affordability goals assigned from component decision maker.				

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.

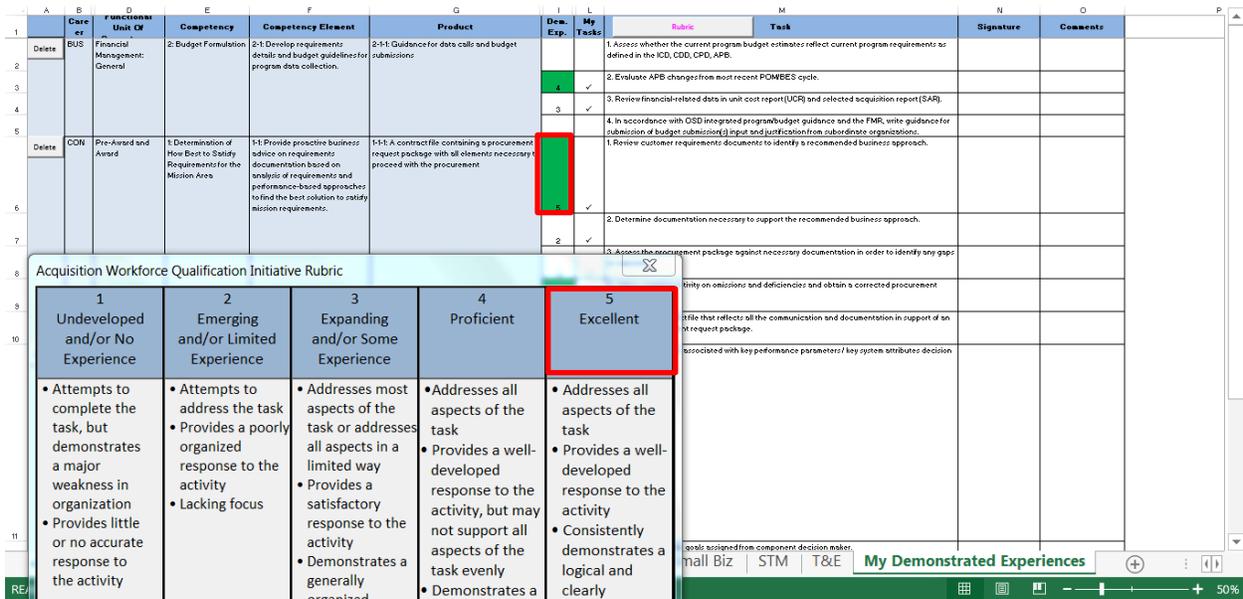


Figure 22: Document Assessed Proficiency Utilizing Rubric

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

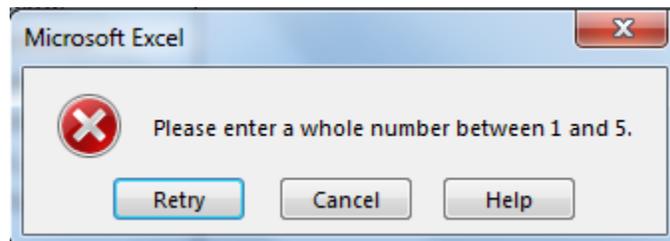
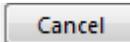


Figure 23: Document Assessed Proficiency Error

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
	Carrier	Functions Unit ID	Competency	Competency Element	Product	Dec. Exp.	My Tasks	Subj	Task	Signature	Comments
1	Delete	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, CFD, APB.		
2							4		2. Evaluate APB changes from most recent POMBEES cycle.		
3							3		3. Review financial-related data in unit cost report (UCR) and selected acquisition report (SAR).		
4									4. In accordance with OSD integrated program/budget guidance and the FMR, write guidance for submission of budget submission(s) input and justification from subordinate organizations.		
5	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 contract file containing a procurement request package with all elements necessary to proceed with the procurement			1. Review customer requirements documents to identify a recommended business approach.		
6							5		2. Determine documentation necessary to support the recommended business approach.		
7							2		3. Assess the procurement package against necessary documentation in order to identify any gaps or omissions.		
8							3		4. Advise requiring activity on omissions and deficiencies and obtain a corrected procurement request.		
9							4		5. Establish a contract file that reflects all the communication and documentation in support of an accepted procurement request package.		
10	Delete	PM	AM 1: Capability integration planning: Ability to develop both a short and long range, innovative 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)	1-1-1-2: Developed acquisition program baseline			1. Identify cost drivers associated with key performance parameters / key system attributes decision elements.		
11							5		2. Identify affordability goals assigned from component decision maker.		

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](http://www.dau.mil/awqi) or send an email to [awqi@dau.mil](mailto:awqi@dau.mil)