Frequently Asked Questions (FAQs)
Community Management Framework

Q: What is the primary purpose of the CMF?
    A: The CMF provides the NAVFAC workforce with a framework for acquiring the necessary knowledge, skills, and abilities needed to successfully plan your career, while supporting NAVFAC's mission. It is a foundational document that supports NAVFAC's Strategic Design Priority: "To Strengthen, enhance, and accelerate workforce learning and performance."

Q: What are the main sections of the CMT?
    A: The CMF consists of four sections: *Section One* provides the overarching guidance for the CMF and introduces the content of a competency-based workforce development system based upon a "70/20/10" adult learning and development model. *Section Two* contains the NAVFAC Workforce Development Continuum, as well as the Leadership Development Program Continuum and the annual mandatory training schedule. *Section Three* describes NAVFAC-specific competencies, recommend training and education, and achievement standards for specific career fields that cross NAVFAC Communities. Finally, *Section Four* defines the technical and local competencies and outlines the specific education and certification requirements for each of NAVFAC's communities.

Q: What are the three most important features you should remember about the CMF?
    A: First, the CMF is the go-to resource for overarching guidance on civilian workforce development requirements at NAVFAC. Second, the CMF includes guidance on technical and non-technical standards for NAVFAC employees. Finally, NAVFAC is endorsing and promoting a more comprehensive and intentional approach that includes competency-based development gained through experiential, social, and formal learning (the 70/20/10 adult learning and development model).

Q: What's important about the 70/20/10 adult learning and development model?
    A: The 70/20/10 model promotes the idea that development occurs through experiences, peer-to-peer learning, AND formal learning. The "70/20/10 numbers are not prescriptive as development can happen in a variety of ways. Rather, they reinforce the idea that most of adult learning comes from experiences and learning from others, while formal classroom instruction, to include eLearning, still plays a significant role.

Q: How can you put the 70/20/10 learning and development model into practice?
    A: NAVFAC employees are already learning on-the-job and through others. Incorporating the 70/20/10 model means being more deliberate in leveraging and

documenting all types of learning and development activities that are important to advancing employees' career paths.

Q: How is the NAVFAC Workforce Development Continuum intended to assist NAVFAC employees?

A: The NAVFAC Continuum helps employees and supervisors plan for development and career growth. For the employee, it drives the creation of comprehensive career roadmaps, outlines the WFD opportunities necessary to be successful, and provides the means to make career decisions and have meaningful career conversations with supervisors.

Q: What are career segments?

A: Career Segments are dimensions of the Continuum framework and they divide a typical employee's career into sections that can then be used to demonstrate how proficiencies in specific competencies are developed over time: from learning to lead yourself as an entry-level employee; to leading teams, projects, and people as a journey-level employee; to leading organizations, programs, and the institution as an expert or senior executive.

Q: What are competencies and competency groups?

A: Competencies are the specific capabilities NAVFAC employees need to know (knowledge), do (skills), and have (abilities) in order to be successful. The 25 non-technical competencies described in the Continuum are broken into 5 groups — Lead Self, Lead Teams/Projects, Lead People, Lead Organizations/Programs, Lead the Institution — and their criticality varies based on an employee's level of responsibility and span of influence.

Q: What are proficiency scales?

A: At NAVFAC, we look at competencies on five proficiency levels, going from 1-awareness to 5-expert. The proficiency level is the degree of skill that one has in a particular area. These levels are defined by behaviors that describe the competency as different levels. There is a standard proficiency or rating scale provided for each of the 25 non-technical competencies defined in the Continuum.

Q: Are proficiency scales the same thing as performance evaluations?

A: No. Competencies and proficiency scales are <u>NOT</u> related to DPMAP or associated in any way with individual performance evaluation.

Q: Shouldn't I claim to be a 5 in all competencies?

A: No. The intent is to use the proficiency scales and the competency assessment as a means to map out career development and have career conversations with your supervisor(s) and mentor(s). Marking yourself as a 5 means you have very little growth potential in that competency. Being at level 1 is not a negative. IN fact, it demonstrates a growth opportunity. On the other hand, being at a level 5 is

incredibly rare. In fact, even the most senior SMEs do not often demonstrate that level of proficiency.

Q: If there are only 2 aspects of the Continuum to remember, what would they be?
    A: The Continuum highlights NAVFAC's 25 most important non-technical competencies needed to succeed in our challenging environment. The framework is designed to work alongside local and technical competencies that are specific to commands and to Directorates and Divisions.

Q: So how do I apply the CMF and the WFD Continuum to develop a competency-based roadmap?
    A: Think about identifying your roadmap in five steps.
        Step 1: document your career aspirations. Is is good to think about it both in the short-term — 1 to 2 years — and the long-term.
        Step 2: in collaboration with mentors, supervisors, peers, etc., conduct a candid competency assessment in *Waypoints* across the 25 non-technical competencies in the Continuum. Use that assessment to identify your biggest strengths and areas of potential growth.
        Step 3: identify a combination of experiential, social, and formal development experiences that give you the best opportunity to develop in the competency areas required to be successful in your career.
        Step 4: in close collaboration with your supervisor, develop a competency-based individual development plan (IDP) in *Waypoints* that documents those experiential, social, and formal development opportunities.
        Step 5: identify accountability partners and measures that will help you track your progress over time and adjust your plan as necessary.