

Frequently Asked Questions (FAQs)

Community Management Framework (CMF)

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 one of RADM Korke's Strategic Design priorities: "Strengthening the SYSCOM Team" to enhance the speed, agility, and quality of our products and services.

Q: What are the main sections of the CMF?

A: The CMF consists of four sections. *Section One* provides the overarching guidance for the CMF and introduces the concept 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, recommended 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 16 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. The Continuum is also the framework for integrating mission-essential local, technical, and non-technical competencies across NAVFAC and provides specific, enterprise-wide standards for 20 non-technical Foundational, Supervisory, and Management competencies.

Q: What are career segments?

A: Career Segments are a dimension 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 journeyman; to leading organizations and programs as an expert, to leading the enterprise as a 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 20 non-technical competencies described in the Continuum are broken into three groups – Foundational, Supervisory, and Management. Foundational competencies are integral to all NAVFAC employees. Supervisory and Management competencies can apply to any NAVFAC employee, but are most relevant for current and aspiring supervisors and managers.

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 at different levels. There is a unique proficiency scale provided for each of the 20 non-technical competencies defined in the Continuum.

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

A: No. Competencies and proficiency scales are NOT 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 no growth potential in that competency. Being at level 1 is not a negative. In fact, it demonstrates growth opportunity. On the other hand, being at level 5 is incredibly rare. In fact, even the most senior SMEs do not often demonstrate that level of proficiency.

Q: If there were only 2 aspects about the Continuum to remember, what would they be?

A: The Continuum highlights NAVFAC's 20 most important foundational, supervisor, and management non-technical competencies needed to succeed in our challenging environment. The framework is designed to work alongside local, technical, and senior executive competencies that are specific to the respective commands and to business and support lines.

Q: What is the NAVFAC Development Catalog (NDC)?

A: It is a catalog of competency-based WFD examples broken down by experiential, social, and formal activities (currently over 1500 examples to build from). The catalog is a reference/guide for individuals and is not prescriptive. In accordance with the CMF, Version 1.0 is to be posted on the NAVFAC portal in FY20.

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. It 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 across the 20 non-technical competencies in the Continuum. Use that assessment to identify your biggest strengths and your 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) 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.