NOAA PMF IDP Guidance:
Examples of Skills Required to Transition from One Level to Another for “Target Position” Section

Overview:
The second section of the NOAA PMF IDP is the “Target Position” section. This section has three components. In the first component, you briefly describe the target position and the specific knowledge, skills and abilities that will be needed to qualify for the target position upon successful completion of the 2-year program. The NOAA PMF IDP Template provides two paragraphs of language that should be modified to fit the unique circumstances of each Fellow.

In the second and third components of the “Target Position” section, the Fellow indicates the skills required to advance from one level to another; from the GS-9 to the GS-11 (or equivalents) and from the GS-11 to the GS-12 (or equivalents). To develop these components, Fellows should review the examples of skills provided on the NOAA PMF IDP Template, review their current performance plan, and consider the products and outputs they are responsible for to determine which skills they will need to develop in order to achieve those outcomes.

In addition to the examples of skills provided on the NOAA PMF IDP Template, this document contains additional examples from former NOAA Fellows. PMFs should personalize their competencies to their unique positions.

Instructions:
Skills must be written in bulleted form as complete sentences, with 4-7 bullets in each component. Note that the final bullet in each section is required as follows:

Transition from a ZA-2 (equivalent of a GS-9/01) to a ZA-3 (equivalent of a GS-11/01):

• _____ will have selected and met monthly with her mentor, completed 80 hours of formal classroom training, and will have embarked on either/both the 120-180 day and/or the 30-180 day assignments per the requirements of the fellowship.

Transition from a ZA-3 (equivalent of a GS-11/01) to a ZA-3 (equivalent of a GS-12/01):

• _____ will have met monthly with her mentor, completed 80 hours of formal classroom training (160 total hours during the fellowship) as well as the 120-180 day and the 30-180 day developmental assignments per the requirements of the fellowship.
Examples of Skills Required to Transition from a ZA-2 (equivalent of a GS-9/01) to a ZA-3 (equivalent of a GS-11/01):

- _____ will complete special assignments/tasks/projects that contribute to his/her knowledge and skill development that are outside the scope of his/her routine duties.

- _____ will develop a strong working knowledge of the qualitative and quantitative techniques for measuring effectiveness, efficiency, and productivity of the office’s programs.

- _____ will demonstrate an ability to communicate budget requests to Congress and other NOAA constituents and to accurately answer questions on NOAA’s budget history.

- _____ will demonstrate an ability to coordinate responses to requests for information on NOAA’s budget from internal NOAA sources as well as DOC, OMB, Congress, and outside constituents.

- _____ will have a strong working knowledge of the internal strategic planning and research prioritization process that results in the selection of the office’s programs.

- _____ will develop a strong working knowledge of the responsibilities and expertise of the office’s programs within NOAA and other Federal agencies to identify opportunities for collaboration.

Examples of Skills Required to Transition from a ZA-3 (equivalent of a GS-11/01) to a ZA-3 (equivalent of a GS-12/01):

- _____ will demonstrate that he/she is adept at carrying out complex tasks that require knowledge of program and policy analysis techniques, budgetary constraints, clearance procedures, regulatory limitations, and agency policy to make project and program decisions.

- _____ will have a strong working knowledge of legislative and executive branch relations and a level of NOAA program awareness in order to provide answers to budget related questions and Congressional inquiries.

- _____ will have a strong working knowledge of legislative and executive branch relations and a level of external program awareness that is necessary to provide the office with the tools for an effective and productive program.

- _____ will demonstrate that he/she independently contributes to the office’s projects, priorities and business activities beyond the scope of routine assignments.

- _____ will position the office for future success by identifying new opportunities and will contribute to the office by developing or improving products or procedures.

- _____ will facilitate cooperation and motivate colleagues to accomplish the office’s goals.

- _____ will demonstrate that he/she is capable of providing client/partner support and teamwork by developing networks and building alliances.
• _____ will have engaged in the organizational and business systems of the office, including those related to program management, contract management, human capital management, and financial management.

• _____ will demonstrate that she is an integral component of strategic planning and improving the effectiveness of _____ project. _____ will be able to look broadly over a long time frame and contribute substantially to the execution of the office’s long term vision.

• _____ will be able to articulate the mission of the office and the importance of _____ project to management entities. He/she will also be capable of interacting with individuals from the scientific, coastal management, and policy communities as well as other stakeholders.