**Competency Exploration for Development And Readiness (CEDAR)**

**Competency Assessment Tool**

CEDAR is a dual-rater online competency assessment tool that uses supervisor and employee input to provide results that are employee-specific but can be aggregated up to component or agency levels for comprehensive analyses. It is intended to inform individual and organizational strategies to address skill gaps and support employee development, and it will not be used for employee performance ratings or hiring/promotion.

CEDAR uses OPM-approved competencies, competency models, and proficiency level rating options. There are no survey questions for either supervisors or employees to answer.

Competencies in the PMIAA Program Manager and Project Manager Competency Models

*Note: Not all competencies will be in all competency models*

Information about competencies, including definitions, can be found [on OPM’s website](https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf) (linked).

**General Competencies**

Accountability

Attention to Detail

Conflict Management

Creative Thinking

Customer Service

Decision Making

External Awareness

Flexibility

Influencing/Negotiating

Information Management

Integrity/Honesty

Interpersonal Skills

Leadership

Manages Human Resources

Manages Resources

Oral Communication

Organizational Awareness

Partnering

Planning and Evaluating

Political Savvy

Problem Solving

Reading Comprehension

Reasoning

Strategic Thinking

Teaching Others

Team Building

Teamwork

Technical Competence

Technical Credibility

Technology Application

Writing

**Technical Competencies**

Acquisition Strategy

Change Management

Compliance

Contracting/Procurement

Financial Management

Knowledge Management

Performance Measurement

Program Management

Project Management

Quality Management

Requirements Management

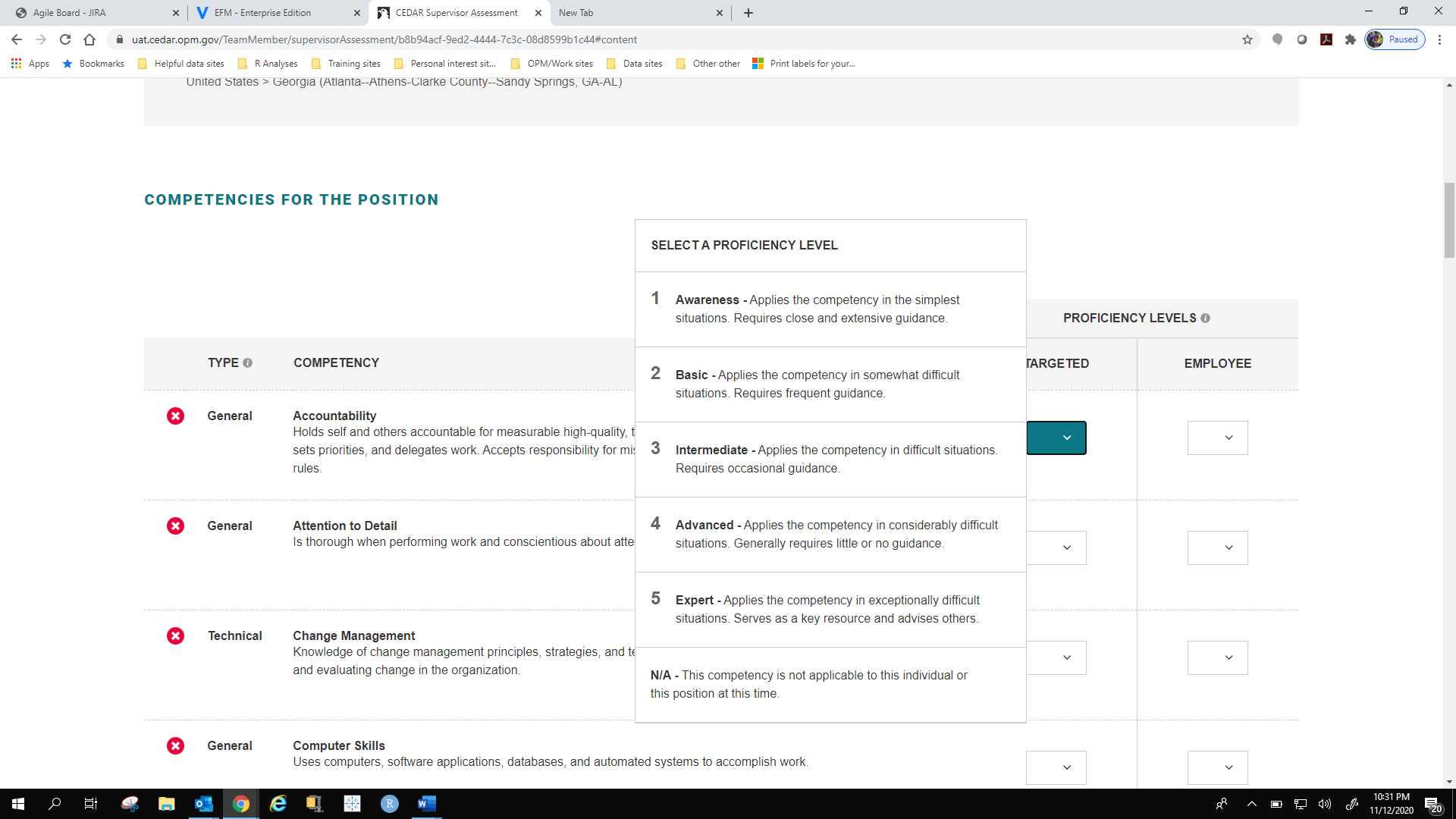
Risk Management

Schedule Management

Scope Management

Stakeholder Management

The assessment process uses a combination of the above competencies in a competency model (already loaded into the CEDAR tool) and proficiency level rating options. Below is screenshot example of a supervisor’s page where they are asked to provide their assessment of the employee. The supervisor is required to enter a targeted proficiency level rating and an employee’s current proficiency level rating for the assessment.



Proficiency level ratings and their definitions are available for each competency in both the targeted and employee columns. The “N/A” option was added to the proficiency level ratings options for the assessments based on feedback from multiple agencies. It encourages a supervisor to choose “N/A” instead of deleting a competency that they don’t think is relevant to a particular position. This is important for supervisors using competency models, such as those for the PMIAA.

**Proficiency Level Ratings with Definitions**

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| --- | --- | --- | --- |
| **Value** | **Name** | **Type** | **Definition** |
| 1 | Awareness | General | • Applies the competency in the simplest situations • Requires close and extensive guidance |
| 2 | Basic | General | • Applies the competency in somewhat difficult situations • Requires frequent guidance |
| 3 | Intermediate | General | • Applies the competency in difficult situations • Requires occasional guidance |
| 4 | Advanced | General | • Applies the competency in considerably difficult situations • Generally requires little or no guidance |
| 5 | Expert | General | • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others |
| **Value** | **Name** | **Type** | **Definition** |
| 1 | Awareness | Technical | • Applies the competency in the simplest situations • Requires close and extensive guidance • Demonstrates awareness of concepts and processes |
| 2 | Basic | Technical | • Applies the competency in somewhat difficult situations • Requires frequent guidance • Demonstrates familiarity with concepts and processes |
| 3 | Intermediate | Technical | • Applies the competency in difficult situations • Requires occasional guidance • Demonstrates understanding of concepts and processes |
| 4 | Advanced | Technical | • Applies the competency in considerably difficult situations • Generally requires little or no guidance • Demonstrates broad understanding of concepts and processes |
| 5 | Expert | Technical | • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others • Demonstrates comprehensive, expert understanding of concepts and processes |

N/A definition: “This competency is not applicable to this individual or this position at this time.”

Note: The above tables only include General and Technical competency type definitions. Leadership competencies have different definitions and include illustrations. However, there are no Leadership competencies in the PMIAA competency models, so that information is not included here.

After a supervisor has completed their assessment, the employee has an opportunity to choose up to three career growth competencies. This is optional. These can be any competencies, either from their position or from the list of competencies loaded into the CEDAR tool.

Once the employee goes through the career growth competency process, they are asked to provide a self-assessment of their current proficiency level by choosing a rating from the dropdown list next to each competency that is part of their assessment. The assessment page and process look similar to the supervisor’s page, except the employee only has their own self-assessment proficiency level rating to provide (no targeted proficiency level).

Once the supervisor’s and employee’s assessment information has been submitted, the CEDAR tool automatically calculates the results and provides all of the proficiency level ratings (targeted and employee) and the calculated difference. A negative difference for any given competency calculation indicates a gap in proficiency, while a positive difference shows a strength in proficiency. The results are printable for both supervisor and employee so that they can be used in discussions about targeted training and development opportunities.