

January 31, 2008

MEMORANDUM TO: James F. McDermott, Director  
Office of Human Resources

FROM: Corenthis B. Kelley, Director */RA/*  
Office of Small Business and Civil Rights

SUBJECT: ANNUAL ASSESSMENT OF WORKFORCE SKILL/KNOWLEDGE  
GAPS AND STRATEGIES, AND THE KNOWLEDGE MANAGEMENT  
QUESTIONNAIRE

Per your instructions, attached is the Office of Small Business and Civil Rights' (SBCR) response to your November 29, 2007, memorandum to Office Directors and Regional Administrators concerning this subject. The (1) Strategic Workforce Planning Questionnaire, (2) template for identifying new/existing critical skill/knowledge gaps, and (3) Activities to Achieve Training and Development Strategic Plan Goals Questionnaire, included with this response, have been submitted to Ilka Solorio and James Horn via e-mail. SBCR also completed the on-line Training Needs Assessment Questionnaire.

Enclosures:

1. Strategic Workforce Planning Questionnaire
2. Template for identifying new/existing critical skill/knowledge gaps
3. Activities to Achieve Training and Development Strategic Plan Goals Questionnaire

CONTACT: Corenthis Kelley, SBCR  
(301) 415-7380 or [ckb@nrc.gov](mailto:ckb@nrc.gov)

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## STRATEGIC WORKFORCE PLANNING QUESTIONNAIRE

<p>Instructions for completing Attachment 2 Part A-Strategic Workforce Planning Questionnaire:</p>	<p>Using the examples included in the table below, provide the following information: 1) critical skill/knowledge gap, 2) whether the gap is near-term (0-2 years) or long term (2-5 years), 3) What external or internal influence(s) have created the skill/knowledge gap, and 4) What gap closure strategies you think would be successful in closing these critical skill/knowledge gaps.</p>			
<p><b>OFFICE: Office of Small Business and Civil Rights</b></p>	<p><b>Enclosure 2 Part A-2008 Annual Assessment of Workforce Skill/Knowledge Gaps and Strategies</b></p>			
<p>Critical Gaps</p>	<p>Near-term 0 - &lt;2 years</p>	<p>Long-term 2 - 5 years</p>	<p>External or Internal Influences</p>	<p>Gap Closure Strategies</p>
<p>Succession planning/ knowledge transfer with regard to management skills - leadership and managerial oversight of SBCR</p> <ul style="list-style-type: none"> <li>• Senior Executive Service</li> <li>• Program Manager level</li> </ul>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> <li>• Three management level employees are eligible to retire within the next 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Double encumbering</li> <li>• Participating in the Senior Executive Service Program</li> <li>• Participating in the LLP</li> <li>• Training and career development</li> <li>• Retention</li> <li>• Rotational/developmental assignments</li> <li>• Knowledge transfer (OJT)</li> <li>• Recruiting qualified workforce</li> <li>• Mentoring and coaching</li> </ul>

<p>Succession planning/knowledge transfer with regard to administrative support/assistance</p> <ul style="list-style-type: none"> <li>• Management Directives</li> <li>• Operating Procedures</li> <li>• Secy Papers</li> <li>• Rule-making</li> <li>• Federal Register Notices</li> <li>• Information Collection Requests</li> <li>• Agency EEO Briefing materials &amp; support resources</li> <li>• Comprehensive Diversity Management Performance Measure (CDMP) Reports</li> <li>• No Fear Act Report</li> <li>• EEOC 462 Report</li> <li>• Small Business Reports</li> <li>• FOIA</li> <li>• Grants</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Employee transition</li> <li>• Contract employee(s)</li> <li>• Negotiable duration of contract</li> </ul>	<ul style="list-style-type: none"> <li>• Double encumbering</li> <li>• Recruiting and developing contract employees</li> <li>• Training/rotational/developmental assignments</li> <li>• Knowledge transfer</li> <li>• Retention</li> <li>• Recruiting qualified workforce</li> <li>• Mentoring and coaching</li> </ul>
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Project Management	X	X	<ul style="list-style-type: none"> <li>• Change(s) in staff assignment(s)</li> <li>• Small business program manager vacancy and new staff</li> <li>• Program initiation and/or expansion (e.g., MSIP, Small Business Program, and Affirmative Employment and Diversity Management Program)</li> <li>• Compliance with Civil Rights statutes, regulations, legislation, Executive Orders, and White House initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Intra-office training and career developmental assignments</li> <li>• Formal training (e.g. Project Management Acquisition Training/certification)</li> <li>• Additional training (Grant/Contract Management Certification)</li> <li>• Retention</li> <li>• Rotational Assignments</li> <li>• Recruiting qualified workforce</li> <li>• Mentoring and coaching</li> </ul>
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<p>Succession planning/knowledge transfer with regard to administrative technical support skills as required to perform tasks such as, develop, prepare, and/or update</p> <ul style="list-style-type: none"> <li>• Agency Programs Management Directives</li> <li>• Operating Procedures</li> <li>• Secy Papers</li> <li>• Rule-making</li> <li>• Federal Register Notices</li> <li>• Information Collection Requests</li> <li>• Budgets/Fiscal Oversight</li> <li>• Agency EEO Briefing materials &amp; support resources, and logistics</li> <li>• Comprehensive Diversity Management Performance Measure (CDMP) Reports/Sharepoint</li> <li>• No Fear Act Report</li> <li>• EEOC 462 Report</li> <li>• Small Business Reports</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Potential employee retirement, separation</li> <li>• Energy Policy Act provisions</li> <li>• Commission/EDO Directives</li> <li>• Agency Management Directives</li> <li>• Adherence to Agency Policies</li> <li>• Adherence to Agency Practices</li> <li>• Compliance with Civil Rights statutes, regulations, legislation, Executive Orders, and White House initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Succession planning to achieve performance goals</li> <li>• Capturing essential employee knowledge/skill sets</li> <li>• Knowledge/skill transfer</li> <li>• Cross-training employees</li> <li>• Establishing Individual Development Plans</li> <li>• Utilizing agency training and resources available on NRC's website</li> <li>• Providing additional internal/external formal training</li> <li>• Providing opportunities to cultivate knowledge/skills - developmental assignments</li> <li>• Mentoring and coaching</li> </ul>
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<p>Succession planning/ knowledge transfer with regard to Civil Rights Program</p> <ul style="list-style-type: none"> <li>• EEO Counseling</li> <li>• EEO Investigation under various Civil Rights statutes</li> <li>• Alternative Dispute Resolution (ADR)</li> <li>• Knowledge of Civil Rights statutes, regulations, legislation, Executive Orders</li> <li>• Oral and written communication</li> <li>• Decision-making , problem-solving, and analysis</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Potential employee retirement(s), resignation, separation, and rotational assignments</li> <li>• Requirements imposed by Federal oversight agencies</li> <li>• Compliance with Civil Rights statutes, regulations, legislation, Executive Orders and provisions of the Energy Policy Act</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing agency rotations to achieve performance objectives</li> <li>• Broadening skills through internal and external training, and certification</li> <li>• Encouraging collateral duty EEO Counselors to participate in rotational assignment</li> <li>• Transferring knowledge related to EEO and ADR processes, requirements mandated by EEOC MD-110, skills/knowledge related to specific roles and responsibilities to existing, rotational, and new employees</li> <li>• Contracting support to assist in providing EEO Counseling, Investigations, and ADR mediation</li> </ul>
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<p>Knowledge transfer/ succession planning for information technology support/ information management skills related to:</p> <ul style="list-style-type: none"> <li>• Data input</li> <li>• Information collection and tracking</li> <li>• Statistical compilation</li> <li>• Management analysis</li> <li>• Categorizing and refining essential agency data and information/databases</li> <li>• Linking vital information</li> <li>• Setting-up templates</li> <li>• Small Business Reporting from an Automated Acquisition Management System</li> <li>• Civil Rights case tracking and reporting</li> <li>• Uniform case tracking</li> <li>• Access and retrieval of information</li> <li>• System maintenance</li> <li>• Capability needed to prepare and submit EEOC reports (MD715, 462, and the "No Fear Act"), and DOJ requirements</li> <li>• CDMP maintenance, data collection, and analysis/Sharepoint</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Changes in information technology</li> <li>• CDMP performance monitoring</li> <li>• Systems/Data Analysis</li> <li>• Oversight by Federal Agencies</li> <li>• Civil Rights statutes and regulations</li> <li>• Outreach and Compliance programs/reporting requirements</li> <li>• Small Business program requirements</li> <li>• New and Changes in data collection systems</li> </ul>	<ul style="list-style-type: none"> <li>• Training and career development</li> <li>• Rotational/developmental assignments</li> <li>• Knowledge transfer</li> <li>• Retention</li> <li>• Recruiting qualified workforce</li> <li>• Compiling and tracking information, and preparing reports</li> <li>• Utilizing IT Support to create a limited capacity system, until a system can be purchased that interfaces and is compatible with requirements imposed by Federal oversight agencies such as, EEOC and DOJ</li> <li>• Purchasing an automated civil rights case tracking and reporting system</li> </ul>
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<p>Succession planning/ knowledge transfer regarding Small Business Program requires knowledge/skills related to:</p> <ul style="list-style-type: none"> <li>• Federal Procurement and Contracting Principles</li> <li>• Federal Acquisition Regulations</li> <li>• NRC Acquisition Regulations</li> <li>• Management Directives related to contracting</li> <li>• Coordination with SBA and OMB</li> <li>• Operating/maintaining Small Business vendor data base</li> <li>• Conducting Small Business vendor searches</li> <li>• Forecasting Procurement Opportunities</li> <li>• Outreach and advocacy</li> <li>• Oral (conducting presentations/training/facilitating events), and written communications (writing reports)</li> <li>• Monitoring procurement activities procurements</li> <li>• Networking</li> </ul>	X	X	<p>New employee(s), potential employee(s) reassignment, rotational development</p>	<ul style="list-style-type: none"> <li>• Intra-office training</li> <li>• Additional formal training/Project Management certification</li> <li>• Networking with internal/external stakeholders</li> <li>• Capturing essential employee knowledge/skill sets</li> <li>• Knowledge/skill transfer</li> <li>• Cross-training employees</li> <li>• Recruiting qualified workforce</li> <li>• Benchmarking goals with other agencies</li> <li>• Mentoring and coaching</li> </ul>
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<p>Succession planning/ knowledge management regarding Affirmative Employment and Diversity Program, which requires knowledge/skills related to:</p> <ul style="list-style-type: none"> <li>• Managing Diversity</li> <li>• Facilitation, interviewing, and training related to Managing Diversity</li> <li>• Conducting Diversity Day</li> <li>• Analysis of Federal workforce profile/demographics</li> <li>• Mentoring Program</li> <li>• Mentoring orientation</li> <li>• Providing oversight of the EEO Advisory Committee and Special Emphasis activities</li> <li>• Preparing EEO Briefings</li> <li>• Collecting and analyzing EEO demographic data</li> <li>• Collecting data and analyzing CDMP quarterly goals/ assessments/ accomplishments/ trends at the agency and office levels/Sharepoint</li> <li>• Oral and written communications</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Staffing, potential retirement(s), employee separation, staff reassignment(s), rotation</li> <li>• Agency directives, policies, and practices</li> <li>• EEO Advisory Committee</li> <li>• Federal Guidance for Special Emphasis Programs</li> <li>• Compliance with EEOC's MD 715 requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Intra-office training</li> <li>• Additional formal training/certification related to diversity, leadership, mentoring, coaching</li> <li>• Knowledge transfer</li> <li>• Recruiting qualified workforce</li> <li>• Mentoring and coaching (ADM and SBCR program areas)</li> <li>• Cross-training employees</li> <li>• Recruiting qualified workforce</li> <li>• Networking with internal and external stakeholders</li> </ul>
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<p>Knowledge management/succession planning for the Outreach and Compliance Program(s), which require knowledge/skills related to:</p> <ul style="list-style-type: none"> <li>• Program development</li> <li>• Administration and Management</li> <li>• Project management</li> <li>• Grants/contract management</li> <li>• Program monitoring</li> <li>• Coordinating with internal/external stakeholders</li> <li>• Compliance coordination</li> <li>• Conducting compliance reviews</li> <li>• Outreach &amp; advocacy</li> <li>• Oral and written communications</li> <li>• Knowledge of civil rights statutes, regulations, legislation, and Executive Orders</li> <li>• Decision-making, problem-solving and analysis</li> <li>• Facilitating, interviewing and training</li> <li>• Networking</li> <li>• Mentoring &amp; coaching</li> </ul>	X	X	<ul style="list-style-type: none"> <li>• Provisions set forth in the Energy Policy Act</li> <li>• Provisions set forth in 10CFR Part 4, and 10CFR Part 5</li> <li>• Provisions set forth in the MSIP</li> <li>• NRC/SBCR directives, policies, practices, and procedures</li> <li>• White House education initiatives</li> <li>• Civil Rights statutes, regulations, legislation, Executive Orders</li> <li>• Establishment of NRC's Title VI Compliance Program, Limited English Proficiency Program, and Environmental Justice Program</li> <li>• Award of grants and other financial assistance</li> <li>• Contract awards</li> <li>• Cooperative Agreements</li> <li>• Inter-Agency Agreements</li> <li>• Provisions in Title IX of the Educational Amendments Act of 1972</li> </ul>	<ul style="list-style-type: none"> <li>• Intra-office training</li> <li>• Additional formal training/certification</li> <li>• Networking with internal/external stakeholders</li> <li>• Knowledge transfer (OJT)</li> <li>• Capturing essential employee knowledge/skill sets</li> <li>• Cross-training employees</li> <li>• Recruiting qualified workforce)</li> <li>• Additional training (Grant/Contract Management Certification)</li> <li>• Retention</li> <li>• Rotational Assignments</li> <li>• Recruiting qualified workforce</li> <li>• Mentoring and coaching</li> </ul>
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## TEMPLATE FOR IDENTIFYING NEW/EXISTING CRITICAL SKILL/KNOWLEDGE GAPS

Instructions for completing Enclosure 2 Part B -

If your organization identifies new or existing critical skill/knowledge gaps that have not been included in the SWP skills survey, then please provide the information (as shown in the sample table below) to be added in the SWP system: (1) indicate the category for the skill/knowledge gap(s) and, (3) Provide a brief description for each critical skill/knowledge gap identified.

<b>Enclosure 2 Part B - 2008 Annual Assessment of Workforce Skill/Knowledge Gaps and Strategies Office of Small Business and Civil Rights (SBCR)</b>		
<u>Category of the SWP system</u>	<u>Critical Skill/Knowledge gaps to be added to the SWP system</u>	<u>Brief description for each critical skill/knowledge gap</u>
Civil Rights Specialist Skills	Familiarity with laws, regulations, and executive orders aimed at ensuring non-discrimination in Federally conducted and financially assisted activities. Examples include Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Title IV of the Energy Reorganization Act of 1974, the Energy Policy Act of 2005, Executive Order 12892, "Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations," Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," and Executive Order 13160, "Nondiscrimination in Federally conducted Education and Training Programs."	Knowledge of administering functions/tasks associated with NRC/SBCR outreach and compliance programs and initiatives.

**ACTIVITIES TO ACHIEVE TRAINING AND DEVELOPMENT STRATEGIC PLAN GOALS QUESTIONNAIRE**

*If your organization has implemented any initiatives or activities in FY'07 that will help the agency achieve the associated TDSP goals, please provide this information as shown in the table below (HR examples provided under Goal 1.) Only add information where you had activity. A response is not expected for all cells in the table. Additionally, please provide any recommendations for initiatives or activities HR or the agency should consider for FY08 and beyond to help achieve these goals and strategies. Please provide contact information for the activities listed so we can followup, as necessary. Please refer to the Training and Development Strategic Plan (Error! Hyperlink reference not valid.) for discussion of the goals and strategies.*

***Goal 1: Individual Performance—Ensure that training and development opportunities enhance individual performance and support continuous learning at all levels.***

<b><i>Goal 1 Strategies</i></b>	<b><i>Initiatives/Activities Implemented by SBCR in FY07</i></b>	<b><i>Initiatives/Activities Recommended for HR/Agency in FY08</i></b>
<b><i>1. Provide a comprehensive, competency-based, integrated system for employee training and development.</i></b>		
<b><i>2. Establish and implement documented training and qualification programs for positions and functions, as appropriate, to ensure that employees have the knowledge and skills necessary to meet performance expectations.</i></b>		

<b>3. Link training and development courses and programs to job skills and competencies.</b>	Implemented training activities for secretaries (contracted training through PDC, knowledge transfer by experienced staff, and directed self-study)	
<b>4. Encourage the use of individual development plans (IDPs) to guide individual training and development activities.</b>	IDP use is encouraged.	

**Goal 2: Training Effectiveness—Ensure agency training needs are identified and met.**

<b>Goal 2 Strategies</b>	<b>Initiatives/Activities Implemented by Your Office in FY07</b>	<b>Initiatives/Activities Recommended for HR/Agency in FY08</b>
<b>1. Use the strategic workforce planning (SWP) and learning management system (LMS) tools to better determine, plan for, track, and meet training and development needs.</b>	Staff have input their skills into the SWP site.	
<b>2. Consistently implement a systems approach to training to ensure that training activities achieve the intended performance outcomes.</b>		
<b>3. Strengthen partnerships among training and development stakeholders to ensure their awareness of agency training products and services and to keep training programs current and relevant.</b>		

<p><b>4. Evaluate and apply current and emerging learning tools and methodologies, as appropriate, to reduce time and travel costs for attending classroom training.</b></p>	<p>Staff have participated in Web-based training; also, SBCR has developed online NO FEAR act training to the agency; EEO and Managing Diversity training is provided via VTC to the regions; EEO counselor meetings held using VTC</p>	
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**Goal 3: Training Efficiency—Ensure training resources are optimized and the agency is realizing the intended benefits of training.**

<p><b>Goal 3 Strategies</b></p>	<p><b>Initiatives/Activities Implemented by Your Office in FY07</b></p>	<p><b>Initiatives/Activities Recommended for HR/Agency in FY08</b></p>
<p><b>1. Improve the processes for planning, budgeting, and scheduling training and development resources and activities.</b></p>	<p>We are researching use of a training matrix for this purpose.</p>	
<p><b>2. Effectively use agency training resources (training staff, instructors, facilities, and equipment) to support agency programs.</b></p>	<p>We use VTC, Internet, and classroom training.</p>	
<p><b>3. Ensure the appropriate mix of centralized and decentralized training.</b></p>	<p>Supervisors are aware of training options and encourage staff to partake of opportunities where they arise.</p>	

<p><b>4. Implement meaningful training evaluation tools and performance measures to assess progress toward achieving results aligned with the agency's mission and goals.</b></p>	<p>We use an evaluation tool to assess courses offered by SBCR.</p>	
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**Goal 4: Organizational Performance—Ensure that organizational training and development policies and practices foster a culture of continuous improvement and optimal organizational performance.**

<p><b>Goal 4 Strategies</b></p>	<p><b>Initiatives/Activities Implemented by Your Office in FY07</b></p>	<p><b>Initiatives/Activities Recommended for HR/Agency in FY08</b></p>
<p><b>1. Provide agency leaders with training and development opportunities for the full spectrum of leadership competencies designated by the OPM.</b></p>	<p>SBCR provides EEO/MD training for managers and supervisors, and No FEAR Act training for all staff.</p>	
<p><b>2. Provide organizational development services to help agency managers and supervisors identify and address organizational performance improvement opportunities.</b></p>	<p>SBCR offers office-specific strategies for implementing the Comprehensive Diversity Management Plan (DCMP).</p>	



<p><b>3. Provide orientation, training, and development opportunities to initiate new employees into the mission, vision, values, and culture of the NRC.</b></p>	<p>Encourage staff to take NRC What it is and what it does; SBCR Director also participates as a panel member in this course to inform staff about SBCR.</p>	
<p><b>4. Foster a knowledge-sharing culture to facilitate learning as part of the agencywide knowledge management program.</b></p>	<p><b>No response necessary. Provided in the KM dashboard.</b></p>	