

Notice: The Information contained in this analysis summary, and all of the associated appendices, have been impacted by changes since the accomplishment of this study and therefore it is no longer an accurate reflection of the actual tasks performed by contractor personnel in the EOTA organization. Additionally, some elements of the analysis were impacted by the participant interaction as well as organizational changes and are known to be inaccurate.



EMERGENCY OPERATIONS TRAINING ACADEMY (EOTA)

WORKFORCE ANALYSIS DATA REPORT

AUGUST 2010

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Executive Summary

The Emergency Operations Training Academy (EOTA), with support from an outside consulting team, conducted a workforce analysis with the EOTA management, leads, and staff. A combination of focus groups and one-on-one interviews were conducted to solicit feedback regarding the performance or non-performance of tasks identified in job positions and related work documentation.

The focus groups and interviews conducted with management and staff addressed what work tasks assigned in current job position descriptions are relevant and performed tasks. The basic question addressed throughout the workforce analysis is, “Is the workforce assigned relevant tasks and working to those tasks as assigned?”

Additionally, the focus groups and interviews attempted to elicit responses to ten questions for specifics on how work is done. The data collected from this workforce analysis is intended to identify improvements and offer recommendations for improved business development and work task alignment. The recommendations offer suggestions and considerations for a stronger clarity in workforce expectations and assignments to support business stability for present and future growth.

Overview

The Department of Energy (DOE) National Nuclear Security Administration (NNSA), Office of Emergency Operations (NA-40) requires training support services from the Emergency Operations Training Academy (EOTA). NA-40 is responsible for coordinating NNSA's emergency management and response capabilities with other federal, state, and local government agencies charged with managing and responding to natural disasters and nuclear and radiological emergencies, as well as assuring individuals possess the requisite training and professional competencies to perform the full range of emergency management and response functions.

The EOTA mission is to provide state-of-the-art training and education for the DOE/NNSA to enhance the readiness of individuals in the emergency operations community. The EOTA offers a broad range of technology-enhanced training curriculums through the application of sound operational technologies and business and managerial practices resulting in the creation of various types of courses with blended delivery methodologies.

In an effort to maintain the expected level of service, the EOTA requested a workforce analysis to ensure operational excellence. Specifically this report includes the analysis of:

- The tasks prescribed in narrative position descriptions
 - 18 different contractor positions currently with 17 contractor employees in 13 of the available positions
 - 2 federal management positions currently filled with two federal employees
- The tasks prescribed in a skill set model used to track the position descriptions (see above)
- The tasks performed by personnel
- The tasks required in the Statement of Work
- The tasks outlined in the Business Management system
- The tasks documented in the EOTA mission statement, pillars, and objectives
- The tasks identified in the NA-40 Strategic Plan

This workforce analysis will allow the EOTA to reflect upon and make decisions regarding the organization's ability to maintain operations and successfully improve efficiencies.

Introduction

The Emergency Operations Training Academy (EOTA) contracted a consultant team to conduct a workforce analysis to identify the duties and tasks being performed and to determine where gaps may exist with regards to contractual obligations and mission objectives.

The EOTA organization currently consists of 19 positions which include federal management positions, contractor management position, and staff positions supported by multiple contractors. There are unfilled positions that reside within the organization; these positions include:

- Training Analyst II
- Exercise Design Specialist
- Senior Training Coordinator (DC position)
- Training Coordinator (DC position)
- Technical Writer
- Administrative Assistant

As mentioned in the listing above, two positions reside in Washington, DC and at the present time the Administrative Assistant position is being performed by a part-time Student Assistant.

Although information was captured from the narrative position descriptions and external research was conducted for the unfilled positions, this information is not complete. The absence of personnel residing in these positions does not allow for validation and therefore cannot be analyzed and reported in this workforce analysis. Once these positions are occupied, additional analysis can be performed and recommendations can be made at that time.

With the limited resources in the EOTA organization, staff function in multiple capacities; several positions assist in administrative duties and tasks, as well as positions assisting in ISD training design and development work. Although this emphasizes the collaborative nature of the EOTA team, it does bring into question the cost effectiveness of the work being performed and the possible redundancies of the taskings.

Purpose

The purpose of the workforce analysis is to provide the EOTA management with key information about the work being performed within the organization. Specifically the workforce analysis will identify:

- Tasks performed by personnel that are not required by written guidance
- Tasks performed by personnel that are required by written guidance
- Tasks that need to be done that are not currently being performed
- Tasks that do not support business needs (extraneous tasks)
- Tasks we should add to our written guidance
- Alignment of the EOTA mission tasks, pillars, and objectives with NA-40 Strategic plan as well as organizational tasks
- Links to show tasks in support of the EOTA Mission, the NA-40 Strategic plan, and program offices (NA-40 thru NA-47)

A workforce analysis allows for a thorough evaluation of personnel and the work they perform, and is vital piece of strategic planning.

Methodology

The consultants were contracted by the EOTA to perform a workforce analysis. Utilizing an established methodology, a series of interviews and focus groups were conducted to validate duties and tasks as performed by management and staff. Qualitative data analysis techniques were used to gather the necessary information to provide a validated task list for each of the filled positions.

The process began with reviewing pertinent documents provided by the EOTA. This documentation consisted of:

- NNSA Office of Emergency Operations (NA-40) Strategic Plan (2010-2015)
- EOTA's Contractual Statement of Work
- Narrative Position Descriptions
- EOTA's Business Management System (BMS) Quality Manual
- ISO 9001 Process Documents and Forms

The preliminary task lists were initially created by retrieving duty areas and tasks from the position descriptions, the ISO processes/forms, and in some cases external research. The task lists were expanded and refined during interviews and focus groups with the EOTA management and staff. All the EOTA personnel were included in this workforce analysis, representing 100% representation rate.

Interview Methodology

Interviews were scheduled for positions where there was only one person functioning in the role. Interviews were conducted for the following positions:

Interviewed Positions
Director
Deputy Director
Program Manager
Quality Assurance Manager
Training Systems Lead
Online Learning Support Specialist
Senior Analyst
Graphic Designer
Student Assistant

Each interviewee was asked to review and validate their preliminary task list. During this validation process, the interviewee indicated if the task is currently performed and also had the opportunity to make any changes to the wording of the task. After completing the validation process, the interviewee was asked if there were additional tasks they perform and those tasks were also documented.

After the validation process was completed, the interviewee responded to a series of key questions. These ten key questions consist of open-ended questions designed to identify additional responsibilities and the types of skills and attributes that are necessary for their positions. The responses offer another point of reference of the work that they do, generally providing the items that the technical task lists do not reveal.

Focus Group Methodology

Two focus groups were scheduled with positions that are similar in work functions. The focus groups were conducted with ISD and IT professionals. The ISD focus group consisted of the following positions:

ISD Focus Group Positions	No# of Staff in Position
Training Specialist III	2
Training Specialist II	2
Training Specialist I	2 (one employee had started the day of the focus group)
Training Systems Lead	1
Senior Analyst	1

The Training Systems Lead and Senior Analyst were both invited to attend the ISD focus group as it was determined during their interviews that they have many training duties and tasks that were not identified in their related position descriptions and relevant process documents. By attending the focus group, their respective ISD tasks were identified.

The IT focus group consisted of the following positions:

IT Focus Group Positions	No# of Staff in Position
Network/Server Administrator	1
Multi-Media Specialist I	2
Software Engineer	1

As with the interviews, the first step was the validation process. During the focus groups, the participants reviewed and validated the preliminary task list that was specific to their position. The focus group participants were to indicate if each task is currently performed. They were also given the opportunity to make any changes to the wording of the tasks. After the validation

process, the participants were asked if there were additional tasks they perform and those tasks were also documented.

Following the validation process, the focus group participants engaged in an interactive activity responding to a series of key questions. These ten key questions consist of open-ended questions designed to identify additional responsibilities and the types of skills and attributes that are necessary for their positions. These responses offer another point of reference of the work that they do, generally providing the items that the technical task lists do not reveal.

The list of tasks that were deleted and added for each role can be found in **Appendix A**. The summarized responses to the ten key questions are located in **Appendix B**.

Data Analysis Methodology

The qualitative data is summarized in the Results and Observations section of this report. All information is reported in aggregate to protect the privacy of individuals and ensure some level of confidentiality.

The task lists are provided in a format to allow for ease of integration into Vision, a software application used by the EOTA. All task lists are located in **Appendix C**.

Limitations

As with any undertaking of this manner there are limitations to these findings that must be noted. Limitations identified by the consultants are noted below:

1. This workforce analysis provides a snapshot of the EOTA positions at this point in time. It is a snapshot activity that can only be used to describe the current situation. Over time, repeated validation is necessary to ensure that the identified duties and tasks accurately reflect the positions from year to year and any changes in workplace responsibilities and conditions. There is no guarantee that these duties and tasks will still be relevant next year or even two years from now. Periodic analysis is essential to ensure these task lists stay relevant.
2. No validation and analysis was performed for the unfilled positions. The information gathered for these positions was primarily gathered from the position description and process documents that were available. Outside research on these positions was completed and has been offered as additional information.
3. Interviews and focus groups did not address specific training needs for the positions.

Results and Observations – EOTA Positions

Each of the EOTA filled positions are summarized below with the results from the validation effort and observations made as a result of the analysis. The EOTA Skill Set Model was reviewed and additions were added to the tables if the interviews or focus groups highlighted an

additional skill set not currently identified. An updated Skills Set Model combining the existing skills, skills derived from the 10 key questions and the insights below can be found in **Appendix D**.

Federal Management - EOTA Director and Deputy Director

Validation of Documented Tasks – A validation rate of 98% was determined for the Director and Deputy Director positions. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Enforce all Human , Management and administrative requirements per Headquarter's direction • Submit time sheets • Travel as need to attend conferences & meetings, and complete required documentation, i.e. expense reports. Note: they also schedule their own flights / hotels • Coordinate with contracting specialist for organizational operations 	<ul style="list-style-type: none"> • Close terminated clearances 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • N/A to federal positions

Contractor Management – Program Manager

Validation of Documented Tasks – A validation rate of 100% was determined for the Program Manager position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • No additional tasks performed that are 	<ul style="list-style-type: none"> • All documented tasks performed 	Business Needs <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Inventory Control of Property and Media – policy and

not documented		Role • None identified	oversight
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Quality Assurance Manager

Validation of Documented Tasks – A validation rate of 93% was determined for the Quality Assurance Manager position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Manage facility security operations • Provide ISP Program and Quality information to new hires as identified in New Employee Orientation 	<ul style="list-style-type: none"> • Assign Reviewer - * <i>Note*(TS completes review per ISDF-016)</i> • Ensure availability of resources • Appoint management representative for the QMS • Communicate responsibilities and authorities within the organization 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Quality management systems

Training Systems Lead

Validation of Documented Tasks – A validation rate of 97% was determined for the Training Systems Lead position. In addition, the Training Systems Lead also performs and supports the ISD functions. A validation rate of 99% was determined for the ISD related tasks assigned to Training Specialist positions. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Participate in Management and User group activities. • Manage courses (COOP, COOP exercises) with all 	<ul style="list-style-type: none"> • Generate the Internal Audit Report (F-011) • Review the Internal Audit Report with the Auditee at the start of the Internal Audit 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • Administrative tasks; purchasing/ procurement 	<ul style="list-style-type: none"> • Written communication skills; technical writing • Solutions oriented; decision-making, problem-solving • Teamwork

<p>ISD responsibilities</p> <ul style="list-style-type: none"> • Gather data for metrics • Facilitate course implementation • Manage approvals Maintain skill set model for new employees • Schedule and participate in all audits Participate as an auditee for all internal/external audits • Coordinate vendors and SMEs for various projects • Manage petty cash funds • Modify property management plans as needed • Serve as the POC for many office functions • Coordinate derivative classifications for all course documentation • Coordinate all security clearances for all staff and consultants • Maintain Course historical data and follow-up on student feedback <p><i>*Note* Reference Appendix B for specific details of tasks.</i></p>	<ul style="list-style-type: none"> • Review the Internal Audit Process (P-007) • Enter preventive / correction / improvement actions into Q-Pulse • Document the method of verification and verification comments for the CAR/PAR/IO in the Follow-up Stage of the Q-Pulse CAR/PAR/IO Module 	<ul style="list-style-type: none"> • Training Specialist 	<ul style="list-style-type: none"> • Research • Supervisory Skills
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Senior Analyst

Validation of Documented Tasks – A validation rate of 58% was determined for the tasks assigned to the Senior Analyst position. In addition, the Senior Analyst also performs ISD functions. A validation rate of 82% was determined for the ISD related tasks assigned to Training Specialist positions. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • ISD tasks 	<p>Tasks below are specific to Senior Analyst tasks:</p> <ul style="list-style-type: none"> • CAR/PAR/IO notifications • Perform root cause analysis and resulting actions • Manage audit processes, follow-ups, documentation • Identify, manage and follow through on corrective, improvement and preventive actions • Project management functions • Oversee training records management system <p><i>*Note* Reference Appendix B for specific details of tasks.</i></p>	<p>Business Needs</p> <ul style="list-style-type: none"> • None identified <p>Role</p> <ul style="list-style-type: none"> • In addition to a Senior Analyst position, there is a heavy emphasis on ISD responsibilities performed by the Training Specialists 	<ul style="list-style-type: none"> • Written communication skills; technical writing • Solutions oriented; decision-making, problem-solving • Teamwork • Research • Root Cause Analysis

Senior Training Specialist III

Validation of Documented Tasks – A validation rate of 98% was determined for the Senior Training Specialist III position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • No additional tasks performed that are 	<ul style="list-style-type: none"> • Generate a Corrective Action Request (CAR), 	<p>Business Needs</p>	<ul style="list-style-type: none"> • Written communication

not documented	<p>Preventive Action Request (PAR), or Improvement Opportunity (IO)</p> <ul style="list-style-type: none"> • Request Management Representative to enter CAR/PAR/IO directly into Q-Pulse. • Investigate root cause of the problem/nonconformity or potential nonconformity • Notify person responsible if STA/LTA/outcome is not effective 	<ul style="list-style-type: none"> • None identified <p>Role</p> <ul style="list-style-type: none"> • None identified 	<p>skills; technical writing</p> <ul style="list-style-type: none"> • Solutions oriented; decision-making, problem-solving • Teamwork • Research
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Training Specialist II

Validation of Documented Tasks – A validation rate of 83% was determined for the Training Specialist II position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Office communication venues (sharepoint, database mgmt, etc) • Training content outside the scope of emergency management 	<p>Produce exercise designs and scenarios</p> <ul style="list-style-type: none"> • Exercise plans, events, MSEL • Facilitator guides • Exercise synopsis • Controller/Evaluator materials • C/E events • Exercise set-up • Coordinate and arrange event setup, schedules • Address logistical items and administrative items on the day of the 	<p>Business Needs</p> <ul style="list-style-type: none"> • Development of training other than emergency management content <p><i>*Note* - these trainings may in fact support the staff and are necessary for the maintenance of effective operations</i></p> <p>Role</p> <ul style="list-style-type: none"> • Exercise Design Specialist 	<ul style="list-style-type: none"> • Written communication skills; technical writing • Solutions oriented; decision-making, problem-solving • Teamwork • Research

	exercise <ul style="list-style-type: none"> • Organize/facilitate briefings <i>*Note* Reference Appendix B for specific details of tasks.</i>		
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Training Specialist I

Validation of Documented Tasks – A validation rate of 100% was determined for the Training Specialist I position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • No additional tasks performed that are not documented 	<ul style="list-style-type: none"> • All documented tasks performed 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Written communication skills; technical writing • Solutions oriented; decision-making, problem-solving • Teamwork • Research

Online Learning Support Specialist

Validation of Documented Tasks – A validation rate of 93% was determined for the Online Learning Support Specialist position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Duplicate CDs and DVDs <i>*Note* A variety of Administrative tasks to include purchasing</i>	<ul style="list-style-type: none"> • Develop course syllabus • Manage Course Development • Determine number of Federal, Contractor and Other 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • Administrative – Office Management responsibilities 	<ul style="list-style-type: none"> • Trouble-shooting, Problem Solving skills • New technology / software proficiency

Graphic Designer

Validation of Documented Tasks – A validation rate of 100% was determined for the Graphic Designer position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> No additional tasks performed that are not documented 	<ul style="list-style-type: none"> All documented tasks performed 	Business Needs <ul style="list-style-type: none"> None identified Role <ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> Trouble-shooting, Problem Solving skills New technology/software proficiency

Software Engineer

Validation of Documented Tasks – A validation rate of 100% was determined for the Software Engineer position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> Research and develop new technologies to help improve EOTA on a continuing basis Supervise the work of all IT staff Provide reports on hardware and software costs, expirations and more Maintain and upgrade all software and hardware Confer with upper management to prioritize IT needs, conflicts, or choose solutions 	<ul style="list-style-type: none"> All documented tasks performed 	Business Needs <ul style="list-style-type: none"> None identified Role <ul style="list-style-type: none"> Supervisory responsibilities 	<ul style="list-style-type: none"> Trouble-shooting, Problem Solving skills New technology / software proficiency

Network/Server Administrator

Validation of Documented Tasks – A validation rate of 100% was determined for the Network/Server Administrator position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Disaster recovery of data • Resolve web page or server problems • Monitor systems for intrusions and security breaches • Implement website security measures • Administer internet/intranet infrastructure • Test backup or recovery plans • Monitor web developments • Implement updates, upgrades, and • Configure, monitor and maintain software, web and email requirements • Monitor network performance and determine future changes <p><i>*Note* Reference Appendix B for specific details of tasks.</i></p>	<ul style="list-style-type: none"> • All documented tasks performed 	<p>Business Needs</p> <ul style="list-style-type: none"> • None identified <p>Role</p> <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Trouble-shooting, Problem Solving skills • New technology / software proficiency

Multi-Media Specialist I

Validation of Documented Tasks – A validation rate of 100% was determined for the Multi-Media Specialist I position. The table below shows specifics regarding the tasks:

Tasks performed and NOT in written guidance	Tasks required by written guidance and NOT performed	Tasks that DO NOT support business needs or role	Tasks to ADD to Skill Set Model
<ul style="list-style-type: none"> • Create and edit graphics for online courses • Utilize Flash animation (graphics and text) • Maintain software database • Catalog software • Assist in development of processes (IT for ISD) • Assist with inventory control • Utilize Action Script and other programming languages to automate training courses 	<ul style="list-style-type: none"> • All documented tasks performed 	Business Needs <ul style="list-style-type: none"> • None identified Role <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Trouble-shooting, Problem Solving skills • New technology / software proficiency • Graphics design specific

Administrative Assistant - Unfilled

A validation of tasks is not yet completed as this remains an unfilled position within the workplace. Performance of some administrative tasks is necessary for an organization to run the day to day operations. Currently, there are 3-4 staff members that share and back each other up on completion of necessary administrative tasks. The table below shows specifics regarding the tasks:

Tasks performed and not in written guidance	Tasks required by written guidance and not performed	Tasks that DO NOT support business needs or role	Tasks to add to Skill Set Model
<ul style="list-style-type: none"> • Not validated 	<ul style="list-style-type: none"> • Not validated 	Business Needs <ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Data entry • Customer service

Results and Observations

Strategic Planning and Business Documentation

Specific task statements pulled from the NA-40 Strategic Plan, EOTA Mission/Pillars, the Statement of Work and the Quality Manual can be referenced in Appendix E.

NA-40 Strategic Plan and EOTA Mission/Pillars

At the request of the EOTA Federal Management team, a review of the strategic planning and business documents were reviewed. Tasks in three (3) documents were identified and determined to be either “tasks we do perform” or “tasks we do not perform.”

Strategic plans are typically written to present a more global perspective and not traditionally written to identify details. The NA-40 Strategic Plan was written with a global perspective and reviewed to determine if any details for training taskings were provided. The EOTA Mission, included in the NA-40 Strategic Plan, was assessed and all tasks identified were determined to be “tasks that are performed.”

A total of 34 tasks and objectives were identified in the NA-40 Strategic Plan and the EOTA mission statement to include the EOTA pillars. Four (4) tasks were questioned in the strategic planning documentation. Two statements included a reference to “international” customers and emergency operations performed for international levels. A pursuit of international customers is a passive activity. The EOTA has hosted facilitation and logistics support for international training of the RAP Program.

Two additional tasks that require the EOTA to solicit and analyze data of NNSA Program Managers are not formally implemented. Data acquisition is requested by Program Managers and others. There is no formal data acquisition or formal analysis processes in place.

EOTA Statement of Work

A total of 42 training related tasks were identified in the EOTA Statement of Work. A follow-up interview with the EOTA Federal Management team clarified a few tasks in question. Four tasks were identified as not being performed or partially performed per the Statement of Work.

- Accreditation of the EOTA Emergency Management curriculum is not currently accredited. Currently there are discussions being initiated with FEMA/DHS and the Emergency Management Institute to pursue this tasking. (SOW, 12.1)
- There is no repository for EOTA’s training. The data is ported as necessary. CHRIS is the main DOE database. (SOW, 13.0.3)
- Trip reports are not formally documented nor submitted. Trip reports are provided as a follow-up only when requested. (SOW, 14.0)
- There is no electronic storage system (e.g. database) that is capable of interfacing with DOE records. (SOW, 14.0)

Quality – ISO Certification and Documentation

The Quality Manual identifies 20 tasks that are training related in Sections 6.2, Human Resources, and 7.2, Customer Related Processes. All tasks identified in these sections are being performed.

The EOTA exists to support Emergency Management Program Operations at NNSA/DOE facilities. All tasks identified in the business documentation strive to meet those goals.

DOE Order 150.1.c, *Comprehensive Emergency Management System*, is the latest guidance for policy and establishing roles and responsibilities for a comprehensive emergency management system. This guidance begins to outline how organizations may request support from NNSA/DOE regarding emergency management processes. No specific curriculum or training requirements are laid out in this documentation. There are only inferences as to how and what content is needed in support of emergency management functions and processes.

Recommendations

The following items are recommended for review and to determine a decision of action by the EOTA management teams to more effectively delineate work roles and responsibilities in an effort to maximize efficiency and effectiveness.

Work Roles and Responsibilities

1. Update/revise job descriptions to more comprehensively reflect the work of the individual roles.
2. Determine if tasks noted as ‘deleted’ should be removed from the related positions and removed from the documentation of operations to include job position descriptions and statement of work.
3. Determine if tasks noted as ‘added’ should be added to the related positions and added to the documentation of operations to include job position descriptions and statement of work.
4. Clearly designate lead and management positions roles and responsibilities.
5. Remove administrative tasks from lead and management roles and responsibilities.
6. Consider having one/two persons supporting administrative tasks vs. the three/four individuals that currently do so.
7. Consider a more clearly delineated break in roles and responsibilities where one position is filling multiple roles and the associated responsibilities.
8. Consider filling two unfilled positions, the Administrative Assistant and Exercise Design Specialist, even if at a part-time capacity. If filling these positions is not a viable option then identify two full-time staff as back-ups to these positions and assign responsibilities accordingly in the job positions and clarify expectations for the individuals in those positions.

Skill Set Model

1. Continue an annual review and validation of skill sets to align with evolving business needs.
2. Clearly identify the skills assigned to the roles in the ITT and ISD matrices. The .pdf file provided does not specify which skills listed belong to an identified position. It could be assumed that all positions require all skills identified.
3. Identify a specific skill set for the Online Learning Support Specialist or separate this role to align with a function outside of IT with some IT skills. The current layout presumes the Online Learning Support Specialist maintains a comparable set of skills to current IT roles working with software, multi-media, graphics and networks. The current tasks performed in this role reflect a balance of administrative and online learning support. The position description should read as such if it is the desired operational structure for these types of tasks.
4. Identify the distinctions between a Training Specialist I, Training Specialist II and a Senior Training Specialist III within the skill set model.
5. Identify the distinctions between the Senior Analyst and Training Analyst II (unfilled) within the skill set model.
6. Within the skill set for ISD, rewrite the skill - “Application of design as defined in the ISD/ADDIE process” to read, “Application of instructional design activities as defined in the ISD/ADDIE process.” The current read reflects a focus on the “design” phase of the ISD/ADDIE phase only.

Communication

1. Communicate all revisions to the documentation of operations to all EOTA staff.
2. Communicate, specifically, all expectations and changes of expectations to EOTA staff as it relates to job duties and position.

Appendices

Appendix A: Added and Deleted Tasks From Validation

Appendix B: Summarized Key Questions

Appendix C: Vision Ready Task Lists

Appendix D: Skills_Education_Experience

Appendix E: Strategic Plan and Business Documents Review

Notice: The Information contained in this analysis summary, and all of the associated appendices, have been impacted by changes since the accomplishment of this study and therefore it is no longer an accurate reflection of the actual tasks performed by contractor personnel in the EOTA organization. Additionally, some elements of the analysis were impacted by the participant interaction as well as organizational changes and are known to be inaccurate.