

# Documentation of Staff and Project Quality Processes

Contract Number: GS10F150BA

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### **Schedule for - Environmental Services**

**Federal Supply Group:** 899      **Class:** F999

**Contract Number:** GS10F150BA

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**Contract Period:** 5/8/14 – 5/7/19

**Contractor:** Limno-Tech, Inc.  
501 Avis Drive  
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**Business Size:** Small Business

**Telephone:** (734) 332-1200  
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**Contract Administration:** Patti Fosbender

### **Labor Category Descriptions:**

<b>Labor Category</b>	<b>Functional Responsibility</b>	<b>Min. Years of Exp.</b>	<b>Minimum Educational/Degree Requirement</b>
<b>Principal/Officer</b>	Lead high profile scientific presentations and provide expert testimony; conceptualize study approaches and direct complex and sophisticated projects; provide expert technical review and quality assurance; and craft strategies for regulatory compliance.	<b>20</b>	<b>MS</b>
<b>Senior Engineer</b>	Engineering or scientific presentations to clients and agencies; client relations and management for large projects and key clients; conceptualize project approaches and work plans; project management, review and quality assurance; hands on engineering and scientific work in advanced and complex evaluations and studies; and conducting training.	<b>15</b>	<b>MS</b>
<b>Senior Scientist</b>	Scientific presentations to clients and agencies; client relations and management for large projects and key clients;	<b>15</b>	<b>MS</b>

<b>Labor Category</b>	<b>Functional Responsibility</b>	<b>Min. Years of Exp.</b>	<b>Minimum Educational/ Degree Requirement</b>
	conceptualize project approaches and work plans; project management, review and quality assurance; hands on scientific work in advanced and complex evaluations and studies; and conducting training.		
<b>Senior Project Engineer II</b>	Project presentations to clients and agencies; assist with client relations and management; oversee technical approach and development of work plans; project management, technical review and quality assurance for medium sized projects or components of large studies; hands on engineering and scientific work in technically complex environmental evaluations and studies.	<b>12</b>	<b>MS</b>
<b>Senior Project Scientist II</b>	Project presentations to clients and agencies; assist with client relations and management; oversee technical approach and development of work plans; project management, technical review and quality assurance for medium sized projects or components of large studies; hands on scientific work in technically complex environmental evaluations and studies.	<b>12</b>	<b>MS</b>
<b>Senior Project Engineer I</b>	Assist in preparing project presentations to clients and agencies; assist with client relations and management; draft technical approaches and work plans; project management, technical review and quality assurance for small to medium sized projects or components of large studies; hands on engineering and scientific work in environmental evaluations and studies.	<b>10</b>	<b>MS</b>
<b>Senior Project Scientist I</b>	Assist in preparing project presentations to clients and agencies; assist with client relations and management; draft technical approaches and work plans; project management, technical review and quality assurance for small to medium sized projects or components of large studies; hands on scientific work in environmental evaluations and studies.	<b>10</b>	<b>MS</b>
<b>Project Engineer III</b>	Assist with preparing project presentations to clients and agencies; assist with preparing draft technical approaches and work plans; project management and quality assurance for small sized projects or small components of large studies; conduct engineering and scientific tasks as assigned in environmental evaluations and studies.	<b>5</b>	<b>MS</b>
<b>Project Scientist III</b>	Assist with preparing project presentations to clients and agencies; assist with preparing draft technical approaches and work plans; project management and quality assurance for small sized projects or components of large studies; conduct scientific tasks as assigned in environmental evaluations and studies.	<b>5</b>	<b>MS</b>
<b>Project Engineer II</b>	Assist with preparing draft technical approaches and work plans; conduct engineering and scientific tasks as assigned in environmental evaluations and studies.	<b>3</b>	<b>BSE</b>
<b>Project Scientist II</b>	Assist with preparing draft technical approaches and work plans; conduct scientific tasks as assigned in environmental evaluations and studies.	<b>3</b>	<b>BS</b>

<b>Labor Category</b>	<b>Functional Responsibility</b>	<b>Min. Years of Exp.</b>	<b>Minimum Educational/Degree Requirement</b>
<b>Project Engineer I</b>	Conduct engineering and scientific tasks as assigned in environmental evaluations and studies.	<b>1</b>	<b>BSE</b>
<b>Project Scientist I</b>	Conduct scientific tasks as assigned in environmental evaluations and studies.	<b>1</b>	<b>BS</b>
<b>Engineer</b>	Assist with engineering and scientific tasks as assigned in environmental evaluations and studies.	<b>0</b>	<b>BSE</b>
<b>Scientist</b>	Assist with scientific tasks as assigned in environmental evaluations and studies.	<b>0</b>	<b>BS</b>
<b>Field Supervisor</b>	Coordinate and organize technicians for field activities; oversee proper safety procedures and practices by field crews; supervise proper sampling procedures, sample storage, documentation and data entry; manage all logistical aspects of field work.	<b>3</b>	<b>BS</b>

*The following text is excerpted from LimnoTech's internal Recruitment Guidelines Manual.*

## 5 Receiving & Handling Resumes

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### 5.5. Resume Evaluation

Resumes should be evaluated within a relatively short time of their receipt, so that we can respond promptly to qualified candidates. While specific requirements will vary for each position, in general, we look at:

- Education (degree and institution) and academic performance (GPA does not tell the whole story, but can give some insight into future potential; entry level candidates also often list relevant course work, which can help assess technical background)
- Relevant experience (even recent college graduates usually have some relevant experience, from internships, volunteer work, or academic projects; resumes should provide information about what the candidate actually did, not just a job title, and indicate skills or accomplishments that might fit with our needs)
- Work history, particularly frequent job changes or significant gaps in employment (frequent job changes are more common with difficult economic conditions, but can also suggest a potential problem; also look for increasing responsibilities at each position)
- Extracurricular activities (provide insight into motivation, time management, etc. – leadership positions in student organizations suggest future leadership potential, carrying a full academic load and maintaining good grades while playing a varsity sport suggests good time management, etc.)
- Overall appearance and quality of resume and cover letter (misspellings suggest a problem with attention to detail; the cover letter can provide insight into written communication abilities).

These are some of the common types of information to be assessed in reviewing resumes, but it is not an all-inclusive list. Nor does a negative in one area necessarily disqualify a candidate. For example, a less than stellar GPA might signify some difficulty early in a candidate's academic career that is often compensated for by better performance later on, and should not automatically disqualify a candidate. Similarly, a somewhat spotty employment history might merely be indicative of economic conditions, rather than poor performance by the candidate; this information can be further assessed during telephone and on-site interviews, and by contacting references. On the other hand, poor writing and a sloppy resume suggest poor quality work and are sufficient grounds for eliminating the candidate from further consideration.

It is important to remember that **LimnoTech welcomes all qualified candidates, and we are committed to equal opportunity and nondiscrimination.** Employees are hired and promoted based strictly and solely on their competence to perform the work, without regard to age, race, religion, gender, national origin, disability, or veteran status. These factors should NEVER be considered in evaluating candidates.

## 6 Interviewing & Evaluating Candidates

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### 6.1. Telephone Interviews

Phone interviews are intended to provide an initial assessment of the candidate's skills and potential "fit" at LimnoTech, without the effort and expense of an in-person interview. They are a good way to narrow the field of candidates to only those with the highest probability of success, and are recommended for all candidates, unless we've had the opportunity to make a similar initial assessment based on direct interactions at an event such as a job fair. The typical phone interview lasts 15-30 minutes, depending primarily on how talkative the candidate is (or how quickly we determine that they are not a good fit). It is best to contact the candidate in advance (often via email) and set up a time for the telephone discussion. This ensures that the candidate is available and avoids catching him/her off guard.

Phone interview questions are used to provide details on skills, experience, and professional interests. We can often also obtain insight into the candidate's potential fit for the position based on personal characteristics not readily apparent in the resume (attitude, enthusiasm, career goals, etc.). Perhaps most importantly, the candidate's oral communication skills can be evaluated. Sample telephone interview questions are provided in Attachment 6.

The conclusion of a telephone interview is a good time to request additional materials, such as academic transcripts and writing samples. These can assist in evaluating the candidate's abilities and determining whether we should proceed with an interview. Evaluation of such additional materials is discussed later in this document.

### 6.3. In-person Interviews

Candidates who pass the initial screening interview should be invited for an in-person interview. While technology makes it possible to conduct interviews without meeting the candidate in person (such as via Skype), there is really no substitute for meeting the candidate in person, and LimnoTech strongly encourages an on-site interview. A face-to-face meeting allows us to assess things like eye contact and body language that can be important, but are not as readily apparent using an online format. An on-site interview also allows the candidate to get a feel for the office. Unless there are extenuating circumstances that prohibit it, candidates should be interviewed in person.

LimnoTech has developed a structured process for interviewing that provides a thorough and objective evaluation for each candidate. Multiple (three or more) staff members are involved, with each participant having a primary area of focus for that portion of the interview, as described further below. This allows us to get several opinions of the candidate, and provides the candidate with the opportunity to interact with and ask questions of LimnoTech staff. The interview is very much a two-way process, with LimnoTech evaluating the candidate, and the candidate evaluating us.

### 6.3.1. Interview Participants

Ideally, interviewers should include a senior manager, the hiring manager, and at least one staff member likely to provide direct supervision and/or mentoring. Interviewers should be selected based primarily on their ability to make sound judgments and offer critical evaluations of the candidates.

The number of interviewers varies, depending on the nature of the position, the candidate's background, and logistical considerations; three is the minimum and is often sufficient for entry-level candidates. More experienced candidates who are expected to have greater responsibilities typically meet with more people. Candidates visiting from out of town also often spend a full day in the office and meet with more people.

If the candidate is meeting with a large number of people, or if his/her time is limited due to travel or other constraints, it is often desirable to "double-up" interviewers, scheduling multiple interviewers for a single meeting with the candidate. This can be both efficient and effective, but should be limited to two interviewers per session. A larger group can feel like a "firing squad" to the candidate, and also hampers dialogue. The exception is for a small group taking the candidate to lunch – for a more informal meeting, 3-4 participants usually works well.

### 6.3.2. Interview Focus

In evaluating candidates, LimnoTech uses an approach based on the book, *Hiring the Best* (Yate, 1994), which recommends three primary areas of focus:

- **Ability:** whether the candidate is able to do the job. Characteristics evaluated include technical skills, communication skills, and ability to make decisions.
- **Willingness:** whether the candidate is willing to "go the extra mile" to get the job done. Characteristics evaluated include ability to work in a team, motivation, interpersonal skills, and temperament.
- **Manageability:** whether LimnoTech managers/supervisors will be able to successfully manage the candidate. Characteristics evaluated include ability to take direction and criticism, attitudes toward management, judgment, and maturity in the workplace.

Interview "tip sheets" with suggested questions for each area are provided in Attachment 8. Interviewers are not expected to use all of these questions, but they provide guidance on the types of topics and suggested ways to frame the questions. In addition to the three primary areas, interviewers may be assigned other focus areas, such as business development, mentoring, or specific technical topics as appropriate to the candidate's potential role at LimnoTech.

Probably the two most important attributes to evaluate, even more than technical skills, are attitude and fit with our culture. This is consistent with research showing that only 11% of hires that failed within the first 18 months were due to technical competence; factors like coachability, emotional intelligence, motivation, and temperament accounted for over 80% of the problems (Murphy, 2012). Candidates who are successful at LimnoTech are hard-working, highly motivated, and willing to go the extra mile to get the job done. We can train many technical skills, but things like attitude, work ethic, maturity, and integrity can't be taught; these are important attributes to try to discern during the evaluation of candidates. LimnoTech's culture is an important aspect to include in interviewing – while the collegial environment and lack of rigid organizational structure work well for many people, some people are not cut out for it and need a more defined corporate ladder to climb.

Whether using the interview tip sheets or developing additional questions, there are some things to keep in mind when interviewing:

## Excerpts from LimnoTech Recruitment Guidelines

- Don't bother with questions that won't differentiate one candidate from another. Questions like, "are you a team player?" are going to get the same answer from everyone and don't tell us anything.
- Don't ask leading questions. Leave the question hanging, so as not to hint at the correct answer. For example, "Tell me about a time your project was in trouble" vs. "Tell me about a time your project was in trouble, and what you did to resolve the situation" - the latter question sends a clear signal that you want to hear about a time that the candidate resolved the situation. But perhaps the candidate has had many project situations that they didn't handle well, or they blame someone else for – we want to know about that. The great candidates won't be able to think of an example without automatically focusing on a solution to the problem; the poor candidates are more likely to dwell on the problem or failure and not the solution.
- Behavioral or past-performance questions provide good information on how the candidate has behaved in past situations based on specific examples, not theoretical situations. These often start with, "Please tell me about a time when..." or "Please give me an example of..."
- Use negative questioning. After hearing a glowing example of the candidate's past performance, ask, "Was there ever an occasion when things didn't work out quite so well?" or "Is there an example that you are not so proud of?" These questions provide balance.

Attachment 9 provides additional interviewing tips, as well as some suggestions for improving traditional interview questions based on these points.

### 6.3.3. Additional Interview Activities

In addition to the focused interview sessions, other activities may be appropriate, depending on the nature of the position and the candidate's background. These include:

- **Presentation:** LimnoTech expects experienced staff to have strong oral communication skills and the ability to present our work to clients and colleagues. Therefore all candidates having five or more years of work experience, and all candidates holding a PhD are invited to give a presentation to LimnoTech staff during their interview visit. The presentation usually takes the form of a lunchtime forum, but can also be scheduled during other times as appropriate to the candidate's scheduled visit. The topic is usually the candidate's research or a recent project of his/her choice. Requiring a presentation as part of the interview process allows us to assess the candidate's abilities in this regard, and allows our staff to learn about their potential colleague.
- **Skills assessment:** For administrative positions, a skills assessment (such as a typing test or Excel exercise) is often included.

## 7 After the Interview: Hiring Plans, Offers, etc.

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### 7.1. Checking References

Reference checks are a **mandatory** part of the hiring process. Reference checks are usually conducted after the interview, when the candidate is receiving serious consideration. We usually ask for a minimum of three professional references. Sometimes circumstances preclude speaking with every reference (faculty on sabbatical abroad, etc.), but we should attempt to make contact with three. Acceptable references include former employers/supervisors, coworkers (though supervisors are preferred), and professors; personal or “character” references are of little value. As with the telephone interview, it can be helpful to contact the references first via email to set up a convenient time.

Attachment 13 provides a sample reference script and some additional materials. It is important to be respectful of the reference’s time, develop rapport, listen for both what is said and what is not said, and ask appropriate follow-up questions. References for superstar candidates are usually forthcoming with information and compliments; references for less-than-stellar candidates are often less willing to talk, perhaps because they do not want to be unkind. Listen for potential red flags, and follow up to clarify. For example, “has great phone skills” might mean a really good receptionist, but could also mean s/he spent a lot of time on personal calls.

**SUBJECT: Preparing for Employee Review and Planning (RAP) Sessions**

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## Summary

LimnoTech's annual employee Review and Planning (RAP) sessions occurs in May and June. This memorandum explains the RAP process and provides guidance for the materials you need to prepare to get the most out of your RAP session. Employee RAP sessions are LimnoTech's alternative to the traditional, unidirectional performance review. RAP sessions encourage proactive self-management so individuals can explore and create work opportunities that further their careers.

The employee RAP process is intended to be personally-relevant, personally-driven, and viewed as an opportunity for the employee to reflect on individual performance and set goals to achieve a desired career path. RAP sessions have several important objectives for each person:

- Provide a process for a self-evaluation and goal-setting;
- Clarify opportunities for career growth;
- Foster direct, two-way communication on career issues; and
- Align career goals with LimnoTech's company objectives

Individuals going through the process for the first time are encouraged to attend a RAP primer session. New employees should also consider talking with more experienced colleagues if they have unanswered questions about the RAP process.

## Background

The following provides an overview of the philosophy behind employee RAP sessions and the mechanics of the LimnoTech RAP process.

LimnoTech replaced traditional performance reviews with RAPs to improve effectiveness by reframing the process as a personally-driven and personally-relevant planning tool. We found that traditional performance reviews in which the reviewers (or supervisors) do much of the analysis to be counterproductive and de-motivating. They are limited by the reviewer's perceptions, and do not provide a mechanism for self-evaluation or personal goal setting. The title for a feature article in the Wall Street Journal put it this way "Get Rid of the Performance Review! It destroys morale, kills teamwork and hurts the bottom line. And that's just for starters." (Culbert, WSJ Human Resources, October 20, 2008). You may be pleased to know that we eliminated performance reviews 20 years prior to the WSJ author's 2008 epiphany.

Our RAPs provide two-way communication in which the reviewee performs a self-assessment, sets new goals, and performs an evaluation of past goals for an informal conversation with and feedback from the reviewer. The RAP session further provides the opportunity to solicit company support for personal goals that are also consistent with LimnoTech's interests. In this way, RAPs are much more positive for employees than a traditional performance review.

LimnoTech's RAP process begins with the selection of two prospective reviewers by each individual, a lead reviewer and a supporting reviewer. Then each employee prepares a brief write-up covering four RAP discussion items: billability and TAPS, skills, goals for the coming year, and requested LimnoTech support for elements of the reviewee's plan, if any.

The RAP sessions are typically 60 to 90 minutes long and conducted in an informal setting in a private meeting room, at a local restaurant or other location. The discussion is led by the reviewee (you) with thoughtful feedback and note-taking by the reviewers. After the session is completed, the lead reviewer is responsible for sharing a written summary of the session to HR, management, and the RAP reviewee.

RAPs are reviewed and lists are compiled of requests for LimnoTech support and requests for changes in billability targets, if any. Management uses employee's RAP requests in assessing the individual requests submitted over the year; professional development support is more easily approved if the request is "planned" (i.e. listed on the reviewer RAP submittal, or consistent with mutually beneficial goals reviewed during the RAP session).

## Required RAP Materials

You will get the most out of your RAP if you put quality thought into your annual goals and personal skills assessment, articulate your thoughts on paper, and give your reviewers sufficient time to review this information before the review session. Ideally, you should be pondering and acting on your RAP plan throughout the year.

Please prepare and assemble the materials listed below and submit them to both your lead and assistant reviewers at least two days before your scheduled RAP session.

### *Scientific/Engineering Staff*

- RAP Plan write-up should include:
  - post-audit of progress last year
  - things you do well and things to improve
  - hours budget and billability assessment
  - improvement and career-related goals and planned steps for this year
  - support requested from LimnoTech, if any
- Annual billability performance report for prior year<sup>1</sup> for a post-audit comparison to target
- TAPS report for prior year<sup>1</sup> (performance on timesheets, activity sheets and PSRs, as applicable)
- Updated and current corporate resume

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<sup>1</sup> These items are provided by LimnoTech as background information for you and your reviewers. Should you not have them available, you can request them.



## ***Administrative and Non-Technical Support Staff***

- RAP Plan write-up should include:
  - post-audit of progress last year
  - things you do well and things to improve
  - hours budget and billability assessment
  - improvement and career-related goals and plans for this year
  - support requested from LimnoTech
- Hours summary for the prior year<sup>1</sup> (if applicable)
- Performance in submitting timesheets for the prior year<sup>1</sup>

## **RAP Preparation Guidance**

Each reviewee must craft a brief RAP Write-Up that often takes the form of a short memorandum. This document does not need to be long or follow a specific format but it should contain the following four main elements and be submitted to your reviewers at least two days prior to your RAP meeting:

1. Post-audit of last year's goals
2. Skills Assessment
3. Goals/Objectives
4. How LimnoTech Can Help
5. Billability and TAPS post-audit and assessment

The information below will provide an explanation of the four elements listed above, as well as provide some guidance on what should be included in each section. The additional required materials listed above (e.g., TAPS report, your updated resume, timesheet summary) should be attached to the end of your RAP Write-Up.

### ***1. Post-Audit of Last Year's Progress***

In this section, assess your progress on steps toward meeting last year's goals. If you did not meet your goals last year, consider what prevented you from doing so. Common causes for falling short despite the best of intentions include: no "action plan" was developed; no audit of actions and progress was conducted over the year; no "mid-course" assessment and corrections were made, or implementing the plan was simply a low personal priority. Sometimes other events and life priorities necessarily intrude on our careers. Assessing your progress last year may help you set challenging and attainable objectives for the coming year.

### ***2. Skills Assessment***

The skills assessment section of the RAP is intended primarily for your personal use so that you can understand past performance and leverage your particular skills and aptitudes. In this section, you should list two or three skills that are important to your job that you perform especially well. You should also list two or three skills that are important to your job that you most want or need to improve. This assessment should also be consistent with insights you may have gained from your current circular appraisal results, if they are available<sup>2</sup>.

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<sup>2</sup> Circular appraisals are conducted each year for all employees prior to employee RAPs. Relatively new employees and employees receiving fewer than two responses on their circular appraisals may not have results to draw upon. In these cases, thoughtful self-assessments of skills are even more important.



Your skills assessment should allow you to reflect on your personal strengths and identify areas for personal improvement. Personal strengths that you identify may be leveraged to enhance your career growth, or their identification may help you to develop a different career pathway.

### ***3. Goals/Objectives***

Goal-setting is the process of identifying a valued outcome and then defining specific actions or steps toward that outcome. Setting goals and developing an intentional plan of actions/pathway is the focus of the RAP process. The purpose of this section is for employees to explore new growth activities and to also evaluate progress that was made last year.

#### **New Goals**

In this section, you are asked to identify your personal career goals. These may be either short-term or long-term and they may be related to billable, non-billable, and/or personal time. Some years a RAP may be an opportunity for you to move forward on a large initiative, while other years you may need to focus on your work habits or on acquiring new skills. When thinking about future plans and career goals, you should think creatively and to also think big (e.g., I want to change my role from technical staff to project manager, I want to implement an organizational change, etc.) and/or small (e.g., I want to learn a new document editing program, I want to attend a training workshop, etc.).

Some questions to ask yourself when setting your goals are:

- What do I do well and how can I build on my strengths?
- What do I want or need to improve?
- What do I enjoy doing?
- How will my RAP plan fit with my available time and the time I am willing to invest personally?

You should also consider LimnoTech's needs and objectives as you set your goals:

- What gaps have been discussed by LimnoTech committees (e.g., Market Area Managers Client Area Managers and the Science and Technical Committee)?
- What positions is LimnoTech seeking to fill (check the jobs section on our website)?
- What types of business development opportunities, proposals and projects have been mentioned recently at the Friday Morning Meetings?

While it is good to consider LimnoTech's needs and organizational goals when crafting your plan don't be limited by previously-identified LimnoTech needs or goals. You are encouraged to be creative. Some of the greatest RAP successes have come from individuals thinking beyond immediate project necessities.

### ***4. How LimnoTech Can Help***

In this section, you have the option to request company resources to help support your RAP efforts. Organizational support can come in many forms from mentoring to training, to revised billability targets to financial assistance for conference attendance or publications. Sometimes even organizational improvements can make sense to request to facilitate individual career plans and goals. Your requests for organizational support will be reviewed by management and thoughtfully considered.



## ***5. Billability and TAPS Assessment***

The purpose of this section is to assess your billability and TAPS (Timesheets, Activity sheets, Project status reports, and Seasonal metrics) performance. Assessment of your success in meeting these targets over the last year will set the stage as you develop a plan on how you intend to spend your time in the upcoming year. Please note that billability may not be applicable to certain staff, and not all elements of TAPS will be relevant to every employee. If you have do not have copies of your most recent quarterly billability and TAPS performance reports, please check with either Jenni Partyka or Patti Fosbender.

### **Billability Assessment**

An important RAP element is an assessment of your billability target and performance over the last year (unless of course you are a member of our non-technical support staff and your target is zero). Each employee has an agreed-upon annual billability target that is critical in allowing both you and LimnoTech to responsibly manage your time. As a guide, the typical annual billable targets for administrative support and marketing staff targets may range from zero up to 30 percent billable; managers and senior staff billability targets range from 20 to 70 percent billable (using a 45 hr./week baseline work week); typical annual billable targets for technical staff range from 80 to 90 percent billable (using a 40 hr./week baseline work week).

This billability target is important on two levels. First, these targets are part of our company-wide corporate billability that is needed to produce the revenue for salaries, new hires, capital purchases, space needs, etc. On a personal level, target billability helps you make informed decisions about how to invest your time in an upcoming year in step with your role and responsibilities.

You are encouraged to prepare an annual hours budget. The budget allows you to assess whether improved billability should be a focus this coming year and is a requirement if you are requesting a revised billability target. It may also help you to assess how much time you have available to devote to activities needing non-billable hours. For your convenience, a simple hours budget example, as well as information on a billability forecast worksheet is available in Appendix A.

Any goal should be assessed according to your ability to commit time to that goal, whether it be company release time (e.g., transition into more marketing), personal time (e.g., evening graduate school), or a combination (e.g., time-sharing for training or publication development).

If you believe that a change is needed in your annual target, please discuss this with your RAP reviewers and suggest an alternate target along with justification and a breakout of your annual hours budget. Individual targets have wider corporate implications and inability to reach a target is itself insufficient reason for a change. Corporate review and approval after the RAP is required to change a billability target.



### **Timesheet, Activity Sheet, PSR and Seasonal (TAPS) Metrics Assessment**

Another component of the RAP is an assessment of your TAPS performance over the last year. Each of us are responsible for some baseline business-related tasks, completely and on time, in order to facilitate good company management. Depending on your role, these expected baseline tasks may one or more of these: timesheets, activity sheets, project status reports (PSRs), and seasonal metrics (e.g., backlog). The timely completion of these tasks is tracked on both an individual and company-wide basis as part of TAPS. Prior to your RAP, you will receive a quarterly TAPS report showing your individual scoring on these tasks for the previous calendar year. Individuals are required to address problems with meeting their TAPS metrics, if any, and include specific steps to improve performance this coming year.



## LimnoTech Quality Control Narrative Statement

Quality control for the LimnoTech team and subs begins with high quality firms and staff who are experienced in performing well for clients, facilitated by proven formal protocols and procedures that are persistently and consistently applied.

Our quality assurance and control approach emphasizes prevention of quality issues backed up by rigorous quality checking and then correction if needed. LimnoTech's quality program called QUEST has been active for over 20 years. It was derived from the Total Quality Management philosophy for continuous improvement and *preventing* quality problems on the front end. Our multidisciplinary QUEST teams are constantly forming, addressing management challenges and emerging technical issues using what we call our "4A" process (assess the challenge or problem, develop viable alternatives, craft an action plan to implement the best alternative, then audit the results and course correct when needed). This program involves all our staff from top to bottom and gives us the huge added benefit of fostering *exceptional* employee pride, engagement and commitment to quality client services and deliverables.

In addition to our QUEST program to build quality into everything we do and the services we provide, our mantra and quality approach to all aspects of project planning and implementation is "Plan, Do, Check, Review and Follow-up." Every task involves selection of the right highly qualified staff, a well-organized kick off meeting between appropriate GLOS staff and our team to coordinate and establish clear lines of accountability; preparation and implementation where applicable of a Quality Management Plan and data management protocols; a rigorous technical review process; and energetic team coordination.

One of our goals over the course of each task is to err on the side of over-communicating to avoid surprises, but without becoming pests of course. We have a standing weekly coordination call for the DMAC Team – including GLOS staff – to discuss progress, identify problems or issues, if any, and promptly hammer out solutions. We have found that communicating early and often is fundamental to the delivery of consistently high quality services and deliverables on-time and on-budget.

## **RPS Labor Category Descriptions (GSA)**

ASA has four professional positions for permanent employees and one for interns (typically part-time and temporary). These include Principal, Senior Scientist (Project Manager) level III, Scientists level II and level I. Typical responsibilities and levels of education and years of experience for each category are provided below:

### **Principals, Level IV**

**Responsibilities:** Principals are the key players and primary leaders of the firm. They typically have oversight over a substantial number of projects, provide technical expertise and project management guidance to senior scientists, mentor younger professionals in the organization, represent ASA in technical forums, market ASA's capabilities, either generically or in specific market segments, actively participate in strategic planning for the company, and manage large, complex projects.

**Qualifications:** This individual typically has an MS degree and 15 years of relevant experience or a doctoral degree (Ph D or ScD) and 10 years of experience.

### **Senior Scientist (Project Manager), Level III**

**Responsibilities:** This person typically serves in the most senior technical position and is normally responsible for the design, implementation, and results of one or more projects. The individual is directly accountable for their work products and has managerial responsibility for directing individual studies/efforts.

**Qualifications:** This individual will typically possess a Master of Science (MS) Degree in the discipline of interest, plus eight(8) years of relevant experience or a Ph D plus six (6) years of experience.

### **Scientist, Level II**

**Responsibilities:** This person has primary responsibility for performing work for individual project tasks at the direction of a project manager. This person may also assist a senior scientist with project design, integration, or implementation.

**Qualifications:** This individual will typically possess a BS and 5 years of relevant experience, an MS and 3 years of relevant experience, or a PhD and 1 years of relevant experience.

### **Scientist, Level I**

**Responsibilities:** Individuals in this group typically serve as entry-level scientists. They will characteristically support the work of the Scientists (Level II) and Senior Scientists in conducting specific projects. These individuals must have demonstrated technical experience in the areas of interest for the projects being undertaken.

**Qualifications:** This individual will typically possess a BS degree and one to four years of relevant experience or an MS degree and 0 to 2 years of experience.

**Interns**

Responsibilities: similar to the responsibilities of Scientist Level I but in a training capacity.

Qualifications: In pursuit of a BS in Engineering, computer science or ocean related studies, having completed at least 2 years of courses.

For the purpose of the GSA schedule we have quoted specific rates for each specialty within our major labor categories: for example in most categories we have biologists, computer specialists, geologists, oceanographers and engineers. Engineers are further defined as chemical, mechanical, or ocean.

We are also proposing consultants, independent contractors who have a long established relationship with our organization. These consultants all have PhDs and at least 10 years of experience.

The following table shows the minimum level of education, minimum level of experience and capabilities for each of the category we are proposing.

<u>Employee Category</u>	<u>Min. Level of Educ.</u>	<u>Min. Years of Exp.</u>	<u>Capabilities</u>
Principal Expert Scientist/Engineer Level IV	PhD MS	10 15	<ul style="list-style-type: none"> <li>• Project and program management</li> <li>• Ocean Engineering</li> <li>• Coastal Engineering</li> <li>• Coastal Physical Oceanography</li> <li>• Numerical modeling of estuarine, coastal and shelf processes               <ul style="list-style-type: none"> <li>○ Hydrodynamics, Pollutant transport and fate, Water quality, Waves; Sediment transport</li> </ul> </li> <li>• Numerical finite element and finite difference methods</li> <li>• Coordinate generation</li> <li>• Physical oceanographic data collection and measurement programs</li> <li>• Modeling impacts of pollutant effects on marine resources</li> <li>• Oil and hazardous material fate and impact modeling</li> <li>• Computational fluid dynamics</li> <li>• Hydrodynamics</li> </ul>

<b><u>Employee Category</u></b>	<b><u>Min. Level of Educ.</u></b>	<b><u>Min. Years of Exp.</u></b>	<b><u>Capabilities</u></b>
Principal Biologist Level IV	PhD MS	6 8	<ul style="list-style-type: none"> <li>• Environmental/ecological risk and impact assessments</li> <li>• Assessment and modeling of the impacts of pollutants, dredging, and other disturbances on aquatic biota, wildlife and ecosystems</li> <li>• Oil and chemical fates and biological effects modeling</li> <li>• Aquatic toxicology: modeling of exposure, uptake, depuration, bioaccumulation, toxicity</li> <li>• Biological oceanography</li> <li>• Analysis and modeling of plankton and nutrient dynamics, water quality, eutrophication</li> <li>• Food web and ecosystems modeling</li> <li>• Analysis and modeling of fishery species early life history stages: transport, behavior and movements, entrainment, and impingement</li> <li>• Population modeling of fish, shellfish, birds, mammals and reptiles</li> <li>• Modeling of animal migrations and interactions with pollutants, dredging, and development</li> <li>• Marine, estuarine, freshwater and wetland biology and ecosystem analysis</li> <li>• Biological and environmental data analysis</li> <li>• Natural resource damage assessment: pollutant fates, exposure pathways, injury quantification, compensatory restoration scaling</li> <li>• Support for permitting: effluents, (CWA) NPDES/316b, dredging, development, (NEPA) EIS, spill risk assessment; for power plants, ports and terminals, marinas, transportation companies</li> <li>• Expert testimony</li> <li>• Current OSHA HAZWOPPER Certification</li> <li>• Reading capability in French</li> </ul>

<u>Employee Category</u>	<u>Min. Level of Educ.</u>	<u>Min. Years of Exp.</u>	<u>Capabilities</u>
Principal Computer Specialist Level IV	PhD MS	6 8	<ul style="list-style-type: none"> <li>• International Project Management</li> <li>• GIS/GUI design and development for numerical model applications, specifically hydrodynamic, water quality, search &amp; rescue, oil and chemical, and dredging models.</li> <li>• Environmental Impact Assessments</li> <li>• Litigation Support</li> <li>• Database/GIS design</li> <li>• Internet data distribution design and development</li> <li>• Scientific Computer Applications: Code development, management and design; Language experience: Avenue, C, C++, Fortran, Visual Basic; GIS experience: ArcInfo, ArcView, MapObjects, MapInfo, MapX, GeoSQL; Advanced numerical development, design and visualization</li> </ul>
Principal Engineer Level IV	PhD MS	6 8	<ul style="list-style-type: none"> <li>• Project and program management</li> <li>• Numerical modeling of hydrodynamics and water quality in rivers, lakes, estuaries, and coastal regions</li> <li>• Computational methods including finite difference, finite element, and boundary fitted coordinates</li> <li>• Coastal physical oceanography</li> <li>• Environmental impact assessments</li> <li>• Environmental data collection and analysis</li> <li>• Expert testimony</li> <li>• Permitting assistance</li> </ul>

<b><u>Employee Category</u></b>	<b><u>Min. Level of Educ.</u></b>	<b><u>Min. Years of Exp.</u></b>	<b><u>Capabilities</u></b>
Scientist/Engineer Geologist Level III	PhD MS BS	6 8 15	<ul style="list-style-type: none"> <li>• Geographic Information Systems methodology, application design and development</li> <li>• Relational database application design and development</li> <li>• Internet based map and data distribution systems design and development</li> <li>• Incident Command System (ICS) implementation for emergency response</li> <li>• Expert technical support for oil spill response training and spill response exercises</li> <li>• Application of numerical model systems in answering sediment transport problems</li> <li>• Training and simulation control</li> <li>• Numerical model and GIS application integration</li> <li>• Language experience: Avenue, Visual Basic, Visual Basic for Applications, HTML</li> <li>• GIS experience: ArcInfo, ArcView (Spatial Analyst, Tracking Analyst, 3D Analyst), MapInfo</li> <li>• Environmental data analysis and presentation</li> </ul>
Scientist/Engineer Computer Spec. Level III	PhD MS BS	6 8 15	<ul style="list-style-type: none"> <li>• Oceanographic time series data analysis</li> <li>• Numerical modeling of coastal processes</li> </ul>
Scientist/Engineer Mechanical Engineer Level III	PhD MS BS	6 8 15	<ul style="list-style-type: none"> <li>• Computational fluid dynamics</li> <li>• Numerical modeling of estuarine, coastal and shelf processes</li> <li>• Numerical finite volume and finite difference methods</li> <li>• Physical, biological, and geological data collection</li> <li>• Research diving</li> <li>• Engineering design</li> </ul>

<b><u>Employee Category</u></b>	<b><u>Min. Level of Educ.</u></b>	<b><u>Min. Years of Exp.</u></b>	<b><u>Capabilities</u></b>
Scientist/Engineer Ocean Engineer Level III	PhD MS BS	6 8 15	<ul style="list-style-type: none"> <li>• Management of oil spill fate, trajectory, and environmental impact projects</li> <li>• Training and interface with ASA model system clients</li> <li>• Management of multidisciplinary code-generation projects</li> <li>• Design and implementation of oceanographic data analysis, display, and archiving systems</li> <li>• Applied physical oceanographic modeling and data analysis</li> <li>• Interaction of physical, chemical, biological model systems</li> <li>• Pollutant transport modeling</li> </ul>
Scientist/Engineer Oceanographer Level III	PhD MS BS	6 8 15	<ul style="list-style-type: none"> <li>• Numerical and laboratory modeling of thermal and chemical transport in fluids</li> <li>• Computational methods, including finite difference and finite element methods</li> <li>• Oceanographic data collection (including ADCP, CTD, swath bathymetry)</li> <li>• Analysis of geophysical and oceanographic data</li> <li>• Project management</li> </ul>
Scientist/Engineer Biologist Level II	MS BS	3 5	<ul style="list-style-type: none"> <li>• Natural resource damage assessment</li> <li>• Environmental risk and impact assessments</li> <li>• Geographic Information Systems (GIS)</li> <li>• Biological and environmental data analysis and management</li> <li>• Habitat assessment</li> <li>• Fisheries Biology and Ecology</li> <li>• Assessment and modeling of pollutant effects on aquatic biota and ecosystems</li> <li>• Oil fates and effects modeling</li> </ul>

<b><u>Employee Category</u></b>	<b><u>Min. Level of Educ.</u></b>	<b><u>Min. Years of Exp.</u></b>	<b><u>Capabilities</u></b>
Scientist/Engineer Computer Spec. Level II	MS BS	3 5	<ul style="list-style-type: none"> <li>• Numerous programming languages with C/C++, Java, Perl, and Visual Basic being strongest</li> <li>• OpenGL and DirectX 3D APIs</li> <li>• Database Management</li> <li>• Computer Instruction</li> <li>• WWW Software Development and Management</li> </ul>
Scientist/Engineer Ocean Engineer Level II	MS BS	3 5	<ul style="list-style-type: none"> <li>• Development of curvilinear hydrodynamic and transport models.</li> <li>• Oceanographic data analysis.</li> <li>• Application, calibration and validation of hydrodynamic and transport models.</li> <li>• Numerical techniques such as finite difference, finite element and curvilinear coordinates.</li> <li>• Generation of boundary-fitted and finite element grids.</li> <li>• Skill Assessment of hydrodynamic and transport models.</li> </ul>
Scientist/Engineer Chemical Level I	MS BS	0 1	<ul style="list-style-type: none"> <li>• Chemical fates and effects modeling</li> <li>• Oil fates and effects modeling</li> <li>• Natural resource damage assessment</li> <li>• Environmental risk and impact assessments</li> <li>• Geographic Information Systems (GIS)</li> <li>• Environmental data analysis and management</li> <li>• Research studies</li> <li>• Pollution prevention techniques</li> <li>• Physical data collection and analysis</li> </ul>

<b><u>Employee Category</u></b>	<b><u>Min. Level of Educ.</u></b>	<b><u>Min. Years of Exp.</u></b>	<b><u>Capabilities</u></b>
Scientist/Engineer Computer Spec. Level I	MS BS	0 1	<ul style="list-style-type: none"> <li>• Code development, management, and design</li> <li>• Object-oriented programming</li> <li>• Event-driven programming</li> <li>• Windows-based network setup and maintenance</li> <li>• Database management</li> <li>• Interactive web page design</li> <li>• Windows 3.x, Windows 95, 98, 2000, XP, and NT 4.0, extensive experience using Debian Linux, Red Hat Linux, Solaris on Sparc, and various other flavors of Linux/UNIX, and limited experience with Macintosh OS.</li> <li>• Microsoft Office family of products, JASC Paint Shop Pro 5.0, Adobe Photoshop 4.0, Macromedia Flash 3.0, the GIMP, Emacs, Forte for Java, Apache web server, ProFTPd FTP server, MySQL server, Microsoft IIS 5.0 web server, Microsoft SQL Server 7, Microsoft Visual Studio</li> <li>• Internet protocols and standard specifications, accessibility considerations for websites, and research techniques, as well as HTML 4.0, DHTML, XML, XSL, CSS</li> </ul>
Scientist/Engineer Level I	MS BS	0 1	<ul style="list-style-type: none"> <li>• Web development, management, and design</li> <li>• Windows-based network setup and maintenance</li> <li>• Database management</li> </ul>
Intern	In school pursuing a BS	0	<ul style="list-style-type: none"> <li>• Experience gained through study of the applicable field.</li> </ul>
Senior Consultant Biologist	PhD MS	10 15	<ul style="list-style-type: none"> <li>• Biological oceanography</li> <li>• Marine ecology</li> <li>• Phytoplankton and zooplankton dynamics</li> </ul>

<u>Employee Category</u>	<u>Min. Level of Educ.</u>	<u>Min. Years of Exp.</u>	<u>Capabilities</u>
			<ul style="list-style-type: none"> <li>• Benthic processes</li> <li>• Marine animal physiology</li> <li>• Sediment/water column chemistry</li> <li>• Field and laboratory data collection programs</li> <li>• Nutrient dynamics</li> <li>• Oil spill damage assessment</li> </ul>
Senior Consultant Oceanographer	PhD MS	10 15	<ul style="list-style-type: none"> <li>• Numerical and laboratory modeling of thermal and chemical transport in fluids</li> <li>• Computational methods, including finite difference and finite element methods</li> <li>• Oceanographic data collection (including ADCP, CTD, swath bathymetry)</li> <li>• Analysis of geophysical and oceanographic data</li> </ul>

# Applied Science Associates Performance Evaluation – Technical Staff

<b>Employee Name:</b>	<b>Position:</b>
<b>Evaluator Name:</b>	
<b>Evaluation Period:</b>	

**Job Review Categories:**

Review each category and check (O-Outstanding Performer), (E-Exceeds Expectations), (M-Meets Expectation), (N-Needs Improvement), or (NA-Not Applicable).  
**O – Outstanding Performer** – performance far exceeds job requirements on a regular basis. Employees in this category have clearly made the greatest contributions to the success of the company.

**E – Exceeds Expectations** – performance normally exceeds expectations of quality and quantity in job requirements. Performance of employees in this category is clearly better than others holding similar level assignments.

**M – Meets Expectations** – performance consistently meets the expectations of the position. Employees in this category perform their duties in a fully satisfactory manner.

**N – Needs Improvement** – performance often falls short of job requirements. Evaluations for employees in this category should include agreed upon development plan to reach an “M” rating in a reasonable period.

<i>Use the space under each category to add comment.</i>	<i>Goals</i>	<b>O</b>	<b>E</b>	<b>M</b>	<b>N</b>
1. <b>Revenue Generation</b> <ul style="list-style-type: none"> <li>• Proposal Writing or Proposal Support</li> <li>• Business Development, Activities and Support</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Quality</b> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Attention to Detail</li> <li>• Timeliness</li> <li>• Technical Writing</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Firm Building</b> <ul style="list-style-type: none"> <li>• Innovation/Creativity</li> <li>• Initiative</li> <li>• Efficiency</li> <li>• Teamwork</li> <li>• Publications/Presentations</li> <li>• Marketing Efforts</li> <li>• Client Interactions</li> <li>• Education/Training</li> <li>• Leader in an area of expertise</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS:** *Include any additional comments(combination of self review and reviewer comments)*

**Individual Goals and Objectives:** *include personal goals, next review period objectives and/or development plans.*

**Company Goals/Comments:** *include comments on the company performance, strengths, weaknesses, and ideas and suggestions for improvements.*

Employee  
Signature\*:

Reviewer:

Human Resources:

Date:

\* The employee's signature above indicates that (s)he was given the opportunity to read this review and add comments, it does not necessarily signify total agreement.

# **Michigan Tech Research Institute**

Employment Information

# Great Lakes Commission

// PLACEHOLDER //