0201 - Human Resource Management

This occupational series guide is for informational/developmental purposes only. Please note:

* This resource does not supersede any existing HHS policy;
* The information provided should not be used to evaluate individual job performance; and
* The attainment of the specified knowledge, skills, experiences and training does not automatically qualify you for promotion.

The guide is intended to educate employees on career opportunities available within the Agency. It provides a means through which you can explore your professional options and identify a career path that best matches your specific needs and interests.

The Enterprise Workforce Development and Performance (EWDP) website @ <http://www.ewdp.hhs.gov/> also provides guidance on the knowledge, skills, and work experience that will prepare you for progression within your chosen career path.

## INTRODUCTION

Human Resource Management (HRM) is the term used to describe formal systems devised for the management of people within an organization. Human resources (HR) specialists provide a variety of human resources management (HRM) services as well as consultation on the most effective alignment of HR systems to support strategic goals and objectives and produce the results that accomplish the agency mission.

Management relies on these specialists and systems to help them apply merit system principles to attracting, developing, managing, and retaining a high quality and diverse workforce. Employees rely on these specialists and systems to provide information and assistance that sustain important features of the employer-employee relationship, such as employee benefits.

There are several specialty areas which one can choose. These specialists provide products and services for a wide variety of employee categories that involve different systems with different statutory and regulatory authorities.

## POSITION DESCRIPTIONS

**The Human Resource Management Series performs a range of duties according to grade level:**

### GS-0201-09, Human Resource Management:

* Provides limited management consulting and advisory services to various HHS organizations having a wide variety of positions and personnel actions. Resolves routine issues/problems requiring consideration of the total HR management program. Applies basic knowledge of HR management to advise on the full range of HR functions and assists management in fulfilling their HR management responsibilities.
* Performs all required HR tasks with an emphasis on providing HHS managers and employees with outstanding customer service. Responds to telephone and/or e-mails within a one business day turn-around from the day of receipt. On a frequent basis keeps the managers and/or their representatives informed about the status of their HR requests and personnel actions.
* Utilizes automated staffing systems, such as Web-based applications, to perform internal staffing and placement work that includes generating job analyses, vacancy announcements, and referral lists. Provides assistance to managers and applicants, providing information concerning the agency Merit Promotion program. The serviced organization(s) have standardized job and career patterns, as well as well-defined work processes.
* Utilizes automated systems, such as Web-based applications, to perform basic external placement and recruitment work for an organization with standardized job patterns, and well-defined work processes. Tasks are routine, often repetitive, and are based on clear precedents.
* Generates job announcements, reviews applicant qualifications on-line, and generates referral lists. Uses similar, past recruitment actions as templates for new actions, announcements, crediting plans, etc.
* Provides managers, employees, and job applicants with specific and directly applicable information on the organization's recruitment and placement procedures, practices, policies, and guidelines.
* Reviews recruitment and placement actions and provides recommendations on routine issues, such as the selection and use of specific appointment authorities from a list of available alternatives.
* Classifies routine jobs in the Federal Wage System and/or General Schedule classification and job grading systems. Classifies lower graded jobs that are predominantly routine and covered by existing classification standards, such as laborer, clerical, technician, assistant, and lower graded analyst or supervisory positions.
* Determines the pay category, occupational series, title, grade level, and competitive level of assigned positions. Prepares preliminary evaluation statements and reports, discusses findings with management and employees, and conducts routine desk audits.
* Provides managers and employees with specific, directly applicable information on the organization's classification procedures, practices, policies, and guidelines.
* Reviews classification actions and provides recommendations on routine issues, such as the use of standard position descriptions, boilerplate language, routine descriptions of duties, and available alternatives to customized work descriptions
* Provides managers and employees with information on the agency’s compensation and wage administration procedures, practices, policies, and guidelines.
* Under the guidance of a higher grade employee, provides assistance on requests for highest previous rate; above the minimum pay setting; recruitment, retention, and relocation incentives; special physician pays; service credit for leave, and other compensation and retention flexibilities.
* Provides readily apparent alternatives for assignment of work options that result in effective and economical position structures. Provides advice to supervisors on the effects of duty changes to the classification of positions.
* Under the general guidance of senior specialists, assists in developing proposals to merge or establish new organizational units within the serviced organization for the purpose of improving workforce distribution, position management structures, efficiency, effectiveness, or productivity.
* Performs organizational analyses and/or manpower utilization studies on a limited scale. Provides recommendations on methods and procedures to improve organizational efficiency and effectiveness.
* Performs other duties as assigned related to this position.

### GS-0201-11, Human Resource Management:

* Consults and advises management of various HHS organizations having a wide variety of difficult positions and personnel actions, which are often sensitive. Resolves issues/problems requiring consideration of the total HR management program. Applies a comprehensive knowledge of HR management to advise on the full range of HR functions and assists management in fulfilling their HR management responsibilities.
* Performs all required HR tasks with an emphasis on providing HHS managers and employees with outstanding customer service. Responds to telephone and/or e-mails within a one business day turn-around from the day of receipt. On a frequent basis keeps the managers and/or their representatives informed about the status of their HR requests and personnel actions.
* Utilizes automated staffing systems, such as Web-based applications, to perform internal staffing and placement work that includes generating job analyses, vacancy announcements, and referral lists. Provides assistance to managers and applicants, providing information concerning the agency Merit Promotion program.
* Provides guideline interpretation and assistance and determines the degree of compliance with regulations and other employment program requirements in an assigned organization.
* Provides external placement and recruitment duties for an organization. Makes use of multiple recruiting strategies including special appointment authorities, such as those for the handicapped/disabled, intern programs, student employees, displaced employees, veterans, overseas returnees, and direct hires to complete placements for the organization.
* Provides managers, employees, and job applicants with information and non-complex interpretations of the agency’s recruitment and placement procedures, practices, policies, and guidelines.
* Reviews recruitment and placement actions and provides guidance to managers on issues, such as sources of recruitment, crediting plans, assessment techniques, etc.
* Classifies and prepares necessary documentation for positions in the Federal Wage System and/or General Schedule classification and job grading system. Performs classification duties for an organization containing a variety of different types of positions.
* Determines the pay category, occupational series, title, grade level, and competitive level of assigned positions. Prepares Evaluation Statements and reports, discusses findings with management and employees, and conducts desk audits.
* Reviews classification actions and provides guidance to managers on classification-related issues.
* Exercises delegated classification authority for Title 5 positions, in accordance with established policy, up to the level allowed by organizational policy.
* Analyzes serviced organizations for productivity and efficiency, and provides recommendations to management officials on the most effective position/skill mix, work processes, organizational structures, etc.
* Provides managers and employees with information and interpretations of the agency’s compensation, wage administration, and position management procedures, practices, policies, and guidelines.
* Provides assistance on requests for highest previous rate; above the minimum pay setting; recruitment, retention, and relocation incentives; special physician pays; service credit for leave and other compensation and retention flexibilities.
* Develops proposals to merge or establish new organizational units within the serviced organization for the purpose of improving workforce distribution, position structures, efficiency, effectiveness, or productivity.
* Provides recommendations on methods and procedures to improve organizational efficiency and effectiveness.
* Provides analysis of workflow and work methods to support recommendations, including factors such as efficiency, productivity, operational interrelationships, and skill/job mix.
* Performs other duties as assigned related to this position.

### GS-0201-12, Human Resource Management:

* Provides the full spectrum of management consulting and advisory services to highly complex and dynamic organizations having a wide variety of difficult positions and personnel actions, which are often sensitive. Independently resolves difficult issues/problems requiring consideration of the total HR management program. Applies a comprehensive knowledge of HR management to advise on the full range of HR functions and assists management in fulfilling their human resources management responsibilities. The HR Specialist serves as an in-house consultant bringing new and innovative ideas and suggestions to HHS managers in order to resolve complex HR and management issues.
* Performs all required HR tasks with an emphasis on providing HHS managers and employees with outstanding customer service. Responds to telephone and/or e-mails within a one business day turn-around from the day of receipt. On a frequent basis keeps the managers and/or their representatives informed about the status of their HR requests and personnel actions.
* Utilizes a project management approach to addressing HR issues. Identifies the issues, understands the required resources to bring to resolve any issues, and develops a comprehensive step by step approach to resolve the matter.
* Administers and implements a program to provide internal placement support requiring special recruitment and placement activities. Utilizes automated staffing systems, such as Web-based applications, to perform internal staffing and placement work that includes generating job analyses, vacancy announcements, and referral lists. Provides assistance to managers and applicants, providing information concerning the agency Merit Promotion program.
* Provides guideline interpretation and assistance and determines the degree of compliance with regulations and other employment program requirements in an assigned organization.
* Reviews draft regulations, standards, or other guides for their impact on the recruitment program for a large, multi-mission organization or otherwise complex or diverse organization.
* Provides comments to supervisor, team leader, or requesting organization regarding proposed HR actions.
* Classifies and prepares necessary documentation for positions in the Federal Wage System and/or General Schedule classification and job grading system. Positions contain duties from more than one series or specialization and typically require cross-reference to one or more related classification guides or standards.
* Performs the full range of classification duties for a complex, multi-mission organization containing a variety of different types of positions.
* Provides advisory services for classifications and/or classifies high grade or politically sensitive jobs, including the most complex work situations and occupations in the organization.
* Prepares supporting analysis documentation and evaluations for classification cases.
* Conducts classification position reviews (audits) and prepare all required written reports and findings. Prepares classification appeal cases for adjudication by either HHS and/or the Office of Personnel Management (OPM).
* Reviews classification actions and provides guidance on complex and/ or sensitive issues, such as those that conflict with previous work, involve highly visible or political situations, or involve accretion of duties.
* Exercises delegated classification authority for Title 5 positions, in accordance with established OPM, HHS or OPDIV policy, up to and including GS-15 level.
* Analyzes serviced organizations for productivity and efficiency, and provides recommendations to management officials on the most effective position/skill mix, work processes, organizational structures, etc.
* Provides a full range of external placement and recruitment duties for a large, multi-mission, or complex organization, for which innovative and assertive recruiting strategies are needed. Positions include ”hard-to-fill” and short positions, senior level positions, jobs requiring unusual skill combinations, establishment of search committees, or highly visible or sensitive positions.
* Utilizes multiple recruiting strategies including special appointment authorities, such as those for the handicapped/disabled, intern programs, student employees, displaced employees, veterans, overseas returnees, and direct hires to complete placements for the organization.
* Conducts recruiting outreach efforts by representing the agency at job fairs and at meetings of targeted community groups and/or by using email lists or websites to source applicants.
* Provides managers, employees, and job applicants with information and interpretations of the agency’s recruitment and placement procedures, practices, policies, and guidelines. The issues addressed require substantial interpretation, there is potential for controversy, the issues involve more than one area of HR policy, or involve the utilization of an automated staffing system.
* Reviews recruitment and placement actions and provides guidance to managers on complex and/or sensitive issues, such as those that differ from past practices, involve highly visible or political situations, or involve employment of relatives.
* Provides managers and employees with information and interpretations of the agency’s compensation, wage administration, and position procedures, practices, policies, and guidelines. The issues addressed require substantial interpretation, there is potential for controversy, and/or the issue involves more than one area of Human Resources policy.
* Provides advice, assistance and review on requests for highest previous rate; above the minimum pay setting; recruitment, retention, and relocation incentives; special physician pays; service credit for leave and other compensation and retention flexibilities. Provides guidance and review for initial salary setting and pay adjustments.
* Designs and develops major organizational proposals that involve extensive analysis of a large, multi-mission, complex, or diverse organization. Recommends significant changes in workforce distribution and/or positions.
* Employs automated systems to analyze staff skills, budget impact, and cost/benefit ratios.
* Analyzes workflow and work methods to support recommendations, including factors such as efficiency, productivity, operational interrelationships, and skill/job mix. Provides managers and lower graded specialists with technically authoritative advice on issues that affect the organization’s efficiency, such as the assignment of work, work schedules, and the use of contract employees. Provides solutions to problems pertaining to such issues as recruitment, retention, motivation, and economy.
* Performs other duties as assigned related to this position.

### GS-0201-13, Human Resource Management:

* The HR Specialist provides the full spectrum of management consulting and advisory services to highly complex and dynamic organizations having a wide variety of difficult positions and personnel actions, which are often sensitive. Independently resolves difficult issues/problems requiring consideration of the total HR management program.
* Applies a comprehensive knowledge of HR management and interpersonal skills to advise managers on the full range of HR functions and assists management in fulfilling their human resources management responsibilities.
* Consults with managers by bringing new and innovative ideas and suggestions to HHS managers in order to resolve complex HR and management issues and problems.
* Adheres to a high level of HR program accountability by maintaining measurable high quality HR services, timely and cost effective HR options, and complies with all HR Title 5, OMB, OPM, and HHS policies and directives.
* Advises on law, regulations and policies formulated at the Federal, HHS, and OPDIV levels that apply to HR management. Develops an understanding of, and acceptance by, operating officials of their responsibility for meaningful participation in HR management. Advises on the implication of proposed management decisions with respect to substantive as well as procedural HR matters. Provides technical services relating to position management and classification, recruitment and placement, compensation, and other HR activities.
* Provides general information and guidance to employees on policies and procedures relating to all Federal benefits. Consults and collaborates with other HR staff in most cases. Interprets agency policies and provides advice to other HR Specialists as well as other staff on other HR related issues such as leave administration, alternative work schedules and telework, etc.
* Performs all required HR tasks with an emphasis on providing HHS managers and employees with outstanding customer service. Responds to telephone and/or e-mails within a one business day turn-around from the day of receipt. On a frequent basis keeps the managers and/or their representatives informed about the status of their HR requests and personnel actions.
* Utilizes a project management approach to addressing HR issues. Identifies the issues, understands the required resources to bring to resolve any issues, and develops a comprehensive step by step approach to resolve the matter.
* Works in decision-making conferences to provide historical perspective, objectivity, and a thorough knowledge/understanding of Federal rules and regulations to assist in the development of constructive outcomes for various HR situations.
* Prepares ad-hoc reports and conducts studies and analyses of HR-related functional areas (e.g., attrition rates, position management, analysis of metrics) to identify trends, potential problem areas and where improvements are needed to include recommendations for accomplishing such.
* Represents the organization on various agency committees as an HR technical advisor.
* Serves as a senior HR Specialist and expert authority for classification activities. Conducts classification assessments. Provides advice to clients for organizations with complex and controversial cases as well as organizations in transition as they respond to changing mission goals and reorganizations. Establishes occupational series career ladders and serves as a resource to top management in classification matters, proposing solutions to resolve controversial, complex and very difficult classification problems.
* Provides authoritative technical assistance, advice, and solutions to classification problems referred by HR Specialists within the organization, or to requests for explanations or clarifications of decisions by line operating officials, employees, employee groups or employee representatives. Explores alternative courses of action to accommodate management needs and considerations, and works with key management officials in a manner that inspires respect for resulting conclusions. Performs the full range of classification related duties for a complex, multi-mission organization containing a variety of different types of positions. Prepares supporting analysis documentation for classification cases.
* Reviews and classifies position descriptions (PDs) for high-impact, precedent –setting positions; writes reports of findings; conducts desk audits; and prepares evaluations as required for internal activity or in response to external requirements. Researches special classification projects, and responds to higher echelon requests for information and reports in the program area.
* Assures correct implementation of the Fair Labor Standards Act requirements. Reviews and comments on draft OPM classification standards and oversees implementation of new standards for affected positions within the organization. Reviews classification appeal packages prepared by the lower graded HR Specialists for accuracy, completeness, and logic of analytical material prior to forwarding to higher level. Attends meetings, conferences and seminars, and prepares and presents briefings in subject-matter area. Works with managers and supervisors to keep PDs updated and accurate.
* Analyzes serviced organizations for productivity and efficiency gain, and provides recommendations to management officials on the most effective position/skill mix, work processes, organizational structures, etc.
* Reviews draft regulations, standards or other guides for impact on the classification program for a large, multi-mission organization or otherwise complex or diverse organization. Provides comments to supervisor, team leader, and/or requesting organization.
* Provides managers, employees, and job applicants with information and interpretations of the agency’s recruitment and placement procedures, practices, policies and guidelines. Exercises originality and ingenuity in providing advisory services on recruiting and placement actions.
* Reviews recruitment and placement actions and provides guidelines on complex and/or sensitive issues, such as those that differ from past practices, involve highly visible or political situations, or involve nepotism.
* Refers applications of best qualified merit promotion candidates to selecting official, along with other candidates determined to meet basic eligibility requirements of the position. Advises Selecting Official on regulations, policies and procedures involving selections from Certificate of Eligible’s, including veterans’ implications and displaced employees. Coordinates notification of selected candidate of entrance on duty date and of other pre-appointment requirements or information.
* Exercises originality and ingenuity in providing advisory services on recruiting and placement actions for unique, complex and highly specialized positions for the branch. Advises management on all employment mechanisms and recruitment strategies, sources, and alternatives, develops job analyses and crediting plans to determine knowledge, skills, and abilities and other characteristics necessary for the recruitment and placement of well-qualified and diverse candidates in internal or external competitive staffing actions.
* Provides advice on all types of appointing authorities as well as compensation and other incentives to attract and retain high quality and skilled employees under all appointing mechanisms. Advises managers and supervisors of merit promotion and other competitive procedures and requirements. Responds to and resolves difficult staffing questions and issues on affirmative action, priority placement programs and other related staffing/placement issues. Carries out any assigned recruitment process as well as conducts a broad range of qualification determination duties.
* May conduct recruiting outreach efforts by representing the agency at job fairs as well as meetings of targeted community groups and/or by using email lists or websites to source applicants.
* Provides management advisory services pertaining to complex sensitive and controversial compensation issues such as: compensation administration and analysis, salary and wage administration; and/or the development and implementation of compensation strategies that will ensure the effective recruitment, management, and retention of a high-quality and diverse workforce. Applies knowledge of the full range of pay administration policies, principles, and practices under Title 5 and other statutes and legal authorities, as applicable, in advising on a variety of compensation issues (pay retention, Highest Previous Rate, special salary rates, locality pay, pay limitations, overtime pay, changes from special rate pay systems, waiver of repayment due to overpayment situations, etc.). Advises and assists program officials in requesting the use of an assortment of recruitment incentives.
* Provides managers and employees with information and interpretation of the agency’s compensation and wage administration procedures, practices, policies, and guidelines. Issues addressed require substantial interpretation and may involve more than one area of HR policy.
* Provides advice, assistance and review on requests for Superior Qualifications Appointments (above the minimum), 3Rs (Recruitment, Relocation and Retentions), special physician’s pay, service credit for annual leave and other compensation and retention flexibilities. Provides guidance and review for initial salary setting and pay adjustments.
* Designs and develops major organizational proposals that involve extensive analysis of a large, multi-mission, complex, or diverse organization. Recommends significant changes in workforce distribution and/or positions.
* Works across program areas to develop proposals that require approval of upper management.
* Employs automated systems to analyze staff skills, budget impact, and cost/benefit ratios.
* Analyzes workflow and work methods to support recommendations, including factors such as efficiency, productivity, operational interrelationships, and skill/job mix. Provides managers and lower graded specialists with technically authoritative advice on issues that affect the organization’s efficiency, such as the assignment of work, work schedules, and the use of contract employees. Provides solutions to problems pertaining to such issues as recruitment, retention, motivation, and economy.
* Performs other duties as assigned related to this position.

## POTENTIAL CAREER MAP

*The following graphic shows a bird’s eye view of how an individual’s career path progresses potentially upward in grade and proficiency stage levels in the Human Resources Management series, GS-0201. The GS Grade Levels are 9, 11, 12; 13. The Proficiency Levels are Intermediate, Intermediate to Advance, Advance to Expert; Expert.*

*\*A supervisory role may start at a GS-12 or 13 grades. To determine if you are in a management or supervisor role review the position description.*

*GS Grade and Proficiency Levels Key:*

*9 = Intermediate, 11= Intermediate to Advance, 12 = Advance; 13 = Expert*

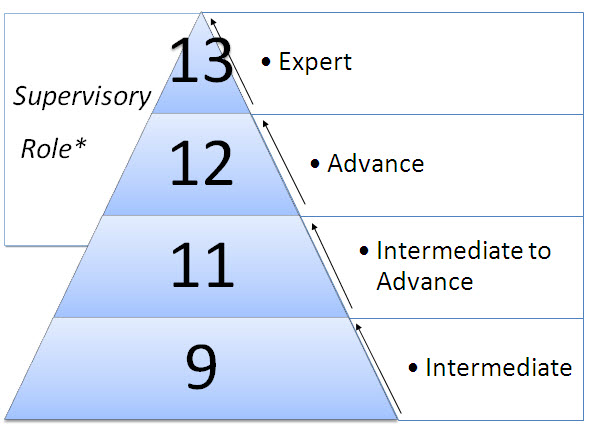
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Figure 1: Career Map for Human Resource Management

## SUCCESS FACTORS

The success factors below provide guidance on how individuals can maximize performance and career success as they progress through a career in Human Resource Management. Subject matter experts in that field provided these success factors. Many of the success factors shown in this Guide do not tie to any particular specialty area or grade level. Also, these statements do not tie to any specific competency or developmental experience. After reading through the success factors, you should seek clarification from your supervisor on how to develop, experience or apply some of the success factors.

Note: You may develop knowledge and skill in numerous ways. The content below provides guidance with regard to the types of on-the-job experiences you may wish to pursue as well as training opportunities that may be beneficial.

* Gain a broad experience in project management by managing multiple projects.
* Learn to clearly define a problem and probe at the root causes.
* Learn to use technology to your advantage.
* Learn to effectively communicate and navigate the virtual world, including the use of social media.
* Research best practices, both internal and external to the Federal Government, and gain a broad theoretical and practical background in HR.
* Learn how to serve as a business partner and advisor.
* Develop effective consulting skills.
* Learn the process of data collection.
* Learn how to produce well written and effective reports that communicate useful information.
* Seek opportunities to prove your value to customers.

## PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES

| **Proficiency Level** | **Baseline Competencies** |
| --- | --- |
| 5 = Expert | * Applies the competency in exceptionally difficult situations. * Serves as a key resource and advises others |
| 4 = Advanced | * Applies the competency in considerably difficult situations. * Generally requires little or no guidance |
| 3 = Intermediate | * Applies the competency in difficult situations. * Requires occasional guidance. |
| 2 = Basic | * Applies the competency in somewhat difficult situations. * Requires frequent guidance. |
| 1 = Awareness | * Applies the competency in the simplest situations. * Requires close and extensive guidance. |

Table 1: PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES

## BASELINE COMPETENCIES BY GRADE LEVEL

| **Baseline Competencies** | **GS 7** | **GS 9** | **GS 11** | | **GS 12** | | **GS 13** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Change Management | 1 | 2 | | 3 | | 4 | | 5 |
| Collaborating and Partnering | 1 | 2 | | 3 | | 4 | | 5 |
| Communication | 2 | 2 | | 3 | | 4 | | 5 |
| Creative Thinking | 1 | 2 | | 3 | | 4 | | 5 |
| Customer Service | 1 | 2 | | 3 | | 4 | | 5 |
| Data Analysis and Interpretation | 1 | 2 | | 3 | | 4 | | 5 |
| Decision Making | 1 | 2 | | 3 | | 4 | | 5 |
| Attention to Detail | 2 | 2 | | 3 | | 4 | | 5 |
| Information Management | 1 | 2 | | 3 | | 4 | | 5 |
| Information Security | 1 | 2 | | 3 | | 4 | | 5 |
| Interpersonal Skills | 1 | 2 | | 3 | | 4 | | 5 |
| Leveraging Technologies | 1 | 2 | | 3 | | 4 | | 5 |
| Organizational Awareness | 1 | 2 | | 3 | | 4 | | 5 |
| Problem Solving | 1 | 2 | | 3 | | 4 | | 5 |
| Honesty | 5 | 5 | | 5 | | 5 | | 5 |
| Mentoring | 2 | 2-3 | | 3 | | 3-4 | | 5 |

Table 2: Baseline Competency Information

1. **Change Management** - Understands the need for change and helps plan for and accommodate it as creatively and positively as possible.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Is flexible and open to new ideas and encourages others to value change. * Seeks out ways to employ technology to achieve mission and improve organizational and individual performance. * Proposes new approaches, methods, and technologies. * Uses state-of-the-art resources and employs technology to assist self and organization in work activities. * Assesses the readiness for change of people and organizations prior to implementing any change activities * Recognizes and plans for challenges associated with undertaking business process redesign and change management efforts. * Considers overall structures, patterns and cycles in the organization/systems, and uses assessment, analysis and evaluation methodologies to define metrics and standards of performance. * Assesses mission achievements, change implementation, behavioral change, evidence of learning, and employee reactions/responses. |
| 1=Awareness | Occasionally is in tune with the need for change, but may avoid or miss opportunities. |
| 2=Basic | Sometimes uses change management to effectively accomplish organizational goals. |
| 3=Intermediate | Usually ensures that the concepts of change management is utilized to achieve the desired results of the organization. |
| 4=Advanced | Even in the most difficult situations, ensures that change management is effectively employed. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in change management. |

Table 3: Change Management

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 4: Proficiency Levels by Grade

1. **Collaboration and Partnering** – Is open to working with others, forming strategic alliances/partnerships, and learning from their experience.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Develops networks and builds alliances Supports new ideas, systems, and procedures * Collaborates across boundaries to build strategic relationships and achieve common goals. |
| 1=Awareness | Occasionally is open to partnerships; may avoid or miss opportunities to form new partnerships or alliances. |
| 2=Basic | Sometimes is open to partnering, takes steps to understand reasons for partnerships. |
| 3=Intermediate | Usually operates well with newly formed alliances and partnerships. |
| 4=Advanced | Usually ensures that regular partnering occurs based on the needs of the project or individual, listens well. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in partnering and working with others. |

Table 5: Collaboration and Partnering

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 6: Proficiency Levels by Grade

1. **Communication** – Delivers clear, effective communication and takes responsibility for understanding others.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Organizes and expresses ideas clearly orally and in writing * Keeps manager and others informed of the status of projects and activities * Ensures that regular communication occurs based on the needs of the project or the individual * Clarifies the meaning and intent of others’ communication when it is unclear |
| 1=Awareness | Occasionally is attentive to communication, but may avoid or miss opportunities to deliver effective communication or take responsibility to understand others. |
| 2=Basic | Sometimes uses appropriate grammar and choice of words, organizes and expresses ideas clearly, and keeps others informed of the status of projects. |
| 3=Intermediate | Usually ensures that regular communication occurs based on the needs of the project or individual, listens well, clarifies the intent of others’ communication, tailors communication to the level of the audience, and utilizes creative methods such as analogies and visuals to communicate complex ideas. |
| 4=Advanced | Even in the most difficult situations, ensures that regular communication occurs based on the needs of the project or individual, listens well, clarifies the intent of others’ communication, tailors communication to the level of the audience, and identifies creative methods such as analogies and visuals to communicate complex ideas |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in attention to communication |

Table 7: Communication

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 8: Proficiency Levels by Grade

1. **Creative Thinking** – Uses imagination to develop new insights into situations.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Applies innovative solutions to problems; * Design new methods where established methods and procedures are not applicable or are unavailable. |
| 1=Awareness | Occasionally demonstrates creative thinking, but may avoid or miss opportunities |
| 2=Basic | Sometimes demonstrates new insights into situations |
| 3=Intermediate | Usually maintains a creative outlook |
| 4=Advanced | Habitually maintains a high level of creative thinking |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to have a high level of creative thinking |

Table 9: Creative Thinking

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 10: Proficiency Levels by Grade

1. **Customer Service** – Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Provide information or assistance * Resolve their problems * Satisfy expectations * Knows about available products and services * Committed to providing quality products and services. |
| 1=Awareness | Occasionally is attentive to the needs of the customers and colleagues but may avoid or miss opportunities to perform the necessary work when applicable. |
| 2=Basic | Sometimes uses customer service skills to perform work. |
| 3=Intermediate | Usually ensures that customer service is solid and the skills are employed to properly perform job duties. |
| 4=Advanced | Even in the most difficult situations, ensures that customer service is employed. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in providing customer service. |

Table 11: Customer Service

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 12: Proficiency Levels by Grade

1. **Data Analysis and Interpretation** - Data analysis and management include a basic knowledge of principles and techniques related to the analysis, presentation, and exchange of data.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Analyze data using appropriate analytical procedures, techniques, or software. * Use basic descriptive or statistical techniques (e.g., mean, standard deviation, correlation) while conducting research. * Interpret results of analyses to reach understandable conclusions and recommendations. * Use appropriate information technology for data exchange. * Store and archive data at secure sites to ensure data integrity. * Collaborate with statisticians to analyze data. |
| 1=Awareness | Occasionally analyzes data effectively; may avoid or miss opportunities. |
| 2=Basic | Sometimes demonstrates ability to analyze data needed to clarify a situation or make a decision, and seeks help from knowledgeable people when information is difficult to obtain. |
| 3=Intermediate | Usually identifies sources of data for a wide variety of needs, probes skillfully to get implied and indirect information as well as its context, and develops systems to improve the quality of data analysis. |
| 4=Advanced | Even in the most difficult situations, identifies sources of data for a wide variety of needs, probes skillfully to get implied and indirect information as well as its context, and develops systems to improve the quality of data analysis. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in data analysis. |

Table 13: Data Analysis and Interpretation

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 14: Proficiency Levels by Grade

1. **Decision Making** – Makes sound decisions in a timely manner.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Bases decisions on an analysis of short-range consequences or simple options, including people’s reactions and potential problems * Makes decisions in a timely manner when the options are clear and there is little pressure or risk * Solicits the input of the appropriate people to improve the quality and timing of a decision * Gathers sufficient information to identify gaps and variances before making a decision * Focuses on objectives and results when considering the various alternatives to a decision * Foresees the long-range consequences or implications of different options * Takes charge of a group when it is necessary to facilitate either an action or a decision * Makes decisions at the right time when there is ambiguity or considerable personal or organizational risk |
| 1=Awareness | Occasionally makes decisions, but may avoid or miss opportunities to make sound decisions in a timely manner. |
| 2=Basic | Sometimes bases decisions on an analysis of short-range consequences, makes decisions in a timely manner when the options are clear and there is little risk, solicits the input of others to improve the quality and timing of a decision, and gathers information to identify gaps before making a decision. |
| 3=Intermediate | Usually focuses on objectives and results when considering the alternatives to a decision, foresees the long-range consequences or implications of different options, takes charge of a group when it is necessary to facilitate a decision, and makes decisions at the right time when there is ambiguity or considerable risk. |
| 4=Advanced | Even in the most difficult or complex situations, focuses on results when considering the alternatives to a decision, foresees the long-range consequences or implications of different options, takes charge of a group when it is necessary to facilitate a decision, and makes decisions at the right time when there is ambiguity or considerable risk. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in decision making. |

Table 15: Decision Making

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 16: Proficiency Levels by Grade

1. **Attentions to Detail** –Details are the smaller items or parts of a task or project. The level of detail indicates how accurately and precisely a task or project is to be completed.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Complete tasks and/or projects with accuracy and with attention to detail. * Efficiently identify and isolate important details from less critical points. * Effectively communicate meaningful information about details to business units and/or managers. * Support actions taken with data and other objective material. * Decompose tasks and actions into the smallest units required * Identify all of the tasks that need to be completed to accomplish an activity, and the relationships that exist among them. * Verify that all tasks have been done. |
| 1=Awareness | Occasionally demonstrates attention to detail, but may avoid or miss opportunities |
| 2=Basic | Sometimes demonstrates a detail oriented personality, effectively capturing crucial elements to complete projects |
| 3=Intermediate | Usually maintains a respectable level of detail in work |
| 4=Advanced | Habitually maintains a high level of detail in all work performed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to have a high level of detail. |

Table 17: Attention to Detail

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 18: Proficiency Levels by Grade

1. **Information Security** - Safe-guarding an [organization's](http://www.businessdictionary.com/definition/organization.html) [data](http://www.businessdictionary.com/definition/data.html) from [unauthorized access](http://www.businessdictionary.com/definition/unauthorized-access.html) or [modification](http://www.businessdictionary.com/definition/modification.html) to ensure its [availability](http://www.businessdictionary.com/definition/availability.html), confidentiality, and [integrity](http://www.businessdictionary.com/definition/integrity.html).

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Ensures organization’s data is safe and secure * Prevents unauthorized access to data by intruders |
| 1=Awareness | Occasionally demonstrates adherence to information security principles, but may avoid or miss opportunities |
| 2=Basic | Sometimes exhibits traits that are indicative of an individual with strong information security skills |
| 3=Intermediate | Usually exhibits a strong sense of information security |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of information security by securing all sensitive files |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in information security |

Table 19: Information Security

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 20: Proficiency Levels by Grade

1. **Interpersonal Skills** – Infused with strong diplomacy, understanding,friendliness.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; * develops and maintains effective relationships with others; * may include effectively dealing with individuals who are difficult, hostile, or distressed; * relates well to people from varied backgrounds and different situations; * is sensitive to cultural diversity, race, gender, disabilities, and other individual differences. |
| 1=Awareness | Occasionally is in tune with interpersonal skills indicative of high friendliness and tact, but may avoid or miss opportunities. |
| 2=Basic | Sometimes employs interpersonal skills to further the organization’s goals. |
| 3=Intermediate | Usually ensures that all actions are imbued with understanding, friendliness, tact, empathy, concern. |
| 4=Advanced | Even in the most difficult situations, ensures that interpersonal skills are fully applied. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in interpersonal skills. |

Table 21: Interpersonal Skills

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 22: Proficiency Levels by Grade

1. **Leveraging Technology** - In information operations, the effective use of information, information systems, and technology to increase the means and synergy in accomplishing information operations strategy.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Knowledge of existing technologies * Proficiency over IT methodologies |
| 1=Awareness | Occasionally leverages technology effectively, but may avoid or miss opportunities. |
| 2=Basic | Sometimes exhibits good skills at leveraging existing technologies. |
| 3=Intermediate | Usually exhibits a strong sense of technology leveraging, effectively utilizing tools to further information operations strategy. |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of leveraging technology in all work actions. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in leveraging technology. |

Table 23: Leveraging Technology

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 24: Proficiency Levels by Grade

1. **Organizational Awareness** - Knows the organization's mission and functions, and how it’s social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Knowledge of key roles and responsibilities across organizational functions * Makes major recommendations concerning significant internal and external policy issues |
| 1=Awareness | Occasionally demonstrates organizational awareness, but may avoid or miss opportunities. |
| 2=Basic | Sometimes exhibits traits that are indicative of an organizationally aware personality. |
| 3=Intermediate | Usually exhibits a strong sense of organizational awareness, proficient with basic features of the organization. |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of organizational awareness, thus is deeply knowledgeable regarding the organization’s mission and function. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in organizational awareness. |

Table 25: Organizational Awareness

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 26: Proficiency Levels by Grade

1. **Honesty** – Infused with principles and ethics that are valued by the organization.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Contributes to maintaining the integrity of the organization; * Displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; * Is trustworthy. |
| 1=Awareness | Occasionally is in tune with ethics indicative of high integrity and honesty, but may avoid or miss opportunities. |
| 2=Basic | Sometimes employs integrity/honesty to further the organization’s goals. |
| 3=Intermediate | Usually ensures that all actions are imbued with integrity and honesty; results occurs based on the needs of the project or individual. |
| 4=Advanced | Even in the most difficult situations, ensures that there is high levels of honesty. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in honesty and integrity. |

Table 27: Honesty

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 5 | 5 | 5 | 5 | 5 |

Table 28: Proficiency Levels by Grade

1. **Mentoring** – Mentoring includes participating in discussions with colleagues and peers in areas of expertise to aid in professional development.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Take the initiative to identify those who need mentoring. * Participate in formal meetings with colleagues, peers, and subordinates. * Mentor others on professional development |
| 1=Awareness | Occasionally is attentive to mentoring for the good of the organization but may avoid or miss key details. |
| 2=Basic | Sometimes uses mentoring to effectively accomplish organizational goals and assist colleagues. |
| 3=Intermediate | Usually ensures that mentoring is utilized to achieve the desired results of the organization. |
| 4=Advanced | Even in the most difficult situations, ensures that mentoring is effectively employed . |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in mentoring and helping others. |

Table 29: Mentoring

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 2 | 2-3 | 3 | 3-4 | 5 |

Table 30: Proficiency Levels by Grade

1. **Information Management** – Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Organizes information * Gathers information * Manages data |
| 1=Awareness | Occasionally is attentive to information management, but may avoid or miss opportunities to deliver effective information analysis |
| 2=Basic | Sometimes uses appropriate information management techniques. |
| 3=Intermediate | Usually ensures that regular information management occurs based on the needs of the project or individual |
| 4=Advanced | Even in the most difficult situations, ensures that information is gathered, organized, analyzed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in information management |

Table 31: Information Management

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 32: Proficiency Levels by Grade

1. **Problem Solving** – Accurately assesses problems and effectively and efficiently arrives at excellent solutions.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Asks meaningful and relevant questions to understand problems and potential causes * Notices discrepancies and inconsistencies in information related to problems * Identifies and evaluates many possible causes for a problem * Proactively identifies the root causes of problems * Uses logical, systematic approaches to break down and solve problems * Creatively comes at problems in new and different ways that lead to innovative solutions * Analyzes costs, benefits, risks, and chances for success of potential solutions * Breaks down complex problems into their fundamental parts |
| 1=Awareness | Occasionally solves problems effectively and efficiently, but often fails to do so because key steps in the problem solving process are not done well. |
| 2=Basic | Sometimes breaks down problems into their fundamental parts, identifies their root causes, analyzes costs, benefits, risks, and chances for success of potential solutions, and creatively attacks problems in ways that lead to innovative solutions. |
| 3=Intermediate | Often breaks down problems into their fundamental parts, identifies their root causes, analyzes costs, benefits, risks, and chances for success of potential solutions, and creatively attacks problems in ways that lead to innovative solutions. |
| 4=Advanced | Even in the most complex situations, breaks down problems into their fundamental parts, identifies their root causes, analyzes costs, benefits, risks, and chances for success of potential solutions, and creatively attacks problems in ways that lead to innovative solutions. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent at problem solving. |

Table 33: Problem Solving

**Proficiency Levels by Grade**

| Grade Level | GS-7 | GS-9 | GS-11 | GS-12 | GS-13 |
| --- | --- | --- | --- | --- | --- |
| Proficiency Scale | 1 | 2 | 3 | 4 | 5 |

Table 34: Proficiency Levels by Grade

## BASELINE JOB REQUIREMENTS, AND PROFICIENCY DEMONSTRATIONS, BY GRADE LEVEL

### GS-0201-07, Human Resource Specialist

#### Baseline Job Requirements

* Knowledge of, and skill in applying, fundamental HRM laws, principles, systems, policies, methods, and practices; as well as, interviewing, analytical, and research techniques sufficient to conduct fact finding and recommend solutions to moderately difficult but recurring issues and problems.
* General knowledge of Federal personnel laws, rules, regulations, and guidance in the areas of recruitment and selection, classification, and pay and leave administration, including multiple pay systems and authorities (i.e., tile 5 and non-title 5).
* Knowledge of computer-based technology, including spreadsheet software, to skillfully use various automated techniques in developing reports in a variety of formats.
* Skill in oral communication to make presentations.
* Knowledge of written communication techniques to develop reports and correspondence.

#### Proficiency Demonstrations

The work consists of easily distinguishable tasks with a series of related steps or processes. The employee chooses from various alternatives by recognizing differences among a few easily distinguishable situations. The employee exercises judgment regarding the most appropriate approach that is in accordance with established procedures and practices.

### GS-0201-09, Human Resource Specialist

#### Baseline Job Requirements

* Knowledge of, and skill in applying, fundamental HRM laws, principles, systems, policies, methods, practices, and techniques of any applicable specialization; as well as interviewing, analytical, and research techniques.
* Skill to advise on and/or resolve moderately complex, non-controversial, well-perceptual and factual, procedural, and/or recurring issues for which there are one or more readily apparent solutions.
* Ability to make informed judgments on problems and issues.
* Skill in providing management advisory services for specific requests related to immediate problems of limited scope.
* Ability to analyze segments of broader HRM issues or problems; e.g., the functional relationships between specializations and the impact of decisions made in one specialization on the entire HR system.

#### Proficiency Demonstrations

The work consists of applying established analytical techniques to problems and issues more of a technical rather than an advisory nature, and issues and problems of the same type. The employee determines the most effective technical approaches to the problem requiring the application of established analytical techniques and methods and standard regulations and procedures; verifies and assesses relevant facts from several sources, examines documentation, ensures compliance with applicable regulations and procedures, analyzes and reconciles discrepancies or inconsistencies, and researches precedent studies; and/or resolves a moderate range of problems or situations requiring the use of established analytical techniques to isolate and evaluate appropriate precedents, to examine and analyze documentation, to reconcile discrepancies or inconsistencies, and to develop supportable conclusions based on standardized research.

The employee: identifies a variety of issues and their factual relationships, analyzes relevant factors and conditions, and chooses a course of action from many alternatives; considers and integrates management's request with the appropriateness and applicability of established HR policies, regulations, and procedures; recognizes the need to modify established procedures in response to persistent problems; and/or analyzes appropriate principles, laws, practices, and procedures to determine interrelationships between existing conditions and issues.

### GS-0201-11, Human Resource Specialist

#### Baseline Job Requirements

* Knowledge of, and skill in applying, a wide range of HRM concepts, laws, policies, practices, analytical, and diagnostic methods and techniques sufficient to solve a wide range of complex, interrelated HRM problems and issues.
* Knowledge and skill in applying a wide range of HR concepts, practices, laws, regulations, policies, and precedents sufficient to provide comprehensive HR management advisory and technical services on substantive organizational functions and work practices.
* Skill in utilizing analytical and diagnostic techniques and qualitative and quantitative techniques sufficient to identify, evaluate, and recommend to management appropriate HR interventions to resolve complex interrelated HR problems and issues.
* Skill in developing new or modified HR work methods, approaches, or procedures for delivering effective HR services to clients. Ability to build consensus, negotiate, build coalitions, and resolve conflicts sufficient to interact appropriately in highly charged emotional situations.
* Skill in writing and oral communication techniques sufficient to develop and deliver briefings, project papers, status/staff reports, and correspondence to managers to foster understanding and acceptance of findings and recommendations.

#### Proficiency Demonstrations

The work consists of: resolving problems and issues that often involve conflicting or incomplete information; applying analytical techniques that frequently require modification to accommodate a wide range of variables; and/or addressing substantive technical issues or problems characterized by complex, controversial, and/or sensitive matters that contain several interrelated issues. The employee: conducts detailed planning to gather and interpret information and data for assessing complex problems, issues and unusual circumstances; determines the most effective and efficient approach to meet customer requirements; identifies ways to improve or enhance current HR services to ensure that services meet management’s business objectives; assesses situations that are complicated by ambiguous, disputed, conflicting, and/or incomplete data requiring significant reconstruction to isolate issues and/or problems; participates in analyzing the effects of changes in law and regulations; identifies and clarifies problems and issues to propose recommendations; reconciles conflicting or incomplete information; identifies and extracts additional information; defines the problem in terms compatible with appropriate laws, policies, or regulations; and/or weighs pertinent facts in formulating a legal and/or factually supportable position. The employee: exercises originality by analyzing and refining existing work methods and techniques; and/or analyzes specific legal issues and problems by refining existing analytical techniques.

### GS-0201-12, Human Resource Specialist

#### Baseline Job Requirements

* Knowledge of, and skill in applying, a wide range of HRM concepts, laws, policies, practices, analytical, and diagnostic methods and techniques sufficient to solve a wide range of complex, interrelated HRM problems and issues.
* Knowledge and skill in applying a wide range of HR concepts, practices, laws, regulations, policies, and precedents sufficient to provide comprehensive HR management advisory and technical services on substantive organizational functions and work practices.
* Knowledge of analytical and diagnostic techniques and qualitative and quantitative techniques sufficient to identify, evaluate, and recommend to management appropriate HR interventions to resolve complex interrelated HR problems and issues.
* Ability to develop new or modified HR work methods, approaches, or procedures for delivering effective HR services to clients. Skill in consensus building, negotiating, coalition building, and conflict resolution techniques sufficient to interact appropriately in highly charged emotional situations.
* Skill in written and oral communication techniques sufficient to develop and deliver briefings, project papers, status/staff reports, and correspondence to managers to foster understanding and acceptance of findings and recommendations.

#### Proficiency Demonstrations

The work consists of: resolving problems and issues that often involve conflicting or incomplete information; applying analytical techniques that frequently require modification to accommodate a wide range of variables; and/or addressing substantive technical issues or problems Characterized by complex, controversial, and/or sensitive matters that contain several interrelated issues. The employee: conducts detailed planning to gather and interpret information and data for assessing complex problems, issues and unusual circumstances; determines the most effective and efficient approach to meet customer requirements; identifies ways to improve or enhance current HR services to ensure that services meet management’s business objectives; assesses situations that are complicated by ambiguous, disputed, conflicting, and/or incomplete data requiring significant reconstruction to isolate issues and/or problems; participates in analyzing the effects of changes in law and regulations; identifies and clarifies problems and issues to propose recommendations; reconciles conflicting or incomplete information; identifies and extracts additional information; defines the problem in terms compatible with appropriate laws, policies, or regulations; and/or weighs pertinent facts in formulating a legal and/or factually supportable position. The employee: exercises originality by analyzing and refining existing work methods and techniques; and/or analyzes specific legal issues and problems by refining existing analytical techniques.

### GS-0201-13, Human Resource Specialist

#### Baseline Job Requirements

* Mastery of advanced HRM principles, concepts, regulations, and practices, analytical methods and techniques, and seasoned consultative skill sufficient to resolve HRM problems not susceptible to treatment by standard methods.
* Mastery of the concepts, principles, practices, laws, and regulations of HR, the relationships between subordinate and senior levels of HR management within the employing entity and/or between the organization and programs of other Federal departments, bureaus, or equivalent organizations; and a wide range of qualitative and/or quantitative methods.
* Skill in the design and conduct comprehensive HR studies characterized by boundaries that are extremely broad and difficult to determine in advance.
* Ability to identify and propose solutions to HRM problems and issues that are characterized by their breadth, importance, and severity and for which previous studies and established techniques are frequently inadequate.
* Ability to collaborate with and/or lead management in employing change process concepts and techniques by assessing organizational readiness for change, marketing organizational awareness, and leading change initiatives.
* Skill to develop recommendations for legislation that would modify the way agencies conduct programs, evaluate new or modified legislation for projected impact upon existing agency programs, or translate complex legislation to meet agency needs.
* Ability to plan, organize, and/or direct team efforts to persuade management officials to accept and implement recommendations, where the proposals involve substantial agency resources or require extensive changes in established procedures and methods.
* Ability to evaluate and make recommendations concerning overall plans and proposals for complex agency projects.
* Ability to develop, interpret, and analyze data extracts and reports from automated HR databases and/or develop the most efficient and effective automated systems approaches for presenting HR reports and graphics for management.

#### Proficiency Demonstrations

The work consists of: addressing issues that significantly affect long-range implementation of substantive operational and/or policy program(s) throughout an agency or bureau with numerous subordinate HR offices; resolving different and unrelated problems and issues that affect long-range implementation and administration of substantive interrelated mission-oriented program(s); conducting studies to develop responses to management on new requirements in program operations, legislation, or agency regulations; analyzing disputed interrelated information that must be reconstructed from circumstantial evidence requiring substantial depth of analysis over a relatively short period.

Organizations that are affected by the situations under analysis vigorously support their interests at each stage by challenging facts and disputing methods, approaches, and principles that the employee uses; and/or responding to unanticipated changes in judicial and/or administrative law and policy and the conflicting goals and objectives that may result from these changes. The employee: understands and interprets interrelated program issues that affect long-range program planning, design, and execution; integrates the work of a team into authoritative report(s) outlining options, recommendations, and conclusions reached; researches statutory, regulatory, court and/or administrative precedents, and other legal opinions or documentary material; and/or interprets and evaluates questionable or discrepant information and synthesizes intricate information to arrive at legally supportable conclusions.

The employee: develops new HR techniques and/or establishes new criteria or approaches and methods for program implementation and evaluation requiring a substantial depth of research and analysis which serve as precedents for others; performs analyses that are complicated by major areas of uncertainty in the appropriate approach, methodology, or interpretation because of continuing program changes, technological developments, or conflicting requirements; and/or works on cases that involve matters that are contentious and/or susceptible to widely varying interpretations; and require creating new techniques, establishing criteria, or developing new information.

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

| **Proficiency Levels** | **Recommended Training** | **Potential Vendor(s)** |
| --- | --- | --- |
| Entry (1) or Intermediate (2) | Basic Mathematics  Practical Statistics  Customer Service  Communication and Listening Skills  Group Processes and Teamwork  Microsoft Office Training  Presentations and Briefings | USDA Grad School  HHS Learning Portal |
| Intermediate (2) or Intermediate to Advanced (3) | Team Building  Technical Writing  Project Management  Management Theories and Practices (TQM, Six Sigma, Balance Scorecard)  Introduction to MS Project 2003  Cost Benefit Analysis Workshop | HHS Learning Portal  OPDIV Training Center  USDA Grad School |
| Intermediate to Advanced (3) | Evaluation under OMB Program Assessment Rating Tool (PART): An Introduction  Survey Design and Collection  COTR Training  Regulatory Training | HHS Learning Portal  OPDIV Training Center  USDA Grad School |
| Intermediate to Advanced(3) or Advanced (4) | Introductory Statistics II  Decision Support: Building New Analytical Skills  Communicating Analysis Results  Cost-Benefit Analysis  Data Collection and Analysis  Intermediate MS Excel 2003 | Management Concepts  USDA Grad School  OPDIV Universities  HHS Learning Portal |
| Advanced (4) | Advanced Data Analysis Techniques and Strategies  Analytic Techniques – Advanced  Budget Fundamentals  Business Systems | Management Concepts  OPDIV Universities  HHS Learning Portal |

Table 35: Recommended Training

## DEVELOPMENTAL OPPORTUNITIES

### To Strengthen Your General Competencies:

* Actively participate on teams
* Seek or self-nominate for detail assignments
* Seek shadowing opportunities through your supervisor
* Develop mentoring relationships
* Self-assign targeted literature reviews
* Gain collaborative workgroup assignments
* Seek assignment to Special Projects (e.g. process flow chart development; benchmark reports, etc)
* Volunteer to participate in a high-visibility project.
* Take advantage of the wide variety of written and intranet materials that provide information about HHS and the scope of its mission and operations
* Learn new technologies (e.g., through self-study, seminars)
* Study technical writing as it applies to your work role
* Attend conferences, meetings, or seminars
* Join an industry or professional associations
* Read technical publications to keep up-to-date on developments in your field (e.g., books, professional newsletters, trade journals)
* Build an informal network of peers through which you can exchange ideas and discuss issues relevant to technical advances in your field.
* Learn from others on the job (e.g., obtain on-the-job training, ask others for guidance).
* Find a mentor for technical and/or career guidance
* Study lessons learned from reviews of failed and successful projects.

### To Strengthen Technical Competencies:

* Work with your supervisor and assist with the development of an Individual Development Plan.
* Conduct interviews or informational sessions with senior analysts to gain insight into the skills critical for success.
* Actively participate on a team with co-workers or internal focus groups, to assist in accomplishing projects or to enhance the success of the projects goals.

## DEVELOPMENTAL ACTIVITIES

Training is only one option, other developmental ideas include:

* Reading/Studying
* Developing SOPs
* Specific assignments/On the job training
* Rotations with customers
* Completing/Leading special project(s)
* Membership in professional organizations
* Participating in committees
* Shadowing
* Mentoring (Become a mentor!)
* Volunteering
* Peer coaching
* Cross-Training (Also Intramural vs. Extramural)
* Learning Team

## ADDITIONAL TRAINING OPPORTUNITIES AND RESOURCES:

### Microsoft Office Training

The official training site of the [Microsoft Office suite](http://office.microsoft.com/en-us/support/training-FX101782702.aspx) covers many topics and has separate pages for 2003, 2007 and 2010 versions.

<http://office.microsoft.com/en-us/support/training-FX101782702.aspx>

### SkillSoft Training Courses

The Learning Management System ([LMS](https://lms.learning.hhs.gov/Saba/Web/Main)) has thousands of free online training courses on topics such as IT programming and certifications, MS Office Programs, Business, Live learning, Legal information, and Federal programs:

<https://lms.learning.hhs.gov/Saba/Web/Main>

### HHS Mentoring Program

The HHS mentoring program was created to help federal employees develop their knowledge, skills, and abilities. Build a year-long relationship as either a mentor or a mentee, and participate in HHS and [NIH](http://trainingcenter.nih.gov/hhs_mentoring.html) program events, activities, and resources to facilitate personal and professional growth.

<http://trainingcenter.nih.gov/hhs_mentoring.html>

### Free Classes and Lectures

#### Excel is Fun

YouTube has over 1600 instructional videos about [Microsoft Excel](http://www.youtube.com/user/ExcelIsFun). There are playlists dealing with Excel basics, pivot tables, finance and statistical functions, and much more. <http://www.youtube.com/user/ExcelIsFun>

#### Leadership Resources

25 free [online leadership](http://people-equation.com/25-free-leadership-resources/) resources can be found at:

[http://people-equationcom/25-free-leadership-resources/](http://people-equation.com/25-free-leadership-resources/)

#### iTunes University

A powerful distribution system for everything from lectures to language lessons, films to labs, audiobooks to tours — this is an innovative way to get educational content into the hands of people. More than 350,000 free lectures, videos, films, and other resources — from all over the world.

<http://www.apple.com/education/itunes-u/>

#### Open Courseware Consortium

**The** [Open CourseWare Consortium](http://www.ocwconsortium.org/) **is a collaboration of higher education institutions and associated organizations from around the world creating a broad and deep body of open educational content using a shared model. You can search for courses based on keywords, language, and source, or visit university homepages to find more courses.**

<http://www.ocwconsortium.org/>

#### TED

[TED](http://www.TED.com/talks) **is a clearinghouse that offers free knowledge and inspiration from the world's most inspired thinkers. The site houses free lectures by scientists, physicians, philosophers, professors and more. Topics include: Science, Technology, Business, Design and Global Issues.**

<http://www.ted.com/talks>

#### Language Development

##### American Sign Language Online

[ASL University](http://www.lifeprint.com/index.htm) is an online American Sign Language curriculum resource center. ASLU provides free self-study materials, lessons, and information.

<http://www.lifeprint.com/index.htm>

##### Free Language Lessons

[Learning a language](http://www.openculture.com/freelanguagelessons) can sharpen your mind and broaden your horizons. This page has sites that will help you get started learning any of 40 different languages.

<http://www.openculture.com/freelanguagelessons>

#### Free Books

##### Books 24x7

Thousands of Free online books, concise summaries of today's foremost business books, live and on demand videos of preeminent thought leaders and business gurus, best practices from leading senior executives of Fortune 5000 companies. Available in the HHS [LMS](https://lms.learning.hhs.gov/Saba/Web/Main):

<https://lms.learning.hhs.gov/Saba/Web/Main>

##### Learn Out Loud

[Learn Out Loud](http://www.learnoutloud.com/Free-Audio-Video) offers a selection of free audio books, lectures, speeches, and interviews on many different subjects.

<http://www.learnoutloud.com/Free-Audio-Video>

##### PubMed

PubMed comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

<http://www.ncbi.nlm.nih.gov/pubmed/>

##### The National Library of Medicine

Bookshelf provides free access to over 700 texts in life science and healthcare. A vital node in the data-rich resource network at [NCBI](http://www.ncbi.nlm.nih.gov/books/), Bookshelf enables users to easily browse, retrieve, and read content, and spurs discovery of related information.

<http://www.ncbi.nlm.nih.gov/books/>

##### Your Public Library

#### Free Conferences and Seminars

##### DDM Seminar Series

The [DDM Seminar Series](http://www.ddmseries.od.nih.gov/) offers the NIH community engaging presentations that provide meaningful insights into leadership and management concepts, challenges, and solutions. The seminars provide NIH employees the opportunity to advance their knowledge of best practices in a variety of leadership and management issues.

<http://www.ddmseries.od.nih.gov/>

##### Management Seminar Series

The Management Seminar Series ([MSS](http://trainingcenter.nih.gov/management_seminar_series.html)) provides an opportunity for administrative and scientific staff to obtain or further strengthen management skills through discussions and presentations addressing core management issues and NIH-related matters. <http://trainingcenter.nih.gov/management_seminar_series.html>

*Sources for the Introduction and GS-13 Proficiency levels:*

NIH, [OPM](http://www.opm.gov/classapp/fedclass/gshbkocc.pdf), <http://www.opm.gov/classapp/fedclass/gshbkocc.pdf>;

[OHR PD Library](http://hrweb.psc.gov/pdlibrary_ohr/index.cgi) <http://hrweb.psc.gov/pdlibrary_ohr/index.cgi>.