# 0343 – Management and Program Analyst

The guide for this occupational series 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 at <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

The Management Analyst and Program Analyst positions perform program analysis assignments and analytical assignments of limited scope that may require the application of qualitative and quantitative methods for evaluation of internal, organizational administrative operations to determine their efficiency and effectiveness.

## POSITION DESCRIPTIONS

### The Program Analyst Series performs a range of duties according to grade level:

#### GS-0343-07, Program Analyst:

This is a trainee position with the primary responsibility to both learn and apply experience in the fundamentals, concepts, principles, practices and procedures of program analysis work such as:

* Performs limited program analysis assignments that are developmental and recurring in nature including functions such as:
* Participates in studies and analysis of program operations to achieve greater economy and efficiency. Prepares materials for work flow and operational analysis, cost studies, and/or equipment utilization.
* Prepares initial work plans and draft reports based on existing procedures or observation of the program activity being studied.
* Reviews both program operational plans and current and incoming work projects. Provides basic recommendations for improving methods. Participates in determining the need for work standards and control systems.

#### GS-0343-09, Program Analyst:

At the GS-09 level, the duties increase in complexity compared to the GS-0343-07. The GS-0343-09 duties focus on gathering and organizing narrative and statistical information by using established methods, techniques, and precedents, such as questionnaires, interviews, and review of computer data, and by comparison of past, present, and related program functions. Programs are examined to identify problems such as duplication, overlapping functions and continuing resource needs. In addition, to the work described for the GS—0343-07 level, the GS-0343-09:

* Applies a full range of analytical steps appropriate for assigned studies, or portions of studies, from planning through fact-finding to reporting results. Assignments are of limited complexity involving conventional problems that can be resolved through the selection and application of a variety of standard analytical techniques and procedures. Establishes the relevant facts and links those facts to the appropriate solution of assigned problems and issues while continually deciding if enough information has been gathered to support findings.
* Analyzes and evaluates the effectiveness of program operations to meet the established goals of the office component. Drafts recommendations for modifying, revising, or implementing procedures to improve the effectiveness and efficiency of program operations. Develops recommendations to be considered by the appropriate operating components.
* Analyzes and evaluates the effectiveness of program operations to meet the established goals of the organization. Assists on program operations to senior program analysts and program staff to effectively implement office goals and priorities. Reviews, analyzes and evaluates proposed changes in mission, operating procedures and delegations of authority that affect program operations.

#### GS-0343-11, Program Analyst:

At this grade level, the duties increase in complexity compared to the GS-0343-09:

* Establishes study methods and techniques to be used in studies and audits. Responsible for interpreting findings resulting from studies that are independently developed. Develops recommendations for program officials and supervisors and strives to have viable recommendations accepted by operating components. Recommendations include work method or procedural changes, systems variations, and acceptance of newly developed technology. Responds to formal contacts and provides guidance and direction about management of contract information.
* Analyzes and evaluates, on a quantitative and/or qualitative basis, the effectiveness of programs or operations in meeting established goals and measures. Analyzes and prepares program status reports for review at all levels. Reviews internal processes and procedures, and recommends improvements to promote efficiency and cost savings. Evaluates, processes, and recommends effective organizational changes. Performs program cost analyses such as development of life cycle or other cost analyses of projects, or performs cost benefit or economic evaluations of programs.
* Analyzes and evaluates on a quantitative or qualitative bases, the effectiveness of programs or grant operations to meet established goals. Develops statistical tables and reports, new or modified work methods, management processes and procedures for administering program services. Develops guidelines and procedures for program operations. Recommends methods to improve efficiency of operations.
* Reviews, monitors, analyzes, and evaluates financial, narrative, and statistical reports and program data submitted at the local, state, regional, and federal levels. Analyzes data and identifies significant findings. Recommends improvements in program operations based on those findings.
* Participates in discussions, meetings, conferences and conference calls with agency administrative, subject matter experts, and technical personnel, and other federal agency officials. Such interactions are to gain information, to investigate facts, to present conclusions, recommendations, to obtain concurrence and to develop alternate courses of actions; and to mutually resolve problems.

#### GS-0343-12, Program Analyst:

At this grade level, the duties increase in complexity compared to the GS-0343:

* Uses advanced qualitative and quantitative techniques to analyze and measure the effectiveness, efficiency, and productivity of organizational programs. Adapts analytical methods and techniques to specific issues and develops new approaches to resolve complex productivity problems and issues. Develops, coordinates, and applies performance measures to evaluate productivity programs for a major agency segment, such as a region office, center, or major field installation.
* Establishes study methods and techniques to be used in complex studies and audits. Interprets findings from studies that are developed independently. Develops recommendations for top program officials and supervisors and strives to have recommendations accepted by operating components. Recommendations include work method or procedural changes, systems variations, and acceptance of new technology developments. Responds to formal contacts and provides guidance and direction about management of contract information.
* Performs project type assignments. Provides higher management with reports, evaluated information, budgetary proposals and similar products for effective direction of program operations. Researches complex ongoing and projected programmatic activities. Reviews information, reconciles conflicting data, and devises new and modified methods to analyze findings. Recommends strategies to improve implementation and evaluation of programs. Advises management of unique conditions and issues that affect program activities. Gives guidance on interpretation and implementation of new or revised legislation, policies, regulations and procedures. Develops and maintains communications with other Federal and non-Federal organizations.
* Analyzes and evaluates the effectiveness of complex program operations in meeting goals and objectives. Develops modifications, revisions, and implementing procedures to improve the effectiveness and efficiency of program operations. Negotiates acceptance of recommendations with appropriate management, program, and other officials. Monitors compliance with established requirements. Develops strategies to improve program operations.

### The GS-0343, Management Analyst performs a range of duties according to grade level:

#### GS-0343-07, Management Analyst:

* As a trainee position, and through receiving on-the-job and classroom training, the primary responsibility of this position is to continue learning and gaining experience in the fundamentals, concepts, principles, practices and procedures of management analysis work. As a trainee, performs limited management analysis assignments that are developmental and recurring in nature including functions such as:
* Participates in studies and analyses of internal administrative operations, organizations, or management to achieve greater economy and efficiency. Prepares materials for work flow and operational analysis, cost studies, and/or equipment utilization.
* Prepares initial work plans and draft reports based on existing procedures or observation of the program activity being studied.
* Reviews both program operational plans and current and incoming work projects. Makes basic recommendations for improving methods. Participates in determining the need for work standards and control systems.

#### GS-0343-09, Management Analyst:

* Gathers and organizes narrative and statistical information using established methods, techniques, and precedents, such as questionnaires, interviews, review of computer data, and comparison of past and present records. Work processes are observed to identify such problems as to work flow and processes, distribution, forms and record keeping, span of control, staffing ratios, and organizational structure.
* Conducts studies involving work processes and administrative procedures that are clerical, routine, and mostly straightforward and are common to several different organizations. Identifies, analyzes, and recommends solutions to problems found in work processes and procedures rather than in the substance of the work operations.
* Applies a full range and sequence of analytical steps appropriate for assigned studies, or portions of studies, from planning through fact-finding to reporting results. Assignments are of limited complexity that involves conventional problems that can be resolved by selecting and applying standard analytical techniques and procedures. Establishes the necessary facts and links them to the solution of assigned problems and issues while continually deciding if enough information has been gathered to support findings.

#### GS-0343-11, Management Analyst:

* Plans and conducts studies related to management improvements. Advises on the impact of changes in mission or resources and recommends alternative courses of action and possible solutions to resolve management problems in areas such as systems, manpower utilization, productivity management, workflow, and paperwork management. Reviews and analyzes divisional organization and functions. Participates in discussions about the findings from managemenet studies. Participates in the recommendation of new concepts and practices with potential application to the operations of the division
* Gathers and organizes narrative and statistical information using, or modifying, accepted methods to fit the unique circumstances presented by different studies and projects. Uses such techniques, and methods such as the statistical analysis of information systems; the review of progress reports; the acquisition of information from personnel documents, budget reports, and past management studies; from discussions and interviews with managers and workers; and from the conduct of special inquiries. Organizes and delivers briefings to present findings, solutions, and recommendations to managers, and prepares option papers and similar staff reports.
* Participates in discussions with agency administrators, subject matter experts and technical personnel, and other federal agency officials to secure and provide information, to investigate facts, to present conclusions, to present recommendations, to obtain concurrence with developed alternate courses of actions; and to mutually resolve problems.

#### GS-0343-12, Management Analyst:

* Employs advanced qualitative and quantitative techniques to improve the efficiency of internal administrative operations, organizations, or management. Adapts existing analytical methods and techniques to specific issues and develops new approaches to resolve complex productivity problems and issues. Develops, coordinates, and implements performance measures to evaluate organizational productivity for a major agency organizational segment.
* Establishes study methods and techniques to be used in complex studies and audits. Responsible for interpreting findings from independently developed studies. Develops recommendations for top program officials and supervisors and strives to have recommendations accepted by operating components. Recommendations include work method or procedural changes, systems variations, and acceptance of new technology developments. Responds to formal contacts and provides guidance and direction about management of contract information.
* Responsible for performing project-type assignments. Provides higher management with reports, evaluated information, budgetary proposals and similar products necessary for effective direction of administrative operations. Researches complex ongoing and projected programmatic activities. Reviews information, reconciles conflicting data, and devises new and modified methods to analyze findings. Recommends strategies to improve program implementation and evaluations. Advises management of unique conditions and issues that affect administrative functions and provides guidance on interpretation and implementation of new and revised legislation, policies, regulations and procedures. Develops and maintains communications with other Federal and non-Federal organizations.
* Analyzes and evaluates the effectiveness of complex administrative operations in meeting goals and objectives. Develops, revisions, and implementing procedures to improve the effectiveness and efficiency of administrative operations. Negotiates acceptance of recommendations with management and program, grantee, state, regional, and federal officials. Assures compliance of administrative operations with appropriate requirements and develops strategies for improving administrative functions.

#### GS-0343-13, Management Analyst:

* Leads teams of specialists, or individually conducts in depth studies. Reviews assessments of assigned issues and proposals. Determines the functionality of unique organizational structures and provides necessary and appropriate coordination among key participants for the long range planning and development of organizational strategies to meet objectives and mission. Toward that end, assesses information management systems, human capital, administrative support, and financial and budget resources. Prepares a variety of comprehensive status reports, management summaries, and briefing papers that identify problems. Assesses the overall condition of work that is completed or in progress and then outlines issues, solutions and recommendations. The incumbent’s actions cut across organizations, require significant insight, far reaching coordination, and long term planning with others.
* Initiates and executes complex administrative/management projects. Uses expert skills to study work methods, administrative guidelines, procedures, utilization of human resources, work assignments, delegations of authority, management controls, information and documentation systems, etc. Analyzes and evaluates findings and recommends more efficient, effective and economical ways to meet workload and program goals. Participates in planning sessions. Contributes management-oriented expertise during discussions of innovative ways to carry out assigned programs, new programs, etc. Provides expert advice on the administrative and management implications of policy and program proposals. Establishes and keeps in contact with other Government agencies, and private organizations to exchange information on management planning goals and other management planning and control systems/processes related to assigned areas. Researches and identifies new concepts and techniques. Monitors activities identified for special interest and keeps supervisor informed of developments through conferences and briefing papers. Develops organizational charts, contact lists, milestone charts, budgets for work modules, schedules and other information to facilitate monitoring and carrying out key projects.
* Designs and conducts comprehensive management studies where the boundaries of the studies are extremely broad and difficult to determine in advance. Incumbent develops the actual limits of the project as the study proceeds. Identifies and proposes solutions to management problems characterized by their breadth, importance, and severity, and for which previous studies and established management techniques were often inadequate.

## POTENTIAL CAREER MAP

*The following pyramid graphic below shows a bird’s eye view of how an individual’s career path potentially progresses upward in grade and proficiency through stage levels for the Management and Program Analysis Series, GS-0343. The GS Grade levels are 7, 9, 11, 12; 13. The Proficiency levels are Intermediate, Intermediate to Advanced, Advanced; Expert.*

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

*Grade/Proficiency Levels Key: 7= Entry, 9 = Intermediate, 11= Intermediate to Advanced,*

*12 = Advanced; 13=Expert*



Figure : Career Map, GS-0343

## SUCCESS FACTORS

The success factors below provide guidance on how individuals can maximize performance and career success as they progress through a career in Management and Program Analysis. 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.

These success factors, listed below, vary according to grade levels.

###  Entry Level (GS 7) to Intermediate Level (GS 9/11)

#### Beneficial Work Experiences

* Conducting research to gather information in support of work-related projects
* Communicating work-related information to team lead and/or supervisor
* Handling multiple priorities and tasks

#### Key Knowledge Areas

* HHS and OPDIV organizational mission, goals, and objectives
* [HHS Core Competencies](http://hhsu.learning.hhs.gov/competencies/comps-index.asp) for all employees <http://hhsu.learning.hhs.gov/competencies/comps-index.asp>
* HHS information systems and computer applications including ITAS and the HHS Learning Portal (LMS).

#### Key Skills

* Organizing information and prioritizing tasks
* Interacting with peers and coworkers to gather and exchange information
* Gathering and organizing data

### Intermediate Level (GS 9/11) to Advanced/Expert (GS 12/13)

#### Beneficial Work Experiences

* Conducting research to gather information in support of work-related projects
* Proactively identifying problems and making recommendations to management
* Researching and interpreting regulations

#### Key Knowledge Areas

* Data collection methods and techniques (e.g., surveys, interviews)
* HHS and OPDIV organizational mission, goals, and objectives
* HHS information systems and computer applications
* Program-specific functions and roles
* Contracts, grants and cooperative agreements

#### Key Skills

* Analyzing and evaluating the efficiency of current administrative processes and procedures
* Explaining research and analysis findings
* Collecting data and gathering input from stakeholders (e.g., management studies)

### Intermediate Level (GS 9/11) to Advanced/Expert Level (GS 12/13)

#### Beneficial Work Experiences

* Proactively identifying problems and making recommendations to program officials
* Integrating and analyzing data from various sources for a specific program need
* Leading small projects or tasks within broader projects

#### Key Knowledge Areas

* HHS and OPDIV organizational mission, goals, and objectives

#### Key Skills

* Collecting data
* Identifying project-related options
* Preparing technical documents and reports

### Advanced Level (GS 12/13)

#### Beneficial Work Experiences

* Analyzing and interpreting data to support and inform strategic decisions
* Proactively identifying problems and making recommendations to management
* Interpreting and applying regulations to operational decision making

#### Key Knowledge Areas

* HHS and OPDIV organizational mission, goals, and objectives
* Management analysis techniques
* Budget regulations and processes

#### Key Skills

* Evaluating the efficiency of program and organizational operations and initiatives and developing recommendations for improvement
* Presenting research and analysis findings to diverse audiences and senior-level stakeholders
* Managing large or complex projects

###  Expert Level (GS 12/13)

#### Beneficial Work Experiences

* Proactively identifying problems and making recommendations to program officials with consideration of cost-benefit
* Developing evidence-based recommendations
* Leading work groups and teams

#### Key Knowledge Areas

* Budget formulation and execution process
* Public health policies, laws, and regulations related to program
* Resource management principles (e.g., personnel, financial, property)

#### Key Skills

* Leading and managing the work of diverse teams
* Evaluating the efficiency of program and organizational operations and initiatives and developing recommendations for improvement
* Navigating the political environment

## 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 : PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES

## BASELINE COMPETENCIES BY GRADE LEVEL

| **Baseline Competencies** | **GS-7** | **GS-9** | **GS-11** | **GS-12** | **GS-13** |
| --- | --- | --- | --- | --- | --- |
| Communication | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Honesty | 5 | 5 | 5 | 5 | 5 |
| Interpersonal Skills  | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Leveraging Technology | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Mentoring | 2 | 2-3 | 3 | 3-4 | 5 |
| Organizational Awareness | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Organizational Strategic Support | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Project Management | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Qualitative / Quantitative Analysis | 2-3 | 3 | 3-4\* | 4-5 | 5 |
| Technical Writing | 2-3 | 3 |  3-4 | 4-5 | 5 |

Table : BASELINE COMPETENCIES BY GRADE LEVEL

(\*)Indicates the higher ranking proficiency level is preferred for the assigned GS level.

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; and
* 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 | Normally 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 : Communication

**Proficiency Levels by Grade**

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

Table : 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 | Normally 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 honesty is a focal point in all work. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to exemplify honesty. |

Table : 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 : 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; and
* 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 | Normally 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 : Interpersonal Skills

**Proficiency Levels by Grade**

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

Table : 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; and
* 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 | Normally 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 understanding 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 : Leveraging Technology

**Proficiency Levels by Grade**

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

Table : 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 | * Takes the initiative to identify those who need mentoring;
* Participates in formal meetings with colleagues, peers, and subordinates; and
* Mentors 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 | Normally 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 : 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 : Proficiency Levels by Grade

1. **Organizational Awareness** - Knows the organization's mission and functions, and how its 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 | * Applies knowledge of key roles and responsibilities across organizational functions; and
* 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 | Normally 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 understanding 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 : Organizational Awareness

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

1. **Organizational Strategic Support** – (Strategic Planning CDC) Strategic planning includes formulation and implementation of plans that are consistent with the long-term interests of the organization.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Establish goals and objectives that focus resources to meet agency needs;
* Identify and engage relevant stakeholders in the strategic planning process;
* Consider evolving trends and leadership perspectives to develop long-term strategies;
* Lead and facilitate long-term planning in small and large groups;
* Develop plans to support long-term strategic goals; and
* Articulate the importance of vision, mission, and strategic planning.
 |
| 1=Awareness | Occasionally is attentive to strategic support for the organization, but may avoid or miss opportunities.  |
| 2=Basic | Sometimes uses appropriate strategies to provide support for the organization. |
| 3=Intermediate | Usually ensures that sound support strategies are implemented to further the goals of the organization.  |
| 4=Advanced | Even in the most difficult situations, exercises solid organizational strategic support strategies.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in organizational strategic support.  |

Table : Organizational Strategic Support

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

1. Project Management - Designs, implements and manages ongoing projects and directs the related resources, personnel and activities to successful completion.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Researches and collaborates to ensure a clear understanding of the project;
* Identifies key stakeholders in a project;
* Identifies and analyzes environmental influences impacting a project;
* Develops and manages the scope of a project (e.g., project objectives, team, tasks, deliverables, timelines, hours, costs);
* Develops metrics, standards of performance, critical success factors and key indicators to monitor and assess results;
* Explains the processes involved in the start up of a project and the development of an overall project plan;
* Develops risk strategies to eliminate or reduce, overcome, or compensate for an organization’s exposure to liability;
* Maintains an awareness of potential high-risk practices and situations, and appropriately identifies, responds and alerts others to risks and issues as they develop;
* Evaluates performance by reviewing progress toward goals and operational plans and makes adjustments as needed; and
* Develops a plan to ensure quality and manage project activities in a way that allows for an appropriate level of control based on role within a project.
 |
| 1=Awareness | Occasionally is attentive to project management skills but may avoid or miss key details. |
| 2=Basic | Sometimes uses project management to effectively accomplish organizational goals and assist colleagues. |
| 3=Intermediate | Normally ensures that project management is utilized to achieve the desired results of the organization. |
| 4=Advanced | Even in the most difficult situations, ensures that the core principles of project management are effectively employed.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in mentoring and helping others. |

Table : Project Management

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

1. **Quantitative/Qualitative Analysis** – Analyzes data effectively to manage and achieve results.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Analyzes charts, graphs, and other data in order to make comparisons and draw conclusions;
* Establishes budgets based on the historical data of an individual or department’s past performance;
* Uses established financial models for analyzing quantitative data;
* Uses quantitative data to make daily decisions and monitor business performance;
* Uses marketplace and industry resources to track the performance of competitors and industry trends;
* Identifies key performance issues and establishes cause and effect relationships to solve complex financial problems for the business;
* Makes necessary decisions with incomplete, conflicting, or ambiguous quantitative data; and
* Understands the implications of quantitative data on overall business performance and makes recommendations.
 |
| 1=Awareness | Occasionally exhibits skill in quantitative analysis, but may avoid or miss opportunities to analyze financial data effectively to manage and achieve results. |
| 2=Basic | Sometimes analyzes data in order to make comparisons and draw conclusions, uses established financial models for quantitative analysis, establishes budgets based on an individual or department’s past performance, and uses quantitative data to make decisions and monitor business performance. |
| 3=Intermediate | Normally uses marketplace and industry resources to track the performance of competitors and industry trends, makes necessary decisions with poor data, identifies key performance issues and establishes cause and effect relationships to solve complex financial problems, and understands the implications of quantitative data on overall business performance. |
| 4=Advanced | Even in the most difficult and complex situations, uses marketplace and industry resources to track the performance of competitors and industry trends, makes necessary decisions with poor data, identifies key performance issues and establishes cause and effect relationships to solve complex financial problems, and understands the implications of quantitative data on overall business performance. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in quantitative analysis. |

Table : Quantitative/Qualitative Analysis

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

1. **Technical Writing** – The process of accurately communicating technical information using a logical and consistent written format that may include diagrams, figures, and pictures.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Assess your technical writing ability. Without assistance, you should be able to perform the following;
* Communicate technical information in writing at various levels of complexity and for various audiences;
* Be thorough so that steps which are important for the reader to understand are not left out;
* Make sure that your writing is concise, organized, clear, and easy to follow;
* Explain all technical terms used appropriate to the audience for the document;
* Add diagrams, figures, graphs, charts, and illustrations as needed to clarify information; and
* Implement various technical documentation standards.
 |
| 1=Awareness | Occasionally is attentive to technical writing elements; may avoid or miss opportunities.  |
| 2=Basic | Sometimes employs sound technical writing skills in work performed.  |
| 3=Intermediate | Normally submits technical writing that meets technical writing standards.  |
| 4=Advanced | Even in the most difficult situations, ensures that there is adherence to technical writing standards.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in technical writing.  |

Table : Technical Writing

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

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

### GRADE 7, Management and Program Analysts

#### Baseline Job Requirements

Positions at this grade level require a basic level knowledge and skill in applying analytical and evaluative techniques to the identification, consideration, and resolution of issues or problems of a procedural or factual nature. The issues or problems that are assigned to this position are readily observable conditions such as office or shop layout, work-flow, or working conditions. Incumbents perform work in accordance with written guidelines covering work methods and procedures such as performance and production standards, and information of a factual nature such as number and type of units actually produced or capability of equipment. Included at this level is basic knowledge of the theory and principles of management and organization, including administrative practices and concepts common to organizations, such as those pertaining to areas of responsibility, channels of communication, delegation of authority, routing of correspondence, filing systems, and storage of files and records.

#### Proficiency Demonstrations

The work principally involves dealing with problems and relationships of a procedural nature rather than the substance of work operations, issues, or other studied subjects. At this level, the employee analyzes the issues in the assignment, then selects and applies accepted analytical techniques such as task analysis, work simplification, work-flow charts, workload measurement, and trend analysis to the resolution of procedural problems affecting the efficiency, effectiveness, or productivity of the organization and/or workers studied.

### GRADE 9, Management and Program Analysts

#### Baseline Job Requirements

Assignments typically involve using qualitative and quantitative analytical techniques such as: literature search; work measurement; task analysis and job structuring; productivity charting; assessing staff to workload ratios (e.g., span of control); organization design; space planning; development and administration of questionnaires; flowcharting of work processes; graphing; and calculation of means, modes, standard deviations, or similar statistical measures. Assignments require skill in conducting interviews with supervisors and employees to obtain information about organizational missions, functions, and work procedures.

Management Analyst: Knowledge of qualitative and/or quantitative methods for the assessment and improvement of management processes and systems. Knowledge of analysis tools and techniques. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of management practices. Knowledge of basic management and organizational principles and practices. Knowledge enables employee to assess the effectiveness of organizational management and administrative operations. Knowledge of management and administrative goals, objectives, systems, regulations, guidelines, and processes of a HHS organizational unit. Knowledge enables incumbent to understand the management practices of the organization and participate in studies that address management problems. Skill in the use of automated tracking systems and word processing/spreadsheet software. Ability to plan and coordinate projects involving the input of groups and individuals with different views and priorities. Ability to communicate in writing to prepare reports and administrative documents and to convey findings that result from analyses. Ability to communicate verbally to respond to inquiries, to present information, and to solicit information that contributes to management studies.

Program Analyst: Knowledge of qualitative and/or quantitative methods for the assessment and improvement of program effectiveness. Knowledge of analysis tools and techniques. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of programs. Knowledge of management and administrative goals, objectives, systems, regulations, guidelines, and processes of a HHS organization or major organizational unit. Knowledge enables incumbent to understand the management practices of the organization and the context for program management. Knowledge further enables incumbent to participate in studies that address specific problems, issues and challenges that confront program managers in the organization. Knowledge of laws, policies, regulations, and precedents applicable to the administration of a health care or human services related program. Knowledge enables incumbent to understand the purpose of a major health care or human services related program and participate in developing studies that address problems affecting the effective and efficient delivery of program services to beneficiaries. Skill in the use of automated tracking systems and word processing/spreadsheet software. Ability to plan and coordinate projects involving the input of groups and individuals with different views and priorities. Ability to communicate in writing to prepare reports, recommendations and administrative documents. Ability to communicate verbally to respond to inquiries, to present information, and to solicit information that contributes to management studies.

#### Proficiency Demonstrations

The work principally involves dealing with problems and relationships of a procedural nature rather than the substance of work operations, issues, or other subjects studied. At this level, the employee analyzes the issues in the assignment, then selects and applies accepted analytical techniques such as task analysis, work simplification, work-flow charts, workload measurement, and trend analysis to the resolution of procedural problems affecting the efficiency, effectiveness, or productivity of the organization and/or workers studied.

###  GRADE 11, Management and Program Analysts

#### Baseline Job Requirements

The work involves gathering information, identifying and analyzing issues, and developing recommendations to resolve substantive problems of effectiveness and efficiency of work operations in a program or program support setting. This is in addition to improving conditions of a procedural nature which relate to the efficiency of organizations and workers described at the previous level. By way of contrast with level 4-3, work at this level requires the application of qualitative and quantitative analytical techniques that frequently require modification to fit a wider range of variables.

Management Analyst: Knowledge of a range of qualitative and/or quantitative methods for the assessment and improvement of complex management processes and systems. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of management practices; select appropriate qualitative and quantitative techniques for a specific situation; and develop and apply new approaches for conducting complex, comprehensive studies which deal with major issues affecting administrative management. Knowledge of management and organizational principles and practices. Knowledge enables employee to assess the effectiveness of organizational management and administrative operations against best practices and make recommendations that address issues affecting the organization’s ability to accomplish its mission. Knowledge of management and administrative goals, objectives, systems, regulations, guidelines, and processes of a HHS organizational unit. Knowledge enables incumbent to understand the management practices of the organization and develop studies that fully address specific problems, issues and challenges that confront the organization.

Program Analyst: Knowledge of a range of qualitative and/or quantitative methods for the assessment and improved effectiveness of complex programs . Knowledge of analysis tools and techniques. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of agency programs; select appropriate qualitative and quantitative techniques for a specific situation; and develop and apply new approaches for conducting complex, comprehensive studies that deal with major issues affecting program management. Knowledge of management and administrative goals, objectives, systems, legislation, regulations, guidelines, and processes of a HHS Operating Division or major organizational units. Knowledge enables incumbent to understand the management practices of the organization and the context for program management. Knowledge further enables incumbent to develop studies that address specific problems, issues and challenges that confront program managers in the organization. Knowledge of laws, policies, regulations, and precedents applicable to the administration of one or more important health care or human services related programs. Knowledge enables incumbent to understand all aspects of a major heath care or human services related program and develop studies that address specific problems, issues and challenges that impact on the effective and efficient delivery of program services to beneficiaries.

#### Proficiency Demonstrations

Knowledge is used to plan, schedule, and conduct projects and studies to evaluate and recommend ways to improve the effectiveness and efficiency of work operations in a program or support setting. The assignments require knowledge and skill in adapting analytical techniques and evaluation criteria to the measurement and improvement of program effectiveness and/or organizational productivity. Knowledge is applied in developing new or modified work methods, organizational structures, records and files, management processes, staffing patterns, procedures for administering program services, guidelines and procedures, and automating work processes for the conduct of administrative support functions or program operations. Knowledge may also be applied in analyzing and making recommendations concerning the centralization or decentralization of operations.

### GRADE 12, Management and Program Analysts

#### Baseline Job Requirements

The work involves gathering informationidentifying and analyzing issues, and developing recommendations to resolve substantive problems of effectiveness and efficiency of work operations in a program or program support setting. This is in addition to improving conditions of a procedural nature which relate to the efficiency of organizations and workers described at the previous level. By way of contrast with level 4-3, work at this level requires the application of qualitative and quantitative analytical techniques that frequently require modification to fit a wider range of variables.

Management Analyst: Knowledge of qualitative and/or quantitative analysis techniques for the assessment and improvement of complex management processes and systems. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of management practices; select appropriate qualitative and quantitative techniques for a specific situation; and develop and apply new approaches for conducting complex, comprehensive studies which deal with major issues affecting administrative management. Knowledge of management and organizational principles and practices. Knowledge enables employee to assess the effectiveness of organizational management and administrative operations against best practices and make recommendations that address issues affecting the organization’s ability to accomplish its mission. Knowledge of management and administrative goals, objectives, systems, regulations, guidelines, and processes of an HHS organizational unit. Knowledge enables incumbent to understand the management practices of the organization and develop studies that fully address specific problems, issues and challenges that confront the organization. Ability to communicate verbally and in writing to prepare and present findings and recommendations, to prepare complex reports, and to engage others in study activities. Skill in the use of automated tracking systems and word processing/spreadsheet software. Ability to adapt analytical techniques and evaluation criteria to the measurement and improvement of administrative operations and organizational productivity.

Program Analyst: Knowledge of a range of qualitative and/or quantitative methods for the assessment and improvement of complex program effectiveness. Knowledge of analysis tools and techniques. Knowledge enables incumbent to analyze and evaluate the efficiency and effectiveness of agency programs; select appropriate qualitative and quantitative techniques for a specific situation; and develop and apply new approaches for conducting complex, comprehensive studies which deal with major issues affecting program management. Knowledge of management and administrative goals, objectives, systems, regulations, guidelines, and processes of a HHS Operating Division or major organizational unit. Knowledge enables incumbent to understand the management practices of the organization and the context for program management. Knowledge further enables incumbent to develop studies that address specific problems, issues and challenges that confront program managers in the organization. Knowledge of laws, policies, regulations, and precedents applicable to the administration of one or more important health care or human services related programs. Knowledge enables incumbent to understand all aspects of a major heath care or human services related program and develop studies that address specific problems, issues and challenges that impact on the effective and efficient delivery of program services to beneficiaries.

#### Proficiency Demonstrations

The work consists of projects and studies which require analysis of interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs. Typical assignments require developing detailed plans, goals, and objectives for the long-range implementation and administration of the program, and/or developing criteria for evaluating the effectiveness of the program.

### GRADE 13, Management and Program Analysts

#### Baseline Job Requirements

Knowledge is applied to the design and conduct of comprehensive management studies where the boundaries of the studies are extremely broad and difficult to determine in advance; i.e., the actual limits of the project are developed as the study proceeds. Study objectives are to identify and propose solutions to management problems which are characterized by their breadth, importance, and severity, and for which previous studies and established management techniques are frequently inadequate. For other assignments, knowledge may be applied in preparing recommendations for legislation to change the way programs are carried out; in evaluating the content of new or modified legislation for projected impact upon agency programs and resources; and/or in translating basic legislation into program goals, actions, and services. Also included at this level is skill to plan, organize, and direct team study work and to negotiate effectively with management to accept and implement recommendations, where the proposals involve substantial agency resources, require extensive changes in established procedures, or may be in conflict with the desires of the activity studied.

Management Analyst: Mastery of a wide range of qualitative and/or quantitative methods for the assessment and improvement of complex management processes and systems. Knowledge enables the incumbent to analyze and evaluate the efficiency and effectiveness of management practices; select appropriate qualitative and quantitative techniques for a specific situation; and develop and apply new approaches for conducting complex, comprehensive studies which deal with major issues affecting administrative management. Mastery of advanced management and organizational principles and practices. Knowledge enables employee to assess the effectiveness of organizational management and administrative operations against best practices and make recommendations that address issues affecting the organization’s ability to accomplish its mission. Knowledge of agency program goals and objectives, the sequence and timing of key program events and milestones, and methods of evaluating the worth of program accomplishments. Expert knowledge of management and administrative regulations, guidelines, and processes of the agency and HHS. This knowledge serves as the basis to develop and implement studies that fully address specific problems, issues and challenges that confront the organization. Skill in planning, organizing, and directing team study work and to negotiate effectively with management to accept and implement recommendations where the proposals involve substantial agency resources, require extensive systematic changes, or may be in conflict with the desires of the organization and activity studied. Skill in the use of automated tracking systems and word processing/spreadsheet software. Expert skills in written and verbal communication to prepare complex reports, to prepare administrative documents, policies, and procedures, and to solicit and present information and gain the cooperation of others.

#### Proficiency Demonstrations

The work consists of projects and studies which require analysis of interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs. Typical assignments require developing detailed plans, goals, and objectives for the long-range implementation and administration of the program, and/or developing criteria for evaluating the effectiveness of the program.

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

| **Proficiency Levels** | **Recommended Training** | **Potential Vendor(s)** |
| --- | --- | --- |
| Entry (1) or Intermediate (2) | Basic Mathematics Practical StatisticsCustomer ServiceCommunication and Listening SkillsGroup Processes and TeamworkMicrosoft Office TrainingPresentations and Briefings | USDA Grad SchoolHHS Learning Portal |
| Intermediate (2) or Intermediate to Advanced (3) | Introductory Statistics I Team BuildingTechnical WritingProject ManagementManagement Theories and Practices (TQM, Six Sigma, Balance Scorecard)Introduction to MS Project 2003Cost Benefit Analysis Workshop | HHS Learning PortalOPDIV Training CenterUSDA Grad School |
| Intermediate to Advanced (3) | Evaluation under OMB Program Assessment Rating Tool (PART): An IntroductionSurvey Design and CollectionCOTR TrainingRegulatory TrainingFood and Drug LawBiologics LawNew Reviewers Training | HHS Learning PortalOPDIV Training CenterUSDA Grad School |
| Intermediate to Advanced(3) or Advanced (4) | Introductory Statistics II Scientific Course Seminars and WorkshopsDecision Support: Building New Analytical SkillsCommunicating Analysis ResultsCost-Benefit AnalysisData Collection and AnalysisIntermediate MS Excel 2003 | Management ConceptsUSDA Grad SchoolOPDIV UniversitiesHHS Learning Portal |
| Advanced (4) | Advanced Data Analysis Techniques and StrategiesAnalytic Techniques – AdvancedBudget FundamentalsBudget Formulation and ExecutionBusiness Systems | Management ConceptsOPDIV UniversitiesHHS Learning Portal |

Table : RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

## 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)
* Leading Teams

### Additional Training Opportunities and Resources:

#### SkillSoft Training Courses in the HHS Learning Management System (LMS)

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

#### Microsoft Office Training

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

#### OPDIV IT Training

Free training programs taught by IT Specialists focused on basic IT programs and data tracking systems:

<http://training.cit.nih.gov/courselisting.aspx?Sort=Month>

#### OPDIV Training Centers

Provides [training](http://trainingcenter.nih.gov/audience-admin.html) (<http://trainingcenter.nih.gov/audience-admin.html>) for Administrative Professionals at the OPDIV level who are responsible for providing comprehensive administrative support. Such incumberts may serve as principal advisors to important agency organizations. They may participate in the development and implementation of management policies, the planning of organizational needs, and the preparation of plans, goals, objectives, or criteria for management processes. These positions require knowledge of a wide range of qualitative and/or quantitative methods for the development and management of major administrative programs, demonstrated analytical ability, and strong written and verbal communications skills.

#### OPDIV Library Resource Training

[OPDIV Libraries](http://nihlibrary.nih.gov/ResourceTraining/Pages/default.aspx) (<http://nihlibrary.nih.gov/ResourceTraining/Pages/default.aspx>) offers training on how to effectively find, appraise and manage information using an array of electronic library resources. Topics include: how to search the biomedical literature, access online journals, order and receive articles via email, set up a research update service, use bibliographic management software to manage a personal library collection, and format bibliographies.

#### Pathways Program

The [Management Intern Program](http://www.opm.gov/) (<http://www.opm.gov/>) offers outstanding HHS employees the opportunity to explore different administrative career fields, gain invaluable insight into the HHS, and to prepare for future administrative or leadership positions.

#### HHS Mentoring Program

The HHS [mentoring](https://mentoring.hhs.gov/) (<https://mentoring.hhs.gov/>) 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 program events, activities, and resources to facilitate personal and professional growth.

#### OPDIV Videocasting and Podcasts

Watch OPDIV Conferences and Seminars that are recorded live and then archived within:

* The HHS Learning Portal
* The Leadership Development Channel

###  Free Classes and Lectures

#### Excel is Fun

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

#### Leadership Resources

Twenty-five free online leadership resources can be found at:

<http://people-equation.com/25-free-leadership-resources/>

#### [iTunes](http://www.apple.com/education/itunes-u/) (<http://www.apple.com/education/itunes-u/>) 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 everyone’s hands. More than 350,000 free lectures, videos, films, and other resources — from all over the world.

#### Open Courseware Consortium

**The** [Open CourseWare Consortium](http://www.ocwconsortium.org/) **is a worldwide collaboration of higher education institutions and associated organizations 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.**

#### TED

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

#### OPDIV Acquisition Management Training Resource Center

The site contains information about [NIH](http://trainingcenter.nih.gov/acquisition_mgmt_resource_ctr.html)/HHS acquisition (<http://trainingcenter.nih.gov/acquisition_mgmt_resource_ctr.html>) certification requirements, training options, FAQs, and additional acquisitions resources:

### Language Development

#### American Sign Language Online

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

#### Free Language Lessons

Learning a [language](http://www.openculture.com/freelanguagelessons) (<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.

###  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>)

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#### Learn Out Loud

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

#### PubMed

[PubMed](http://www.ncbi.nlm.nih.gov/pubmed/) (<http://www.ncbi.nlm.nih.gov/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.

#### 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/) (<http://www.ncbi.nlm.nih.gov/books/>), Bookshelf enables users to easily browse, retrieve, and read content, and spurs discovery of related information.

#### Your Public Library

### Free Conferences and Seminars

#### DDM Seminar Series

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

#### Management Seminar Series

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