# 0301 - Miscellaneous Administration and Program Series

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 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

This series includes positions that manage, supervise, perform, or develop policies and procedures for professional work involving the procurement of supplies, services, construction, or research and development using formal advertising or negotiation procedures; the evaluation of contract price proposals; and the administration or termination and close out of contracts. The work requires knowledge of the legislation, regulations, and methods used in contracting; and knowledge of business and industry practices, sources of supply, cost factors, and requirements characteristics.

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

## POSITION DESCRIPTIONS

**The Miscellaneous Administration and Program Series perform a range of duties according to grade level:**

### GS-0301-07-09, Miscellaneous Administration and Program Management:

* Serves as a Program Specialist to participate in the development and implementation of comprehensive plans and strategies for the internal and external integration of day-to-day and long-range projects, actions and activities for the assigned organization. Such projects and programs may be in support of administrative functions or scientific research activities. The incumbent analyzes and evaluates, on a quantitative or qualitative basis, the effectiveness of programs or operations in meeting established goals and objectives and analyzes program performance data to identify issues and make recommendations for improvement.
* Responsible for performing program evaluation in assigned areas, which may include grants review, program support management; financial management; procurement; quality assurance; management analysis; and/or administrative management. The incumbent participates with senior specialists in the coordination, preparation, and analysis of a wide variety of reports. The incumbent provides advice and guidance of a factual nature regarding well-precedented issues and interprets established and pertinent regulations and organizational policies, management principles, and administrative rules.
* Provides organizational support for planning, analyzing, coordinating, and evaluating the development of priorities, resource allocations, work force management, and/or performance for organizational objectives to support operational requirements. The incumbent initiates contacts with employees, supervisors, and managers to give technical advice and guidance on problems of a procedural nature, such as common administrative practices and procedures to organizations pertaining to areas of responsibility and delegation of authority and assists in the analysis of the impact of options and recommendations on organizational performance.
* Provides technical support to program staff during the development of projects or programs, including the development of goals, performance measures and priorities, and assists in ensuring the organization’s ability to respond to major changes in business models and new technologies that affect the accomplishment of the mission.
* Participates in developing timely and executable plans of action for assigned programs requiring extensive coordination. The incumbent manages assigned actions, monitors status, prioritizes activities, and provides comprehensive status updates.
* Maintains and monitors integrated reporting systems for assigned programs and communicates information to senior specialists for action or resolution.
* Reviews information, reconciles conflicting data, and analyzes findings to develop recommendations and proposals. The incumbent participates in special studies, which include analyzing data, developing formats to report the results of studies, and recommending alternative courses of action.
* Attends meetings, briefings and other activities in support of organizational programs, notes commitments made and informs staff of commitments and deadlines.

### GS-0301-09-11, Miscellaneous Administration and Program Management:

* Serves as a Program Specialist to develop and implement comprehensive plans and strategies for the internal and external integration of day-to-day and long-range projects, actions and activities for the assigned organization. Such projects and programs may be in support of administrative functions or scientific research activities. The incumbent analyzes and evaluates, on a quantitative or qualitative basis, the effectiveness of programs or operations in meeting established goals and objectives and analyzes program performance data to identify issues and make recommendations for improvement.
* Responsible for performing program evaluation in assigned areas, which may include grants review, program support management; financial management; procurement; quality assurance; management analysis; and/or administrative management. The incumbent develops recommendations and policies and prepares and issues procedures and guidelines for implementation of program or administrative policies, delegations, and requirements and is responsible for the coordination, preparation, and analysis of a wide variety of reports. The incumbent formulates and executes action plans in response to business and management problems or initiatives, directives, regulations, legislation or any other areas requiring action or response.
* Provides organizational support for planning, analyzing, coordinating, evaluating, and directing the development of priorities, performance metrics, resource allocations, work force management, and/or performance for organizational objectives to support operational requirements. The incumbent analyzes, develops criteria for, and evaluates policies and procedures affecting organizational program objectives; analyzes and evaluates the capabilities, effectiveness, feasibility and cost of proposed and alternative programs; and analyzes the impact of options and recommendations on organizational performance.
* Provides technical support to program staff during the development of projects or programs, including the development of goals, performance measures and priorities, and assists in ensuring the organization’s ability to respond to major changes in business models and new technologies that affect the accomplishment of the mission.
* Participates in developing timely and executable plans of action for assigned programs requiring extensive coordination. The incumbent manages assigned actions, monitors status, prioritizes activities, and provides comprehensive status updates.
* Evaluates the impact of new program policies and procedures and determines measures of effectiveness and participates with decision-makers in setting organizational goals and objectives. The incumbent maintains and monitors integrated reporting systems for assigned programs and communicates information to management for the effective evaluation of program operations and performance.
* Researches and/or analyzes program issues, and, based on conditions and factors that relate to the subject program and related programs, determines what information is required. The incumbent reviews information, reconciles conflicting data, and analyzes findings to develop recommendations and proposals. The incumbent participates in special studies, which include analyzing data, developing formats to report the results of studies, and recommending alternative courses of action.
* Organizes and coordinates development of guidance memoranda and informational notices with officials and staff from other organizational components within an Operating Division. The incumbent attends meetings with staff and officials from the Operating Division and/or other Federal agencies to provide coordination and consistency for policy and program recommendations and guidelines.
* Carries out tasks to participate in the planning and execution of major liaison activities in support of an organizational program and implements plans designed to enhance relationships with targeted stakeholders. The incumbent participates in meetings, briefings and other activities in support of organizational programs.

### GS-0301-12-13, Miscellaneous Administration and Program Management:

* Serves as a Program Specialist to develop and implement comprehensive plans and strategies for the internal and external integration of day-to-day and long-range projects, actions and activities for the assigned organization. Such projects and programs may be in support of administrative functions or scientific research activities. The incumbent analyzes and evaluates, on a quantitative or qualitative basis, the effectiveness of programs or operations in meeting established goals and objectives and analyzes program performance data to identify issues and make recommendations for improvement.
* Responsible for performing program evaluation in assigned areas, which may include grants review, program support management; financial management; procurement; quality assurance; management analysis; and/or administrative management. The incumbent develops recommendations and policies and prepares and issues procedures and guidelines for implementation of program or administrative policies, delegations, and requirements and is responsible for the coordination, preparation, and analysis of a wide variety of reports. The incumbent formulates and executes action plans in response to business and management problems or initiatives, directives, regulations, legislation or any other areas requiring action or response.
* Provides organizational support for planning, analyzing, coordinating, evaluating, and directing the development of priorities, performance metrics, resource allocations, work force management, and/or performance for organizational objectives to support operational requirements. The incumbent analyzes, develops criteria for, and evaluates policies and procedures affecting organizational program objectives; analyzes and evaluates the capabilities, effectiveness, feasibility and cost of proposed and alternative programs; and analyzes the impact of options and recommendations on organizational performance.
* Provides technical support to program staff during the development of projects or programs, including the development of goals, performance measures and priorities, and assists in ensuring the organization’s ability to respond to major changes in business models and new technologies that affect the accomplishment of the mission.
* Analyzes and evaluates diverse issues that may require input from other specialists and/or organizations. The incumbent independently identifies complex program issues or problems in assigned programs, and makes recommendations for, and coordinates, resolutions and improvements. The incumbent serves as a primary or alternate project manager for assigned programs and performs special projects.
* Extrapolates from existing methods and procedures to future requirements in developing timely and executable plans of action for assigned programs and to provide recommendations and advice to the supervisor and/or other specialists. Actions may cross multi-functional and/or organizational lines, and may require extensive coordination. The incumbent manages actions, monitors status, prioritizes activities, and provides comprehensive status updates.
* Evaluates the impact of new program policies and procedures and determines measures of effectiveness and participates with decision-makers in setting organizational goals and objectives. Plans and develops, maintains, and monitors integrated reporting systems for assigned programs and communicates information to management for the effective evaluation of program operations and performance.
* Researches and/or analyzes unstable or complex program issues, and, based on conditions and factors that relate to the subject program and related programs, determines what information is required. The incumbent compiles, assembles, and classifies statistics from source materials, computes statistical data, and verifies the authenticity of source material. The incumbent reviews information, reconciles conflicting data, and devises new or modified methods to analyze findings and to develop recommendations and proposals. The incumbent performs special studies, which include analyzing data, developing formats to report the results of studies, and recommending alternative courses of action.
* Participates in inter- and/or intra-agency meetings and obtains cooperation and agreement on program or administrative issues. Organizes and coordinates development of guidance memoranda and informational notices with officials and staff from other organizational components within an Operating Division. The incumbent attends meetings and confers with staff and officials from the Operating Division and/or other Federal agencies to provide coordination and consistency for policy and program recommendations and guidelines.
* Plans and carries out a wide variety of tasks to participate in the planning and execution of major liaison activities in support of an organizational program and develops and implements plans designed to enhance relationships with targeted stakeholders.

## POTENTIAL CAREER MAP

*The following pyramid graphic shows a bird’s eye view of how an individuals’ career path potentially progresses upward in grade and proficiency through stage levels in the Miscellaneous Administrative and Program Series, GS-0301. The GS Grade Levels are 7, 9, 11, 12; 13. The Proficiency Levels are Basic, Intermediate, Intermediate to Advance, Advance; 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/Proficiency Levels Key: 7=Basic, 9 = Intermediate, 11= Intermediate to Advance, 12 = Advance; 13=Expert*

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**Figure 1: Career Map for Miscellaneous Administration and Program Series**

## Success Factors

The success factors below provide guidance on how YOU can maximize performance and career success as you progress through a career in Miscellaneous Administration and Program 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.

* Organizing information and prioritizing tasks
* Interacting with peers and coworkers to gather and exchange information
* Gathering and organizing data
* Gain a broad experience in project management by managing multiple projects.

## 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

## Baseline Competency Information

| **Baseline Competencies** | **GS 7** | **GS 9** | **GS 11** | **GS 12** | **GS 13** |
| --- | --- | --- | --- | --- | --- |
| Customer Service | 2 | 3 | 4 | 5 | 5 |
| Problem Solving | 1-2 | 2-3 | 3 | 4 | 5 |
| Organizational Awareness | 1-2 | 2-3 | 3 | 4 | 5 |
| Collaboration and Partnering  | 1-2 | 2-3 | 3 | 4 | 5 |
| Program Administration | 1-2 | 2-3 | 3 | 4 | 5 |
| Analytical Thinking | 1-2 | 2-3 | 3 | 4 | 5 |
| Leveraging Technology | 1-2 | 2-3 | 3 | 4 | 5 |
| Planning and Prioritization | 1-2 | 2-3 | 3 | 4 | 5 |
| Interpersonal Skills | 1-2 | 2-3 | 3 | 4 | 5 |
| Decision Making | 1-2 | 2-3 | 3 | 4 | 5 |

Table 2: Baseline Competency Information

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; and
* 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 3: Customer Service

**Proficiency Levels by Grade**

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

Table : Proficiency Levels by Grade

1. **Planning and Prioritization-** Plans and organizes work activities; manages several tasks at once.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Organizes work, sets priorities, and determines resource requirements;
* Implements or utilizes strategic plans on a daily basis;
* Determines necessary sequence of activities and the efficient level of resources needed to achieve short and long term goals;
* Recognizes and addresses the interdependences of activities and resources;
* Maintains a high level of energy and commitment to juggle multiple tasks and priorities, and use available resources to get more done with less; all without losing focus;
* Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently;
* Anticipates problems and mitigates risks;
* Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion;
* Provides work-in-progress status updates proactively and informs others when work is completed;
* Coordinates with customers when problems or conflicts occur that might impact the timely completion of work;
* Negotiates adjustments in timelines and/or scope of work, when appropriate. Consults with supervisor to determine priorities if necessary;
* Sets, commits to, and maintains high standards for quality work and responsiveness in providing administrative services; readily re-adjusts priorities to respond to pressing and changing demands; and
* Coordinates with others in response to multiple, competing demands to ensure work is completed in a timely manner.
 |
| 1=Awareness | Occasionally is attentive to planning and prioritization but may avoid or miss opportunities to perform the necessary work when applicable. |
| 2=Basic | Sometimes uses planning and prioritization skills to perform work. |
| 3=Intermediate | Usually ensures that planning and prioritization is solid and the skills are employed to properly perform job duties. |
| 4=Advanced | Even in the most difficult situations, ensures that planning and prioritization techniques are fully utilized. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in planning and prioritization. |

Table 5: Planning and Prioritization

**Proficiency Levels by Grade**

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

Table 6: 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 | 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 7: Interpersonal Skills

**Proficiency Levels by Grade**

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

Table 8: 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; 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 | 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 9: Organizational Awareness

**Proficiency Levels by Grade**

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

Table 10: Proficiency Levels by Grade

1. **Analytical Thinking** – A Person with this competency regularly questions basic assumptions about work and how it gets done, identifying underlying principles, root causes, and facts by breaking down information and data and their implications, and drawing conclusions based on their analyses. They understand the complexity of certain issues and crystallize the components of those issues to make them more manageable by applying sound reasoning.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Regularly questions basic assumptions about work and how it gets done;
* Identifies underlying principles, root causes, and facts by breaking down information; and
* Draws conclusions based upon in-depth analysis.
 |
| 1=Awareness | Occasionally is analytical, but may avoid or miss opportunities to draw conclusions that aid the organization.  |
| 2=Basic | Sometimes uses analytical thinking to accomplish tasks and objectives.  |
| 3=Intermediate | Usually ensures that analytical thinking is exercised and utilized fully.  |
| 4=Advanced | Even in the most difficult situations, ensures that analytical thinking is a priority.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in analytical thinking.  |

Table 11: Analytical Thinking

**Proficiency Levels by Grade**

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

Table 12: Proficiency Levels by Grade

1. **Leveraging Technology** – Demonstrates a depth of judgment, knowledge and technical skill important for the position.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Applies knowledge of basic techniques and concept;
* Uses good judgment to handle basic issues and problems;
* Keeps informed about the technical field;
* Acquires and applies new skills as necessary to keep current in field;
* Tracks new advances and cutting-edge developments in the technical field;
* Acts as a technical resource and transfers the most current knowledge and skills to others;
* Exercises excellent judgment in all aspects of the execution of job duties; and
* Modifies and creates new methods and techniques in response to changing technology.
 |
| 1=Awareness | Occasionally leverages technology appropriately; may avoid or miss opportunities to successfully make use of existing technologies.  |
| 2=Basic | Sometimes is adept at leveraging technology.  |
| 3=Intermediate | Usually leverages technology sufficiently and makes of resources that are available. |
| 4=Advanced | Even in the most difficult situations is able to leverage the technologies available to deliver the best products. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in leveraging technology. |

Table 13: Leveraging Technology

**Proficiency Levels by Grade**

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

Table 14: 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; and
* 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 15: Problem Solving

**Proficiency Levels by Grade**

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

Table 16: 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; and
* 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 17: Collaboration and Partnering

**Proficiency Levels by Grade**

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

Table 18: Proficiency Levels by Grade

1. **Program Administration** - Completes procedures, documents, forms, reports and/or budgets that are essential to the day-to-day operations of a group, project, or program.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Completes project documents and tasks;
* Adheres to policies and procedures, including timeframes, for all milestones and requirements;
* Keeps managers aware of the status of projects being managed, including timeframes and document requirements, and key operational issues through formal and informal communications (e.g., status reports, e-mails, updates at meetings);
* Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area; and
* Answers and/or researches project-related questions.
 |
| 1=Awareness | Occasionally is attentive to program administration responsibilities; may avoid or miss opportunities from time to time.  |
| 2=Basic | Sometimes is mindful of program administration tasks.  |
| 3=Intermediate | Usually operates well with program administration. |
| 4=Advanced | Usually ensures that program administration is prioritized.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in program administration.  |

Table 19: Program Administration

**Proficiency Levels by Grade**

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

Table 20: 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; and
* 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 21: Decision Making

**Proficiency Levels by Grade**

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

Table 22: Proficiency Levels by Grade

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

### GS-0301-07, Miscellaneous Administration and Program

#### Baseline Job Requirements

Performs office automation duties which include the preparation of ad hoc and reoccurring reports, forms, correspondence, and presentation materials which may include complex graphs, charts, and tabular material.

Manages the appointment and meeting schedule for the Director of the organizational unit served, and those of other senior staff members as directed. Serves as point-of-contact for scheduling meetings for conference rooms.

Receives, refers, and interacts with persons within and outside the immediate organizational unit including staff of other Federal organizations, private industry, and the general public.

#### Proficiency Demonstrations

The employee uses judgment in interpreting and adapting guidelines such as agency policies, regulations, precedents, and work directions for application to specific cases or problems. Employees also exercise initiative and judgment in deviating from existing instructions or practices to resolve operating problems or to develop more efficient processing procedures. Frequently the methods developed become guidelines for other employees in the unit. The employee analyzes results and recommends changes.

In performing the work, the employee applies judgment in considering and selecting from among many options in light of the range and peculiarities of the unit's mission, capabilities and requirements. The employee regularly develops methods and procedures for office tasks, and identifies and solves problems in existing methods or procedures.

### GS-0301-09, Miscellaneous Administration and Program

#### Baseline Job Requirements

Please refer to the 0343 Management and Program Analyst Series

#### Proficiency Demonstrations

Please refer to the 0343 Management and Program Analyst Series

### GS-0301-11, Miscellaneous Administration and Program

#### Baseline Job Requirements

Please refer to the 0343 Management and Program Analyst Series

#### Proficiency Demonstrations

Please refer to the 0343 Management and Program Analyst Series

### GS-0301-12 Miscellaneous Administration and Program

#### Baseline Job Requirements

Please refer to the 0343 Management and Program Analyst Series

#### Proficiency Demonstrations

Please refer to the 0343 Management and Program Analyst Series

### GS-0301-13, Miscellaneous Administration and Program

#### Baseline Job Requirements

Please refer to the 0343 Management and Program Analyst Series

#### Proficiency Demonstrations

Please refer to the 0343 Management and Program Analyst Series

## 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) | 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 Training | HHS Learning PortalOPDIV Training CenterUSDA Grad School |
| Intermediate to Advanced(3) or Advanced (4) | Introductory Statistics II Decision 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 FundamentalsBusiness Systems | Management ConceptsOPDIV UniversitiesHHS Learning Portal |

 Table 23: Recommended Training for Qualitative/Quantitative Analysis

## 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>