# 1102 - Contracting

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 for the education of employees on available career opportunities available within the Agency. It provides a means for exploring your professional options and to 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.

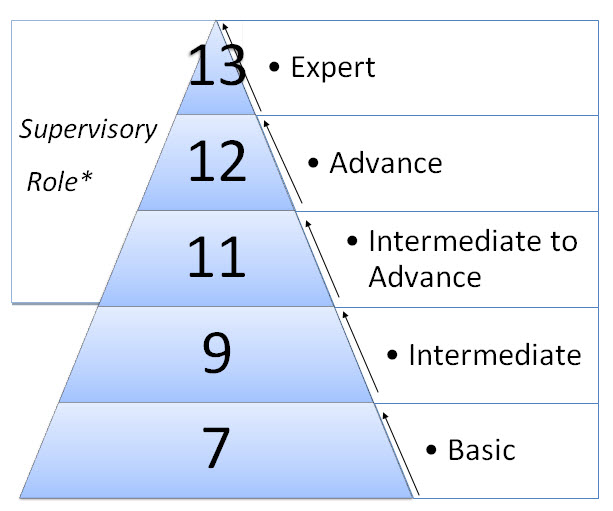
Source: [OPM](http://www.opm.gov/classapp/fedclass/gshbkocc.pdf), http://www.opm.gov/classapp/fedclass/gshbkocc.pdf

## POTENTIAL CAREER MAP

*The following pyramid graphic shows a bird’s eye view of how an individual’s career path progresses potentially upward in grade and proficiency stage levels in the Contracting series, GS-1102. The GS Grade Levels are 9, 11, 12; 13. The Proficiency Levels are Intermediate, Intermediate to Advance, Advance to Expert; Expert.*

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

*GS Grade and Proficiency Levels Key: 9 = Intermediate, 11= Intermediate to Advance, 12 = Advance; 13 = Expert*

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## SUCCESS FACTORS

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

* Actively participate on a team.
* Volunteer to participate in a highly-visible project.
* Learn about the agency where you work.
* 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 association.
* Read technical publications to keep up-to-date on new development 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.
* Work with your supervisor and assist with the development of an Individual Development Plan.
* Actively participate on a team such as with other co-workers or internal focus groups, to assist in accomplishing projects or in ensuring the success of the projects goals.

## ***PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES***

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

Table 1: Proficiency Level Distinctions for Baseline Competencies

## BASELINE COMPETENCIES BY GRADE LEVEL

| **Baseline Competencies** | **GS-7** | **GS-9** | **GS-11** | **GS-12** | **GS-13** |
| --- | --- | --- | --- | --- | --- |
| Attention to Detail | 2 | 2-3 | 3 | 3-4 | 5 |
| Procurement | 2 | 2-3 | 3 | 3-4 | 5 |
| Creative Thinking | 2 | 2-3 | 3 | 3-4 | 5 |
| Customer Service | 2 | 2-3 | 3 | 3-4 | 5 |
| Decision Making | 2 | 2-3 | 3 | 3-4 | 5 |
| Influencing/Negotiating | 2 | 2-3 | 3 | 3-4 | 5 |
| Information Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Honesty | 5 | 5 | 5 | 5 | 5 |
| Interpersonal Skills | 2 | 2-3 | 3 | 3-4 | 5 |
| Communication | 2 | 2-3 | 3 | 3-4 | 5 |
| Planning and Evaluating | 2 | 2-3 | 3 | 3-4 | 5 |
| Problem Solving | 2 | 2-3 | 3 | 3-4 | 5 |
| Qualitative/Quantitative Analysis | 2 | 2-3 | 3 | 3-4 | 5 |
| Collaboration and Partnering | 2 | 2-3 | 3 | 3-4 | 5 |
| Mentoring | 2 | 2-3 | 3 | 3-4 | 5 |
| Strategic Planning | 2 | 2-3 | 3 | 3-4 | 5 |
| Project Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Market Research | 2 | 2-3 | 3 | 3-4 | 5 |
| Managing Competition | 2 | 2-3 | 3 | 3-4 | 5 |
| Defining Requirements | 2 | 2-3 | 3 | 3-4 | 5 |
| Performance Based Acquisition | 2 | 2-3 | 3 | 3-4 | 5 |
| Defining Contractual Relationships | 2 | 2-3 | 3 | 3-4 | 5 |
| Solicitation of Offers | 2 | 2-3 | 3 | 3-4 | 5 |
| Bid Evaluation | 2 | 2-3 | 3 | 3-4 | 5 |
| Proposal Analysis and Evaluation | 2 | 2-3 | 3 | 3-4 | 5 |
| Negotiation | 2 | 2-3 | 3 | 3-4 | 5 |
| Contract Award | 2 | 2-3 | 3 | 3-4 | 5 |
| Performance Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Financial Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Dispute Resolution and Termination | 2 | 2-3 | 3 | 3-4 | 5 |

Table 2: Baseline Competencies by Grade Level

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

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

Table 3: Attention to Detail

**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 4: Proficiency Level by Grade

1. **Procurement –** Procurement includes the planning, solicitation, contract administration, and contract closeout of a project.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Identify factors that influence procurement planning. * Determine design and performance specifications for a project. * Draw up a procurement management plan. * Complete the steps involved in the solicitation process. * Complete contract administration responsibilities * Develop a system for handling contractual changes. * Determine when a contract should be terminated * Complete contract close-out responsibilities |
| 1=Awareness | Occasionally demonstrates procurement knowledge, but may avoid or miss opportunities |
| 2=Basic | Sometimes demonstrates a good understanding of procurement principles |
| 3=Intermediate | Usually maintains a sound knowledge of procurement principles, effectively demonstrating knowledge of planning, solicitation, contract administration, and contract closeout. |
| 4=Advanced | Habitually maintains a high level of procurement expertise, having mastery over all elements in Level 3. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to have a high level of procurement know-how |

Table 5: Procurement

**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 6: Proficiency Levels by Grade

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

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

Table 7: Creative Thinking

**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 8: Proficiency Levels by Grade

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

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

Table 9: Customer Service

**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 10: Proficiency Levels by Grade

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

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

Table 11: Decision Making

**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 12: Proficiency Levels by Grade

1. **Negotiating/Influencing** – ability to exercise diplomacy within workplace; ability to effectively persuade and convince others of key perspectives vital to organizational success.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Strong diplomacy skills * Strong persuasion skills |
| 1=Awareness | Occasionally is attentive to negotiating and influencing, but may avoid or miss opportunities to negotiate/influence or take responsibility to understand others. |
| 2=Basic | Sometimes uses appropriate negotiating and influencing skills to achieve success. |
| 3=Intermediate | Usually ensures that regular negotiating and influencing occurs based on the needs of the project or individual, listens well, exercises diplomacy |
| 4=Advanced | Even in the most difficult situations, ensures that regular negotiating and influencing occurs based on the needs of the project or individual |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in negotiating and influencing |

Table 13: Negotiating/Influencing

**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 14: Proficiency Levels by Grade

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

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

Table 15: Information Management

**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 16: Proficiency Levels by Grade

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

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

Table 17: 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 18: Proficiency Levels by Grade

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

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

Table 19: Interpersonal Skills

**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 20: Proficiency Levels by Grade

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

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

Table 20: Communication

**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 18 : Proficiency Levels by Grade

1. **Planning and Evaluating** – Organizes work, sets priorities, and determines resource requirements.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Determines short- or long-term goals and strategies to achieve them; * Coordinates with other organizations or parts of the organization to accomplish goals; * Monitors progress and evaluates outcomes. |
| 1=Awareness | Occasionally is attentive to planning and evaluating but may avoid or miss opportunities to perform the necessary work when applicable |
| 2=Basic | Sometimes uses planning and evaluating skills to perform work |
| 3=Intermediate | Usually ensures that planning and evaluating is solid and the skills are employed to properly perform job duties |
| 4=Advanced | Even in the most difficult situations, ensures that planning and evaluating techniques are fully utilized |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in planning and evaluating |

Table 19: Planning and Evaluating

**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 20: Proficiency Levels by Grade

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

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

Table 21: Problem Solving

**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 22: Proficiency Levels by Grade

1. **Quantitative/Qualitative Analysis** – Analyzes financial 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 * 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 | Usually 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 23: Quantitative/Qualitative Analysis

**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 24: Proficiency Levels by Grade

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

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

Table 25: Collaborating and Partnering

**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 26: Proficiency Levels by Grade

1. **Strategic Planning** - An [organization](http://en.wikipedia.org/wiki/Organization)'s process of defining its [strategy](http://en.wikipedia.org/wiki/Strategy), or direction, and making [decisions](http://en.wikipedia.org/wiki/Decision) on allocating its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Plans well * Sets goals * Shares objectives, strategies, tactics and actions to move the organization forward |
| 1=Awareness | Occasionally plans for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses strategic planning to effectively accomplish organizational goals and assist colleagues |
| 3=Intermediate | Usually ensures that strategic planning is utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, maintains a vision of what the organization should be, and plans to achieve this desired result |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in strategic planning |

Table 27: Strategic Planning

**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 28: 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. * 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 | Usually 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 is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in mentoring and helping others |

Table 29: Project Management

**Proficiency Levels by Grade**

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

Table 30: Proficiency Levels by Grade

1. **Market research** - is any organized effort to gather information about [markets](http://en.wikipedia.org/wiki/Markets) or customers. It is a very important component of [business strategy](http://en.wikipedia.org/wiki/Business_strategy).

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Analyzes the market need * Proficient at research * Gathers information efficiently * Excels at business strategy |
| 1=Awareness | Occasionally is attentive to market trends for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses market research to effectively accomplish organizational goals |
| 3=Intermediate | Usually ensures that market research is utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that market research is effectively employed to continuously push the organization forward |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in market research |

Table 31: Market Research

**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 32: Proficiency Levels by Grade

1. **Managing Competition** – Effectively gauging strengths and weaknesses of clients’ proposals. Effectively assesses each competitor accurately and manages competition fairly. Motivates competitors to put their best foot forward.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Manages a multitude of competitors * Effectively discerns strengths and weaknesses * Provides justified opportunities to those that excel |
| 1=Awareness | Occasionally is attentive to managing competition for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses managing competition skills to effectively accomplish organizational goals and assist colleagues |
| 3=Intermediate | Usually ensures that managing competition is utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that managing competition is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in managing competition |

Table 33: Managing Competition

**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 34: Proficiency Levels by Grade

1. **Defining Requirements** – Defines organizational need and seeks to fill that need by putting out a Request for Quote to potential clients.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Identifies organizational needs * Fully understands and comprehends organization’s strengths and weaknesses * Understands what is required * Understands what work the client will do and is lawful to do |
| 1=Awareness | Occasionally is attentive to defining requirements for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes defines requirements to effectively accomplish organizational goals and assist colleagues |
| 3=Intermediate | Usually ensures that defining requirements is utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that defining requirements is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in defining requirements |

Table 35: Defining Requirements

**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 36: Proficiency Levels by Grade

1. **Performance Based Acquisition** - contracting approach in which contractor performance is assessed against the desired outcome rather than the level of effort performed.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Identifies desired outcome * Assesses contractor performance in-depth |
| 1=Awareness | Occasionally is attentive to performance based acquisition for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses performance based acquisition to effectively gauge contractor performance |
| 3=Intermediate | Usually ensures that performance based acquisition is prioritized |
| 4=Advanced | Even in the most difficult situations, ensures that performance based acquisition is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in performance based acquisition |

Table 37: Performance Based Acquisition

**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 38: Proficiency Levels by Grade

1. **Bid Evaluation** - After the [submission](http://www.businessdictionary.com/definition/submission.html) [deadline](http://www.businessdictionary.com/definition/deadline.html), the [process](http://www.businessdictionary.com/definition/process.html) of opening, [examining](http://www.businessdictionary.com/definition/examiner.html), and evaluating [bids](http://www.businessdictionary.com/definition/bid.html) to determine the [bidders](http://www.businessdictionary.com/definition/bidder.html)' [responsibility](http://www.businessdictionary.com/definition/responsibility.html), responsiveness, and other [factors](http://www.businessdictionary.com/definition/factor.html) [associated](http://www.businessdictionary.com/definition/associated.html) with [selection](http://www.businessdictionary.com/definition/selection.html) of a bid for [contract award](http://www.businessdictionary.com/definition/contract-award.html).

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Opens, examines, and evaluates bids thoroughly * Determines bidders’ responsibility, responsiveness |
| 1=Awareness | Occasionally evaluates bids effectively but may avoid or miss key details |
| 2=Basic | Sometimes evaluates bid accurately for the best of the organization and its needs |
| 3=Intermediate | Usually ensures bids are evaluated satisfactorily in accordance with standards and to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, bids are evaluated using the best standards |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in bid evaluation |

Table 39: Bid evaluation

**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 40: Proficiency Levels by Grade

1. **Negotiation** - Uses persuasion to gain the support and cooperation from stakeholders, superiors, colleagues, subordinates and other parties to achieve a desired course of action consistent with the organization’s strategic goals and objectives.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Demonstrates ability to influence others when appropriate. * Maintains an awareness of goals and objectives and navigates solutions towards desired ends, while maintaining relationships and supporting consensus. * Uses all available information appropriately to guide decisions and negotiations to meet objectives, while acting with integrity. |
| 1=Awareness | Occasionally negotiates to bring about desirable outcomes but may avoid or miss key details |
| 2=Basic | Sometimes negotiates for the best of the organization and its needs |
| 3=Intermediate | Usually ensures that negotiation occurs to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that negotiation is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in negotiation |

Table 41: Negotiation

**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 42: Proficiency Levels by Grade

1. **Contract Award** - [Project owner's](http://www.businessdictionary.com/definition/project-owner.html) [notice](http://www.businessdictionary.com/definition/notice.html) to a [bidding](http://www.businessdictionary.com/definition/bidder.html) [contractor](http://www.businessdictionary.com/definition/contractor.html) of the [acceptance](http://www.businessdictionary.com/definition/acceptance.html) of the submitted [bid](http://www.businessdictionary.com/definition/bid.html). Also called award of contract.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Effectively evaluates bids * Informs bidder of acceptance |
| 1=Awareness | Occasionally awards contracts based on sound decisions and judgment, but may avoid or miss key details |
| 2=Basic | Sometimes awards contract for the best of the organization and its needs |
| 3=Intermediate | Usually ensures that contract awards occur to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that contract awarding is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in the rewarding of contracts |

Table 43: Contract Award

**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 44: Proficiency Levels by Grade

1. **Proposal Analysis and Evaluation** - [Formal](http://www.businessdictionary.com/definition/formal.html) [review](http://www.businessdictionary.com/definition/review.html) and [analysis](http://www.businessdictionary.com/definition/analysis.html) of [proposals](http://www.businessdictionary.com/definition/proposal.html) received in [response](http://www.businessdictionary.com/definition/response.html) to a [request for proposals](http://www.businessdictionary.com/definition/request-for-proposals-RFP.html) with a view to [award](http://www.businessdictionary.com/definition/award.html) a [contract](http://www.businessdictionary.com/definition/contract.html) to the most advantageous proposal.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| Key Behaviors | * Analyzes proposals * Awards contract to proposals that meet criteria specified * Reviews all details of proposals |
| 1=Awareness | Occasionally evaluates proposals but may avoid or miss key details |
| 2=Basic | Sometimes evaluates proposals for the best of the organization and its needs |
| 3=Intermediate | Usually ensures that proposal analysis is accurate and leads to the best vendor being selected to perform the work |
| 4=Advanced | Even in the most difficult situations, ensures that proposal analysis and evaluation is thorough and is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in proposal analysis and evaluation |

Table 45: Proposal Analysis and Evaluation

**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 46: Proficiency Levels by Grade

1. Performance Management - An [assessment](http://www.businessdictionary.com/definition/assessment.html) of an [employee](http://www.businessdictionary.com/definition/employee.html), [process](http://www.businessdictionary.com/definition/process.html), [equipment](http://www.businessdictionary.com/definition/equipment.html) or other [factor](http://www.businessdictionary.com/definition/factor.html) to [gauge](http://www.businessdictionary.com/definition/gauge.html) [progress](http://www.businessdictionary.com/definition/progress.html) toward predetermined [goals](http://www.businessdictionary.com/definition/goal.html).

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Effectively assesses employees, processes, equipment, or other factors * Gauges progress toward goals based on assessments |
| 1=Awareness | Occasionally conducts performance management accurately but may avoid or miss key details |
| 2=Basic | Sometimes conducts performance management for the best of the organization and its needs |
| 3=Intermediate | Usually ensures that the act of performance management achieves the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures performance management is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in performance management |

Table 47: Performance Management

**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 48: Proficiency Levels by Grade

1. **Solicitation of Offers** - Understands and employs methods for obtaining submission of offers or quotations to the Government from industry/vendors.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Facilitates the process of seeking and obtaining bids and proposals in compliance with applicable laws, regulations, policies and procedures. * Facilitates exchange of information among interested parties early on, and throughout the process to improve the understanding of Government requirements and state-of-the-art private sector and academic capabilities. * Develops and ensures distribution of proper notices and requests regarding solicitation (e.g., pre-solicitation notice, request for proposal, request for information). * Employs various methods and tools, such as requests for information and pre-proposal conferences, to facilitate the most effective and efficient solicitation process. |
| 1=Awareness | Occasionally solicits offers accurately but may avoid or miss key details |
| 2=Basic | Sometimes solicits offers for the best of the organization and its needs |
| 3=Intermediate | Usually ensures that offers are solicited to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that solicitation of offers is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in the solicitation of offers |

Table 49: Solicitation of Offers

**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 50: Proficiency Levels by Grade

1. **Defining Contractual Relationships** - [Legal](http://www.businessdictionary.com/definition/legal.html) [relationship](http://www.businessdictionary.com/definition/relationship.html) between [contracting-parties](http://www.businessdictionary.com/definition/contracting-party.html) evidenced by (1) an [offer](http://www.businessdictionary.com/definition/offer.html), (2) [acceptance](http://www.businessdictionary.com/definition/acceptance.html) of the offer, and a (3) [valid](http://www.businessdictionary.com/definition/valid.html) (legal and valuable) consideration. Existence of a contractual relationship, however, does not necessarily mean the [contract](http://www.businessdictionary.com/definition/contract.html) is enforceable, that it is not [void](http://www.businessdictionary.com/definition/void.html) or not [voidable](http://www.businessdictionary.com/definition/voidable.html).

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Understands the details of contractual relationships * Understands the logistics behind a contractual relationship * Understands what technically serves as a contractual relationship and what does not |
| 1=Awareness | Occasionally is attentive to defining contractual relationships but may avoid or miss key details |
| 2=Basic | Sometimes defines contractual relationships effectively, but not at a high level |
| 3=Intermediate | Usually ensures that contractual relationships are clearly defined |
| 4=Advanced | Even in the most difficult situations, ensures that contractual relationships are defined at a high level |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in defining contractual relationships |

Table 51: Defining Contractual Relationships

**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 52: Proficiency Levels by Grade

1. **Financial Management** - Applies financial practices to maintain budgets.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Understands financial management terminology, concepts, and key indicators. * Understands expenditures, where money was spent, and helps to identify the benefits realized as a result. * Gathers and reviews financial information to support the AO’s analysis efforts. * Research and completes paperwork to move erroneous charges, as directed by the AO; and assists with timely procurement requests and interagency agreement processing, which involves maintaining necessary electronic and paper files. * Runs ad hoc reports under guidance from the AO to address specific problems, and performs a preliminary analysis of data on budget reports to support resolution of discrepancies. * Initiates necessary financial documents as directed by the AO, and coordinates routing for approvals and budget implementation. * Gathers information or runs ad hoc reports to provide support to the AO in developing responses to HHS, NIH, OFM or Unit Data calls and inquiries using appropriate formats for presenting budget/personnel information. * Creates, or assists in the creation of, standard financial reports under guidance and/or on a set schedule. * Runs reports out of various systems to monitor the use and rate of expenditures of select items in program budgets, identifies potential discrepancies, and escalates potential issues to the AO. * As directed by the AO, prepares for end executes budget spending throughout the year to ensure full utilization of resources within allocations, which includes monitoring, shifting funds, submitting timely procurement requests, and using professional judgment to identify additional or different budget requirements that arise. * Enters, manages, and maintains/updates data in a timely and accurate manner to support the Federal and NIH budget processes utilizing the Status of Funds Internet Edition (SOFie) and nVISION/Data Warehouse. |
| 1=Awareness | Occasionally is to financial management principles and guidelines for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses financial management concepts to effectively accomplish organizational goals and assist colleagues |
| 3=Intermediate | Usually ensures that sound financial management tactics are utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that financial management is effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in financial management |

Table 53: Financial Management

**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 54: Proficiency Levels by Grade

1. **Dispute Resolution and Termination** - A [process](http://www.businessdictionary.com/definition/process.html) for resolving differences between two or more [parties](http://www.businessdictionary.com/definition/party.html) or [groups](http://www.businessdictionary.com/definition/group.html). In [business practice](http://www.businessdictionary.com/definition/business-practice.html) the [resolution](http://www.businessdictionary.com/definition/resolution.html) seeks to [achieve](http://www.businessdictionary.com/definition/achieve.html) fairness for all [participants](http://www.businessdictionary.com/definition/participant.html), and is often moderated by a [third party](http://www.businessdictionary.com/definition/third-party.html). There is often a dispute resolution [clause](http://www.businessdictionary.com/definition/clause.html) in [contracts](http://www.businessdictionary.com/definition/contract.html) that [defines](http://www.businessdictionary.com/definition/define.html) how a disagreement is to be resolved.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Manages disagreements professionally and according to proper guidelines * Resolves differences fairly * Seeks fairness in all actions that benefit all parties |
| 1=Awareness | Occasionally is attentive to dispute resolution for the good of the organization but may avoid or miss key details |
| 2=Basic | Sometimes uses dispute resolution and termination to effectively accomplish organizational goals and assist colleagues |
| 3=Intermediate | Usually ensures that dispute resolution and termination principles are utilized to achieve the desired results of the organization |
| 4=Advanced | Even in the most difficult situations, ensures that dispute resolution and termination standards are effectively employed |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be highly proficient in dispute resolution and termination |

Table 55: Dispute Resolution and Termination

**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 56: Proficiency Levels by Grade

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

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

Table 57: 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 58: Proficiency Levels by Grade

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

### GRADE 7, Contracting Officer

#### Baseline Job Requirements

* A 4-year course of study leading to a bachelor's degree with a major in any field; or at least 24 semester hours in any combination of an appropriate business field.
* Knowledge and ability to apply basic acquisition procedures and techniques and commonly used contracting methods and contract types to carry out recurring assignments and perform developmental assignments or segments of large acquisitions.
* Knowledge and skill to draw conclusions and make recommendations by analyzing facts and making comparisons.
* Familiarity with business practices and market conditions sufficient to evaluate offer or responsiveness, contractor responsibility and contractor performance.
* Ability to present factual information, compose memoranda, and draft contract provisions and supporting documents.
* Ability to communicate orally.
* Ability to communicate in writing.

#### Education Requirements

One full academic year of graduate education or law school or superior academic achievement.

### GRADE 9, Contracting Officer

#### Baseline Job Requirements

* Knowledge of Federal, Departmental, and Agency policies, procedures, and regulations applicable to the solicitation, award, administration and close-out of Federal contracts particularly as they relate to research and development.
* Knowledge of program objectives to establish a realistic planning schedule and to ensure that the SOW and RFC are complete and accurate.
* Knowledge of contract administration principles and practices to monitor contractor performance and to solve problems relating to contract modifications, progress and other payments, and similar problems.
* Knowledge of business and industry practices necessary to analyze the contractor’s ability to perform the contract.
* Knowledge of specific contractual requirements, terms, conditions, and pricing provisions necessary to evaluate costs, to analyze effects of contractor’s change proposals, and to develop positions for negotiating fair and reasonable settlements.
* Knowledge of procurement monitoring and management control techniques necessary to monitor the contractor’s financial and business conditions, to detect indicators having an adverse impact on contract performance (e.g., impending bankruptcy or severance of vendor support), and to recommend appropriate remedial action.
* Ability to communicate verbally to convey information concerning the acquisition, to respond to inquiries, and to participate in contract negotiations.
* Ability to communicate in writing to prepare a variety of written materials including correspondence and contract documents.

#### Proficiency Demonstrations

The employee’s work covers the full range of pre-award contracting activities. Formal advertising is used primarily, although some sole source negotiation is required. Adequate competition is generally available, although review of the market is occasionally required to determine the availability of specialized items or services. Contracts used are firm fixed-price or less complex cost-type contracts containing some special provisions. Assignments require development of procurement plans for specialized items or services where previous procurements of the same or similar items are available for review. Changes in the item or market conditions require adaptation of the procurement plan. The employee analyzes procurement requirements, market conditions, the contractor’s responsibility, and problems which arise.

#### Education Requirements

Two full academic years of progressively higher level graduate education or masters or equivalent graduate degree or LL.B. or J.D.

### GRADE 11, Contracting Officer

#### Baseline Job Requirements

* Knowledge of Federal, Departmental or agency and local contract laws, contracting principles, laws, statutes, Executive Orders, regulations and procedures applicable to the award and administration of contracts sufficient to procure and/or administer contracts for a variety of specialized equipment, services, and/or construction, or to conduct studies of problem areas and develop standard methods and operating procedures.
* Knowledge of various types of contracts, methods of contracting, and selection factors to plan appropriate strategies to procure requirements, and to conduct negotiations in the pre-award and post-award phases of contracting.
* Knowledge of program objectives, technical terminology, and uses of equipment services, or construction procured sufficient to participate in planning, negotiation, award, and administration.
* Knowledge of commercial and industry business practices sufficiently to identify sources, analyze cost and pricing data and contract proposals, and to evaluate the bidders for responsibility.
* Ability to communicate verbally to convey information concerning the acquisition, to respond to inquiries, and to participate in contract negotiations.
* Ability to communicate in writing to prepare a variety of written materials including correspondence and contract documents.

#### Proficiency Demonstrations

Assignments cover the full range of pre-award and/or post-award functions associated with a variety of contracts which are formally advertised and negotiated. Some of the contracts include such complexities as: use of various fixed-price and cost contracts; inclusion of special provisions and similar conditions; limited competition because of the urgency or quantity specified; cost analysis required on initial pricing or contract modifications; contractual period of more than a year. Decisions are based on analysis of alternatives, adaptation or modification of procedures or resolution of incomplete or conflicting technical or contractor data. Employee makes decisions or recommendations concerning post-award areas as expediting delivery, issuing change orders, exercising contractual options and processing claims.

#### Education Requirements

Three full academic years of progressively higher level graduate education or Ph.D. or equivalent doctoral degree.

### GRADE 12, Contracting Officer

#### Baseline Job Requirements

* Knowledge of Federal, departmental or agency, and local contract laws, contracting principles, laws, statues, Executive Orders, regulations and procedures applicable to pre-award and/or post-award actions sufficient to procure and/or administer contracts for a variety of specialized equipment, services, and/or construction, or to conduct studies of problem areas and develop standard methods and operating procedures.
* Ability to coordinate and conduct negotiations on assigned programs, persuade audiences and to deal effectively with resistance to proposed plans and ideas and give adequate consideration to alternative plans and ideas.
* Knowledge of program objectives, technical terminology, uses of equipment, services, or construction procured sufficient to participate in planning, negotiation, and administration.
* Knowledge of price/cost analysis techniques, such as cost estimating techniques, sufficient to evaluate contractor proposals and prepare a pre-negotiation position.
* Knowledge of various contract types, methods, and techniques including: cost type contracting, award fees, cost sharing arrangements, performance based contracting, processing of unsolicited proposals, multiple awards, and special provisions such as proprietary rights, rights-in-data, Privacy Act, etc.
* Knowledge of commercial and industrial business practices to identify sources, analyze cost and pricing data and contract proposals, and to evaluate the offers for responsibility.
* Ability to apply critical thinking and judgment skills to various work assignments to identify and troubleshoot potential problems and to develop remedies and solutions.

#### Proficiency Demonstrations

The work involves planning, developing and managing contractual actions for complex HHS functional areas. Assigned procurements and financial instruments at this level are characterized by such complexities as: Unique requirements requiring specialized requirements, multiple sources competing for procurement, labor-intensive post award administration, use of cost reimbursement type contracts, overseas recipients, and building relationships with other federal organizations to foster international activities.

#### Education Requirements

Three full academic years of progressively higher level graduate education or Ph.D. or equivalent doctoral degree.

### GRADE 13, Contracting Officer

#### Baseline Job Requirements

* Mastery of contracting theories, principles, and practices to provide a wide range of contracting services that enhance the agency’s ability to acquire essential systems, supplies and technical services under terms and conditions favorable to the Government.
* Knowledge of contract types, methods, and techniques, including cost and incentive contracting, cost sharing arrangements, special provisions relating to proprietary rights, and rights in data.
* Extensive knowledge of Federal rules, regulations, and policies governing the acquisition process such as the FAR and HHSAR, in order to ensure that the agency complies fully with all pertinent regulatory and policy requirements.
* Knowledge of Departmental, OPDIV, office and supported program’s mission, goals and objectives, functions, public-interest factors, organizational structure and organizational interactions.
* Ability to fully execute all functions required for the planning, solicitation, negotiation, award and administration of complex acquisitions which may involve multi-year requirements and successive stages.
* Knowledge of business practices and relevant market conditions affecting the companies providing the systems, services, and supplies needed by the Agency to accomplish program objectives.
* Skill in planning projects, collecting and analyzing information, drawing logical conclusions, executing plans, and taking corrective actions to remain within provided parameters.
* Skill in technical writing and formats pertaining to procurement instrument writing and correspondence with stakeholders. Skill in verbal communications and presentations in all settings. Skill in interpersonal communications with all audiences, including negotiations with recipients, vendors and program personnel.
* Knowledge of, and ability to use automated acquisition systems.

#### Proficiency Demonstrations

The employee is responsible for managing complex acquisition actions which often lack precedent and represent the diversity of the Agency’s programs. The acquisitions include research and evaluation studies, information technology, and technical services. The contracts cover a wide variety of cost and fixed price types that include special clauses and conditions related to the particular work to be carried out. The services provided are highly varied and involve formulating complex procurement plans, working with complex work statements, providing expert guidance to management in defining procurement needs, complying with regulatory requirements, and addressing issues unique to the specific procurement. Overall working knowledge of the agency’s diverse programs is requisite to enable proper interpretation of work statements and to select the appropriate type of contract.

The employee is responsible for overseeing the conduct of sophisticated technical evaluation procedures for proposed long-term, multiple year contracts that incorporate incremental funding provisions and/or option provisions. Responsibilities also include performing cost analyses of proposals which include unique characteristics and emphasis. Innovative approaches are necessary to contract for unique programmatic needs with few precedents. The work is further complicated by numerous technical and administrative factors including the dynamic nature of agency programs and the need to respond to constantly changing procurement requirements, the lack of reliable precedents, fluctuations in the availability of funds, and frequent changes in the regulatory environment governing acquisitions.

#### Education Requirements

Three full academic years of progressively higher level graduate education or Ph.D. or equivalent doctoral degree.

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

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

Table 59: Recommended Training

## DEVELOPMENTAL OPPORTUNITIES

**To Strengthen Your General Competencies:**

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

**To Strengthen Technical Competencies:**

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

## DEVELOPMENTAL ACTIVITIES

Training is only one option, other developmental ideas include:

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

## ADDITIONAL TRAINING OPPORTUNITIES AND RESOURCES:

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

The Learning Management System 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:

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

### Microsoft Office Training

The official training site of the Microsoft Office suite covers many topics and has separate pages for 2003, 2007 and 2010 versions.

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

### 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 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.

<http://trainingcenter.nih.gov/audience-admin.html>

### OPDIV Library Resource Training

OPDIV Libraries 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.

<http://nihlibrary.nih.gov/ResourceTraining/Pages/default.aspx>

### Pathways Program

The Management Intern Program 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.

<http://www.opm.gov>

### 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 program events, activities, and resources to facilitate personal and professional growth.

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

### OPDIV Video-casting 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 has over 1600 instructional videos about Microsoft Excel. There are playlists dealing with Excel basics, pivot tables, finance and statistical functions, and much more. <http://www.youtube.com/user/ExcelIsFun>

#### Leadership Resources

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

<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 everyone’s hands. 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 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.**

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

#### TED

**TED 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.**

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

#### OPDIV Acquisition Management Training Resource Center

The site contains information about NIH/HHS acquisition certification requirements, training options, FAQs, and additional acquisitions resources:

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

### Language Development

#### American Sign Language Online

ASL University 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 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>

#### Learn Out Loud

Learn Out Loud offers a wide selection of free audio books, lectures, speeches, and interviews on 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, 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 offers the NIH 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.

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

#### Management Seminar Series

The Management Seminar Series (MSS) 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.

<http://trainingcenter.nih.gov/management_seminar_series.htm>