# 0560 – Budget Analyst

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 template is intended to educate employees on career opportunities available within the Agency. Specifically, 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 job series involves analytical, technical, and administrative duties in one or more phases of the budgetary process, e.g., budget formulation and justification, presentation and enactment, or execution. Budget analysts are responsible for a segment of an organization's budget, programs, and/or organizational structure that is less than the full scope of budgetary operations for the organizational component and level served. Also use this title for positions that develop budgetary guidance.

## POSITION DESCRIPTION

**The Budget Analyst performs a range of duties according to grade level:**

### GS-0560-09, Budget Analyst:

* The incumbent of this position performs a variety of routine budget analysis assignments that require the application of well-established budget principles, theories, and concepts.
* Performs routine budget analysis functions in assigned areas. Work may be performed in any segment of the normal range of budget administration work performed by the organization including budget formulation, budget presentation-enactment, or budget execution.
* Compiles factual information and quantitative data to prepare regular and ad hoc reports that present information such as the status of funds, expenditures, and obligations.
* Maintains databases, budget systems, registers and other automated systems which record budget data and track budget activities.
* Contributes to the preparation of budget estimates and justifications by extracting and presenting current and historical data.
* Provides information and assistance to program managers on matters such as the requirements and acceptability of routine budget documents. Compiles historical data and documentation to assist managers and program staff with the development of budget requests.
* Reviews office budget submissions for reasonableness, accuracy, and conformance with procedures and guidelines such as OMB circulars.
* Monitors, reviews, and reconciles commitments, obligations and expenditures. Assures that obligations incurred and resulting expenditures of funds are in accordance with pertinent laws and regulations. Identifies potential issues and provides recommendations to the supervisor for resolution of problems. Recommends minor reprogramming to cover unanticipated expenditures.
* Performs other duties as assigned that are related to this position.

### GS-0560-11, Budget Analyst:

* The incumbent performs a specified portion or portions of the full range of budget analysis assignments.
* Performs a variety of budget analysis functions in assigned areas. Work may be performed in any segment of the normal range of budget administration work performed by the organization including budget formulation, budget presentation, and budget execution.
* Provides support to managers and program staff in the budget formulation process by researching and compiling background and historical data to assist in the development of budget estimates and justifications and to identify the cost of operations
* Interprets OMB directives and circulars and provides information and advice to program managers and program staff on routine financial management issues.
* Prepares reoccurring and special reports and presentation materials that document and explain the status of funds, expenses, and obligations. Contributes to larger, more complex reporting requirements originating from the office of Management and Budget (OMB), the Department, Congress, etc.
* Reviews agency and office budget submissions and obligating documents for reasonableness, accuracy, and conformance with procedures and guidelines.
* Monitors, reviews, and reconciles commitments, obligations, reimbursable orders, etc. Assures that obligations incurred and resulting expenditure of funds are in accordance with pertinent laws and regulations. Identifies potential issues and provides recommendations for resolution of budgetary problems.
* Works with managers in the development of annual work plans and schedules for the execution of approved budgets. Recommends reprogramming and adjustments to work plans to account for changes in funding levels, program priorities, and unanticipated expenses.
* Maintains complex databases, register, and other accounting/tracking systems to monitor and track obligations, expenditures, and the flow of funds. Ensures fund availability for the processing of obligating documents. Performs regular analysis of obligations and expenditures to ensure required limitations are observed, to identify cost trends, and to assist in the development and allocation of funds.
* Performs other duties as assigned that are related to this position.

### GS-0560-12, Budget Analyst:

* The purpose of this position is to perform a variety of complex budget duties, utilizing a professional knowledge of budget principles and procedures in carrying out assignments.
* Performs budget development, formulation and/or execution functions for assigned programs or administrative budget areas. Monitors, reviews and reconciles commitments, obligations, reimbursable orders, etc. Assures that obligations incurred and resulting expenditures of funds are in accordance with pertinent laws and regulations. Identifies potential issues and provides recommendations for resolution of budgetary problems. Identifies opportunities and recommends process improvements to the budgetary processes, policies, and procedures.
* Works with managers and program specialists in the development of annual work plans and schedules for the execution of approved budgets. Recommends reprogramming and adjustments to work plans to account for changes in funding levels, program changes, and unanticipated expenses.
* Provides support to managers and program specialists in the budget formulation process. Compiles background and historical data and documentation to assist in the development of budget estimates and justifications and to identify operating costs.
* Maintains complex databases, registers, and other budget tracking systems employed by the organization. Tracks obligations, expenditures and the flow of funds. Ensures fund availability for the processing of obligating documents.
* Interprets complex regulations, directives and policies and provides authoritative advice and assistance to program managers. Analyzes the impact of new or proposed legislation on the organization’s budget.
* Compiles data and prepares a variety of ad hoc and reoccurring reports and analyses related to financial management issues such as the status of funds, obligations, FTE usage, etc.
* Reviews and edits agency and office budget submissions for reasonableness, accuracy, and conformance with procedures and guidelines.
* Negotiates budget funding amounts, timing, and changes with program managers; monitoring budget; recommending reprogramming of funds as needed.
* Performs other duties as assigned that are related to this position.

### GS-0560-13, Budget Analyst:

* The incumbent of this position serves as a senior budget analyst utilizing a professional knowledge of budget principles and procedures in carrying out complex assignments.
* Performs complex budget development, formulation and/or execution functions for substantive HHS programs or administrative budget areas. Monitors, reviews and reconciles commitments, obligations, reimbursable orders, etc. Assures that obligations incurred and resulting expenditures of funds are in accordance with pertinent laws and regulations. Identifies issues and provides recommendations for resolution of complex problems.
* Works with managers and program specialists in the development of annual work plans and schedules for the execution of approved budgets. Recommends reprogramming and adjustments to work plans to account for changes in funding levels, program changes, and legislative mandates.
* Reviews, analyzes, and interprets existing and proposed legislation, appropriation language, executive orders, and OMB circulars and bulletins. Provides authoritative interpretation, advice and assistance to program managers and budget staff. Identifies opportunities and recommends process improvements to the budgetary processes, policies, and procedures.
* Provides expert advice and recommendations for budgetary actions. Formulates budget estimates for multi-year programs. Tracks progress of agency appropriations through Congress.
* Develops cost-benefit analysis of proposed budgetary and program actions and advises agency officials and program managers of most advantageous courses of action.
* Justifies the budget before OMB staff and provides liaison between OMB staff and the organization.
* Maintains complex databases, registers, and other accounting/tracking systems employed by the organization. Tracks obligations, expenditures and the flow of funds. Ensures fund availability for the processing of obligating documents.
* Performs other duties as assigned that are related to this position.

## 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 Budget Analyst series, GS-0560. The GS Grade Levels are 7, 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:*

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



**Figure 1: Career Map for Budget Analyst**

## SUCCESS FACTORS

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

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

* Gain a broad experience in project management by managing multiple projects.
* Possess the ability to effectively speak to technical and business audiences.
* Develop proficiency in contract/subcontracting management, particularly managing different types of contracts, such as Cost, Firm Fixed Price, Time and Materials, Research and Development, Hybrid, Interagency, Operations and Sustainment, Software Development, Network Services, COTS Integration, Systems Acquisition, etc.
* Develop outstanding oral and written communication skills.
* Learn how to manage in multi-stakeholder environment.
* Develop a strong understanding of the strategic roles of stakeholders.
* Gain an understanding of the political environment.
* Develop effective talent management skill – be able to orchestrate a cross-functional team.
* Gain as much real-world experience as possible working with multiple and different types of projects and programs, as well working with a variety of stakeholders (e.g., by participating in rotational assignments inside or outside of the agency).
* Develop the ability to build consensus.
* Gather and manage the developing requirements of customers, setting expectations as appropriate.

## PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES

| **Proficiency Level** | **General Competencies** | **Technical Competencies** |
| --- | --- | --- |
| 5 = Expert  | * Applies the competency in exceptionally difficult situations.
* Serves as a key resource and advises others
 | * Applies the competency in exceptionally difficult situations.
* Serves as a key resource and advises others.
* Demonstrates comprehensive, expert understanding of concepts and processes.
 |
| 4 = Advanced | * Applies the competency in considerably difficult situations.
* Generally requires little or no guidance
 | * Applies the competency in considerably difficult situations.
* Generally requires little or no guidance.
* Demonstrates broad understanding of concepts and processes.
 |
| 3 = Intermediate | * Applies the competency in difficult situations.
* Requires occasional guidance.
 | * Applies the competency in difficult situations.
* Requires occasional guidance.
* Demonstrates understanding of concepts and processes.
 |
| 2 = Basic | * Applies the competency in somewhat difficult situations.
* Requires frequent guidance.
 | * Applies the competency in somewhat difficult situations.
* Requires frequent guidance.
* Demonstrates familiarity with concepts and processes.
 |
| 1 = Awareness | * Applies the competency in the simplest situations.
* Requires close and extensive guidance.
 | * Applies the competency in the simplest situations.
* Requires close and extensive guidance.
* Demonstrates awareness of concepts and processes.
 |

Table 1: Proficiency Level Distinctions for Baseline Competencies

## BASELINE COMPETENCIES BY GRADE LEVEL

| **Baseline Competencies** | **GS 7** | **GS 9** | **GS 11** | **GS12** | **GS 13** |
| --- | --- | --- | --- | --- | --- |
| Mentoring | 2 | 2-3 | 3-4 | 4 | 5 |
| Accountability  | 5 | 5 | 5 | 5 | 5 |
| Budget Forecasting  | 2-3 | 3 | 3-4 | 4 | 5 |
| Communication  | 2-3 | 3 | 3-4 | 4 | 5 |
| Customer Service | 2-3 | 3 | 3-4 | 4 | 5 |
| Data Analysis and Interpretation | 2-3 | 3 | 3-4 | 4 | 5 |
| Decision Making | 2-3 | 3 | 3-4 | 4 | 5 |
| Detail Oriented | 2-3 | 3 | 3-4 | 4 | 5 |
| Federal Budget Process | 2-3 | 3 | 3-4 | 4 | 5 |
| Financial Acumen  | 2-3 | 3 | 3-4 | 4 | 5 |
| Flexibility | 2-3 | 3 | 3-4 | 4 | 5 |
| Collaboration and Partnering  | 2-3 | 3 | 3-4 | 4 | 5 |
| Leveraging Technology | 2-3 | 3 | 3-4 | 4 | 5 |
| Organizational Awareness | 2-3 | 3 | 3-4 | 4 | 5 |
| Problem Solving | 2-3 | 3 | 3-4 | 4 | 5 |
| Process Management  | 2-3 | 3 | 3-4 | 4 | 5 |
| Honesty | 5 | 5 | 5 | 5 | 5 |
| Results Orientation | 2-3 | 3 | 3-4 | 4 | 5 |
| Self-Management | 2-3 | 3 | 3-4 | 4 | 5 |

Table 2: Baseline Competencies by Grade Level

**1. Mentoring** - Helps others, regardless of reporting relationship, to acquire the awareness, confidence, and resources necessary to fulfill their potential.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Acts as a role model and example to others.
* Maintains a genuine interest in facilitating the personal and professional growth of others, regardless of reporting relationship.
* Provides informal developmental feedback.
* Listens actively to what is said and not said, and to support others' self expression.
* Shares expertise and provides informal advice.
* Assists protégé in navigating organizational landscape to achieve objectives.
* Assists, supports, and encourages others in identifying difficulties, prioritizing tasks, defining goals (e.g., creating an IDP), and producing positive results.
 |
| 1=Awareness | Occasionally mentors developing employees; may avoid or miss opportunities  |
| 2=Basic | Sometimes demonstrates ability to mentor effectively and assist with directing others in proper career direction |
| 3=Intermediate | Usually mentors individuals and looks for opportunities to mentor. |
| 4=Advanced | Even in the most difficult situations, identifies mentoring candidates and looks for ways to assist others. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in mentorship. |

 Table 3: Mentoring

 **Proficiency Levels by Grade**

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

Table 4: Proficiency Levels by Grade

**2. Detail Oriented** – 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 5: Detail Oriented

**Proficiency Levels by Grade**

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

Table 6: Proficiency Levels by Grade

**3. 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 7: Customer Service

 **Proficiency Levels by Grade**

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

Table 8: Proficiency Levels by Grade

**4. 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 9: Decision Making

**Proficiency Levels by Grade**

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

Table 10: Proficiency Levels by Grade

**5. 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 to display ethical behavior |
| 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 integrity is vividly apparent  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in honesty and integrity  |

Table 11: 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 12: Proficiency Levels by Grade

**6. 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 13: Communication

**Proficiency Levels by Grade**

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

Table 14: Proficiency Levels by Grade

**7. 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 15: Problem Solving

**Proficiency Levels by Grade**

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

Table 16: Proficiency Levels by Grade

**8. 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 17: Collaboration and Partnering

**Proficiency Levels by Grade**

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

Table 18: Proficiency Levels by Grade

**9. 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 19: Mentoring

**Proficiency Levels by Grade**

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

Table 20: Proficiency Levels by Grade

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

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

Table 21: Data Analysis and Interpretation

**Proficiency Levels by Grade**

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

Table 22: Proficiency Levels by Grade

**11. Accountability** - Takes responsibility for actions, including the obligation to report, explain and be answerable for consequences.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Takes responsibility for actions
* Displays a conscientious personality
 |
| 1=Awareness | Occasionally performs work displaying accountability, but may avoid or miss opportunities |
| 2=Basic | Sometimes is accountable for workplace actions, but not at a high level  |
| 3=Intermediate | Usually takes responsibility for actions, products, decisions, and policies  |
| 4=Advanced | Even in the most difficult situations, ensures that he/she is accountable, thereby taking ownership of work  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in accountability  |

Table 23: Accountability

**Proficiency Levels by Grade**

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

Table 24: Proficiency Levels by Grade

**12. Flexibility** - Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Is adaptable to changing situations
* Adjusts well to new information, guidelines, unexpected obstacles
* Deals well with vagueness
 |
| 1=Awareness | Occasionally is flexible, but may avoid or miss opportunities |
| 2=Basic | Sometimes is adaptable to changing circumstances and situations, but not at a high level  |
| 3=Intermediate | Usually adjusts well to the workplace environment  |
| 4=Advanced | Even in the most difficult situations, displays flexibility and adaptability at a high level  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in flexibility  |

 Table 25: Flexibility

**Proficiency Levels by Grade**

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

Table 26: Proficiency Levels by Grade

**13. Budget Forecasting** – the utilization of current financial trends to predict future financial trends of any given organization.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All levels | * Knowledge of budget, finance, and other monetary based skills
* Ability to forecast financial information for future instances based on current financial trends
 |
| 1=Awareness | Occasionally makes budget forecasts that are good, but misses or avoids opportunities  |
| 2=Basic | Sometimes forecasts effectively, but not at a high level  |
| 3=Intermediate | Usually exhibits a strong sense of budget know-how and forecasting  |
| 4=Advanced | Even in the most difficult situations, ensures that budget forecasts are accurate and portray a realistic picture of what is to come  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in budget forecasting  |

Table 27: Budget Forecasting

**Proficiency Levels by Grade**

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

Table 28: Proficiency Levels by Grade

**14. Federal Budget Process** – Comprehension of how the budget is created for government agencies. Comprehension of Congress’s role in shaping all Department budgets.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Knowledge of budget, finance, and other monetary based skills
* Ability to apply budget principles and know-how into current job duties
 |
| 1=Awareness | Occasionally makes informed decisions pertaining to the budget process, but may avoid or miss opportunities  |
| 2=Basic | Sometimes makes assertions regarding the federal budget process that are accurate, but not at a high level  |
| 3=Intermediate | Usually exhibits a strong sense of federal budget process  |
| 4=Advanced | Even in the most difficult situations, ensures that the federal budget process is honored  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in federal budget process  |

Table 29: Federal Budget Process

 **Proficiency Levels by Grade**

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

Table 30: Proficiency Levels by Grade

**15. Financial Acumen** – Keenness and quickness in understanding and dealing with a business situation in a manner that is likely to lead to a good outcome.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Knowledge of budget, finance, and other monetary based skills
* Ability to grasp information quickly and accurately
* Demonstrates a sense of business savvy
 |
| 1=Awareness | Occasionally exhibits business acumen, but misses or avoids opportunities  |
| 2=Basic | Sometimes displays keenness and quickness in dealing with business scenarios, but not at a high level  |
| 3=Intermediate | Usually exhibits a strong sense of financial acumen  |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of business acumen in all work actions  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in financial acumen  |

Table 31: Financial Acumen

 **Proficiency Levels by Grade**

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

Table 32: Proficiency Levels by Grade

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

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

Table 33: Leveraging Technology

**Proficiency Levels by Grade**

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

Table 34: Proficiency Levels by Grade

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

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

Table 35: Organizational Awareness

**Proficiency Levels by Grade**

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

Table 36: Proficiency Levels by Grade

**18. Process Management** - Develops and monitors processes and organizes resources to achieve desired results.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Evaluates efficiency and effectiveness of resources utilization and results accomplishment.
* Establishes clear, well-defined processes necessary to achieve the desired outcomes.
* Organizes people and activities to accomplish results.
* Identifies and addresses process problems promptly.
* Delineates complex processes into more simple tasks and functions.
* Creates an effective work flow that effectively coordinates and integrates tasks and functions.
* Identifies and takes advantage of opportunities to accomplish multiple objectives and obtain synergies through process development and management.
* Effectively communicates and coordinates with other stakeholders in the process
 |
| 1=Awareness | Occasionally demonstrates process management skills, but may avoid or miss opportunities  |
| 2=Basic | Sometimes exhibits traits that are indicative of proficiency with process management  |
| 3=Intermediate | Usually exhibits a strong sense of process management, effectively evaluating efficiency and effectiveness of resources.  |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of process management, thus is deeply knowledgeable regarding the organization’s processes and functions.  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in process management |

Table 37: Process Management

**Proficiency Levels by Grade**

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

Table 38: Proficiency Levels by Grade

**19. Results Orientation** - Focuses on desired results and sets and achieves challenging goals.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Identifies and meets with appropriate parties to develop an understanding of the project goals and desired outcomes.
* Develops and utilizes measures to assess goal attainment and outcome achievement.
* Utilizes tools and techniques to ensure projects remain on target and on budget.
* Demonstrates a flexible approach to work and projects to achieve cost-savings and to attain goals.
* Effectively engages team members’ participation in achieving goals by identifying strengths of members and assigning tasks based on strengths.
 |
| 1=Awareness | Occasionally demonstrates results orientation skills, but may avoid or miss opportunities  |
| 2=Basic | Sometimes exhibits traits that are indicative of an individual with results oriented goals  |
| 3=Intermediate | Usually exhibits a strong sense of results orientation, effectively focusing on desired results and achieving goals |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of results orientation, and is motivated to bring about products that display the results oriented philosophy  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in results orientation |

Table 39: Results Orientation

**Proficiency Levels by Grade**

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

Table 40: Proficiency Levels by Grade

**20. Self-Management** - Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Sets realistic personal goals
* Displays high level of initiative, effort, and commitment
* Works with minimal supervision
* Demonstrates responsible behavior
 |
| 1=Awareness | Occasionally self-manages, but may need regular supervision  |
| 2=Basic | Sometimes exhibits traits that are indicative of an individual with a sense of self-sufficiency  |
| 3=Intermediate | Usually exhibits a strong sense of self-management, effectively focusing on tasks without close support and supervision  |
| 4=Advanced | Even in the most difficult situations, exhibits a solid sense of self-management  |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in self-management |

Table 41: Self-Management

**Proficiency Levels by Grade**

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

Table 42: Proficiency Levels by Grade

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

### GS-0560-07 – Budget Analyst

#### 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.

#### Educational Requirements

One full year of graduate level education *or* superior academic achievement.

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

### GS-0560-09 – Budget Analyst

#### Baseline Job Requirements

* Knowledge of Federal and Department budgetary methods, practices, procedures, regulations, and other guides in order to perform routine continuing assignments in the areas of budget formulation, presentation, and/or execution.
* Ability to extract, review, and analyze numerical information such as monthly expense statements, budget requests, cost estimates in order to prepare reports and analyses.
* Skill in categorizing and analyzing quantitative data in order to analyze budgetary and accounting activities. Knowledge of assigned organization's structure, programs, and the budgetary and financial relationships of the organization to determine whether estimates of funding needs are appropriate or if funds are being expended according to the program's goals and objectives.
* Knowledge and understanding of the overall budgeting process and ability to grasp the relationship of specific details to the overall budget.
* Skilled in the use of a variety of software programs such as Excel to maintain and present the organization’s financial data. Ability to enter and extract data from financial management databases and systems utilized by the organization.
* Ability to communicate verbally to gather and exchange information. Ability to communicate in writing to prepare and present reports and other factual documents.

#### Proficiency Demonstrations

The work involves varied duties in the budget process. Assignments are of moderate difficulty and require the use of a number of different and unrelated analytical methods and techniques. The techniques used in following procedures are normally routine, but may involve some adaptation of established procedures. For each step, the specialist must make decisions on the appropriate course of action to choose.

#### Education Requirements

Master's or equivalent graduate degree *or* 2 full years of progressively higher level graduate education leading to such a degree *or* LL.B. or J.D., if related

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

### GS-0560-11 – Budget Analyst

#### Baseline Job Requirements

* Comprehensive knowledge of Departmental and Federal budget processes, policies, procedures, and regulations to assure that budget estimates, projections, and submissions conform to requirements, guidelines, and financial objectives.
* Detailed knowledge of assigned organization and programs to analyze and evaluate the effects of continuing changes in program plans and funding on the accomplishment of the organizations' budget and program goals and objectives.
* Skill in the identification, analysis, and resolution of a range of budgetary problems to develop alternative solutions and to resolve problems.
* Knowledge of automated financial management systems used by the organization to monitor funds and analyze financial data and skill in extrapolating information from these systems to prepare reports for substantive programs.
* Ability to communicate verbally to gather and present information and to explain regulations, policies, procedures, and requirements.
* Ability to communicate in writing to prepare and present reports and other budgetary documents.

#### Proficiency Demonstrations

The work involves complex and varied duties in the budget process including: preparing detailed budget estimates, justifications and budget execution plans; compiling cost figures; monitoring the rates of obligations and expenditure of funds; filling out a variety of unrelated budget forms, documents, and reports; and providing advice and recommendations to managers. Assignments are of more than average difficulty and involve the consideration of legal and regulatory constraints, methods for obtaining and distributing funds, proposed uses of requested funds, cyclical time frames and deadlines, and alternative means of accomplishing budgetary and program objectives. The work often involves making decisions and recommendations concerning the technical treatment of budgetary data under conditions of high uncertainty and/or short timeframes.

#### Education Requirements

Ph.D. or equivalent doctoral degree *or* 3 full years of progressively higher level graduate education leading to such a degree *or* LL.M., if related.

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

### GS-0560-12 – Budget Analyst

#### Baseline Job Requirements

* Comprehensive knowledge of Departmental and Federal budget processes, policies, procedures, and regulations to assure that budget estimates, projections, and submissions conform to requirements, guidelines, and financial objectives.
* Detailed knowledge of assigned organization and programs to analyze and evaluate the effects of continuing changes in program plans and funding on the on the accomplishment of the organization's budget and program goals and objectives.
* Skill in the identification, analysis, and resolution of a range of budgetary problems to develop alternative solutions and to resolve problems.
* Knowledge of automated financial management systems used by the organization to monitor funds and analyze financial data and skill in extrapolating information from these systems to prepare reports for substantive programs.
* Ability to communicate verbally to gather and present information and to explain regulations, policies, procedures, and requirements.
* Ability to communicate in writing to prepare and present reports and other budgetary documents.

#### Proficiency Demonstrations

The work involves complex and varied duties in the budget process including: preparing detailed budget estimates, justifications and budget execution plans; compiling cost figures; monitoring the rates of obligations and expenditure of funds; completing a variety of unrelated budget forms, documents, and reports; providing advice and recommendations to managers. Assignments are of more than average difficulty and involve the consideration of legal and regulatory constraints, methods for obtaining and distributing funds, proposed uses of requested funds, cyclical time frames and deadlines, and alternative means of accomplishing budgetary and program objectives. Work often involves making decisions and recommendations concerning the technical treatment of budgetary data under conditions of high uncertainty and short timeframes.

#### Education Requirements

Ph.D. or equivalent doctoral degree *o r*3 full years of progressively higher level graduate education leading to such a degree *or* LL.M., if related.

### GS-0560-13 – Budget Analyst

#### Baseline Job Requirements

* Expert knowledge of the Department and the Federal budget process, and all associated policies, directives, procedures and regulations, to develop and provide authoritative advice and interpretations of legislation, policies, and precedents.
* Knowledge of organization's mission, programs, and legislative history to develop budgetary policies, to assist line organizations in setting and implementing program goals, to determine how they impact and interact with other programs and budgets of the Department, and other Federal and state agencies.
* A high degree of skill in analysis and comparison of program content, cost-benefit, and political viability of alternative budget and program actions.
* Skill in the use of state-of-the-art automated accounting and financial management systems and skill in extrapolating information from these systems.
* Expert skill in communicating in writing to prepare complex reports, narratives, justifications, etc.
* Expert skill in verbal communication to provide authoritative advice and assistance and to persuade others to adopt proposed recommendations.

#### Proficiency Demonstrations

Assignments at this level are varied and complex and require in-depth analysis to determine the means of resolution and the application of a variety of non-related techniques and methods to a broad range of budget tasks. Work involves reviewing, analyzing, consolidating, and revising budget estimates, justification statements, and budget execution plans submitted by HHS or contractor organizations. The incumbent advises managers on appropriate budgetary action to be taken to meet agency needs, makes recommendations affecting substantive programs, monitors and reports on the rate of expenditure of funds, and alerts managers of trends in obligation of funds. Decisions made are affected by conflicting and changing influences. The work involves consideration of such issues as: financial and workload relationships; timing of obligations and expenditures in relation to the budget cycle; current and future resource needs; and direct or indirect monetary impact of new legislation. The incumbent is responsible for performing associated budget work for programs and/or organizations with substantive programs with varying needs, goals, objectives, work processes, and timetables.

#### Education Requirements

Ph.D. or equivalent doctoral degree *or* 3 full years of progressively higher level graduate education leading to such a degree *or* LL.M., if related.

#### Sources:

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

For GS-7 Baseline, Proficiency and Education Requirements for GS-7:

[OPM](http://www.opm.gov/qualifications/Standards/group-stds/gs-admin.asp)

For Grades 9 – 13 Baseline job requirements:

OHR PD Library; from Factor 1: Knowledge Required by the Position

For Grades 9 -13 Proficiency Demonstrations:

OHR PD Library; from Factor 4 – Complexity

For Grades 9-13 Educational Requirements:

[OPM](http://www.opm.gov/qualifications/Standards/group-stds/gs-admin.asp)

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

| **Proficiency Levels** | **Recommended Training** | **Potential Vendor(s)** |
| --- | --- | --- |
| Entry (1) or Intermediate (2) | Basic Mathematics Practical StatisticsCustomer ServiceCommunication and Listening SkillsGroup Processes and TeamworkMicrosoft Office TrainingPresentations and Briefings | USDA Grad SchoolHHS Learning Portal |
| Intermediate (2) or Intermediate to Advanced (3) | Introductory Statistics I Team BuildingTechnical WritingProject ManagementManagement Theories and Practices (TQM, Six Sigma, Balance Scorecard)Introduction to MS Project 2003Cost Benefit Analysis Workshop | HHS Learning PortalOPDIV Training CenterUSDA Grad School |
| Intermediate to Advanced (3) | Evaluation under OMB Program Assessment Rating Tool (PART): An IntroductionSurvey Design and CollectionCOTR TrainingRegulatory 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 FundamentalsBudget Formulation and ExecutionBusiness Systems | Management ConceptsOPDIV UniversitiesHHS Learning Portal |

Table 43: 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.

### 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.

### 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.

### 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.

#### 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](http://www.apple.com/education/itunes-u/) University

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

#### Open Courseware Consortium

**The** [Open CourseWare Consortium](http://www.ocwconsortium.org/) **is a 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.**

#### 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.**

### 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.

#### 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.

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

#### PubMed

[PubMed](http://www.ncbi.nlm.nih.gov/pubmed/) comprises more than 21 million citations for biomedical literature from MEDLINE, life science journals, and online books. Citations may include links to full-text content from PubMed Central and publisher web sites.

#### The National Library of Medicine

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

#### Your Public Library

### Free Conferences and Seminars

#### DDM Seminar Series

The [DDM Seminar Series](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.

#### 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.

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

NIH, [OPM](http://www.opm.gov/classapp/fedclass/gshbkocc.pdf), [OHR PD Library](file:///C%3A%5CDocuments%20and%20Settings%5Ccynthia.winder%5CLocal%20Settings%5CTemporary%20Internet%20Files%5Ccynthia.winder%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.Outlook%5CHMQ9NP9J%5CHR%20PD%20Library)