# 1101 – General Business and Industry

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](http://www.ewdp.hhs.gov)) 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

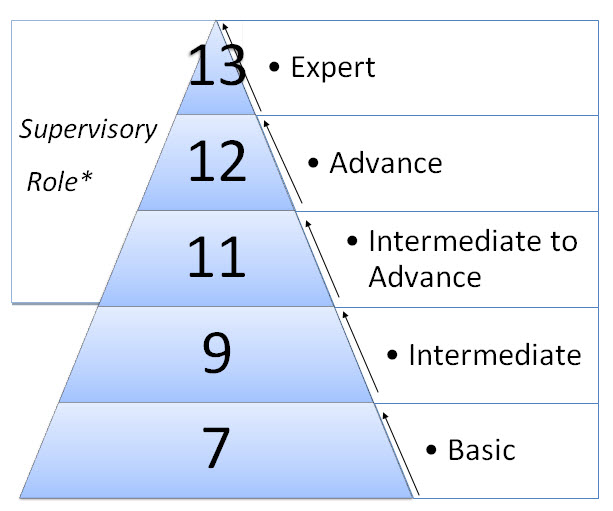
This series covers positions in the General Schedule that involve the performance of two-grade interval administrative and management work. It contains common patterns of creditable experience and education to be used in making qualifications determinations.

## CAREER MAP

*The following graphic shows a bird’s eye view of how individuals’ career path potentially progresses upward in grade and proficiency levels through stages in the General Business and Industry Group, 1101. The GS Grade Levels are 7, 9, 11, 12; 13. The Proficiency Levels are Basic, Intermediate, Intermediate to Advance, Advance; Expert.*

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

*GS Grade/Proficiency Levels Key: 7=Basic, 9 = Intermediate, 11= Intermediate to Advance, 12 = Advance; 13=Expert*

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## SUCCESS FACTORS

Success factors provide guidance on how you may maximize performance and career success as you progress through career stages in General Business and Industry. These success factors represent advice from subject matter experts based on their experience in the General Business and Industry field. Note that many of the success factors indicated 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 best to implement some of the suggestions:

* Gain a broad experience in project management by managing multiple projects.
* Gain solid foundational knowledge in dealing with software, security networks, etc.
* Possess the ability to effectively speak to technical and business audiences.
* Develop a broad technical background.
* 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** | **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 COMPETENCY INFORMATION

| **BASELINE COMPETENCIES** | **GS-7** | **GS-9** | **GS-11** | **GS-12** | **GS-13** |
| --- | --- | --- | --- | --- | --- |
| Attention to Detail | 2 | 2-3 | 3 | 3-4 | 5 |
| Contracting/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 |
| Flexibility | 2 | 2-3 | 3 | 3-4 | 5 |
| 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 |

Table 2: Baseline Competency Information

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 Details

**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 Levels 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 |
| 4=Advanced | Habitually maintains a high level of procurement expertise |
| 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. |
| 4=Advanced | Habitually maintains a high level of creativity and innovation in all work interactions. |
| 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** – 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

**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 information is gathered, organized, analyzed. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in information management. |

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 21: 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 22: 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 23: 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 24: 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 25: 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 26: 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 27: 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 28: 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 29: Collaboration 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 30: 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 31: 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 32: Proficiency Levels by Grade

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

### GS-1100-07 General Business and Industry

#### Baseline Job Requirements

Basic knowledge of Federal, department, and business and administration policies, financial policies and procedures, statutes, regulations, and directives to process program announcements and carry out specific job-related activities.

### GS-1100-09 General Business and Industry

#### Baseline Job Requirements

Basic knowledge of Federal, department, and business and administration policies, financial policies and procedures, statutes, regulations, and directives to process program announcements and carry out specific job-related activities.

### GS-1100-11 General Business and Industry

#### Baseline Job Requirements

*Factor 1: Knowledge Required by the Position*

Basic knowledge of Federal, department, and business and administration policies, financial policies and procedures, statutes, regulations, and directives to process program announcements and carry out specific job-related activities.

### GS-1100-12 General Business and Industry

#### Baseline Job Requirements

Basic knowledge of Federal, department, and business and administration policies, financial policies and procedures, statutes, regulations, and directives to process program announcements and carry out specific job-related activities.

### GS-1100-13 General Business and Industry

#### Baseline Job Requirements

Basic knowledge of Federal, department, and business and administration policies, financial policies and procedures, statutes, regulations, and directives to process program announcements and carry out specific job-related activities.

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

| **Proficiency Levels** | **Recommended Training** | **Potential Vendor(s)** |
| --- | --- | --- |
| 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 | 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  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 33 Recommended Training for Qualitative / Quantitative Analysis

## DEVELOPMENTAL OPPORTUNITIES

### To Strengthen Your General Competencies:

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

### To Strengthen Technical Competencies:

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

## DEVELOPMENTAL ACTIVITIES

Training is only one option, other developmental ideas include:

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

## ADDITIONAL TRAINING OPPORTUNITIES AND RESOURCES:

### CIT Training

[Free training](http://training.cit.nih.gov/index.aspx) (<http://training.cit.nih.gov/index.aspx>) programs taught by NIH IT Specialists focused on basic IT programs and NIH data tracking systems:

### NIH Training Center

Provides training for Administrative Professionals at [NIH](http://trainingcenter.nih.gov/audience-admin.html) (<http://trainingcenter.nih.gov/audience-admin.html>). Who are responsible for providing comprehensive administrative support by serving as principal advisors to important agency organizations and participating in the development and implementation of management policies, planning of organizational needs, and 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.

### Microsoft Office Training

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

### NIH Library Resource Training

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

### SkillSoft Training Courses

The Learning Management System ([LMS](https://lms.learning.hhs.gov/Saba/Web/Main)) [<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:

### NIH Management Intern Program

The [Management Intern Program](http://www.jobs.nih.gov/intern/mi.html) (<http://www.jobs.nih.gov/intern/mi.html>) offers outstanding NIH employees the opportunity to explore different administrative career fields, gain invaluable insight into the NIH, and to attain future administrative, leadership positions.

### HHS Mentoring Program

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

### NIH Videocasting and Podcasts

[Watch NIH Conferences and Seminars](http://videocast.nih.gov/) (<http://videocast.nih.gov/>) that are recorded live and then archived:

### Free Classes and Lectures

#### Excel is Fun

YouTube has over 1600 instructional videos about [Microsoft Excel](http://www.youtube.com/user/ExcelIsFun) (<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-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/) (<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) (<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.**

#### NIH Acquisition Management Training Resource Center

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

#### Language Development

##### American Sign Language Online

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

##### Free Language Lessons

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

#### Free Books

##### Books 24x7

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

##### 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/) (<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)) <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.