



HR MANAGER



USER GUIDE WITH INSTRUCTOR NOTES

UNITED STATES OFFICE OF PERSONNEL MANAGEMENT



Human Resources Solutions
HR Strategy and Evaluation Solutions
Individual and Organizational Assessment and
Evaluation

HR Manager

U.S. Office of Personnel Management

This guide was designed for distribution with the Human Resource Manager (*HR Manager*) Internet-based Program. The *HR Manager* program was designed by the U.S. Office of Personnel Management (OPM) and a network of Federal, State, and local government organizations, ***and is distributed under a specific agreement. Reproduction of the software or this guide for the purpose of sale is prohibited.***

Microsoft Word and Excel are registered trademarks of Microsoft Corporation; WordPerfect is a registered trademark of Corel Corporation.

Contents

Preface i

Overview iii

Getting Started vi

HR Manager Access vii

General Guidelines viii

Using the *HR Manager* User Guide xi

Module A: Job Design A 1

Chapter 1: Occupational Profile A 2

Occupational Profile A 3

View an Occupational Profile A 4

Print an Occupational Profile A 6

Edit/Save an Occupational Profile A 7

Customize an Occupational Profile Using a Word Processor A 9

Chapter 2: Build a Position A 10

Chapter 3: Build a Position & Match Profiles A 15

Module B: Recruitment and Selection B 1

View Competencies for Recruitment and Selection B 2

Benchmarks B 5

View Benchmarks for Critical Competencies B 7

View Competency-Based Questions B 8

Create a Vacancy Announcement Form B 9
Create a Competency Question Form B 10
Applications in Recruitment and Selection B 11

Module C: Performance Management C 1

View Critical Competencies for a Position C 2
Include/Exclude Competencies for Performance Management C 4
View Benchmarks for Critical Competencies C 5
Create a Performance Management Form C 6
Create an Employee Documentation Form C 8
Create a Performance Management Communication Form C 9
Applications in Performance Management C 10

Module D: Career Planning D 1

Chapter 1: Management Succession & Development Model and the 1998 Leadership Competency Model D 2

View the Managerial Succession & Development Model D 3
View the 1998 Leadership Competency Model D 5

Chapter 2: Career Ladder D 6

View Career Ladder D 7

Chapter 3: Career Lattice D 10

View Career Lattice D 11

Chapter 4: Compare Two Occupations D 14

Chapter 5: Training Needs D 17

Module E: Competency and Task Means E 1

Chapter 1: Competency Means E 2

View Competency Means E 3

Chapter 2: Task Means E 6

View Task Means E 7

Module F: General Information F 1

Website Links F 2

Occupational Group Information F 3

Practice Exercises PE 1

***HR Manager Basics* PE 2**

HR Manager Basics: Practice Exercises PE 3

***HR Manager Challenge* PE 5**

HR Manager Challenge: Practice Exercises PE 6

Answers PE 7

Answers to *HR Manager Basics Exercises* PE 8

Answers to *HR Manager Challenge Exercises* PE 14

Appendices

Appendix A: *HR Manager* in Practice Appendix A 1

HR Manager Applications Appendix A 2

Sample Vacancy Announcement Appendix A 4

Sample Performance Appraisal Form Appendix A 13

Appendix B: Technical Background for the Human Resource Manager Appendix B 1

Classification of Career Ladders Appendix B 3

Determination of Cutoff Scores Appendix B 7

The Match Function Appendix B 15

Career Planning: Career Lattice Appendix B 16

Career Planning: Compare Two Occupations Appendix B 18

Appendix C: Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor, and Supervisory, Managerial and Executive Occupations Appendix C 1

Clerical and Technical Occupations Appendix C 2

Information Technology Occupations Appendix C 3

Professional and Administrative Occupations Appendix C 4

Science and Engineering Occupations Appendix C 5

Trades and Labor Occupations Appendix C 6

Managerial Occupations Appendix C 7

Appendix D: Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor and Supervisory, Managerial, and Executive Task and Competency Lists Appendix D 1

Clerical and Technical Tasks Appendix D 2

Information Technology Tasks Appendix D 7

Professional and Administrative Tasks Appendix D 16

Science and Engineering Tasks Appendix D 25

Trades and Labor Tasks Appendix D 39

Supervisory, Managerial, and Executive Tasks Appendix D 50

Clerical and Technical Competencies Appendix D 54

Information Technology Competencies: General Competencies Appendix D 57

Information Technology Competencies: Technical Competencies Appendix D 61

Professional and Administrative Competencies: General Competencies Appendix D 66

Professional and Administrative Competencies: Technical Competencies Appendix D 70

Science and Engineering Competencies: General Competencies Appendix D 73

Science and Engineering Competencies: Technical Competencies Appendix D 77

Trades and Labor Competencies: General Competencies Appendix D 84

Trades and Labor Competencies: Technical Competencies Appendix D 88

Supervisory, Managerial, and Executive Competencies Appendix D 91

Appendix E: Translation of 1992 to 1998 Leadership Competencies Grouped by Meta-Competencies Appendix E 1

Appendix F: Competency-Based Clerical and Technical, Science and Engineering, and Trades and Labor Occupational Clusters Appendix F 1

Development of Occupational Clusters Appendix F 2

Career Development - Competency-Based Clerical and Technical Occupational Clusters and Associated Competencies Appendix F 3

Science and Engineering: Competency-Based Occupational Clusters and Associated Competencies for Technician Series Appendix F 4

Science and Engineering: Competency-Based Occupational Clusters and Associated Competencies for Professional Series Appendix F 5

Trades and Labor: Competency-Based Occupational Clusters and Associated Competencies Appendix F 8

Appendix G: Where to go in *HR Manager* to Create Specific HR Products Appendix G 1

Appendix H: Glossary Appendix H 1

Preface

This manual is organized by modules as they appear in the *HR Manager*. Below you will find a brief description of each module and its subcomponents.

Module A: Job Design

This module of *HR Manager* includes the Occupational Profile, Build a Position, and Build a Position and Match Profiles functions. The Occupational Profile lists critical tasks and competencies for each occupation. Additionally, Job Design assists with the development of a new occupation and in matching that occupation to the occupational profiles already in the system. The model Position Description Form incorporates information from the Occupational Profile as the basis for a Position Description.

Module B: Recruitment and Selection

This module displays critical competencies for use in recruiting and selecting employees. This module also contains competency-based benchmarks and related behavioral questions which can be incorporated into a model vacancy announcement or used to create a structured interview.

Module C: Performance Management

This module shows competencies that are critical for the selected occupation. The critical competencies listed in this module can be incorporated into the following sample performance management forms: Competency Communication Form, Employee Documentation Form, and Performance Evaluation Forms.

Module D: Career Planning

This module contains information which provides support for vertical movement up career ladders and horizontal movement across career lattices by building upon common competencies and tasks. This module also provides Management Succession and Development Models and lists of training needs, as identified by employees and supervisors.

Module E: Competency and Tasks Means

This module displays competency and task ratings for each occupation. The tasks and competencies can be sorted on the basis of any rating scale of interest (e.g., Importance by Supervisor, Importance by Incumbent). You can view the rating scale for each column by clicking on the column heading.

Module F: General Information

This module contains several types of general support information, such as links to other useful Internet sites. Additionally, for each occupational group, you can retrieve information such as competency and task lists, linkages between tasks and competencies, behavioral competency-based questions, and occupational clusters.

Training Sessions

The U.S. Office of Personnel Management provides training sessions for the *HR Manager*. These sessions familiarize trainees with the features and practical applications of the *HR Manager*. For additional information on training sessions please call: (202) 606-0820.

Additional Manuals

You may copy this manual for distribution within your agency only.

Comments

Your comments are important to us, and we welcome them. We would also like to hear about new and interesting applications of the *HR Manager*, problems, and recommendations for improvement. Please send your comments to:

**U.S. Office of Personnel Management
Assessment and Training Assistance Services Group
ATTN: HR Manager Team
1900 E Street, NW, Room 6500
Washington, DC 20415**

Or email comments to: hrmgr@opm.gov

Overview

INSTRUCTOR NOTES

Pre-class preparation

Have the following materials for each user who is registered for the session:

- ❖ **User Manual**, to be distributed at the start of the class.
- ❖ Name card, to be placed on top of the monitor.
- ❖ User ID and password.

Set up the presentation and computers:

- ❖ Load *HR Solutions for the 21st Century* PowerPoint presentation onto the instructor's PC and make sure it is set to run in Slide Show view.
- ❖ Turn on each PC and ensure that the instructor's PC is projecting an image for students to view.
- ❖ Ensure that all computers have Internet access and a current browser.

Overview

HR Manager is an Internet-based automated system that provides managers and HR professionals with competency-based occupational information and products (e.g., position descriptions, selection criteria and tools, and performance and training plans) to support a variety of HR management functions. The system can be used for re-engineering, streamlining HR practices, careerbanding and broadbanding, career transitioning, job design, employee selection, and performance management. At this time, the system contains competencies and tasks for Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering and Trades and Labor occupations, as well as for Supervisor, Manager, and Executive positions. OPM collaborated with many Federal agencies and State and local governments to design and develop *HR Manager*.

The data in *HR Manager* were collected using OPM's MOSAIC (Multipurpose Occupational Systems Analysis Inventory--Closed-ended) methodology, which facilitates collecting a large amount of information for a variety of HR functions using one survey. As a first step in each of the studies, extensive literature reviews were conducted and information was collected from Federal, State, and local agencies, non-profit organizations, associations, colleges/universities, and the private sector. The results of the literature review and subsequent focus groups of subject matter experts (SMEs) were used to construct surveys that were then administered to employees and their supervisors in Federal agencies nationwide.

INSTRUCTOR NOTES

Introduction and Expectations

- ❖ Introduce yourself and any colleagues administering the course (Note: instructors should be sure to mention their background in HR and training). Then ask users to introduce themselves, including their name, agency, position, and familiarity with competencies and the *HR Manager* system.

The data in *HR Manager* are based on the responses from thousands of surveys returned by Federal employees in the occupations included in the study and by supervisors of employees in these occupations. Specifically, *HR Manager* contains the mean scores for each task and competency by occupation and grade level. The rating scales used in the occupational studies were developed to meet the Uniform Guidelines on Employee Selection Procedures and other professional and legal requirements. The survey results have been analyzed and the means for all of the rating scales are provided in the system.

The occupational data in *HR Manager* serve as the foundation for integrating HR functions (e.g., classification, recruitment, selection, and training) under a competency-based approach. The competency-based approach allows organizations to send a consistent message to employees regarding the competencies on which they will be recruited, selected, appraised, trained, and compensated.

INSTRUCTOR NOTES

- ❖ Ask users to indicate why they are in the class and what they hope to gain from using *HR Manager* for their work. Compile a checklist on a white board or easel, to be updated as the class progresses and each need is addressed.

HR Solutions for the 21st Century

- ❖ Show the PowerPoint presentation. Use Slide Show view so that the slides are easily visible from the back of the room.

Getting Started

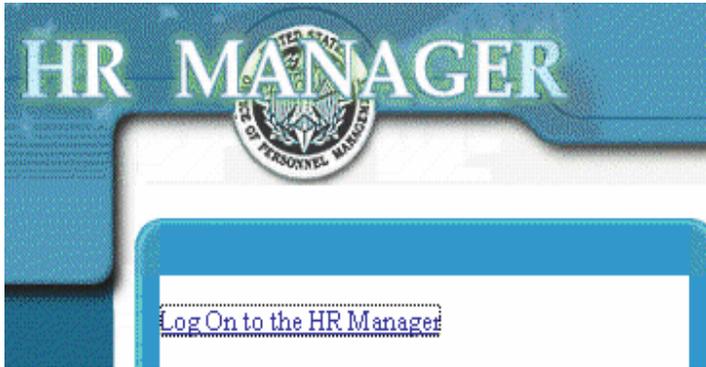
HR Manager Access

General Guidelines

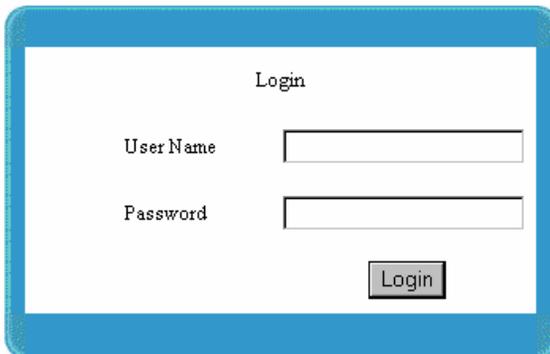
Using the *HR Manager* User Guide

HR Manager Access

Using any Internet browser (for example, Internet Explorer or Netscape Navigator), enter <http://hrmanager.opm.gov>. Note that the address does not begin with “www.” To begin using *HR Manager*, click on “**Log On to the HR Manager.**”



Type your user name and password in the spaces provided (Note: you may want to record your login information on this page of your guide).

A screenshot of the HR Manager login form. The form is titled "Login" and is enclosed in a blue border. It contains two input fields: "User Name" and "Password". Below the "Password" field is a "Login" button.

INSTRUCTOR NOTES

- ❖ For class purposes, have all students access *HR Manager* through the Internet. Pull up the Main Menu display and work through the login process together.

General Guidelines

The following information will help you get started using the *HR Manager*. This information can also be found under the “**Getting Started**” section of *HR Manager* located on the Main Menu bar at the left of the screen. Additional information about specific sections can be found by clicking the “**Help**” button on the blue frame at the top right-hand corner of the screen.

Navigation

- ❖ To the left of the display is a sidebar menu that will help you navigate through the *HR Manager*. Using this menu will allow you to quickly navigate between different sections of the system.
 - ❖ Click “+” to expand menus
 - ❖ Single click on menu items to go to a given section
- ❖ Use the “**Back**” and “**Forward**” buttons on your browser to move backward and forward one screen at a time.
- ❖ When you wish to exit the *HR Manager* system, simply close your web browser.

Editing

- ❖ You cannot change the data within the *HR Manager* system; however, you can make edits to your own files once you have saved copies to your computer.
- ❖ If you make any edits that include changes from the data (for example, adding a competency to an occupational profile), document the justification for these changes. Suggested documentation includes date of change, name of person making the change, and the reason for the change (for example: SME panel, survey).

INSTRUCTOR NOTES

- ❖ Walk students through the navigation instructions, identifying the side bar menu and the “**Back**” and “**Forward**” buttons.

Saving

You can use any of the methods below to save information from the *HR Manager*.



- ❖ On any screen where the **Page Available** Icon is displayed, you may save the text by clicking on the **“Shopping Cart”** option found at the top right corner of the screen. The **“Shopping Cart”** will save text from the screen but it will not retain formatting. For this reason you may prefer the copy/paste method described below. As you move around the system, you can append additional text to the **“Shopping Cart”** file. At the end of your session, you can use the **“Shopping Cart”** option to download the saved text to your computer by clicking on the **“Download Shopping Cart”** button. The text that you have saved in the **“Shopping Cart”** will be displayed in a new window. You may save all of the text in the **“Shopping Cart”** by selecting this window, clicking on **“File”** on the menu bar of your Browser, and choosing **“Save As.”** You will then be prompted to enter a file name for the text. If you do not download your **“Shopping Cart”** before ending your *HR Manager* session, the information in it will be erased and will not be available for your next session.
- ❖ You may also save items from the display by highlighting the items, clicking on **“Edit”** on the menu bar of your Browser, and choosing **“Copy.”** You can then paste the selection to another application (e.g., Microsoft Word, Excel, or WordPerfect), by opening the desired application, and choosing **“Paste”** from the **“Edit”** menu of the application. Finally, to save the text chose the **“Save As”** function from the **“File”** menu of the application and name the file for later use. This method is particularly effective for the forms in *HR Manager*, as it retains the original display formatting. This file can then be edited in your word processing or spreadsheet application



INSTRUCTOR NOTES

- ❖ Identify the **“Shopping Cart”** and explain how it is used.
- ❖ Walk students through an example of a highlighting, copying, and pasting exercise if they aren't familiar with the process.

Note: When copying pages from the website, be sure to copy only the data and text portions of the display into your word processing software. Copying the buttons, etc below the data table will cause errors when attempting to paste.

INSTRUCTOR NOTES

- ❖ To save the current display directly from your browser, select “**File**,” and then the “**Save As**” option from the browser toolbar on the upper left side of the screen. The file can then be saved to your computer as a text or html file.

Using the *HR Manager* User Guide

This manual follows the organization of the *HR Manager* system. It is divided as follows:

Module A: Job Design

Chapter 1: Occupational Profile

Chapter 2: Build a Position

Chapter 3: Build a Position & Match Profiles

Module B: Recruitment & Selection

Module C: Performance Management

Module D: Career Planning

Chapter 1: Management Succession & Development Model
and the 1998 Leadership Competency Model

Chapter 2: Career Ladder

Chapter 3: Career Lattice

Chapter 4: Compare Two Occupations

Chapter 5: Training Needs

Module E: Competency & Task Means

Chapter 1: Competency Means

Chapter 2: Task Means

Module F: General Information

Each chapter begins with a brief explanation of the contents, followed by a list of chapter objectives. The objectives summarize the tasks that will be completed using *HR Manager* in the current chapter.

INSTRUCTOR NOTES

Module A

Job Design

This module will guide you through using *HR Manager* to view occupational profiles, create a new job description by selecting the tasks required, and create a new job through matching the tasks you select to a profile already in the system.



INSTRUCTOR NOTES

- ❖ Refer back to the users' expectations of the course. Ask them to define exactly what HR products they want to develop using *HR Manager* (i.e., the tangible products they want to use). They will probably identify the six main products, although not every user will need to create every *HR Manager* product.
 - Position Descriptions
 - Vacancy Announcements
 - Crediting Plans
 - Structured Interviews
 - Performance Plans
 - Training Plans
- ❖ If they do not mention all of the six products, ask if they use the omitted products, and add them to the list, if appropriate.
- ❖ Explain that, as you walk through the modules, you will point out how the information included in the various subcomponents of the *HR Manager* can be used to develop these and other products.

INSTRUCTOR NOTES

Occupational Profile

- ❖ Describe the Occupational Profile features of the *HR Manager* and explain why the profiles are the foundation of all HR functions (i.e., before developing HR tools related to recruitment and selection, performance evaluation, or training and development, the user must first identify what is done on the job - the tasks - and what is needed to perform the duties of the job - the competencies).

Lesson Objectives

- ❖ Describe the objectives of this lesson.

Chapter 1

Occupational Profile

This section covers occupational profiles, which list the critical tasks and competencies for a given occupation and serve as the foundation of all HR functions.

Occupational Profile Objectives

- ❖ View an occupational profile
- ❖ Print/Edit/Save an occupational profile
- ❖ Customize an occupational profile using a word processor

Occupational Profile

The “**Occupational Profile**” under the “**Job Design**” module offers the option of viewing existing profiles from the Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, or Trades and Labor occupations at various grade levels. You may also view the profiles for Supervisor, Manager and Executive positions.

Occupational profiles in *HR Manager* list the critical competencies and tasks for selected occupations in descending order of criticality based on rating scale cutoffs. Each occupational group has different criteria for measuring criticality (See Appendix B for cutoffs used to determine criticality by occupational group). Keep in mind that the Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, and Trades and Labor profiles include competencies that were both important and required at entry into the position; the Supervisory, Managerial and Executive profiles include all important competencies, regardless of the entry requirement. When creating or updating a position description (PD), it is important to identify and include the most critical tasks and competencies to ensure that the PD is valid. Any modifications to existing PDs must be documented with evidence of their validity for the position (e.g., subject matter experts' [SME] ratings). You may view more specific task and competency data by viewing the mean ratings for each task and competency. (See Module E: Competency & Task Means.)

INSTRUCTOR NOTES

- ❖ Make sure users are not clicking anything yet.
- ❖ Explain how the occupational profiles were developed. Emphasize the importance of documenting modifications to the profiles.

View an Occupational Profile

1. From the *HR Manager* Main Menu, click on the “+” to the left of “**Job Design.**”
2. Click on “**Occupational Profile**” and the “**Select a Job**” box appears.

Occupational Profile

Select a Job

Organization
Governmentwide

Occupational Group
Professional and Administrative

Job Series / Job Title **Sort By**
0201 Personnel Management Job Title

Grade
Full Performance

OPM
Office of Personnel Management

INSTRUCTOR NOTES

View an Occupational Profile

- ❖ Walk users through the steps in the **User Manual**. Use the following example:

Organization - Governmentwide

Occupational Group - Professional and Administrative

Job Series/Job Title - 0201 Personnel Management

Grade - Full Performance

3. Select an **“Organization.”** Governmentwide is chosen if your organization has not collected and added agency-specific occupational data.
4. Select an **“Occupational Group”** by clicking on the downward facing arrow and making a selection.
5. Select a **“Job Series/Job Title.”** You can choose to display the listings by Job Series or Job Title by clicking on the downward facing arrow under **“Sort By”** and making a selection.
6. Select the **“Grade”** (i.e., Entry, Intermediate, Full Performance, Senior Expert, or All Grades). See Appendix B for an explanation of the grades in *HR Manager*.
7. Click **“Submit.”**

The beginning of an Occupational Profile is shown below.



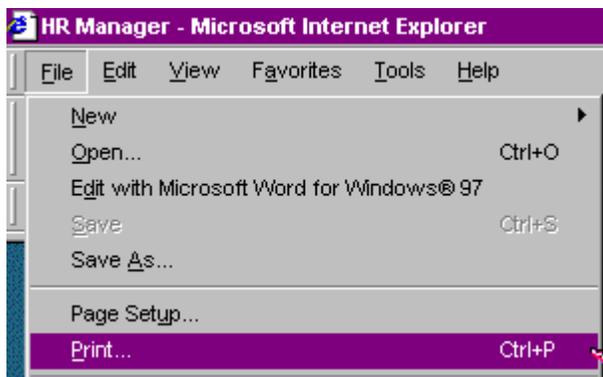
INSTRUCTOR NOTES

- ❖ As you select the options, demonstrate the use of the drop-down list. Explain that users may scroll through the list using the up and down arrows in the scroll bar.
- ❖ Explain what appears on the display. Note that users can scroll through the critical competencies on the top half of the display or the critical tasks on the bottom half of the display.

The Occupational Profile display, as shown on the preceding page, will indicate the job series, title and grade of the occupation chosen, and also contains the linkage to the Standard Occupational Classification (SOC) framework. You can access more information about the SOC through the link on the “**General Information**” display (Module F). You can also click on the “**Competency Means**” or “**Task Means**” bars at the bottom of the profile to view the competency and task ratings. These displays are discussed in more detail in Module E: Competency and Task Means. Additionally, at the bottom of the occupational profile screen, you can click on the “**Position Description Form**” to create a position description for the occupational profile or you can choose “**Alternate Profile Display**” to display the competencies associated with the chosen occupation and their related tasks.

Print an Occupational Profile

1. Display the Occupational Profile you want to print.
2. Click “**File**” on the top left-hand corner of the screen and scroll down to “**Print**” and click. You will be prompted to select your printer.



INSTRUCTOR NOTES

- ❖ SOC is the link to the Standard Occupational Classification system used by public and private sector organizations for classification of workers into occupational categories for the purpose of collecting, calculating, or disseminating data. A working crosswalk was developed by OPM to SOC in *HR Manager*. Some occupations in *HR Manager* will have no link and others may have several links.

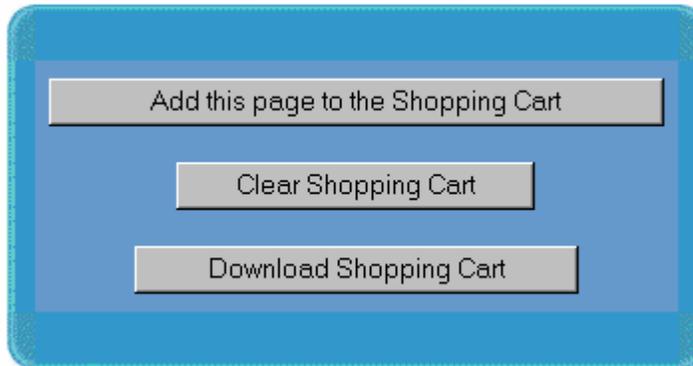
Edit/Save an Occupational Profile

Shopping Cart

1. You can send the occupational profile to the **“Shopping Cart”** to be downloaded or saved into a word processor for edits, printing, etc. Click on **“Shopping Cart”** on the top right-hand corner of the *HR Manager* display.



2. You will then be prompted to **“Add this page to the Shopping Cart,”** **“Clear Shopping Cart,”** or **“Download Shopping Cart.”** Click on **“Add this page to the Shopping Cart.”** The page will be saved and available for downloading at any time during your current session. *(If you exit HR Manager prior to clicking on “Download Shopping Cart,” the documents you have saved will be lost.)* To exit the **Shopping Cart** menu, click on the **“X”** at the top right hand corner of the screen.



INSTRUCTOR NOTES

Edit/Save an Occupational Profile

- ❖ Note that the occupational profiles *in HR Manager* may require customization to fit the customer’s needs. Users can easily modify an existing occupational profile by sending it to the **“Shopping Cart”** and then downloading the document into their word processing software, where they can edit and then save the file in **“text only”** format. However, remind users that justification for all changes must be documented.
- ❖ Guide users through the steps in the **User Manual**.

3. When you are ready to download from the “**Shopping Cart**,” you will again click on “**Shopping Cart**” at the top right hand corner of the screen. You will then click on “**Download Shopping Cart**.” After downloading you can save the documents by following the instructions in the next step. The documents are text files and will appear as in the sample below.

```
View Occupational Profile
=====

0525 Accounting Technician

Grade: Entry

Competency
-----
Integrity/Honesty

Definition
-----
Displays high standards of ethical conduct and understands

Competency
-----
Conscientiousness
```

4. You can now save the document by clicking on “**File**” at the top left-hand corner of the screen and choosing “**Save As**.” You will then need to save the document as a text file. You can then customize the document by opening the file in your word processing (e.g., WordPerfect, Microsoft Word) software and making any necessary edits. Remember to document any changes to the data.

INSTRUCTOR NOTES

- ❖ Note that if they have already saved a file in text only format and want to edit it, they can open the file using word processing software, make changes and save the document instead of regenerating the profile in *HR Manager* again. Simply go to the drive where the document was saved and locate the appropriate *.txt* file.
- ❖ Once users have located their file, walk them through highlighting, deleting, and/or adding text.

Note: Changes will be saved only in the text file; they will not be stored in HR Manager, because the data in HR Manager are tied directly to the survey data and cannot be overwritten. Modifications may be saved in text files to keep permanent files of changes while maintaining the integrity of the HR Manager data.

Copying/Saving an Occupational Profile to a Word Processor

1. You can also save an occupational profile and customize it by copying the information into your word processing software. To do this, simply highlight what you want to save, and then click on “**Edit**,” and then “**Copy**.” You may also copy highlighted text by pressing the ‘CTRL’ and ‘C’ keys at the same time after you have highlighted the desired text. Next, open your word processing software and click on “**Paste**.” You can then make any modifications or edits necessary and save in the proper format for your word processing software. Remember when copying pages from the website, to copy only the data table into your word processing software. Copying the buttons, etc below the data table may cause errors when attempting to paste.

INSTRUCTOR NOTES

Copy/Paste to Another Program

- ❖ Demonstrate the copy/paste method to the class.
- ❖ If you want to print out the profile you modified as a text file and want it to look more like the view in *HR Manager*, you can format the file using your word processor.

Note: If you have determined before class that not all computers have Microsoft Word, follow the steps using the available word processing software.

Chapter 2

Build a Position

This module allows you to design Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, or Trades and Labor occupations, or Supervisor, Manager and Executive positions by identifying the critical tasks that will be performed in a position.

Build a Position Objectives

- ❖ Build a clerical/technical, information technology, professional/administrative, science/engineering, trades/labor or managerial position
- ❖ Create a Position Description Form

Build a Position

In addition to the “**Occupational Profile**” option, the “**Job Design**” module offers users the option to create a new position, based on the type of position (clerical/technical, information technology, professional/administrative, science/engineering, trades/labor, or managerial) you want to build.

1. From the *HR Manager* Main Menu, click on the “+” to the left of “**Job Design**,” then click on “**Build a Position**.”



2. Choose an “**Occupational Group**” from the drop-down list. That is, click on the downward facing arrow on the right of the box and click on Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor, or Supervisory, Managerial, and Executive.
3. Click “**Submit**.”

INSTRUCTOR NOTES

Building a Position

- ❖ Make sure users have clicked on “**Job Design**” and “**Build a Position**.” Walk users through the steps in the user manual using the example below.
- ❖ Construct a model description for a clerical position the participants would like to add to their office. In the interest of time, note that when creating a position description they will need to read through the entire list of tasks, but for class purposes they should be able to create a logical model out of 10-12 tasks in the earlier part of the list. Also note that most position descriptions do encompass more than a dozen tasks, but 10-12 will suffice for class purposes.

Build a Clerical and Technical Position

Select the tasks that are required for the position you are building. HR Manager will create a new position with the selected tasks and related competencies.

Selected	Not Selected	Task	Related Competencies
Paper Records or Files			
<input type="radio"/>	<input checked="" type="radio"/>	Ensures that paper files are current and complete.	View Competencies
<input type="radio"/>	<input checked="" type="radio"/>	Develops paper filing or record system.	View Competencies
<input type="radio"/>	<input checked="" type="radio"/>	Maintains paper filing or record system.	View Competencies
<input type="radio"/>	<input checked="" type="radio"/>	Assembles and labels information for filing.	View Competencies

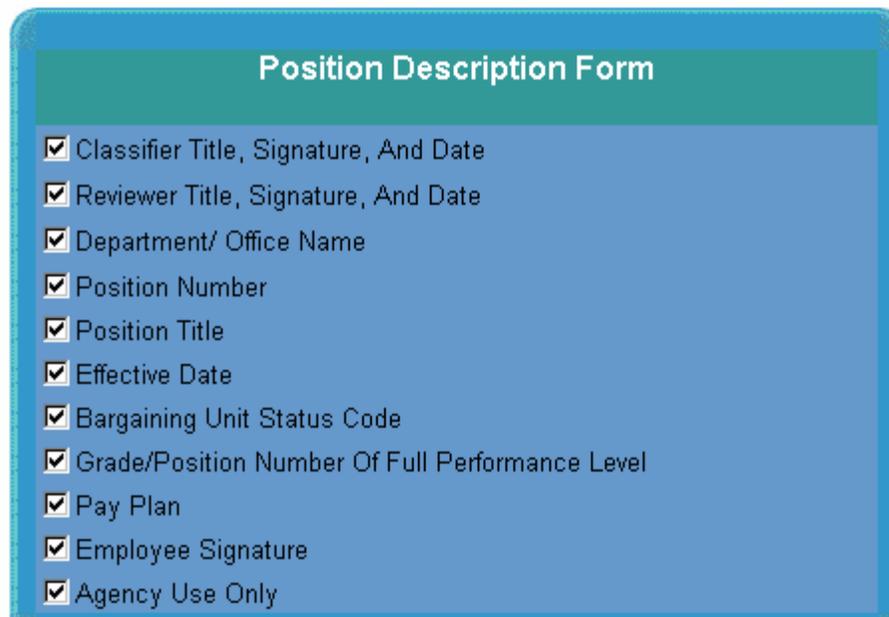
HR Manager displays a list of tasks associated with the type of position you are building. Comprehensive lists of tasks for each occupational group are listed in Appendix D. There are 170 clerical and technical tasks, 269 information technology tasks, 317 professional and administrative tasks, 445 Science and Engineering tasks, 284 Trades and Labor tasks and 151 managerial tasks in the HR Manager database. These tasks were included on the occupational surveys. Refer to the Overview section for more information on survey development and data collection.

The competencies related to a task can be viewed by clicking on “**View Competencies**” to the right of the task.

- Select the tasks you want by clicking those that are critical for the new position. To clear all selected tasks, click “**Clear Selections**” at the bottom of the list.

INSTRUCTOR NOTES

5. Once you have finished selecting the most critical job tasks, click **“Build Position”** at the bottom of the task list, and *HR Manager* will generate a list of the tasks you selected and the competencies that may be required to perform those tasks. You will want to verify both the tasks and competencies (e.g. through SMEs) and document this process.
6. Click on **“View Position Description Form”** at the bottom of the document. To complete your form, choose from among the options shown below to determine what to include on your Position Description, and then click **“Create Form.”**



Position Description Form

- Classifier Title, Signature, And Date
- Reviewer Title, Signature, And Date
- Department/ Office Name
- Position Number
- Position Title
- Effective Date
- Bargaining Unit Status Code
- Grade/Position Number Of Full Performance Level
- Pay Plan
- Employee Signature
- Agency Use Only

Create Form

7. When your new position description contains all the information you want, you can then print it. Click "**File**" on the top left-hand corner of the screen and then scroll down to "**Print**" and click. You then will be prompted to select your printer. A Position Description form will be printed.

Note: You can save/edit this file as described in Module A, Chapter 1.

INSTRUCTOR NOTES

- ❖ Have the users tell you how to copy the form into their word processing software.

Chapter 3

Build a Position & Match Profiles

The Build a Position and Match Profiles function allows you to design Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor, or Supervisor, Manager and Executive positions by identifying the critical tasks that will be performed and linking those tasks to existing occupational profiles in the database.

Build a Position & Match Profiles Objectives

- ❖ Build a clerical/technical, information technology, professional/administrative, science/engineering, trades/labor, or managerial position
- ❖ Conduct a match

Build a Position & Match Profiles

In addition to the “**Occupational Profile**” and “**Build a Position**” options, the “**Job Design**” module offers users the option to match a new position to the occupations existing within the system.

1. From the *HR Manager* Main Menu, click on the “+” to the left of “**Job Design**,” then click on “**Build a Position & Match Profiles**.”



2. Choose an “**Occupational Group**” from the drop-down list. That is, click on the downward facing arrow to the right of the box and click on Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor, or Supervisory, Managerial, and Executive.
3. Click “**Submit**.”

INSTRUCTOR NOTES

- ❖ Have users take a few minutes to construct a model description for a clerical position they would like to add to their office. In the interest of time, note that they need not read through the entire list of tasks, but they should be able to create a logical model out of 10-12 related tasks. Be aware that if the selected tasks are too diverse, some users will not come up with any matches and they will need to refine their selections.

- Select the desired and mandatory job tasks, as shown in the figure below, by clicking in the **Desired** or **Mandatory** column for the appropriate tasks. The selected tasks should be those that are most critical for the occupation.

Note: Remember that you can only select up to 5 Mandatory tasks.

Build a Position and Match Profiles: Clerical and Technical

Select the desired tasks for the position you are building. You may select up to 5 tasks that are mandatory for the position. HR Manager will match the tasks you have selected to existing occupational profiles.

Mandatory	Desired	Not Selected	Task	Related Competencies
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Ensures that paper files are current and complete.	View Competencies
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Develops paper filing or record system.	View Competencies
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Maintains paper filing or record system.	View Competencies
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Assembles and labels information for filing.	View Competencies
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Adds, retrieves, or removes information from paper files or	View Competencies

- After selecting the mandatory and desired tasks, click “**Match**” at the bottom of the task listing and *HR Manager* will generate a list of occupations in *HR Manager* that match the tasks chosen, as shown in the figure on the next page.

INSTRUCTOR NOTES

- ❖ Remind users that they can only select up to **5 Mandatory** tasks.

Percent Overlap	Percent Job's Tasks	Occupational Title	Series	Level		
80	24	Medical Records Technician	0675	Entry	View Profile	Position Description Form
80	24	Security Clerical and Assistance	0086	Entry	View Profile	Position Description Form
80	17	Legal Instruments Examining	0963	Full Performance	View Profile	Position Description Form

Two columns of percentages are displayed. The first column, **Percent Overlap** shows the percentage of tasks you selected that are in the occupation. The second column, **Percent Job's Tasks**, shows the percentage of tasks in the occupation that is covered by the tasks you selected.

In the example shown above, 80% of the tasks (**Percent Overlap**) selected are performed by a Medical Records Technician at the Entry level. However, the selected tasks make up only 24% (**Percent Job's Tasks**) of all tasks performed by a Medical Records Technician at the Entry level.

An ideal match is one in which the percentages are high in both columns. In other words, the matched position and the built position are very similar in terms of the tasks critical for the job. Therefore, the positions represented in the example above are not good matches, because only 24% of the duties performed by the Medical Records Technician were selected by the user as critical to this new position.

INSTRUCTOR NOTES

- ❖ Explain the elements of the display as outlined in the **User Manual**. Define the **Percent Overlap** and **Percent Job's Tasks** columns.
- ❖ Explain the difference between the matched occupations (the one that already exists *in HR Manager*) and the built position (the one that consists of the tasks just selected by the user).
- ❖ Explain that the best matches have high percentages in both the **Percent Overlap** and **Percent Job's Tasks** columns.

5. To view the occupational profile of an existing (matched) occupation, click on “**View Profile**” to the right of the occupational title.
6. To create a position description using the occupational profile for the occupation listed, click on “**Position Description Form**” to the right of “**View Profile**.” Make your selections from the options listed and click “**Create Form**.” You can print the position description without saving by clicking “**File**” on the top left-hand corner of the screen and then scroll down to “**Print**” and click. You then will be prompted to select your printer. A Position Description Form will be printed.
7. You can also save the file into your word processing software by highlighting what you want to save, click on “**Edit**,” then “**Copy**.” Open your word processing software and click on “**Paste**.” You can then make any modifications or edits necessary and save in the proper format for your word processing software.
8. To compare two occupations that provide good matches based on the percentages shown on the table, click on “**Compare Occupations**” at the bottom of the list. For more information on this function, see Module D: Career Planning, Chapter 4.

NOTE:

If the profiles of the jobs that match your selected tasks do not seem to fit your needs (or you do not get any matches), try to broaden or limit the number of tasks you select. Selecting too few or too many tasks may affect the matches/outcome.

It may be helpful to print out the list of tasks first and mark those you want to include that are most critical. You can also view the task list for each occupational group in the General Information Module. This facilitates more methodical and thoughtful selection of tasks.

INSTRUCTOR NOTES

- ❖ Point out the “**View Profile**” option to the right of the Level column. Explain that users should view the profiles that appear to be the best match to ensure a good fit between the tasks that will be performed in the position and those selected by the user when designing the job. Point out that it is not necessarily the case that occupations with the highest percentages are the best matches. If no good match is found, have the users alter the number and/or diversity of tasks selected as appropriate.

Compare Occupations

- ❖ Explain that you will review this function in the Career Development Module.

Module B

Recruitment and Selection

The Recruitment and Selection module of *HR Manager* identifies the competencies required for successful job performance. This module also provides competency-based benchmarks and related questions to assist in recruitment and selection processes. In addition, *HR Manager* can generate a vacancy announcement to use for recruitment purposes.

Recruitment and Selection Objectives

- ❖ View competencies for recruitment and selection
- ❖ View benchmarks for critical competencies
- ❖ View competency-based questions
- ❖ Create a Vacancy Announcement Form
- ❖ Create a Competency Question Form

INSTRUCTOR NOTES

- ❖ Describe the Recruitment and Selection option as outlined in the **User Manual**.

Lesson Objectives

- ❖ Review the objectives of the lesson.
- ❖ Note that you can print, save, and edit competencies, benchmarks, and questions using the same procedures as covered in the Getting Started section of this guide.

View Competencies for Recruitment and Selection

1. From the *HR Manager* Main Menu, click on “**Recruitment and Selection.**”



2. Select an “**Organization.**” Governmentwide is chosen if your organization has not collected and added agency-specific occupational data.
3. Select an “**Occupational Group**” by clicking on the downward facing arrow and making a selection.
4. Select a “**Job Series/Job Title.**” You can choose to display the listings by Job Series or Job Title by clicking on the downward facing arrow under “**Sort By**” and making a selection.
5. Select the “**Grade**” (i.e., Entry, Intermediate, Full Performance, Senior Expert, or All Grades) you are recruiting to fill.
6. Click “**Submit.**”

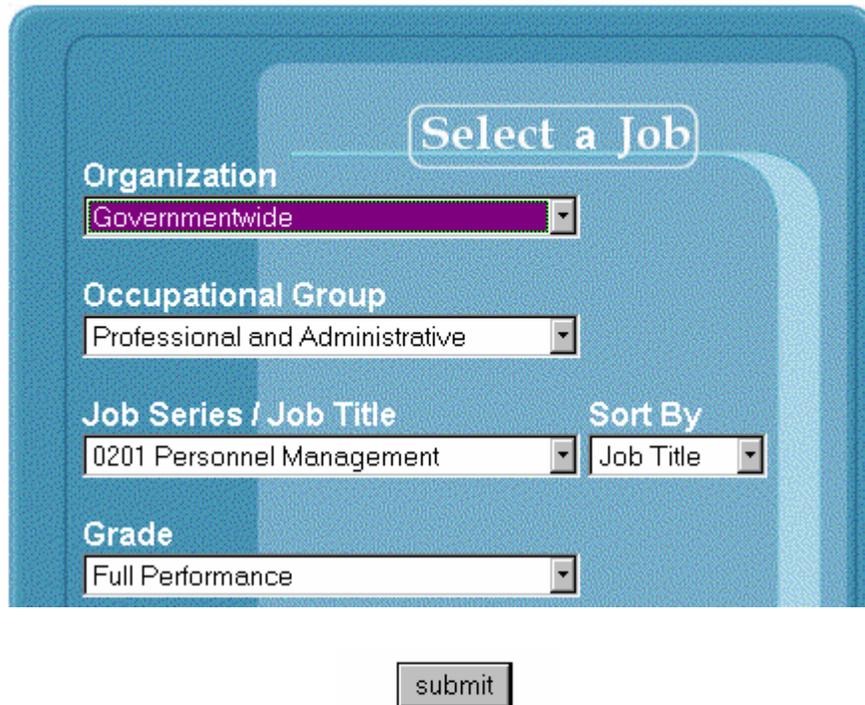
INSTRUCTOR NOTES

View Competencies for Recruitment and Selection

- ❖ Guide users through the steps in the **User Manual.**

Recruitment and Selection

INSTRUCTOR NOTES



The screenshot shows a web-based form titled "Select a Job" with a blue background. The form contains several dropdown menus for selection:

- Organization:** A dropdown menu with "Governmentwide" selected.
- Occupational Group:** A dropdown menu with "Professional and Administrative" selected.
- Job Series / Job Title:** A dropdown menu with "0201 Personnel Management" selected.
- Sort By:** A dropdown menu with "Job Title" selected.
- Grade:** A dropdown menu with "Full Performance" selected.

Below the form is a "submit" button.

HR Manager will display a listing of all the competencies and their definitions for the occupational group you selected. The critical competencies are indicated by a check in the **Critical** column. Competencies are listed in descending order of importance (i.e., the most important competencies are listed first).

Also, note that the critical competencies are the same as those found on the Occupational Profile for the same position criteria. The competencies that are not critical to the position (based on the occupational studies) are listed after the critical competencies in descending order of importance.

The **Benchmark** column contains a “Y” for competencies that have both benchmarks and questions associated with them.

0201 - Personnel Management

Grade: Full Performance

Critical	Benchmark	Competency	Description
<input checked="" type="checkbox"/>	Y	Reading	Understands and interprets written material, including technical material, rules, regulations, instruction charts, graphs, or tables; applies what is learned from written material to specific situations.
<input checked="" type="checkbox"/>	N	Integrity/Honesty	Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and the impact of violating these standards on an organization, self, and others; is trustworthy.
<input checked="" type="checkbox"/>	Y	Writing	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a well-organized manner; produces written information that includes technical material, that is appropriate for the intended audience.
<input checked="" type="checkbox"/>	Y	Interpersonal Skills	Shows understanding, courtesy, tact, empathy,

The above figure is an example of the display for 0201-Personnel Management positions at the Full Performance Level.

INSTRUCTOR NOTES

- ❖ Note that the competencies that are critical for the selected occupation are those with a checkmark in the **Critical** column. These are the same competencies identified as critical in the occupational profiles. The competencies are listed in descending order by importance with the non-critical competencies displayed immediately after, in descending order of importance.
- ❖ Explain that certain competencies have associated benchmarks and questions. Note that only those competencies that can be adequately assessed in a question/answer format have benchmarks and questions. Other selection methods (e.g., tests, assessment centers, etc.) should be considered for applicants on the competencies without benchmarks.
- ❖ It may not be feasible to assess all critical competencies.

You can make changes to the critical competencies by unchecking competencies that are not appropriate for your position, or

you can add critical competencies by checking those that are critical to your position. The addition of critical competencies must be supported by job analysis documentation. The changes you make are not permanently stored in the *HR Manager* database.

You can clear all critical competencies by clicking on the “**Uncheck all Competencies**” button. You can also click on the “**Reset Initial Values**” button to refer back to the occupational data in the *HR Manager*.

The competency listing can also be placed in the “**Shopping Cart**” for later retrieval. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide.

Benchmarks

Benchmarks are behavioral indicators associated with each competency that provide descriptions and examples of proficiency levels. They can be used to assess the degree to which a person possesses a competency and to establish selection criteria, performance evaluation criteria (See Module C for information on Performance Management), and training and development measures (See Module D: Career Planning).

INSTRUCTOR NOTES

- ❖ If users indicate that additional competencies are critical, they will need to document their job relatedness.

Benchmark Levels

The competency benchmarks in *HR Manager* have five levels, ranging from the most basic (Level 1) to the most challenging (Level 5). Note that not all proficiency levels are appropriate for all jobs at all grade levels. Levels 1 through 3 may be appropriate for Entry level, levels 2 through 4 may be appropriate for Intermediate level, and levels 3 through 5 may be appropriate for the Full Performance level. Differences across the levels are based on increasing scope and/or complexity of the work, and/or, consequences of error.

For occupations (e.g. Information Technology) with senior expert level data, the benchmarks should be adjusted accordingly.

All critical competencies, including those that do not have benchmarks in *HR Manager*, can be assessed in various other ways such as selection tests, biographical data, reference checks, and/or assessment centers.

INSTRUCTOR NOTES

View Benchmarks for a Position's Critical Competencies

- ❖ Explain that, while the benchmark definitions should remain the same, the examples can, and should be, customized to fit the position being assessed.
- ❖ Explain that some competencies (for example, Integrity/Honesty and Self-Esteem) may not have benchmarks because they cannot be sufficiently assessed via benchmarks. These competencies can be measured by other methods including tests, biographical data, reference checks, and assessment centers.
- ❖ Note that each benchmark has five levels, ranging from 1 (most basic) to 5 (most challenging). Explain that, typically, not all levels will be used to assess a particular job. Rather, the benchmarks are intended to be used on a sliding scale, with levels 1-3 typically most appropriate for Entry level positions, 2-4 for Intermediate positions, and 3-5 for Full Performance level positions, depending on the requirements of the position.

View Benchmarks for Critical Competencies

After viewing the critical competencies as outlined earlier in this chapter, you can view the benchmarks for those competencies:

Click “**View Benchmarks**” at the end of the competency list. *HR Manager* will list the benchmarks for all of the critical competencies, in descending order of competency importance for that occupation.

HR Manager will indicate “There are no benchmarks available for this competency” for those competencies that do not have benchmarks.

HR Manager provides competency benchmark definitions and examples for the following levels:

	Level Definitions	Level Examples
Clerical and Technical	1-5	1-5
Information Technology	1,3,4,5	1,3,4,5
Professional and Administrative, Science and Engineering, and Trades and Labor	1,3,5	1-5
Supervisory, Managerial, and Executive	1-5	1,3,5

The benchmark information can also be placed in the “**Shopping Cart**” for later retrieval. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide.

INSTRUCTOR NOTES

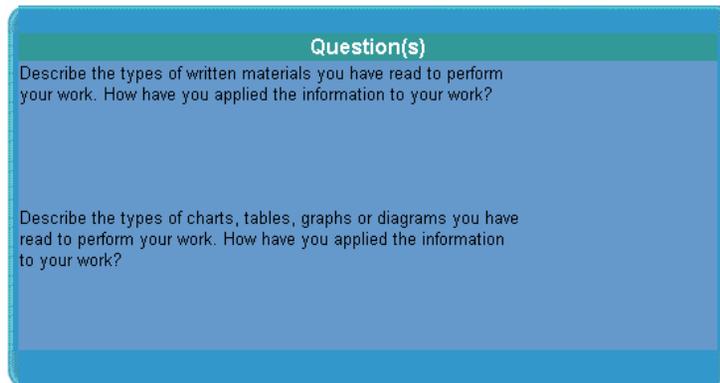
View Competency-Based Questions

You can use the questions provided in the *HR Manager* to assess a job candidate's proficiency level on the competencies. You can include these questions in a structured interview, and/or in a vacancy announcement. You can also develop new questions tailored to your needs using the competency definitions and benchmarks.

Click on “**View Questions**” at the bottom of the display. *HR Manager* will list the critical competencies for that occupation for which there are questions. This list includes the competency, its definition, and questions related to the competency.

Reading

Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.



Question(s)

Describe the types of written materials you have read to perform your work. How have you applied the information to your work?

Describe the types of charts, tables, graphs or diagrams you have read to perform your work. How have you applied the information to your work?

NOTE: Questions are displayed only for critical competencies. Some competencies may have a message indicating that no questions are available. For competencies that do not have benchmarks and questions associated with them, other forms of assessment may be more appropriate for evaluating proficiency (such as tests, reference checks, biographical data, assessment centers).

The competency questions can also be placed in the “**Shopping Cart**” for later retrieval. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide.

Create a Vacancy Announcement Form

1. Click on “**Vacancy Announcement Form**” at the end of the list of critical competencies.
2. To select the optional items you want to include on your vacancy announcement, click on the box to add or remove the checkmark, and click on the “**Submit**” button at the bottom of the page.
3. You can print the vacancy announcement, or copy and paste it into your word processor software.
2. To save the vacancy announcement into your word processing software simply highlight what you want to save, then click on “**Edit**,” and then “**Copy**.” You may also copy highlighted text by pressing the ‘CTRL’ and ‘C’ keys at the same time once you have the desired text highlighted. Open your word processing software and click on “**Paste**.” You can then make any modifications or edits necessary and save in the proper format for your word processing software.

INSTRUCTOR NOTES

- ❖ The Competency Definition and Questions can be placed in the “**Shopping Cart**” for later retrieval.
- ❖ Guide users through creating a vacancy announcement.
- ❖ Note that the vacancy announcement form cannot be saved to the “**Shopping Cart**.”

Create a Competency Question Form

You can produce a competency question form for the critical competencies. This form may be used in the development of a structured interview.

1. Click on “**Competency Question Form**” at the end of the list of critical competencies.
2. To select the optional items for your Competency Question Form, click on the box to add or remove the checkmark and click on the “**Submit**” button at the bottom of the page.
3. You can print a copy of the Competency Question Form or copy and paste it into your word processing software.

INSTRUCTOR NOTES

- ❖ Guide users through producing a Competency Question Form.
- ❖ Note that the Competency Question form cannot be saved to the “**Shopping Cart.**”

Applications in Recruitment and Selection

HR Manager's Recruitment and Selection module provides competencies required for a given occupation, questions related to those competencies, and benchmarks to be used for evaluating proficiency on the competencies. You can use this module to create vacancy announcements for recruitment and to develop structured interviews and crediting plans for selection. As is always true in the employee selection context, you must ensure that selection tools developed using *HR Manager* meet government regulations and the Uniform Guidelines for Employee Selection Procedures.

Creating a Vacancy Announcement

Vacancy announcements include critical tasks and competencies associated with the position(s), and may include supplemental questions that potential applicants can use to gauge their own qualifications for successful performance in the position.

The list of critical competencies generated by *HR Manager* can be customized based on your own job analysis. You will need to substantiate and document any competencies added to the vacancy announcement by including the job analysis process, dates and names of SMEs etc.

Creating a Structured Interview

The behavioral questions in the Recruitment and Selection module of *HR Manager* provide a starting point or framework for assessing the competencies. The questions can be modified to make them job-specific by examining occupational profiles, task-competency linkages, and your own job analysis information. Follow-up questions can be used to probe for additional in-depth information.

Creating a Crediting Plan

To create a crediting plan using *HR Manager*, use the Recruitment and Selection module to view the benchmarks related to the competencies being assessed. Use the appropriate benchmark levels, depending upon the occupation and grade being rated, to assess (i.e., assign points) applicants' responses to the associated competency-based questions.

INSTRUCTOR NOTES

Module C

Performance Management

This chapter will guide you through the *HR Manager* to develop performance management tools, including three different performance management forms. Like the Recruitment and Selection module, the Performance Management module displays both critical and non-critical competencies related to the selected occupation. (Refer to Appendix A for definitions of criticality based on occupational group.)

HR Manager can help you create a performance management plan that you can customize to fit your agency's needs.

Performance Management Objectives

- ❖ Identify an occupation's critical competencies
- ❖ Select competencies to be included in a performance plan
- ❖ Create a Performance Management Form
- ❖ Create an Employee Documentation Form
- ❖ Create a Performance Management Communication Form

INSTRUCTOR NOTES

Lesson Objectives

- ❖ Remind users of the definition of a competency:

A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully.

- ❖ Describe the objectives of the lesson and explain that you will walk them through each objective step-by-step. Be sure users are at the Main Menu display of *HR Manager*.

View Critical Competencies for a Position

The “**Performance Management**” module identifies the competencies required for successful performance of duties for a position and provides competency-based benchmarks that can be used to evaluate an employee's proficiency level for a critical competency.

1. From the *HR Manager* Main Menu, click on “**Performance Management.**”



2. Select “**Governmentwide**” data. If your organization has created and imported your occupational data into *HR Manager* you will have an option to select your organization's data.
3. Select an “**Occupational Group**” by clicking on the downward facing arrow and making a selection.
4. Select a “**Job Series/Job Title**” by clicking on the downward facing arrow and selecting the job series or title of interest.

INSTRUCTOR NOTES

View Critical Competencies for a Position

- ❖ Walk users through the steps in the **User Manual**. Use the following example:

Organization - Governmentwide
Occupational Group - Professional and Administrative
Job Series/Job Title - 0201 - Personnel Management
Grade - Full Performance.

- Select the “**Grade**” you are recruiting to fill by clicking on the downward facing arrow and making a selection (i.e., Entry, Intermediate, Full Performance, or All Grades) and then click “**Submit.**”

HR Manager will display a list of all of the competencies and their definitions for the occupational group you selected. The critical competencies are indicated by a check in the **Critical** column, and are listed in descending order of importance with non-critical competencies appearing next. Benchmarks are available for competencies that have a “Y” in the **Benchmark** column.

The **Distinguishing Value** column shows supervisors’ average rating of the competency’s value for distinguishing superior workers. The rating scale may be displayed by clicking on the column heading.

Performance Management

0201 Personnel Management
Grade: Full Performance

 Page Available

Critical	Distinguishing value	Benchmark	Competency	Description
<input checked="" type="checkbox"/>	4.71	Y	Reading	Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.
<input checked="" type="checkbox"/>	4.61	N	Integrity/Honesty	Contributes to maintaining the integrity of the organization; displays high standards of

INSTRUCTOR NOTES

- ❖ Point out the scroll bar, the **Critical** column signifying critical/non-critical status of the competencies, and the **Benchmarks** column which indicates availability of measurable proficiency levels for the competency. Note that the critical competencies are the same as those that appear in the “**Occupational Profiles**” and under “**Recruitment and Selection.**”
- ❖ Note that the **Distinguishing Value** column provides another piece of information that may be helpful in determining which competencies to include in a performance plan.

Include/Exclude Competencies for Performance Management

You can make changes to the critical competencies by unchecking competencies which are not appropriate for your needs, or you can add critical competencies by checking those that are critical. The addition of critical competencies must be supported by job analysis documentation. The changes you make are not permanently stored in the *HR Manager* database.

You can clear all critical competencies by clicking on the “**Uncheck all Competencies**” button. You can also click on the “**Reset Initial Values**” button to refer back to the occupational data in the *HR Manager*.

The competency listing can also be placed in the “**Shopping Cart**” for later retrieval. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide.

INSTRUCTOR NOTES

- ❖ Walk users through the steps in the **User Manual**. Have users make the following changes:
 - Make *Physics* and *Psychology* critical competencies.
 - Remove the competency *Attention to Detail*.
 - Click the “**Uncheck all Competencies**” to make all competencies non-critical.
 - Reset the critical competencies by clicking the “**Reset Initial Values.**”

- ❖ Walk users through the process of selecting the critical competencies they want to include on an employee's performance plan for the Personnel Management, Full Performance Level position for the next exercise.

View Benchmarks for Critical Competencies

At the bottom of the **Performance Management** display, click the “**View Benchmarks**” button. The following display will appear:

Competency - Reading

Level	Definition	Examples
5	Reads complex materials that convey scientific, technical, or legal information. Reads highly complicated charts, tables, graphs, or diagrams. Applies information to complete complex tasks.	-Reads new statutes or regulations to interpret their intent and impact on the agency/corporation's mission. -Reads several research reports to provide managers with information to change policies.
4		-Reads management reports to provide detailed summaries for personnel throughout the agency/corporation. -Reads technical reports to verify consistency with current policy. -Reads technical manuals to install computer hardware for the office.

HR Manager displays definitions of proficiency levels and examples of work behaviors for the competencies that have benchmarks available.

Click the “**Back**” button on your web browser to return to the Performance Management display.

Refer to pages B-5 through B-7 for more information on Benchmarks.

INSTRUCTOR NOTES

- ❖ Note that each benchmark has five levels, ranging from 1 (most basic) to 5 (most challenging). Explain that, typically, not all levels will be used to assess a particular position. Rather, the benchmarks are intended to be used on a sliding scale; for example, levels 1-3 may be most appropriate for Entry level positions, 2-4 for Intermediate positions, and 3-5 for Full Performance level positions.
- ❖ Benchmarks are behavioral indicators of competency proficiency levels.

Create a Performance Management Form

1. Click on “**Performance Management Form**” at the bottom of the performance management display.
2. You have an option to display the benchmarks from *HR Manager* on the form or to leave this section of the form blank. Click on the downward facing arrow to list the options and select your choice.
3. You can also choose the type of form (i.e., 5-point, 3-point or Pass/Fail) you want based on your organization's rating system. Click on the downward facing arrow to list the options and make a selection.

Performance Management Form

Show Benchmarks	1-5
Form Type	5-Point Form

Optional Selections:

- Results
- Social Security Number
- Department/office

INSTRUCTOR NOTES

- ❖ Walk users through the steps in the **User Manual**.

4. For Optional Selections, click on the boxes to remove the checkmarks corresponding to elements that you do not want to appear on the performance management form.
5. Click "**Submit.**"
6. The Performance Management Form will be displayed and you can print the form or copy and paste it into your word processing software (See Module A, Chapter 1 for further explanation of printing and editing documents).

INSTRUCTOR NOTES

- ❖ Instruct users to click the "**Back**" button on their browsers twice to return to the Performance Management display.

Create an Employee Documentation Form

The Employee Documentation Form is a tool for employees to use to document their performance throughout the rating period. For each critical competency, the form includes the definition of the competency and space for the employee to document specific work related activities and the date performed. At the bottom of the form, there is room for the employee to list his or her own training needs.

1. Click on “**Employee Documentation Form**” at the bottom of the performance management display.
2. The “**Employee Documentation Form**” will be displayed and you can print the form or copy and paste it into your word processing software (See Module A, Chapter 1 for further explanation of printing and editing documents).

INSTRUCTOR NOTES

- ❖ Walk users through the steps in the **User Manual**.
- ❖ Instruct users to click the “**Back**” button on their browsers to return to the “**Performance Management**” display.

Create a Performance Management Communication Form

The Performance Management Communication Form provides the employee with official documentation of the competencies on which they will be rated.

1. Click on “**Performance Management Communication Form**” at the bottom of the performance management display.
2. Click on the checkmark next to any optional items that you do not want to appear on the form. For example, if you do not want a space for Supervisor's comments, click on the box and clear the checkmark. Click on “**Submit**” after you have made your choices.
3. The “**Performance Management Communication Form**” will be displayed and you can print the form or copy and paste it into your word processing software (See Module A, Chapter 1 for further explanation of printing and editing documents).

INSTRUCTOR NOTES

- ❖ Walk users through the steps in the **User Manual**.

Applications in Performance Management

The information in this module can be used to help you in the performance management process, from developing a performance management plan to developing forms for documentation, communication, and evaluation of performance.

To create a performance management plan, use the critical competencies listed on the “**Performance Management**” display.

The list of critical competencies generated by *HR Manager* can be modified to suit your purpose. Remember to substantiate and document any changes you make to the competency list through SME panels, focus groups, or surveys of supervisors/incumbents. Use the appropriate benchmark levels, depending on the occupation and grade being rated, to evaluate employees' performance.

INSTRUCTOR NOTES

Module D

Career Planning

This module will guide you through the career planning tools in the *HR Manager*.

Career Planning Objectives

- ❖ View the Managerial Succession and Development Model and the 1998 Leadership Competency Model
- ❖ View Career Ladder to compare competencies that are required at different levels within an occupation
- ❖ View Career Lattice to determine occupations that have similar task profiles to the selected occupation
- ❖ Compare the tasks and competencies required for two occupations
- ❖ Review Training Needs

INSTRUCTOR NOTES

Lesson Objectives

- ❖ Go over the objectives of the lesson and explain that you will walk users through each one step-by-step.

INSTRUCTOR NOTES

- ❖ Note that the succession and development model does not include the same competencies as those in the Executive Core Qualification. Refer users to Appendix E for more information.

Chapter 1

Managerial Succession & Development Model and the 1998 Leadership Competency Model

The **Managerial Succession & Development Model** and the **1998 Leadership Competency Model** can be used by organizations for executive succession planning and to develop new and existing managers and supervisors. This model is based on OPM's 1992 leadership competency model rather than on current Executive Core Qualifications. It remains in the *HR Manager* because it presents the information in a way that may be particularly useful for workforce planning. This competency model was based on the Supervisor, Manager, and Executive data found throughout the *HR Manager*. For a comparison of the two leadership competency models, see Appendix E.

Managerial Succession & Development Model and the 1998 Leadership Competency Model Objectives

- ❖ View and Print the Managerial Succession & Development Model
- ❖ View and Print the 1998 Leadership Competency Model

View the Managerial Succession & Development Model

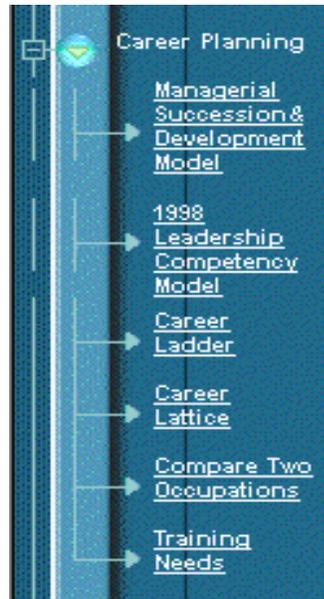
This model displays basic competencies that are required for all Supervisory, Managerial, and Executive positions in the Federal government. This model also shows which additional competencies are required for Supervisors, Managers, and Executives.

The model displays the competencies required for each level of management. As seen in the example below Supervisors require basic and first-level competencies. Managers need those competencies, as well as mid-level competencies, and Executives need all of the Managerial competencies and higher-level competencies.

Supervisors	Managers	Executives
		Higher-Level Competencies
	Mid-Level Competencies	Mid-Level Competencies
First-Level Competencies	First-Level Competencies	First-Level Competencies
Basic Competencies	Basic Competencies	Basic Competencies

INSTRUCTOR NOTES

1. Click on the “+” to the left of “**Career Planning**” on the *HR Manager* Main Menu. Click on “**Managerial Succession & Development Model**.”



2. *HR Manager* will display the model on screen.
3. You can print the model or copy and paste it into your word processing software (See Module A, Chapter 1 for further explanation of printing and editing documents).

INSTRUCTOR NOTES

- ❖ Walk users through the steps in the **User Manual**.

View the 1998 Leadership Competency Model

Based on a literature review and work with subject matter experts, OPM issued a revised competency model in 1998. The 1998 Leadership Competency model added five new competencies and, where necessary, updated the definitions of the competencies from the 1992 Managerial Succession and Development Model. Furthermore, the 27 leadership competencies were grouped into five meta-competencies that were adopted by OPM as the Executive Core Qualifications (ECQs) for the Federal Senior Executive Service. OPM has not, at present, collected survey data on the 1998 Leadership Competency Model; therefore, the data throughout the *HR Manager* are based on OPM's original leadership competency model.

1. Click on the “+” to the left of “**Career Planning**” on the *HR Manager* Main Menu, and click on “**1998 Leadership Competency Model.**”
2. *HR Manager* will then display the “**1998 Leadership Competency Model.**”
3. To view the competency definitions for each ECQ, click on the meta-competency for which you want competency definitions displayed.

Chapter 2

Career Ladder

This chapter will guide you through using the career ladder option to show competencies that are required as individuals progress to higher levels within an occupation.

Career Ladder Objective

- ❖ View Career Ladders for a specific occupation

View Career Ladder

The Career Ladder for an occupation identifies the competencies employees will need to succeed as they move from the Entry level to the Full Performance or Senior Expert level.

1. Click on “**Career Ladder**” under “**Career Planning**” on the *HR Manager* Main Menu.

Career Ladder

Career ladders are only available for Governmentwide data.



The screenshot shows a web interface for selecting a job. At the top, there is a button labeled "Select a Job". Below it are several dropdown menus: "Organization" (Governmentwide), "Occupational Group" (Professional and Administrative), "Job Series / Job Title" (0201 - Personnel Management), "Sort By" (Job Title), and "Grade" (Entry). A "submit" button is located at the bottom of the form.

INSTRUCTOR NOTES

View Career Ladder

- ❖ Explain the career ladder option as described in the **User Manual**.
- ❖ For this lesson, use the following example:

Occupational Group - Professional and Administrative
Job Series/Job Title - 0201 - Personnel Management

2. Select an “**Occupational Group**” by clicking on the downward facing arrow and making a selection.
3. Select a “**Job Series/Job Title**” by clicking on the downward facing arrow and selecting the job series or title of interest.

Career Ladder

0201 - Personnel Management

Entry Level	Intermediate Level	Full Performance Level
Attention to Detail	Attention to Detail	Attention to Detail
		Creative Thinking
	Customer Service	Customer Service
	Decision Making	Decision Making

INSTRUCTOR NOTES

- ❖ Describe the “**Career Ladder**” display and each column. Explain the grade levels included in each display. The Clerical and Technical displays show the Entry and Full Performance levels, while the Information Technology and Science and Engineering displays include Entry, Intermediate, Full Performance, and Senior Expert levels. The Professional and Administrative display shows Entry, Intermediate and Full Performance levels, and Trades and Labor displays individual grade levels. Note the changes in competency requirements as an individual progresses in the occupation.

INSTRUCTOR NOTES

NOTE:

Clerical and Technical occupations display only Entry and Full Performance level information. Information Technology and Science and Engineering occupations display Entry, Intermediate, Full Performance, and Senior Expert levels. Professional and Administrative occupations display Entry, Intermediate, and Full Performance level information. Trades and Labor occupations display grade level information. See Appendix B for a description of which grade levels were banded for Entry, Intermediate, Full Performance and Senior Expert. Where a level is completely blank, it indicates there were an insufficient number of responses to report data for that level.

4. You can print the Career Ladder from your browser, save it to the “**Shopping Cart**,” or copy and paste it into your word processing software. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide (See Module A, Chapter 1 for further explanation of printing and editing documents).

Chapter 3

Career Lattice

This chapter will guide you through using the Career Lattice to compare a selected occupational profile to other profiles within the same occupational group.

Career Lattice Objective

- ❖ View Career Lattice for a specific occupation

INSTRUCTOR NOTES

View Career Lattice

The “**Career Lattice**” shows a comparison of a selected occupational profile with other profiles in the same occupational group (e.g., clerical and technical or professional and administrative) to identify similar tasks and competencies across jobs in that group. Occupations at the “**All Grades**” performance level are not included in the match, unless no other profiles (e.g., Entry level) are available for a given occupation.

The “**Career Lattice**” identifies jobs which an employee might be able to perform, based on the similarity to the tasks and competencies required for their current job. The target jobs displayed in the lattice function are those that most closely match the employee's current occupation. The “**Career Lattice**” feature is particularly useful in restructuring, downsizing, or career transitioning situations.

1. Click on “**Career Lattice**” under “**Career Planning**” on the *HR Manager* Main Menu.
2. Select an “**Organization**” by clicking on the downward facing arrow and then clicking on the organization you want to view.
3. Make a selection in “**Occupational Group**” by clicking on the downward facing arrow and then clicking on the group you want to view.
4. Select a “**Job Series/Job Title**” by clicking on the downward facing arrow, then click on the option you want.
5. Select a “**Grade**” for the occupation you want to view.
6. Click on “**Submit**” at the bottom of the page. The following will be displayed:

INSTRUCTOR NOTES

View Career Lattice

- ❖ Explain the Career Lattice option as described in the **User Manual**.
- ❖ For this lesson, use the following example:

Organization - Governmentwide
Occupational Group - Professional and Administrative
Job Series/Job Title - 0201 - Personnel Management
Grade - Full Performance.

- ❖ Point out that this option works the same way as “**Build a Position & Match Profiles**” in “**Job Design.**” The difference is in the usage. This option is intended to help managers work with employees in restructuring, downsizing, or in career transitioning situations.
- ❖ Guide users through using the “**Career Lattice.**”

Career Lattice

Occupation: 0201 - Personnel Management

Grade: Full Performance

The Occupations That Most Closely Match The Position You Selected

% Common Tasks in Target Job	% Common Tasks in Selected Job	Series	Occupational Title (Target Job)	Level
100	100	0201	Personnel Management	Full Performance
94	73	0201	Personnel Management	Entry
90	93	0212	Personnel Staffing	Full Performance
89	69	0221	Position Classification	Full Performance
87	83	0201	Personnel Management	Intermediate

The first column, **% Common Tasks in Target Job**, shows the percentage of tasks in the target job that the employee is already performing in their current job. The second column, **% Common Tasks in Selected Job**, shows the percentage of tasks the employee is already performing in their current job that would be performed in each target job. The target jobs are ranked in descending order by **% Common Tasks in Target Job**. Only those jobs for which an employee is already performing 50 percent of the tasks appear on the list.

INSTRUCTOR NOTES

- ❖ With the “**Career Lattice**” display shown, describe each column. Explain the **% Common Tasks in Target Job** and **% Common Tasks in Selected Job** columns.
- ❖ **% Common Tasks in Target Job** shows the percentage of tasks required by each target job that are also required by the selected occupation (in other words, the percentage of tasks in the target job that the employee is already performing in their current job).
- ❖ **% Common Tasks in Selected Job** shows the percentage of tasks required by the selected occupation that is also required by each target job (In other words, the percentage of tasks that the employee is already performing in the current job that would be performed in the target job). The target jobs are ranked in descending order by **% Common Tasks in Target Job**. Only those target jobs with at least 50 percent of tasks matching the selected occupation appear.

When both columns show high percentages, the target job and the selected occupation are closely matched and have many similar tasks, indicating a high probability that the target job is a good match for candidates performing the selected job. When the **% Common Tasks in Target Job** column has a low percentage, however, a clear match is not implied, because less of the target job is currently being performed by an incumbent in the selected job.

In the example above, Personnel Staffing at the Full Performance Level appears to be the best match to the selected job. The number in the **% Common Tasks in Target Job** indicates that 90 percent of the tasks that need to be performed are already being performed by the Personnel Management Specialist at the Full Performance Level. This provides one indication that the transition between these two jobs would be easier to make in terms of tasks performed. Furthermore, the number in the **% Common Tasks in Selected Job** indicates that 93 percent of the tasks in Personnel Staffing would also be performed in a Personnel Management position at the Full Performance Level.

You can use the “**View Profile**” and “**Compare**” options to further explore the best match.

7. Click on “**View Profile**” to view the occupational profile for the matched position.
8. Click on “**Compare**” to view a side-by-side comparison of the required competencies and tasks for both occupations.

INSTRUCTOR NOTES

- ❖ Have users select one of the target jobs on the list and then click “**View Profile**” to view a profile of the critical tasks and competencies required for that job.
- ❖ Now, have the class click “**Compare**” to view an onscreen comparison of the required competencies and tasks for both occupations.

Chapter 4

Compare Two Occupations

This chapter will guide you through comparing the required tasks and competencies for two occupations within the same occupational group.

Compare Two Occupations Objective

- ❖ View a comparison of two occupations

Compare Two Occupations

This function allows you to compare two specific occupations within the same occupational group. This comparison can be used to help managers, supervisors, and employees when in a downsizing, restructuring, or career transition mode.

1. Click on “**Compare Two Occupations**” under “**Career Planning**” on the *HR Manager* Main Menu.
2. Select a “**Survey Group**” by clicking on the downward facing arrow.
3. Select an “**Organization**” by clicking on the downward facing arrow and then clicking on the organization you want to view.
4. Select your first “**Occupational Cluster**” by clicking on the downward facing arrow and select from the choices listed. Occupations within a cluster are most likely to have similar competency requirements.
5. Select the “**Job Series/Job Title**” and “**Grade**” for your first occupational choice.

Compare Two Occupations

Select a Survey Group	
Professional and Administrative	
Select Organization	Select Organization
Governmentwide	Governmentwide
Occupational Cluster	Occupational Cluster
(ALL)	(ALL)
Job Series / Job Title	Job Series / Job Title
0201 - Personnel Management	0221 - Position Classification
Grade	Grade
Full Performance	Full Performance

submit

INSTRUCTOR NOTES

- ❖ Explain the “**Compare Two Occupations**” option as described in the Users Manual.
- ❖ For this lesson, use the following example for your first occupation:

Survey Group - Professional and Administrative

Organization - Governmentwide

Occupational Cluster - All

Job Series/Job Title - 0201- Personnel Management

Grade - Full Performance.

- ❖ Let the users choose the second occupation.
- ❖ Walk users through the steps in the User Manual.
- ❖ Explain to users that they can choose different occupational clusters and different grade levels.

- Repeat steps 3 to 5 to select a second occupation and then click **“Submit.”**

Compare Two Occupations

Competencies	
0201 - Personnel Management (Full Performance)	0221 - Position Classification (Full Performance)
Writing	Writing
Stress Tolerance	Stress Tolerance
Self-Management	Self-Management
Self-Esteem	Self-Esteem
Reasoning	Reasoning
Reading	Reading
Problem Solving	Problem Solving
Planning and Evaluating	Planning and Evaluating
Oral Communication	Oral Communication

You can see what critical competencies and tasks overlap between the two positions. Employees who are making a career change can use this information as they consider career options. This option is also useful for human resources specialists and managers who are attempting to match employees with other occupations during a reorganization or downsizing effort.

- You can print the comparison from your browser or copy and paste it into your word processing software.

INSTRUCTOR NOTES

Chapter 5

Training Needs

This chapter will guide you through viewing the training needs identified by employees and supervisors for selected occupations.

Training Needs Objective

- ❖ View training needs for a specific occupation

Training Needs

The “**Training Needs**” option in the “**Career Planning**” module displays the competencies that require the most training according to employees and supervisors for a selected occupation. The number of competencies and the order of competencies displayed typically differ for employees and supervisors based on their data.

Identify Training Needs



The screenshot shows a web form titled "Identify Training Needs" from the Office of Personnel Management (OPM). The form has a blue background and contains several dropdown menus. At the top right, there is a button labeled "Select a Job". The form fields are: "Organization" (Governmentwide), "Occupational Group" (Professional and Administrative), "Job Series / Job Title" (0201 Personnel Management), "Sort By" (Job Title), and "Grade" (Full Performance). The OPM logo and name are at the bottom of the form area.

submit

INSTRUCTOR NOTES

Training Needs

- ❖ Describe the “**Training Needs**” option as outlined in the **User Manual**.

1. Click on “**Training Needs**” under “**Career Planning**” on the *HR Manager* Main Menu.
2. Select an “**Organization**” by clicking on the downward facing arrow and clicking on the organization you want to view.
3. Make a selection in “**Occupational Group**” by clicking on the downward facing arrow; then click on the group you want to view.
4. Make a selection in “**Job Series/Job Title**” by clicking on the downward facing arrow; then click on the occupation and make a selection in “**Grade**” on the occupation you want to view.
5. Click on “**Submit**” at the bottom of the page.
6. You can print the screen from your browser or copy and paste it into your word processing software. For further information about using the “**Shopping Cart**” function, refer to the Getting Started section of this guide (See Module A, Chapter 1 for further explanation of printing and editing documents).

Identify Training Needs

Occupation: 0201 - Personnel Management

Grade: Full Performance

Competencies

Listed in rank order according to need for training

Employees	Supervisors
Technology Application	Personnel and Human Resources
Personnel and Human Resources	Technology Application
Technical Competence	Legal, Government and Jurisprudence
Conflict Management	Problem Solving
Stress Tolerance	Information Management

The display above shows the competencies (in descending order) that require the most training, according to employees and supervisors.

INSTRUCTOR NOTES

Training Needs

- ❖ Walk users through the steps in the **User Manual**.
- ❖ For this lesson, use the following occupation:

Organization - Governmentwide

Occupational Group - Professional and Administrative

Job Series/Job Title - 0201 - Personnel Management

Grade - Full Performance

- ❖ Have users click on some of the competencies and read the descriptions of each competency. Explain that *HR Manager* used a cutoff score to determine which competencies to display for each occupation. As a result, the number of competencies displayed may differ for employees and supervisors.

Module E

Competency and Task Means

This section will guide you through the Competency and Task Means module of *HR Manager* which allows you to view all of the data in *HR Manager* in one place.

Competency and Task Means Objectives

- ❖ View Competency Information
- ❖ View Task Information

INSTRUCTOR NOTES

Competency and Task Means

- ❖ Because this module is more informational than functional in creating HR products, do a brief demonstration of its features. Have students follow along as you demonstrate a few functions.

Chapter 1

Competency Means

Competencies are measurable patterns of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies aid in integrating human resource management (HRM) functions (e.g., recruitment, selection, performance management, training, and career development) by providing a common foundation for developing products and services for HRM. This, in turn, sends a consistent message to employees about the competencies on which they will be recruited, selected, appraised, trained, and compensated. This chapter will guide you through viewing the mean competency ratings for a particular occupation in *HR Manager*.

Objectives

- ❖ View Competency Means for a specific occupation

View Competency Means

1. Click on the “+” to the right of “**Competency and Task Means**” on the *HR Manager* Main Menu. Click on “**Competency Means.**”



2. Select an “**Organization**” by clicking on the downward facing arrow to view your options. Choose “**Governmentwide**” unless you have agency specific data in *HR Manager*.
3. Select an “**Occupational Group**” by clicking on the downward facing arrow to view your options, and clicking on the group you want to view.
4. Select a “**Job Series/Job Title**” by clicking on the downward facing arrow to view your options and clicking on the occupation you want to view.
5. Select a “**Grade**” by clicking on the downward facing arrow to view your options and clicking on the grade you want to view.
6. Click on “**Submit**” at the bottom of the display as shown on the next page.

INSTRUCTOR NOTES

- ❖ Walk users through viewing the “**Competency Means**” as outlined in the User Manual.
- ❖ Have users select the following occupation:

Organization - Governmentwide

Occupational Group - Professional and Administrative

Job Series/Job Title - 0201 - Personnel Management

Grade - Full Performance.

Competency Means

Select a Job

Organization
Governmentwide

Occupational Group
Professional and Administrative

Job Series / Job Title
0201 Personnel Management

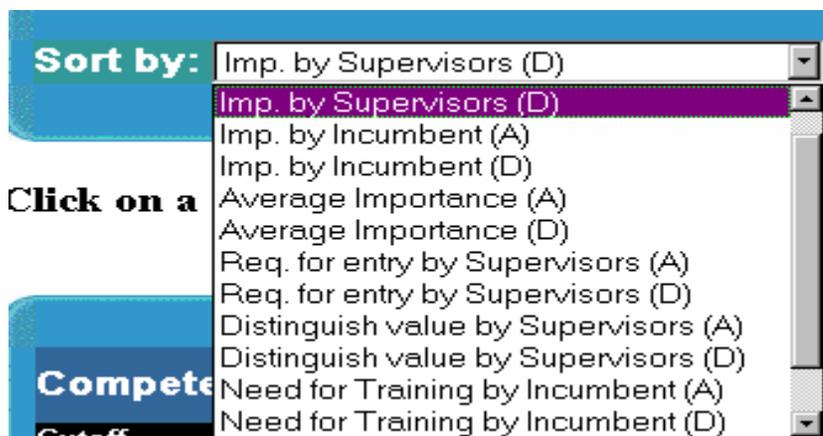
Sort By
Job Title

Grade
Full Performance

OPM
Office of Personnel Management

submit

HR Manager will generate a display that lists all competencies for that occupational group initially sorted by the first column. For most occupational groups, this column is, “**Importance by Supervisors.**” The competencies are ordered by importance as rated by the Supervisors, with the most important at the top. Those competencies that do not list a number did not meet the cutoff for this rating scale. Cutoff scores for each rating scale are listed in Appendix B and may be viewed by clicking on the heading for the rating scale.



INSTRUCTOR NOTES

- ❖ Walk users through the rating scales for each column.
- ❖ Typically, users will sort in descending (D) order with the highest rated competencies at the top of the display. Although for some scales, such as **Required at Entry**, users may want to sort in ascending (A) order.
- ❖ Explain that a key use of this information may be to determine why certain competencies are not included in a given display. For example, an occupational profile may not have competencies listed that were rated as important for the position because they were not required at entry. Looking at the “**Competency Means**” area will help users to make these determinations.

You can sort the competencies in a variety of ways.

The sort options followed by “(D)” indicate that the competencies will be sorted in descending order based on that rating scale; the sort options followed by “(A)” indicate that the competencies will be sorted in ascending order based on that rating scale.

7. To sort the competencies in a different order, click on the downward facing arrow to view your options, and then click on your choice.
8. Click on a column heading to view the question which was asked in the survey and the rating scale used.

You can determine why a specific competency was not included in an occupational profile by viewing this information. Competencies that are judged to be important will not appear in the profile if they were not also required at entry into the position.

Chapter 2

Task Means

Tasks are activities performed in an occupation. The tasks in *HR Manager* describe general work activities and provide a common language across occupations to facilitate comparisons of multiple occupations within a group. Broadly defined task statements, such as those in *HR Manager*, are more enduring and are less likely to become outdated as jobs continually evolve and change. This reduces the need to constantly update position descriptions or conduct frequent job analyses. This chapter will guide you through viewing the mean task ratings for a particular occupation in *HR Manager*.

Task Means Objectives

- ❖ View Task Means for a specific occupation

View Task Means

1. Click on the “+” to the right of “**Competency and Task Means**” on the *HR Manager* Main Menu. Click on “**Task Means.**”



2. Select “**Organization**” by clicking on the downward facing arrow to view your options. Choose “**Governmentwide**” unless you have your agency specific data in *HR Manager*.
3. Select an “**Occupational Group**” by clicking on the downward facing arrow to view your options and clicking on the group you want to view.
4. Select a “**Job Series/Job Title**” by clicking on the downward facing arrow to view your options and clicking on the occupation you want to view.
5. Select a “**Grade**” by clicking on the downward facing arrow to view your options and clicking on the grade you want to view.
6. Click on “**Submit**” at the bottom of the display as shown below.

INSTRUCTOR NOTES

- ❖ Walk users through viewing the task means as outlined in the **User Manual**.
- ❖ Have users select the following occupation:

Organization - Governmentwide

Occupational Group - Professional and Administrative

Job Series/Job Title - 0201 - Personnel Management

Grade - Full Performance.

Task Means

Select a Job

Organization
Governmentwide

Occupational Group
Professional and Administrative

Job Series / Job Title **Sort By**
0201 Personnel Management Job Title

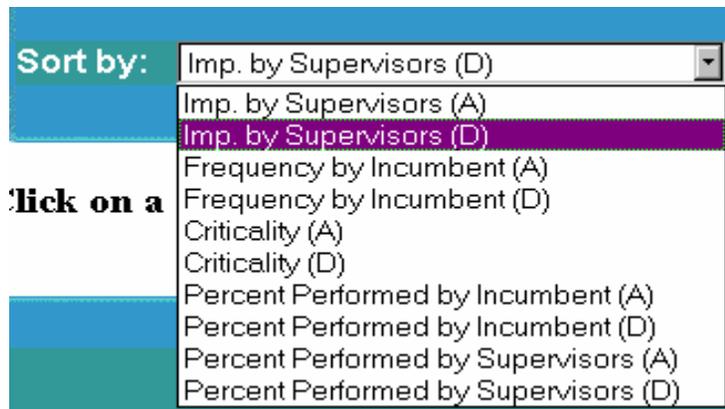
Grade
Full Performance

OPM
Office of Personnel Management

submit

INSTRUCTOR NOTES

HR Manager will list all tasks that meet the cutoff on at least one of the rating scales. The tasks initially appear in the order of most important as rated by the Supervisors for most occupational groups. Those tasks that do not have a number listed in a column did not meet the cutoff for this rating scale. Cutoff scores for each rating scale are listed in Appendix B and may be viewed by clicking on the column heading in the task means display.



INSTRUCTOR NOTES

- ❖ Walk users through the rating scales for each column.
- ❖ Typically, users will want to sort in descending (D) order with the highest rated tasks at the top of the display.

You can change the order in which the tasks are displayed. The sort options followed by “(D)” indicate that the tasks will be sorted in descending order based on that rating scale; the sort options followed by “(A)” indicate that the tasks will be sorted in ascending order based on that rating scale.

7. To sort the tasks in a different order, click on the downward facing arrow to view your options, and then click on your choice.
8. Click on a column heading to view the question which was asked on the survey and the rating scale used.

Module F

General Information

This module contains several types of general support information, including links to other useful Internet sites that will provide helpful information. Also in this module, you can retrieve specific information related to occupational groups such as competency and task lists, linkages between tasks and competencies, behavioral competency-based questions, and occupational clusters.

INSTRUCTOR NOTES

- ❖ Because this module is more informational than functional in creating HR products, briefly demonstrate its features. Have students follow along as you demonstrate a few functions.

General Information

The [Office of Personnel Management](#) website contains many useful links. The [Federal Classification](#) page contains information on position classification policy for work performed in the Federal government, including the Handbook of Occupational Groups and Families that includes definitions for Federal government job series. The [Performance Management Technical Assistance Center](#) contains guidance relating to the management of employee performance (e.g., developing, monitoring, rating, or rewarding employee contributions). [USAJobs](#) provides general information and current openings for jobs in the Federal government. Other organizations can also list their openings on this website.

The [Standard Occupational Classification](#) website contains useful information on the development and structure of the system. This classification system will be used by all Federal agencies when collecting data.

To view the complete list of competencies, tasks, and other information for an occupational group, please select an Occupational Group from the drop-down list below.



Occupational Group

Website Links

- ❖ Click on **“Office of Personnel Management”** to be taken to the homepage of OPM's website. This page provides links to a variety of information relevant to Human Resource Management in the Federal Government.
- ❖ Click on **“Federal Classification”** to view classification information on OPM's website.

INSTRUCTOR NOTES

INSTRUCTOR NOTES

- ❖ Click on “**Performance Management Technical Assistance Center**” to be taken to OPM’s resource center for performance management.
- ❖ Click “**USAJobs**” to view current job openings in the Federal government.
- ❖ Click “**Standard Occupational Classification**” to view the SOC website, containing information on the structure and development of the system.

Occupational Group Information

Click on the downward-facing arrow within the Occupational Group box to view your options from among Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor, and Supervisory, Managerial and Executive occupations. After selecting an occupational group, you can view the following data within *HR Manager*.

- ❖ Competencies by Occupational Group
- ❖ Tasks by Occupational Group
- ❖ Benchmarks by Occupational Group
- ❖ Questions by Occupational Group
- ❖ Clusters by Occupational Group
- ❖ Linkages by Task by Occupational Group, and
- ❖ Linkages by Competency by Occupational Group.

Practice Exercises

HR Manager Basics

The following exercises are provided to help you review the *HR Manager*. It is a good practice to document every step you take, or modifications you make, while developing new human resource products.

INSTRUCTOR NOTES

- ❖ Introduce the practice exercises to the class and explain that it is their turn to show their understanding of the *HR Manager*.
- ❖ Break the class up into small groups or pairs depending on the size of the group. Assign each group one of the *HR Manager Basics* questions and tell the class that they will have 10 to 15 minutes to complete the exercise.
- ❖ Have the group select a spokesperson to explain and demonstrate their response using the instructor's console.

Human Resource Manager Basics: Practice Exercises

- Exercise 1:** Your organization is interested in hiring a secretary at the Full Performance level to support the director. Before you hire a secretary, it is important to document the important tasks and competencies for the job in a position description. Using the appropriate feature of the *HR Manager*, develop a position description for a secretary.
- Exercise 2:** Once you have developed the position description for the secretary, a vacancy announcement must be posted to inform potential applicants about the job and request information on their capabilities in specific competency areas. Using the *HR Manager*, develop a vacancy announcement to recruit a secretary.
- Exercise 3:** You have received numerous applications for the secretary position after posting the vacancy announcement. Develop a structured interview to assess the key competencies or qualifications of the prospective secretarial candidates using the *HR Manager*.
- Exercise 4:** Congratulations! You've hired a Full Performance secretary. The secretary has been working for you for 6 months. It is now time for a mid-year performance appraisal. Develop a performance appraisal process using the *HR Manager* to evaluate your secretary's performance.

INSTRUCTOR NOTES

INSTRUCTOR NOTES

- Exercise 5:** As a good manager, you are interested in providing career development opportunities to all your employees, while also improving the organization's performance. To guide your employees, you explore with them the competencies needed to move up in their occupation, or move laterally within the organization. Using the *HR Manager*, determine how you would help an employee progress in their occupation or move laterally within the organization.
- Exercise 6:** During the mid-year performance appraisal, you noticed that several employees in your secretarial pool need improvements in several competency areas. Using the *HR Manager*, determine how you would identify what training opportunities would most benefit your secretarial employees.

INSTRUCTOR NOTES

- ❖ Have students work on practice exercises individually, documenting the steps they take and their justification.

HR Manager Challenge

The following exercises build on your understanding of *HR Manager*. The exercises that follow are provided to help you use the *HR Manager* in creative and innovative ways.

Human Resource Manager Challenge: Practice Exercises

- Exercise 1:** Due to cutbacks in your Agency, your office will be downsizing. How could you use the *HR Manager* to provide outplacement services to your employees? What features of the *HR Manager* would you use to assist your employees in the downsizing efforts?
- Exercise 2:** The impending downsizing will reduce your staff, but not the work. As a manager, you recognize that the downsizing will affect the workload of the employees that remain. You also recognize that downsizing will require you to identify which employees are best suited to take on which responsibilities. How would you use *HR Manager* to (re)assign work?
- Exercise 3:** You have asked a curriculum development specialist to develop a course entitled “Executive Writing.” What features of the *HR Manager* would be useful for this process?

INSTRUCTOR NOTES

Answers

NOTE: There are more ways than one to respond to each exercise. Each organization has different needs, and such needs may require different responses. The answers provided are meant to illustrate ways that the information in the *HR Manager* can be applied.

Answers to *HR Manager* Basic Exercises

INSTRUCTOR NOTES

Exercise 1: Position Description

- A) The simplest approach to developing the position description is to use the “**Occupational Profile**” for a secretary at the Full Performance level. This information can be found by clicking the options listed below in the following sequence:
- 1) Select “**Job Design**” from the *HR Manager* Main Menu.
 - 2) Click “**Occupational Profile**.”
 - 3) Select “*Clerical and Technical*” for the “**Occupational Group**.”
 - 4) Select “*0318 Secretary*” for the “**Job Series/Job Title**.”
 - 5) Select “*Full Performance*” for the “**Grade**” and click “**Submit**.”
 - 6) Save the Profile by sending it to the “**Shopping Cart**.” Click on “**Shopping Cart**” and “**Add this Page to the Shopping Cart**.”
 - 7) Review the occupational profile and select the tasks and competencies you want for the Secretarial position.
 - 8) Highlight what you want to save into your word processing software and click on “**Edit**,” then “**Copy**.”
 - 9) Open your word processing software and click on “**Paste**.”
 - 10) Save your document into your word processing software.
 - 11) Document and justify any changes.

Note: From the “**Occupational Profile**” page you can create a Position Description Form by selecting this option at the bottom of the page.

INSTRUCTOR NOTES

- B) You can also supplement the “**Occupational Profile**” by clicking the following options in the sequence listed below:
- 1) Select “**Competency & Task Means**” from the *HR Manager* Main Menu.
 - 2) Click “**Competency Means.**”
 - 3) Select “*Clerical and Technical*” for the “**Occupational Group.**”
 - 4) Select “*0318 Secretary*” for the “**Job Series/Job Title.**”
 - 5) Select “*Full Performance*” for the “**Grade**” and click “**Submit.**” Here you can view the Competency Means for Secretarial positions at the Full Performance level.
 - 6) To view the “**Task Means**” select “**Competency & Task Means**” from the *HR Manager* Main Menu.
 - 7) Select “**Task Means.**”
 - 8) Repeat steps 3 through 5 as above to view the “**Task Means**” for Secretarial positions at the Full Performance level.

Exercise 2: Vacancy Announcement

The first step in developing the vacancy announcement is to determine the critical competencies. You can then generate a vacancy announcement. You can do so by clicking the options listed below in the following sequence:

- 1) Select “**Recruitment and Selection**” from the *HR Manager* Main Menu.
- 2) Select “*Clerical and Technical*” for the “**Occupational Group.**”
- 3) Select “*0318 Secretary*” for the “**Job Series/Job Title.**”
- 4) Select “*Full Performance*” for the “**Grade**” and click “**Submit.**”
- 5) Select the critical competencies based on your position description and click on “**Vacancy Announcement Form.**”
- 6) Select from the optional fields that you want to appear on your form.
- 7) Highlight what you want to save into your word processing software and click on “**Edit,**” then “**Copy.**”

INSTRUCTOR NOTES

- 8) Open your word processing software and click on “**Paste.**”
- 9) Save your document into your word processing software for changes, as necessary.
- 10) You may also supplement the information in the vacancy announcement using the information in “**Competency and Task Means**” as described in the previous exercise.
- 11) Document and justify any changes to the data.

Exercise 3: Structured Interview

To develop a structured interview for the job, click the options listed below in the following sequence:

- 1) Select “**Recruitment and Selection**” from the *HR Manager* Main Menu.
- 2) Select “*Clerical and Technical*” for the “**Occupational Group.**”
- 3) Select “*0318 Secretary*” for the “**Job Series/Job Title.**”
- 4) Select “*Full Performance*” for the “**Grade**” and click “**Submit.**”
- 5) Select the critical competencies you selected for your vacancy announcement in Exercise 2 for which benchmarks are available
- 6) Click “**Competency Question Form.**”
- 7) Select from the optional fields that you want to appear on your competency question form and click “**Submit.**”
- 8) Highlight what you want to save into your word processing software and click on “**Edit,**” then “**Copy.**”
- 9) Open your word processing software and click on “**Paste.**”
- 10) Save your document into your word processing software for changes as necessary.
- 11) Document and justify any changes to the data.

Exercise 4: Performance Evaluation

To develop a performance evaluation plan for the job, click the options listed below in the following sequence:

- 1) Select "**Performance Management**" from the *HR Manager* Main Menu.
- 2) Select "*Clerical and Technical*" for the "**Occupational Group.**"
- 3) Select "*0318 Secretary*" for the "**Job Series/Job Title.**"
- 4) Select "*Full Performance*" for the "**Grade**" and click "**Submit.**"
- 5) Select the critical competencies that matched your vacancy announcement, structured interview, and benchmarks from the earlier exercises.
- 6) Click on "**Performance Management Form.**"
- 7) Indicate whether you would like your document to show benchmarks, and then select the form type (Pass-Fail, 3-point form or 5-point form).
- 8) Select from the optional fields that you want to appear on your performance management form and click "**Submit.**"
- 9) Highlight what you want to save into your word processing software and click on "**Edit,**" then "**Copy.**"
- 10) Open your word processing software and click on "**Paste**"
- 11) Save your document into your word processing software for changes as necessary
- 12) Document and justify any changes to the data.

INSTRUCTOR NOTES

Exercise 5: Career Planning

There are two options in *HR Manager* that will help you obtain information about the development of competencies critical for the job.

To use the “**Career Ladder**,” click the options listed below in the following sequence:

- 1) Select “**Career Planning**” from the *HR Manager* Main Menu.
- 2) Click “**Career Ladder**.”
- 3) Select “*Clerical and Technical*” for the “**Occupational Group**.”
- 4) Select “*0318 Secretary*” for the “**Job Series/Job Title**” and click “**Submit**.”

The “**Career Ladder**” may be used to guide an employee’s movement in a vertical career path, staying within the current occupation (from Entry level to Full Performance level).

To use the “**Career Lattice**,” click the options listed below in the following sequence:

- 1) Select “**Career Planning**” from the *HR Manager* Main Menu.
- 2) Click “**Career Lattice**.”
- 3) Select “*Clerical and Technical*” for the “**Occupational Group**.”
- 4) Select “*0318 Secretary*” for the “**Job Series/Job Title**.”
- 5) Select “*Full Performance*” for the “**Grade**” and click “**Submit**.”

The “**Career Lattice**” may be used to identify developmental opportunities or horizontal movement into similar positions within the same occupational group.

Exercise 6: Training Needs

To help employees that need improvement in several competency areas, click the options listed below in the following sequence:

- 1) Select "**Career Planning**" from the *HR Manager* Main Menu.
- 2) Click "**Training Needs.**"
- 3) Select "*Clerical and Technical*" for the "**Occupational Group.**"
- 4) Select "*0318 Secretary*" for the "**Job Series/Job Title.**"
- 5) Select "*Full Performance*" for the "**Grade**" and click "**Submit.**"

Training needs may be used to identify areas in which employees in a particular occupation may need further training. Information from both incumbents in the positions as well as supervisors of the incumbents provides guidance on areas in which training is perceived as most needed.

INSTRUCTOR NOTES

Answers to HR Manager Challenge Exercises

INSTRUCTOR NOTES

Exercise 1: Outplacement Services

- A) Provide downsized employees with a description of their occupation from the *HR Manager*. This description can be found by clicking the options listed below in the following sequence:
- 1) Select “**Job Design**” from the *HR Manager* Main Menu.
 - 2) Click “**Occupational Profile.**”
 - 3) Select the appropriate “**Occupational Group.**”
 - 4) Select the appropriate occupation in the “**Job Series/Job Title.**”
 - 5) Select the appropriate “**Grade**” and click “**Submit.**”
 - 6) Save the Profile by sending it to the “**Shopping Cart.**” Click on “**Shopping Cart**” and “**Add this page to the Shopping Cart,**” or you can highlight what you want to save into your word processing software and click on “**Edit,**” then “**Copy.**”
 - 7) Open your word processing software and click on “**Paste.**”
 - 8) Save your document into your word processing software.

This profile will help employees who are being downsized to develop or update their resumes by providing a list of the critical tasks they are performing and the competencies required for their current job.

INSTRUCTOR NOTES

B) To help downsized employees explore career opportunities; *HR Manager* may be used to suggest possibilities that they might not have previously considered. Click the options listed below in the following sequence:

- 1) Select “**Career Planning**” from the *HR Manager* Main Menu.
- 2) Click “**Career Lattice.**”
- 3) Select the appropriate “**Occupational Group.**”
- 4) Select the appropriate occupation in the “**Job Series/Job Title.**”
- 5) Select the appropriate “**Grade,**” and click “**Submit.**”

The “**Career Lattice**” may be used to identify related or similar occupations for which an employee may qualify based on task similarity. The match feature in “**Career Lattice**” provides information on occupations most closely related to the employee's current occupation.

C) You could also use the “**Build a Position & Match Profiles**” function to guide employees interested in making a career transition. Employees can identify the tasks they enjoy performing and find occupations that match their interests. Click the options listed below in the following sequence:

- 1) Select “**Job Design**” from the *HR Manager* Main Menu.
- 2) Click “**Build a Position & Match Profiles.**”
- 3) Select the appropriate “**Occupational Group,**” and click “**Submit.**”
- 4) Select the desired and mandatory job tasks (Note: You can select a maximum of 5 mandatory tasks), and click “**Match.**”

Exercise 2: Reassigning Work

To reassign tasks, click the options listed below in the following sequence:

- 1) Select “**Career Planning**” from the *HR Manager* Main Menu.
- 2) Click “**Career Lattice**.”
- 3) Select the appropriate “**Occupational Group**.”
- 4) Select the appropriate occupation in “**Job Series/Job Title**.”
- 5) Select the appropriate “**Grade**,” and click “**Submit**.”

The match feature in the “**Career Lattice**” provides information on occupations most closely related to the selected occupation. If a position has been eliminated, you can use the “**Career Lattice**” to identify other occupations with similar task requirements. Employees in these similar occupations would be best suited to take on the work that needs to be reassigned.

Exercise 3: Curriculum Development

The managerial competency “Written Communication” will be the primary focus for this exercise.

(The Benchmarks can be accessed through either the “Recruitment and Selection” or the “Performance Management” modules.)

- 1) Select “**Recruitment & Selection**” from the *HR Manager* Main Menu.
- 2) Select “*Supervisory, Managerial and Executive*” for the “**Occupational Group**.”
- 3) Select “9992 *Executive*” for the “**Job Series/Job Title**.”

INSTRUCTOR NOTES

- 4) Select “**All Grades**” for the “**Grade**” and click “**Submit.**”
- 5) Click “**Uncheck all Competencies,**” then check “**Written Communication**” in the **Critical** column.
- 6) Click “**View Benchmarks.**”
- 7) Save the Benchmark by sending it to the “**Shopping Cart.**” Click on “**Shopping Cart**” and “**Add this page to the Shopping Cart,**” or you can highlight what you want to save into your word processing software and click on “**Edit,**” then “**Copy.**”
- 8) Open your word processing software and click on “**Paste.**”
- 9) Save your document into your word processing software.

The benchmarks for “Written Communication” will give the curriculum development specialist more detailed information regarding the level of competence typically required at the Executive level. The benchmark definitions can help the curriculum development specialist gear the course to the typical level of the target audience. The benchmarks are on a sliding scale from 1 to 5, 1 is the lowest and 5 the highest. The curriculum development specialist may want to focus the course for levels 3-5 if the target audience is high level executives. The examples can be used to help the curriculum development specialist shape the course content. The task-competency linkages in the “**General Information**” module can also provide helpful information.

Appendices

Appendix A: *HR Manager in Practice*

Appendix B: *Technical Background for the Human Resource Manager*

Appendix C: *Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor and Managerial Occupations*

Appendix D: *Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering and Managerial Task and Competency Lists*

Appendix E: *Translation of 1992 to 1998 Leadership Competencies Grouped by Meta-Competencies*

Appendix F: *Competency-Based Clerical and Technical, Science and Engineering, and Trades and Labor Occupational Clusters*

Appendix G: *Where to go in HR Manager to Create Specific HR Products*

Appendix H: *Glossary*

Appendix A

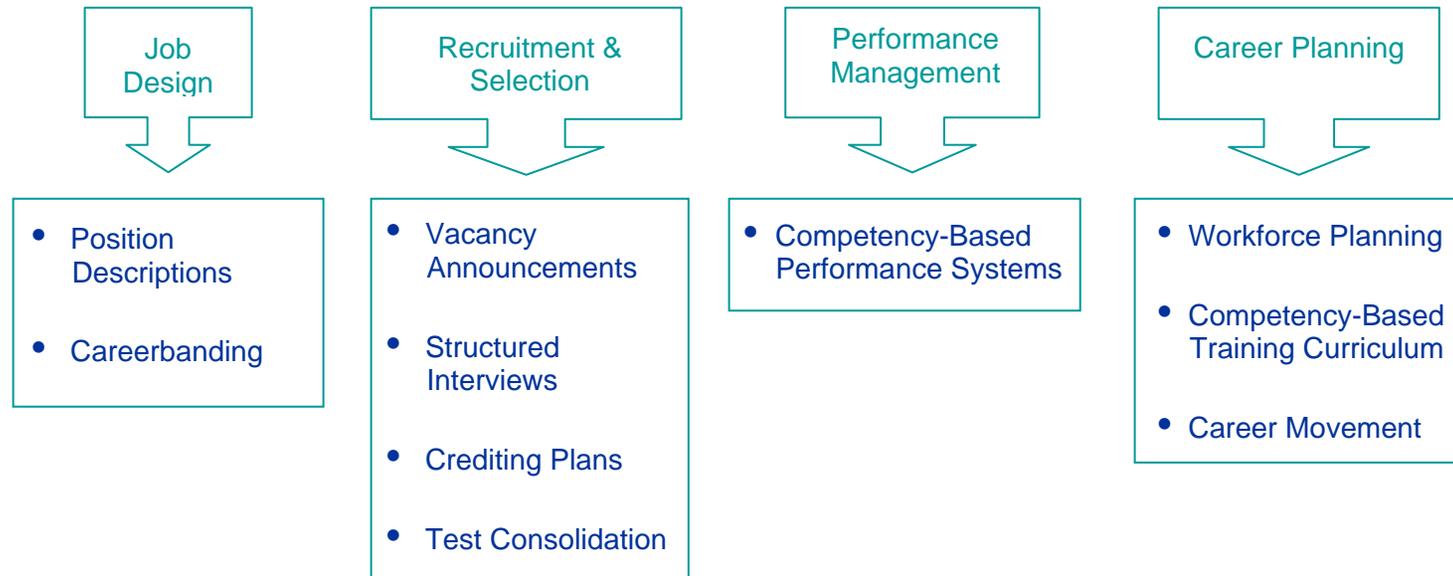
HR Manager *in Practice*

The following section describes how *HR Manager* is being used in real-life situations.

HR Manager Applications

Organizations typically have specific initiatives in mind when they purchase the *HR Manager*. Ultimately, an organization can use the *HR Manager* to integrate all of its HR functions. The *HR Manager* provides a competency-based foundation, which can serve as the common thread for all human resources (HR) functions. This sends a consistent message to managers and employees about the competencies on which they will be selected, appraised, trained, and compensated.

The figure below displays the *HR Manager* modules and many of the corresponding applications that an organization can implement using the *HR Manager* and/or the data on which the system was built. The specific development steps and implementation strategies for these applications will vary from organization to organization; however, the general principles underlying each application will remain basically the same.



OPM's Personnel Resources and Development Center (PRDC) has used the *HR Manager* to develop vacancy announcements and performance evaluation criteria. At the end of this section, you will find examples of the documents developed by PRDC for these uses.

PRDC incorporated competency definitions into its vacancy announcements and instructed applicants to directly address each required competency in their application materials. This approach minimized the need to hunt through the application for information, making it easier for raters to assess the applicants on each competency.

In developing its performance evaluation system, PRDC used the Average Importance and Distinguishing Value scales to refine the list of competencies. PRDC also looked for common competencies across occupations (e.g., those identified in the competency-based cluster analyses) and across multiple grade levels, to streamline the performance management system. In addition, PRDC considered other important factors, such as specific technical competence and measures of performance results which were added to the competency information to create a comprehensive performance management system.

USAJOBS
BW7091

CONTROL NO

FC
PERSONNEL RESEARCH PSYCHOLOGIST

OPEN PERIOD 04/09/2001 -

07/09/2001

SERIES/GRADE: GS-0180-09/13

SALARY: \$ 36,656.00 TO \$ 82,180.00, ANNUAL

PROMOTION POTENTIAL: GS-13

ANNOUNCEMENT NUMBER: 01-089-BCM

HIRING AGENCY: U.S. OFFICE OF PERSONNEL MANAGEMENT (OPM)

DUTY LOCATIONS: 0006 vacancies WASHINGTON, DC

0002 vacancies CHICAGO, IL

REMARKS: IF YOU APPLY ELECTRONICALLY, SUPPLEMENTAL DOCUMENTS SUCH AS YOU DD-214, SF-50 AND PERFORMANCE APPRAISAL MUST BE MAILED OR FAXED TO (202) 606-1732 BY THE ANNOUNCEMENT CLOSING DATE. PLEASE INCLUDE THE VACANCY ANNOUNCEMENT NUMBER ON ALL SUPPLEMENTAL DOCUMENTS.

CONTACT: JEAN BAISDEN
PHONE: (202) 606-0832

INTERNET ADDRESS: JYBAISDE@opm.gov

OFFICE OF PERSONNEL MANAGEMENT
1900 E STREET NW, ROOM 1469
WASHINGTON, DC 20415-0000



[Submit Résumé On-line](#)

To submit an online résumé for this announcement, click on the link to our on-line [Résumé Builder](#) above. You can use the Résumé Builder to create a résumé on the system or to edit and submit a résumé that you already have on file.

NOTE: Submission of a résumé from the USAJOBS web site may not be a complete application. Many positions require the completion of additional forms and/or the submission of supplemental materials. Please carefully review the vacancy announcement which follows for full "How to Apply" instructions. Failure to provide the required information and/or materials may result in your not being considered for employment.

United States Office of Personnel Management
Washington, DC 20415

JOB OPPORTUNITY

VACANCY ANNOUNCEMENT/CASE NUMBER: 01-089-BCM
(Please show this number on all application material.)

WHAT IS THE JOB? Personnel Research Psychologist, GS-180-13

WHAT GRADE(S) CAN I APPLY FOR? GS-09, GS-11, GS-12, GS-13

IS THERE PROMOTION POTENTIAL? Yes, there is promotion potential to GS-13.

WHAT IS THE SALARY RANGE? GS-09: \$36,656 - \$47,648 per year
GS-11: \$44,352 - \$57,656 per year
GS-12: \$53,156 - \$69,099 per year
GS-13: \$63,211 - \$82,180 per year

(PLEASE NOTE THAT THESE SALARIES ARE FOR THE WASHINGTON/BALTIMORE AREA.

SALARIES IN CHICAGO, ILLINOIS ARE SLIGHTLY HIGHER.)

WHO CAN APPLY? Any U.S. citizen
(Job share teams are welcome to apply.)

WHEN CAN I APPLY? April 9, 2001 through July 9, 2001
(Your complete application package must be received in the Office of Human Resources and EEO, or postmarked, no later than the closing date.)

ARE THERE ANY SPECIAL CONDITIONS? To be considered for the first referral list your complete application package must be received by close of business April 20, 2001. Additional referrals will be made on an as needed basis. All applications received by 12:00 noon EST on the day of certification will be evaluated for eligibility to be certified on that day.

WHERE IS THE JOB LOCATED? OPM - Employment Service
Personnel Resources & Development Center
Washington, DC & Chicago, IL

(PLEASE INDICATE IN YOUR APPLICATION WHICH GEOGRAPHIC LOCATION(S) YOU ARE APPLYING FOR.)

HOW LONG WILL THIS JOB LAST? These are permanent positions.

HOW MUCH TRAVEL IS REQUIRED? Occasional (once a month or once every few

months)

WILL RELOCATION EXPENSES BE PAID? No, relocation expenses will not be paid.

HOW MANY POSITIONS ARE EXPECTED TO BE FILLED? Eight, at this time. (However, this announcement may be used to fill additional similar vacancies.)

WHAT ARE THE MAJOR DUTIES? These positions are located in the Personnel Resources and Development Center (PRDC) of the Employment Service in the U. S. Office of Personnel Management. The Personnel Resources and Development Center initiates, develops, and executes innovative research and applied programs in psychology. PRDC works with Federal, State, and local government organizations on a reimbursable basis to develop programs in every area of human resource management to enhance the quality and effectiveness of organizations. You will perform duties in one of several major divisions:

(1) Competency Assessment, (2) HR Innovations, or (3) Assessment Services.

You may work on projects in more than one division under a matrix management system. (1) The Competency Assessment Division is responsible for the development of innovative assessment procedures and techniques for selection and career development, including job simulations, 360-degree web based assessments, job knowledge tests, performance tests, and the full range of competency assessments. (2) The HR Innovations Division is responsible for developing a multi-purpose occupational analysis system, including design of software systems and research and development work on research applications in all areas of human resource management (HRM). This division is also responsible for organizational assessment, involving use of OPM's Organizational Assessment Survey to assess government culture, including research and development in indices of organizational effectiveness and design of software applications. (3) The Assessment Services Division is responsible for program evaluation, including multi-method assessment of large-scale HRM interventions and experimental systems; development and application of a wide variety of customized surveys and other assessment tools and outcome measures

that define the qualities of high performing organizations. Areas of research and division specialization are not limited to the above. All divisions are responsible for conducting research and applying innovative assessment procedures and technologies to develop practical solutions to human resource management problems, and for providing technical assistance to departments and agencies in their areas of expertise.

WHAT ARE THE MINIMUM QUALIFICATION REQUIREMENTS FOR THIS JOB? You must have a bachelor's degree with a major or equivalent in psychology, and one year of specialized experience which is equivalent to the next lower grade level of the position you are applying for. Specialized experience is experience which is in or directly related to the line of work of this position and that has equipped you with the particular knowledge, skills, and abilities to perform successfully the duties of this position.

You may substitute education for the specialized experience. Two full years of graduate education or a master's degree or equivalent graduate degree would qualify you for the GS-9 grade level. Three full years of progressively higher-level graduate education or Ph.D. or equivalent doctoral degree would qualify you for the GS-11 grade level. Since this is a research position you can also be considered qualified for the GS-11 if you possess an appropriate master's or equivalent graduate degree, and qualified for the GS-12 if you possess a Ph.D. or equivalent doctoral degree. Your education must demonstrate the knowledge, skills, and abilities necessary to do the work. Nonstatus applicants qualifying based solely on education must meet requirements before appointment.

You may combine specialized experience and education as outlined in the OPM Qualification Standards Handbook for General Positions.

(Current or former Federal employees who want to be considered under merit staffing procedures must meet qualification and time-in-grade requirements within 30 days after the closing date of this announcement.
ADDITIONAL

INFORMATION ON THE QUALIFICATION REQUIREMENTS IS OUTLINED IN THE OPM QUALIFICATION STANDARDS HANDBOOK FOR GENERAL SCHEDULE POSITIONS. It is available for review in our office, in other Federal agency personnel offices, and on OPM's web site at <http://www.opm.gov/qualifications>.)

HOW WILL THE QUALIFIED CANDIDATES BE FURTHER EVALUATED AND RATED TO IDENTIFY THE BEST QUALIFIED? If you are basically qualified for this job your application package will be evaluated by a panel of subject-matter experts to measure the degree to which the quality, depth and complexity of your total accomplishments, experience, and education relate to the critical competencies listed below.

WHAT ARE THE CRITICAL COMPETENCIES FOR THIS POSITION?

1. Technical Competence:

A. Knowledge of industrial/organizational and/or social psychology, including

measurement theory, psychometric methodology, statistics, and/or evaluation

research methods.

B. Knowledge of computers and software packages including experience in using

a

major statistical analysis package, e.g., SPSS or SAS.

2. Interpersonal Skills - 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.

3. Oral Communication - Expresses information (for example, ideas and facts) to individuals or groups, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

4. Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

5. Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

6. 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, organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

HOW DO I APPLY FOR THIS JOB?

1. You may apply for this position by submitting a resume, curriculum vitae, the Optional Application for Federal Employment (OF 612), or any other written format you choose to describe your job-related qualifications. Whatever you submit, you must include certain information to receive full consideration for this position. The brochure "Applying for a Federal Job" (OF 510) outlines what is required. The OF 612 and information about applying for Federal jobs are available in our office, other Federal agency personnel offices, and from the USAJOBS information system. You may access this information through the USAJOBS web site at <http://www.usajobs.opm.gov/b.htm>; a self-service phone system at (912) 757-3000 or TDD (912) 744-2299; or through touch screen kiosks located at OPM offices and Federal buildings throughout the nation.

2. On a separate sheet of paper, you must specifically address your experience and/or education related to the critical competencies described

above. Ratings will be based on the evaluation of your experience/education as it relates to the qualification requirements and competencies listed above.

You should provide detailed evidence of the competencies in your application package in the form of clear, concise examples showing the level of accomplishment and degree of responsibility.

3. If you are an eligible Interagency Career Transition Assistance Program (ICTAP) applicant you may apply for special selection over other candidates for this position. To be well-qualified and exercise selection priority for this vacancy, displaced Federal employees must meet or exceed the fully successful level for the competencies listed above. ICTAP eligibles must submit one of the following as proof of eligibility for the special selection priority: a separation notice; a "Notice of Personnel Action" (SF-50) documenting separation; an agency certification that you cannot be placed after injury compensation has been terminated; an OPM notification that your disability annuity has been terminated; OR a Military Department or National Guard Bureau notification that you are retired under 5 U.S.C. 8837(h) or 8456.

4. If you are a current career or career-conditional Federal employee or former Federal employee who has reinstatement eligibility and you want to be considered under both merit staffing and competitive procedures you must submit two complete applications. (If you submit one application, we will consider it under the merit staffing procedures only. Under these procedures veterans do not receive the ranking advantage that governs the competitive examining process and status applicants must meet the time-in-grade restrictions that do not apply to the competitive examining process.) You must submit your most recent performance appraisal or you will not receive consideration for this position. You should also submit a copy of your latest SF-50 "Notification of Personnel Action" and/or a copy of the SF-50 that reflects career or career-conditional tenure.

5. If you are a veteran with preference eligibility or you have been

separated from the armed forces under honorable conditions after three years or more of continuous service and you want to be considered under both merit staffing and competitive procedures you must submit two complete applications that include proof of military service. If you submit one application, we will consider it under the competitive procedures only. If you are claiming 5-point veterans' preference, you must attach a copy of your DD-214 "Certificate of Release or Discharge from Active Duty" or other proof of eligibility. If you are claiming 10-point veterans' preference, you must attach an SF-15 "Application for 10-Point Veterans' Preference" plus the proof required by that form.

6. If you are a male applicant who was born after 12/31/59 and are required to register under the Military Selective Service Act, the Defense Authorization Act of 1986 requires that you be registered or you are not eligible for appointment in this agency.

7. You can apply for a non-competitive appointment if you meet the basic eligibility requirements and you are eligible for special appointment such as those authorized for the severely disabled; certain Vietnam era and disabled veterans; returned volunteers from the Peace Corps or Vista, etc. Please indicate the type of special appointment you are seeking, if any, on your application and follow all other instructions for applying shown in this announcement.

8. You must indicate your lowest acceptable grade or salary for this position. We will not consider you for appointment below the acceptable grade or salary that you indicate.

WHERE DO I SUBMIT MY APPLICATION? Mail or deliver your application with all required forms to:

U.S. Office of Personnel Management
Office of Human Resources & EEO
ATTN: Jean Baisden/01-089-BCM
1900 E Street, NW Room 1469
Washington, DC 20415-7800
Fax Number: (202) 606-1732

If your application is incomplete or if you mail it in an official

Government
envelope you will not be considered for this job.

WHO CAN I CONTACT FOR ADDITIONAL INFORMATION?

Jean Baisden
(202) 606-0832
jybaisde@opm.gov
TDD (202) 606-2118

OPM is an equal opportunity employer. Selection for this position will be based solely on merit without regard to race, color, religion, age, gender, national origin, political affiliation, disability, sexual orientation, marital or family status or other differences.

OPM provides reasonable accommodations to applicants with disabilities. If you need a reasonable accommodation for any part of the application and hiring process, please notify us. Decisions on granting reasonable accommodation will be made on a case-by-case basis.



United States
Office of
Personnel
Management

PERFORMANCE APPRAISAL FORM FOR EMPLOYMENT SERVICE EMPLOYEES

EMPLOYEE NAME (LAST, FIRST, MIDDLE INITIAL):	EMPLOYEE ID# (SSN):	APPRAISAL PERIOD FROM: _____ TO: _____
POSITION TITLE, SERIES, AND GRADE:		PURPOSE OF RATING: <input type="checkbox"/> INTERIM <input type="checkbox"/> WIGI <input type="checkbox"/> ANNUAL <input type="checkbox"/> MID-YEAR <input type="checkbox"/> PROPOSED FIRST DRAFT
EMPLOYEE AND SUPERVISOR PLEASE READ THE FOLLOWING: All employees must be given an annual performance appraisal rating, which will help determine their eligibility for within grade increases (WIGI), promotions, awards and training. The process begins with the communication of the performance plan. Please place a checkmark (Y) next to each performance measure contained in the employee's performance plan. If you are not sure which competencies are in the employee's plan, please refer to the Employment Service Performance Management Plan. Core and Supervisory Competencies are critical elements; Developmental Competencies are additional elements and are not included in the summary rating. Please ensure that the employee reads and understands the competencies in his/her plan, and signs below.		
CORE COMPETENCIES: DEVELOPMENTAL COMPETENCIES: SUPERVISORY COMPETENCIES: <input type="checkbox"/> Writing/Written Communication <input type="checkbox"/> Problem Solving (or titled <input type="checkbox"/> Planning and Evaluation <input type="checkbox"/> Oral Communication (Speaking) as Decision Making <input type="checkbox"/> Financial Management <input type="checkbox"/> Teamwork/Teambuilding <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Human Resources <input type="checkbox"/> Technical Competence Management <input type="checkbox"/> Work Plan Accomplishment <input type="checkbox"/> Managing Diverse <input type="checkbox"/> Customer Service/Client Orientation Workforce		
SUPERVISOR'S SIGNATURE AND DATE:		EMPLOYEE'S SIGNATURE AND DATE:
Progress Reviews must be held with the employee at least once during the rating year. Supervisors and employees must sign and date the appraisal form in the space below, indicating that the progress review has been held.		
SUPERVISOR'S SIGNATURE AND DATE:		EMPLOYEE'S SIGNATURE AND DATE:
SUMMARY RATING (Based on Summary Rating Process described in the Employment Service Performance Management Plan) <input type="checkbox"/> (5) Outstanding <input type="checkbox"/> (4) Exceeds Fully Successful <input type="checkbox"/> (3) Fully Successful <input type="checkbox"/> (2) Minimally Successful <input type="checkbox"/> (1) Unacceptable		
SUPERVISORY COMMENTS:		
SUPERVISOR'S SIGNATURE:		DATE:
HIGHER MANGEMENT LEVEL REVIEW (SIGNATURE):		DATE:
EMPLOYEE COMMENTS:		
EMPLOYEE'S SIGNATURE:		DATE:

I. Performance Measure

Position: Personnel Research Psychologist, Social Science Analyst

Series: GS-180, 199 (PRDC Student Trainees only), 101

Technical Competence: Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one=s job; works with, understands, and evaluates technical information related to the job; advises others on technical issues. Applies knowledge of industrial organizational or social psychology to the solution of human resource management and measurement problems.

II. Rating

Rating Scale: GS-5/11

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Benchmarks

Level 1

Meets competency definition and produces quality work products and services that are accurate, research-based, and follow professional standards.

Level 2

Meets competency definition and in addition, provides advice or assistance that is technically sound and responds to organizational or customer needs.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Personnel Research Psychologist, Social Science Analyst

Series: GS-180, 101

Technical Competence: Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one=s job; works with, understands, and evaluates technical information related to the job; advises others on technical issues. Applies knowledge of industrial organizational or social psychology to the solution of human resource management and measurement problems.

II. Rating

Rating Scale: GS-12/14

Benchmarks

- G 1 = does not meet Level 2
- G 2 = meets Level 2 with few exceptions
- G 3 = meets Level 2
- G 4 = excels on Level 2
- G 5 = meets Level 3

Level 2

Meets competency definition and provides advice or assistance that is technically sound and responds to organizational or customer needs.

Level 3

Meets competency definition and is recognized within PRDC, ES, OPM, or other agencies for technical expertise and has established a professional reputation in one or more research areas.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Oral Communication: Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to non-verbal cues, and responds appropriately.

II. Rating

Rating Scale: GS-5/11

Benchmarks

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Level 1

Meets competency definition and communicates basic ideas or information clearly. Thoughts are fairly well-organized. Listens to others and responds appropriately.

Level 2

Meets competency definition and communicates or explains moderately complex ideas or information clearly. Thoughts are well-organized. Listens to others and recognizes potential miscommunications.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure	
Position: Professional and Administrative	
Oral Communication: Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to non-verbal cues, and responds appropriately.	
II. Rating	
Rating Scale: GS-12/14	Benchmarks
G 1 = does not meet Level 2 G 2 = meets Level 2 with few exceptions G 3 = meets Level 2 G 4 = excels on Level 2 G 5 = meets Level 3	<p>Level 2 Meets competency definition and communicates or explains moderately complex ideas or information clearly. Thoughts are well-organized. Listens to others and recognizes potential miscommunications.</p> <p>Level 3 Meets competency definition and communicates, explains, or defends complex ideas or information clearly and adapts to the audience's level of knowledge. Thoughts are extremely well organized. Actively listens to others and clarifies communications.</p>
III. Supervisory Comments	
As Evidenced By:	

I. Performance Measure

Position: Professional and Administrative

Writing: Recognizes and uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

II. Rating

Rating Scale: GS-5/11

Benchmarks

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Level 1

Meets competency definition and composes documents or correspondence involving simple or routine information. Proofreads own work.

Level 2

Meets competency definition and composes documents or correspondence involving non-technical or technical information. Proofreads or edits brief, non-technical, or technical writing of others.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Writing: Recognizes and uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

II. Rating

Rating Scale: GS-12/14

Benchmarks

- G 1 = does not meet Level 2
- G 2 = meets Level 2 with few exceptions
- G 3 = meets Level 2
- G 4 = excels on Level 2
- G 5 = meets Level 3

Level 2

Meets competency definition and composes documents or correspondence involving non-technical or technical information. Proofreads or edits brief, non-technical, or technical writing of others.

Level 3

Meets competency definition and composes documents or correspondence involving complex, controversial, sensitive, or highly technical information, and adapts writing to the audience=s level of knowledge. Proofreads or edits complex or technical writing of others.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure	
Position: Professional and Administrative	
Teamwork: Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.	
II. Rating	
Rating Scale: GS-5/11	Benchmarks
G 1 = does not meet Level 1 G 2 = meets Level 1 with few exceptions G 3 = meets Level 1 G 4 = meets Level 2 G 5 = excels on Level 2	Level 1 Meets competency definition and cooperates with others to complete routine tasks. Attends team meetings, and shares information when asked. Level 2 Meets competency definition and cooperates with others to establish priorities and carry out work plans. Contributes to group discussions and information sharing.
III. Supervisory Comments	
As Evidenced By:	

I. Performance Measure	
Position: Professional and Administrative	
Teamwork: Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.	
II. Rating	
Rating Scale: GS-12/14	Benchmarks
G 1 = does not meet Level 2 G 2 = meets Level 2 with few exceptions G 3 = meets Level 2 G 4 = excels on Level 2 G 5 = meets Level 3	Level 2 Meets competency definition and cooperates with others to establish priorities and carry out work plans. Contributes to group discussions, and information sharing. Level 3 Meets competency definition and cooperates in coordinating group=s work efforts and monitoring progress toward attaining team goals. Facilitates team progress by contributing significant ideas and information.
III. Supervisory Comments	
As Evidenced By:	

I. Performance Measure

Position: Professional and Administrative

Customer Service: Works with clients and customers (that is, any individuals who use or receive 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, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

II. Rating

Rating Scale: GS-5/11

Benchmarks

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Level 1

Meets competency definition and has brief contact with customers with limited needs. Provides routine information about products and services. Provides standard products or routine services to customers. Resolves simple problems, questions, or complaints; directs complex or nonroutine problems, questions, or complaints to the appropriate person.

Level 2

Meets competency definition and maintains relationships with customers with diverse needs. Provides moderately technical or complex information about products or services. Assesses customers= needs and identifies or tailors products and/or services to meet their needs. Resolves fairly complex or nonroutine problems, questions, or complaints; directs the most complex problems, questions, or complaints to the appropriate person.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Customer Service: Works with clients and customers (that is, any individuals who use or receive 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, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

II. Rating

Rating Scale: GS-12/14

Benchmarks

- G 1 = does not meet Level 2
- G 2 = meets Level 2 with few exceptions
- G 3 = meets Level 2
- G 4 = excels on Level 2
- G 5 = meets Level 3

Level 2

Meets competency definition and maintains relationships with customers with diverse needs. Provides moderately technical or complex information about products or services. Assesses customers= needs and identifies or tailors products and/or services to meet their needs. Resolves fairly complex or nonroutine problems, questions, or complaints; directs the most complex problems, questions, or complaints to the appropriate person.

Level 3

Meets competency definition and develops and maintains relationships with customers with diverse needs. Provides technical or complex information about products and services. Anticipates and assesses customers= needs and identifies or tailors products and/or services to meet their needs. Ensures that all problems, questions, or complaints are resolved, including technical or complex issues.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Creative Thinking: Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

II. Rating

Rating Scale: GS-5/11

Benchmarks

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Level 1

Meets competency definition and is innovative in finding alternative ways to perform work activities; new insights have a limited impact on others.

Level 2

Meets competency definition and is innovative in developing or modifying products, services, or processes to perform work activities; new insights have a moderate impact on others.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Creative Thinking: Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

II. Rating

Rating Scale: GS-12/14

Benchmarks

- G 1 = does not meet Level 2
- G 2 = meets Level 2 with few exceptions
- G 3 = meets Level 2
- G 4 = excels on Level 2
- G 5 = meets Level 3

Level 2

Meets competency definition and is innovative in developing or modifying products, services, or processes to perform work activities; new insights have a moderate impact on others.

Level 3

Meets competency definition and is innovative in developing or modifying applications, systems, products, or services; new insights have a significant impact on others.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Problem Solving: Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations

II. Rating

Rating Scale: GS-5/11

Benchmarks

- G 1 = does not meet Level 1
- G 2 = meets Level 1 with few exceptions
- G 3 = meets Level 1
- G 4 = meets Level 2
- G 5 = excels on Level 2

Level 1

Meets competency definition and uses logic to identify alternatives to solve routine problems. Reacts to and solves problems by gathering and applying information from standard materials or sources that provide a limited number of alternatives.

Level 2

Meets competency definition and uses logic to identify alternatives to solve moderately difficult problems. Identifies and solves problems by gathering and applying information from a variety of materials or sources that provide several alternatives.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure

Position: Professional and Administrative

Problem Solving: Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations

II. Rating

Rating Scale: GS-12/14

Benchmarks

- G 1 = does not meet Level 2
- G 2 = meets Level 2 with few exceptions
- G 3 = meets Level 2
- G 4 = excels on Level 2
- G 5 = meets Level 3

Level 2

Meets competency definition and uses logic to identify alternatives to solve moderately difficult problems. Identifies and solves problems by gathering and applying information from a variety of materials or sources that provide several alternatives.

Level 3

Meets competency definition and uses logic to identify alternatives to solve complex or sensitive problems. Anticipates problems, and identifies and evaluates potential sources of information and generates alternatives to solve problems where precedents do not exist.

III. Supervisory Comments

As Evidenced By:

I. Performance Measure	
Positions/Series Covered: All non-supervisory ES positions and series	
Work Accomplishment: Executes and implements project plans and other assigned work.	
II. Rating	
Rating Scale	Benchmarks/Standards
G 1 G 2 = meets all benchmark standards with few exceptions G 3 = meets all benchmark standards G 4 = excels on one benchmark standard G 5 = excels on 2 or more benchmark standards	Timeliness: Projects are adequately planned to ensure completion within established time frames. Quantity: Performs an appropriate amount of work, considering scope and grade level. Quality: Completed work products are accurate and adequately meet the goal of the assignment.
III. Supervisory Comments	
As Evidenced By:	

Appendix B

Technical Background for the Human Resource Manager

The series and occupational titles used in the *HR Manager* are based on the Federal classification system as it exists at the time the data are collected. Changes to the Federal classification system, such as series consolidations, reclassifications, cancellations, and name changes, are not reflected in the *HR Manager*. It would be inappropriate to change the series in *HR Manager* without collecting new data to reflect the changes in the occupation. When new data are collected for the *HR Manager*, the updated classification at that point in time will be used. The following table presents the grade levels and number of occupational series examined within each of the occupational groups found in *HR Manager*.

OCCUPATIONAL GROUP	GRADE LEVELS	NUMBER OF OCCUPATIONAL SERIES
Clerical and Technical	GS/3-9	67
Information Technology	GS/5-15	4
Professional and Administrative	GS/5-13	105
Science and Engineering	GS/3-15	47
Trades and Labor	WG/1-15	99
Supervisory, Managerial, and Executive	Supervisor, Manager, Executive	

For the Clerical and Technical, Information Technology, Professional and Administrative, and Managerial occupational groups, at least 10 respondents were required for information to be presented in the *HR Manager* at a grade or career ladder for a given occupation. The Trades and Labor and Science and Engineering groups present data based on 6 – 9 respondents with a warning that the data were based on a small sample. Only summary information is presented in the *HR Manager*. In most cases, a cutoff score was used to identify the tasks/competencies that should be considered for that scale. For example, the cutoff score for the importance scale for competencies was set at 3.5 to help users identify which competencies are important for a given series and grade. This appendix provides more detailed information about how the career ladders were established and how the cutoff scores were set in the *HR Manager*. With regard to career ladders, the “All Grades” category represents respondents across all grade levels. Therefore, it is recommended that you select the grade or specific career ladder (e.g., Entry, Intermediate, Full Performance, or Senior Expert) that is most relevant, rather than the “All Grades” category, only use “All Grades” when no other category is available or when you are interested in the occupation as a whole.

This Appendix also includes a section on the match function. The match function is used in the Build a Position and Match Profiles, Career Lattice, and Compare Two Occupations modules of the *HR Manager*.

Classification of Career Ladders

Clerical and Technical Data. For the Clerical and Technical data set, the classification of career ladders varies by occupational series. The three career ladder classifications are Entry (E), Intermediate (I), and Full Performance (F). The Intermediate career ladder is only displayed in the Competency and Task Means module. The grades assigned to each career ladder vary by the nature of the duties performed within the occupation. The chart below shows each Clerical and Technical occupational series and its career ladder classification by grade.

SERIES	TITLE	E	I	F
0029	Environmental Protection Assistant	4,5	6	7,8
0072	Fingerprint Identification	5,6	7	8
0086	Security Clerical Assistance	4,5		6,7
0134	Intelligence Aid and Clerk	5,6	7,8	9
0203	Personnel Clerical and Assistance	4,5	6	7,8
0204	Military Personnel Clerical and Technician	4,5	6,7	8,9
0303	Miscellaneous Clerk and Assistant	3,4	5,6	7,8,9
0304	Information Receptionist	3,4	5	6,7
0305	Mail and File	3,4	5	6,7
0313	Work Unit Supervising	5,6	7	8,9
0318	Secretary	4,5	6,7	8,9
0322	Clerk-Typist	3,4		5,6
0326	Office Automation Clerical and Assistance	3,4	5	6,7
0332	Computer Operations	5,6	7	8,9
0335	Computer Clerk and Assistant	4,5	6	7,8,9
0344	Management Clerk and Assistant	4,5	6,7	8,9
0350	Equipment Operator	3,4		5
0356	Data Transcriber	3		4

SERIES	TITLE	E	I	F
0382	Telephone Operating	3	4	
0390	Telecommunications	4,5	6	7,8,9
0392	General Telecommunications	5		6,7
0394	Communications Clerical	4,5		6,7
0503	Financial Clerical and Assistance	4,5	6,7	8,9
0525	Accounting Technician	4,5	6,7	8,9
0530	Cash Processing	3,4		5
0540	Voucher Examining	4,5		6,7
0544	Civilian Pay	4,5		6,7
0545	Military Pay	5	6,7	8,9
0561	Budget Clerical and Assistance	5		6,7
0592	Tax Examining	4,5	6,7	8,9
0675	Medical Records Technician	4	5	6,7
0679	Medical Clerk	3,4	5,6	7,8,9
0962	Contact Representative	5,6	7,8	9
0963	Legal Instruments Examining	5,6		7,8
0986	Legal Clerk and Technician	4,5	6,7	8,9
0990	General Claims Examining	5,6	7	8,9
0998	Claims Clerical	4,5	6	7,8
1087	Editorial Assistance	4,5	6	7,8
1101	General Business and Industry	4,5	6,7	8,9
1105	Purchasing	4,5	6,7	8,9
1106	Procurement Clerical and Assistance	3,4	5,6	7,8
1107	Property Disposal Clerical and Technician	4,5		6,7
1152	Production Control	7		8,9

SERIES	TITLE	E	I	F
1411	Library Technician	4,5		6,7
1531	Statistical Assistant	4,5,6,7		8,9
1702	Education and Training Technician	3,4,5		6,7,8,9
1802	Compliance Inspection and Support	5,6		7,8
2005	Supply Clerical and Technician	3,4	5,6	7,8,9
2091	Sales Store Clerical			3
2102	Transportation Clerk and Assistant	4,5		6,7,8
2131	Freight Rate	5,6	7	8,9
2134	Shipment Clerical and Assistance	3,4		5,6

Information Technology, Professional and Administrative, and Science and Engineering Data. Unlike the Clerical and Technical occupations, the career ladders in the Information Technology, Professional and Administrative, and Science and Engineering occupational series are classified uniformly.

OCCUPATIONAL GROUP	ENTRY	INTERMEDIATE	FULL PERFORMANCE	SENIOR EXPERT
Information Technology and Science and Engineering Professional	5,7	9,11	12,13	14,15
Science and Engineering Technician	2-5	6, 7	8,9	10-14
Professional and Administrative	5,7	9,11	12,13	N/A

Determination of Cutoff Scores

Cutoff scores for tasks and competencies for each occupational group were based on a review of each rating scale and the distribution of ratings made by supervisors and incumbents. The cutoff scores and the sections in which they are used are presented in the following section.

Clerical and Technical

Task Profiles [*Job Design: Occupational Profile; Career Planning: Compare Two Occupations; Competency and Task Means: Task Means*]

Tasks are considered critical if the:

- ❖ average of supervisor and incumbent ratings on percent of incumbents performing tasks is greater than or equal to 50%, *and*
- ❖ average of incumbent ratings of time spent on tasks is greater than or equal to 3.0, *and*
- ❖ average of supervisor ratings on importance is greater than or equal to 3.0.

Competency Profiles [*Job Design: Occupational Profile; Recruitment and Selection; Performance Management; Career Planning: Career Ladder, Compare Two Occupations; Competency & Task Means: Competency Means*]

Competencies are considered critical if the:

- ❖ average of supervisor and incumbent ratings on importance is greater than or equal to 3.5, *and*
- ❖ average of supervisor ratings on required at entry is less than or equal to 2.0.

Information Technology, Professional and Administrative, and Trades and Labor, and Science and Engineering

Task Profiles [*Job Design: Occupational Profile, Career Planning: Compare Two Occupations; Competency and Task Means: Task Means*]

Tasks are considered critical if the:

- ❖ percent of supervisors indicating incumbents perform the tasks is greater than or equal to 67%, *and*
- ❖ percent of incumbents indicating they perform the task is greater than or equal to 67%, *and*
- ❖ average of incumbent ratings of frequency of performing tasks is greater than or equal to 3.0**, *and*
- ❖ average of supervisor ratings on importance is greater than or equal to 3.0.

****Note:** The Science and Engineering occupational group does not apply a cutoff for frequency ratings.

Competency Profiles [*Job Design: Occupational Profile; Recruitment and Selection; Performance Management; Career Planning: Career Ladder, Compare Two Occupations; Competency & Task Means: Competency Means*]

Competencies are considered critical if the:

- ❖ average of supervisor and incumbent ratings on importance is greater than or equal to 3.5, *and*
- ❖ average of supervisor ratings on need at entry is greater than or equal to 2.75.

Supervisory, Managerial and Executive

Task Profiles [*Job Design: Occupational Profile, Career Planning: Compare Two Occupations; Competency and Task Means: Task Means*]

Tasks were considered critical if the:

- ❖ average incumbent ratings of time spent and importance is greater than or equal to 3.3.

Competency Profiles [*Job Design: Occupational Profile; Recruitment and Selection; Performance Management; Career Planning: Career Ladder, Compare Two Occupations; Competency & Task Means: Competency Means*]

Competencies are considered critical if the:

- ❖ average of incumbent ratings on importance is greater than or equal to 3.5.

Task and Competency Means

Clerical and Technical

Tasks

Importance by Supervisors

- ❖ Tasks displayed have an average rating of importance greater than or equal to 3.00.

Time Spent by Incumbents

- ❖ Tasks displayed have an average rating on time spent greater than or equal to 3.00.

Criticality (Average of Importance and Time Spent)

- ❖ Tasks displayed have an average of importance and time spent ratings greater than or equal to 3.00.

Percent Performing by Incumbents

- ❖ Tasks displayed were rated as being performed by at least 50% of incumbents.

Percent Performing by Supervisors

- ❖ Tasks displayed were rated by at least 50% of the supervisors as being performed by incumbents.

Competencies

Importance by Supervisors

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Importance by Incumbents

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Average Importance (Supervisors, Incumbents)

- ❖ Competencies displayed have an average of supervisor and incumbent ratings on importance greater than or equal to 3.50.

Requirement for Entry by Supervisors

- ❖ Competencies displayed have an average rating on requirement for entry of 2.00 or below.

Distinguishing Value by Supervisors

- ❖ No cutoff.

Need for Training by Incumbents (Also used for Career Planning: Need for Training)

- ❖ Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Need for Training by Supervisors (Also used for Career Planning: Need for Training)

- ❖ Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Performance Level by Incumbents

- ❖ No cutoff.

Ability Level by Supervisors

- ❖ No cutoff.

Information Technology, Professional and Administrative, and Trades and Labor

Tasks

Importance by Supervisors

- ❖ Tasks displayed have an average rating on importance greater than or equal to 3.00, and
- ❖ More than 10% of respondents indicate they perform the task.

Frequency by Incumbents

- ❖ Tasks displayed have an average rating on frequency greater than or equal to 3.00, and
- ❖ More than 10% of respondents indicate they perform the task.

Criticality (Average of Importance and Frequency)

- ❖ Tasks displayed have an average of importance and frequency ratings greater than or equal to 3.00, and
- ❖ More than 10% of respondents indicate they perform the task.

Percent Performing by Incumbents

- ❖ Tasks displayed were rated as being performed by at least 67% of incumbents.

Percent Performing by Supervisors

- ❖ Tasks displayed were rated by at least 67% of the supervisors as being performed by incumbents.

Competencies

Importance by Supervisors

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Importance by Incumbents

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Average Importance (Supervisors, Incumbents)

- ❖ Competencies displayed have an average of supervisor and incumbent importance ratings greater than or equal to 3.50.

Requirement for Entry by Supervisors

- ❖ Competencies displayed have an average rating on requirement for entry greater than or equal to 2.75.

Distinguishing Value by Supervisors

- ❖ No cutoff.

Need for Training by Incumbents (Also used for Career Planning: Need for Training)

- ❖ Information Technology and Professional and Administrative: Competencies displayed have an average rating on need for training greater than or equal to 1.50.
- ❖ Trades and Labor: Competencies displayed have an average rating on need for training greater than or equal to 2.00.

Need for Training by Supervisors (Also used for Career Planning: Need for Training)

- ❖ Information Technology and Professional and Administrative: Competencies displayed have an average rating on need for training greater than or equal to 1.50.
- ❖ Trades and Labor: Competencies displayed have an average rating on need for training greater than or equal to 2.00.

Science and Engineering

Tasks

Importance by Supervisors

- ❖ Tasks displayed have an average rating on importance greater than or equal to 3.00, and
- ❖ More than 10% of respondents indicate they perform the task.

Frequency by Incumbents

- ❖ Tasks displayed have an average rating on frequency greater than or equal to 2.50, and
- ❖ More than 10% of respondents indicate they perform the task.

Percent Performing by Incumbents

- ❖ Tasks displayed were rated as being performed by at least 67% of incumbents.

Percent Performing by Supervisors

- ❖ Tasks displayed were rated by at least 67% of the supervisors as being performed by incumbents.

Competencies

Importance by Supervisors

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Importance by Incumbents

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Average Importance (Supervisors, Incumbents)

- ❖ Competencies displayed have an average of supervisor and incumbent importance ratings greater than or equal to 3.50.

Requirement for Entry by Supervisors

- ❖ Competencies displayed have an average rating on requirement for entry greater than or equal to 2.75.

Distinguishing Value by Supervisors

- ❖ No cutoff.

Future Importance by Incumbents

- ❖ Competencies displayed have an average of incumbent future importance ratings greater than or equal to 3.50.

Future Importance by Supervisors

- ❖ Competencies displayed have an average of supervisor future importance ratings greater than or equal to 3.50.

Need for Training by Incumbents (Also used for Career Planning: Need for Training)

- ❖ Competencies displayed have an average rating on need for training greater than or equal to 2.00

Need for Training by Supervisors (Also used for Career Planning: Need for Training)

- ❖ Competencies displayed have an average rating on need for training greater than or equal to 2.00.

Supervisory, Managerial and Executive

Tasks

Importance by Incumbents

- ❖ Tasks displayed have an average rating on importance greater than or equal to 3.30.

Time Spent by Incumbents

- ❖ Tasks displayed have an average rating on time spent greater than or equal to 3.30.

Criticality (Average of Importance and Time Spent)

- ❖ Tasks displayed have an average of importance and time spent ratings greater than or equal to 3.30.

Difficulty to Learn

- ❖ Tasks displayed have an average rating on difficulty to learn greater than or equal to 3.30.

Competencies

Importance by Incumbents

- ❖ Competencies displayed have an average rating on importance greater than or equal to 3.50.

Proficiency at Entry by Incumbents

- ❖ Competencies displayed were rated as being needed at entry by at least 50% of incumbents.

Distinguishing Value by Incumbents

- ❖ No cutoff.

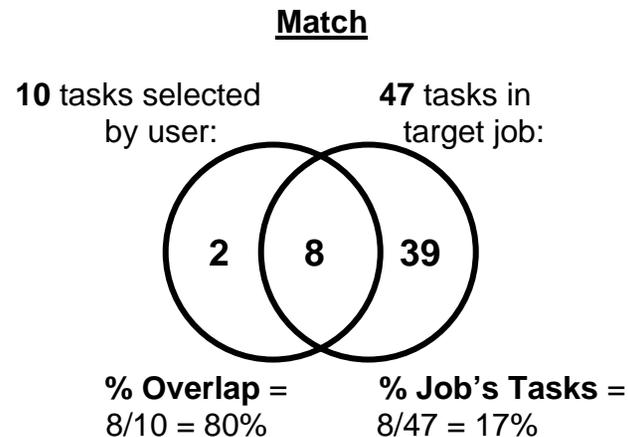
The Match Function

Job Design: Build a Position & Match Profiles

For this function, you select the essential tasks that define a job. These tasks become the “profile” on which the match is based. This profile is compared to all the other profiles for the occupational group (e.g., Clerical and Technical) and occupations are displayed that are similar to the profile created (Note: All Grades data are only displayed in the match if that is the only grade level for which data are available). For example, you might select 10 tasks from the clerical and technical occupational group, and receive the following results:

Percent Overlap	Percent Job's Tasks	Occupational Title	Series	Level	View Profile	Position Description Form
80	17	Legal Instruments Examining	0963	Full Performance		

The **Percent Overlap** indicates an 80% overlap. This means that 8 of the 10 tasks selected match the tasks in the occupational profile for 0963, Legal Instruments Examining - Full Performance Level. Because Legal Instruments Examining has 47 tasks in its occupational profile, and 8 of the tasks you selected are included in the 47 tasks, the **Percent Job's Tasks** column indicates that 8/47, or 17%, of the tasks in this job are covered by the job you created by selecting tasks.



Career Planning: Career Lattice

This section is used to identify other occupations with similar profiles. You first select an occupational title and grade. The tasks from the occupational profile of this title and grade are compared to all the other profiles for the occupational group (e.g., Clerical and Technical). Occupations are displayed that have similar profiles (Note: All Grades data are only displayed in the match if that is the only grade level for which data are available).

Occupation: 0390 - Telecommunications Processing

Grade: Full Performance Level

The Occupations that Most Closely Match the Position You Selected

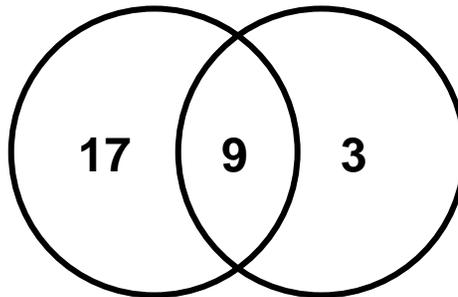
% Common Tasks in Target Job	% Common Tasks in Selected Job	Series	Occupational Title (Target Job)	Level
100	100	0390	Telecommunications Processing	Full Performance
75	46	0382	Telephone Operating	Entry
75	34	0382	Telephone Operating	Full Performance

There are 26 tasks in the selected job (390, Telecommunications Processing – Full Performance) and 12 tasks in the target job (382, Telephone Operating – Full Performance); there are 9 tasks in common between these 2 jobs. The **% Common Tasks in Target Job** indicates a 75% overlap because 9 of the 12 tasks (75%) in the target job are also performed in the selected job. The **% Common Tasks in Selected Job** indicates a 34% overlap because 9 of 26 tasks in the selected job are also in the target job.

Lattice

26 tasks in
selected job:

12 tasks in
target job:



**% Common in
Selected Job =**
 $9/26 = 34\%$

**% Common in
Target Job =**
 $9/12 = 75\%$

Career Planning: Compare Two Occupations

In this section, you select two different occupational titles and grades (i.e., Entry, Intermediate, Full Performance, Senior Expert, or All Grades) from the same occupational group. The critical competencies and tasks are listed for each occupation chosen so you can identify and compare the similarities and/or differences by viewing the lists generated.

Compare Two Occupations

Competencies	
0203 - Personnel Clerical and Assistance (Full Performance)	0303 - Miscellaneous Clerk and Assistant (Full Performance)
Writing	Writing
Teamwork	Teamwork
Speaking	Speaking

Tasks	
0203 - Personnel Clerical and Assistance (Full Performance)	0303 - Miscellaneous Clerk and Assistant (Full Performance)
Writes letters or other documents requiring specialized knowledge.	Writes letters or other documents requiring specialized knowledge.
Works with others to resolve differences for the benefit of the team or project.	Works with others to resolve differences for the benefit of the team or project.
Works with others to complete a project.	Works with others to complete a project.
Works cooperatively with others to generate ideas/suggestions.	Works cooperatively with others to generate ideas/suggestions.

Appendix C

Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor and Supervisory, Managerial and Executive Occupations

Clerical and Technical Occupations

Clerical

0072 Fingerprint Identification
0086 Security Clerical and Assistance
0134 Intelligence Aid and Clerk
0203 Personnel Clerical and Assistance
0204 Military Personnel Clerical and Technical
0302 Messenger
0303 Miscellaneous Clerk and Assistant
0304 Information Receptionist
0305 Mail and File
0309 Correspondence Clerk
0312 Clerk-Stenographer and Reporter
0313 Work Unit Supervising
0318 Secretary
0322 Clerk-Typist
0326 Office Automation Clerical and Assistance
0335 Computer Clerk and Assistant
0344 Management Clerical and Assistance
0350 Equipment Operator
0356 Data Transcriber
0382 Telephone Operating
0394 Communications Clerical
0503 Financial Clerical and Assistance
0525 Accounting Technician
0530 Cash Processing
0540 Voucher Examining
0544 Civilian Pay
0545 Military Pay
0561 Budget Clerical and Assistance
0592 Tax Examining
0679 Medical Clerk
0963 Legal Instruments Examining
0986 Legal Clerk and Technician
0998 Claims Clerical

1001 General Arts and Information
1087 Editorial Assistance
1101 General Business and Industry
1106 Procurement Clerical and Assistance
1107 Property Disposal Clerical and Technician
1421 Archives Technician
1531 Statistical Assistant
1802 Compliance Inspection and Support
2001 General Supply
2005 Supply Clerical and Technician
2091 Sales Store Clerical
2102 Transportation Clerk and Assistant
2131 Freight Rate
2132 Travel
2134 Shipment Clerical and Assistance
2151 Dispatching

Technical

0029 Environmental Protection Assistant
0332 Computer Operations
0361 Equal Opportunity
0390 Telecommunications Processing
0392 General Telecommunications
0675 Medical Records Technician
0962 Contact Representative
0990 General Claims Examining
1105 Purchasing
1152 Production Control
1411 Library Technician
1702 Education and Training Technician

Information Technology Occupations

Occupations

GS-0334 Computer Specialist

GS-0391 Telecommunications

GS-0854 Computer Engineer

GS-1550 Computer Scientist

Specialty Titles

Network Services - This specialty covers the planning, analysis, design, development, testing, quality assurance, configuration, installation, implementation, integration, maintenance, and/or management of networked systems used for the transmission of information in voice, data, and/or video formats.

Customer Support - This specialty covers the planning and delivery of customer support services at the point of computer user/specialist interface, including installation, configuration, troubleshooting, user assistance, and/or training.

Data Management - This specialty covers planning, development, implementation, and administration of systems for the acquisition, storage, and retrieval of data.

Information Systems Security - This specialty ensures the integrity, availability, and confidentiality of information systems through the planning, analysis, development, implementation, maintenance, and enhancement of systems, programs, policies, procedures, and tools.

Internet - This specialty covers technical planning, design, development, testing, implementation, and management of Internet, Intranet, and extranet activities, including systems/applications development and technical management of web sites.

Policy, Planning, and Management - This specialty covers a wide range of activities that typically extend and apply to an entire organization or major components of an organization. This includes strategic planning, capital planning, workforce planning, policy and standards development, budgeting, resource management, knowledge management, information architecture management, infrastructure planning and modeling, investment analysis, auditing, and information security management.

Software Engineering, Applications - This specialty covers the design, development, modification, testing, installation, implementation, and support of new or existing applications software.

Software Engineering, Systems - This specialty covers the planning, installation, configuration, testing, implementation, and management of the systems environment.

Systems Administration - This specialty covers planning and coordination of the installation, testing, operations, troubleshooting, and maintenance of large-scale hardware and software systems.

Systems Analysis - This specialty covers the analysis of processes leading to the planning, design, and implementation of new and improved information systems to meet the requirements of the organization.

General - This covers positions not classifiable in any of the other specialties, for example, positions in new and emerging specialty areas.

Professional and Administrative Occupations

0011 Bond Sales Promotion	0341 Administrative Officer	1160 Financial Analysis
0018 Safety and Occupational Health Mgmt	0343 Management and Program Analysis	1163 Insurance Examining
0020 Community Planning	0346 Logistics Management	1165 Loan Specialist
0023 Outdoor Recreation Planning	0360 Equal Opportunity Specialist	1170 Realty
0025 Park Ranger	0391 Telecommunications	1171 Appraising and Assessing
0028 Environmental Protection Specialist	0501 Financial Admin and Programs	1173 Housing Management
0080 Security Administration	0510 Accountant	1176 Building Management
0101 Social Science	0511 Auditor	1301 General Physical Science
0105 Social Insurance Administration	0512 Internal Revenue Agent	1412 Technical Information Services
0106 Unemployment Insurance	0560 Budget Analysis	1420 Archivist
0110 Economist	0570 Financial Institution Examining	1421 Archives Specialist
0130 Foreign Affairs	0685 Public Health Program Specialist	1530 Statistician
0131 Internal Relations	0801 General Engineer	1701 General Education and Training
0132 Intelligence	0905 General Attorney	1715 Vocational Rehabilitation
0142 Manpower Development	0950 Paralegal Specialist	1720 Education Program
0150 Geography	0962 Contact Representative	1801 General Inspection
0170 History	0965 Land Law Examining	1810 General Investigator
0180 Psychology	0967 Passport and Visa Examining	1811 Criminal Investigator
0184 Sociology	0987 Tax Law Specialist	1812 Game Law Enforcement
0187 Social Services	0990 General Claims Examining	1816 Immigration Inspection
0190 General Anthropology	0991 Worker's Compensation Claims Examining	1831 Securities Compliance Examining
0193 Archaeology	0993 Social Insurance Claims Examining	1910 Quality Assurance Specialist
0201 Personnel Management	0996 Veterans Claims Examining	2001 General Supply
0205 Military Personnel Management	1001 General Arts and Information	2003 Supply Program Management
0212 Personnel Staffing	1015 Museum Curator	2010 Inventory Management
0221 Position Classification	1035 Public Affairs	2030 Distribution Facilities and Storage Mgmt
0222 Occupational Analysis	1082 Writing and Editing	2032 Packaging
0223 Salary and Wage Administration	1083 Technical Writing and Editing	2050 Supply Cataloging
0230 Employee Relations	1101 General Business and Industry	2101 Transportation Specialist
0233 Labor Relations	1102 Contract Specialist	2110 Transportation Industry Analysis
0235 Employee Development	1103 Industry Property Management	2125 Highway Safety Management
0244 Labor Management Relations Examining	1104 Property Disposal	2130 Traffic Management
0246 Contractor Industrial Relations	1130 Public Utilities Specialist	2150 Transportation Operation
0249 Wage and Hour Compliance	1140 Trade Specialist	
0270 Federal Retirement Benefits	1145 Agricultural Program Specialist	
0301 Miscellaneous Administration and Programs	1146 Agricultural Marketing	
0334 Computer Specialist	1147 Agricultural Market Reporting	
	1150 Industrial Specialist	

Science and Engineering Occupations

Science & Engineering Professional Occupations:

Life Sciences

0401 General Biological Science
0414 Entomology
0454 Rangeland Management
0460 Forestry
0480 General Fish and Wildlife
Administration

0485 Wildlife Refuge Management
0408 Ecology
0430 Botany
0457 Soil Conservation
0470 Soil Science
0482 Fishery Biology

0486 Wildlife Biology

Engineering

0801 General Engineering
0806 Materials Engineering
0808 Architecture
0819 Environmental Engineering
0840 Nuclear Engineering

0855 Electronics Engineering
0880 Mining Engineering
0803 Safety Engineering
0807 Landscape Architecture
0810 Civil Engineering

0830 Mechanical Engineering
0850 Electrical Engineering
0861 Aerospace Engineering
0881 Petroleum Engineering

Physical Sciences

1301 General Physical Science
1310 Physics
1315 Hydrology
1321 Metallurgy

1350 Geology
1373 Land Surveying
1306 Health Physics
1313 Geophysicist

1320 Chemistry
1330 Astronomy and Space Science
1370 Cartography

Science & Engineering Technician Occupations:

Life Sciences

0404 Biological Science Technician
0458 Soil Conservation Technician

0455 Range Technician
0462 Forestry Technician

Engineering

0802 Engineering Technician

0856 Electronics Technician

0817 Surveying Technician

Physical Sciences

1311 Physical Science Technician

1371 Cartographic Technician

1316 Hydrologic Technician

Trades and Labor Occupations

5306	Air Conditioning Equipment Mechanic	4737	General Equipment Mechanic	4201	Miscellaneous Plumbing & Pipefitting
2892	Aircraft Electrician	3712	Heat Treating	3401	Miscellaneous Tool Working
8602	Aircraft Engine Mechanic	5309	Heating & Boiler Plant Equipment Mechanic	5801	Miscellaneous Transportation/Mobile Equipment Mechanic
8852	Aircraft Mechanic	5803	Heavy Mobile Equipment Mechanic	6901	Miscellaneous Warehousing & Stock Handling
8840	Aircraft Mechanical Parts Repairing	5352	Industrial Equipment Mechanic	3809	Mobile Equipment Metal Mechanic
6652	Aircraft Ordnance Systems Mechanic	3359	Instrument Mechanic	5703	Motor Vehicle Operating
Aircraft	Pneudraulic Systems Mechanic	3610	Insulating	6641	Ordnance Equipment Mechanic
5048	Animal Caretaking	3502	Laboring	5440	Packaging Machine Operating
5823	Automotive Mechanic	7305	Laundry Machine Operating	7002	Packing
5402	Boiler Plant Operating	7304	Laundry Working	4102	Painting
3727	Buffing and Polishing	5426	Lock and Dam Operating	5026	Pest Controlling
4607	Carpentry	5318	Lock and Dam Repairing	4204	Pipefitting
3513	Coin/Currency Checking	3431	Machine Tool Operating	4206	Plumbing
7404	Cooking	3414	Machining	8255	Pneudraulic Systems Mechanic
5484	Counting Machine Operating	4749	Maintenance Machinery Mechanic	5378	Powered Support Equipment Mechanic
5725	Crane Operating	5334	Marine Machinery Mechanic	5350	Production Machinery Mechanic
3566	Custodial Working	3603	Masonry	5210	Rigging
2608	Digital Computer Mechanic	6912	Materials Examining & Identifying	5706	Road Sweeper Operating
5407	Electric Power Controlling	6910	Materials Expediting	3806	Sheet Metal Mechanic
2854	Electrical Equipment Repairing	6907	Materials Handler	3820	Shipfitting
2805	Electrician	7407	Meatcutting	5786	Small Craft Operating
2810	Electrician (High Voltage)	3832	Medal Making	6914	Store Working
2606	Electronic Industrial Controls Mechanic	3869	Metal Forming Machine Operating	3416	Toolmaking
2610	Electronic Integrated Systems Mechanic	6501	Miscellaneous Ammunition, Explosives & Toxic Materials Operating	6904	Tools & Parts Attending
2602	Electronic Measurement Equipment Mechanic	7401	Miscellaneous Food Preparing & Serving	5705	Tractor Operating
2604	Electronics Mechanic	4801	Miscellaneous General Equipment Maintenance	3833	Transfer Engraving
3711	Electroplating	4701	Miscellaneous General Maintenance & Operations	5406	Utility Systems Operating
5716	Engineering Equipment Operating	5301	Miscellaneous Industrial Equipment Maintenance Mechanic	4742	Utility Systems Repairing-Operating
7009	Equipment Cleaning	5401	Miscellaneous Industrial Equipment Operating	5408	Wastewater Treatment Plant Operating
6502	Explosives Operating	3701	Miscellaneous Metal Processing	5409	Water Treatment Plant Operating
3105	Fabric Working	3801	Miscellaneous Metal Work	5424	Weighing Machine Operating
7408	Food Service Working			3703	Welding
5704	Fork Lift Operating			4604	Wood Working
5413	Fuel Distribution Systems Operating				
5003	Gardening				

Managerial Occupations

Executive

Manager

Supervisor

Appendix D

Clerical and Technical, Information Technology, Professional and Administrative, Science and Engineering, Trades and Labor and Supervisory, Managerial, and Executive Task and Competency Lists

Clerical and Technical Tasks

Paper Records or Files

1. Ensures that paper files are current and complete.
2. Develops paper filing or record system.
3. Maintains paper filing or record system.
4. Assembles and labels information for filing.
5. Adds, retrieves, or removes information from paper files or records.
6. Categorizes information for filing.

Information Transcription and Verification

7. Writes down information from one document or record to another.
8. Verifies accuracy and completeness of information on paper or computer documents or records.
9. Corrects mistakes in written or computer documents or records.

Information Management

10. Compiles information.
11. Classifies or catalogs documents, computer tapes, books or other information.
12. Organizes information in tables, charts, or graphs.
13. Analyzes and interprets routine information.
14. Analyzes and interprets complex information.
15. Conducts studies or surveys to obtain information.
16. Searches files, documents or other sources for information.

Written or Oral communication

17. Composes simple correspondence or other written work.
18. Composes complex correspondence or other written work.
19. Writes technical reports.
20. Explains technical information orally.
21. Writes letters or other documents requiring specialized knowledge.
22. Proofreads letters or other documents for spelling or typographical errors.
23. Proofreads letters or other documents for grammatical errors.
24. Reviews content of letters or other documents for completeness, correctness, or consistency.
25. Prepares materials for publication according to standards.
26. Designs forms.
27. Translates orally from a foreign language to English.
28. Translates written materials from a foreign language to English.
29. Gives presentations and/or briefings.
30. Conducts meetings.
31. Contacts others orally to obtain information.
32. Contacts others in writing to obtain information.
33. Responds orally to inquiries or requests for information.
34. Responds in writing to inquiries or requests for information.
35. Publicizes agency programs, policies, or procedures.

36. Notifies and reminds others of pending appointments or meetings.
37. Follows instructions to complete assignments.

Decisions and Recommendations

38. Establishes own work priorities.
39. Approves applications, claims, or requests.
40. Identifies needs or problems and determines corrective actions.
41. Obtains facts for making decisions or recommendations.
42. Recommends solutions to routine problems.
43. Recommends solutions to complex problems.

Office Duties

44. Makes arrangements for meetings or travel.
45. Completes forms.
46. Develops own work schedule.
47. Maintains own or others' calendar or schedules.
48. Receives or distributes mail.
49. Prepares outgoing mail.
50. Makes or receives telephone calls.
51. Screens calls and decides to whom the caller should be referred.
52. Transfers telephone calls.
53. Attends meetings.
54. Takes notes at meetings.
55. Prepares minutes of meetings.
56. Takes shorthand or dictation.
57. Transcribes shorthand or dictation.
58. Delivers messages or documents.

59. Assembles materials for meetings.
60. Maintains inventory of supplies or equipment.
61. Distributes supplies or equipment.
62. Greets and refers visitors.
63. Checks records, items of material for damage or problems.
64. Monitors working conditions and facilities.
65. Processes incoming forms, records, or other documents.
66. Makes copies, collates, and/or binds materials.
67. Traces transactions from the initial request until items have been received.

Plans, Policies, and Procedures

68. Evaluates the effectiveness of methods or procedures.
69. Revises procedures or methods to comply with requirements.
70. Revises procedures or methods to improve efficiency.
71. Develops procedures or methods.
72. Plans or coordinates work activities, projects, or programs.
73. Review letters or documents to determine if they conform with policies or regulations.
74. Explains policies or procedures.
75. Provides guidance or assistance on policies or procedures.
76. Oversees proper implementation of instructions, policies, or procedures.

Technical Assistance

77. Testifies or presents evidence.

- 78. Administers tests.
- 79. Scores tests.
- 80. Develops training materials.
- 81. Prepares specialized drawings using paper and pencil.
- 82. Prepares specialized drawings using the computer.
- 83. Codes or decodes information or data.
- 84. Provides technical support.

Human Resources

- 85. Monitors others' work to ensure deadlines are met.
- 86. Reviews others' work.
- 87. Provides feedback on others' performance.
- 88. Provides feedback on work-related matters.
- 89. Identifies training needs of staff.
- 90. Orients new employees.
- 91. Trains others.
- 92. Develops others' career goals and objectives.
- 93. Serves as acting supervisor.
- 94. Provides guidance and direction to other employees.
- 95. Establishes work priorities for employees.
- 96. Motivates subordinates and employees.
- 97. Serves as mentor and role model to staff.
- 98. Serves as liaison between personnel (inside and outside your own agency), users, clients, and customers.
- 99. Projects a professional attitude and appearance.
- 100. Works with others to resolve differences for the benefit of the team or project.
- 101. Works cooperatively with others to generate ideas/suggestions.
- 102. Works with others to complete a project.

- 103. Coordinates with others to accomplish work-related activities.

Equipment Use and Maintenance

- 104. Keeps up with new features in office equipment or technology.
- 105. Arranges for repair of office equipment.
- 106. Recommends appropriate office equipment.
- 107. Performs routine maintenance of office equipment.
- 108. Operates cash register.
- 109. Diagnoses equipment failure.
- 110. Repairs equipment.
- 111. Sets up recording or audiovisual equipment.
- 112. Operates recording or audiovisual equipment.
- 113. Operates microfilm equipment to record, locate, extract, and/or copy information.
- 114. Operates mailroom equipment.
- 115. Operates telecommunications equipment (for example, televideo conferencing, voice mail, conference calls, speed mail, FTS-2000).
- 116. Operates standard office equipment (for example, telephone, typewriter, fax, photocopier, calculator).

Document Preparation

- 117. Uses a keyboard to prepare letters or other documents.
- 118. Formats letters or other documents (for example, setting margins or line spacing).

Security

- 119. Monitors an area, entrance, or building.
- 120. Physically controls aggressive or disruptive persons.
- 121. Maintains security or confidentiality of records, equipment, or computer access.
- 122. Maintains security or confidentiality of records, equipment, or computer access.

Computer Systems

- 123. Operates a personal computer or computer terminal.
- 124. Enters data into a computer.
- 125. Monitors computer systems operations to ensure they run properly.
- 126. Detects computer problems.
- 127. Sets up computer equipment.
- 128. Repairs computer equipment.
- 129. Selects software.
- 130. Installs software.
- 131. Configures software.
- 132. Writes computer programs.
- 133. Tests computer programs.
- 134. Debugs computer programs.
- 135. Uses a computer to process and analyze data.
- 136. Uses a computer to develop mailing lists or make labels.
- 137. Uses a computer or word processor to create, edit, print, retrieve, or manipulate files.
- 138. Uses software to create charts, tables, or graphs.
- 139. Works with magnetic computer storage tapes.
- 140. Uses a computer for desktop publishing.
- 141. Creates and maintains a computerized record system.

Financial Functions

- 142. Performs financial audits.
- 143. Approves requisitions or payment authorizations.
- 144. Makes bank deposits or withdrawals.
- 145. Receives or pays out money.
- 146. Maintains and processes payroll, including time sheets and attendance records.
- 147. Processes or records financial transactions or numerical information.
- 148. Processes vouchers or other financial documents.
- 149. Fills out vouchers or other financial documents.
- 150. Monitors expenditures and cash flow.

Arithmetic/Mathematics/Statistics

- 151. Uses addition, subtraction, division, or multiplication.
- 152. Uses fractions, decimals, percentages, or averages.
- 153. Uses statistical formulas, or methods.
- 154. Uses prescribed formulas, schedules, or procedures to calculate or check routine values/numbers.
- 155. Weighs, measures, or records weights or dimensions.

Customer Service

- 156. Responds to requests or complaints.
- 157. Determines appropriate services for clients or customers.
- 158. Follows-up on requests or complaints.
- 159. Assists in obtaining forms.
- 160. Assists in completing forms.
- 161. Sells products or services.

- 162. Provides information about opportunities, services, or resources.
- 163. Provides job information.
- 164. Asks customers for suggestions or feedback on the performance of products or services.

Laboratory Testing

- 165. Collects samples or specimens for laboratory testing.

- 166. Classifies samples or specimens for laboratory testing.
- 167. Labels samples or specimens for laboratory testing.

Physical Strength and Agility

- 168. Stoops, bends, and stretches to reach job-related materials.
- 169. Stands and/or walks for long periods of time.
- 170. Lifts and moves heavy objects.

Information Technology Tasks

Information Gathering, Review, and Presentation

1. Develops information tracking procedures.
2. Collects, compiles, and organizes information.
3. Monitors, maintains, or updates data, records, or other information.
4. Adds, retrieves, or removes materials from a filing system.
5. Searches for and extracts information (for example, from data repositories, file servers, Internet, reports, publications).
6. Writes down information from one document or record to another.
7. Records information.
8. Circulates and retrieves files or other materials.
9. Uses information search tools.
10. Codes or decodes information or data.
11. Prepares information for entry into a database.
12. Designs or conducts analytical studies, cost-benefit analyses, or other research.
13. Analyzes or interprets data or other information.
14. Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
15. Processes forms, records, documents, or other materials.
16. Enters data or other information into a computer.
17. Uses computer systems or applications to access, create, edit, print, send, retrieve, or manipulate data, files, or other information.

18. Processes or analyzes data using computer systems or applications.
19. Develops or implements information management plans for the organization.

Office Duties

20. Types materials.
21. Makes copies, collates, or binds materials.
22. Completes forms, documents, or routine reports.
23. Verifies accuracy of data and reconciles errors or inconsistencies.
24. Receives office telephone calls or visitors.

Written and Oral Communication

25. Reads and understands nontechnical materials (for example, letters, memoranda, electronic mail).
26. Reads charts, graphs, diagrams, or tables.
27. Reads and understands technical or other complex materials required for the job.
28. Creates tables, charts, graphs, or diagrams to organize or show information.
29. Contacts others orally to obtain information.
30. Contacts others in writing to obtain information.
31. Notifies individuals or offices orally of decisions, problems, or further actions needed.
32. Notifies individuals or offices in writing of decisions, problems, or further actions needed.
33. Composes simple correspondence or other written work (for example, memoranda, form letters).

34. Composes complex correspondence or other written work (for example, manuals, books, management or technical reports, research or contract proposals).
35. Provides or disseminates information orally.
36. Explains nontechnical information orally.
37. Explains technical or other complex information orally.
38. Discusses results, problems, plans, suggestions, terms, or conditions with others.
39. Justifies and explains decisions, conclusions, findings, or recommendations.
40. Persuades others to take a particular course of action or to accept findings, recommendations, changes, or alternative viewpoints.
41. Negotiates with others to reach an agreement, settlement, compliance, or a solution.
42. Translates occupation-specific terminology into language that is easily understood.
43. Participates or represents the organization or clients at briefings, meetings, or conferences.
44. Serves on panels, committees, or task forces as a representative for the organization on technical or professional issues.
45. Gives presentations or briefings.
46. Conducts or leads briefings, meetings, or conferences.
47. Reviews and provides feedback on the content of complex information (for example, research on contract proposals, financial, technical, or management reports).
48. Questions, interviews, or confers with others to obtain or verify information.

Decision Making and Problem Management

49. Identifies or anticipates needs or problems.
50. Defines or diagnoses problems.
51. Identifies possible solutions.
52. Tests possible solutions.
53. Recommends improvements or solutions to problems, or determines appropriate actions.
54. Makes improvements, solves problems, or takes corrective action when problems arise.
55. Evaluates the effectiveness of problem solving processes and outcomes.

Laws, Regulations, Policies, Standards, and Procedures

56. Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures.
57. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
58. Develops, amends, or revises laws, regulations, policies, standards, or procedures.
59. Implements new or revised laws, regulations, executive orders, policies, standards, or procedures.
60. Evaluates the impact (for example, costs or benefits) of changes to laws, regulations, policies, standards, or procedures.
61. Explains or provides guidance on laws, regulations, policies, standards, or procedures to management, personnel, or clients.
62. Evaluates, monitors, or ensures compliance with laws, regulations, policies, standards, or procedures.

63. Evaluates the effectiveness of laws, regulations, policies, standards, or procedures.
64. Resolves conflicts in laws, regulations, policies, standards, or procedures.

Program, Project, and Task Management

65. Tracks the progress of work (for example, requisitions, claims, cases, legislation) through an established system.
66. Coordinates the activities of individuals inside or outside of the organization.
67. Motivates others (for example, subordinates, customers, team members).
68. Reviews others' work (for example, peers, subordinates, contractors).
69. Informs supervisor or other official of issues or problems.
70. Evaluates and provides feedback on others' performance.
71. Schedules work assignments, sets priorities, and coordinates the work of staff.
72. Provides technical supervision of program or project work.
73. Provides recognition and rewards for effective or outstanding performance.
74. Communicates organizational strategies, goals, objectives, or priorities on a regular basis.
75. Solicits input or feedback from staff.
76. Recruits personnel.
77. Recommends personnel actions (for example, appointments, promotions, reassignments).
78. Promotes the establishment or use of organizational programs or practices (for example, information security awareness training programs).
79. Develops, modifies, or provides input on plans, goals, or objectives (for example, strategic plans, work breakdown structures, integration plans) for projects, programs, systems, or operations.
80. Determines resources requirements (for example, staffing, equipment) based on program or project objectives or operational needs.
81. Allocates resources based on program or project objectives or operational requirements.
82. Identifies project dependencies and sequencing.
83. Manages, leads, or administers programs, projects, operations, or activities.
84. Coordinates and integrates project activities.
85. Identifies and accommodates technology and resource constraints.
86. Participates in project phase and final reviews.
87. Implements operational, program, or project plans to meet objectives.
88. Monitors programs, projects, operations, or activities.
89. Ensures that activities, services, or products reflect organizational goals and objectives.
90. Evaluates automated systems to ensure they are applied as designed or meet operational requirements.
91. Evaluates the efficiency or effectiveness of organizational programs, projects, or operations.

Training

92. Assesses educational, vocational, or training needs.
93. Evaluates and provides recommendations on training methods, materials, and courses.
94. Designs training courses or develops instructional materials or activities.
95. Instructs classes or conducts training sessions, workshops, or seminars.
96. Serves as a mentor to staff.
97. Attends or participates in training, workshops, or seminars (for example, classroom, on-line, computer-based).
98. Participates in on-the-job training and developmental assignments.
99. Ensures appropriate product-related training and documentation are developed and made available to customers.

Professional and Organizational Awareness

100. Promotes or develops and maintains good working relationships with key individuals or groups.
101. Collaborates with others or works on teams to accomplish work-related activities.
102. Keeps abreast of latest technology, information, research, etc., to maintain knowledge in field of expertise (for example, reads trade journals, participates in professional/technical associations, maintains credentials).

103. Monitors current trends or events (for example, technological, economic, political, social, educational, or employment trends or events) and applies the information as appropriate.
104. Keeps abreast of key organizational activities, policies, and priorities likely to affect operations or the program area.

Contracting

105. Develops bid specifications, requests for proposals, or statements of work.
106. Solicits proposals or bids for contracts or property.
107. Develops technical evaluation plans for proposal review.
108. Evaluates vendors, products, services, systems, or proposals to make recommendations for contracting (including licensing agreements).
109. Participates in contract negotiations.
110. Purchases or contracts for services, equipment, products, supplies, property, or other items.
111. Monitors contracts (includes administering, extending, modifying, or terminating contracts or licensing agreements).

Financial Functions

112. Forecasts money, material, or staffing needs.
113. Develops short- or long-term financing plans, or identifies funding sources.
114. Prepares budget or cost estimates for own organization or for projects or activities.
115. Prepares budget requests or justifications for funding.

- 116. Presents budget estimates or requests to higher management.
- 117. Monitors budgets, including expenditures or cash flow.
- 118. Identifies and analyzes return on investment metrics and measurement methodologies.
- 119. Authorizes or schedules payment of monies.

Quantitative Methods

- 120. Uses addition, subtraction, division, or multiplication.
- 121. Uses fractions, decimals, percentages, or averages.
- 122. Determines which mathematical or statistical formulas or methods to use.
- 123. Uses mathematical or statistical formulas or methods.
- 124. Formulates mathematical solutions and representations using algebraic and symbolic methods.
- 125. Develops and employs numerical computing methods.
- 126. Devises efficient algorithms and analyzes their complexities.
- 127. Uses scientific theories or techniques (for example, probability theory, linear programming) associated with operations research.

Customer Service

- 128. Determines appropriate products or services for clients or customers.
- 129. Responds to requests or resolves complaints from customers.
- 130. Follows up on requests or complaints.
- 131. Directs individuals, problems, questions, or complaints to the proper person or place.

- 132. Asks customers for suggestions or feedback on the performance of products or services.
- 133. Modifies products or services based on suggestions or feedback from customers.
- 134. Develops a working knowledge of the customer's business or function.
- 135. Confers with users to evaluate the effectiveness of, or identify the need for, computer programs or management systems.
- 136. Tracks customer feedback or complaints to identify problem trends.
- 137. Serves as a liaison between government personnel (inside and outside the organization), representatives of business and industry, trade and professional associations, the media, or the public.
- 138. Serves as a primary point of contact for a specific subject area.
- 139. Provides technical advice or assistance to others.
- 140. Initiates and maintains contacts with individuals outside the organization.

Information Systems Security and Evaluation

- 141. Identifies or develops information systems security standards and requirements.
- 142. Develops or implements information systems security plans and procedures.
- 143. Monitors or maintains security of information systems or data (for example, maintains logs, controls access, enables security features).
- 144. Researches and resolves information systems security problems.

- 145. Evaluates and recommends information systems security software or hardware.
- 146. Plans, conducts, or participates in disaster recovery exercises.
- 147. Ensures the adequacy of internal controls (for example, reviews logs, access controls, and security features).
- 148. Coordinates computer security incident responses.
- 149. Conducts or assists with computer incident investigations.

Systems and Applications Design and Development

- 150. Analyzes information systems requirements or environment.
- 151. Determines information systems capacity or resource requirements.
- 152. Identifies customers' information systems requirements.
- 153. Defines network system or software standards and requirements.
- 154. Defines physical network architecture, infrastructure, or specifications.
- 155. Establishes or implements information systems performance requirements.
- 156. Analyzes facility infrastructure, capacity planning, or operating requirements (for example, power cable/wire conduit, air conditioning).
- 157. Defines network architecture, infrastructure, or resource requirements (for example, bandwidth, capacity, telecommunications).
- 158. Establishes information systems interface requirements.

- 159. Identifies physical requirements for systems implementation.
- 160. Identifies information systems user access requirements.
- 161. Identifies and implements information systems concurrency requirements.
- 162. Identifies methods for automating work processes.
- 163. Determines scope of analysis and design efforts.
- 164. Selects design methodology or model.
- 165. Develops specifications (for example, security specifications) for the design or modification of computer systems or applications.
- 166. Identifies and evaluates the applicability of off-the-shelf (commercial or government) products or systems.
- 167. Alters processes or products based on testing and certification.
- 168. Recommends development or procurement of information systems elements (for example, hardware, software applications).
- 169. Investigates and evaluates "state of the art" technology of the industry.
- 170. Develops models for automating business processes.
- 171. Identifies relationships with existing systems.
- 172. Identifies system platforms, components, or dependencies.
- 173. Plans, creates, implements, or evaluates information system prototypes.
- 174. Develops media applications (for example, audio, video, graphics, animations, simulations).
- 175. Integrates various media applications into a system.
- 176. Designs or develops automated databases.
- 177. Creates database objects.
- 178. Populates the database.

179. Establishes data domains, naming conventions, or standards (for example, permissible data values and bounds).
180. Maintains or controls the data dictionary.
181. Identifies unique identifiers in the database.
182. Identifies database parameters (for example, size, number, and type of transactions).
183. Develops or implements data migration strategies.
184. Identifies or creates data interdependencies.
185. Identifies physical database characteristics.
186. Defines criteria for validating data.
187. Reconciles physical design with processing requirements.
188. Designs and integrates human factors or graphical user interfaces.
189. Writes or debugs computer programs.
190. Develops or modifies computer applications or software.
191. Creates or modifies new or existing system interfaces.
192. Creates datasets.
193. Identifies, utilizes, or creates reusable information systems components.
194. Selects the proper tools, equipment, machinery, parts, computer equipment, or software to perform a work activity.
195. Creates tools or products to support application or system development.
196. Prepares specialized or technical drawings, sketches, or illustrations using automated technology (for example, computer-aided design, computer-aided engineering).
197. Participates in change control (for example, reviewing configuration change requests).

198. Conducts reviews or walk throughs of systems or applications (for example, reviews commercial off-the-shelf source code).
199. Designs or maintains telecommunications systems.
200. Designs or maintains web sites.

Architecture and Infrastructure Development

201. Researches and evaluates architecture alternatives.
202. Determines systems life cycles.
203. Designs information systems infrastructures (for example, networks or telecommunication systems).
204. Develops and maintains enterprise information technology architectures (for example, database architectures).
205. Designs information systems hardware.

Modeling and Simulations

206. Develops models or theoretical approaches.
207. Uses models or theoretical approaches in field of expertise.
208. Creates scientific and mathematical representations (for example, simulations).
209. Defines conceptual, logical, or physical data models or processing models.
210. Reconciles conceptual or logical model with process model.
211. Integrates conceptual or logical model with enterprise model.
212. Diagrams data flow.

213. Develops simulation systems or prototypes (for example, molecular dynamics, Monte Carlo simulations).

Testing/Quality Assurance

214. Develops information systems testing strategies, plans, or scenarios.

215. Develops information systems test data.

216. Develops or maintains information systems testing standards.

217. Determines acceptance criteria for information systems components.

218. Conducts information systems usability testing or human factors analysis.

219. Tracks, interprets, or reports information systems test results.

220. Performs information systems testing or validation procedures (for example, regression, user acceptance, system integration).

221. Implements or maintains quality assurance processes.

222. Conducts quality checks or inspections to determine quality or condition.

223. Conducts security or compliance inspections of information systems (for example, information systems security inspections).

Implementation and Configuration

224. Plans, implements, or evaluates information systems site preparation study.

225. Develops information systems implementation plans or strategies.

226. Identifies standards or requirements for infrastructure configuration or change management.

227. Installs, integrates, or configures information systems network hardware or software.

228. Develops and implements product release plan.

229. Integrates information systems subsystems.

230. Selects configuration management system.

231. Establishes or maintains the configuration baseline.

232. Evaluates users' proficiency levels in using information technology hardware or software.

Documentation

233. Creates or maintains documentation for computer systems, applications, programs, or databases.

234. Identifies project, system, or certification documentation requirements or procedures.

235. Develops information systems operational or maintenance procedures.

236. Develops or updates information systems manuals, handbooks, or other user materials.

237. Documents information systems security standards and requirements.

Operations Support

238. Recommends removing or updating information systems hardware, software, or applications.

239. Analyzes space requirements, determines space allocations, or designs space layouts.

240. Conducts inventories of supplies, equipment, merchandise, property, or other materials.

241. Operates specialized office equipment *other than computers*.
242. Sets up or installs equipment or systems (for example, computers, security devices, telecommunications systems).
243. Uninstalls information systems hardware or software.
244. Oversees and coordinates the installation or implementation of information systems version controls or systems enhancements.
245. Starts up or shuts down information systems.
246. Schedules computer programming runs.
247. Performs storage management (for example, configures or installs disks, monitors disk utilization or performance).
248. Mounts, removes, or files computer tapes.
249. Maintains libraries (for example, computer tapes, CD-ROM's).
250. Maintains computerized databases or information tracking systems.
251. Establishes or maintains network software parameters (for example, security authorization tables, network definitions, file access tables).
252. Queries knowledge bases.
253. Records problem solutions in the knowledge base.
254. Tunes information systems or databases for optimal performance.
255. Performs file management functions (for example, allocation, deletion, backup, recovery, upgrades).

256. Maintains the physical organization of database objects.
257. Monitors operations or systems capacity and performance.
258. Performs information systems functional verifications or audits.
259. Produces reports on information systems conditions.
260. Prepares problem solution summaries (for example, help files) for users.
261. Identifies or implements information systems processing priorities.
262. Identifies and plans for the recoverability of systems or services.
263. Performs information systems backup or recovery operations.

Maintenance

264. Oversees or arranges for the maintenance or repair of equipment, facilities, or property.
265. Diagnoses computer hardware, software, or system malfunctions or problems.
266. Maintains systems (hardware, software, networks).
267. Ensures network availability, reliability, and optimal performance.
268. Ensures network scalability.
269. Arranges for the disposal of equipment or data (for example, formats hard drives, surpluses equipment).

Professional and Administrative Tasks

Information Management

1. Develops paper filing, record, or information tracking systems.
2. Collects, compiles, and organizes information.
3. Classifies or catalogs information, documents, computer tapes, books, or other items into meaningful groups.
4. Identifies specimens or objects (for example, artifacts, animals, minerals, artwork).
5. Monitors, maintains, or updates data, records, or other information.
6. Adds, retrieves, or removes materials from a filing system.
7. Searches for and extracts information from files, documents, reports, publications, recordings, or other materials.
8. Writes down information from one document or record to another.
9. Records information.
10. Circulates and retrieves files or other materials.
11. Codes or decodes information or data.
12. Prepares information for entry into a database.
13. Controls the circulation of library materials.
14. Preserves archival records, artifacts, specimens, historical sites, etc.
15. Restores archival records, artifacts, specimens, historical sites, etc.
16. Develops methods or materials to obtain information.
17. Develops methods or materials to disseminate information.
18. Develops surveys.
19. Coordinates the administration of surveys to obtain information.
20. Questions, interviews, or confers with others to obtain or verify information.
21. Observes individuals, activities, or operations to obtain or verify information.
22. Conducts evaluations, examinations, or other fact-finding studies to obtain or verify information.
23. Designs or conducts analytical studies, cost-benefit analyses, or other research.
24. Analyzes or interprets data or other information.
25. Creates tables, charts, graphs, or diagrams to organize or show information.
26. Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
27. Processes forms, records, documents or other materials.
28. Refers or assigns cases or claims to another person, office, or organization.
29. Dictates correspondence, reports, notes, or other documents.

Written and Oral Communication

30. Reads and understands nontechnical materials (for example, letters, memoranda, electronic mail, simple instructions).

31. Reads charts, graphs, diagrams, or tables.
32. Contacts others orally to obtain information.
33. Contacts others in writing to obtain information.
34. Notifies individuals or offices orally of decisions, problems, or further actions needed.
35. Notifies individuals or offices in writing of decisions, problems, or further actions needed.
36. Composes simple correspondence or other written work (for example, memoranda, form letters).
37. Composes complex correspondence or other written work (for example, manuals, books, management or technical reports, research or contract proposals).
38. Provides or disseminates information orally (for example, responds to inquiries concerning claim status, provides job information).
39. Provides or disseminates information in writing (for example, responds to questions concerning loan applications or to congressional inquiries).
40. Discusses results, problems, plans, suggestions, terms or conditions with others.
41. Explains nontechnical information orally.
42. Explains nontechnical information in writing.
43. Explains technical or other complex information orally.
44. Explains technical or other complex information in writing.
45. Explains or justifies decisions, conclusions, findings, or recommendations.
46. Persuades others to take a particular course of action or to accept findings, recommendations, changes, or alternative viewpoints.
47. Serves as a liaison between government personnel (inside and outside the organization), representatives of business and industry, trade and professional associations, the media or the public.
48. Serves as primary point of contact for a specific subject area.
49. Initiates and maintains contact with individuals outside the organization.
50. Publicizes the organization's programs, policies, or procedures.
51. Presents information orally about work of the organization to others (for example, describes the organization's programs and services to individuals or groups in the community or to higher management).
52. Writes news articles, speeches, or press releases.
53. Writes or edits scripts (for example, scripts for radio, television, motion pictures).
54. Proofreads and edits letters or other documents for format or grammatical, spelling, or typographical errors.
55. Ensures documents conform to standards (for example, conforms to the U.S. Government Printing Office Style Manual, Chicago Manual of Style).
56. Ensures that there is a logical arrangement of parts or information in correspondence, reports, articles, or other materials.
57. Prepares materials for publication (for example, determines layout and design of materials, selects illustrations, recommends methods of reproduction or binding).
58. Issues publications such as forms, orders, standards, or guidelines.
59. Reviews and updates publications or reports as needed.

- 60. Translates occupation-specific terminology (for example, computer, legal, or medical terminology) into language that is easily understood.
- 61. Translates orally between English and a foreign language or sign language.
- 62. Translates written materials between English and a foreign language.
- 63. Attends briefings, meetings, conferences, or hearings.
- 64. Participates in or represents the organization or clients at briefings, meetings, or conferences.
- 65. Serves on panels, committees, or task forces as a representative for the organization on technical or professional issues.
- 66. Facilitates group sessions (for example, group feedback sessions, focus groups).
- 67. Develops materials for briefings, meetings, or conferences.
- 68. Gives presentations or briefings.
- 69. Conducts or leads briefings, meetings, or conferences.

Decision Making, Problem Solving, and Negotiation

- 70. Reviews and analyzes forms, applications, documents or other information to make determinations (for example, authorization, eligibility, or approval or denial of loans, claims, entry documents, entitlements, or requests for waivers).
- 71. Evaluates individuals or organizations to award contracts or grants.
- 72. Identifies needs or problems.
- 73. Recommends improvements or solutions to problems, or determines appropriate actions.

- 74. Gives official approval or disapproval for actions, requests, or recommendations.
- 75. Makes improvements, solves problems, or takes corrective action when problems arise.
- 76. Negotiates contracts for supplies or services.
- 77. Negotiates with individuals or organizations to resolve conflicts, disputes, or grievances.
- 78. Negotiates bargaining unit agreements.
- 79. Negotiates with others to reach an agreement, settlement, compliance, or a solution.

Laws, Regulations, Policies, Standards, and Procedures

- 80. Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures.
- 81. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
- 82. Develops, amends, or revises laws, regulations, policies, standards, or procedures.
- 83. Implements new or revised laws, regulations, policies, standards, or procedures.
- 84. Evaluates the impact (for example, costs or benefits) of changes to laws, regulations, policies, standards, or procedures.
- 85. Explains or provides guidance on laws, regulations, policies, standards, or procedures to management, personnel, or clients.
- 86. Evaluates, monitors, or ensures compliance with laws, regulations, policies, or procedures.
- 87. Obtains necessary documentation, certification or approval in support of actions (for example, obtains clearances or power of attorney).

- 88. Evaluates the effectiveness of laws, regulations, policies, standards, or procedures.
- 89. Resolves conflict in laws, regulations, policies, standards, or procedures.

Program Management

- 90. Promotes the establishment or use of organizational programs or practices (for example, safety practices, training, or conservation programs).
- 91. Develops or modifies organizational programs (for example, health, safety, or environmental protection programs).
- 92. Develops, modifies, or provides input on plans, goals, or objectives for projects, programs, systems, or operations.
- 93. Establishes organizational strategies, goals, objectives, or priorities.
- 94. Ensures that activities, services, or products reflect organizational goals and objectives.
- 95. Implements operational, program, or project plans to meet objectives.
- 96. Determines resource requirements (for example, staffing, funding, equipment) based on program or project objectives or operational needs.
- 97. Allocates resources based on program or project objectives or operational requirements.
- 98. Implements, monitors, or maintains internal control systems to ensure protection against fraud, waste, and mismanagement.
- 99. Monitors programs, projects, operations, or activities.

- 100. Tracks the progress of work (for example, requisitions, claims, cases, legislation) through an established system.
- 101. Manages, leads, or administers programs, projects, operations, or activities.
- 102. Monitors contracts (includes administering, extending, modifying, or terminating contracts).
- 103. Evaluates the efficiency or effectiveness of organizational programs, projects, or operations.

Technical and Specialized Duties

- 104. Reads and understands technical or other complex materials required for the job.
- 105. Reviews and provides feedback on the content of complex information (for example, research or contract proposals, financial, technical, or management reports).
- 106. Keeps abreast of latest technology, information, research, etc., to maintain knowledge in field of expertise (for example, reads trade journals, participates in professional/technical associations).
- 107. Monitors current trends or events (for example, economic, political, social, agricultural, educational, or employment trends or events) and applies the information as appropriate.
- 108. Keeps abreast of key organizational activities, policies, and priorities likely to affect operations or the program area.
- 109. Develops models or theoretical approaches.
- 110. Uses models or theoretical approaches in field of expertise (for example, mathematical or engineering models, economic or psychological theories).

111. Selects the proper tools, equipment, machinery, parts, computer equipment, or software to perform a work activity.
112. Provides technical advice in subject matter area to others.
113. Administers standardized assessment tools, including tests.
114. Interprets results of standardized assessment tools, including tests.
115. Counsels or provides guidance to individuals with specific needs (for example, career counseling, outplacement counseling, tax counseling, social services).
116. Provides psychological assessment, counseling, or treatment.
117. Provides emergency mental health services.
118. Conducts diagnostic fitness or health evaluations.
119. Diagnoses medical conditions and recommends treatments.
120. Detects the presence of diseases for quarantine or immigration purposes.
121. Administers first aid, including CPR.
122. Conducts job analyses.
123. Develops sampling plans.
124. Classifies jobs.
125. Develops assessment tools (for example, written tests, training evaluations, oral examinations).
126. Validates selection instruments or procedures.
127. Designs training courses or develops instructional materials, or activities.
128. Promotes trade or market expansion.
129. Conducts elections.
130. Administers oaths.
131. Designs forms.
132. Uses and interprets maps, navigational charts, or aerial photographs.
133. Uses technical drawings, specifications, or samples to produce objects, materials, or other products.
134. Prepares, revises, or updates maps by hand.
135. Prepares, revises, or updates maps using automated technology.
136. Prepares specialized or technical drawings, sketches, or illustrations by hand.
137. Prepares specialized or technical drawings, sketches, or illustrations using automated technology.
138. Prepares fragile or valuable objects (for example, artifacts, artwork for transportation or storage).
139. Sets up exhibits (for example, hangs artwork).
140. Determines proper display of artifacts, specimens, artwork, merchandise, etc.
141. Develops interpretive materials (for example, captions) for natural, historical, or cultural programs, publications, or exhibits.
142. Demonstrates craft-making or other skills related to historical or cultural programs.
143. Conducts tours (for example, tours of facilities, museums, historical houses).
144. Searches for and collects items to add to a collection (for example, artifacts, artwork).
145. Takes or develops photographs.
146. Prepares audio, visual, or audio-visual presentations (for example, radio programs, films, videotapes).
147. Directs audio, visual or audio-visual productions (for example, provides stage directions or cues).
148. Monitors or preserves the environment (for example, wildlife, land, air, water).

149. Handles, ships, stores, or disposes of hazardous materials.
150. Cleans up or contains spills of hazardous materials.
151. Conducts environmental impact analyses.
152. Fights fires.
153. Excavates or studies archaeological sites or artifacts.
154. Reads and records data obtained from technical or scientific instruments or indicators.
155. Collects and prepares samples or specimens for laboratory testing.
156. Conducts laboratory tests.
157. Conducts quality checks or inspections to determine quality or condition.
158. Prepares and files legal pleadings or documents (for example, complaints, summonses, warrants, legal motions, extensions, tax liens, levies).
159. Testifies or presents evidence in court or at administrative proceedings.
160. Prepares cases or testimony for court or administrative proceedings.
161. Litigates in court or at administrative proceedings.
162. Hears or reviews grievances, charges, or testimony brought to court or to administrative proceedings.
163. Deals with individuals who are difficult, hostile, or distressed.
164. Designs or maintains telecommunications systems.
165. Performs underwater scuba dives.
166. Builds animal decoys.
167. Designs electrical, mechanical, or chemical products or systems.

Human Resources/Human Relations

168. Promotes or develops and maintains good working relationships with key individuals or groups.
169. Collaborates with others or works on teams to accomplish work-related activities.
170. Coordinates the activities of individuals inside or outside of the organization.
171. Motivates others (for example, subordinates, patients, clients, team members).
172. Reviews others' work (for example, peers, subordinates, contractors).
173. Informs supervisor or other official of issues or problems.
174. Attends classroom training, workshops, or seminars.
175. Participates in on-the-job training and developmental assignments.
176. Assesses educational, vocational, or training needs.
177. Conducts on-the-job training.
178. Instructs classes or conducts training sessions, workshops, or seminars.
179. Serves as a mentor to staff.
180. Serves as acting supervisor.
181. Schedules work assignments, sets priorities, and coordinates the work of staff.
182. Controls attendance and leave, including approval of sick and annual leave.
183. Provides guidance or counseling (for example, career or retirement counseling) to subordinates.
184. Provides career development opportunities for staff.
185. Provides technical supervision of program or project work.
186. Monitors others' work.

187. Develops position descriptions and performance standards.
188. Evaluates and provides feedback on others' performance.
189. Provides recognition and rewards for effective or outstanding performance.
190. Resolves complaints from employees.
191. Identifies potential problems in employee behavior or performance, and takes appropriate action.
192. Recruits personnel.
193. Recruits people other than personnel (for example, students, volunteers, foster parents, mediators, clients).
194. Selects personnel.
195. Recommends personnel actions (for example, appointments, promotions, reassignments).
196. Communicates organizational strategies, goals, objectives, or priorities on a regular basis.
197. Solicits input or feedback from staff.

Property, Equipment, Supplies, and Logistics

198. Operates standard office equipment other than computers (for example, telephone, typewriter, fax, photocopier, calculator).
199. Operates specialized equipment other than computers (for example, microfiche, cash register, radar, audio mixing equipment, oscilloscope).
200. Sets up or installs equipment or systems (for example, computers, security devices, telecommunications systems).
201. Analyzes space requirements, determines space allocations, or designs space layouts.

202. Develops or maintains supply catalogs.
203. Takes orders for services, supplies, or equipment.
204. Purchases or contracts for property, services, supplies, equipment, or other items.
205. Solicits proposals or bids for contracts or property.
206. Distributes supplies, equipment, or materials.
207. Maintains stock of supplies, equipment, or merchandise.
208. Conducts inventories of supplies, equipment, merchandise, property, or other materials.
209. Performs routine maintenance on equipment or vehicles.
210. Maintains or repairs facilities or property, including land.
211. Repairs equipment, other than computers.
212. Repairs vehicles.
213. Oversees or arranges for the maintenance or repair of equipment, facilities, or property, including land.
214. Appraises the value of property or materials.
215. Rents out or leases out property.
216. Sells property or arranges for the disposal of property, supplies, or records.
217. Carries and operates firearms.
218. Operates motor vehicles.
219. Operates boats.
220. Operates power driven equipment.
221. Builds or constructs structures or objects.
222. Controls and coordinates the movement of cargo, passengers, or air, land, or water vehicles through transportation systems.
223. Sets up camp.

Security and Enforcement

- 224. Monitors security of an area, entrance, or building.
- 225. Conducts security or compliance inspections.
- 226. Maintains security of assets or confidentiality of information (for example, equipment, cash, computer access).
- 227. Preserves evidence or crime scenes.
- 228. Conducts searches or inspections of persons, baggage, vehicles, ships, aircraft, or other materials.
- 229. Inspects food.
- 230. Screens persons seeking entry into the country.
- 231. Protects the health, safety, privacy, or best interest of the public, clients, staff, or others who may be at risk.
- 232. Issues summonses, warrants or subpoenas.
- 233. Serves warnings, citations, summonses, warrants, or subpoenas.
- 234. Locates or ensures the presence of witnesses.
- 235. Recognizes individuals who are the subject of “wanted” or special attention notices, such as known criminals.
- 236. Performs policing functions (for example, arresting or detaining persons or seizing contraband, property, or assets).
- 237. Conducts surveillance of persons or places, such as buildings or cars.
- 238. Conducts raids.
- 239. Conducts search and rescue missions.
- 240. Performs investigative work to obtain information, gather evidence, or verify facts (for example, conducts background checks or criminal investigations, investigates violations of environmental regulations).
- 241. Interviews persons to elicit sensitive information or information they are reluctant to volunteer.

Computer Systems

- 242. Enters data or other information into computer.
- 243. Uses computer systems or applications to access, create, edit, print, send, retrieve, or manipulate data, files, or other information.
- 244. Develops complex or large-scale computerized databases.
- 245. Uses a computer for desktop publishing.
- 246. Processes or analyzes data using computer systems or applications.
- 247. Writes or debugs computer programs.
- 248. Develops specifications for the design or modification of computer systems or applications.
- 249. Develops or modifies computer applications or software.
- 250. Creates or maintains documentation for computer systems, applications, programs, or databases.
- 251. Maintains computerized databases or information tracking systems.
- 252. Installs and configures software.
- 253. Repairs or upgrades computer hardware.
- 254. Diagnoses computer hardware, software, or system malfunctions or problems.
- 255. Designs computer hardware.
- 256. Designs or maintains computer networks.
- 257. Evaluates automated systems to ensure they are applied as designed or meet operational requirements.
- 258. Identifies methods for automating work processes.
- 259. Confers with users to evaluate effectiveness of, or identify the need for, computer programs or management systems.

Financial Functions

- 260. Evaluates financial or credit risk factors involved in granting, guaranteeing, or insuring loans, or awarding contracts.
- 261. Determines rents, rates, costs, or fees to charge others.
- 262. Assesses duties, taxes, or other monies owed to the organization.
- 263. Arranges payment plans for monies owed to the organization.
- 264. Collects monies (for example, taxes, fees, money owed).
- 265. Develops short- or long-term financing plans or identifies funding sources.
- 266. Forecasts money, material or staffing needs.
- 267. Prepares budget or cost estimates for own organization or for projects or activities.
- 268. Prepares budget requests or justifications for funding.
- 269. Presents budget estimates or requests to higher management.
- 270. Reviews and approves, disapproves, or adjusts funding requests.
- 271. Performs budget administration duties.
- 272. Authorizes or schedules payment of monies.
- 273. Processes or records financial transactions or information.
- 274. Prepares vouchers or other routine financial documents.
- 275. Prepares complex financial statements or reports.
- 276. Monitors budgets, including expenditures or cash flow.
- 277. Identifies accounting errors and reconciles accounts or other financial records.

- 278. Performs various account servicing duties (for example, monitors accounts, adjusts delinquent loan accounts, administers trust funds).
- 279. Prepares or examines tax returns.
- 280. Conducts financial audits.
- 281. Determines compliance with accounting and auditing requirements.
- 282. Analyzes or interprets financial information.
- 283. Counsels or advises others on financial matters.

Arithmetic/Mathematics/Statistics

- 284. Uses addition, subtraction, division, or multiplication.
- 285. Uses fractions, decimals, percentages, or averages.
- 286. Uses prescribed formulas, schedules, tables, or procedures to calculate or check values or numbers.
- 287. Determines which mathematical or statistical formulas or methods to use.
- 288. Uses mathematical or statistical formulas or methods.
- 289. Weighs or measures objects or materials.

Office Duties

- 290. Types materials.
- 291. Makes copies, collates, or binds materials.
- 292. Completes forms, documents, or routine reports.
- 293. Verifies accuracy of data and reconciles errors or inconsistencies.
- 294. Prepares outgoing mail.
- 295. Makes arrangements for freight services (for example, aircraft, rail, boat, or material-handling equipment).

- 296. Schedules meetings, appointments, activities, etc (for example, schedules interviews, training sessions, product distribution).
- 297. Receives office telephone calls or visitors.
- 298. Admits clients/patients into program (for example, obtains patient's history, fills child care vacancies).
- 299. Makes logistical arrangements for meetings, local transportation, travel, tours, social events, etc.
- 300. Plans and coordinates briefings, meetings, conferences, or other events (for example, identifies speakers, coordinates registration).
- 301. Escorts visitors to meetings or special functions.
- 302. Takes notes at meetings and prepares minutes.
- 303. Travels to other locations to perform own duties.

Customer Service

- 304. Determines appropriate products or services for clients or customers.
- 305. Directs individuals, problems, questions, or complaints to the proper person or place.

- 306. Responds to requests or resolves complaints from customers.
- 307. Follows up on requests or complaints.
- 308. Provides information about opportunities, services, or resources.
- 309. Assists in completing forms.
- 310. Sells or promotes products or services.
- 311. Displays merchandise.
- 312. Asks customers for suggestions or feedback on the performance of products or services.
- 313. Modifies products or services based on suggestions or feedback from customers.

Physical Strength and Agility

- 314. Participates in physical fitness training programs to maintain required fitness level.
- 315. Stoops, bends, or stretches to reach job-related materials.
- 316. Stands or walks for long periods of time.
- 317. Lifts or moves heavy objects.

Science and Engineering Tasks

1. Develops theoretical models or approaches in field of expertise (for example, engineering models, computational models, growth and yield models, structural models).
2. Tests, uses, or evaluates the use of theoretical models or approaches in field of expertise (for example, engineering models, computational models, growth and yield models, structural models).
3. Formulates and interprets test plans, policies, and strategies to ensure scientific validity, adequacy, or maximum efficiency of systems.
4. Designs scientific or analytical studies or other research.
5. Designs or develops sampling plans.
6. Designs or develops sampling methods or protocols.
7. Conducts field studies.
8. Conducts applied research in area of specialty.
9. Conducts experimental or laboratory studies.
10. Coordinates data collection efforts.
11. Makes and records scientific observations.
12. Reads and records data obtained from technical or scientific instruments.
13. Analyzes or interprets data or other information.
14. Uses quantitative and systems analysis techniques to predict effects of planned or natural changes.
15. Identifies trends or relationships based on quantitative or qualitative data.
16. Draws conclusions based on study results.
17. Forecasts or makes projections based on data.
18. Develops recommendations for applying research results.
19. Converts information into designs, tables, or graphical representations (for example, maps, 3-D models).
20. Conducts evaluations, examinations, or other fact-finding studies to obtain or verify information.
21. Observes individuals, activities, events, or operations to obtain or verify information.
22. Reads and understands scientific, technical, or other complex materials (for example, technical reports, research or contract proposals, journal articles, management reports, manuals, books).
23. Provides feedback on the content of technical or complex documents (for example, research or contract proposals, financial, technical, or management reports).
24. Composes scientific, technical, or complex documents (for example, technical reports, research or contract proposals, journal articles, management reports, manuals, books).
25. Proofreads, edits, or updates scientific, technical, or complex documents (for example, manuals, handbooks).
26. Evaluates the applicability of the latest technology, information, or research to program needs.
27. Provides scientific or technical advice or support in subject matter area to others.
28. Provides technical supervision of program or project work.
29. Serves on panels, committees, or task forces as a representative for the organization on scientific, technical, or professional issues.

30. Gives official approval for technical adequacy of documents (for example, designs, drawings, specifications, safety analysis plans).
31. Develops or edits interpretive materials (for example, captions for natural, historical, or cultural programs, publications, or exhibits).
32. Conducts tours of sites (for example, facilities, experimental forests, research plots).
33. Conducts aerial surveys (for example, reconnaissance) or inspections.
34. Conducts land surveys (for example, reconnaissance, gravity, topographic, radiological) or inspections.
35. Conducts marine surveys (for example, reconnaissance, bathymetric) or inspections.
36. Conducts road surveys or inspections
37. Conducts surveys of celestial objects.
38. Prepares or updates specialized or technical maps, drawings, sketches, or illustrations.
39. Reviews drawings for conformance to specifications.
40. Performs drafting (for example, line work, lettering, photomechanical processes).
41. Uses technical drawings, specifications, or samples to produce objects, materials, or other products.
42. Uses or interprets maps, navigational charts, or aerial photographs.
43. Takes photographs.
44. Takes underwater photographs.
45. Investigates procedures, processes, or methods for using advanced remote-sensing data (for example, satellite imagery, conventional photography).
46. Applies or uses remote-sensing techniques.
47. Develops techniques for ground-based sensing of space objects.
48. Applies or uses ground-based sensing techniques.
49. Monitors environmental conditions (for example, wildlife, land, air, water).
50. Identifies circumstances requiring the use of pesticides, fertilizers, or other chemicals.
51. Assembles or directs the assembly of instruments or objects.
52. Customizes off-the-shelf products other than software (for example, instruments, equipment).
53. Searches for and collects items to add to a collection (for example, artifacts, specimens).
54. Appraises the value of resources (for example, timber, oil, gas, animals, fish).
55. Plans for the recovery of items or materials (for example, samples on loan).
56. Preserves, repairs, or restores archival records or artifacts.
57. Uses standardized assessment tools or tests (for example, engineering tests).
58. Defines requirements for conceptual, logical, or physical data models or processing models.
59. Defines criteria or procedures for validating models.
60. Validates models according to prescribed criteria or procedures.
61. Devises algorithms and analyzes their functionalities and performance.
62. Plans, develops, or witnesses acceptance or performance testing of equipment, mechanisms, or materials.
63. Conducts acceptance or performance testing of equipment, mechanisms, or materials.
64. Surveys electric load needs or requirements.

65. Develops landscape designs to achieve integrated land use.
66. Develops classification systems (for example, classification of mineral potential, physical phenomena or features).
67. Applies classification systems (for example, to animals, plants, habitats, samples, specimens, soils).
68. Operates or oversees the operation of stations or laboratories.
69. Keeps abreast of latest technology, information, or research to maintain knowledge in field of expertise (for example, reads trade or professional journals, participates in professional, technical or industry associations, takes classes to maintain credentials).
70. Conducts studies of ecological characteristics (for example, biotic, abiotic) or relationships.
71. Detects or identifies the presence of diseases, pathogens, or viral agents.
72. Conducts natural resource inventories or surveys.
73. Conducts individual or population assessments of fish, plants, or animals (for example, growth patterns).
74. Assesses viability of plant and animal populations.
75. Certifies that plants or animals are free of disease or infestation.
76. Evaluates, grades, or samples plants, insects, or animals.
77. Protects, manages, or propagates fish, wildlife, or insects and their associated habitats.
78. Provides basic care for animals.
79. Protects, manages, or propagates vegetation and associated habitats.
80. Controls damage caused by various animals or pests.
81. Determines physical condition of plants or plant communities (for example, irregular branching in trees, water stress).
82. Monitors or supervises livestock grazing activities.
83. Maintains transgenic colonies (for example, animals, plants).
84. Inoculates animals, insects, plants, or cultures.
85. Tags or labels plants or animals.
86. Builds animal decoys.
87. Traps or transports insects or animals.
88. Develops concepts, principles, or guidance to prevent or reduce plant, animal, or habitat losses (for example, due to diseases, biological diversity, natural disasters, pollution).
89. Determines suitability and capability of habitat for fish, wildlife, or plants.
90. Participates in natural resource planning activities.
91. Performs wilderness management activities.
92. Protects, enhances, maintains, or restores natural ecosystem patterns and processes.
93. Plans, recommends, or implements ecosystem conservation measures.
94. Oversees the rehabilitation of ecologically disturbed areas.
95. Detects and maps ecological disturbances.
96. Identifies acute and chronic ecosystem effects caused by pollutants or contaminants.
97. Evaluates the effects of ecological disturbance on natural resources.
98. Evaluates the physical, chemical, biological, or social components of the existing environment and their interactions.

99. Evaluates or participates in the evaluation of cumulative effects of land use and management activities.
100. Identifies environments for protection, enhancement, or acquisition.
101. Conducts epidemiological studies of diseases.
102. Plans or implements integrated pest management practices.
103. Plans or implements large-scale aerial operations (for example, applying pesticides, distributing seeds).
104. Determines or reviews logging specifications (for example, sale boundaries, location of logging roads, volume of trees, marking or cutting methods).
105. Inspects or investigates cutting or logging operations.
106. Develops soil or ecological unit inventories and maps.
107. Floods, maintains, or dewater habitat in accordance with established plans or laws.
108. Plants, cultivates, weeds, or irrigates nursery stock, orchards, or test plots.
109. Manages harvest or gathering of forest products (for example, bark, peat, maple sap, mineral samples).
110. Collects samples, specimens, cultures, or other materials.
111. Generates or maintains cultures (for example, biological controls, primary tissue or continuous tissue cultural cell lines, fungal cultures).
112. Prepares samples, specimens, cultures, or other materials for laboratory testing.
113. Prepares samples, specimens, cultures, or other materials for transportation, storage, or retrieval.
114. Analyzes samples, specimens, cultures, or other materials.
115. Identifies ecological, biological, toxicological, radiological, or pharmacological responses.
116. Determines or assesses dose-response relationships or potency factors.
117. Introduces specific genes via expression vectors.
118. Isolates and analyzes DNA and RNA in samples.
119. Conducts medical or surgical procedures (for example, necropsies).
120. Conducts routine clinical procedures (for example, drawing blood, vaccinating, preparing tissue samples).
121. Manages or administers hunting, fishing, or trapping programs.
122. Tracks and locates animals.
123. Manages the transportation, distribution, testing, or inspection of natural products (for example, beneficial organisms).
124. Plans or directs fire management activities.
125. Performs fire prevention activities.
126. Fights fires.
127. Installs, maintains, troubleshoots, or repairs fire protection or suppression systems.
128. Installs or applies insulating materials (for example, firestopping, smoke seals, sound deadening).
129. Develops criteria for new maps, charts, prototypes, graphics, composites, or related products.
130. Identifies, develops, or implements automated cartographic systems.
131. Prepares rough site maps or sketches (for example, capturing approximate location of roads, structures, topographic features, sampling sites).
132. Prepares or reviews site use plans.

133. Designs, constructs, or revises color separations for technical maps, drawings, sketches, charts, or illustrations.
134. Designs stream restoration, stream gauging stations, irrigation, or drainage systems.
135. Documents and predicts natural or human-induced changes that affect the water flow.
136. Uses geologic or hydrologic information to determine in situ parameters.
137. Determines availability, location, or suitability of water sources and wells.
138. Performs high water staking as required during flood events.
139. Develops water budgets.
140. Analyzes topographic features including those that are man-made.
141. Interprets or plots geological information.
142. Defines geologic formations, structures, or properties.
143. Plans, modifies, or executes geophysical surveys.
144. Excavates, studies, or preserves historical, paleological, or archaeological sites.
145. Manages or preserves cultural, historical, or natural resources.
146. Prepares or designs layouts.
147. Performs road, street, or highway assessment to determine type and frequency of use.
148. Stakes lines and grades.
149. Verifies lift thickness, grade, cross-section, rolling methods, finishing, and cleanup of paved surfaces.
150. Determines or plots locations of facilities, structures, or boundaries (for example, roads, bridges, grades, building corners, property lines, lease boundaries).
151. Coordinates the use of portable message or other signs (for example, informational road safety or incident signs).
152. Models or predicts contamination rates and transport characteristics.
153. Reviews, identifies, or analyzes various rock types, soil types, or soil classes.
154. Extracts metals from their ore.
155. Cuts or polishes various types of rocks, ores, or mineral samples.
156. Refines or concentrates ore.
157. Prepares fragile or valuable objects (for example, artifacts, museum specimens, artwork, delicate instruments) for transportation or storage.
158. Sets up exhibits or demonstrations (for example, informational displays, research models, technical poster presentations, artifacts).
159. Designs physical models or prototypes.
160. Assembles or constructs physical models or prototypes.
161. Conducts or reviews physical simulations.
162. Creates programs for scientific and mathematical representations (for example, simulations).
163. Conducts computer simulations.
164. Develops or reviews the design of, or requirements for, equipment, machines, or engineering systems.
165. Develops or reviews the design of, or requirements for, the repair, installation, or modernization of engineering systems.
166. Develops or reviews the design of, or requirements for, vehicles (for example, ships, aircraft, spacecraft) or integrally associated equipment or systems.

167. Develops or reviews the design of, or requirements for, individual or integrated instrumentation systems.
168. Develops or reviews the design of power, light, or communication systems or facilities.
169. Develops or reviews the design of structures, facilities, or sites for construction, renovation, or restoration.
170. Develops or reviews the design of ergonomic systems, structures, or components.
171. Develops, constructs, or tests mechanical, electrical, or electronic devices or systems.
172. Develops, constructs, or tests electrical or electronic circuits.
173. Designs specifications for manufacturing methods.
174. Plans, implements, or documents current or proposed configurations, structures, or systems.
175. Conducts or reviews experimental programs to evaluate propulsion systems and their capabilities.
176. Conducts seismic or geophysical assessments.
177. Conducts stability analysis of structures.
178. Oversees or supervises construction, renovation, restoration, or maintenance projects for structures, facilities, or sites.
179. Constructs, renovates, restores, or maintains structures, facilities, or sites.
180. Identifies and incorporates relevant factors (for example, ecological, cultural, aesthetic, economic) in site or facility planning and design.
181. Conducts traffic studies.
182. Conducts or reviews performance, physical, or reliability tests on equipment or materials.
183. Conducts or reviews environmental analyses.
184. Coordinates communications (for example, electronic, radio, spacecraft, satellite).
185. Develops, reviews, or verifies surface protection, conservation of minerals, or rehabilitation of mineral development areas.
186. Determines locations of, or places monitoring or collection devices at, selected reference points.
187. Performs sounding operations (for example, depth, probing, sweeping, spacecraft altimetry).
188. Extracts semi-volatile compounds and concentrates semi-volatile samples.
189. Investigates transmission of noise through gases, liquids, or complex structures.
190. Implements transmission models in electro-optical, microwave, or radar systems.
191. Inspects and certifies aircraft or ship systems as safe and ready for operation.
192. Prepares visual resource inventories.
193. Develops methods, processes, or techniques for fabrication or manufacture.
194. Provides technical advice to manufacturers.
195. Inspects the manufacturing processes or products for conformance to contract or performance requirements, quality, or quantity.
196. Conceptualizes, specifies, analyzes, plans, develops, installs, tests or modifies use of ground data handling and computer equipment for aerospace purposes.
197. Designs, draws or identifies specifications for aerospace and aeronautical flight systems and hardware.
198. Develops new methods of analysis of data from space observatories.
199. Researches theoretical or experimental effects of exposure to the space environment upon the basic biochemical processes of living organisms.

200. Studies gravitational and magnetic fields, thermal sources and heat flow, ocean currents and tides, and related phenomena.
201. Researches or studies physical characteristics of the Earth and other planets.
202. Studies composition, structure, and thermal history of solid bodies of solar systems.
203. Designs or develops various subsystems, components, or research simulations.
204. Researches, develops, designs, tests, or evaluates electrical power generating and management systems for aerospace applications.
205. Researches, develops, investigates or evaluates the establishment of operational requirements for electrical integration of aerospace systems, multistage space vehicles, space payloads, etc.
206. Conducts experimental research to develop and establish spacecraft design or criteria.
207. Researches, develops, designs, manufactures, processes, tests, and/or evaluates the effects of aerospace environments or loads and stresses on structures and materials of aerospace vehicles and support systems.
208. Pilots aerospace or flight vehicles.
209. Installs instruments, equipment or machinery (for example, hydrologic instruments, traffic equipment) other than computer equipment.
210. Operates tools, equipment, or machinery (for example, hydraulic lifts, seed blowers).
211. Operates heavy mobile equipment (for example, bulldozers, backhoes, snow cats).
212. Operates electrical, electronic, optical, or electro-optical tools or equipment.
213. Aligns, tunes, or calibrates electrical, electronic, optical, or electro-optical equipment, including components or sub-assemblies.
214. Aligns or adjusts mechanical equipment, components, sub-assemblies or systems (for example, precision mechanisms, catapults, hydraulic lifts, robotics, shafts rotating machinery, stabilization systems).
215. Troubleshoots, repairs, tests, or maintains equipment, components, sub-assemblies or systems (for example, vehicular, pipefitting, hydraulic, electrical, electronic, telecommunications).
216. Evaluates incidents, activities, or projects to protect the health, safety, privacy, or best interest of the public, clients, staff, or others who may be at risk.
217. Identifies or follows up on safety issues, hazards, or hazard exposures.
218. Determines restricted access based on health, safety, or environmental concerns (for example, hazard trees, biohazards, invasive species).
219. Determines the presence of hazardous or toxic substances (for example, site characterization studies, work area inspections).
220. Issues "stop work" instructions for unsafe conditions or environmental violations.
221. Identifies laboratory waste and manages or conducts laboratory waste disposal.
222. Manages or conducts animal waste disposal (for example, carcasses, quarantine noxious waste).
223. Designs or administers programs or guidelines to contain environmental incidents (for example, earthquakes, oil spills, floods, fires).

- 224. Assesses the severity or consequences of environmental incidents (for example, earthquakes, oil spills, floods, fires).
- 225. Evaluates or designs treatment or disposal processes (for example, for contaminated water or soil).
- 226. Prepares materials (for example, minerals or biological, radioactive, hazardous materials) for transportation or storage according to Federal, state, and local laws, regulations, and standards.
- 227. Manages or oversees the management of handling, shipping, storing, clean-up, containment, or disposal of hazardous or waste materials (for example, industrial, nuclear, biological waste, asbestos).
- 228. Cleans up or contains spills of hazardous materials.
- 229. Provides radiological health counseling.
- 230. Promotes the establishment or use of organizational programs or practices (for example, safety practices, training or conservation programs).
- 231. Establishes organizational (for example, division, branch, office) strategies, goals, objectives, or priorities.
- 232. Keeps abreast of key organizational activities, policies, and priorities likely to affect operations or the program area.
- 233. Develops or modifies organizational programs or projects (for example, health, safety, or environmental protection programs or projects).
- 234. Develops, modifies, or provides input on plans, goals, or objectives for projects, programs, systems, or operations (for example, strategic plans, work breakdown structures, integration plans, performance measures).
- 235. Analyzes designs, operations, or processes.
- 236. Ensures that activities, services, or products reflect organizational goals and objectives.
- 237. Implements program, project, or operational strategies, goals, objectives, or priorities.
- 238. Implements, monitors, or maintains internal control systems to ensure protection against fraud, waste, and mismanagement.
- 239. Manages, leads, or administers programs, projects, operations, or activities.
- 240. Monitors programs, projects, operations, or activities.
- 241. Coordinates or integrates programs, projects, or operational activities.
- 242. Determines resource requirements (for example, staffing, funding, equipment) based on program or project objectives or operational needs.
- 243. Allocates resources (for example, staff, funds, equipment) based on program or project objectives or operational requirements.
- 244. Evaluates, monitors, or ensures that services or products comply with quality assurance and quality control standards.
- 245. Tracks or reports the progress of work (against an approved baseline) through an established system, including performance measures (for example, preliminary design review, design requirements, program planning, program planning budgeting system).
- 246. Develops test, appraisal, or evaluation plans for programs, processes, products, or models.
- 247. Reviews or modifies processes, products, or models based on experience, testing, evaluation, and certification processes.

248. Evaluates the efficiency or effectiveness of organizational programs, projects, or operations.
249. Develops bid specifications, requests for proposals, or statements of work.
250. Evaluates proposals for contracts or grants.
251. Serves as technical representative for contracting officer in administering contracts.
252. Administers contracts, grants, or agreements.
253. Authorizes or schedules payment of contract monies.
254. Identifies funding or grant opportunities or sources.
255. Prepares program or project budget or cost estimates.
256. Prepares budget requests or justifications for funding.
257. Reviews or approves program or project budgets.
258. Reviews, approves, or adjusts budget or funding requests.
259. Administers program or project budgets.
260. Prepares, reviews, or approves purchase requisitions.
261. Analyzes or interprets financial information.
262. Evaluates financial risk factors involved in granting, guaranteeing, or awarding contracts.
263. Prepares complex financial statements or reports.
264. Performs economic analyses for projects, programs, equipment, or facilities (for example, economic benefits, cost-effectiveness).
265. Ensures compliance with accounting and auditing requirements.
266. Identifies accounting errors and reconciles accounts or other financial records.
267. Assesses duties, taxes, or other monies owed to the organization.
268. Determines rents, rates, costs, or fees to charge others.
269. Collects monies (for example, taxes, fees, money owed).
270. Makes decisions within the appropriate environmental, social, legal, and economic context.
271. Reviews and analyzes forms, applications, documents, or other information to make determinations (for example, making authorizations, granting permits, identifying specimens).
272. Gives official approval or disapproval for actions, requests, or recommendations.
273. Defines or diagnoses damage, deficiencies, needs, or other problems.
274. Develops troubleshooting or diagnostic techniques or methods.
275. Evaluates the effectiveness of problem solving processes and outcomes.
276. Recommends actions for improvements or solutions to problems.
277. Makes improvements, solves problems, or takes corrective action when problems arise.
278. Negotiates with individuals or organizations to reach an agreement, settlement, compliance, or a solution.
279. Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures (for example, Occupational Safety and Health Administration policies, Nuclear Regulatory Commission regulations, Endangered Species Act, Fish and Wildlife Conservation Act, National Environmental Policy Act, state and local codes).
280. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
281. Develops, amends, revises, or provides input on laws, regulations, policies, standards, or procedures.

282. Implements new or revised laws, regulations, policies, standards, or procedures.
283. Evaluates, monitors, or ensures compliance with laws, regulations, policies, standards, or procedures.
284. Evaluates the effectiveness or impact of laws, regulations, policies, standards, or procedures.
285. Explains or provides guidance on laws, regulations, policies, standards, or procedures.
286. Issues permits.
287. Issues publications such as forms, orders, standards, or guidelines.
288. Obtains necessary documentation, permits, certification, or approval in support of actions (for example, cooperative agreements, clearances, power of attorney).
289. Prepares and files legal pleadings or documents (for example, complaints, summonses, warrants, legal motions, extensions, tax liens, levies).
290. Prepares cases or testimony for court, legislative, or administrative proceedings.
291. Testifies or presents evidence for court, legislative, or administrative proceedings.
292. Conducts searches or inspections (for example, of persons, facilities, containers, vehicles).
293. Conducts investigations to obtain information, gather evidence, or verify facts (for example, conducts background checks or criminal investigations, investigates violations of environmental regulations).
294. Examines physical evidence (for example, evidence related to environmental incidents, legal cases).
295. Screens intelligence reports for relationships to ongoing investigations.
296. Conducts surveillance of persons or places.
297. Participates in search and rescue missions.
298. Interviews persons to elicit sensitive information or information they are reluctant to volunteer.
299. Carries and operates firearms.
300. Performs policing functions (for example, patrolling, arresting, or detaining persons, seizing contraband, property, or assets).
301. Monitors security of an area, entrance, or building.
302. Issues legal documents (for example, fines, summonses, warrants, subpoenas).
303. Serves warnings, citations, summonses, warrants, or subpoenas.
304. Preserves evidence or crime scenes.
305. Maintains security or confidentiality of information or assets (for example, equipment, cash).
306. Analyzes space requirements, determines space allocations, or designs space layouts.
307. Inspects or evaluates buildings, structures, or sites to assess damage or repairs needed.
308. Rents or leases property to others.
309. Appraises the value of property or materials.
310. Operates, launches, or retrieves boats.
311. Operates motor vehicles.
312. Operates or uses non-motorized modes of transportation (for example, bicycles, skis, snowshoes).
313. Uses pack animals or rides saddle stock.
314. Controls or coordinates the movement of aircraft.
315. Oversees or arranges for the operation, maintenance, or repair of equipment, facilities, or property, including land.

- 316. Uses standard computer software or applications (for example, word processing, spreadsheets, presentation programs).
- 317. Uses specialized computer software or applications (for example, desktop publishing, statistical programs).
- 318. Uses graphics, image scanning or interactive graphics systems (for example, Geographic Information System, CADD, Arc-Info).
- 319. Uses multimedia or Internet-based methods to convey information.
- 320. Develops, manages, or maintains computerized databases or information tracking systems.
- 321. Installs, uninstalls, configures, or integrates network hardware or software.
- 322. Diagnoses computer hardware, software, or system malfunctions or problems.
- 323. Repairs or upgrades complex computer hardware or systems.
- 324. Identifies methods for automating work processes.
- 325. Develops or reviews specifications for the design or modification of systems or applications.
- 326. Develops, modifies, or debugs computer applications or software.
- 327. Confers with users to identify the need for, or evaluate the effectiveness of, computer programs or management information systems.
- 328. Evaluates automated systems to ensure they are applied as designed or meet operational requirements.
- 329. Determines scope of analysis and design efforts for systems.
- 330. Designs or maintains systems, architectures, or infrastructures (for example, networks or telecommunication systems, database architectures).
- 331. Designs systems hardware (for example, facilities control system).
- 332. Creates or modifies new or existing systems interfaces.
- 333. Determines acceptance criteria for systems components.
- 334. Determines systems capacity and resource requirements.
- 335. Develops or maintains systems testing standards.
- 336. Establishes systems performance requirements.
- 337. Monitors operations or systems capacity and performance.
- 338. Performs functional verifications, tests, or audits of systems.
- 339. Tracks, interprets, or reports systems test results.
- 340. Analyzes or reviews system requirements and environment.
- 341. Develops plans for the recoverability of systems or services.
- 342. Develops systems security standards and requirements.
- 343. Develops implementation plans or procedures for systems security.
- 344. Oversees the implementation of systems security plans and procedures.
- 345. Monitors or maintains security of systems or data (for example, maintains logs, controls access, enables security features, firewall, virus protection).
- 346. Uses general math (for example, addition, multiplication, percentages, fractions).
- 347. Uses prescribed formulas, schedules, tables, charts, or procedures to calculate or check values or numbers.

- 348. Determines or applies basic mathematical or statistical formulas or methods (for example, descriptive statistics, geometry, trigonometry).
- 349. Determines or applies advanced mathematical or statistical formulas or methods (for example, calculus, inferential statistics, partial differential equations, numerical analyses, Fourier analyses, Laplace transforms).
- 350. Formulates mathematical solutions or representations.
- 351. Uses or converts units of measurement (for example, from Fahrenheit to Celsius, pounds to kilograms).
- 352. Weighs or measures objects or materials.
- 353. Arranges for the disposal of property, supplies, or records.
- 354. Conducts inventories of supplies, equipment, merchandise, property, or other materials.
- 355. Checks items or materials for damage or problems.
- 356. Distributes supplies, equipment, or materials.
- 357. Prepares equipment or material lists for projects.
- 358. Takes orders for services, supplies, or equipment.
- 359. Maintains stock of supplies, equipment, merchandise, or other materials.
- 360. Assesses educational, vocational, or training needs of others.
- 361. Designs training courses or develops instructional materials or activities.
- 362. Instructs classes or conducts training sessions, workshops, or seminars.
- 363. Conducts on-the-job training.
- 364. Evaluates and provides recommendations on training methods, materials, or courses.
- 365. Serves as acting supervisor.
- 366. Schedules work assignments, sets priorities, and coordinates the work of staff.
- 367. Reviews or evaluates and provides feedback on others' work (for example, peers, subordinates, contractors).
- 368. Recognizes and rewards effective or outstanding performance.
- 369. Identifies potential problems in employee behavior or performance and takes appropriate action.
- 370. Reviews or resolves grievances or complaints.
- 371. Reviews attendance and leave, including approval of sick and annual leave.
- 372. Communicates organizational strategies, goals, objectives, priorities, or performance measures.
- 373. Serves as a mentor to staff.
- 374. Provides guidance or counseling (for example, career counseling) to subordinates.
- 375. Develops position descriptions or performance standards.
- 376. Develops filing, record, or information tracking systems.
- 377. Processes forms, records, documents, or other materials.
- 378. Monitors, maintains, or updates data, records, or other information.
- 379. Develops methods to obtain or disseminate information.
- 380. Searches for and extracts information from files, documents, reports, publications, recordings, electronic databases, or other materials.
- 381. Collects, compiles, organizes, or records data or information.

382. Classifies or catalogs information or items (for example, data, documents, maps, photographs) into meaningful groups.
383. Creates tables, charts, graphs, or diagrams.
384. Designs forms.
385. Develops or implements information management plans for the organization.
386. Proofreads, edits or updates non-technical or simple documents (for example, memoranda, letters, information sheets, simple instructions).
387. Reviews or audits reports, documents, data, inventories, or other materials for verification (for example, to verify completeness, correctness, consistency, compliance, authenticity).
388. Reconciles errors or inconsistencies in reports, documents, data, inventories, or other materials.
389. Composes non-technical or simple documents (for example, memoranda, letters, information sheets, simple instructions).
390. Ensures documents conform to standards (for example, conform to the U.S. Government Printing Office Style Manual, Chicago Manual of Style).
391. Prepares materials for publication (for example, determines layout and design of materials, selects illustrations, recommends methods of reproduction or binding).
392. Completes forms.
393. Writes or edits scripts, news articles, speeches, or press releases.
394. Notifies individuals or offices in writing of decisions, problems, or further actions needed.
395. Reads and interprets charts, graphs, diagrams, or tables.
396. Reads and understands non-technical materials (for example, memoranda, letters, information sheets, electronic mail, simple instructions).
397. Provides or disseminates information orally (for example, project or contract status).
398. Interviews or consults with others to obtain, discuss, or verify information.
399. Discusses results, problems, plans, suggestions, terms, or conditions.
400. Explains non-technical information orally.
401. Explains scientific, technical, or other complex information orally.
402. Explains or justifies decisions, conclusions, findings, or recommendations.
403. Persuades others to take a particular course of action or to accept findings, recommendations, changes, or alternative viewpoints.
404. Presents information orally about work of the organization to others (for example, describes the organization's programs and services to individuals or groups in the community or to higher management).
405. Gives presentations or briefings (for example, reports, lectures, demonstrations).
406. Conducts, leads, or facilitates meetings (for example, conferences, focus groups, hearings).
407. Participates in or represents the organization or clients at meetings.
408. Develops materials for meetings.
409. Prepares audio, visual, or multi-media presentations (for example, computer graphic presentations, radio programs, films, videotapes).
410. Initiates and maintains contacts with individuals outside the organization.

411. Promotes or develops and maintains good working relationships with key individuals or groups.
412. Publicizes the organization's programs, policies, or procedures.
413. Recruits personnel.
414. Recommends personnel actions (for example, hiring, promotions, reassignments).
415. Serves as a liaison between the work unit or organization and other entities (for example, other work units within the organization, government personnel, representatives of business, industry, trade, and professional associations, the media, the public).
416. Coordinates the activities of individuals inside or outside of the organization.
417. Collaborates with others or works on teams to accomplish work-related activities.
418. Serves as a primary point of contact for a specific subject area.
419. Promotes trade or market expansion.
420. Sells or promotes products or services.
421. Identifies customers or customer base.
422. Develops a working knowledge of the customer's business or function.
423. Determines appropriate products or services for clients or customers.
424. Develops strategies to satisfy customers' needs.
425. Builds partnerships to leverage funding and resources, and expand constituency bases.
426. Develops or implements measures or standards to assess customer satisfaction.
427. Ensures appropriate product- or service-related training and documentation are developed and made available to customers.
428. Obtains customer feedback on the quality of products or services.
429. Develops or implements quality management practices or procedures.
430. Modifies products or services based on suggestions or feedback from customers.
431. Responds to requests or resolves complaints from customers.
432. Tracks customer feedback or complaints to identify problem trends.
433. Directs individuals, problems, questions, or complaints to the proper person or place.
434. Provides information about opportunities, services, or resources.
435. Performs general office administrative duties.
436. Plans and coordinates meetings (for example, identifies speakers or coordinates schedules and registration for briefings, conferences, tours, and other events).
437. Stands or walks for long periods of time.
438. Walks over rough, uneven, rocky, or steep surfaces.
439. Stoops, bends, or stretches to reach job-related materials.
440. Loads or unloads cargo on transport vehicles.
441. Lifts or moves heavy objects.
442. Performs repetitive motions for long periods of time.
443. Uses height-scaling techniques and equipment (for example, using ropes and rock climbing equipment, rockbolting).
444. Climbs ladders, scaffolding, trees, or poles.
445. Works under harsh environmental conditions (for example, snow, extreme heat, underground sites, confined spaces, insect habitats).

Trades and Labor Tasks

Information Management

1. Collects, compiles, and organizes information.
2. Identifies specimens or objects (for example, animals, chemicals, metals, electrical components).
3. Monitors, maintains, or updates data, records, or other information.
4. Records information.
5. Analyzes or interprets data or other information.
6. Designs or conducts analytical studies, cost-benefit analyses, or other research.
7. Creates tables, charts, graphs, or diagrams to organize or show information.
8. Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
9. Enters data or other information into computers (for example, preventative maintenance checks, tracking data).
10. Uses computer systems or applications to access, create, edit, print, send, retrieve, or manipulate data, files, or other information.
11. Operates a Portable Data Entry Device (PDED).

Written and Oral Communication

12. Reads and understands nontechnical materials (for example, letters, memoranda, electronic mail, simple instructions).
13. Reads charts, graphs, diagrams, or tables.
14. Contacts others orally to obtain information.
15. Contacts others in writing to obtain information.
16. Notifies individuals or groups orally of decisions, problems, or further actions needed.
17. Notifies individuals or groups in writing of decisions, problems, or further actions needed.
18. Composes simple correspondence or other written work (for example, memoranda, letters).
19. Composes complex correspondence or other written work (for example, manuals, books, management or technical reports, research or contract proposals).
20. Provides or disseminates information orally (for example, responds to inquiries concerning work processes, provides cost estimates).
21. Provides or disseminates information in writing (for example, responds to questions concerning technical problems).
22. Discusses results, problems, plans, suggestions, terms, or conditions with others.
23. Explains nontechnical information orally.
24. Explains nontechnical information in writing.
25. Explains technical or other complex information orally.
26. Explains technical or other complex information in writing.
27. Explains or justifies decisions, conclusions, findings, or recommendations.

28. Translates orally between English and a foreign language, sign language, or Braille.
29. Attends briefings, meetings, conferences, or hearings.
30. Participates in or represents the organization or clients at briefings, meetings, or conferences.
31. Serves on panels, committees, or task forces as a representative for the organization on technical or professional issues.

Decision Making, Problem Solving, and Negotiating

36. Identifies needs or problems.
37. Recommends improvements or solutions to problems or determines appropriate actions.
38. Gives official approval or disapproval for actions, requests, or recommendations.

Laws, Regulations, Policies, Standards, and Procedures

41. Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures (for example, Occupational Safety and Health Administration policies, Nuclear Regulatory Commission regulations, state and local codes).
42. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
43. Explains or provides guidance on laws, regulations, policies, standards, or procedures to management, personnel, or clients.

32. Facilitates group sessions (for example, group feedback sessions, focus groups).
33. Develops materials for briefings, meetings, or conferences.
34. Gives presentations or briefings.
35. Conducts or leads briefings, meetings, or conferences.

39. Makes improvements, solves problems, or takes corrective action when problems arise.
40. Negotiates with others to reach an agreement, settlement, compliance, or a solution.

44. Evaluates, monitors, or ensures compliance with laws, regulations, policies, standards, or procedures.
45. Follows safety rules and regulations.
46. Inspects work areas to ensure that they meet health, safety, or sanitation standards or codes.
47. Inspects products for quality, orientation, or overall appearance.
48. Conducts quality checks or inspections to determine quality or condition.
49. Conducts periodic quality checks of specifications during manufacturing process.

Program Management

50. Promotes the establishment or use of organizational programs or practices (for example, safety practices, training or conservation programs).
51. Keeps abreast of key organizational activities, policies, and priorities likely to affect operations or the program area.
52. Ensures that activities, services, or products reflect organizational goals and objectives.
53. Determines resource requirements (for example, staffing, funding, equipment) based on program or project objectives or operational needs.
54. Allocates resources based on program or project objectives or operational requirements.
55. Prepares budget or cost estimates for own organization or for projects or activities.
56. Prepares budget requests or justifications for funding.
57. Monitors budgets, including expenditures or cash flow.
58. Implements, monitors, or maintains internal control systems to ensure protection against fraud, waste, and mismanagement.
59. Monitors programs, projects, operations, or activities.
60. Manages, leads, or administers programs, projects, operations, or activities.
61. Monitors contracts (includes administering, extending, modifying, or terminating contracts).

Technical Duties

62. Reads and understands technical or other complex materials required for the job.
63. Keeps abreast of latest technology, information, research, etc., to maintain knowledge in field of expertise (for example, reads trade journals, participates in professional/technical associations).
64. Selects the proper tools, equipment, machinery, parts, computer equipment, or software to perform a work activity.
65. Operates standard office equipment other than computers (for example, telephone, typewriter, fax, photocopier, calculator).
66. Provides technical advice in subject matter area to others.
67. Uses and interprets maps, navigational charts, or aerial photographs.
68. Uses technical drawings, specifications, or samples to produce objects, materials, or other products.
69. Prepares specialized or technical drawings, sketches, or illustrations by hand.
70. Prepares specialized or technical drawings, sketches, or illustrations using automated technology (for example, Computer Assisted Design (CAD)).
71. Develops or modifies computer applications or software.
72. Reads and records data obtained from technical or scientific instruments, or indicators.
73. Collects and prepares samples or specimens for laboratory testing.
74. Conducts laboratory tests.
75. Conducts field tests.

Human Resources/Human Relations

76. Promotes or develops and maintains good working relationships with key individuals or groups.
77. Collaborates with others or works on teams to accomplish work-related activities.
78. Coordinates the activities of individuals inside or outside of the organization.
79. Motivates others (for example, subordinates, clients, team members).
80. Reviews others' work (for example, co-workers, subordinates, contractors).
81. Informs supervisor or other official of issues or problems.
82. Attends classroom training, workshops, or seminars.
83. Participates in on-the-job training and developmental assignments.
84. Assesses educational, vocational, or training needs.
85. Conducts on-the-job training.
86. Instructs classes or conducts training sessions, workshops, or seminars.
87. Serves as acting supervisor.
88. Schedules work assignments, sets priorities, and coordinates the work of staff.
89. Controls attendance and leave, including approval of sick and annual leave.
90. Provides guidance or counseling to subordinates.
91. Provides technical supervision of program or project work.
92. Monitors others' work.
93. Evaluates and provides feedback on others' performance.
94. Provides recognition and rewards for effective or outstanding performance.
95. Resolves complaints from employees.
96. Identifies potential problems in employee behavior or performance and takes appropriate action.
97. Selects personnel.
98. Recommends personnel actions (for example, appointments, promotions, reassignments).
99. Communicates organizational strategies, goals, objectives, or priorities.
100. Solicits input or feedback from staff.
101. Works with or supervises prison inmate labor.

Arithmetic/Mathematics/Statistics

102. Uses addition, subtraction, division, or multiplication.
103. Uses fractions, decimals, percentages, or averages.
104. Uses prescribed formulas, schedules, tables, or procedures to calculate or check values or numbers.
105. Determines which mathematical or statistical formulas or methods to use.
106. Uses mathematical or statistical formulas or methods.
107. Weighs or measures objects or materials.

Customer Service

- 108. Determines appropriate products or services for clients or customers.
- 109. Directs individuals, problems, questions, or complaints to the proper person or place.
- 110. Responds to requests or resolves complaints from customers.
- 111. Follows up on requests or complaints.
- 112. Displays merchandise.
- 113. Asks customers for suggestions or feedback on the performance of products or services.
- 114. Modifies products or services based on suggestions or feedback from customers.
- 115. Handles or processes cash or other monies (for example, credit cards, money orders).
- 116. Provides information about opportunities, services, or resources (for example, emergency services, sources of food, lodging).
- 117. Conducts tours (for example, nature walks, grounds, facilities).

Physical Strength and Agility

- 118. Stoops, bends, or stretches to reach job-related materials.
- 119. Lifts or moves heavy objects.
- 120. Stands or walks for long periods of time.
- 121. Performs repetitive motions for long periods of time.

Materials Handling, Warehousing, and Operation

- 122. Conducts inventories of supplies, equipment, merchandise, property, or other materials.
- 123. Distributes supplies, equipment, or materials.
- 124. Ships, receives, verifies, or inspects orders of supplies, equipment, or materials.
- 125. Counts, stacks, bags, seals, or stores items (for example, coins, tools, parts).
- 126. Tags, marks, or labels objects (for example, for identification or pricing).
- 127. Packs or unpacks boxes, cartons, or other containers.
- 128. Prepares fragile or valuable objects (for example, coins, automotive parts, electronic equipment, lab samples) for transportation or storage.
- 129. Manually arranges, moves, stocks or rotates items.
- 130. Uses materials handling equipment to arrange, move, stock, or rotate items (for example, platform lifts, fork lifts, work savers, warehouse tractors).
- 131. Loads or unloads cargo on transport vehicles (for example, boats, trucks, railcars).
- 132. Secures items on vehicles or equipment (for example, blocking, bracing, strapping).

Animal Caretaking

- 133. Provides basic care for animals (for example, feeding, cleaning, grooming).
- 134. Works with animals involved in research or wild life control projects.
- 135. Conducts simple medical procedures on animals (for example, drawing blood, vaccinating, preparing tissue samples).
- 136. Controls or restrains animals.
- 137. Conducts complex medical or surgical procedures on animals (for example, autopsies).
- 138. Transports or disposes of animal carcasses.
- 139. Relocates or terminates nuisance animals (for example, geese, cougar).

Hazardous Materials and Ammunition, Explosive, and Ordnance

- 140. Handles, ships, stores, or disposes of hazardous materials or waste (for example, industrial, nuclear, biological waste).
- 141. Cleans up or contains spills of hazardous materials or waste (for example, industrial, nuclear, biological waste).
- 142. Makes, inspects, or modifies ammunition, explosives, or other ordnance (for example, gunpowder, incendiary devices, artillery shells).
- 143. Handles, ships, or stores ammunition, explosives, or other ordnance (for example, gunpowder, incendiary devices, artillery shells).
- 144. Destroys or deactivates ammunition, explosives, or other ordnance (for example, gunpowder, incendiary devices, artillery shells).
- 145. Arms or de-arms aircraft.
- 146. Mixes or applies chemical solutions or suspensions for industrial or maintenance operations (for example, epoxies, solvents).
- 147. Installs or inspects charged emergency opening devices (for example, parachute or airbag releases, squibs, water activated devices).

Metal Working and Metal Processing

- 148. Designs machine tools, jigs, or fixtures.
- 149. Manufactures or constructs metal equipment, adapters, tools, or parts.
- 150. Sets up, adjusts, repairs, or troubleshoots metal presses or upsetting machines.
- 151. Grinds metal surfaces.
- 152. Polishes, buffs, or sandblasts metal surfaces.
- 153. Discards, destroys, or recycles metal objects (for example, dies, appliances, surplus equipment).
- 154. Applies surface coatings to metals using electroplating.
- 155. Removes plating from metal surfaces using chemical stripping processes.

- 156. Operates precision metal working machines (for example, mills, boring machines, surface grinders).
- 157. Operates manual or semi-automatic metal working machines (for example, lathes, drill presses).
- 158. Operates or monitors automatic or computer controlled metal working machines (for example, coin counting machines, automatic welding machines, cutting machines).

Food Preparation and Serving

- 164. Weighs or packages meat or other food products.
- 165. Stores or preserves meat or other food products.
- 166. Prepares beverages.
- 167. Prepares food to be cooked (for example, cleans, cuts, chops).
- 168. Cooks food.

General Service and Support

- 174. Takes orders for services, supplies, or equipment.
- 175. Orders supplies, equipment, or merchandise.
- 176. Maintains stock of supplies, equipment, or materials.
- 177. Sews fabric or other materials by hand or using a sewing machine.
- 178. Measures or cuts fabric or other materials (for example, leather, fiberglass).
- 179. Mends, repairs, or alters clothing or other fabrics (for example, leather, vinyl) by hand or sewing machine.
- 180. Fits clothing or footwear (for example, safety shoes) on people.
- 181. Cleans or sanitizes machine parts, equipment, or tools.

- 159. Prepares, cleans, or fits up material to be welded, brazed, or soldered.
- 160. Welds, brazes, or solders metals or other materials.
- 161. Rebuilds or repairs worn metal surfaces.
- 162. Heat treats metals.
- 163. Performs underwater welding or cutting.

- 169. Operates food preparation equipment (for example, deep fryer, mixer).
- 170. Serves food or beverages.
- 171. Cuts, trims, bones, or cleans meat, fish, or poultry.
- 172. Washes diningware (for example, plates, utensils).
- 173. Cleans kitchen equipment or appliances (for example, pots, pans, oven).

- 182. Cleans or sanitizes windows, walls, furniture, or rooms.
- 183. Cleans or maintains floors (for example, carpet, tile, wood).
- 184. Performs laundry work (for example, collecting, sorting, weighing, washing, drying laundry).
- 185. Operates industrial laundry machines (for example, tumblers, ringers, extractors).
- 186. Prepares outgoing mail and related forms.
- 187. Receives or distributes mail.
- 188. Monitors or provides information on road, weather, or traffic conditions.

General Maintenance and Operation

189. Oversees or arranges for the maintenance or repair of equipment, facilities, or property, including grounds.
190. Installs, maintains, or repairs wooden items (for example, doors, frames, floors, cabinets).
191. Monitors or adjusts air temperature in buildings.
192. Collects or removes trash, garbage, or other types of non-hazardous waste.
193. Maintains grounds (for example, mowing, sweeping, weeding).
194. Plants or cultivates grass, flowers, shrubs, or trees.
195. Plants or cultivates crops (for example, fruits, vegetables, grains) for consumption.
196. Selects or applies appropriate pest control or eradication measures.
197. Mixes chemical solutions or suspensions for pest control or eradication (for example, pesticides, herbicides, sterilants).
198. Digs or fills ditches, culverts, trenches, post holes, etc.
199. Grades, excavates, or moves earth or other materials (for example, gravel, salt, asphalt).
200. Prepares surfaces for painting.
201. Fabricates or repairs composite parts or materials.
202. Determines serviceability of parts, supplies, materials, or equipment.
203. Operates or maintains non-powered equipment or hand tools (for example, shovels, wheelbarrows, saws).
204. Operates small machines or equipment (for example, sewing machines, power saws, key cutting machines).
205. Maintains, troubleshoots, or repairs small machines or equipment (for example, snow blowers, lawn mowers, gasoline engines).
206. Installs, maintains, troubleshoots, or repairs laundry machinery.
207. Installs, maintains, or repairs key locks or combination locks.
208. Dredges or desilts ponds, channels, or waterways.
209. Installs, maintains, troubleshoots, or repairs sewage or drainage systems.
210. Treats make-up water used in boilers and utility systems.
211. Paints or letters various types of signs (for example, traffic signs, watercraft or aircraft identification markings).
212. Installs, maintains, or repairs highway objects (for example, signs, guardrails, attenuators).
213. Sets up camp.

Transportation and Mobile Equipment Maintenance and Operation

214. Installs, maintains, troubleshoots, or repairs automotive parts, equipment, or systems (for example, steering mechanisms, transmissions, fuel injectors).
215. Operates motor vehicles (for example, passenger cars, pick-up trucks, fork lifts, motorcycles).

- 216. Attaches, secures, or hitches equipment or machinery for transport.
- 217. Installs, maintains, troubleshoots, or repairs heavy mobile parts, equipment, or systems (for example, transmissions, drive mechanisms, track assemblies, engines).
- 218. Operates heavy mobile equipment (for example, back hoes, street sweepers, roadgraders).
- 219. Installs, maintains, troubleshoots, or repairs aircraft parts, equipment, or systems (for example, gear boxes, hydraulic systems).
- 220. Installs, maintains, troubleshoots, or repairs aircraft engines or engine components (for example, igniters, propellers, turbines, accessory systems).
- 221. Inspects and certifies aircraft as safe and ready for flight.

- 222. Installs, maintains, troubleshoots, or repairs aircraft egress and jettison systems or components.
- 223. Washes, waxes, or cleans motor vehicles, aircraft, or watercraft.
- 224. Signals or directs watercraft through locks or bridges.
- 225. Operates cranes (or example, tower, bridge, boom or vehicle mounted).
- 226. Operates watercraft.
- 227. Watches for signals from watercraft or aircraft.
- 228. Installs, maintains, troubleshoots, or repairs watercraft parts, equipment, or systems.
- 229. Fuels or defuels motor vehicles, aircraft, or watercraft.
- 230. Operates large scale fuel or chemical transfer pumps (for example, jet fuel, anhydrous ammonia, liquid oxygen, diesel fuel).

Electrical, Electronic, Telecommunications, and Instrument Work

- 231. Installs, maintains, troubleshoots, or repairs electronic parts, equipment, or systems (for example, circuit cards/boards, audio-visual, radar, remote entry devices).
- 232. Installs, maintains, troubleshoots, or repairs telecommunication parts, equipment, or systems.
- 233. Aligns or tunes electronic equipment, components, or sub-assemblies.
- 234. Calibrates electronic equipment, components, or sub-assemblies.
- 235. Installs, maintains, troubleshoots, or repairs life support or safety equipment (for example, g-suits, flotation devices, helmets, survival equipment).

- 236. Assembles or constructs mechanical, electrical, or electronic models or prototypes.
- 237. Operates optical tools or optical alignment systems (for example, Theodolites, Wye levels, lasers).
- 238. Aligns or calibrates optical instruments (for example, periscopes, Theodolites, microscopes, optical squares, laser scanners).
- 239. Operates precision electronic instruments or equipment (for example, multimeters, oscilloscopes, meggers).
- 240. Maintains or repairs precision electronic instruments or equipment (for example, transits, laser levels, micrometers).

- 241. Operates precision mechanical tools, instruments, or machines.
- 242. Maintains, calibrates, or repairs precision mechanical tools, instruments, or machines.
- 243. Installs, maintains, troubleshoots, or repairs high voltage equipment (over 600 volts) or controls (for example, regulators, transformers, switches).
- 244. Installs, maintains, troubleshoots, or repairs electrical parts, equipment, or systems (for example, wiring,

lighting, highway traffic signals, water navigation systems).

- 245. Installs, repairs, terminates, splices, or replaces wire cables.
- 246. Installs, repairs, terminates, splices, or replaces fiber optic cables.
- 247. Operates robotic equipment.
- 248. Maintains, troubleshoots, or repairs robotic equipment.

Industrial Equipment Maintenance and Operation

- 249. Operates industrial machinery or equipment (for example, turret lathes, multiaxis milling machines, hydraulic forges, tub grinders).
- 250. Installs, maintains, troubleshoots, or repairs industrial machinery or equipment (for example, turret lathes, multiaxis milling machines, hydraulic forges, tub grinders).
- 251. Installs, maintains, troubleshoots, or repairs pneumatic, hydraulic, or pneudraulic equipment or systems.
- 252. Operates basic rigging equipment (for example, cables, tackle boots, chainfalls, shackles).
- 253. Installs, maintains, troubleshoots, or repairs rigging equipment.
- 254. Aligns or adjusts mechanical systems or components (for example, catapults, hydraulic lifts, highway gates, shafts).
- 255. Operates lock, dam, dry dock mechanisms, or bridges.
- 256. Repairs lock, dam, dry dock mechanisms, or bridges.
- 257. Operates wastewater treatment plant equipment or systems.

- 258. Operates water treatment plant equipment or systems.
- 259. Installs, maintains, troubleshoots, or repairs wastewater treatment plant parts, equipment, or sub-systems.
- 260. Installs, maintains, troubleshoots, or repairs water treatment plant parts, equipment, or systems.
- 261. Operates electric power distribution equipment or systems (for example, generators, switching gear, breakers).
- 262. Operates electric power generating or controlling equipment or systems (for example, steam boilers, steam turbines, diesel powered generators).
- 263. Installs, maintains, troubleshoots, or repairs electric power plant parts, equipment, or systems.
- 264. Operates natural gas distribution equipment or systems.
- 265. Operates boiler plant equipment or systems (for example, pumps, ion generators).
- 266. Installs, maintains, troubleshoots, or repairs heating units or systems (for example, valves, pumps) in steam or water boiler plants.

- 267. Operates HVAC (heating, ventilation, air conditioning) or refrigeration equipment or systems (for example, compressors, evaporators, pumps).
- 268. Installs, maintains, troubleshoots, or repairs HVAC (heating, ventilation, air conditioning) or refrigeration

- equipment or systems (for example, compressors, evaporators, pumps).
- 269. Installs, maintains, troubleshoots, or repairs solar power plant parts, equipment, or systems.
- 270. Installs, maintains, troubleshoots, or repairs shipboard nuclear power plant parts, equipment, or systems.

Construction and Maintenance

- 271. Designs items to be built or constructed.
- 272. Constructs structures or fixtures made of wood (for example, building frameworks, containers, stairways, cabinets, fine carpentry).
- 273. Constructs structures or fixtures made of metal (for example, frameworks, conduits, stairways, duct work, cabinets).
- 274. Inspects or evaluates buildings or structures to assess damage or repairs needed.
- 275. Constructs, assembles, or repairs free standing structures (for example, utility poles, scaffolds, towers).
- 276. Builds, repairs, or maintains masonry structures.

- 277. Installs, maintains, troubleshoots, or repairs fire protection or suppression systems.
- 278. Installs or applies insulating materials (for example, firestopping, smoke seals, sound deadening).
- 279. Prepares, hangs, or repairs dry wall.
- 280. Prepares, lays, or repairs flooring.
- 281. Prepares, lays, or repairs roofing.
- 282. Applies coats of primer, paint, stain, varnish, or other protective materials.
- 283. Files, sands, buffs, or polishes wood.
- 284. Trims or finishes wood.

Supervisory, Managerial, and Executive Tasks

Program Management and Direction

1. Establish organizational objectives to provide direction assignment of resources.
2. Set deadlines for project completion.
3. Direct or interpret broad policies and guidelines for program planning and development.
4. Implement program plans to meet objectives.
5. Work with clients to identify their expectations.
6. Establish program planning activities to develop fiscal year operating agenda.
7. Establish long-range plans for the organization.
8. Work with different parts of the organization to develop operational plans.
9. Examine current economic, political, and social trends and apply the information to policy development.
10. Take corrective action when problems arise.
11. Anticipate the needs of clients.
12. Develop strategies with contingency plans to implement goals.
13. Seek opportunities to move the organization toward future goals.
14. Review strategic plans on a regular basis and integrate into program and policy plans.
15. Interpret broad policies and guidelines for program execution.
16. Work with clients to set standards for services and products.
17. Adjust work schedules to meet changing priorities.
18. Take calculated risks to move programs forward.
19. Implement new or revised programs and policies.
20. Identify and use power sources to facilitate goal attainment.
21. Analyze diverse viewpoints to make planning decisions and solve work problems.
22. Establish a balance among competing objectives to accomplish overall organizational goals.
23. Plan for acquisition of equipment, facilities, supplies, or services.
24. Determine specific projects or actions to accomplish the goals of the organization.
25. Establish policies or guidelines for program areas.
26. Encourage regular communication with clients to ensure their needs are met.
27. Assess the various aspects of a problem.
28. Ask questions to clarify issues.
29. Resolve problems and reach a workable solution among parties.
30. Make decisions for the agency.
31. Stress innovation as a means to move the organization forward.
32. Obtain relevant information before making a decision.
33. Involve relevant people in decision-making.
34. Integrate client expectations into the delivery process or products.
35. Evaluate program performance and project accomplishment to assess overall program effectiveness and efficiency.
36. Review programs for conformance with existing policies.
37. Keep abreast of the organizations' performance and effectiveness.

38. Use client feedback system to evaluate delivery of services.
39. Analyze potential organizational problems or changing situations.
40. Monitor programs to identify problems.
41. Review and make recommendations on revisions of regulations or laws effecting programs.
42. Design processes and structures for doing work.
43. Establish a business strategy with a customer and market focus.
44. Develop procedures for evaluating work products.

Interpersonal Skills and Relationships

45. Establish networks with key individuals or groups.
46. Make oral presentations to higher management or outside organization.
47. Communicate the organization's vision and mission to staff.
48. Communicate the organization's vision and mission to persons outside the agency.
49. Inform subordinates about developments and their impact on organizational activities.
50. Act as liaison between workers and management to facilitate organizational process.
51. Negotiate with internal and external groups to facilitate program implementation.
52. Initiate and maintain contact with high-level in-house officials.
53. Initiate and maintain contact with persons outside the agency.
54. Obtain support from superiors before taking critical action.

55. Present budget requests to higher management.
56. Participate in professional associations.
57. Gain support of key individuals to ensure goal accomplishment.
58. Inform the public about organizational program goals and accomplishments.
59. Market work plans to higher management to gain their support.
60. Justify program objectives and required allocations to management.
61. Respond to inquiries and requests from outside the organization.
62. Foster consensus building with subordinates.
63. Foster consensus building with peers.
64. Foster consensus building with superiors.
65. Serve as corporate representative in outside meetings or activities.
66. Model high standards of honesty and integrity.
67. Explain and defend management's policies or practices.
68. Inform higher level management of program developments.
69. Conduct briefings or other meetings.
70. Encourage open communication and input from employees.
71. Coordinates activities with other organizations within the agency to accomplish work.
72. Meet with interest groups or general public to obtain their views on program initiatives.
73. Present cost/benefit estimates of projects or programs to higher management.
74. Explain significant goals, activities, policies, and procedures to subordinates.

75. Communicate organizational mission to employees on a regular basis.
76. Review and comment on draft documents from other organizations.
77. Recommend solutions to critical or sensitive problems.
78. Keep abreast of key agency policies and priorities likely to affect the program area.
79. Ensure that organization's activities, services, or products reflect higher management policies.
80. Maintain a high level of professional expertise.
81. Invest time and energy in self-development and growth.
82. Maintain communication network with others for self-learning growth.
83. Discuss management practices with staff.
84. Provide a means for regular contact and feedback from clients.

Resources Management

85. Encourage staff to take innovative approaches to problem solving.
86. Provide employee coaching and counseling for career development.
87. Establish organizational procedures and policies that empower subordinates.
88. Provide regular guidance to subordinates.
89. Give subordinates substantial authority and discretion to carry out work activity and make decisions.
90. Provide recognition and rewards for effective performance.
91. Match subordinate interests and abilities with the job.
92. Provide career growth opportunities for staff.

93. Assist individual workers with job-related problems.
94. Help employees to improve their job performance.
95. Prepare staffing plans with projected number and type of staff needed.
96. Prepare position descriptions and performance elements and standards.
97. Recruit individuals with qualifications identified in staffing plans.
98. Conduct formal performance appraisals.
99. Implement workforce diversity training programs for self and subordinates.
100. Conduct selection interviews for making hiring decisions.
101. Promote teamwork within the organization.
102. Schedule work assignments, set priorities, and direct work of the staff.
103. Establish or implement programs dealing with workforce diversity issues.
104. Identify potential problems in employee behavior and take appropriate action.
105. Make decisions on significant personnel actions.
106. Advise employees of their performance standards and keep them informed individually of their performance.
107. Provide opportunities for a diverse workforce.
108. Carry out disciplinary actions such as warnings and reprimands.
109. Control attendance and leave, including approval of sick and annual leave.
110. Resolve complaints from employees.
111. Monitor status of funds, ceilings, and travel.
112. Promote safety in the workplace.
113. Deal with representatives of bargaining unit on matters involving employees.

- 114. Establish team or group achievement awards.
- 115. Involve staff in developing organizational plans.
- 116. Motivate subordinates and peers toward future goals.
- 117. Create an organizational environment, which encourages staff to stay current and informed about new automation or other technology.
- 118. Provide information to employees to ensure they know how and when to integrate automation or other technology into their jobs.
- 119. Train employees to know how and when to use automation or other technology and related equipment.
- 120. Train employees in client interaction techniques.
- 121. Monitor and evaluate employee work products.
- 122. Create a work environment where individuals are treated fairly.
- 123. Establish an environment that encourages innovation.
- 124. Empower employees nearest the data with authority and responsibility to make decisions.
- 125. Identify the required core competencies for the organization.
- 126. Monitor application of automation or other technology for utility in meeting operational requirements.
- 127. Determine resource requirements to allocate funds to projects.
- 128. Determine program or project priorities to allocate resources.
- 129. Direct activities in preparing the budget.
- 130. Approve changes in funding.
- 131. Match organizational needs with evolving automation or other technology.
- 132. Carry out internal control responsibilities of the Federal Manager's Financial Integrity Act.
- 133. Participate in planning and management budget systems.
- 134. Forecast future expenditures.
- 135. Project long-term budget requirements.
- 136. Implement the budget management policy of the agency's chief financial officer.
- 137. Conduct periodic assessment of internal control program management under the Federal Manager's Financial Integrity Act.
- 138. Develop internal budget systems and processes to meet guidelines and regulations.
- 139. Estimate the costs of resource requirements.
- 140. Prepare budgets for own organization or for projects and activities.
- 141. Calculate costs of delivered program/services.
- 142. Adjust work/action plans as a result of budget changes.
- 143. Monitor resources for allocation of funds.
- 144. Certify invoices for payment.
- 145. Confirm receipt and acceptance of goods and services against contract terms.
- 146. Use automation or other technology to ensure networking within the organization.
- 147. Use automation or other technology to improve delivery of services.
- 148. Explore new work methods, system or decision-making using automation or other technology.
- 149. Review internal control systems for compliance against established procedures and standards.
- 150. Maintain internal control systems to ensure protection against fraud, waste, and mismanagement.
- 151. Authorize expenditure of funds.

Clerical and Technical Competencies

Applies Technology to Tasks - Selects and understands procedures, machines, or tools that will produce the desired results; identifies or solves problems in machines, computers, or other technologies as they are related to performing tasks.

Arithmetic/Mathematical Reasoning - Performs computations such as addition, subtraction, multiplication, and division correctly; solves practical problems by choosing appropriately from a variety of mathematical techniques such as formulas and percentages.

Conscientiousness - Displays a high level of effort and commitment towards performing work; demonstrates responsible behavior.

Creative Thinking - Uses imagination to combine ideas or information in new ways.

Customer Service - Works and communicates with clients and customers (e.g., any individuals who use or receive the services or products that your work unit provides, including individuals who work in your agency or in other agencies or organizations outside the Government) to satisfy their expectations. Committed to quality services.

Decision Making - Specifies goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and chooses the best alternative in order to make a determination, draw conclusions or solve problems.

Eye-Hand Coordination - Accurately coordinates one's eye with one's fingers, wrist, or arms to move, carry, or manipulate objects, or to perform other job-related tasks.

Flexibility - Adapts quickly to changes.

Integrity/Honesty - Displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; chooses an ethical course of action; is trustworthy.

Interpersonal Skills - Shows understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others; relates well to different people from varied backgrounds and different situations.

Leadership - Interacts with others to influence, motivate, and challenge them.

Listening - Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to listeners and situations.

Manages and Organizes Information - Identifies a need; gathers, organizes and maintains information; determines its importance and accuracy, and communicates it by a variety of methods.

Manages Human Resources - Plans, distributes and monitors work assignments; evaluates work performance, and provides feedback to others on their performance.

Manages Resources - Selects, acquires, stores, and distributes resources such as materials, equipment, or money.

Memory - Recalls information that has been presented previously.

Mental Visualization - Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information. For example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan.

Negotiation - Works with others towards an agreement that may involve exchanging specific resources or resolving differences.

Organizational Awareness - Knows how social, political, organizational, and technological systems work and operates effectively within them. This includes the policies, procedures, rules, and regulations of the work or organization.

Perceptual Speed - Sees detail in words, numbers, pictures and graphs, quickly and accurately.

Physical Strength and Agility - Ability to bend, lift, climb, stand, and walk for long periods of time; ability to perform moderately heavy laboring work.

Reading - Learns from written material by determining the main idea or essential message. Recognizes correct English grammar, punctuation, and spelling.

Reasoning - Discovers or selects rules, principles, or relationships between facts and other information.

Self-Esteem - Believes in own self-worth, maintains a positive view of self and displays a professional image.

Self-Management - Sets well-defined and realistic personal goals; monitors progress and is motivated to achieve; manages own time and deals with stress effectively.

Speaking - Uses correct English grammar to organize and communicate ideas in words that are appropriate to listeners and situations; uses body language appropriately.

Stamina - Performs repetitive tasks effectively over a long period of time, for example, data entry and coding.

Teaches Others - Helps others learn; identifies training needs; provides constructive reinforcement; coaches others on how to perform tasks; acts as a mentor.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Knowledge of how to perform one's job. Refers to specialized knowledge that is acquired through formal training or extensive on-the-job experience.

Writing - Uses correct English grammar, punctuation, and spelling to communicate thoughts, ideas, information, and messages in writing.

Information Technology Competencies

General Competencies

Administration and Management - Knowledge of planning, coordination, and execution of business functions, resource allocation, and production.

Arithmetic - Performs computations such as addition, subtraction, multiplication, and division correctly using whole numbers, fractions, decimals, and percentages.

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Computers and Electronics – Knowledge of electric circuit boards, processors, chips, and computer hardware and software, including applications and programming.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Contracting/Procurement - Knowledge of various types of contracts, techniques for contracting or procurement, and contract negotiation and administration.

Creative Thinking - Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

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, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Economics and Accounting - Knowledge of economic and accounting principles and practices, tax laws and practices, the financial markets, banking, and the analysis and reporting of financial data.

Education and Training - Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

Engineering and Technology - Knowledge of engineering concepts, principles, and practices, and of equipment, tools, mechanical devices, and their uses to produce motion, light, power, technology, and other applications.

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

Financial Management - Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

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.

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

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Integrity/Honesty - 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.

Interpersonal Skills - 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.

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Learning - Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, government regulations, executive orders, agency rules, government organization and functions, and the democratic political process.

Managing Human Resources - Plans, distributes, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected, utilized, and developed, and that they are treated in a fair and equitable manner.

Mathematical Reasoning - Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.

Memory - Recalls information that has been presented previously.

Mental Visualization - Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information (for example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan).

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

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.

Perceptual Speed - Quickly and accurately sees detail in words, numbers, pictures, and graphs.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; 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.

Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Public Safety and Security - Knowledge of the military, weaponry, and intelligence operations; public safety and security operations; occupational health and safety; investigation and inspection techniques; or rules, regulations, precautions, and prevention techniques for the protection of people, data, and property.

Reading - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Self-Esteem - Believes in own self-worth; maintains a

positive view of staff and displays a professional image.

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.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Stress Tolerance - Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

Teaching Others - Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Technology Application - Uses machines, tools, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Vision - Understands where the organization is headed and how to make a contribution; takes a long-term view and recognizes opportunities to help the organization accomplish its objectives or move toward the vision.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Information Technology Competencies

Technical Competencies

Accessibility - Knowledge of tools, equipment, and technologies used to help individuals with disabilities use computer equipment and software.

Artificial Intelligence - Knowledge of the principles, methods, and tools used to design systems that perform human intelligence functions.

Business Process Reengineering - Knowledge of methods, metrics, tools, and techniques of Business Process Reengineering.

Capacity Management - Knowledge of the principles and methods for monitoring, estimating, or reporting actual performance or the performance capability of information systems or components.

Capital Planning and Investment Assessment - Knowledge of the principles and methods of capital investment analysis or business case analysis, including return on investment analysis.

Computer Languages - Knowledge of computer languages and their applications to enable a system to perform specific functions.

Computer Forensics - Knowledge of tools and techniques used in data recovery and preservation of electronic evidence.

Configuration Management - Knowledge of the principles and methods for planning or managing the implementation, update, or integration of information systems components.

Cost-Benefit Analysis - Knowledge of the principles and methods of cost-benefit analysis, including the time value of money, present value concepts, and quantifying tangible and intangible benefits.

Data Management - Knowledge of the principles, procedures, and tools of data management, such as modeling techniques, data backup, data recovery, data dictionaries, data warehousing, data mining, data disposal, and data standardization processes.

Database Administration - Knowledge of the principles, methods, and tools for automating, developing, implementing, or administering database systems.

Database Management Systems - Knowledge of the uses of database management systems and software to control the organization, storage, retrieval, security, and integrity of data.

Distributed Systems - Knowledge of the principles, theoretical concepts, and tools underlying distributed computing systems, including their associated components and communication standards.

Electronic Commerce (e-Commerce) - Knowledge of the principles, methods, and tools for conducting business online, including electronic data interchange.

Embedded Computers - Knowledge of specifications and uses of specialized computer systems used to control devices (for example, automobiles, helicopters), including the appropriate programming languages.

Encryption - Knowledge of procedures, tools, and applications used to keep data or information secure, including public key infrastructure, point-to-point encryption, and smart cards.

Hardware - Knowledge of specifications, uses, and types of computer or computer-related equipment.

Hardware Engineering - Knowledge of the principles, methods, and tools for designing, developing, and testing computer or computer-related equipment.

Human Factors - Knowledge of the principles, methods, and tools used to identify and apply information about human behavior, abilities, limitations, and other characteristics to the design of tools, machines, systems, tasks, jobs, and environments for effective human use.

Information Assurance - Knowledge of methods and procedures to protect information systems and data by ensuring their availability, authentication, confidentiality, and integrity.

Information Resources Strategy and Planning - Knowledge of the principles, methods, and techniques of information technology (IT) assessment, planning, management, monitoring, and evaluation, such as IT baseline assessment, interagency functional analysis, contingency planning, and disaster recovery.

Information Systems Security Certification - Knowledge of the principles, methods, and tools for evaluating information systems security features against a set of specified security requirements. Includes developing security certification and accreditation plans and procedures, documenting deficiencies, reporting corrective actions, and recommending changes to improve the security of information systems.

Information Systems/Network Security - Knowledge of methods, tools, and procedures, including development of information security plans, to prevent information systems vulnerabilities, and provide or restore security of information systems and network services.

Information Technology Architecture - Knowledge of architectural methodologies used in the design and development of information systems, including the physical structure of a system's internal operations and interactions with other systems.

Information Technology Performance Assessment - Knowledge of the principles, methods, and tools (for example, surveys, system performance measures) to assess the effectiveness and practicality of information technology systems.

Information Technology Research and Development - Knowledge of scientific principles, methods, and tools of basic and applied research used to conduct a systematic inquiry into a subject matter area.

Infrastructure Design - Knowledge of the architecture and typology of software, hardware, and networks, including LANS, WANS, and telecommunications systems, their components and associated protocols and standards, and how they operate and integrate with one another and with associated controlling software.

Knowledge Management - Knowledge of the value of collected information and the methods of sharing that information throughout an organization.

Logical Systems Design - Knowledge of the principles and methods for designing business logic components, system processes and outputs, user interfaces, data inputs, and productivity tools (for example, CASE).

Modeling and Simulation - Knowledge of mathematical modeling and simulation tools and techniques to plan and conduct test and evaluation programs, characterize systems support decisions involving requirements, evaluate design alternatives, or support operational preparation.

Multimedia Technologies - Knowledge of the principles, methods, tools, and techniques of developing or applying technology using text, audio, graphics, or other media.

Network Management - Knowledge of the operation, management, and maintenance of network and telecommunication systems and linked systems and peripherals.

Object Technology - Knowledge of the principles, methods, tools, and techniques that use object-oriented languages, analysis, and design methodologies.

Operating Systems - Knowledge of computer network, desktop, and mainframe operating systems and their applications.

Operations Support - Knowledge of procedures to ensure production or delivery of products and services, including tools and mechanisms for distributing new or enhanced software.

Organizational Development - Knowledge of the principles of organizational development and change management theories, and their applications.

Process Control - Knowledge of the principles, methods, and procedures used for the automated control of a process, including the design, development, and maintenance of associated software, hardware, and systems.

Product Evaluation - Knowledge of methods for researching and analyzing external products to determine their potential for meeting organizational standards and business needs.

Project Management- Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting costs, work, and contractor performance.

Quality Assurance - Knowledge of the principles, methods, and tools of quality assurance and quality control used to ensure a product fulfills functional requirements and standards.

Requirements Analysis - Knowledge of the principles and methods to identify, analyze, specify, design, and manage functional and infrastructure requirements; includes translating functional requirements into technical requirements used for logical design or presenting alternative technologies or approaches.

Risk Management - Knowledge of methods and tools used for risk assessment and mitigation of risk.

Software Development - Knowledge of the principles, methods, and tools for designing, developing, and testing software in a given environment.

Software Engineering - Knowledge of software engineering design and development methodologies, paradigms, and tools; the software life cycle; software reusability; and software reliability metrics.

Software Testing and Evaluation - Knowledge of the principles, methods, and tools for analyzing and developing software test and evaluation procedures.

Standards - Knowledge of standards that either are compliant with or derived from established standards or guidelines.

Systems Integration - Knowledge of the principles, methods, and procedures for installing, integrating, and optimizing information systems components.

Systems Life Cycle - Knowledge of systems life cycle management concepts used to plan, develop, implement, operate, and maintain information systems.

Systems Testing and Evaluation - Knowledge of the principles, methods, and tools for analyzing and developing systems test and evaluation procedures and technical characteristics of IT systems, including identifying critical operational issues.

Technical Documentation - Knowledge of procedures for developing technical and operational support documentation.

Technology Awareness - Knowledge of developments and new applications of information technology (hardware, software, telecommunications), emerging technologies and their applications to business processes, and applications and implementation of information systems to meet organizational requirements.

Telecommunications - Knowledge of transmissions, broadcasting, switching, control, and operation of telecommunications systems.

Web Technology - Knowledge of the principles and methods of web technologies, tools, and delivery systems, including web security, privacy policy practices, and user interface issue.

Professional and Administrative Competencies

General Competencies

Agility - Bends, stretches, twists or reaches out with the body, arms, or legs.

Arithmetic - Performs computations such as addition, subtraction, multiplication, and division correctly using whole numbers, fractions, decimals, and percentages.

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Creative Thinking - Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

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, provide information or assistance, resolve their problems or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Depth Perception - Accurately judges which of several objects is closer or farther away from the observer, or the distance between an object and the observer.

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

Eye-Hand Coordination - Accurately coordinates one's eye with one's fingers, wrists or arms to perform job-related tasks (for example, to move, carry or manipulate objects).

Financial Management - Prepares, justifies and/or administers the budget for program areas; plans, administers and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

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

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others toward an agreement; negotiates to find mutually acceptable solutions.

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

Integrity/Honesty - 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.

Interpersonal Skills - 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.

Leadership - Influences, motivates and challenges others; adapts leadership styles to a variety of situations.

Learning - Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.

Managing Human Resources - Plans, distributes, coordinates and monitors work assignments of others;

evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected, utilized, and developed and that they are treated in a fair and equitable manner.

Mathematical Reasoning - Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.

Memory - Recalls information that has been presented previously.

Mental Visualization - Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information (for example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan).

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

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.

Perceptual Speed - Quickly and accurately sees detail in words, numbers, pictures, and graphs.

Peripheral Vision - Sees objects or movement of objects to one's side when the eyes are focused forward.

Physical Strength - Exerts maximum muscle force to lift, push, pull, or carry objects; performs moderately laboring work.

Planning and Evaluating - Organizes work, sets priorities and determines resource requirements; 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.

Problem Solving - Identifies problems, determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives and to make recommendations.

Reading - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Self-Esteem - Believes in own self-worth; maintains a positive view of self and displays a professional image.

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.

Spatial Orientation - Knows one's location in relation to the environment; determines where other objects are in relation to one's self (for example, when using a map).

Stamina - Exerts oneself physically over long periods of time without tiring (which may include performing repetitive tasks such as data entry or coding).

Stress Tolerance - Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

Teaching Others - Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Technology Application - Uses machines, tools, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Vision - Understands where the organization is headed and how to make a contribution; takes a long-term view and recognizes opportunities to help the organization accomplish its objective or move toward the vision.

Visual Color Discrimination - Accurately matches or detects differences between colors, including shades of color and brightness.

Visual Identification - Accurately identifies people, animals, or objects based on knowledge of their characteristics.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas of messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Professional and Administrative Competencies

Technical Competencies

Administration and Management - Knowledge of planning, coordination, and execution of business functions, resource allocation, and production.

Auditing - Knowledge of generally accepted auditing standards and procedures for conducting financial and compliance, economy and efficiency, and program results audits.

Biology - Knowledge of the environment, plant, and animal living tissue, cells, organisms and entities; including their functions, interdependencies, and interactions with each other and the environment.

Building and Construction - Knowledge of materials, methods, and the appropriate tools to construct objects, structures and buildings.

Chemistry - Knowledge of chemicals, including hazardous materials and their uses, interactions, dangers, production and disposal.

Clerical - Knowledge of filing, typing, entering data, maintaining records, taking shorthand, and using and completing forms.

Communications and Media - Knowledge of the production, communication, and dissemination of information and tasks to inform and entertain via written, oral, and visual media.

Computers and Electronics - Knowledge of electric circuit boards, processors, chips, and computer hardware and software, including applications and programming.

Contracting/Procurement - Knowledge of various types of contracts, techniques for contracting or procurement, and contract negotiation and administration.

Design - Knowledge of developing, producing, understanding, and using plans, blueprints, models, and maps, including the use of tools and instruments to produce precision technical drawings.

Economics and Accounting - Knowledge of economic and accounting principles and practices, tax law and practices, the financial markets, banking and the analysis and reporting of financial data.

Education and Training - Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

Engineering and Technology - Knowledge of engineering concepts, principles and practices, and of equipment, tools, mechanical devices and their uses to produce motion, light, power, technology and other applications.

Fine Arts - Knowledge of theory and techniques required to produce, compose, and perform works of music, dance, visual arts, drama, and sculpture.

Food Production - Knowledge of planning, growing, and harvesting of food for consumption using appropriate equipment and techniques.

Foreign Language - Knowledge of sign language or of the structure and content of a foreign (non-English) language, including the meaning and spelling of words, rules of composition, and grammar.

Geography - Knowledge of geographical locations, their relationships, and characteristics.

History and Archeology - Knowledge of historical events and their causes, indicators and impact on particular civilization and cultures, and of preservation and archival techniques.

Insurance - Knowledge of various types of insurance, insurance regulations, claims processing, examination, adjudication or adjustment.

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, government regulations, executive orders, agency rules, government organization and functions, and the democratic political process.

Mechanical - Knowledge of machines and tools, including their designs, uses, benefits, repair, and maintenance.

Medicine and Dentistry - Knowledge of the diagnosis and treatment of injuries, diseases, and deformities, including preventive health-care measures.

Personnel and Human Resources - Knowledge of hiring, classification, benefits, labor relations, negotiation, and federal, state, and local employment regulations.

Philosophy - Knowledge of different philosophical systems, including their basic principles, values, ethics, ways of thinking, customs, religions, and practices, and their impact on human culture.

Physics - Knowledge and prediction of physical principles, laws, and applications including air, water, material dynamics, light, atomic principles, heat, electric theory, earth formations, and meteorological and related natural phenomena.

Production and Processing - Knowledge of inputs, outputs, raw materials, waste, quality control, costs, maintaining inventory, and techniques for maximizing the manufacture and distribution of goods.

Psychology - Knowledge of human behavior and performance in various contexts, mental processes, or the assessment and treatment of behavioral and affective disorders.

Public Safety and Security - Knowledge of the military, weaponry, and intelligence operations; public safety and security operations; occupational health and safety; investigation and inspection techniques; or rules, regulations, precautions, and prevention techniques for the protection of people, data, and property.

Public Planning - Knowledge of functions, principles, practices and techniques of public planning, including those related to community planning, outdoor recreation planning, and natural resource management, such as demand forecasting, environmental impact analysis, financial forecasting, and land use planning and zoning.

Real Estate - Knowledge of real estate principles, practices, markets, and values.

Sales and Marketing - Knowledge of showing, promoting, and selling products and services.

Sociology and Anthropology - Knowledge of group behavior and dynamics, societal trends and influences, cultures, their history, migrations, ethnicity, and origins.

Telecommunications - Knowledge of transmissions, broadcasting, switching, control, and operation of telecommunications systems.

Therapy and Counseling - Knowledge of diagnosis and treatment of physical and mental ailments, and career guidance.

Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including costs and limits.

Science and Engineering Competencies

General Competencies

Reading - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Mathematical Reasoning - Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Creative Thinking - Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.

Information Management - Identifies a need for and knows where or how to gather information, organizes and maintains information or information management systems.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Mental Visualization - Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information (for example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan).

Learning - Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.

Self-Esteem - Believes in own self-worth; maintains a positive view of self and displays a professional image.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Integrity/Honesty - 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.

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.

Interpersonal Skills - 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.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; 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.

Attention to Detail - Is thorough when performing work and conscientious about attending to detail.

Financial Management - Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

Managing Human Resources - Plans, distributes, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected,

utilized, and developed, and that they are treated in a fair and equitable manner.

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy; examines policy issues and strategic planning with a long term perspective; determines objectives and sets priorities; anticipates potential threats or opportunities.

Teaching Others - Helps others learn through formal and informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.

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, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

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

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

Vision - Understands where the organization is headed and how to make a contribution; takes a long-term view and recognizes opportunities to help the organization accomplish its objectives or move toward the vision.

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Stress Tolerance - Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

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.

Technology Application - Uses machines, tools, instruments, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Administration and Management - Knowledge of planning, coordination, and execution of business functions, resource allocation, and production.

Project Management - Applies principles, methods, or tools for developing, scheduling, coordinating, monitoring, evaluating, and managing projects and resources, including technical performance.

Contracting/Procurement - Knowledge of various types of contracts, techniques or requirements (for example, Federal Acquisitions Regulations) for contracting or procurement, and contract negotiation and administration.

Memory - Recalls information that has been presented previously.

Perceptual Speed - Quickly and accurately sees detail in words, numbers, pictures, and graphs.

Agility - Bends, stretches, twists, or reaches out with the body, arms, or legs.

Stamina - Exerts oneself physically over long periods of time without tiring (which may include performing repetitive tasks such as data entry or coding).

Physical Strength - Exerts maximum muscle force to lift, push, pull, or carry objects; performs moderately laboring work.

Eye-Hand Coordination - Accurately coordinates one's eyes with one's fingers, wrists, or arms to perform job-related tasks (for example, to move, carry, or manipulate objects).

Spatial Orientation - Knows one's location in relation to the environment; determines where other objects are in relation to one's self (for example, when using a map).

Visual Identification - Accurately identifies people, animals, or objects based on knowledge of their characteristics.

Peripheral Vision - Sees objects or movement of objects to one's side when the eyes are focused forward.

Science And Engineering Competencies

Technical Competencies

Accounting - Knowledge of traditional accounting practices including accrual, obligations, and costs methods.

Aerospace Engineering - Knowledge of the concepts, principles, and theories of aerodynamics or space environments related to the design, development, testing, analysis, application, and utilization of aerospace and aeronautical devices, vehicles, systems, and equipment.

Architecture - Knowledge of the concepts, principles, theories, and practices used in the planning, design, construction, and maintenance of buildings or other structures, taking into consideration aesthetic and functional concerns.

Astronomy - Knowledge of the concepts, principles, and theories of the physical processes leading to the emission of electromagnetic radiation or particles from celestial bodies, the measurement and physical characteristics of celestial bodies, including cosmic microwave background, submillimeter technology, galaxies, star formations, and planetary science.

Biology - Knowledge of plant and animal living tissue, cells, organisms, and entities, including their functions, interdependencies, and interactions with each other.

Botany - Knowledge of the concepts, principles, and theories of plants, including structures and functions, classification, taxonomy, plant communities, distribution, habitat

requirements, life histories, reproduction, conservation, and care of plant species.

Building and Construction - Knowledge of the materials, methods, systems, and the tools used to construct objects, structures, and buildings.

Cartography - Knowledge of the concepts, principles, theories, and methods related to the research, design, development, or revision of maps, charts, and related cartographic products, and photogrammatic and cartographic processing.

Chemical Engineering - Knowledge of the concepts, principles, and theories related to the chemical composition or physical characteristics of materials for the design, construction, operation, and improvement of processes or systems.

Chemistry - Knowledge of the concepts, principles, and theories of the composition, structure, and properties of substances, and of the chemical processes and transformations, including uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

Civil Engineering - Knowledge of the concepts, principles, theories, and methods required to plan, design, construct, operate, and maintain facilities such as buildings, transportation systems, water and sanitary systems, and other public works systems.

Computers and Electronics - Knowledge of the design and operation of electric circuit boards, processors, chips, and computer hardware or software systems, including applications and programming.

Cost-Benefit Analysis - Knowledge of the principles and methods of cost-benefit analysis, including the time value of money, present value concepts, and quantifying tangible and intangible benefits.

Data Systems - Knowledge of computer hardware and software development and systems as they apply to the conception, specification, analysis, planning, development, installation, test, modification and use of data handling and computing systems in support of aerospace flight and ground systems.

Design - Knowledge of conceptualizing, developing, producing, understanding, and using plans, models, blueprints, and maps, including the use of tools and instruments to produce precision technical drawings, working prototypes, components, or systems.

Earth Science - Knowledge of interdisciplinary disciplines associated with the earth's composition, structure, or other physical aspects, including atmosphere.

Ecology - Knowledge of the concepts, principles, and theories of the interrelationships among organisms and their environment, including competition and predation, evolution and natural selection, population dynamics, and the impact of natural phenomena or human actions on natural systems, processes, and biota.

Economics - Knowledge of economic policy, principles, and practices, market and non-market values, and the analysis and reporting of economic data.

Education and Training - Knowledge of the concepts, principles, and theories of instructional methods such as teaching, training, research, making presentations, lecturing, and testing.

Electrical Engineering - Knowledge of the concepts, principles, theories, and methods related to the design, analysis, test, and integration of electrical systems; energy conversion; electrical power generation; and energy transmission, control, distribution or use.

Electronics Engineering - Knowledge of the concepts, principles, theories, and methods related to the design, analysis, test, fabrication, or verification of analog or digital electronic systems.

Entomology - Knowledge of the concepts, principles, and theories of insects, including taxonomy, morphology, behavior, life cycles, population dynamics, host-insect interactions, the role of insects in natural and managed ecosystems, and the regulation, prevention, and control of pest-related problems.

Environmental Engineering - Knowledge of the concepts, principles, theories, and methods to protect and improve the quality of the environment and its resources; and to monitor, control, abate, and prevent pollutants.

Facilities - Knowledge of the physical, engineering, and experimental equipment and operational characteristics of facilities, and safety and equipment development designed to support aerospace activities.

Fire Management - Knowledge of the concepts, principles, and theories of fire management, including the characteristics, behavior, and ecology of fire; methodologies, strategies, and equipment used in prescribed fires; fire detection, prevention, and suppression strategies; and integration of fire with natural resource management.

Fishery Biology - Knowledge of the concepts, principles, and theories of aquatic life, including classification, taxonomy, population dynamics, distribution, habitat requirements, life histories, reproduction, behaviors, conservation, and care of aquatic species.

Flight Systems - Knowledge of the concepts, principles, and theories related to the development, design, test, and evaluation of aerospace flight vehicles and their component subsystems, or their related external systems.

Fluid Dynamics and Mechanics - Knowledge of the concepts, principles, and theories of computational fluid dynamics, fluid mechanics, flight dynamics, flight structures, the force and

motion mechanics of vehicles in various atmospheric and celestial environments, aerothermodynamics, and the characteristics of electrically conducting fluids under the action of magnetic and electric fields.

Forensics - Knowledge of procedures of civil, criminal, or administrative hearings, evidence collection, including the delivery and receipt of evidence, classes of evidence, and rules of evidence and legal procedures.

Forest Management - Knowledge of the concepts, principles, and theories of silviculture and forest ecology, forest use, management, harvesting, conducting inventories, regeneration, sustainability, and conservation; and the role of disturbances in timberland resources.

General Engineering - Knowledge of the concepts, principles, and theories of engineering and their practical applications.

Genetics - Knowledge of the concepts, principles, and theories of genetics, including the biochemistry of DNA, gene interaction, gene expression, gene inheritance, population genetics, adaptation, and evolution.

Geography - Knowledge of the concepts, principles, theories, and methods for describing the location and distribution of land, sea, and air masses, including their physical locations, relationships, characteristics, and what the land supports.

Geology - Knowledge of the concepts, principles, and theories of the origins and structure of the earth, including the physical forces that have shaped it and its physical and organic history.

Geophysics - Knowledge of the concepts, principles, and theories related to solid earth structure, global seismic patterns, lithosphere, atmosphere, and the behavior of the earth's gravitational, magnetic, and electrical fields, and other forces affecting the earth and its environment.

Geotechnical Engineering - Knowledge of the concepts, principles, theories, and methods related to the investigation and evaluation of subsurface soil or geologic conditions and properties for the purpose of designing stable foundation systems, earthen structures, or the remediation of subsurface conditions.

Health Physics - Knowledge of the concepts, principles, theories, and methods pertaining to the protection of people, their environment, and equipment from hazards (for example, radiation or hazardous chemicals) and the control of radioactive material.

Horticulture - Knowledge of the concepts, principles, theories, and practices of cultivation or crop management, physiological processes in plant growth and crop yield.

Hydraulic Engineering - Knowledge of the concepts, principles, theories, and methods applicable to analysis of the flow of fluids (open channel and pressure flow), estimation of river stages, and design of hydraulic structures, drainage structures, pipes, navigation facilities, reservoirs, locks, and dams.

Hydrology - Knowledge of the concepts, principles, theories, and methods related to the magnitude, distribution, and quality of water resources including watershed management,

climatology, geomorphology, groundwater hydrology, water quality, water resource management, and groundwater/surface water interactions.

Landscape Architecture - Knowledge of the concepts, theories, and practices used in the planning, designing, construction, and adaptation of outdoor features, taking into consideration recreation planning, requirements, aesthetic value, and compatibility with other developments and resources.

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, government regulations, executive orders, agency rules, government organization and functions, and the democratic political process.

Life Sciences and Systems - Knowledge of life sciences that involve the theoretical and experimental research of life systems.

Manufacturing - Knowledge of the specifications, tools, inputs, raw materials, outputs, and waste related to the manufacture of prototypes, models, systems, or other products.

Materials Engineering - Knowledge of the concepts, principles, theories, and methods related to the composition, structures, and properties of materials, their use, behavior, and performance under environmental influences, and the identification, processing, and manufacture of optimal materials for various applications.

Measurement and Instrumentation - Knowledge of electronics and related electrical engineering disciplines necessary for the research and development of sensors, electronic measurement devices, and instrumentation systems for aerospace systems and components.

Mechanical Engineering - Knowledge of the concepts, principles, theories, and methods related to planning, designing, developing, testing, or evaluating thermodynamic, mechanical, electro-mechanical, pneumatic, hydraulic, or structural equipment, systems, models, tools, or specialized mechanical devices.

Mechanics - Knowledge of machines and tools, including their design, use, benefits, repair, operation, and maintenance.

Metallurgy - Knowledge of the concepts, principles, and theories related to the study of extracting, refining, alloying, and preparing metals for use; and their properties and behavior as affected by the composition, treatment in manufacture, and conditions of use.

Mining Engineering - Knowledge of the concepts, principles, theories, and methods related to rock mechanics; the exploration, excavation, extraction, processing and transporting of mineral resources; and the conservation and development of mineral lands, materials, and deposits.

Modeling and Simulation - Knowledge of the tools and techniques used to develop functional, physical, or prototype models and simulations for test and evaluation programs, the

prediction of behavior and phenomena, and to visually communicate concepts.

Nuclear Engineering - Knowledge of the concepts, principles, theories, and application of nuclear technologies including research, development, construction, operation, testing, and maintenance of nuclear reactors, radiation generating devices, and associated systems and equipment.

Nuclear Physics - Knowledge of the concepts, principles, theories, and methods related to the prediction of nuclear interactions and reactions, including practices and methods used to produce, measure, use, or observe such reactions in stars, nuclear weapons systems, and radiation shielding.

Operations - Knowledge of engineering or physical science disciplines to support space flight operations, training, or planning; serving as an astronaut or mission specialist.

Pathology - Knowledge of the concepts, principles, and theories of plant, insect, or animal diseases and host/pathogen relationships, including effects on natural and managed ecosystems.

Petroleum Engineering - Knowledge of the concepts, principles, theories, and methods related to the exploration, development, extraction, recovery, processing, and conservation of fluid minerals, geothermal resources, organic compounds, or natural gas resources.

Physics - Knowledge of the concepts, principles, theories, and methods to investigate and apply the relations between space,

time, matter, and energy in the areas of gravity, atomic principles, mechanics, heat, light, sound, electricity, magnetism, and related natural phenomena.

Propulsion and Power - Knowledge of the concepts, principles, and theories of liquid, solid, electrical, chemical, electrochemical, or nuclear propulsion and power generation systems, their component parts and subsystems, and the direct and indirect conversion of energy into power for various applications.

Psychology - Knowledge of the concepts, principles, and theories of human behavior and performance in various contexts, mental processes, or the assessment and treatment of behavioral and affective disorders.

Public Planning - Knowledge of functions, principles, methods, and techniques of public planning, including those related to community planning, outdoor recreation planning, and natural resource management, such as demand forecasting, environmental impact analysis, financial forecasting, and land use planning and zoning.

Public Safety and Security - Knowledge of intelligence operations; public safety and security operations; occupational health and safety; investigation and inspection techniques; or rules, regulations, precautions, and prevention techniques for the protection of people, data, and property.

Quality Management - Knowledge of the principles, methods, and tools of quality assurance, quality control, and reliability

used to ensure that a project, system, or product fulfills requirements and standards.

Rangeland Management - Knowledge of the concepts, principles, and theories of non-forested or forested land ecosystems, including rangeland use, management, and monitoring; conducting inventories; and the role of disturbances in rangeland ecosystems.

Remote Sensing - Knowledge of the concepts, principles, theories, and methods necessary to obtain, use, and interpret data from remote sensing sources, including aircrafts and satellites.

Research - Knowledge of the scientific principles, methods, and processes used to conduct a systematic and objective inquiry; including study design, collection, analysis, and interpretation of data; and the reporting of results.

Risk Management - Knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences.

Safety Engineering - Knowledge of the concepts, principles, theories, and methods to identify, control, mitigate, and eliminate safety hazards in the design and use of facilities, equipment, operations, and work processes.

Sociology and Anthropology - Knowledge of the concepts, principles, and theories of group behavior and dynamics; societal trends and influences; and cultures, their history, migrations, ethnicity, and origins.

Soil Science - Knowledge of the concepts, principles, or theories of soil composition, formation, classification, mapping, testing, and management, including erosion, pollution, conservation, and watershed management.

Space Science - Knowledge of physical science and engineering necessary to conduct research or study the solar system and beyond.

Structural Engineering - Knowledge of the concepts, principles, theories, and methods related to the design and analysis of complex structures using a variety of materials. Structures may include aerospace systems or structures, and other determinate or indeterminate systems.

Surveying - Knowledge of the concepts, principles, theories, and methods used in the measurement or determination of land

boundaries, distances, elevations, areas, angles, and other features of the earth's surface.

Telecommunications - Knowledge of the concepts, principles, and theories of transmissions, broadcasting, switching, control, construction, or operation of telecommunications systems.

Transportation Engineering - Knowledge of the concepts, principles, theories, and methods applicable to planning, designing, and constructing of transportation systems including traffic analysis, signal analysis, highway capacity, pavement design, bridge construction, planning of transportation projects, environmental analysis of transportation facilities, and transportation network analysis.

Wildlife Biology - Knowledge of the concepts, principles, and theories of wildlife, including classification, taxonomy, population dynamics, distribution, habitat requirements, life histories, reproduction, behaviors, conservation, and care of wildlife.

Trades and Labor Competencies

General Competencies

Reading - Understands and interprets written material, including technical materials, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

Writing - Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a brief, clear, and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

Arithmetic - Performs computations such as addition, subtraction, multiplication, and division correctly using whole numbers, fractions, decimals, and percentages.

Mathematical Reasoning - Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Creative Thinking - Uses imagination to develop new insights into situations and applies new solutions to problems; designs new methods where established methods and procedures are not suitable or are unavailable.

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

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Reasoning - Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.

Problem Solving - Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and to make recommendations.

Mental Visualization - Sees things in the mind by mentally organizing and processing symbols, pictures, graphs, objects, or other information (for example, sees a building from a blueprint, or sees the flow of work activities from reading a work plan).

Learning - Uses efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development.

Self-Esteem - Believes in own self-worth; maintains a positive view of self and displays a confident, capable image.

Teamwork - Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Integrity/Honesty - 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.

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

Interpersonal Skills - 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.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; 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.

Attention To Detail - Is thorough when performing work and conscientious about attending to detail.

Financial Management - Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

Managing Human Resources - Plans, distributes, coordinates, and monitors work assignments of others; evaluates work performance and provides feedback to others on their performance; ensures that staff are appropriately selected, utilized, and developed, and that they are treated in a fair and equitable manner.

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Teaching Others - Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.

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, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

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.

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

Vision - Understands where the organization is headed and how to make a contribution; takes a long-term view and recognizes opportunities to help the organization accomplish its objectives or move toward the vision.

Influencing/Negotiating - Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Stress Tolerance - Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, dangerous situations).

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 uncertainty.

Technology Application - Uses machines, tools, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Technical Competence - Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.

Technical Problem Solving - Troubleshoots, diagnoses, analyzes, and identifies system malfunctions to determine the source and cause of the problem.

Memory - Recalls information that has been presented previously.

Perceptual Speed - Quickly and accurately sees detail in words, numbers, pictures, and graphs.

Agility - Bends, stretches, twists, or reaches out with the body, arms, or legs.

Stamina - Exerts oneself physically over long periods of time without tiring (which may include performing repetitive tasks such as hammering or lifting objects).

Physical Strength - Exerts maximum muscle force to lift, push, pull, or carry objects; performs moderately laboring work.

Eye-Hand Coordination - Accurately coordinates one's eyes with one's fingers, wrists, or arms to perform job-related tasks (for example, to move, carry, or manipulate objects).

Spatial Orientation - Knows one's location in relation to the environment; determines where other objects are in relation to one's self (for example, when using a map).

Visual Identification - Accurately identifies people, animals, or objects based on knowledge of their characteristics.

Peripheral Vision - Sees objects or movement of objects to one's side when the eyes are focused forward.

Depth Perception - Accurately judges which of several objects is closer or farther away from the observer, or the distance between an object and the observer.

Visual Color Discrimination - Accurately matches or detects differences among colors, including shades of color and brightness

Trades and Labor Competencies

Technical Competencies

Animal Husbandry - Knowledge of the care and handling of animals, including feeding, controlling, restraint, health, and reproduction.

Horticulture - Knowledge of cultivating flowers, plants, and trees.

Food Production - Knowledge of planning, growing, and harvesting of food for consumption using appropriate equipment and techniques.

Food Service - Knowledge of preparing and serving food for consumption.

Cutting - Knowledge of meat cutting, including the grades and structure of meat, fish, or poultry.

Electronics - Knowledge of electronic theory, circuits, components, and material properties (excluding computers).

Computers - Knowledge of circuit boards, processors, chips, and computer hardware and software, including applications and programming.

Mechanical - Knowledge of machines and tools, including their designs, installation, uses, repair, and maintenance.

Building and Construction - Knowledge of materials, methods, and the appropriate tools to construct objects, structures, and buildings.

Carpentry/Woodworking - Knowledge of materials, methods, and the appropriate tools to construct, install, finish, or repair wooden objects or structures.

Plumbing and Pipefitting - Knowledge of materials, methods, and the appropriate tools to install, maintain, or repair pipelines, pipe systems, and fixtures, including water, air, steam, gas, chemicals, or sewage.

Electrical - Knowledge of electrical equipment, components, instruments, and systems, including their design, installation, testing, uses, repair, or maintenance.

Painting - Knowledge of materials, methods, and appropriate tools to apply paint and other protective coating materials on drywall, wood, metal, glass, and other surfaces.

Pest Control - Knowledge of pest species and the methods and materials, including chemicals, for control or prevention.

Road Work and Pavement - Knowledge of materials, methods, and appropriate tools to construct, maintain, or repair road surfaces, including sidewalks, parking lots, runways, etc.

Toolmaking - Knowledge of materials, methods, and appropriate tools to make or repair metal parts, tools, gauges, models, patterns, and machines.

Metal Processing and Metalworking - Knowledge of materials, methods, and appropriate tools to process, treat, form, or shape metal.

Industrial Equipment Operation - Knowledge of principles and methods for operating industrial equipment.

Ammunition and Explosives - Knowledge of ammunition and explosives and their uses, interactions, dangers, production, handling, storage, and disposal.

Hazardous Materials - Knowledge of hazardous materials and waste and their uses, interactions, dangers, production, handling, storage, and disposal.

Transportation - Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including costs and limits.

Vehicle Operation - Knowledge of procedures for operating motor vehicles, including cars, trucks, or watercraft.

Vehicle Maintenance - Knowledge of motor vehicle engines, parts, and systems, including their designs, uses, repair, and maintenance.

Aircraft Maintenance - Knowledge of aircraft engines, parts, and systems, including their designs, uses, repair, and maintenance.

Textiles - Knowledge of materials, methods, and appropriate tools to make and repair items made of fabric or leather.

Public Safety and Security - Knowledge of the military, weaponry, and intelligence operations; public safety and security operations; occupational health and safety; investigation and inspection techniques; or rules, regulations, precautions, and prevention techniques for the protection of people, data, and property.

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, government regulations, executive orders, agency rules, government organization and functions, and the democratic political process.

Foreign Language - Knowledge of sign language or of the structure and content of a foreign (non-English) language, including the meaning and spelling of words, rules of composition, and grammar.

Administration and Management - Knowledge of planning, coordination, and execution of business functions, resource allocation, and production.

Contracting/Procurement - Knowledge of various types of contracts, techniques for contracting or procurement, and contract negotiation and administration.

Sales and Marketing - Knowledge of showing, promoting, and selling products and services.

Production and Processing - Knowledge of inputs, outputs, raw materials, waste, quality control, costs, maintaining inventory, and techniques for maximizing the manufacture and distribution of goods.

Biology - Knowledge of the environment, plant and animal living tissue, cells, organisms, and entities, including their functions, interdependencies and interactions with each other and the environment.

Chemistry - Knowledge of chemicals, including hazardous materials, and their uses, interactions, dangers, production, storage, and disposal.

Physics - Knowledge and prediction of physical principles, laws, and applications including air, water, material dynamics, light, atomic principles, heat, electric theory, earth formations, and meteorological and related natural phenomena.

Telecommunications - Knowledge of transmissions, broadcasting, switching, control, and operation of telecommunications systems.

Communications and Media - Knowledge of the production, communication, and dissemination of information and ideas to inform and entertain via written, oral, and visual media.

Engineering and Technology - Knowledge of engineering concepts, principles, and practices, and of equipment, tools, mechanical devices, and their uses to produce motion, light, power, technology, and other applications.

Design - Knowledge of developing, producing, understanding, and using plans, blueprints, models, and maps, including the use of tools and instruments to produce precision technical drawings.

Supervisory, Managerial, and Executive Competencies

Client Orientation - Anticipates and meets the needs of clients; achieves quality end-products; is committed to improving services.

Conflict Management - Manages and resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.

Creative Thinking - Develops new insights into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/policies.

Decisiveness - Makes sound and well-informed decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals; causes change.

External Awareness - Identifies and keeps up-to-date on key agency policies/priorities and economic, political, and social trends which affect the organization; understands where the organization is headed and how to make a contribution.

Financial Management - Prepares, justifies and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies.

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

Human Resource Management - Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organization; shares rewards for achievement with employees; ensures that staff are appropriately selected, utilized, appraised, and developed, and that they are treated in a fair and equitable manner.

Influencing/Negotiating - Persuades others; develops networks and coalitions; gains cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions; build consensus through give and take.

Internal Controls/Integrity - Assures that effective internal controls are developed and maintained to ensure the integrity of the organization.

Interpersonal Skills - Considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations.

Leadership - Inspires, motivates, and guides others toward goal accomplishment; coaches, mentors and challenges subordinates; adapts leadership styles to a variety of situations; models high standards of honesty, integrity, trust, openness and respect for the individual by applying these values to daily behaviors.

Managing Diverse Workforce - Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce; manages workforce diversity.

Oral Communication - Expresses ideas and facts to individuals or groups effectively; makes clear and convincing oral presentations; listens to others; facilitates an open exchange of ideas.

Planning and Evaluating - Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.

Problem Solving - Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.

Self-Direction - Demonstrates belief in own abilities and ideas; is self-motivated and results-oriented; recognizes own strengths and weaknesses; seeks feedback from others and opportunities for self-learning and development.

Team Building - Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.

Technical Competence - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise, e.g., engineering, physical science, law, or accounting; maintains credibility with others on technical matters.

Technology Management - Integrates technology into the workplace; develops strategies using new technology to manage and improve program effectiveness; understands the impact of technological changes on the organization.

Vision - Takes a long-term view and initiates organizational change for the future; builds the vision with others; spots opportunities to move the organization toward the vision.

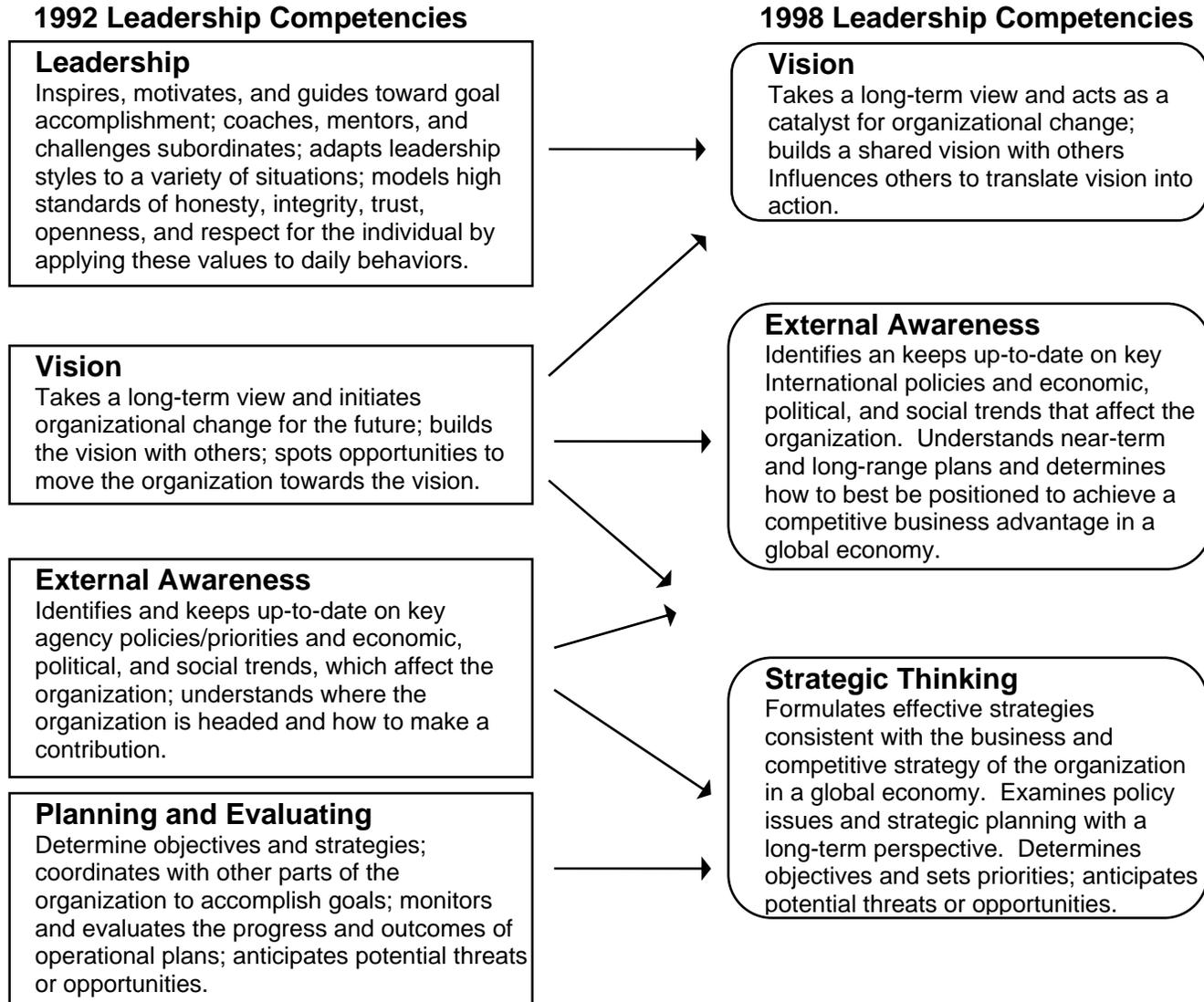
Written Communication - Expresses facts and ideas in writing in a succinct and organized manner.

Appendix E

Translation of 1992 to 1998 Leadership Competencies Grouped by Meta-Competencies

Translation of 1992 to 1998 Leadership Competencies Grouped by Meta-Competencies

Leading Change



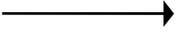
Leading Change (Cont'd)

Creative Thinking
Develops new insights into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/processes.



Creativity and Innovation
Develops new insights into situations and applies innovative solutions to make organizational improvements; create a work environment that encourages creative thinking and innovation; designs and implements new and cutting-edge programs/processes.

Self - Direction
Demonstrates belief in own abilities and ideas; is self-motivated and results-oriented; recognizes own strengths and weaknesses; seeks feedback from others; and opportunities for self-learning and development.



Continual Learning
Grasps the essence of new information; mastering new technological and business knowledge; recognizes ones own strengths and weaknesses; pursues self - development; seeks feedback from others and opportunities to master new knowledge.

Client Orientation
Anticipates and meets the needs of clients; achieves quality end-products; is committed to improving services.

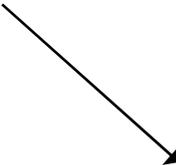


Service Motivation
Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support to public perform well. Shows a commitment to public. Influences other to a spirit of service and meaningful contributions to mission accomplishment.

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



Resilience
Deals effectively with pressure; maintains focus and intensity, and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.



Flexibility
Is open to change and new information, adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

Leading People

1992 Leadership Competencies

- Conflict Management**
Manages and resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.
- Managing Diverse Workforce**
Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce; manages work force diversity.
- Human Resources Management**
Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organization; shares rewards for achievement with employees; ensures staff are appropriately selected, utilized, appraised, and developed, and that they are treated in a fair and equitable manner.
- Team Building**
Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.
- Interpersonal Skills**
Considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations.

1998 Leadership Competencies

- Conflict Management**
Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
- Cultural Awareness**
Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.
- Team Building**
Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

Leading People (Cont'd)

Leadership

Inspires, motivates, and guides others toward goal accomplishment; coaches, mentors, challenges subordinates; adapts leadership styles to a variety of situations; models high standards of honesty, integrity, trust, openness, and respect for the individual by applying these values to daily behaviors.

Internal Controls/Integrity

Assures that effective internal controls are developed and maintained to ensure the integrity of the organization.

Integrity/Honesty

Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

Results Driven

1992 Leadership Competencies

Planning and Evaluating

Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.

Internal Controls/Integrity

Assures that effective internal controls are developed and maintained to ensure the integrity of the organization.

Decisiveness

Makes sound and well-informed decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals; causes change.

Client Orientation

Anticipates and meets the needs of clients; achieves quality end-products; is committed to improving services.

Vision

Takes a long-term view and initiates organizational change for the future; builds the vision with others; spots opportunities to move the organization toward the vision.

1998 Leadership Competencies

Accountability

Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Decisiveness

Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

Customer Service

Balancing interests of a variety of clients; readily adjusts priorities to respond to pressing and changing client demands. Anticipates and meets the needs of clients; achieves quality end-products; is committed to continuous improvement of services.

Entrepreneurship

Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

Results Driven (Cont'd)

Technical Competence

Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise, e.g., engineering, physical science, law, or accounting; maintains credibility with others on technical matters.



Technical Credibility

Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

Problem Solving

Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.



Problem Solving

Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

Business Acumen

1992 Leadership Competencies

Financial Management
Prepares, justifies, and/or administers the budget for the program area; plans, administers, and monitors expenditures to ensure cost effective support of programs and policies.

Internal Controls/Integrity
Assures that effective internal controls are developed and maintained to ensure the integrity of the organization.

Managing Diverse Workforce
Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce; manages workforce diversity.

Human Resources Management
Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organization; shares rewards for achievement with employees; ensures staff are appropriately selected, utilized, appraised, and developed, and that they are treated in a fair and equitable manner.

Technology Management
Integrates technology into the workplace; develops strategies using new technology to manage and improve program effectiveness; understands the impact of technological changes on the organization.

1998 Leadership Competencies

Financial Management
Demonstrates broad understanding of principles or financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Human Resource Management
Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded as well as takes corrective action.

Technology Management
Uses efficient and cost-effective approaches to integrate technology into the workplace and improvement program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.



Building Coalitions/Communication

1992 Leadership Competencies

Influencing/Negotiating
Persuades others; develops networks and coalitions; gains cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions; builds consensus through give and take.

External Awareness
Identifies and keeps up-to-date on key agency policies/priorities and economic, political, and social trends which affect the organization; understands where the organization is headed and how to make a contribution.

Interpersonal Skills
Considers and responds appropriately to the needs, feelings, and capabilities of others; adjust approaches to suit different people and situations.

Oral Communication
Expresses ideas and facts to individuals or groups effectively; makes clear and convincing oral presentations; listens to others; facilitates an open exchange of ideas.

Written Communication
Expresses facts and ideas in writing in a succinct and organized manner.

1998 Leadership Competencies

Influencing/Negotiating
Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win - win” situations.

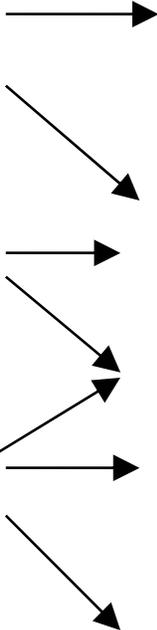
Partnering
Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Savvy
Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Interpersonal Skills
Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate, and sensitive, and treats others with respect.

Oral Communication
Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

Written Communication
Expresses facts and ideas in writing in a clear, convincing and organized manner.



Appendix F

Competency-Based Clerical and Technical, Science and Engineering, and Trades and Labor Occupational Clusters

Development of Occupational Clusters

The results of the occupational studies provide information that can be used for career development and transitioning. Information on occupational series that are similar in terms of competency requirements may provide useful guidance to employees about other jobs for which they may be qualified and for which there may be more career opportunities.

The following tables reflect the results of statistical clustering of occupational information within the Clerical and Technical, Science and Engineering, and Trades and Labor occupational groups. This clustering was done to provide information for career development *only*. Different clusters may result if occupational clustering is done for other purposes. Occupations were clustered on the basis of competency information, as determined by the average of incumbent and supervisor ratings. The following tables indicate the clusters that resulted from these analyses for each occupational group. Only critical competencies, competencies with an average importance of at least 3.50 for the cluster, are displayed in the chart. In addition to the cluster-specific critical competencies listed in the table, certain core competencies were critical across all clusters within each occupational group; these core competencies are listed at the end of the table. Therefore, the critical competencies for a particular occupational cluster are the core competencies plus the additional competencies listed as critical for that cluster. The occupations in each cluster are more similar to each other on competency profiles than to occupations in other clusters. Thus, career transitions may be easier to make within a cluster, because competency requirements are more similar.

Career Development - Competency-Based Clerical and Technical Occupational Clusters and Associated Competencies

<p>Cluster 1</p> <p>0072 Fingerprint Identification 0305 Mail and File 0350 Equipment Operator 0356 Data Transcriber 1421 Archives Technician 2091 Sales Store Clerical</p>	<p>Cluster 2</p> <p>0029 Environmental Protection Assistant (technical) 0086 Security Clerical and Assistant 0134 Intelligence Aid and Clerk 0203 Personnel Clerical and Assistance 0303 Miscellaneous Clerk and Assistant 0304 Information Receptionist 0309 Correspondence Clerk 0312 Clerk-Stenographer and Reporter 0318 Secretary 0322 Clerk-Typist 0326 Office Automation Clerical and Assistance 0382 Telephone Operating 0986 Legal Clerk and Technician 1001 General Arts and Information 1087 Editorial Assistance 1802 Compliance Inspection and Support</p>	<p>Cluster 3</p> <p>0204 Military Personnel Clerical and Technician 0313 Work Unit Supervising 0332 Computer Operations (technical) 0335 Computer Clerk and Assistance 0390 Telecommunications Processing (technical) 0392 General Telecommunications (technical) 0394 Communications Clerical 0675 Medical Records Technician (technical) 0679 Medical Clerk 1152 Production Control (technical) 1411 Library Technician (technical) 1702 Education and Training Technician (technical) 2001 General Supply 2005 Supply Clerical and Assistance 2102 Transportation Clerk and Assistant 2151 Dispatching</p>	<p>Cluster 4</p> <p>0344 Management Clerical and Assistance 0361 Equal Opportunity (technical) 0503 Financial Clerical and Assistance 0525 Accounting Technician 0530 Cash Processing 0540 Voucher Examining 0544 Civilian Pay 0545 Military Pay 0561 Budget Clerical and Assistance 0592 Tax Examining 0962 Contact Representative (technical) 0963 Legal Instruments Examining 0990 General Claims Examining (technical) 0998 Claims Clerical 1101 General Business and Industry 1105 Purchasing (technical) 1106 Procurement Clerical and Assistance 1107 Property Disposal Clerical and Technician 1531 Statistical Assistant 2131 Freight Rate 2132 Travel 2134 Shipment Clerical and Assistance</p>
<p><i>Stamina</i></p>	<p><i>Reading</i> <i>Writing</i> <i>Speaking</i> <i>Listening</i> <i>Customer Service</i> <i>Organizational Awareness</i></p>	<p><i>Reading</i> <i>Writing</i> <i>Speaking</i> <i>Listening</i> <i>Customer Service</i> <i>Organizational Awareness</i> <i>Manages and Organizes Information</i> <i>Decision Making</i> <i>Reasoning</i></p>	<p><i>Reading</i> <i>Writing</i> <i>Speaking</i> <i>Listening</i> <i>Customer Service</i> <i>Organizational Awareness</i> <i>Manages and Organizes Information</i> <i>Decision Making</i> <i>Reasoning</i> <i>Arithmetic/Mathematical Reasoning</i></p>

Clerical and Technical Core Competencies (Associated With all Four Clusters)

Integrity/Honesty
Self-Esteem

Conscientiousness
Teamwork

Technical Competence
Memory

Interpersonal Skills
Self-Management

Flexibility

Science and Engineering: Competency-Based Occupational Clusters and Associated Competencies for Technician Series

Cluster # 1

Series

0404 Biological Science Technician
0455 Range Technician
0458 Soil Conservation Technician
0462 Forestry Technician

General Competencies

Decision Making

Technical Competencies

Biology (0404)
Botany (0455)
Rangeland Management (0455)
Soil Science (0458)
Surveying (0458)
Forest Management (0462)

Cluster # 2

Series

0802 Engineering Technician
0817 Surveying Technician
0856 Electronics Technician
1311 Physical Science Technician
1316 Hydrologic Technician
1371 Cartographic Technician

General Competencies

Flexibility

Technical Competencies

Surveying (0817)
Computers and Electronics (0856)
Electronics Engineering (0856)
Telecommunications (0856)
Hydrology (1316)
Cartography (1371)

Science and Engineering Core Competencies (Associated With Both Technical Clusters)

Reading
Writing
Oral Communication
Reasoning
Problem Solving
Learning

Self-Esteem
Teamwork
Integrity/Honesty
Self-Management
Interpersonal Skills
Planning and Evaluation

Attention to Detail
Customer Service
Technology Application
Technical Competence
Memory

Science and Engineering: Competency-Based Occupational Clusters and Associated Competencies for Professional Series

Cluster # 1	Cluster # 2	Cluster # 3
<p>Series</p> <ul style="list-style-type: none"> 0401 General Biological Science 0414 Entomology 0454 Rangeland Management 0460 Forestry 0480 General Fish and Wildlife Administration 0482 Fishery Biology 0485 Wildlife Refuge Management 0486 Wildlife Biology <p>General Competencies</p> <ul style="list-style-type: none"> Information Management Leadership Customer Service Organizational Awareness Stress Tolerance <p>Technical Competencies</p> <ul style="list-style-type: none"> Biology (all series) Botany (0454, 0460, 0480, 0485, 0486) Ecology (all series) Entomology (0414) Fire Management (0485) Fishery Biology (0482) Forest Management (0460) Rangeland Management (0454) Research (0414, 0482, 0486) Soil Science (0454) Wildlife Biology (0480, 0485, 0486) 	<p>Series</p> <ul style="list-style-type: none"> 0457 Soil Conservation 0470 Soil Science 0807 Landscape Architecture 1301 General Physical Science 1320 Chemistry 1370 Cartography 1373 Land Surveying <p>General Competencies</p> <ul style="list-style-type: none"> Mathematical Reasoning Information Management Customer Service Stress Tolerance <p>Technical Competencies</p> <ul style="list-style-type: none"> Botany (0457) Ecology (0457, 0470) Research (1320) Soil Science (0457, 0470) Cartography (0470, 1370, 1373) Chemistry (1320) Design (0807) Earth Science (0470) Geography (1370) Geology (0470) Horticulture (0457) Landscape Architecture (0807) Public Planning (0807) Remote Sensing (1370) Surveying (0457, 1373) 	<p>Series</p> <ul style="list-style-type: none"> 0801 General Engineering 0806 Materials Engineering 0830 Mechanical Engineering 0850 Electrical Engineering 0855 Electronics Engineering 0861 Aerospace Engineering 1310 Physics 1330 Astronomy and Space Science <p>General Competencies</p> <ul style="list-style-type: none"> Mathematical Reasoning Information Management Mental Visualization Perceptual Speed <p>Technical Competencies</p> <ul style="list-style-type: none"> Research (0806, 1310, 1330) Design (0830, 0850) Aerospace Engineering (0861) Astronomy (1330) Computers and Electronics (0855) Electrical Engineering (0850, 0855) Electronics Engineering (0850, 0855) Flight Systems (0861) General Engineering (0801, 0830, 0850, 0861) Materials Engineering (0806) Mechanical Engineering (0830) Metallurgy (0806) Physics (1310, 1330) Space Science (1330)

Science and Engineering: Competency-Based Occupational Clusters and Associated Competencies for Professional Series (Continued)

Cluster # 4	Cluster # 5	Cluster #6
<p>Series</p> <ul style="list-style-type: none"> 0803 Safety Engineering 0840 Nuclear Engineering 1306 Health Physics 	<p>Series</p> <ul style="list-style-type: none"> 0808 Architecture 0810 Civil Engineering 0819 Environmental Engineering 	<p>Series</p> <ul style="list-style-type: none"> 0880 Mining Engineering 0881 Petroleum Engineering 1313 Geophysicist 1315 Hydrology 1350 Geology
<p>General Competencies</p> <ul style="list-style-type: none"> Mathematical Reasoning Mental Visualization Leadership Customer Service Organizational Awareness Stress Tolerance 	<p>General Competencies</p> <ul style="list-style-type: none"> General Engineering Mathematical Reasoning Information Management Mental Visualization Leadership Customer Service Organizational Awareness Influencing/Negotiating Stress Tolerance Project Management 	<p>General Competencies</p> <ul style="list-style-type: none"> Mathematical Reasoning Information Management Mental Visualization Customer Service
<p>Technical Competencies</p> <ul style="list-style-type: none"> General Engineering (0803, 0840) Mechanical Engineering (0840) Health Physics (1306) Nuclear Engineering (0840) Nuclear Physics (1306) Public Safety and Security (0803) Risk Management (0803) Safety Engineering (0803) 	<p>Technical Competencies</p> <ul style="list-style-type: none"> Design (0808, 0810) General Engineering (0810, 0819) Architecture (0808) Building and Construction (0808, 0810) Civil Engineering (0810) Environmental Engineering (0819) 	<p>Technical Competencies</p> <ul style="list-style-type: none"> Research (1315) Earth Science (1313, 1315, 1350) Geology (0880, 1313, 1350) General Engineering (0881) Physics (1313) Geophysics (1313, 1350) Hydraulic Engineering (1315) Petroleum Engineering (0881)

Science and Engineering: Core Competencies (Associated With All Four Professional Clusters)

Reading
Writing
Oral Communication
Creative Thinking
Decision Making
Reasoning
Problem Solving

Learning
Self-Esteem
Teamwork
Integrity/Honesty
Self-Management
Interpersonal Skills
Planning and Evaluation

Attention to Detail
Flexibility
Technology Application
Technical Competence
Memory

Trades and Labor: Competency-Based Occupational Clusters and Associated Competencies

Cluster #1	Cluster #2	Cluster #3
<p>Systems WG-5306 Air Conditioning Equipment Mechanic WG-5402 Boiler Plant Operating WG-5309 Heating and Boiler Plant Equipment Mechanic WG-4204 Pipefitting WG-4206 Plumbing WG-5406 Utility Systems Operating WG-4742 Utility Systems Repairing Operating WG-5408 Wastewater Treatment Plant Operating</p> <p>General Competencies Writing Arithmetic Mathematical Reasoning Oral Communication Decision Making Reasoning Problem Solving Mental Visualization Learning Planning and Evaluating Stress Tolerance Flexibility Technology Application Technical Competence Technical Problem Solving Memory Stamina Physical Strength</p> <p>Technical Competencies Mechanical Plumbing and Pipefitting</p>	<p>Metal Working WG-3414 Machining WG-3806 Sheet Metal Mechanic WG-3416 Toolmaking</p> <p>General Competencies Writing Arithmetic Mathematical Reasoning Oral Communication Creative Thinking Decision Making Reasoning Problem Solving Mental Visualization Learning Planning and Evaluating Teaching Others Stress Tolerance Flexibility Technology Application Technical Competence Technical Problem Solving Memory Depth Perception</p> <p>Technical Competencies Mechanical Toolmaking Metal Processing and Metalworking Industrial Equipment Operation Design</p>	<p>Electric Work WG-2805 Electrician WG-2810 Electrician High Voltage WG-2606 Electronic Industrial Controls Mechanic WG-2604 Electronics Mechanic</p> <p>General Competencies Writing Arithmetic Mathematical Reasoning Oral Communication Creative Thinking Information Management Decision Making Reasoning Problem Solving Mental Visualization Learning Planning and Evaluating Customer Service Stress Tolerance Flexibility Technology Application Technical Competence Technical Problem Solving Memory Visual Color Discrimination</p> <p>Technical Competencies Electronics Mechanical Electrical</p>

Trades and Labor: Competency-Based Occupational Clusters and Associated Competencies (Continued)

Cluster #4

Crafts

WG-4607 Carpentry
 WG-4749 Maintenance Machinery Mechanic
 WG-3603 Masonry
 WG-4701 Miscellaneous General Maintenance
 and Operations
 WG-4604 Wood Working

General Competencies

Arithmetic
 Oral Communication
 Decision Making
 Problem Solving
 Learning
 Planning and Evaluating
 Stress Tolerance
 Flexibility
 Technical Competence
 Memory
 Stamina
 Physical Strength

Technical Competencies

Building and Construction
 Carpentry/Woodworking

Cluster #5

Materials

WG-3105 Fabric Working
 WG-7305 Laundry Machine Operating
 WG-7304 Laundry Working
 WG-6907 Materials Handler
 WG-6904 Tools and Parts Attending

General Competencies

Writing
 Arithmetic
 Oral Communication
 Decision Making
 Problem Solving
 Planning and Evaluating
 Teaching Others
 Customer Service
 Organizational Awareness
 Stress Tolerance
 Flexibility
 Technical Competence
 Memory
 Stamina
 Physical Strength

Cluster #6

Mechanic Work

WG-8852 Aircraft Mechanic
 WG-5823 Automotive Mechanic
 WG-4737 General Equipment Mechanic
 WG-5803 Heavy Mobile Equipment Mechanic
 WG-5334 Marine Machinery Mechanic
 WG-3703 Welding

General Competencies

Writing
 Arithmetic
 Oral Communication
 Decision Making
 Reasoning
 Problem Solving
 Learning
 Planning and Evaluating
 Flexibility
 Technology Application
 Technical Competence
 Technical Problem Solving
 Memory
 Stamina
 Physical Strength

Technical Competencies

Mechanical

Trades and Labor: Competency-Based Occupational Clusters and Associated Competencies (Continued)

Cluster #7	Cluster #8	Cluster #9
<p>Maintenance Service WG-5048 Animal Caretaking WG-3566 Custodial Working WG-5003 Gardening WG-3502 Laboring WG-5705 Tractor Operating</p> <p>General Competencies Stamina Physical Strength</p>	<p>Operations WG-5725 Crane Operating WG-5716 Engineering Equipment Operating WG-5703 Motor Vehicle Operating WG-4102 Painting WG-5210 Rigging WG-5786 Small Craft Operating</p> <p>General Competencies Flexibility Stamina Physical Strength Spatial Orientation Peripheral Vision Depth Perception Visual Color Discrimination</p> <p>Technical Competencies Vehicle Operation</p>	<p>Food Preparation & Serving WG-7404 Cooking WG-7408 Food Service Working</p> <p>General Competencies Arithmetic Oral Communication Planning and Evaluating Customer Service Organizational Awareness Stress Tolerance Flexibility Memory Stamina Physical Strength</p> <p>Technical Competencies Food Service</p>

Trades and Labor: Core Competencies (Associated With All Nine Clusters)

Reading Self-Esteem Teamwork	Integrity/Honesty Self Management Interpersonal Skills	Attention to Detail Agility Eye-Hand Coordination
------------------------------------	--	---

Appendix G

Where to go in *HR Manager* to Create Specific HR Products

This is a quick reference for you to use to help you find the best place in *HR Manager* to create the HR products you need.

<u>HR Product/Function</u>	<u>Where to go in <i>HR Manager</i></u>
Position Description	Job Design
Crediting Plan	Recruitment and Selection
Vacancy Announcement	Recruitment and Selection
Structured Interview	Recruitment and Selection
Performance Plan	Performance Management
Career Transition Assistance	Career Planning - Career Lattice/Compare Two Occupations
Advancement Within an Occupation	Career Planning - Career Ladder
Curriculum Development	Recruitment and Selection or General Information*

**General Information provides task-competency linkages*

Appendix H

Glossary

Benchmarks	Behavioral indicators associated with each competency that provide definitions and examples for varying proficiency levels. They can be used to assess the degree to which a person possesses a competency and to establish selection criteria, performance evaluation criteria, and training and development measures.
Broadbanding	The joining of two or more pay grades into broadbands resulting in broader pay ranges; for example, 4 to 5 bands can replace 15 pay grades.
Careerbanding	A clustering of job series and grades based on similarities of competencies. Each careerband has a “competency framework,” that identifies the competencies required for the band. The frameworks can define competencies required at the Entry, Intermediate, Full Performance, and Senior Expert levels.
Career Ladder	Competencies that are required as individuals progress to higher levels within an occupation.
Career Lattice	A task-based comparison of a selected occupational profile with other profiles in the same occupational group to identify other jobs in that group with similar tasks and competencies.
Competency	A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully.
Crediting Plan	Rating criteria used to evaluate applicants' responses to competency-based questions for a position. Ratings are made on the competencies for the position at the appropriate benchmark level based on the grade of the position.
MOSAIC	(Multipurpose Occupational Systems Analysis Inventory - Close Ended). A job analysis methodology that allows for collecting a large amount of information that can be used for a variety of HR functions, using surveys that include tasks, competencies, and multiple rating scales.

Occupational Profile	A list of the tasks and competencies for the selected occupation in descending order of criticality based on rating scale cutoffs.
Performance Evaluation	A plan used to evaluate an employee's performance level. <i>HR Manager</i> helps to develop a competency-based performance evaluation plan that allows managers to evaluate employees' performance based on critical competencies for the position.
Position Description	Documents the major tasks and related competencies of a position and typically provides information for classifying the position.
SME	Subject Matter Expert.
Series/Title Consolidation	Consolidation of jobs based on similarities using tasks or competencies; simplifies the classification process.
Task-Competency Linkages	List of competencies that are important to effectively perform a task.
Tasks	A statement of generalized work activities performed in an occupation.
Vacancy Announcement	A job advertisement that includes critical tasks and competencies associated with the position being filled.