# 1109 - Grants Management Analyst

The guide is intended for informational/developmental purposes only. Please note:

* This resource does not supersede any existing HHS policy;
* The information provided should not be used to evaluate individual job performance; and
* The attainment of the specified knowledge, skills, experiences and training does not automatically qualify you for promotion.

The guide is intended to educate employees on career opportunities available within the Agency. It provides a means through which you can explore your professional options and identify a career path that best matches your specific needs and interests.

The Enterprise Workforce Development and Performance (EWDP) website at <http://www.ewdp.hhs.gov/> also provides guidance on the knowledge, skills, and work experience that will prepare you for progression within your chosen career path.

## INTRODUCTION

This 1109 Grants Management series includes positions which manage, supervise, lead, or perform administrative business, policy, and analytical work involving:

* The management, award, and/or obligation of funds for grants, cooperative agreements, and other related instruments and services such as discretionary and mandatory grants, using financial, administrative, business and negotiation procedures;
* The competitive or non-competitive evaluation of grants proposals; and/or
* The administration or termination, and/or closeout of grants and/or grants assistance and agreement awards.

## SUCCESS FACTORS

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

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

* Volunteer to participate in a high-visibility project.
* Actively participate on a team.
* Learn about the agency where you work.
* Learn new technologies (e.g., through self-study, seminars).
* Study technical writing as it applies to your work role.
* Attend conferences, meetings, or seminars.
* Join an industry or professional association.
* Read technical publications to keep up-to-date on new development in your field (e.g., books, professional newsletters, trade journals).
* Build an informal network of peers through which you can exchange ideas and discuss issues relevant to technical advances in your field.
* Learn from others on the job (e.g., obtain on-the-job training, ask others for guidance).
* Find a mentor for technical and/or career guidance.
* Study lessons learned from reviews of failed and successful projects.
* Work with your supervisor and assist with the development of an Individual Development Plan.
* Actively participate on a team such as with other co-workers or internal focus groups, to assist in accomplishing projects or in ensuring the success of the projects goals.

## PROFICIENCY LEVEL DISTINCTIONS FOR BASELINE COMPETENCIES

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

Table 1: Proficiency Level Distinctions for Baseline Competencies

## BASELINE COMPETENCIES BY GRADE LEVEL

| **BASELINE COMPETENCIES** | **GS-7** | **GS-9** | **GS-11** | **GS-12** | **GS-13** |
| --- | --- | --- | --- | --- | --- |
| Flexibility | 2 | 2-3 | 3 | 3-4 | 5 |
| Attention to Detail | 2 | 2-3 | 3 | 3-4 | 5 |
| Collaboration and Partnering | 2 | 2-3 | 3 | 3-4 | 5 |
| Communication | 2 | 2-3 | 3 | 3-4 | 5 |
| Continuous Learning and Self-Development | 2 | 2-3 | 3 | 3-4 | 5 |
| Qualitative / Quantitative Analysis | 2 | 2-3 | 3 | 3-4 | 5 |
| Customer Service | 2 | 2-3 | 3 | 3-4 | 5 |
| Organizational Awareness | 2 | 2-3 | 3 | 3-4 | 5 |
| Decision Making | 2 | 2-3 | 3 | 3-4 | 5 |
| Problem Solving | 2 | 2-3 | 3 | 3-4 | 5 |
| Negotiating/Influencing | 2 | 2-3 | 3 | 3-4 | 5 |
| Flexibility | 2 | 2-3 | 3 | 3-4 | 5 |
| Initiative | 2 | 2-3 | 3 | 3-4 | 5 |
| Leveraging Technology | 2 | 2-3 | 3 | 3-4 | 5 |
| Mentoring | 2 | 2-3 | 3 | 3-4 | 5 |
| Honesty | 5 | 5 | 5 | 5 | 5 |
| Financial Management (Use definition from previous series 560/1101 | 2 | 2-3 | 3 | 3-4 | 5 |
| Grants Document Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Grants Performance Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Project Management | 2 | 2-3 | 3 | 3-4 | 5 |
| Federal Assistance Governing Requirements | 2 | 2-3 | 3 | 3-4 | 5 |
| Strategic Planning | 2 | 2-3 | 3 | 3-4 | 5 |
| Grants Administration | 2 | 2-3 | 3 | 3-4 | 5 |

Table 2: Baseline Competencies by Grade Level

1. **Flexibility** – Responds quickly to change and easily considers new approaches.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Is open to new ideas, perspectives, structures, strategies, or positions * Supports new ideas, systems, and procedures * Takes steps to understand reasons for change in environment or tasks * Promptly switches strategies or tactics if the current ones are not working |
| 1=Awareness | Occasionally is flexible; may avoid or miss opportunities to respond quickly to change or consider new approaches. |
| 2=Basic | Sometimes is open to or supports new ideas, takes steps to understand reasons for change in environment or tasks, and promptly switches strategies or tactics if the current ones are not working. |
| 3=Intermediate | Normally operates well in ambiguous situations, is willing to reconsider strongly held ideas, and maintains work efficiency and responds positively to a changing environment by coming up with creative ideas. |
| 4=Advanced | Even in the most rapidly changing ambiguous situations, is willing to reconsider strongly held ideas, and maintains work efficiency and responds positively to a changing environment by coming up with creative ideas. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in flexibility. |

Table 3: Flexibility

**Proficiency Levels by Grade**

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

Table 4: Proficiency Levels by Grade

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

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

Table 5: Attention to Detail

**Proficiency Levels by Grade**

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

Table 6: Proficiency Levels by Grade

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

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

Table 7: Collaboration and Partnering

**Proficiency Levels by Grade**

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

Table 8: Proficiency Levels by Grade

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

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

Table 9: Communication – Delivers clear, effective communication and takes responsibility for understanding others.

**Proficiency Levels by Grade**

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

Table 10: Proficiency Levels by Grade

1. **Quantitative/Qualitative Analysis** – Analyzes financial data effectively to manage and achieve results.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Analyzes charts, graphs, and other data in order to make comparisons and draw conclusions * Establishes budgets based on the historical data of an individual or department’s past performance * Uses established financial models for analyzing quantitative data * Uses quantitative data to make daily decisions and monitor business performance * Uses marketplace and industry resources to track the performance of competitors and industry trends * Identifies key performance issues and establishes cause and effect relationships to solve complex financial problems for the business * Makes necessary decisions with incomplete, conflicting, or ambiguous quantitative data * Understands the implications of quantitative data on overall business performance and makes recommendations |
| 1=Awareness | Occasionally exhibits skill in quantitative analysis, but may avoid or miss opportunities to analyze financial data effectively to manage and achieve results |
| 2=Basic | Sometimes analyzes data in order to make comparisons and draw conclusions, uses established financial models for quantitative analysis, establishes budgets based on an individual or department’s past performance, and uses quantitative data to make decisions and monitor business performance. |
| 3=Intermediate | Normally uses marketplace and industry resources to track the performance of competitors and industry trends, makes necessary decisions with poor data, identifies key performance issues and establishes cause and effect relationships to solve complex financial problems, and understands the implications of quantitative data on overall business performance. |
| 4=Advanced | Even in the most difficult and complex situations, uses marketplace and industry resources to track the performance of competitors and industry trends, makes necessary decisions with poor data, identifies key performance issues and establishes cause and effect relationships to solve complex financial problems, and understands the implications of quantitative data on overall business performance. |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in quantitative analysis. |

Table 11: Quantitative/Qualitative Analysis

**Proficiency Levels by Grade**

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

Table 12: Proficiency Levels by Grade

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

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

Table 13: Customer Service

**Proficiency Levels by Grade**

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

Table 14: Proficiency Levels by Grade

1. **Organizational Awareness** – Knows the organization’s mission and functions, and how its social, political, and technological systems work and operates effectively within them.

| **Professional Levels** | **Key Behaviors** |
| --- | --- |
| All Levels | * Understands the programs, policies, procedures, rules, and regulations of the organization |
| 1=Awareness | Occasionally is attentive to mission of the organization but may avoid or miss opportunities |
| 2=Basic | Sometimes uses the organization’s mission and functions to perform work |
| 3=Intermediate | Normally ensures that the organization’s mission is followed and properly perform job duties |
| 4=Advanced | Even in the most difficult situations, ensures that the organization’s mission and functions are kept at the forefront |
| 5=Expert | Models, leads, trains, and motivates multiple levels of personnel to be excellent in organizational awareness |

Table 15: Organizational Awareness

**Proficiency Levels by Grade**

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

Table 16: Table 16: Proficiency Levels by Grade

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

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

Table 17: Decision Making

**Proficiency Levels by Grade**

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

Table 18: Proficiency Levels by Grade

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

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

Table 19: Problem Solving

**Proficiency Levels by Grade**

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

Table 20: Proficiency Levels by Grade

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

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

Table 21: Negotiating/Influencing

**Proficiency Levels by Grade**

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

Table 22: Proficiency Levels by Grade

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

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

Table 23: Mentoring

**Proficiency Levels by Grade**

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

Table 24: Proficiency Levels by Grade

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

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

Table 25: Honesty

**Proficiency Levels by Grade**

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

Table 26: Proficiency Levels by Grade

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

### Grade 7, Grant Management

Positions at this grade level require a basic level knowledge of the following:

#### Baseline Job Requirements

There are no Individual Occupational Requirements for this GS Grade Level.

#### Proficiency Demonstrations

There are no Individual Occupational Requirements for this GS Grade Level.

#### Education Requirements

There are no Individual Occupational Requirements for this series.

### Grade 9, Grant Management

#### Baseline Job Requirements

Positions at this grade level require a more advanced knowledge of the following:

* Grant administration regulations, policies and procedures sufficient to provide technical advice and assistance to program staffs and to administer and execute a limited range of grants.
* Ancillary federal regulatory and administrative requirements that apply to state and local governments, universities, hospitals, non-profit organizations, and for-profit organizations.
* Grant management goals and objectives to effectively evaluate program plans, strategies, etc.
* Grants management and other related grants and financial management automation systems. Knowledge of specified computer software packages necessary to the daily performance of operations and analysis including work processing, database management, electronic spreadsheet, graphics, project management, calendar, electronic mail and others.

Positions at this grade level require the following skills / abilities:

* Negotiating with grantees to communicate requirements and overall objectives of grant programs.
* Providing technical advice and assistance on discretionary and mandatory grants as they relate to programs.
* Coordinating grant proposals, both prior to submission of formal applications and during post-award grant administration. Ability to negotiate and coordinate with the procurement and grants staff and grantee institutions to assist in appraising policies.
* Communicate in writing to develop grant documents, to draft correspondence, and to prepare reports and forms relevant to grant activities.

#### Proficiency Demonstrations

The work involves various tasks that are technical in nature and occasionally require applying different and unrelated processes. The incumbent must plan, initiate, negotiate, evaluate, analyze, and research grant issues, monitor the grant process, and ensure that grants are in compliance with terms and conditions that certify reliability of costs. Incumbent negotiates sensitive relationships between grantee and program officials to reach workable agreements on the problems of grant obligations and determines what action should be taken to comply with the terms of obligations.

#### Education Requirements

There are no Individual Occupational Requirements for this series.

### Grade 11, Grant Management

#### Baseline Job Requirements

Positions at this grade level require a more advanced knowledge of the following:

* Grant administration regulations, policies, and procedures to provide technical advice and assistance to program staffs and to administer and execute a full range of grants.
* Ancillary federal regulatory and administrative requirements that apply to state and local governments, universities, hospitals, nonprofit organizations, and for-profit organizations.
* Grant management goals and objectives to effectively evaluate program plans, strategies, etc., that cover a broad spectrum of activities.
* Knowledge of grants management financial management automation systems.

Positions at this grade level require the following skills or abilities:

* Analyze and interpret financial and administrative data pertaining to award, administration, and close-out of grants and to determine the best approach in resolving issues or problems.
* Negotiating with grantees to communicate requirements and overall objectives of grant programs.
* Providing technical advice and assistance on discretionary and mandatory grants as they relate to programs.
* Coordinating grant proposals, both prior to submission of formal applications and during post-award grant administration.
* Communicate in writing to prepare grant documents, to prepare correspondence, to present information, and to prepare reports and forms relevant to grant activities.

#### Proficiency Demonstrations

The work involves varied duties requiring fiscal and administrative analysis and problem solving techniques with full competence in the pre- and post-award areas of grant assignments. The incumbent independently plans, initiates, negotiates evaluates analyzes, and researches grant issues, monitors the grant process, and ensures that grants are in compliance with terms and conditions that certify reliability of costs. The incumbent negotiates sensitive relationships between grantee and program officials to reach workable agreements on the problems of grant obligations and determines what action should be taken to comply with the terms of obligations.

#### Education Requirements

There are no Individual Occupational Requirements for this series.

### Grade 12, Grant Management

#### Baseline Job Requirements

Positions at this grade level require a more advanced knowledge of:

* Grants laws, regulations, Executive Orders, OMB directives and HHS/OPDIV policies and precedents applicable to a variety of grant mechanisms to plan and execute pre- and post-award activities, to provide technical assistance, and to conduct related internal operations. This includes knowledge of a wide range of special provisions such as propriety rights, rights-in-data, and use of human subjects.
* The application of a wide range of business aspects of grant mechanisms including principles of cost planning, negotiation techniques; pre-award, award, post award requirements; grant administration and termination; price/cost techniques; and forecasting problems.
* Grant mechanisms and techniques including cost sharing arrangements, processing of unsolicited applications, multiple awards, co-funding, and special provisions such as propriety rights, rights-in-data, publication rights, use of human subjects and animals.
* Automated acquisition/financial and administrative systems.

Positions at this grade level require the following skills or abilities:

* Operating automated systems and software.
* Negotiating with grantees to communicate requirements and overall objectives of grant programs.
* Providing technical advice and assistance and interpretation of complex regulations and policies pertaining to grants.
* Communicate in writing to prepare grant documents, to prepare correspondence, to present information, and to prepare reports and forms relevant to grant activities.

#### Proficiency Demonstrations

The work involves varied duties requiring fiscal, administrative and problem solving processes with full competence in the pre- and post- award areas of a grants/financial assistance assignment. Decisions are based on analysis of alternatives, adaptations or modifications of procedures or resolutions of incomplete or contradictory policy or program data. Interprets fiscal, policy, and regulatory information. Work is characterized by refining existing work methods and techniques in order to analyze specific issues or resolve problems.

#### Education Requirements

There are no Individual Occupational Requirements for this series.

### Grade 13, Grant Management

#### Baseline Job Requirements

Positions at this grade level require a more advanced and comprehensive knowledge of:

* Grants/financial assistance principles and policies; Federal statues pertaining to grants; HHS and OPDIV grant policies and directives; OMB circulars; and authorizing legislation and appropriation statutes.
* A wide range of business aspects of grant mechanisms including grant regulations, principles of cost planning, negotiation techniques; pre-award, award, and post-award requirements; grant administration and termination; price/cost techniques; and forecasting problems.
* Grant mechanisms and techniques including cost sharing arrangements, processing of unsolicited applications, multiple awards, co-funding, and special provisions such as propriety rights, rights-in-data, publication rights, and use of human subjects and animals.
* Automated acquisition/financial and administrative systems.

Positions at this grade level require the following skills or abilities:

* Operating automated systems and software.
* Analyze and resolve complex problems in the absence of precedents.
* Design, implement, and evaluate new procedures.
* Work effectively with program and grantee staff in an overall team approach to obtain mutual goals; to resolve complex problems; and to serve as an authoritative source for interpreting and applying rules, regulations, and procedures.
* Written and verbal communications at a high level of professionalism and competence.

#### Proficiency Demonstrations

The work involves varied duties requiring many different and unrelated fiscal, administrative and problem solving processes. Devises new methods and techniques and establishes policy. The work requires expertise in the pre- and post-award areas of a grants/financial assistance assignments. Work is characterized by refining work methods and developing new techniques. Resolves difficult problems and issues requiring exceptions rather than standard operating procedures and analyzes specific issues. Work requires extensive knowledge of a variety of research programs relating to the OP/DIV and the weighing and balancing of conflicting objectives.

#### Education Requirements

There are no Individual Occupational Requirements for this series.

## RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

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

Table 27: RECOMMENDED TRAINING FOR QUALITATIVE / QUANTITATIVE ANALYSIS

## DEVELOPMENTAL OPPORTUNITIES

### To Strengthen Your General Competencies:

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

### To Strengthen Technical Competencies:

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

### Developmental Activities

Training is only one option, other developmental ideas include:

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

### Additional Training Opportunities and Resources:

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

The [Learning Management System](https://lms.learning.hhs.gov/Saba/Web/Main) (<https://lms.learning.hhs.gov/Saba/Web/Main>) has thousands of free online training courses for all HHS employees on topics such as IT programming and certifications, MS Office Programs, Business, Live learning, Legal information, and Federal programs.

#### Microsoft Office Training

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

#### OPDIV IT Training

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

#### OPDIV Training Centers

Provides [training](http://trainingcenter.nih.gov/audience-admin.html) (<http://trainingcenter.nih.gov/audience-admin.html>) for Administrative Professionals at the OPDIV level who are responsible for providing comprehensive administrative support. Such incumbents may serve as principal advisors to important agency organizations. They may participate in the development and implementation of management policies, the planning of organizational needs, and the preparation of plans, goals, objectives, or criteria for management processes. These positions require knowledge of a wide range of qualitative and/or quantitative methods for the development and management of major administrative programs, demonstrated analytical ability, and strong written and verbal communications skills.

#### OPDIV Library Resource Training

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

#### Pathways Program

The [Management Intern Program](http://www.opm.gov/) (<http://www.opm.gov/>) offers outstanding HHS employees the opportunity to explore different administrative career fields, gain invaluable insight into the HHS, and to prepare for future administrative or leadership positions.

#### HHS Mentoring Program

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

#### OPDIV Videocasting and Podcasts

Watch OPDIV Conferences and Seminars that are recorded live and then archived within:

* The HHS Learning Portal
* The Leadership Development Channel

### Free Classes and Lectures

#### Excel is Fun

YouTube has over 1600 instructional videos about [Microsoft Excel](http://www.youtube.com/user/ExcelIsFun) (<http://www.youtube.com/user/ExcelIsFun>). There are playlists dealing with Excel basics, pivot tables, finance and statistical functions, and much more.

#### Leadership Resources

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

<http://people-equation.com/25-free-leadership-resources/>

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

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

#### Open Courseware Consortium

**The** [Open CourseWare Consortium](http://www.ocwconsortium.org/) (<http://www.ocwconsortium.org/>) **is a worldwide collaboration of higher education institutions and associated organizations creating a broad and deep body of open educational content using a shared model. You can search for courses based on keywords, language, and source, or visit university homepages to find more courses.**

#### TED

[TED](http://www.ted.com/talks) (<http://www.ted.com/talks>) **is a clearinghouse that offers free knowledge and inspiration from the world's most inspired and articulate thinkers. The site houses free lectures by scientists, physicians, philosophers, professors and more. Topics include: Science, Technology, Business, Design and Global Issues.**

#### OPDIV Acquisition Management Training Resource Center

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

### Language Development

#### American Sign Language Online

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

#### Free Language Lessons

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

### Free Books

#### Books 24x7

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

#### Learn Out Loud

[Learn Out Loud](http://www.learnoutloud.com/Free-Audio-Video) (<http://www.learnoutloud.com/Free-Audio-Video> offers a wide selection of free audio books, lectures, speeches, and interviews on different subjects.

#### PubMed

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

#### The National Library of Medicine

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

#### Your Public Library

### Free Conferences and Seminars

#### DDM Seminar Series

The [DDM](http://www.ddmseries.od.nih.gov/) (<http://www.ddmseries.od.nih.gov/>) Seminar Series offers the NIH community engaging presentations that provide meaningful insights into leadership and management concepts, challenges, and solutions. The seminars provide NIH employees with the opportunity to advance their knowledge of best practices in a variety of leadership and management areas.

#### Management Seminar Series

The Management Seminar Series ([MSS](http://trainingcenter.nih.gov/management_seminar_series.html)) <http://trainingcenter.nih.gov/management_seminar_series.html>

provides an opportunity for administrative and scientific staff to obtain or enhance management skills through discussions and presentations addressing core management issues and NIH-related matters.