



U.S. Department of Health and Human Services
OFFICE OF INSPECTOR GENERAL
Office of Evaluation and Inspections

Career Development

Core Competencies



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Prepared by the OEI Career Development Steering Committee

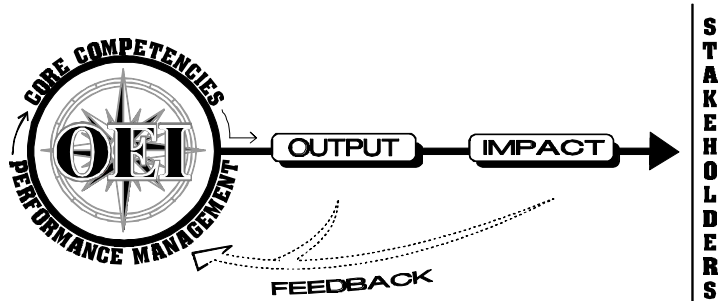
INTRODUCTION

Core competencies are skills OEI employees should strive to master. These competencies are divided into seven broad areas – communication, research, analysis, program knowledge, leadership and support, OEI procedures, and computer skills. Within each area, competency standards were identified by workgroups representing the varied types of employees within OEI (e.g., team leaders, program specialists, managers).

Linkage with Performance Management

The central goal of performance management is to improve employee skills and application of those skills in order to optimize the impact of our work. This graphic illustrates how employee skills, represented by core competencies, leads to outputs (e.g., inspection reports) that then have impact on stakeholders in the Department and elsewhere.

Figure 1: **The Road to Impact**



Along the way, opportunities exist for feedback to and through the performance management system. Feedback from stakeholders and observations made by managers helps provide input utilized by managers to inform employees about how well they are doing and areas for improvement. Core competencies provide a general structure to facilitate this feedback.

Core Competencies -- A Flexible Tool

Core competencies are tools both managers and employees can use; however, the application of these tools are contingent on discretion. While most employees should strive to master every competency, managers always have the discretion to emphasize certain areas over others. To benefit the organization, it may be necessary that some employees specialize in certain skills in order to best meet the needs of the office.

Three core competency tools are available. Of these, managers and employees can utilize the tool or tools that they deem most effective. These tools are:

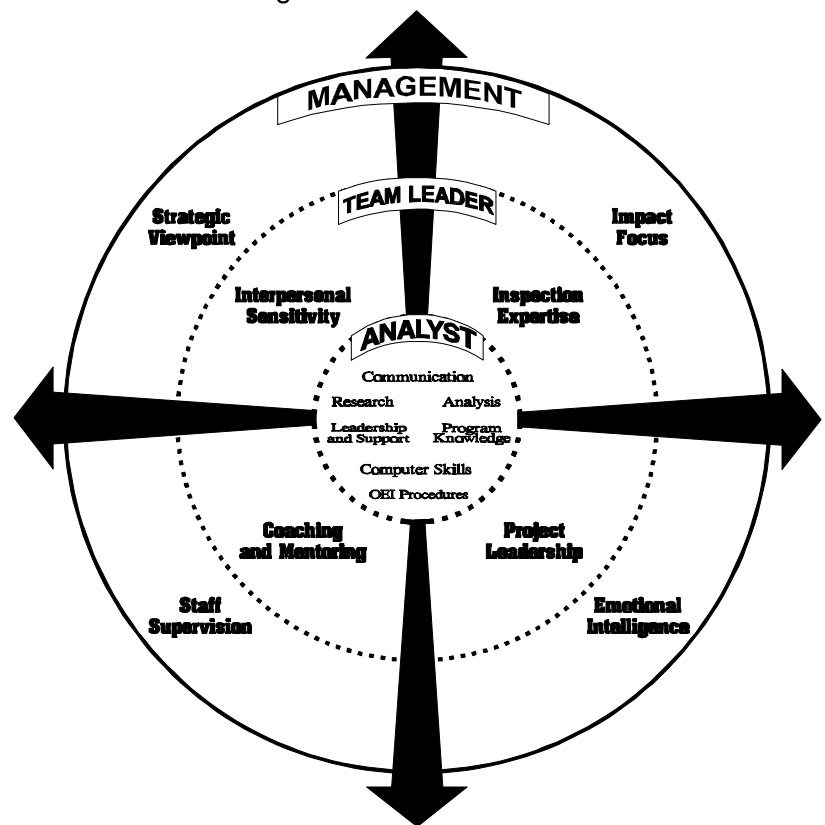
- 1) table (matrix) of core competencies,
- 2) standards for core competencies, and
- 3) goal statements describing what constitutes optimal performance.

Core Competencies and Career Growth

Career growth should be an ongoing activity. As employees expand their job responsibilities, new skills or increased emphasis on certain competencies occurs. As an illustration, the Circle of Skills shows that a team leader is a senior analyst who has not only mastered the core competencies of the analyst, but also is developing and emphasizing the areas of project leadership, coaching and mentoring, interpersonal sensitivity, and inspection expertise.

Notice the arrows that extend from the innermost circle. The arrows illustrate that career growth never ends, even for managers. The permeable lines emphasize that employees at any level may move beyond their own circle. For example, an analyst may develop skills at coaching and mentoring even though they have yet to be promoted to a team leader position.

Figure 2: Circle of Skills



Core Competencies and Training

As areas for improvement are identified, managers and employees should consider individual or group training opportunities. To assist in identifying these opportunities, a complementary document is available listing training for each core competency. Additionally, on a selective basis, the organization will sponsor national training on certain skill areas.

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TABLE OF CORE COMPETENCIES

CORE COMPETENCIES			PROGRAM ANALYST (grade 7-12)	TEAM LEADER (Grade 13)	PROGRAM SPECIALIST	TSS	ADMIN	MANAGER
Communication	Writing & Editing		X	X	X	X	X	X <i>large X indicates a broad working knowledge</i>
	Oral Presentation		X	X	X	X	X	
	Interpersonal	<i>Team</i>	X	X	X	X	X	
		<i>Internal</i>	X	X	X	X	X	
		<i>External</i>	X	X	X	X	X	
	Negotiation	<i>Internal</i>	X	X	X	X	X	
<i>External</i>		X	X	X	X	X		
Research	Workplanning and Issue Identification		X	X	X	X	X	
	Study Design	<i>Method Selection</i>	X	X	X	X		
		<i>Sampling</i>	X	X	X	X		
	Data Collection	<i>Questionnaire Design</i>	X	X	X	X		
		<i>Interviewing</i>	X	X	X	X		
		<i>Documentation and File Review</i>	X	X	X	X		
<i>Case Studies</i>		X	X	X	X			
Analysis	Quantitative		X	X	X	X	X	X
	Qualitative		X	X	X	X	X	
	Synthesis		X	X	X	X	X	
Program Knowledge	HHS/Government Environment		X	X	X	X	X	X
	Medicare		X	X	X			
	Medicaid		X	X	X			
	Public Health		X	X	X			
	Administration for Children and Families		X	X	X			
	Administration on Aging		X	X	X			
Leadership and Support	Project Management			X	X		X	X
	Managing for Impact							X
	Staff Development							X
	Representation							X
	Promoting Positive Environment							X
	Strategic Decision Making							X
	Office Administration						X	X
OEI Procedures	Manual and Workpapers		X	X	X	X	X	X
	Ethics		X	X	X	X	X	
Computer Skills	Word Processing		X	X	X	X	X	X
	Database and Spreadsheet		X	X	X	X	X	
	Graphics		X	X	X	X		
	Administrative Systems						X	
	Internet Research		X	X	X	X		

**STANDARDS FOR CORE
COMPETENCIES**

Regional Program Analyst
GS7-12

COMMUNICATION

Writing and Editing

GS-7

- ▶ Writes accurately and begins to develop an OEI style using the GPO style manual and Write-to-the-Point techniques.
- ▶ Conceptualizes and conveys relevant information in an objective manner, with moderate guidance.
- ▶ Writes memos and internal documents and contributes to writing designs and inspection reports, with moderate guidance.
- ▶ Reviews documents for content and style.

GS-9

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ Conceptualizes and conveys relevant information in an objective manner, with some guidance.
- ▶ Writes memos, internal documents, and portions of designs and inspection reports with some guidance.
- ▶ Reviews documents for content and style.

GS-11

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ Conceptualizes and conveys relevant and increasingly complex information in an objective manner, with minimal guidance.
- ▶ Writes memos, internal documents, and portions of designs and inspection reports, with minimal guidance.
- ▶ Reviews documents for content and style and to ensure the above standards are met.

GS-12

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ Conceptualizes and conveys relevant and complex information in an objective manner, independently.

- ▶ Writes memos, internal documents, and significant sections of designs and inspection reports, independently.
- ▶ Reviews documents for content and style and to ensure the above standards are met.

Oral Presentation

GS-7

- ▶ Assists with formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with significant guidance.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses basic questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

GS-9

- ▶ Assists with formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with moderate guidance.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses basic questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

GS-11

- ▶ Assists with and/or conducts formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences, with some guidance.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

GS-12

- ▶ Conducts with minimal guidance formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes supporting information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Interpersonal Skills

GS-7

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the regional office and OEI.
- ▶ Develops effective relationships within a team and office.

GS-9

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the regional office, OEI, and the Department.
- ▶ Develops effective relationships within a team, office, and OEI.

GS-11

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the regional office, OEI, the Department, and outside organizations.
- ▶ Develops effective relationships within a team, office, OEI, the Department, and other outside organizations.

GS-12

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the regional office, OEI, the Department, and outside organizations.
- ▶ Develops effective relationships within a team, office, OEI, the Department, and other outside organizations.

Negotiation

GS-7

- ▶ Learns how to negotiate by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Negotiates within the region, such as during staff and team meetings, with moderate guidance.

GS-9

- ▶ Negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Negotiates within the region, such as during staff and team and meetings, with minimal guidance.
- ▶ Negotiates within OEI, such as during review team meetings and workgroups, with moderate guidance.

GS-11

- ▶ Skillfully negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Negotiates within the region, such as during staff and team and meetings, and within OEI, such as during review team meetings and workgroups, with minimal guidance.
- ▶ Negotiates outside OEI on issues related to inspections, such as data requests and procedural items, with moderate guidance.

GS-12

- ▶ Skillfully negotiates in increasingly complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Negotiates within the region, such as during staff and team meetings, and within OEI, such as during review team meetings and workgroups, independently.
- ▶ Negotiates in complex situations outside OEI on issues related to inspections, such as data requests and procedural items, with minimal guidance.

RESEARCH

Workplanning and Issue Identification

GS-7

- ▶ Identifies issues that may lead to workplanning items while attending conferences or meetings with other agencies, with significant guidance.
- ▶ Researches relevant issues and subjects of interest for potential workplanning items, with moderate guidance.

GS-9

- ▶ Identifies issues that may lead to workplanning items while attending conferences or meetings with other agencies, with moderate guidance.
- ▶ Researches relevant issues and subjects of interest for potential workplanning items, with some guidance.
- ▶ May participate in OEI workplanning workgroups.

GS-11

- ▶ Identifies issues that may lead to workplanning items while attending conferences or meetings with other agencies, with minimal guidance.
- ▶ Researches relevant issues and subjects of interest for potential workplanning items, with minimal guidance.
- ▶ May participate in OEI workplanning workgroups

GS-12

- ▶ Identifies issues that may lead to workplanning items while attending conferences or meetings, independently.
- ▶ Researches relevant issues and subjects of interest for potential workplanning items, independently.
- ▶ May participate in OEI workplanning workgroups.

Study Design

GS-7

- ▶ Assists in the development of a well-focused design that includes a complete background, identifies and addresses salient issues, and identifies potential impact, with significant guidance.
- ▶ Learns about various methodologies, (such as mail and telephone surveys, record reviews, focus groups, and case studies) and their applications in an OEI inspection.
- ▶ Learns about various sampling techniques (such as random, stratified, and purposive) and their applications.

GS-9

- ▶ Participates in the development of a well-focused design that includes a complete background, identifies and addresses salient issues, and identifies potential impact, with moderate guidance.
- ▶ Has a basic understanding of various methodologies (such as mail and telephone surveys, record reviews, focus groups, and case studies) and their applications in an OEI inspection.
- ▶ Contributes to the development of the most efficient and effective methodology for the design, with moderate guidance.
- ▶ Has a basic understanding of various sampling techniques (such as random, stratified, and purposive) and their applications.
- ▶ Contributes to the development of the most accurate sampling technique for the methodology, with moderate guidance.

GS-11

- ▶ Participates in the development of a well-focused design that includes a complete background, addresses salient issues, and identifies potential impact, with minimal guidance.
- ▶ Has an understanding of various methodologies (such as mail and telephone surveys, record reviews, focus groups, and case studies) and their applications in an OEI inspection.
- ▶ Contributes to the development of the most efficient and effective methodology for the design, with minimal guidance.
- ▶ Has an understanding of various sampling techniques (such as random, stratified, and purposive) and their applications.
- ▶ Contributes to the development of the most accurate sampling technique for the methodology, with minimal guidance.

GS-12

- ▶ Develops a well-focused design that includes a complete background, addresses salient issues, and identifies potential impact, with some independence.
- ▶ Has a good understanding of various methodologies (such as mail and telephone surveys, record reviews, focus groups, and case studies) and their applications in an OEI inspection.
- ▶ Contributes to the development of the most efficient and effective methodology for the design, with some independence.
- ▶ Has a good understanding of various sampling techniques (such as random, stratified, and purposive) and their applications.
- ▶ Contributes to the development of the most accurate sampling technique for the methodology, with some independence.

Data Collection

GS-7

- ▶ Collects reliable, valid, and accurate information in an objective way.
- ▶ Learns about basic questionnaire design, including formatting, wording, question order, and response categories.
- ▶ Assists in the development of questionnaires and other review instruments that will address issues identified in the design, with significant guidance.
- ▶ Learns effective interviewing skills, such as following questions, probing, remaining neutral, and getting the essential information.
- ▶ Conducts both telephone and in-person interviews, with some guidance.
- ▶ Learns how to use program data and documents, such as the HCFA OSCAR and BESS files and beneficiary billing histories.
- ▶ Learns how to design and conduct case studies.

GS-9

- ▶ Collects reliable, valid, and accurate information in an objective way.
- ▶ Has a basic understanding of questionnaire design, including formatting, wording, question order, and response categories.
- ▶ Assists in the development of questionnaires and other review instruments that will address issues identified in the design, with moderate guidance.
- ▶ Understands effective interviewing skills, such as following questions, probing, remaining neutral, and getting the essential information.
- ▶ Conducts both telephone and in person interviews, with minimal guidance.
- ▶ Uses program data and documents with some guidance, such as the HCFA OSCAR and BESS files and beneficiary billing histories.
- ▶ Learns how to design and conduct case studies.

GS-11

- ▶ Collects reliable, valid, and accurate information in an objective way.
- ▶ Has a good understanding of questionnaire design, including formatting, wording, question order, and response categories.
- ▶ Develops questionnaires and other review instruments that will address issues identified in the design, with minimal guidance.
- ▶ Understands effective interviewing skills, such as following questions, probing, remaining neutral, and getting the essential information.
- ▶ Conducts both telephone and in person interviews, independently.
- ▶ Uses program data and documents, such as the HCFA OSCAR and BESS files and beneficiary billing histories, independently.
- ▶ Designs and conducts case studies, with some guidance.

GS-12

- ▶ Collects reliable, valid, and accurate information in an objective way.
- ▶ Has a comprehensive understanding of basic questionnaire design, including formatting, wording, question order, and response categories.
- ▶ Develops questionnaires and other review instruments that will address issues identified in the design, independently.
- ▶ Understands effective interviewing skills, such as following questions, probing, remaining neutral, and getting the essential information.
- ▶ Conducts both telephone and in person interviews, independently.
- ▶ Uses program data and documents, such as the HCFA OSCAR and BESS files and beneficiary billing histories., independently.
- ▶ Designs and conducts case studies, with minimal guidance.

ANALYSIS

Quantitative Analysis

GS-7

- ▶ Works on preparing data for analysis, such as checking data entry and testing for data accuracy, with moderate guidance.
- ▶ Learns to use an analysis plan to ensure the data analysis addresses inspection issues.
- ▶ Learns the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- ▶ Learns the skills necessary to use various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), and statistical packages (such as SAS and SUDAAN).

GS-9

- ▶ Works on preparing data for analysis, such as checking data entry and testing for data accuracy, with minimal guidance.
- ▶ Uses an analysis plan to ensure the data analysis addresses inspection issues, with some guidance.
- ▶ Has a basic understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- ▶ Applies with some guidance the skills necessary to use various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), and statistical packages (such as SAS and SUDAAN).

GS-11

- ▶ Works on preparing data for analysis, such as checking data entry and testing for data accuracy, independently.
- ▶ Uses an analysis plan to ensure the data analysis addresses inspection issues, with minimal guidance.
- ▶ Has a good understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- ▶ Applies the skills necessary to use various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), and statistical packages (such as SAS and SUDAAN).

GS-12

- ▶ Works on preparing data for analysis, such as checking data entry and testing for data accuracy, independently.
- ▶ Uses an analysis plan to ensure the data analysis addresses inspection issues, independently.
- ▶ Has a comprehensive understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- ▶ Learns about innovative and creative techniques and applies as appropriate.
- ▶ Applies the skills necessary to use various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), and statistical packages (such as SAS and SUDAAN).

Qualitative Analysis

GS-7

- ▶ Learns the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with significant guidance.
- ▶ Learns the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- ▶ Learns the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- ▶ Learns the uses of quantitative techniques, such as frequencies and cross tabulations, that can also be applied to qualitative data. Uses various software packages available for these methods, including databases, spreadsheets, and statistical packages.

GS-9

- ▶ Has basic knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with some guidance.
- ▶ Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- ▶ Has a basic understanding of the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- ▶ Applies quantitative techniques, such as frequencies and cross tabulations, that can also be applied to qualitative data, with some guidance. Uses various software packages available for these methods, including databases, spreadsheets, and statistical packages.

GS-11

- ▶ Has good knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings, with minimal guidance.
- ▶ Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- ▶ Has mastered the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- ▶ Applies quantitative techniques, such as frequencies and cross tabulations, that can also be applied to qualitative data, with minimal guidance. Uses various software packages available for these methods, including databases, spreadsheets, and statistical packages.

GS-12

- ▶ Has good knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings as well as develop recommendations through critical analysis of such findings.
- ▶ Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- ▶ Has mastered the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- ▶ Applies quantitative techniques, such as frequencies and cross tabulations, that can also be applied to qualitative data, independently. Uses various software packages available for these methods, including databases, spreadsheets, and statistical packages.

Synthesis

GS-7

- ▶ Conceptualizes ideas and issues during the inspection process, with significant guidance.
- ▶ Uses critical thinking to assist in the formulation of findings based on the results of both qualitative and quantitative data, with significant guidance.

GS-9

- ▶ Conceptualizes ideas and issues during the inspection process, with moderate guidance.
- ▶ Uses critical thinking to participate in the formulation of findings based on the results of both qualitative and quantitative data, with moderate guidance.

GS-11

- ▶ Conceptualizes ideas and issues during the inspection process, with some independence.
- ▶ Uses critical thinking to formulate findings based on the results of both qualitative and quantitative data, and the broader context of inspection issues, with some independence.

GS-12

- ▶ Conceptualizes ideas and issues during the inspection process, independently.
- ▶ Uses critical thinking to formulate findings based on the results of both qualitative and quantitative data, the broader context of inspection issues, and the political and programmatic environment, independently.

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

GS-7

- ▶ Has a basic knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the Department.
- ▶ Has a basic knowledge of the Department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, ACF, and AoA) and the distinctions between them.
- ▶ Has a basic understanding of governmental relationships and the legislative process.
- ▶ Has a basic knowledge of the Department's budget.

GS-9

- ▶ Has a detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the Department.
- ▶ Has a detailed understanding of the Department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, ACF, and AoA) and the distinctions between them, while starting to develop an expertise in one program area.
- ▶ Has a good knowledge and understanding of governmental relationships and the legislative process.
- ▶ Has a basic knowledge of the Department's budget.

GS-11

- ▶ Has a detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the Department.
- ▶ Has a detailed understanding of the Department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, ACF, and AOA) and the distinctions between them, while starting to develop an expertise in one program area.
- ▶ Has a good knowledge and understanding of governmental relationships and legislative processes.
- ▶ Has a basic knowledge of the Department's budget and familiarity with major program budgets.

GS-12

- ▶ Has a detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the Department.
- ▶ Has a detailed understanding of the Department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, ACF, and AoA) and the distinctions between them, with a particular expertise in one or more program areas.
- ▶ Has a detailed knowledge and understanding of governmental relationships and legislative processes.
- ▶ Has a good knowledge of the Department's budget, familiarity with major program budgets, and good knowledge of inspection topic budgets.

Medicare

GS-7

- ▶ Has a basic understanding of Medicare, including its major components and overall structure (such as the differences between Part A, B, and C).
- ▶ Has a basic understanding of major trends and issues affecting the Medicare program.
- ▶ Has a basic understanding of the laws and regulations that impact the operation of the Medicare program.

GS-9

- ▶ Has a general understanding of Medicare, including its major components and overall structure (such as the differences between Part A, B, and C).
- ▶ Has a basic understanding of major trends and issues affecting the Medicare program.
- ▶ Has a basic understanding of the laws and regulations that impact the operation of the Medicare program.

GS-11

- ▶ Has a general understanding of Medicare, including its major components and overall structure (such as the differences between Part A, B, and C).
- ▶ Has a general understanding of the major trends and issues affecting the Medicare program.
- ▶ Has a general understanding of the major laws, regulations, policies, and procedures governing the Medicare program.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicare program.

GS-12

- ▶ Has a good understanding of Medicare, its major components and overall structure (such as the differences between Part A, B, and C).
- ▶ Has a general understanding of the major trends and issues affecting the Medicare program with advanced knowledge in some areas.
- ▶ Has a general understanding of the major laws, regulations, policies, and procedures governing the Medicare program.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicare program.

Medicaid

GS-7

- ▶ Has a basic understanding of the Medicaid program and its organization.

GS-9

- ▶ Has a general understanding of the Medicaid program and its organization, funding structure, and mandatory services.

GS-11

- ▶ Has a general understanding of the Medicaid program, its organization, funding structure, and mandatory and optional services.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicaid program.

GS-12

- ▶ Has a general understanding of the Medicaid program, its organization, funding structure, and mandatory and optional services.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicaid program.

Public Health

GS-7

- ▶ Has a basic understanding of Public Health agencies, such as the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the Center for Disease Control and Prevention (CDC), the Health Resources and Services Administration (HRSA), the Indian Health Service (IHS) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and their missions.

GS-9

- ▶ Has a general understanding of Public Health agencies, such as the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the Center for Disease Control and Prevention (CDC), the Health Resources and Services Administration (HRSA), the Indian Health Service (IHS) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and their missions.
- ▶ Has a basic understanding of how the agencies and their various programs operate.

GS-11

- ▶ Has a general understanding of Public Health agencies, such as the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the Center for Disease Control and Prevention (CDC), the Health Resources and Services Administration (HRSA), the Indian Health Service (IHS) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and their missions.
- ▶ Has a general understanding of how the agencies and their various programs operate.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more public health programs.

GS-12

- ▶ Has a general understanding of Public Health agencies, such as the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the Center for Disease Control and Prevention (CDC), the Health Resources and Services Administration (HRSA), the Indian Health Service (IHS) and the Substance Abuse and Mental Health Services Administration (SAMHSA), and their missions.
- ▶ Has a general understanding of how the agencies and their various programs operate.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more public health programs.

Administration for Children and Families (ACF)

GS-7

- ▶ Has a basic understanding of ACF programs, including Child Support Enforcement (CSE), Head Start, and Temporary Assistance to Needy Families (TANF), and their missions.

GS-9

- ▶ Has a general understanding of ACF programs, including Child Support Enforcement (CSE), Head Start, and Temporary Assistance to Needy Families (TANF), and their missions.
- ▶ Has a basic understanding of how the programs are implemented and their available resources (such as grants, direct services, or vouchers).

GS-11

- ▶ Has a general understanding of ACF programs, including Child Support Enforcement (CSE), Head Start, and Temporary Assistance to Needy Families (TANF), and their missions.
- ▶ Has a basic understanding of how the programs are implemented and their available resources (such as grants, direct services, or vouchers).
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more ACF programs.

GS-12

- ▶ Has a general understanding of ACF programs, including Child Support Enforcement (CSE), Head Start, and Temporary Assistance to Needy Families (TANF), and their missions.
- ▶ Has a general understanding of how the programs are implemented and their available resources (such as grants, direct services, or vouchers).
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more ACF programs.

Administration on Aging (AoA)

GS-7

- ▶ Has a basic understanding of AoA programs and their missions.

GS-9

- ▶ Has a general understanding of AoA programs and their missions.
- ▶ **Has a basic knowledge of the Older American's Act.**

GS-11

- ▶ Has general understanding of AoA programs and their missions.
- ▶ Has general understanding of the Older American's Act.
- ▶ Has a basic knowledge of Aging network services and how they are implemented.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more AoA programs.

GS-12

- ▶ Has a general understanding of AoA programs and their missions.
- ▶ Has general understanding of the Older American's Act.
- ▶ Has general understanding of Aging network services and how they are implemented.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more AoA programs.

OEI PROCEDURES

Manuals and Workpapers

GS-7

- ▶ Has a basic knowledge of OEI administrative procedures (such as travel orders, annual and sick leave, and performance reviews) and where to find them.
- ▶ Has a basic knowledge of OEI inspection procedures (such as report formatting, review team protocol, and impact documentation) and where to find them.
- ▶ Has a basic understanding of OIG policies, including the Freedom Of Information Act and the privacy act.
- ▶ Maintains workpapers in accordance with OEI procedures.

GS-9

- ▶ Understands and follows OEI administrative procedures (such as the travel orders, annual and sick leave, and performance reviews) and where to find them.
- ▶ Understands and follows OEI inspection procedures (such as report formatting, review team protocol, and impact documentation) and where to find them.
- ▶ Understands and follows OIG policies, including the Freedom Of Information Act and the privacy act.
- ▶ Maintains workpapers in accordance with OEI procedures.

GS-11

- ▶ Understands and follows OEI administrative procedures (such as travel orders, annual and sick leave, and performance reviews) and where to find them.
- ▶ Understands and follows OEI inspection procedures (such as report formatting, review team protocol, and impact documentation) and where to find them.
- ▶ Understands and follows OIG policies, including the Freedom Of Information Act and the privacy act.
- ▶ Maintains workpapers in accordance with OEI procedures.

GS-12

- ▶ Understands and follows OEI administrative procedures (such as the travel orders, annual and sick leave) and where to find them..
- ▶ Understands and follows OEI inspection procedures (such as report formatting, review team protocol, and impact documentation) and where to find them.
- ▶ Understands and follows OIG policies, including the Freedom Of Information Act and the privacy act.
- ▶ Maintains workpapers in accordance with OEI procedures.

Ethics

GS-7

- ▶ Has an understanding of the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-9

- ▶ Has an understanding of the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-11

- ▶ Has an understanding of the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-12

- ▶ Has an understanding of the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

GS-7

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

GS-9

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

GS-11

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

GS-12

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

Database and Spreadsheets

GS-7

- ▶ Learns to use database and spreadsheet programs.
- ▶ Learns to manipulate and analyze data, such as comparing and sorting data and calculating percentages and rates of change.

GS-9

- ▶ Uses database and spreadsheet programs, with minimal guidance.
- ▶ Manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change, with minimal guidance.

GS-11

- ▶ Uses database and spreadsheet programs.
- ▶ Manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

GS-12

- ▶ Uses database and spreadsheet programs.
- ▶ Manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

Graphics

GS-7

- ▶ Learns to use graphics packages to prepare presentations and graphics for reports.

GS-9

- ▶ Uses graphics packages to prepare presentations and graphics for reports, with minimal guidance.

GS-11

- ▶ Uses graphics packages to prepare presentations and graphics for reports.

GS-12

- ▶ Uses graphics packages to prepare presentations and graphics for reports.

Internet Research

GS-7

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engines.

GS-9

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engines.

GS-11

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engines.

GS-12

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engines.

Team Leader

COMMUNICATION

Writing and Editing

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ Conceptualizes and conveys relevant and complex information in an objective manner.
- ▶ Writes memos, internal documents, designs, and inspection reports.
- ▶ Reviews documents for content and style to ensure the OEI style and standards are met.
- ▶ Reviews and edits team members' documents for content and style and ensures the above standards are met.
- ▶ Provides guidance and assists team members in developing writing and editing skills.
- ▶ Ensures that documents are written in a manner that maximizes the impact of OEI products.

Oral Presentation

- ▶ Conducts formal presentations such as briefings, exit and entrance conferences, review team meetings, and professional conferences.
- ▶ Articulates complex subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes supporting information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.
- ▶ Effectively presents information in a short time frame.
- ▶ Provides guidance and ensures the quality of the team's oral presentations.

Interpersonal Skills

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the regional office, OEI, the Department, and outside organizations.
- ▶ Promotes and develops effective relationships within a team, office, OEI, the Department, and other outside organizations.
- ▶ Attempts to resolve interpersonal conflicts within a team and informs managers as appropriate.
- ▶ Provides guidance to team members with regard to the development of interpersonal skills.

Negotiation

- ▶ Skillfully negotiates in complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Negotiates within the region, such as during staff and team meetings, and within OEI, such as during review team meetings and workgroups.
- ▶ Negotiates in complex situations outside OEI on inspection and agency related issues.
- ▶ Provides effective guidance to team members who will be negotiating on behalf of the team.

RESEARCH

Workplanning and Issue Identification

- ▶ Identifies and assists team in identifying potential issues for the workplan. Suggests ways of identifying issues during the inspection process, while attending conferences or conducting meetings with other agencies.
- ▶ Researches relevant issues as potential workplanning items.
- ▶ May participate in OEI workplanning groups and/or write potential workplan items.

Study Design

- ▶ Develops a well-focused design that includes a complete background, addresses salient issues, and identifies potential impact.
- ▶ Has a good understanding of various methodologies (such as mail and telephone surveys, record reviews, focus groups, and case studies) and their applications in an OEI inspection.
- ▶ Ensures the development of the most efficient and effective methodology for the design.
- ▶ Has a good understanding of various sampling techniques (such as random, stratified, and purposive) and their applications.
- ▶ Provides guidance and ensures the quality of the team's study designs.

Data Collection

- ▶ Ensures the collection of reliable, valid, and accurate information in an objective way.
- ▶ Has a comprehensive understanding of questionnaire design.
- ▶ Develops questionnaires and other review instruments that will address issues identified in the design.
- ▶ Employs effective interviewing skills.
- ▶ Conducts both telephone and in person interviews.
- ▶ Uses program data and documents, such as the HCFA's OSCAR and BESS files and beneficiary billing histories.
- ▶ Designs and conducts case studies.
- ▶ Provides guidance and ensures the quality of data collected by the team.

ANALYSIS

Quantitative Analysis

- ▶ Has a good understanding of the uses and limits of various methods available for quantitative analysis, including frequencies, cross tabulations, and statistical testing (such as correlation and significance testing.)
- ▶ Applies the skills necessary to use various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), and statistical packages (such as SAS and SUDAAN).
- ▶ Independently works on preparing data for analysis, such as checking data entry and testing for data accuracy.
- ▶ Independently uses an analysis plan to ensure the data analysis addresses inspection issues.
- ▶ Has a comprehensive understanding of the uses and limits of various methods available for quantitative analysis.
- ▶ Learns about innovative and creative techniques and applies as appropriate.
- ▶ Uses various computer software packages available for quantitative analysis, including databases (such as Access), spreadsheets (such as EXCEL and Quattro Pro), or statistical packages (such as SAS).
- ▶ Provides guidance and ensures the quality and accuracy of the team's quantitative analysis.

Qualitative Analysis

- ▶ Has good knowledge of the various methods available to analyze qualitative data (as obtained from case studies, focus groups, and direct observation), such as flow charts and matrices. Appropriately uses qualitative analysis to provide context and perspective to quantitative findings.
- ▶ Understands the role the evaluator plays in qualitative evaluations and takes this into account in assuring consistency and reliability of data analysis.
- ▶ Has mastered the skills necessary for coding qualitative data, including when and how to code, and how to incorporate coding into analysis.
- ▶ Has mastered the skills necessary to effectively utilize SUDAAN.
- ▶ Applies quantitative techniques, such as frequencies and cross tabulations, that can also be applied to qualitative data. Uses various software packages available for these methods, including databases, spreadsheets, and statistical packages.
- ▶ Provides guidance and ensures the quality and accuracy of the team's qualitative analysis.

Synthesis

- ▶ Conceptualizes ideas and issues during the inspection process.
- ▶ Uses critical thinking to formulate findings and recommendations based on the results of qualitative and quantitative data, the broader context of inspection issues, and the political and programmatic environment. Assists team members to develop these skills.
- ▶ Ensures findings and recommendations are objective and supported by qualitative and quantitative data that address the study issues.
- ▶ Considers the impact of inspections in formulating findings and recommendations.

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

- ▶ Has a detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the Department.
- ▶ Has a detailed understanding of the Department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, ACF, and AoA) and the distinctions between them, with a particular expertise in one or more program areas.
- ▶ Has detailed knowledge and understanding of governmental relationships and legislative processes.
- ▶ Stays up-to-date on trends and issues affecting program areas relevant to their studies and shares this knowledge with team members and managers as appropriate.
- ▶ Has a detailed working knowledge of the Department's budget, including major program budgets, and detailed knowledge of inspection topic budgets.

Medicare

- ▶ Has a solid understanding of Medicare, its major components and overall structure (such as the different features of Parts A, B, and C).
- ▶ Has a good understanding of the major trends and issues affecting the Medicare program, with advanced knowledge in some areas.
- ▶ Has a general understanding of the major laws, regulations, policies, and procedures governing the Medicare program.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicare program.

Medicaid

- ▶ Has a solid understanding of the Medicaid program, its organization, funding structure, and mandatory and optional services.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicaid program.

Public Health

- ▶ Has a general understanding of Public Health agencies, such as the Food and Drug Administration(FDA), the National Institutes of Health(NIH), the Center for Disease Control and Prevention(CDC), the Health Resources and Services Administration(HRSA), the Indian Health Service(IHS) and the Substance Abuse and Mental Health Services Administration(SAMHSA), and their missions.
- ▶ Has a general understanding of how the agencies and their various programs operate. As warranted by inspection assignments, develops detailed knowledge of one or more public health programs.

Administration for Children and Families (ACF)

- ▶ Has a solid understanding of ACF programs, including Child Support Enforcement (CSE), Head Start, and Temporary Assistance to Needy Families(TANF), and their missions.
- ▶ Has a good understanding of how the programs are implemented and their available resources, such as grants, direct services or collection mechanisms.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more ACF programs.

Administration on Aging (AoA)

- ▶ Has a general understanding of AoA programs and their missions.
- ▶ Has general understanding of the Older American's Act.
- ▶ Has general understanding of Aging network services and how they are implemented.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more AoA programs.

LEADERSHIP AND SUPPORT

Project Management

- ▶ Responsible for developing study design in detail, including fine-tuning inspection objectives and framing the study in a manner that will maximize impact.
- ▶ Oversees day-to-day management of inspection including the following: development of a schedule, assigning tasks, ensuring that milestones are met on a timely basis, ensuring that project costs are within the approved budget and ensuring that inspection objectives are addressed in the report.
- ▶ Informs management of the inspection status and ensures that the Regional Inspector General and/or the Deputy Regional Inspector General is/are involved for developments that require the attention of a senior OEI member.

- ▶ Provides feedback to inspection team members throughout the inspection process.
- ▶ During and upon completion of an inspection, assesses and learns from project successes and problems.
- ▶ Coordinates multiple projects within his or her team.

OEI PROCEDURES

Manuals and Workpapers

- ▶ Has a solid understanding of, and follows, OEI administrative procedures (such as the travel orders, annual and sick leave) and knows where to find them.
- ▶ Has a solid understanding of, and follows, OEI inspection procedures (such as the President’s Council on Integrity and Efficiency Quality Standards for Inspections, report formatting, review team protocol, and impact documentation) and knows where to find them.
- ▶ Has a solid understanding of OIG policies, including the Freedom Of Information Act and the Privacy Act.
- ▶ Ensures that workpapers for team projects are completed timely and accurately.

Ethics

- ▶ Has a solid understanding of, and helps to promote, the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

Database and Spreadsheets

- ▶ Uses database and spreadsheet programs.
- ▶ Manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

Graphics

- ▶ Uses graphics packages to prepare presentations and graphics for reports.

Internet Research

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engines.

Program Specialist

COMMUNICATION

Writing and Editing

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ Conceptualizes and conveys relevant and complex information in an objective and timely manner.
- ▶ Writes memos, internal documents, testimony, and briefing papers in a rapid, timely manner.
- ▶ Reviews and edits documents for content and style and to ensure the OEI style and standards are met.
- ▶ Ensures that documents are written in context and in a manner that maximizes the impact of OEI products.

Oral Presentation

- ▶ Conducts formal presentations and/or briefings to senior OIG staff, other government officials, and non-governmental groups.
- ▶ Articulates complex subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes supporting information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.
- ▶ Effectively presents information in a short time frame.

Interpersonal Skills

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the OIG and the Department, and outside the Department.
- ▶ Promotes and maintains effective and appropriate communication with the regions and between regions and Headquarters.
- ▶ Provides relevant feedback in a professional, constructive manner.

Negotiation

- ▶ Skillfully negotiates in complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.

- ▶ Negotiates with the regional offices and within OIG and OEI at large, such as during review team meetings and workgroups.
- ▶ Negotiates in complex situations outside OEI on inspection and agency related issues.

RESEARCH

Workplanning and Issue Identification

- ▶ Identifies issues by attending conferences or conducting meetings with other agencies, associations, and others that may lead to workplanning items.
- ▶ Researches relevant issues and subjects of interest for potential work planning items.
- ▶ Writes workplan proposals.
- ▶ Leads OEI workplanning workgroups.
- ▶ Identifies and develops strategic workplan areas.
- ▶ Coordinates workplanning activities with Audit and other OIG components, as appropriate.
- ▶ Reviews, evaluates, and prioritizes work plan proposals on focus areas.

Study Design

- ▶ Has a basic knowledge and understanding of various methodologies and sampling techniques.

Data Collection

- ▶ Has a basic knowledge and understanding of data collection methods.

ANALYSIS

Quantitative Analysis

- ▶ Has a basic knowledge and understanding of quantitative analysis.

Qualitative Analysis

- ▶ Has a basic knowledge and understanding of qualitative analysis.

Synthesis

- ▶ Reviews findings and recommendations for objectivity and appropriateness as supported by data addressing inspection issues.

- ▶ Throughout the inspection process, maintains awareness of and provides critical feedback concerning inspection related issues.

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

- ▶ Has a comprehensive knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the department.
- ▶ Has a thorough understanding of the Department, its key players, and assigned programs.
- ▶ Has an in-depth knowledge and understanding of governmental relationships and legislative processes.
- ▶ Stays up-to-date on trends and issues affecting program areas relevant to their assigned programs and shares this knowledge with regions and managers as appropriate.
- ▶ Has detailed knowledge of the department's budget, including major program budgets, and detailed knowledge of inspection topic budgets.

Medicare

Health Care Branch

- ▶ As a member of the Health Care Branch, has expert understanding of Medicare, its major components and overall structure (such as different features of Parts A, B, and C).
- ▶ Has a solid understanding of the major trends and issues affecting the Medicare program, with advanced knowledge in some areas.
- ▶ Has a solid understanding of the major laws, regulations, policies and procedures governing the Medicare program.
- ▶ As warranted by inspection assignments, develops detailed knowledge of various parts of the Medicare program.
- ▶ Shares program knowledge with the regions in support of inspection work.

PHHS Branch

- ▶ As a member of the PHHS Branch, has solid understanding of Medicare, its major components and overall structure (such as the different features of Parts A, B, C).
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicare program.
- ▶ Shares program knowledge with the regions in support of inspection work.

Medicaid

Health Care Branch

- ▶ As a member of the Health Care Branch, has expert understanding of the Medicaid program, its organization, funding structure, and mandatory and optional services.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicaid program.
- ▶ Shares program knowledge with the regions in support of inspection work.

PHHS Branch

- ▶ As a member of the PHHS Branch, has solid understanding of the Medicaid program, its organization, funding structure, and mandatory and optional services.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more parts of the Medicaid program.
- ▶ Shares program knowledge with the regions in support of inspection work.

Public Health

PHHS Branch

- ▶ As a member of the PHHS Branch, has expert understanding of Public Health agencies, such as the Food and Drug Administration(FDA), the National Institutes of Health(NIH), the Center for Disease Control and Prevention(CDC), the Health Resources Services Administration(HRSA), the Indian Health Service(IHS), and the Substance Abuse and Mental Health Services Administration(SAMHSA), and their missions.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more public health programs.
- ▶ Shares program knowledge with the regions in support of inspection work.

Health Care Branch

- ▶ As a member of the Health Care Branch, has a general understanding of Public Health programs, and a solid knowledge of those public health programs that interrelate with Medicare and Medicaid.
- ▶ Shares program knowledge with the regions in support of inspection work.

Administration for Children and Families (ACF)

PHHS Branch

- ▶ As a member of the PHHS Branch, has expert understanding of the ACF programs, including Child Support Enforcement(CSE), Head Start, and Temporary Assistance to Needy Families(TANF), and their missions.
- ▶ Has a solid understanding of how the programs are implemented and their available resources, such as grants, direct services or collection mechanisms.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more ACF programs.

- ▶ Shares program knowledge with the regions in support of inspection work.

Health Care Branch

- ▶ As a member of the Health Care Branch, has a general understanding of ACF programs and a solid knowledge of those ACF programs that interrelate with Medicare and Medicaid.
- ▶ Shares program knowledge with the regions in support of inspection work.

Administration on Aging (AoA)

PHHS Branch

- ▶ As a member of the PHHS Branch, has solid understanding of AoA programs and their missions.
- ▶ As warranted by inspection assignments, develops detailed knowledge of one or more AoA programs.
- ▶ Shares program knowledge with the regions in support of inspection work.

Health Care Branch

- ▶ As a member of the Health Care Branch, has general understanding of AoA programs and a solid knowledge of AoA programs that interrelate with Medicare and Medicaid.
- ▶ Shares program knowledge with the regions in support of inspection work.

LEADERSHIP AND SUPPORT

Project Management

- ▶ Provides logistical support for inspections, such as arranging entrance and exit conferences.

OEI PROCEDURES

Manuals and Workpapers

- ▶ Understands and follows OEI administrative procedures (such as the travel orders, annual and sick leave) and knows where to find them.
- ▶ Understands and follow OEI inspection procedures (such as the President's Council on Integrity and Efficiency Quality Standards for Inspections, report formatting, review team protocol, and impact documentation) and knows where to find them.
- ▶ Understands OIG policies, including the Freedom Of Information Act, the Privacy Act, and the Paperwork Reduction Act.

Ethics

- ▶ Understands and helps to promote the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

- ▶ Uses OEI word processing programs proficiently to create and format reports and documents.

Database and Spreadsheets

- ▶ Uses graphics packages to prepare presentations and graphics for reports.

Internet Research

- ▶ Effectively uses the Internet as a research tool during the inspection process and workplanning.
- ▶ Retrieves information from the Internet such as legislation and regulations, demographic data, contact information, and industry/subject area research. Explores various available sources such as the IGSNet, Thomas, Federal Registry, GAO, Census Bureau Statistics, Publication Databases (e.g. MedLine), yellow pages and white pages, maps, newspapers, and search engine.

COMMUNICATION

Writing and Editing

- ▶ Writes accurately in a clear and concise OEI style and format.
- ▶ Conceptualizes and conveys relevant and complex information in an objective and timely manner.

Oral Presentation

- ▶ Gives formal presentations and training to OIG staff
- ▶ Articulates complex subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes supporting information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.

Interpersonal Skills

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the OIG and the Department, and outside the Department.
- ▶ Promotes and maintains effective and appropriate communication with the regions and between regions and Headquarters.

Negotiation

- ▶ Skillfully negotiates in complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Independently negotiates in situations with the regional offices and within OIG and OEI at large, such as review team meetings and workgroups.

RESEARCH

Work Planning and Issue Identification

- ▶ Manipulate and analyze data for possible areas of study.
- ▶ May lead and participate in OEI work planning workgroups.
- ▶ Generate data in support of OEI work planning workgroups.

Study Design

- ▶ Provides advice and support on ensuring the development of the most efficient and effective methodology for the design.
- ▶ *Statistical expert* has a thorough understanding of various methodologies (such as mail and telephone surveys, record reviews, focus groups and case studies) and their applications in an OEI inspection and serves as a resource to the inspection team.
- ▶ *Statistical expert* has a thorough understanding of various sampling techniques (such as random, stratified and purposive) and serves as a resource to the inspection team.
- ▶ *Data expert* provides advice and assistance to the inspection team on existing databases and the applicability and availability of those databases.

Data Collection

- ▶ Provides expert advice and support on using program data and documents, such as HCFA's OSCAR and BESS files and beneficiary billing histories.
- ▶ Provides assistance to inspection team on collecting reliable, valid and accurate information in an objective way.
- ▶ Provides guidance and support in the development of questionnaires.

ANALYSIS

Quantitative Analysis

- ▶ Provides support and guidance on data cleaning
- ▶ Has a comprehensive understanding of the uses and limits of various methods available for quantitative analysis.
- ▶ Provides guidance to help ensure the quality and accuracy of the inspection team's quantitative analysis.
- ▶ Statistical expert understands regression analysis, applies as appropriate and provides support and guidance in the use of regression analysis.

Qualitative Analysis

- ▶ Has a comprehensive understanding of the uses and limits of the various methods available for qualitative analysis, such as coding techniques, database queries, frequencies, and cross tabulations.
- ▶ Provides guidance to help ensure the quality of the team's qualitative analysis.

Synthesis

- ▶ Provides advice in conceptualizing ideas and issues during the inspection process.
- ▶ Provides assistance to help ensure that findings and recommendations are objective and supported by qualitative and quantitative data that address the study issues.

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

- ▶ Has good knowledge and understanding of the role of the OIG and its components and the OIG's relationship with the department.
- ▶ Has a good understanding of the department, its key players, and programs (i.e., Medicare, Medicaid, Public Health, Administration for Children and Families, and the Administration on Aging) and the distinctions between them with a particular expertise in one or more program areas.

OEI PROCEDURES

Manuals and Workpapers

- ▶ Understands and follows OEI administrative procedures (such as the travel orders, annual and sick leave) and knows where to find them.
- ▶ Understands and follow OEI inspection procedures (such as the President's Council on Integrity and Efficiency Quality Standards for Inspections, report formatting, review team protocol, and impact documentation) and knows where to find them.
- ▶ Understands OIG policies, including the Freedom Of Information Act, the Privacy Act, and the Paperwork Reduction Act.
- ▶ Maintains documentation supporting the computer programming and analysis used by TSS during the course of their work.

Ethics

- ▶ Understands and helps to promote the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

- ▶ Uses OEI word processing standard proficiently to create and format documents.

Database and Spreadsheets

- ▶ Has a comprehensive understanding of Quattro Pro, Access or Excel
- ▶ Has a comprehensive understanding of various statistical software programs such as SAS, SPSS or Sudaan.
- ▶ *Statistical Expert* has a comprehensive understanding when and how to apply statistical software and interpret data.
- ▶ Has a comprehensive understanding of data manipulation using mainframe or Personal Computer applications.
- ▶ *Data Expert* has a comprehensive knowledge of mainframe programming language.

Graphics

- ▶ Independently uses graphics packages to prepare presentations and graphics.

Internet Research

- ▶ Effectively uses the Internet as a research tool.
- ▶ Retrieves information from the Internet such as demographic data, contact information, industry/subject area research, Census Bureau Statistics and other information as needed.

ADMINISTRATIVE STAFF

Secretary

COMMUNICATION

Writing and Editing

GS-5

- ▶ Learn to write internal memos

GS-6

- ▶ With moderate guidance write internal letters and memos.

GS-7

- ▶ With some guidance write internal letters and memos

GS-8

- ▶ Independently write internal letters and memos

GS-9

- ▶ Independently write internal letters and memos
- ▶ Review internal documents for style.

Interpersonal Skills

GS-5

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.

GS-6

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office.

GS-7

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office and OEI.

GS-8

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office, OEI and the Department.
- ▶ Develop effective relationships within the office.

GS-9

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office, OEI, the department and outside organizations.
- ▶ Develops effective relationships within the office, OEI, the department and outside organizations.

Negotiation

GS-9

- ▶ Learn to negotiation by accurately presenting a position and seeking to listen to and understand others and responding to issue involved.
- ▶ With minimal guidance, negotiate in situations within the office, with other components and DHHS agencies (i.e. PSC).

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

GS-5

- ▶ Learn the role of the OIG and its components.
- ▶ Learn the role of the Department and its administrative programs (i.e. travel).

GS-6

- ▶ Has a basic knowledge of the role of the OIG and its components and OIG's relationship within the Department.
- ▶ Has a basic knowledge of the Department and its administrative programs (i.e. travel, timekeeping) and the distinctions between them.

GS-7

- ▶ Has a good knowledge of the role of the OIG and its components and OIG's relationship within the Department.
- ▶ Has a good knowledge of the Department and its administrative programs (i.e. travel, timekeeping) and the distinctions between them.

GS-8

- ▶ Has a detailed knowledge of the role of the OIG and its components and OIG's relationship within the Department.
- ▶ Has a detailed knowledge of the Department and its administrative programs (i.e. travel, timekeeping) and the distinctions between them.

GS-9

- ▶ Has a detailed knowledge of the role of the OIG and its components and OIG's relationship within the Department.
- ▶ Has a detailed knowledge of the Department and its administrative programs (i.e. travel, timekeeping) and the distinctions between them.
- ▶ Stays up to date on changes and share with administrative team.

OEI PROCEDURES

Manuals and Workpapers

GS-5

- ▶ Learn about the OEI administrative procedures and where to find them.

GS-6

- ▶ Has a basic knowledge of the OEI administrative procedures and where to find them.
- ▶ Has a basic knowledge of OEI inspection procedures.

GS-7

- ▶ Has an understanding of OEI and OIG administrative procedures and where to find them.
- ▶ Has an understanding of OEI inspection procedures.
- ▶ Has a basic knowledge of OIG policies.

GS-8

- ▶ Has a good understanding of OEI and OIG administrative procedures and where to find them.
- ▶ Has a good understanding of OEI inspection procedures.
- ▶ Has a good understanding of OIG policies.

GS-9

- ▶ Has a detailed understanding of OIG and HHS administrative procedures and where to find them.
- ▶ Has a detailed understanding of OEI inspection procedures and where to find them.
- ▶ Has a detailed understanding of OIG policies.

Ethics

GS-5

- ▶ Learn the Standard of Ethical conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-6

- ▶ Has an understanding of the Standard of Ethical conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-7

- ▶ Has an understanding of the Standard of Ethical conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-8

- ▶ Has an understanding of the Standard of Ethical conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-9

- ▶ Has an understanding of the Standard of Ethical conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

GS-5 to 9

- ▶ Uses Corel WordPerfect proficiently to create and format reports and documents.

Administrative Systems

GS-5

- ▶ Learn to use TMS.

GS-6

- ▶ With moderate guidance uses TMS, TAIMS and MIS.

GS-7

- ▶ With some guidance uses TMS, TAIMS, MIS and CalWin calendar.

GS-8 and 9

- ▶ Independently uses TMS, TAIMS, MIS and CalWin calendar.

ADMINISTRATIVE STAFF
Administrative Officer

COMMUNICATION

Writing and Editing

GS-7

- ▶ Writes accurately and begins to develop an OEI style using the GPO style manual and Write-to-the-Point techniques.
- ▶ With moderate guidance, conceptualizes and conveys relevant information in an objective manner.
- ▶ With moderate guidance, writes letters, memos and internal documents.

GS-9

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ With some guidance, conceptualizes and conveys relevant information in an objective manner.
- ▶ With some guidance, writes letters, memos and internal documents and procurement justifications.
- ▶ Reviews documents for content and style.

GS-11

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ With independence, conceptualizes and conveys relevant and increasingly complex information in an objective manner.
- ▶ With independence, writes letters, memos and internal documents, as well as contracts and position descriptions.
- ▶ Reviews documents for content and style and to ensure the above standards are met.

GS-12

- ▶ Writes accurately in a clear and concise OEI style.
- ▶ With independence, conceptualizes and conveys relevant and complex information in an objective manner.
- ▶ With independence, writes letters, memos and internal documents, as well as contracts, position descriptions and KSA's.
- ▶ Reviews documents for content and style and ensures the above standards are met.

GS-13

- ▶ Writes accurately in a clear and concise OEI style and format.
- ▶ Conceptualizes and conveys relevant and complex information in an objective manner.
- ▶ Writes letters, memos and internal documents, as well as, contracts, position descriptions, and KSA's.
- ▶ Reviews documents for content and style and to ensure the OEI style and standards are met.
- ▶ Provides guidance and assists administrative team members in developing writing and editing skills.

Oral Presentation

GS-7

- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses basic questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items such as hand-outs and brochures.

GS-9

- ▶ With moderate guidance, assists with formal presentations such as briefings and other professional settings.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses basic questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, hand-outs and brochures.

GS-11 and 12

- ▶ With minimal guidance, assists with formal presentations such as briefings and other professional settings.
- ▶ Articulates relevant subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs audio-visual techniques, and hand-outs.

GS-13

- ▶ Gives formal presentation such as briefings, OIG Staff Meetings, and other professional settings.
- ▶ Articulates complex subject matter in a clear and concise way.
- ▶ Poses and answers questions and contributes supporting information appropriately in formal settings.
- ▶ Effectively uses appropriate support items, including charts, graphs, audio-visual techniques, and hand-outs.
- ▶ Effectively presents information in short time frame.

Interpersonal Skills

GS-7

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office.
- ▶ Develops effective relationships within the office.

GS-9

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office and OEI.
- ▶ Develops effective relationships within the office and OEI.

GS-11 to 12

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office, OEI, the Department and outside the organization.
- ▶ Develops effective relationships within the office, OEI, the Department and other outside organization.

GS-13

- ▶ Works together in a professional manner exhibiting patience, courtesy, and respect for others and their ideas.
- ▶ Communicates effectively with others within the immediate office, OEI, the Department and outside the organization.
- ▶ Promotes and maintains effective communication within administrative team, immediate office, OEI, the Department and other outside organizations.
- ▶ Provides guidance to administrative team members with regard to the development of interpersonal skills.

Negotiation

GS-7

- ▶ Learns how to negotiate by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.

GS-9

- ▶ Negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ With minimal guidance, negotiates in situations within the office, with other components and vendors.

GS-11

- ▶ Skillfully negotiates by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ With independence, negotiates in situations within the office, and within OIG.
- ▶ With independence, negotiates in simple situations outside of the OIG, such as other DHHS agencies, other government organizations, or other outside groups.

GS-12

- ▶ Skillfully negotiates in increasingly complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Independently negotiates in situations within the office, and OIG.
- ▶ With independent guidance, negotiates in complex situations outside of OIG, such as other DHHS agencies, other government organizations, or other outside groups.

GS-13

- ▶ Skillfully negotiates in complex situations by accurately presenting a position, listening to and seeking to understand others' perspectives, and appropriately responding to the issues involved.
- ▶ Independently negotiates in situations within the office and OIG at large.
- ▶ Independently negotiates in complex situations outside of OIG, such as other DHHS agencies, other government organizations, and groups outside of the government.
- ▶ Provides effective guidance to administrative team members who will be negotiating

ANALYSIS

GS-9

- ▶ Learn how to analyze budget and accounting reports.
- ▶ Learn to evaluate procurement options.
- ▶ Learn to assess compliance with administrative requirements (personnel actions and budget reporting).

GS-11

- ▶ With moderate guidance, analyze budget and accounting reports.
- ▶ With moderate guidance, evaluate procurement options and make recommendations.
- ▶ With moderate guidance, assess compliance with administrative requirement (space management, personnel actions, budget reporting).

GS-12

- ▶ Independently analyze multiple budgets and accounting reports.
- ▶ Independently evaluate procurement options and make recommendations.
- ▶ Independently assess compliance with administrative requirements (space management, personnel actions, budget reporting).

GS-13

- ▶ Independently analyze multiple budgets and accounting reports.
- ▶ Independently evaluate procurement options and make recommendations.
- ▶ Independently assess compliance with administrative requirements (space management, personnel actions, budget reporting).
- ▶ Provide guidance to management and administrative team.

PROGRAM KNOWLEDGE

HHS Programs/Government Environment

GS-7

- ▶ Has a basic knowledge and understanding of the role of the OIG and its components and the OIG's relationship within the Department.
- ▶ Has a basic knowledge of the Department, its key players, and administrative programs (i.e., budget, accounting, procurement and personnel) and the distinction between them.

GS-9

- ▶ Has detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship within the Department.
- ▶ Has a detailed understanding of the Department, its key players, and administrative programs (i.e., budget, procurement, accounting, personnel) and the distinctions between them.

GS-11 and 12

- ▶ Has a detailed knowledge and understanding of the role of the OIG and its components and the OIG's relationship within the Department.
- ▶ Has a detailed understanding of the Department, its key players, and administrative programs (i.e., budget, procurement, accounting, personnel and space) and the distinctions between them.
- ▶ Has a detailed knowledge and understanding of governmental relationships and legislative processes.

GS-13

- ▶ Has a good knowledge and understanding of the role of the OIG and its components and the OIG's relationship within the Department.
- ▶ Has a good understanding of the Department, its key players, and programs (i.e., budget, procurement, accounting, personnel and space) and the distinctions between them.
- ▶ Has a good knowledge and understanding of governmental relationships and legislative processes.
- ▶ Stays up-to-date on trends and issues' and shares this knowledge with administrative team members and managers as appropriate.

LEADERSHIP AND SUPPORT

Project Management

GS-9

- ▶ Rarely and with guidance, undertakes special, time sensitive assignment.
- ▶ Collects data on administrative issues.
- ▶ Informs management of the project status.

GS-11

- ▶ Occasionally and independently undertakes special time, sensitive projects.
- ▶ Collects and analyzes data on administrative issues.
- ▶ Informs management of the project status and makes recommendations.

GS-12

- ▶ Independently undertakes special, time sensitive assignment.
- ▶ Collects and analyze data on administrative issues.
- ▶ Informs management of the project status and make recommendations.

GS-13

- ▶ Oversees day to day management of special projects ensuring time frames are met within the approved budget.
- ▶ Collect and analyze data on administrative issues.
- ▶ Informs management of the project status and make recommendations.

Office Administration

GS-9 to 12

- ▶ With guidance, attends meetings on supervisors behalf, deciding what position supervisor will take on certain issues when appropriate.
- ▶ When purchasing for the office, meets with various vendors before deciding which vendor to select.
- ▶ Monitors budget against under/over spending and decides whether an adjustment to operating plans is warranted or additional funds need to be requested.

GS-13

- ▶ Monitors budget against under/over spending and decides whether an adjustment to operating plans is warranted or additional funds need to be requested.
- ▶ Review requests for additional funds from OEI offices and decides whether request will be for the amount requested, a lesser amount, granted at another time or denied.
- ▶ With guidance, attends meetings on supervisors and OEI's behalf, deciding what position will be taken, when appropriate.
- ▶ Decides vendors to be used for procurements, recommending those vendors to other OEI offices.

OEI PROCEDURES

Manuals and Workpapers

GS-7

- ▶ Has a basic knowledge of OEI administrative procedures and where to find them.
- ▶ Has a basic understanding of OIG policies.

GS-9

- ▶ Has an understanding of OIG and HHS administrative procedures and where to find them.
- ▶ Has an understanding of OEI inspection procedures and where to find them.
- ▶ Has an understanding of OIG policies.

GS-11

- ▶ Has an understanding of OIG and HHS administrative procedures and where to find them.
- ▶ Has an understanding of OEI inspection procedures and where to find them.
- ▶ Has an understanding of OIG policies.

GS-12

- ▶ Has a detailed understanding OIG and HHS administrative procedures and where to find them.
- ▶ Has a detailed understanding of OEI inspection procedures and where to find them.
- ▶ Has a detailed understanding of OIG policies, Freedom of Information Act and the privacy act.

GS-13

- ▶ Has a detailed understanding OIG and HHS administrative procedures and where to find them.
- ▶ Has a detailed understanding of OEI inspection procedures and where to find them.
- ▶ Has a detailed understanding of OIG policies, Freedom of Information Act and the privacy act.

Ethics

GS-7 to 12

- ▶ Has an understanding of the Standard of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interests, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

GS-13

- ▶ Understands and helps to promote the Standards of Ethical Conduct for employees of the executive branch including policies on receiving and giving gifts, conflicting financial interest, outside employment and activities, misuse of position, impartiality in performing official duties, and related statutory authorities.

COMPUTER SKILLS

Word Processing

GS-7 to 13

- ▶ Uses Corel WordPerfect proficiently to create and format reports and documents.

Database and Spreadsheets

GS-7

- ▶ Learns to use Quattro Pro, Access or Excel.
- ▶ Learns to manipulate and analyze data, such as comparing and sorting data and calculating percentages and rates of change.

GS-9

- ▶ With minimal guidance, uses Quattro Pro, Access or Excel.
- ▶ With minimal guidance, manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

GS-11 to 13

- ▶ Independently uses Quattro Pro, Access or Excel.
- ▶ Independently manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

Administrative System

GS-7

- ▶ Learns to use WINBIMS, CORE, IMPACT, TMS, and TAIMS.
- ▶ Learns to manipulate and analyze data, such as comparing and sorting data and calculating percentages and rates of change.

GS-9

- ▶ With minimal guidance, uses WINBIMS, CORE, IMPACT, TMS, and TAIMS.
- ▶ With minimal guidance, manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

GS-11 to 13

- ▶ Independently uses WINBIMS, CORE, IMPACT, TMS, and TAIMS.
- ▶ Independently manipulates and analyzes data, such as comparing and sorting data and calculating percentages and rates of change.

Manager

COMMUNICATION

- ▶ Managers provide leadership in the area of writing & editing in addition to modeling exemplary skills in the areas of oral presentation, interpersonal communication, as well as internal and external negotiation.

RESEARCH

- ▶ Managers will have a solid understanding of the various components involved in project research, including: workplanning/issue identification, study design, and data collection. They will also provide meaningful leadership in the identification of issues and workplanning.

ANALYSIS

- ▶ Managers will understand the various aspects of qualitative and quantitative analysis and provide leadership in the synthesis of information pertinent to the issues at hand.

PROGRAM KNOWLEDGE

- ▶ Managers will have a thorough and nuanced understanding of HHS/Government Environment as well as an extensive familiarity with Medicare, Medicaid, Public Health, ACF, and AOA in order to provide effective leadership in all areas of program evaluation.

LEADERSHIP AND SUPPORT

Project Management

Managers effectively monitor the flow of an office's inspection work and products. Managers rely heavily on team leaders for this task. Project management activities include: organizing effective teams, selecting and assigning inspections, setting inspection priorities, developing and monitoring major milestones, conducting routine status meetings with team leaders, reviewing inspection products for quality and content, and providing feedback to staff.

Managing For Impact

Managers provide leadership to maximize the impact of OIG work by:

- ▶ Establishing production goals and schedules.
- ▶ Developing quality products.
- ▶ Ensuring timeliness of work products.

- ▶ Ensuring products address current, relevant issues.
- ▶ Proposing practical recommendations/solutions.
- ▶ Marketing and distributing products.

Staff Development

Managers provide leadership to ensure their offices effectively:

- ▶ Recruit and hire highly-talented staff.
- ▶ Provide opportunities for staff growth and development through work experiences (e.g. inspection assignments and committee work).
- ▶ Identify and provide training opportunities.
- ▶ Coach and mentor staff.
- ▶ Provide feedback on the full range of employee performance.
- ▶ Assess employee readiness for promotion and leadership opportunities.

Representing the Organization

Managers provide leadership in promoting the OIG/OEI mission by:

- ▶ Networking and cultivating relationships with policy makers and other stakeholders concerning OIG products and objectives.
- ▶ Inspiring and promoting organizational commitment to OIG/OEI objectives.
- ▶ Presenting OEI work in external and internal forums.

Promoting a Positive Work Environment

Managers provide leadership to promote a positive, non-threatening work environment and culture that:

- ▶ Empowers employees and is conducive to high performance.
- ▶ Fosters creative problem-solving and participative decision-making.
- ▶ Promotes open and effective interpersonal relationships where people feel secure and valued.

Strategic Decision-making

Managers take a broader, long-term view of the organization and provide leadership to:

- ▶ Perform environmental scanning and plan for future challenges and opportunities.
- ▶ Determine future work priorities.
- ▶ Allocate staff and other resources.
- ▶ Continually improve products and processes.

Office Administration

Managers provide leadership in developing and administering effective and efficient procedures for:

- ▶ Time and attendance.
- ▶ Travel management.
- ▶ Procurement.
- ▶ Budget formulation, execution, and prudent cost controls.
- ▶ Office management (e.g. space, furniture/computer/equipment maintenance, supplies, phones, mail).
- ▶ Information system reporting, updating, and management.

OEI PROCEDURES

- ▶ Managers will have a full understanding of OEI Procedures, including manuals and workpapers; managers will also model exemplary behavior in the area of ethical conduct.

COMPUTER SKILLS

- ▶ Managers will have a good understanding of various computer skills, including: Word Processing, Database and Spreadsheet, Graphics, Administrative Systems, and Internet Research.

GOAL STATEMENTS

GS-12 PROGRAM ANALYST

A top-performing GS-12 program analyst has solid evaluation skills and is able to independently work on projects with minimal guidance from a team leader. A successful GS-12 prepares for future team leadership responsibilities within the organization and develops project and team management skills.

Communication

A top-performing GS-12 skillfully conveys complex information in a variety of settings and formats. The analyst writes documents that are clear, concise, fluid, well crafted, and compelling and orally communicates in a poised and professional manner. A skillful communicator exhibits an awareness of his or her impact on others and demonstrates a sensitivity to the broader environment within which OEI aims to have an impact.

Research

A top-performing analyst skillfully conducts research that contributes to positive change in departmental programs and policies. He or she is able to identify strategic inspection topics and to design studies that appropriately consider resources, feasibility, methods, and impact. The analyst exhibits expertise in collecting data that are meaningful, useful, and provide insights into study issues.

Analysis

A top-performing analyst effectively and appropriately utilizes analytic techniques widely regarded as professional research standards; these techniques produce results that have credibility in the larger research community. To achieve this, the analyst keeps current on the latest analysis tools, including innovative techniques and appropriate software applications, and understands them with sufficient depth and complexity to accurately match the most efficient and effective analysis methods to the analytic task at hand. The analyst is capable of extracting information from the data that is meaningful and relevant to the inspection topic as well as contextual issues and policy concerns

Program Knowledge

A top-performing analyst maintains a working knowledge of all relevant DHHS program areas while pursuing in-depth knowledge of one or more of these areas. For the chosen area(s), the analyst maintains a general understanding of major trends, issues, laws, regulations, policies and procedures related to the program. A top-performing analyst also pro-actively locates information sources and maintains relationships that allows him or her to continually monitor developments relevant to their chosen area of interest.

Leadership and Support

A successful coach and mentor positively models, for other team members and office staff, the seven core competencies by demonstrating both a knowledge of content and process and effective communication skills. The analyst also develops a strong working relationship with the team, regional office, OEI, OIG, the Department, and other special interest groups and is able to effectively communicate the importance and significance of these relationships.

OEI Procedures

A top-performing analyst exhibits a solid working knowledge of OEI procedures and behaves in a manner that models a sound understanding of the ethics for their job.

Computer Skills

An effective analyst has a solid working knowledge of computer applications, is technically proficient, and appropriately uses these applications for the inspection and administrative processes.

GS-13 TEAM LEADER

A top-performing GS-13 program analyst within the Office of Evaluation and Inspections is a strong team leader who is able to coordinate multiple inspections while coaching and mentoring team members and other office staff. A successful team leader prepares for future management responsibilities within the organization, demonstrates strong evaluation skills, and develops leadership abilities.

Communication

A top-performing GS-13 skillfully communicates in all settings and formats. He or she writes documents that are clear, concise, fluid and well crafted, edits team members' written products, and identifies the audiences who will be impacted by OEI inspections. The successful team leader is also adept at oral communication. He or she effectively interacts with team members as well as with managers by engaging them in discussions related to their team and inspection work on a timely basis. The team leader skillfully negotiates in all situations, recognizes and interacts with appropriate HHS stakeholders, and identifies and participates in speaking opportunities to advance the OIG presence in professional settings.

Research

A top-performing GS-13 demonstrates strong research skills that are integral to the evaluation process and coaches team members on the use of these skills. He or she ensures the development of timely study designs that are well constructed, identifies key issues, utilizes the most effective methods, and considers impact. The team leader also exhibits expertise in all data collection methods and provides guidance to team members in collecting data that are meaningful, reliable, and useful.

Analysis

A top-performing team leader demonstrates a strong knowledge of both qualitative and quantitative analytic techniques and applies these techniques to produce credible and accurate results. He or she has knowledge of the appropriate use of software packages (such as SAS or SUDAAN) and statistical methods, and keeps informed on innovative analytical methods. The team leader also provides guidance to team members to ensure the accuracy and quality of their data analysis. The successful team leader is able to synthesize data to craft findings and recommendations which recognize policy implications and the environment within which OEI functions.

Program Knowledge

A top-performing GS-13 possesses good knowledge of how the department is structured and of general legislative processes. He or she has a basic understanding of each of the programs within the Department and achieves expertise in one or more of these program areas. He or she assists team members and other office staff in developing program knowledge.

Leadership and Support

A successful GS-13 analyst effectively coaches and mentors team members and other office staff in evaluation skills. He or she displays emotional intelligence in team building and team leadership responsibilities, as demonstrated by self-awareness, self-regulation, empathy, social skills, and adaptability. A top-performing GS-13 also seeks networking opportunities to promote OEI work, is able to effectively resolve conflicts with outside organizations, and contributes to OEI's strategic planning process.

OEI Procedures

A top-performing team leader possesses good knowledge of all OEI procedures, provides guidance to team members and other office staff on these procedures, and behaves in a manner that models a sound understanding of OIG ethics.

Computer Skills

A successful team leader has a solid working knowledge of computer applications and provides guidance to team members on the appropriate use of these applications.

PROGRAM SPECIALIST

A top-performing GS-13 program specialist within the Office of Evaluation and Inspections demonstrates comprehensive knowledge of one or more of the Department's programs, leads headquarter functions, and provides important inspection assistance to the regions. A successful GS-13 program specialist prepares for future management responsibilities within the organization, demonstrates strong workplanning and program skills, and develops leadership abilities.

Communication

A top-performing GS-13 program specialist recognizes, summarizes, and articulates policy implications related to OIG work and engages regional and headquarters staff in related discussions on an appropriate and timely basis. The program specialist is able to effectively assimilate a large body of information and present it in a concise, focused written document when preparing testimony. He or she understands and effectively reacts to the environment within which OEI, OIG, and HHS function, skillfully establishes and maintains professional relationships to identify, facilitate, and promote OEI work, and identifies speaking opportunities to advance the work of the OIG.

Research

A top-performing program specialist takes a lead role in the agency's workplanning process and skillfully identifies and addresses relevant and timely issues for future inspection work. He or she provides support to the regions by providing feedback on designing inspections and reviewing and commenting on data collection methods and instruments.

Analysis

A top-performing GS-13 program specialist assists the regions in qualitative and quantitative analysis. He or she provides program knowledge and insights which are important in the synthesis of inspection data and provides critical feedback concerning inspection related issues.

Program Knowledge

A successful program specialist demonstrates comprehensive knowledge of one or more of the Department's program areas. He or she shares this knowledge with the regions and assists them in working with program staff. The program specialist also significantly contributes to OEI's strategic and workplanning processes.

Leadership and Support

A top-performing GS-13 program specialist displays an appropriate balance of technical skills, confidence, motivation, and grace under fire. He or she exhibits an ability to skillfully resolve conflicts with outside organizations. The program specialist recognizes and interacts with appropriate stakeholders who may be affected by OEI inspections.

OEI Procedures

A top-performing program specialist possesses good knowledge of all OEI procedures and provides guidance to the region and other headquarters staff on these procedures. He or she behaves in a manner that models a sound understanding of OIG ethics.

Computer Skills

A successful program specialist has an understanding of computer applications and their appropriate use.

TSS GS-13

The top performing TSS analyst provides expert assistance in the areas of data manipulation and/or statistical analysis.

- ▶ serving as a mentor to regional and headquarters staff,
- ▶ conducting training sessions,
- ▶ participating in the review team process, and
- ▶ using data analysis to generate workplan ideas.

TSS staff may be specialized into statistical analysis or data manipulation.

A top-performing TSS member who specializes in statistical analysis will:

- ▶ have an advanced understanding of sampling methods,
- ▶ be able to apply a broad range of statistical analysis techniques, and
- ▶ be skilled in using statistical software such as SAS and SUDAAN.

A top-performing TSS member who specializes in data manipulation will:

- ▶ have a thorough understanding of data manipulation techniques using the mainframe and personal computer,
- ▶ be skilled in using software such as SAS, and
- ▶ be knowledgeable about available data sources.

ADMINISTRATIVE STAFF

Secretary

A top-performing GS-9 Secretary within the Office of Evaluation and Inspections is the focal point for internal communication. As such, they demonstrate a comprehensive understanding of the processes and procedures OEI uses to communicate internally and with other OIG and HHS components. This includes formal written correspondence, e-mail, and telephonic communication. A successful GS-9 understands OIG and OEI administrative procedures, is proficient in word processing, TMS, TAIMS, as well as MIS and CalWin.

Communication A top-performing GS-9 Secretary independently writes correspondence and reviews others documents for style. They work with others in a professional manner, communicating effectively, and develop effective working relationships.

Program Knowledge A top-performing GS-9 Secretary understands OIG's mission and OEI's role within OIG. They demonstrate a detailed working understanding of OIG policies and procedures regarding written and electronic correspondence.

OEI Procedures OEI PROCEDURES -- A top-performing GS-9 Secretary understands OIG and OEI administrative procedures, can obtain guidance when needed, and is prepared to advise management.

Computer Skills A top-performing GS-9 Secretary is proficient at WordPerfect. They understand TMS, TAIMS, MIS, and CalWin, and are prepared to advise others on their operation.

Administrative Officer

A top-performing GS-11 Administrative Officer within the Office of Evaluation and Inspections demonstrates a comprehensive understanding of OIG and related HHS operational budgeting systems, policies and practices, and is also knowledgeable about HHS procurement and personnel policies and practices. A successful GS-11 works independently managing administrative operations of the office, but keeps the managers informed on the status of administrative matters.

Communication A top-performing GS-11 Administrative Officers interact both orally and in writing with a wide range of individuals within and outside of the OIG. These contacts include: the managers and office staff; other OIG and PSC administrative staff in the region and headquarters; GSA staff; and vendors.

Research A top-performing GS-11 Administrative Officer has sufficient contacts and a sufficient understanding of the Department's administrative systems that they can effectively research budget, procurement, and personnel issues for the managers or staff.

Analysis A top-performing GS-11 Administrative Officer has sufficient quantitative skills to independently prepare budgets and reconcile accounting reports.

Program Knowledge A top-performing GS-11 Administrative Officer has sufficient understanding of the Department's administrative systems that they can promptly resolve budget, procurement, and budget issues.

OEI Procedures A top-performing GS-11 Administrative Officer with in OEI demonstrates a comprehensive understanding of OIG and related HHS administrative procedures. They serve as an expert resource to the managers on administrative issues, and assist the managers in assuring that regional staff follow OEI procedures.

Computer Skills A top-performing GS-11 Administrative Officer within OEI demonstrates a comprehensive understanding of OIG WINBIMS system. They are also proficient in the TAIMS, IMPACT, and TMS systems, as well as WordPerfect.

GS-12 and 13 ADMINISTRATIVE OFFICERS

A top-performing GS-12/13 Administrative Officer within OEI possess the same skills and abilities as GS-11 Administrative Officers. However, they are responsible for multiple offices or have oversight for multiple offices. Additionally, they are responsible for summarizing and reporting OEI-wide administrative activities to senior OIG management.

MANAGERS

High-performing managers within the Office of Evaluation and Inspections act as leaders. They draw on a broad perspective, a strategic view, and a results focus to provide direction on the critical issues facing the organization. They apply a sound appreciation of interpersonal dynamics to foster collegial working environments within their offices and in other settings.

Those who become managers already have demonstrated basic competency in seven core areas: communications, research, analysis, program knowledge, leadership and support, OEI procedures, and computer skills.

On a continuing basis, OEI managers exert their leadership through: staff development, promoting a positive work environment, strategic decision-making, managing for impact, representing the organization, and office administration.