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Washington, DC 20415

The Director

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Memorandum for Chief Human Capital Officers

From: Kiran A. Ahuja
Director

Subject: **Human Resources Management Competency Model and
Parenthetical-Specific Competency Models**

The U.S. Office of Personnel Management (OPM) is releasing the Human Resources (HR) Management Competency Model, for all GS-0201 series positions, as well as the Parenthetical-specific competency models for select HR specialty areas. This issuance will impact over 40,000 Human Resources Specialists governmentwide in the Human Resources Management series and various HR specialty areas. Since 2001, the Government Accountability Office (GAO) has designated strategic human capital management as a government-wide high-risk area in part because of the need to address current and emerging skills gaps that are undermining agencies' abilities to meet their missions. This effort also informs skills-based hiring efforts governmentwide.

With the support of the Chief Human Capital Officers Council and the OPM Human Resources (HR) Capabilities Executive Steering Committee, OPM conducted a governmentwide study to update the Human Resources Management, GS-0201 series competencies to address skills gaps and enhance skills for the Human Resources Management occupation governmentwide. The issuance of these competency models also supports the [President's Management Agenda Strategic Goal 4.3](#) to "Build a modernized Federal HR workforce able to provide credible, effective support to agencies" with OPM's milestone to "Release updated HR competency model with technical competencies for multiple HR specialty areas to help close gaps and enhance skills for building HR capabilities government-wide." In addition, this issuance aligns with OPM Strategic Objective 1.3 to "Build the skills of the Federal workforce through hiring and training. By FY 2026, increase the Government-wide percentage of respondents who agree that their work unit has the job relevant knowledge and skills necessary to accomplish organizational goals."

The governmentwide study resulted in updating the key competencies for all human resources management work, as well as identifying the key competencies for select specialty areas (e.g., classification, employee benefits) within human resources management work, as outlined in [OPM's Job Family Position Classification Standard for Administrative Work in the Human Resources Group, GS-0200](#). Federal employees who perform, or supervise others who perform, human resources management work participated in the [Human Resources Management Job Analysis Survey](#). The data collected from an environmental scan, focus groups, and surveys painted a comprehensive picture of human resources management work across the Federal government and was used to validate the Human Resources Management Competency Model and Parenthetical-specific competency models.

The attached Human Resources Management Competency Model and Parenthetical-specific competency models may be used in agency efforts such as workforce planning, training and development, performance management, recruitment, and selection. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

OPM will continue to support agency efforts through the implementation of the guidance in this issuance. If you have any questions regarding the competency models, please contact April Davis, Director of Classification and Assessment Policy at competency@opm.gov.

Attachment: Human Resources Management Competency Model and Parenthetical-Specific Competency Models (see below)

Cc: Deputy Chief Human Capital Officers and Human Resources Directors

Human Resources Management Competency Model and Parenthetical Specific Competency Models

Fiscal Year 2023



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Overview

This document contains the U.S. Office of Personnel Management (OPM) Human Resources Management Competency Model, which pertains to all GS-0201 series positions, and Parenthetical-specific competency models, which pertain to select specialty areas (e.g., classification, employee benefits) within human resources management work.

Background Information

Since 2001, the Government Accountability Office (GAO) has designated strategic human capital management as a government-wide high-risk area in part because of the need to address current and emerging skills gaps that are undermining agencies' abilities to meet their missions. With the support of the Chief Human Capital Officers Council and the OPM Human Resources (HR) Capabilities Executive Steering Committee, OPM conducted a governmentwide study to update the Human Resources Management, GS-0201 series competencies to address skills gaps and enhance skills for the Human Resources Management occupation governmentwide. The issuance of these competency models also supports the [President's Management Agenda Strategic Goal 4.3](#) to "Build a modernized Federal HR workforce able to provide credible, effective support to agencies" with OPM's milestone to "Release updated HR competency model with technical competencies for multiple HR specialty areas to help close gaps and enhance skills for building HR capabilities government-wide." In addition, this issuance also aligns with OPM Strategic Objective 1.3 to "Build the skills of the Federal workforce through hiring and training. By FY 2026, increase the Government-wide percentage of respondents who agree that their work unit has the job relevant knowledge and skills necessary to accomplish organizational goals."

The governmentwide study resulted in updating the key competencies for all human resources management work, as well as identifying the key competencies for select specialty areas (e.g., classification, employee benefits) within human resources management work, as outlined in [OPM's Job Family Position Classification Standard for Administrative Work in the Human Resources Group, GS-0200](#). Federal employees who perform, or supervise others who perform, human resources management work participated in the [Human Resources Management Job Analysis Survey](#). The data collected from an environmental scan, focus groups, and surveys painted a comprehensive picture of human resources management work across the Federal government and was used to validate the Human Resources Management Competency Model and Parenthetical-specific competency models.

The below Human Resources Management Competency Model and Parenthetical-specific competency models impact over 40,000 HR Federal employees and may be used in such agency efforts as workforce planning, training and development, performance management, recruitment, and selection.

Document Structure

The sections to follow present a competency model for each of the following areas of human resources management work:

- Human Resources Management (pertaining to all GS-0201 positions)
- Recruitment & Placement
- Classification
- Employee Relations
- Labor Relations
- Performance Management
- Human Resource Development
- Information Systems
- Compensation
- Employee Benefits

Each model contains:

- Competency lists
- Competency by grade tables, where appropriate for employee selection
- Competency importance rankings
- Competency definitions

Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Human Resources Management Competency Model Results

The Human Resources Management Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM’s [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Human Resources Management Competency List

The table below lists the general and technical competencies found to be important for performing all human resources management work.

| General Competencies | Technical Competencies |
|--|---|
| <ul style="list-style-type: none"> • Accountability • Attention to Detail • Client Engagement/Change Management • Computer Skills • Confidentiality • Conflict Management • Continual Learning • Creative Thinking • Creativity and Innovation • Customer Service • Decision Making • Digital Collaboration • Education and Training • Flexibility • Human Capital Management • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Project Management • Reading • Reasoning • Self-Management • Strategic Thinking • Stress Tolerance • Supporting Diversity • Teaching Others | <ul style="list-style-type: none"> • Compliance • Data Analysis • Equal Employment Opportunity • Human Resources • Legal, Government and Jurisprudence • Research • Workforce Planning |

| General Competencies | Technical Competencies |
|---|-------------------------------|
| <ul style="list-style-type: none">• Teamwork• Technical Competence• Writing | |

Human Resources Management General Competencies by Grade

The following table lists the general competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for all human resources management work at the grades indicated.

| Grade 7 | Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 | Grade 15 |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> • Accountability • Attention to Detail • Computer Skills • Confidentiality • Continual Learning • Customer Service • Decision Making • Flexibility • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Planning and Evaluating • Problem Solving • Reading • Reasoning • Self-Management • Stress Tolerance | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Computer Skills • Confidentiality • Continual Learning • Customer Service • Decision Making • Digital Collaboration • Flexibility • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Planning and Evaluating • Problem Solving • Reading • Reasoning • Self-Management | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Computer Skills • Confidentiality • Continual Learning • Creative Thinking • Customer Service • Decision Making • Digital Collaboration • Flexibility • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Partnering • Planning and Evaluating • Problem Solving | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Computer Skills • Confidentiality • Conflict Management • Continual Learning • Creative Thinking • Creativity and Innovation • Customer Service • Decision Making • Digital Collaboration • Flexibility • Influencing/Negotiating • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Client Engagement/Change Management • Computer Skills • Confidentiality • Conflict Management • Continual Learning • Creative Thinking • Creativity and Innovation • Customer Service • Decision Making • Digital Collaboration • Education and Training • Flexibility • Influencing/Negotiating • Information Management | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Client Engagement/Change Management • Computer Skills • Confidentiality • Conflict Management • Continual Learning • Creative Thinking • Creativity and Innovation • Customer Service • Decision Making • Digital Collaboration • Education and Training • Flexibility • Human Capital Management • Influencing/Negotiating • Information Management | <ul style="list-style-type: none"> • Accountability • Attention to Detail • Client Engagement/Change Management • Computer Skills • Confidentiality • Conflict Management • Continual Learning • Creative Thinking • Creativity and Innovation • Customer Service • Decision Making • Digital Collaboration • Flexibility • Human Capital Management • Influencing/Negotiating • Information Management |

| Grade 7 | Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 | Grade 15 |
|---|--|---|---|--|--|--|
| <ul style="list-style-type: none"> • Supporting Diversity • Teamwork • Writing | <ul style="list-style-type: none"> • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing | <ul style="list-style-type: none"> • Reading • Reasoning • Self-Management • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing | <ul style="list-style-type: none"> • Oral Communication • Partnering • Planning and Evaluating • Problem Solving • Reading • Reasoning • Self-Management • Strategic Thinking • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing | <ul style="list-style-type: none"> • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Project Management • Reading • Reasoning • Self-Management • Strategic Thinking • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing | <ul style="list-style-type: none"> • Information Management • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Project Management • Reading • Reasoning • Self-Management • Strategic Thinking • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing | <ul style="list-style-type: none"> • Integrity/Honesty • Interpersonal Skills • Learning • Leveraging Diversity • Oral Communication • Organizational Awareness • Partnering • Planning and Evaluating • Problem Solving • Project Management • Reading • Reasoning • Self-Management • Strategic Thinking • Stress Tolerance • Supporting Diversity • Teaching Others • Teamwork • Technical Competence • Writing |

Human Resources Management Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for all human resources management work at the grades indicated. Note that while the competency “Workforce Planning” is identified as important for performing all human resources management work, it was not confirmed as appropriate for selection governmentwide at any grade level indicated. In addition, no competencies were confirmed as appropriate for selection governmentwide at the grade 7 level.

| Grade 7 | Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 | Grade 15 |
|---|---|---|---|---|---|---|
| <ul style="list-style-type: none"> • No competencies were confirmed as appropriate for selection | <ul style="list-style-type: none"> • Human Resources | <ul style="list-style-type: none"> • Human Resources | <ul style="list-style-type: none"> • Compliance • Human Resources | <ul style="list-style-type: none"> • Compliance • Data Analysis • Equal Employment Opportunity • Human Resources • Legal, Government and Jurisprudence • Research | <ul style="list-style-type: none"> • Compliance • Data Analysis • Equal Employment Opportunity • Human Resources • Legal, Government and Jurisprudence • Research | <ul style="list-style-type: none"> • Compliance • Data Analysis • Equal Employment Opportunity • Human Resources • Legal, Government and Jurisprudence |

Human Resources Management Competency Importance Rankings

The table below presents the rank order of the competencies for all human resources management work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings. Note: Cells designated with NR stands for Not Ranked.

| Competencies | Current Importance | Future Importance |
|-------------------------------------|--------------------|-------------------|
| Integrity/Honesty | 1 | 1 |
| Confidentiality | 2 | 2 |
| Customer Service | 3 | 3 |
| Attention to Detail | 4 | 4 |
| Interpersonal Skills | 5 | 5 |
| Accountability | 6 | 6 |
| Teamwork | 7 | 8 |
| Oral Communication | 8 | 9 |
| Reading | 9 | 11 |
| Self-Management | 10 | 7 |
| Technical Competence | 11 | 12 |
| Computer Skills | 12 | 10 |
| Decision Making | 13 | 13 |
| Writing | 14 | 14 |
| Problem Solving | 15 | 15 |
| Reasoning | 16 | 16 |
| Human Resources | 17 | 17 |
| Stress Tolerance | 18 | 19 |
| Flexibility | 19 | 18 |
| Supporting Diversity | 20 | 20 |
| Compliance | 21 | 21 |
| Learning | 22 | 22 |
| Planning and Evaluating | 23 | 23 |
| Continual Learning | 24 | 27 |
| Organizational Awareness | 25 | 24 |
| Leveraging Diversity | 26 | 25 |
| Partnering | 27 | 26 |
| Teaching Others | 28 | 28 |
| Information Management | 29 | 29 |
| Creative Thinking | 30 | 30 |
| Client Engagement/Change Management | 31 | 31 |
| Conflict Management | 32 | 33 |

| Competencies | Current Importance | Future Importance |
|--|---------------------------|--------------------------|
| Equal Employment Opportunity | 33 | 37 |
| Influencing/Negotiating | 34 | 36 |
| Creativity and Innovation | 35 | 35 |
| Strategic Thinking | 36 | 34 |
| Digital Collaboration | 37 | 32 |
| Data Analysis | 38 | 38 |
| Education and Training | 39 | 39 |
| Legal, Government and Jurisprudence | 40 | 40 |
| Research | NR | 41 |
| Project Management | NR | 42 |
| Human Capital Management | NR | 44 |
| Workforce Planning | NR | 43 |

Human Resources Management General Competency Definitions

This section presents definitions for the general competencies found within the Human Resources Management Competency Model.

Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results.

Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

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

Client Engagement/Change Management -

Knowledge of the impact of change on people, processes, procedures, leadership, and organizational culture; knowledge of change management principles, strategies, and techniques required for effectively planning, implementing, and evaluating change in the organization.

Computer Skills - Uses computers, software applications, databases, and automated systems to accomplish work.

Confidentiality - Respect and adhere to ethical principles regarding data protection and confidentiality, while using sound judgment and maintaining accountability regarding any information (documents, conversations, agency action, etc.) obtained as part of the professional activity.

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a

constructive manner to minimize negative personal impact.

Continual Learning - Assesses and recognizes own strengths and weaknesses; pursues self-development.

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

Creativity and Innovation - Introduces new insights; questions conventional approaches and encourages innovative ideas; designs and considers new or cutting-edge programs/processes.

Customer Service - Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in

uncertain situations, to accomplish organizational goals; causes change.

Digital Collaboration - Uses digital tools, technologies, or social media for communication, knowledge sharing, and collaborative processes; works with others to construct and create resources and knowledge, or provide services, in a digital environment.

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

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

Human Capital Management - Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

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

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

information or information management systems.

Integrity/Honesty - Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.

Interpersonal Skills - Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

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

Leveraging Diversity - Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, considering the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and

convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

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

Partnering - Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Planning and Evaluating - Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.

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

Project Management - Knowledge of the principles, methods, or tools for developing, scheduling, coordinating, and managing projects and resources, including monitoring and inspecting costs, work, and contractor performance.

Reading - Understands and interprets written material, including technical

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

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

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

Strategic Thinking - Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

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

Supporting Diversity - Maintains an open mind regarding different ideas, opinions, values, and beliefs; recognizes own worldview and understands its influence on interactions with others; incorporates a variety of viewpoints to help accomplish work goals; contributes to an inclusive work environment with equal treatment of individuals across all demographic (for

example, race, gender) and social (for example, culture) groups.

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

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

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

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

Human Resources Management Technical Competency Definitions

This section presents definitions for the technical competencies found within the Human Resources Management Competency Model.

Compliance - Knowledge of procedures for assessing, evaluating, and monitoring programs or projects for compliance with Federal laws, regulations, and guidance.

Data Analysis - Knowledge of the principles, methods, and processes used to analyze data and datasets, including investigating trends or anomalies, establishing relationships, and identifying patterns.

Equal Employment Opportunity - Knowledge of laws, rules, regulations, concepts, principles, and practices related to equal employment opportunity to ensure employers do not discriminate against employees and job applicants based upon certain characteristics, such as age, race, color, creed, sex, religion, and disability.

Human Resources - Knowledge of human resources concepts, principles, and practices related to human resources disciplines (for example, information systems, classification, compensation, recruitment and placement, employee benefits, employee development, performance management, employee relations, labor relations).

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, government regulations,

executive orders, agency rules, government organization and functions, and the democratic political process.

Research - Knowledge of the scientific principles, methods, and processes used to conduct a systematic and objective inquiry; including study design, collection, analysis, and interpretation of data; and the reporting of results.

Workforce Planning - Knowledge of HR concepts, principles, and practices related to determining workload projections and current and future competency gaps to align human capital with organizational goals.

Recruitment & Placement Competency Model Results

The Recruitment & Placement Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Recruitment & Placement Competency List

The table below lists the technical competencies found to be important for performing recruitment and placement work.

| Technical Competencies |
|---|
| <ul style="list-style-type: none">• Agency Staffing Policies and Procedures• Application Processing• Assessment Methods and Tools• Category Rating• Certification and Selection• Compensation• Hiring Authorities• Hiring Process Management• Job Analysis• Merit System Accountability• Public Notice/Job Opportunity Announcements• Qualifications Determinations• Recruitment/Placement• Strategic Recruitment• Technical Documentation• Veterans' Preference• Workforce Reshaping |

Recruitment & Placement Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for recruitment and placement work at the grades indicated. In addition, no competencies were confirmed as appropriate for selection governmentwide at the grade 7 level.

| Grade 7 | Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 | Grade 15 |
|--|--|---|--|--|---|--|
| No competencies were confirmed as appropriate for selection. | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Certification and Selection • Hiring Authorities • Hiring Process Management • Public Notice/Job Opportunity Announcements • Qualifications Determinations • Recruitment/Placement • Veterans' Preference | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Certification and Selection • Hiring Authorities • Hiring Process Management • Job Analysis • Merit System Accountability • Public Notice/Job Opportunity Announcements • Qualifications Determinations • Recruitment/Placement • Veterans' Preference | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Category Rating • Certification and Selection • Compensation • Hiring Authorities • Hiring Process Management • Job Analysis • Merit System Accountability • Public Notice/Job Opportunity Announcements • Qualifications Determinations • Recruitment/Placement | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Category Rating • Certification and Selection • Compensation • Hiring Authorities • Hiring Process Management • Job Analysis • Merit System Accountability • Public Notice/Job Opportunity Announcements • Qualifications Determinations • Recruitment/Placement | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Category Rating • Certification and Selection • Classification • Compensation • Hiring Authorities • Hiring Process Management • Job Analysis • Merit System Accountability • Public Notice/Job Opportunity Announcements • Qualifications Determinations | <ul style="list-style-type: none"> • Agency Staffing Policies and Procedures • Application Processing • Assessment Methods and Tools • Category Rating • Certification and Selection • Compensation • Hiring Authorities • Hiring Process Management • Job Analysis • Merit System Accountability • Public Notice/Job Opportunity Announcements • Qualifications Determinations • Recruitment/Placement |

| Grade 7 | Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 | Grade 15 |
|---------|---------|----------|--|--|---|---|
| | | | <ul style="list-style-type: none"> • Strategic Recruitment • Technical Documentation • Veterans' Preference | <ul style="list-style-type: none"> • Strategic Recruitment • Technical Documentation • Veterans' Preference | <ul style="list-style-type: none"> • Recruitment/ Placement • Strategic Recruitment • Technical Documentation • Veterans' Preference • Workforce Reshaping | <ul style="list-style-type: none"> • Strategic Recruitment • Technical Documentation • Veterans' Preference • Workforce Reshaping |

Recruitment & Placement Competency Importance Rankings

The table below presents the rank order of the competencies for recruitment and placement work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings. Note: Cells designated with NR stands for Not Ranked.

| Competencies | Current Importance | Future Importance |
|--|---------------------------|--------------------------|
| Agency Staffing Policies and Procedures | 1 | 1 |
| Hiring Authorities | 2 | 2 |
| Qualifications Determinations | 3 | 3 |
| Veterans' Preference | 4 | 5 |
| Recruitment/Placement | 5 | 4 |
| Application Processing | 6 | 6 |
| Certification and Selection | 7 | 7 |
| Hiring Process Management | 8 | 8 |
| Assessment Methods and Tools | 9 | 9 |
| Public Notice/Job Opportunity Announcements | 10 | 10 |
| Category Rating | 11 | 12 |
| Job Analysis | 12 | 11 |
| Merit System Accountability | 13 | 13 |
| Strategic Recruitment | 14 | 14 |
| Technical Documentation | 15 | 15 |
| Compensation | 16 | 16 |
| Workforce Reshaping | NR | 17 |

Recruitment & Placement Technical Competency Definitions

This section presents definitions for the technical competencies found within the Recruitment & Placement Competency Model.

Agency Staffing Policies and Procedures -

Knowledge of the agency-specific policies and procedures involved in merit promotion and delegated examining operations, for example, category rating, application processing, and reconsideration.

Application Processing -

Knowledge of rules governing the acceptance and processing of applications and resumes, including application requirements, applicant eligibility for filing late applications, and applicant notification procedures.

Assessment Methods and Tools -

Knowledge of the principles, methods, and professional guidelines for assessing job applicants; including types of assessment tools and the criteria (e.g., validity, legality, practicality) for evaluating assessment methods.

Category Rating - Knowledge of the laws, regulations, and procedures for using category rating in the hiring process, to include category requirements, placement of candidates into quality categories, merging categories, and agency-specific category rating policies.

Certification and Selection - Knowledge of the laws, regulations, and agency-specific procedures governing the creation of the

certificate of eligibles, including interdisciplinary positions, dual certification, documenting actions on a certificate, objection or pass over procedures for preference eligibles, and lost employment consideration.

Compensation - Knowledge of compensation concepts, principles, and practices, including pay and leave administration and compensation flexibilities.

Hiring Authorities - Knowledge of the laws, rules, requirements, and application of the Competitive Service, the Excepted Service, and the Senior Executive Service; including the use of special appointing authorities, for example, veterans' recruitment appointment (VRA) and direct hire authorities.

Hiring Process Management - Knowledge of the principles, procedures, and steps that make up the Federal Hiring Process, including roles, responsibilities, timeframes, and resources.

Job Analysis - Knowledge of the principles, methods, and tools for gathering, analyzing, and using information about the content, context, and requirements of a job, including procedures to document the relationship between the tasks performed

on the job and the competencies/KSAs required to perform the tasks.

Merit System Accountability - Knowledge of the reporting and accountability requirements for staffing, recruitment, placement, and delegated examining functions to include workload reports, case file reconstruction, and annual internal audit requirements.

Public Notice/Job Opportunity

Announcements - Knowledge of the laws, regulations, and agency policies regarding public notice of vacancies; knowledge of the techniques for creating effective job opportunity announcements.

Qualifications Determinations -

Knowledge of the requirements for determining applicant qualifications, including the use of selective placement factors and quality ranking factors; knowledge of how to apply qualification standards when reviewing applications to credit experience, education, and other credentials.

Recruitment/Placement - Knowledge of HR concepts, principles, and practices related to identifying, attracting, and selecting individuals and placing them into positions to address changing organizational needs; knowledge of applicable law governing such concepts, principles, and practices.

Strategic Recruitment - Knowledge of the principles, practices, and techniques for

developing a recruitment strategy, including outreach efforts, agency branding, publicizing vacancies, and identifying applicant pools.

Technical Documentation - Knowledge of procedures for developing technical and operational support documentation.

Veterans' Preference - Knowledge of the laws and regulations regarding Veterans' Preference, Veterans' Preference eligibility, Veterans' Preference categories, required proof of preference status, and how to credit preference in the hiring process.

Workforce Reshaping - Knowledge of the principles, procedures, and practices related to workforce reshaping efforts, including reorganization, management directed reassignments, furlough, transfer of function, and reduction in force.

Classification Competency Model Results

The Classification Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Classification Competency List

The table below lists the technical competencies found to be important for performing classification work.

| Technical Competencies |
|---|
| <ul style="list-style-type: none">• Agency Classification Policies and Procedures• Classification• Classification Appeals• Classification Reviews• Fair Labor Standards Act• Federal Classification Systems• Job Analysis• Organizational Design/Position Management• Qualifications Determinations• Recruitment/Placement• Technical Documentation |

Classification Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for classification work at the grades indicated. Note the competency “Job Analysis” was not confirmed as appropriate for selection governmentwide at grade 13.

| Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • Federal Classification Systems • Job Analysis • Organizational Design/Position Management | <ul style="list-style-type: none"> • Agency Classification Policies and Procedures • Classification • Classification Reviews • Fair Labor Standards Act • Federal Classification Systems • Job Analysis • Organizational Design/Position Management • Qualifications Determinations • Recruitment/Placement • Technical Documentation | <ul style="list-style-type: none"> • Agency Classification Policies and Procedures • Classification • Classification Reviews • Fair Labor Standards Act • Federal Classification Systems • Job Analysis • Organizational Design/Position Management • Technical Documentation | <ul style="list-style-type: none"> • Agency Classification Policies and Procedures • Classification • Classification Appeals • Classification Reviews • Fair Labor Standards Act • Federal Classification Systems • Organizational Design/Position Management • Technical Documentation | <ul style="list-style-type: none"> • Agency Classification Policies and Procedures • Classification • Classification Appeals • Classification Reviews • Fair Labor Standards Act • Federal Classification Systems • Job Analysis • Organizational Design/Position Management • Technical Documentation |

Classification Competency Importance Rankings

The table below presents the rank order of the competencies for classification work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|--|---------------------------|--------------------------|
| Classification | 1 | 1 |
| Agency Classification Policies and Procedures | 2 | 2 |
| Federal Classification Systems | 3 | 3 |
| Classification Reviews | 4 | 4 |
| Fair Labor Standards Act | 5 | 5 |
| Organizational Design/Position Management | 6 | 6 |
| Technical Documentation | 7 | 7 |
| Job Analysis | 8 | 8 |
| Classification Appeals | 9 | 9 |

Classification Technical Competency Definitions

This section presents definitions for the technical competencies found within the Classification Competency Model.

Agency Classification Policies and

Procedures Knowledge of the agency-specific policies and procedures used to carry out the agency's position classification program, including delegations of authority, position management, and consistency reviews.

Classification - Knowledge of classification concepts, principles, and practices related to structuring organizations and positions and determining the appropriate pay system, occupational grouping, series, title, and pay level of positions.

Classification Appeals - Knowledge of the principles and procedures that govern the classification appeals program including the steps to be followed by the Office of Personnel Management (OPM), agencies, and employees when submitting position classification appeals.

Classification Reviews - Knowledge of the principles and practices used to review organizational positions to apply classification standards, complete desk audits, conduct consistency reviews, create, or update position descriptions, and determine the appropriate pay plan, series, title, and grade.

Fair Labor Standards Act - Knowledge of the laws and regulations of the Fair Labor Standards Act (FLSA), including the principles used to determine the

designation of positions as exempt or non-exempt.

Federal Classification Systems -

Knowledge of the laws and regulations governing the three primary Federal classification systems (General Schedule, Federal Wage System, Senior Executive Service), including the classification method (e.g., factor-based and narrative) used to evaluate positions under each system.

Job Analysis - Knowledge of the principles, methods, and tools for gathering, analyzing, and using information about the content, context, and requirements of a job, including procedures to document the relationship between the tasks performed on the job and the competencies/KSAs required to perform the tasks.

Organizational Design/Position

Management - Knowledge of the principles, practices, and methods for structuring organizations in a manner that optimizes strategic alignment, efficiency, productivity, fiscal responsibility, and organizational effectiveness.

Qualifications Determinations -

Knowledge of the requirements for determining applicant qualifications, including the use of selective placement factors and quality ranking factors; knowledge of how to apply qualification standards when reviewing applications to

credit experience, education, and other credentials.

Recruitment/Placement - Knowledge of HR concepts, principles, and practices related to identifying, attracting, and selecting individuals and placing them into positions to address changing organizational needs; knowledge of applicable law governing such concepts, principles, and practices.

Technical Documentation - Knowledge of procedures for developing technical and operational support documentation (for example, case files or evaluations, classification advisories).

Employee Relations Competency Model Results

The Employee Relations Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Employee Relations Competency List

The table below lists the technical competencies found to be important for performing employee relations work.

| Technical Competencies |
|---|
| <ul style="list-style-type: none">• Disciplinary and Adverse Actions• Dispute Resolution• Employee Relations• Grievances and Appeals• Labor Relations• Labor Relations Statutory Processes• Leave Administration• Legal Research• Performance Management• Work-Life Programs |

Employee Relations Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for employee relations work at the grades indicated.

| Grade 11 | Grade 12 | Grade 13 | Grade 14 |
|--|--|---|--|
| <ul style="list-style-type: none"> • Disciplinary and Adverse Actions • Employee Relations • Grievances and Appeals • Leave Administration • Legal Research • Performance Management | <ul style="list-style-type: none"> • Disciplinary and Adverse Actions • Dispute Resolution • Employee Relations • Grievances and Appeals • Labor Relations • Labor Relations Statutory Processes • Leave Administration • Legal Research • Performance Management • Work-Life Programs | <ul style="list-style-type: none"> • Disciplinary and Adverse Actions • Dispute Resolution • Employee Relations • Grievances and Appeals • Labor Relations • Leave Administration • Legal Research • Performance Management | <ul style="list-style-type: none"> • Disciplinary and Adverse Actions • Employee Relations • Grievances and Appeals • Legal Research • Performance Management |

Employee Relations Competency Importance Rankings

The table below presents the rank order of the competencies for employee relations work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings. Note: Cells designated with NR stands for Not Ranked.

| Competencies | Current Importance | Future Importance |
|--|---------------------------|--------------------------|
| Employee Relations | 1 | 1 |
| Disciplinary and Adverse Actions | 2 | 2 |
| Grievances and Appeals | 3 | 3 |
| Leave Administration | 4 | 6 |
| Performance Management | 5 | 4 |
| Legal Research | 6 | 5 |
| Labor Relations | 7 | 7 |
| Dispute Resolution | 8 | 8 |
| Work-Life Programs | 9 | 9 |
| Labor Relations Statutory Processes | NR | 10 |

Employee Relations Technical Competency Definitions

This section presents definitions for the technical competencies found within the Employee Relations Competency Model.

Disciplinary and Adverse Actions -

Knowledge of laws, rules, regulations, concepts, principles, practices, and contract provisions related to formal and informal discipline including Douglas Factors analysis, just cause analysis, and alternative discipline.

Dispute Resolution - Knowledge of processes used to resolve disputes between parties, including traditional and alternative dispute resolution techniques (for example, negotiation, mediation, fact finding, collaboration, ombudsman, settlement agreements, third party processes).

Employee Relations - Knowledge of laws, rules, regulations, case law, principles, and practices related to disciplinary and adverse actions, leave administration, performance management, and dispute resolution.

Grievances and Appeals - Knowledge of procedures for negotiated and administrative grievances, appeal rights, and arbitration.

Labor Relations - Knowledge of laws, rules, regulations, case law, principles, and practices related to negotiating and administering labor agreements and disputes.

Labor Relations Statutory Processes -

Knowledge of the regulations that govern processes before the Federal Labor Relations Authority, Federal Service Impasses Panel, and Federal Mediation and Conciliation Services (for example, representation cases, unfair labor practices, negotiability appeals, exceptions to arbitration decisions, impasse procedures).

Leave Administration - Knowledge of laws and regulations that govern the administration of leave policies and programs for employees.

Legal Research - Knowledge of methods and sources (for example, United States Code, Code of Federal Regulations, Federal Register, LexisNexis, Westlaw, cyberFEDS, Merit Systems Protection Board website, Federal Labor Relations Authority website, and Comptroller General website) to conduct legal research and find relevant authorities.

Performance Management - Knowledge of performance management concepts, principles, and practices related to planning, monitoring, developing, rating, and rewarding employee performance.

Work-Life Programs - Knowledge of laws, rules, regulations, case law, principles, and practices related to work-life programs (for

example, telework, alternative work
schedules, employee engagement,
employee assistance program, wellness
program).

Labor Relations Competency Model Results

The Labor Relations Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Labor Relations Competency List

The table below lists the technical competencies found to be important for performing labor relations work.

| Technical Competencies |
|--|
| <ul style="list-style-type: none">• Collective Bargaining• Disciplinary and Adverse Actions• Dispute Resolution• Employee Relations• Grievances and Appeals• Labor Relations• Labor Relations Statutory Processes• Leave Administration• Legal Research• Performance Management |

Labor Relations Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for labor relations work at the grades indicated.

| Grade 12 | Grade 13 | Grade 14 |
|---|---|---|
| <ul style="list-style-type: none"> • Collective Bargaining • Disciplinary and Adverse Actions • Employee Relations • Grievances and Appeals • Labor Relations • Labor Relations Statutory Processes • Legal Research | <ul style="list-style-type: none"> • Collective Bargaining • Disciplinary and Adverse Actions • Dispute Resolution • Employee Relations • Grievances and Appeals • Labor Relations • Labor Relations Statutory Processes • Leave Administration • Legal Research • Performance Management | <ul style="list-style-type: none"> • Collective Bargaining • Disciplinary and Adverse Actions • Dispute Resolution • Employee Relations • Grievances and Appeals • Labor Relations • Labor Relations Statutory Processes • Legal Research |

Labor Relations Competency Importance Rankings

The table below presents the rank order of the competencies for labor relations work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|--|---------------------------|--------------------------|
| Labor Relations | 1 | 1 |
| Grievances and Appeals | 2 | 2 |
| Collective Bargaining | 3 | 3 |
| Disciplinary and Adverse Actions | 4 | 4 |
| Employee Relations | 5 | 5 |
| Labor Relations Statutory Processes | 6 | 6 |
| Legal Research | 7 | 7 |
| Dispute Resolution | 8 | 8 |
| Leave Administration | 9 | 10 |
| Performance Management | 10 | 9 |

Labor Relations Technical Competency Definitions

This section presents definitions for the technical competencies found within the Labor Relations Competency Model.

Collective Bargaining - Knowledge of the negotiation process between an agency and the exclusive representative of employees to consult and bargain in good faith aimed at reaching agreement.

Disciplinary and Adverse Actions - Knowledge of laws, rules, regulations, concepts, principles, practices, and contract provisions related to formal and informal discipline including Douglas Factors analysis, just cause analysis, and alternative discipline.

Dispute Resolution - Knowledge of processes used to resolve disputes between parties, including traditional and alternative dispute resolution techniques (for example, negotiation, mediation, fact finding, collaboration, ombudsman, settlement agreements, third party processes).

Employee Relations - Knowledge of laws, rules, regulations, case law, principles, and practices related to disciplinary and adverse actions, leave administration, performance management, and dispute resolution.

Grievances and Appeals - Knowledge of procedures for negotiated and administrative grievances, appeal rights, and arbitration.

Labor Relations - Knowledge of laws, rules, regulations, case law, principles, and

practices related to negotiating and administering labor agreements and disputes.

Labor Relations Statutory Processes - Knowledge of the regulations that govern processes before the Federal Labor Relations Authority, Federal Service Impasses Panel, and Federal Mediation and Conciliation Services (for example, representation cases, unfair labor practices, negotiability appeals, exceptions to arbitration decisions, impasse procedures).

Leave Administration - Knowledge of laws and regulations that govern the administration of leave policies and programs for employees.

Legal Research - Knowledge of methods and sources (for example, United States Code, Code of Federal Regulations, Federal Register, LexisNexis, Westlaw, cyberFEDS, Merit Systems Protection Board website, Federal Labor Relations Authority website, and Comptroller General website) to conduct legal research and find relevant authorities.

Performance Management - Knowledge of performance management concepts, principles, and practices related to planning, monitoring, developing, rating, and rewarding employee performance.

Performance Management Competency Model Results

The Performance Management Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Performance Management Competency List

The table below lists the technical competencies found to be important for performing performance management work.

| Technical Competencies |
|---|
| <ul style="list-style-type: none">• Dispute Resolution• Employee Relations• Leave Administration• Performance Management• Recognition and Awards• Work-Life Programs |

Performance Management Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for performance management work at the grades indicated.

| Grade 11 | Grade 12 | Grade 13 | Grade 14 |
|--|--|--|--|
| <ul style="list-style-type: none"> • Employee Relations • Performance Management | <ul style="list-style-type: none"> • Dispute Resolution • Employee Relations • Leave Administration • Performance Management • Recognition and Awards • Work-Life Programs | <ul style="list-style-type: none"> • Employee Relations • Performance Management • Recognition and Awards • Work-Life Programs | <ul style="list-style-type: none"> • Performance Management • Recognition and Awards |

Performance Management Competency Importance Rankings

The table below presents the rank order of the competencies for performance management work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings. Note: Cells designated with NR stands for Not Ranked.

| Competencies | Current Importance | Future Importance |
|-------------------------------|---------------------------|--------------------------|
| Performance Management | 1 | 1 |
| Recognition and Awards | 2 | 2 |
| Employee Relations | 3 | 3 |
| Work-Life Programs | NR | 4 |

Performance Management Technical Competency Definitions

This section presents definitions for the technical competencies found within the Performance Management Competency Model.

Dispute Resolution - Knowledge of processes used to resolve disputes between parties, including traditional and alternative dispute resolution techniques (for example, negotiation, mediation, fact finding, collaboration, ombudsman, settlement agreements, third party processes).

example, telework, alternative work schedules, employee engagement, employee assistance program, wellness program).

Employee Relations - Knowledge of laws, rules, regulations, case law, principles, and practices related to disciplinary and adverse actions, leave administration, performance management, and dispute resolution.

Leave Administration - Knowledge of laws and regulations that govern the administration of leave policies and programs for employees.

Performance Management - Knowledge of performance management concepts, principles, and practices related to planning, monitoring, developing, rating, and rewarding employee performance.

Recognition and Awards - Knowledge of creating, managing, or adapting formal pay and awards programs to recognize individual and group employee performance, accomplishments, and milestones.

Work-Life Programs - Knowledge of laws, rules, regulations, case law, principles, and practices related to work-life programs (for

Human Resource Development Competency Model Results

The Human Resource Development Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Human Resource Development Competency List

The table below lists the technical competencies found to be important for performing human resource development work.

| Technical Competencies |
|--|
| <ul style="list-style-type: none">• Adult Learning• Employee Development• Instructional Design• Learning Evaluation• Learning Technology |

Human Resource Development Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for human resource development work at the grades indicated. Note no competencies were confirmed as appropriate for selection governmentwide at the grade 14 level.

| Grade 9 | Grade 11 | Grade 12 | Grade 13 | Grade 14 |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Adult Learning • Employee Development • Instructional Design • Learning Evaluation • Learning Technology | <ul style="list-style-type: none"> • Employee Development | <ul style="list-style-type: none"> • Adult Learning • Employee Development • Learning Technology | <ul style="list-style-type: none"> • Adult Learning • Employee Development • Learning Evaluation | <ul style="list-style-type: none"> • No competencies were confirmed as appropriate for selection |

Human Resource Development Competency Importance Rankings

The table below presents the rank order of the competencies for human resource development work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|-----------------------------|---------------------------|--------------------------|
| Employee Development | 1 | 1 |
| Adult Learning | 2 | 3 |
| Learning Evaluation | 3 | 4 |
| Learning Technology | 4 | 2 |
| Instructional Design | 5 | 5 |

Human Resource Development Technical Competency Definitions

This section presents definitions for the technical competencies found within the Human Resource Development Competency Model.

Adult Learning - Knowledge of how adults acquire and use knowledge, skills, attitudes; Understands individual differences in learning.

Employee Development - Knowledge of employee development concepts, principles, and practices related to planning, evaluating, and administering training, organizational development, and career development initiatives.

Instructional Design - Knowledge of current and innovative adult learning and instructional design principles and techniques to create effective learning activities.

Learning Evaluation - Knowledge of methods used to assess the outcomes of a learning program to determine its effectiveness in meeting the needs of the individual and goals of the organization.

Learning Technology - Knowledge of new and emerging learning technologies and their applications to a specific learning opportunity or challenge.

Information Systems Competency Model Results

The Information Systems Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Information Systems Competency List

The table below lists the technical competencies found to be important for performing information systems work.

| Technical Competencies |
|---|
| <ul style="list-style-type: none">• Customer Requirements• Data Management• Evaluation/Improvement• HR Information Systems• HR Information Systems Support• Information Security• Report/Query Writing• System Maintenance |

Information Systems Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for information systems work at the grades indicated. Note that while the competencies “Data Management” and “System Maintenance” are identified as important for performing information systems work, neither was confirmed as appropriate for selection governmentwide at the grade levels indicated.

| Grade 12 | Grade 13 | Grade 14 |
|---|--|---|
| <ul style="list-style-type: none">• Customer Requirements• HR Information Systems• HR Information Systems Support | <ul style="list-style-type: none">• Customer Requirements• Evaluation/Improvement• HR Information Systems• HR Information Systems Support• Information Security• Report/Query Writing | <ul style="list-style-type: none">• Customer Requirements• HR Information Systems• HR Information Systems Support |

Information Systems Competency Importance Rankings

The table below presents the rank order of the competencies for information systems work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|---------------------------------------|---------------------------|--------------------------|
| HR Information Systems | 1 | 1 |
| Customer Requirements | 2 | 2 |
| HR Information Systems Support | 3 | 3 |
| Information Security | 4 | 5 |
| Data Management | 5 | 4 |
| Evaluation/Improvement | 6 | 6 |
| Report/Query Writing | 7 | 7 |
| System Maintenance | 8 | 8 |

Information Systems Technical Competency Definitions

This section presents definitions for the technical competencies found within the Information Systems Competency Model.

Customer Requirements - Knowledge of relevant customer organizations, operations, and stakeholders, including how to translate requirements to provide appropriate output or response to meet customer needs.

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

Evaluation/ Improvement - Knowledge of process improvement strategies, metrics, methodologies, and/or benchmarks for assessing performance against intended outcomes.

HR Information Systems - Knowledge of methods and practices related to identifying and analyzing HR processes, and translating business requirements into systems requirements (for example, developing, delivering, acquiring, and maintaining HR information systems and/or analytics).

HR Information Systems Support - Knowledge of methods and practices used to provide outreach and support related to HRIS, to include researching and resolving customer or HRIS issues; performing

scheduled activities; or recommending solutions or alternate methods to meet requirements.

Information Security - Knowledge of security laws, regulations, policies, standards, and systems/access controls and techniques. Ensures the confidentiality, integrity, availability, reliability, and non-repudiation of the organization's information contained in and transmitted from systems and networks.

Report/Query Writing - Knowledge of principles and methods used to write, maintain, and support a variety of reports or queries using appropriate reporting tools and languages, to develop standard tabular and graphic reports for ongoing customer needs.

System Maintenance - Knowledge of system maintenance, including review, testing and implementation of HRIS system upgrades or patches, and application of upgrade or fixes.

Compensation Competency Model Results

The Compensation Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Compensation Competency List

The table below lists the technical competencies found to be important for performing compensation work.

| Technical Competencies |
|--|
| <ul style="list-style-type: none">• Compensation• Leave Administration• Pay Administration |

Compensation Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for compensation work at the grades indicated.

| Grade 12 | Grade 13 | Grade 14 |
|---|--|--|
| <ul style="list-style-type: none">• Compensation• Pay Administration | <ul style="list-style-type: none">• Compensation• Leave Administration• Pay Administration | <ul style="list-style-type: none">• Compensation• Leave Administration• Pay Administration |

Compensation Competency Importance Rankings

The table below presents the rank order of the competencies for compensation work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|-----------------------------|---------------------------|--------------------------|
| Compensation | 1 | 1 |
| Pay Administration | 2 | 2 |
| Leave Administration | 3 | 3 |

Compensation Technical Competency Definitions

This section presents definitions for the technical competencies found within the Compensation Competency Model.

Compensation - Knowledge of compensation concepts, principles, and practices, including pay and leave administration and compensation flexibilities.

Leave Administration - Knowledge of laws and regulations that govern the administration of leave policies and programs for employees.

Pay Administration - Knowledge of pay administration concepts, principles, policies, and practices relating to pay setting, pay systems, pay flexibilities, premium pay, and other pay administration regulations.

Employee Benefits Competency Model Results

The Employee Benefits Competency Model results tables are listed within this section. Through job analysis (5 CFR § 300.103), agencies must determine the applicability of these competencies to positions within your agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Employee Benefits Competency List

The table below lists the technical competencies found to be important for performing employee benefits work.

| |
|-------------------------------|
| Technical Competencies |
| Employee Benefits |

Employee Benefits Technical Competencies by Grade

The following table lists the technical competencies that have been confirmed as appropriate for employee selection on a governmentwide basis for employee benefits work at the grades indicated.

| Grade 9 | Grade 11 | Grade 12 | Grade 13 |
|-------------------|-------------------|-------------------|-------------------|
| Employee Benefits | Employee Benefits | Employee Benefits | Employee Benefits |

Employee Benefits Competency Importance Rankings

The table below presents the rank order of the competencies for employee benefits work on current importance, based on supervisor and employee ratings, and future importance in three years, based on supervisor ratings.

| Competencies | Current Importance | Future Importance |
|--------------------------|---------------------------|--------------------------|
| Employee Benefits | 1 | 1 |

Employee Benefits Technical Competency Definitions

This section presents definitions for the technical competencies found within the Employee Benefits Competency Model.

Employee Benefits - Knowledge of HR concepts, principles, and practices related to retirement, insurance, injury compensation, and other employee benefits programs.



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Workforce Policy and Innovation (WPI)
1900 E Street NW, Washington DC 20415

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