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Strategic Human  
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Division

MEMORANDUM FOR HUMAN RESOURCES DIRECTORS

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Subject: Renamed Occupational Series

The U.S. Office of Personnel Management (OPM) is pleased to issue the renamed Workforce Research and Analysis Series, 0140, series definition and the Workforce Development Series, 0142, classification standard. The word "manpower" has been removed from these two occupations and all other criteria remains unchanged. The series definition and the classification standard are now consistent with the Workforce Investment Act. Changes to the Handbook of Occupational Groups and Families and other documents will be made accordingly.

If you have questions about this classification standard, please contact your Human Capital Officer.

Attachments

# Position Classification Standard for Workforce Development Series, 0142

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## SERIES DEFINITION

This series covers positions that involve specialized administrative and technical work concerned with the implementation, promotion, coordination, monitoring, and evaluation of federally funded programs for the development and utilization of the workforce. Some positions in this occupation are involved in programs that deal with the identification of and communication with disadvantaged persons requiring employment assistance, the provision of necessary assistance and support through counseling, education, training, and their placement into suitable, stable employment. These positions require specialized knowledge and application of workforce development methods, practices, techniques, and principles. These positions do not require full professional knowledge in one or more of the social or behavioral sciences or regular application of the theories, principles, and practices of these disciplines.

## EXCLUSION

Excluded from this series are positions that involve primarily:

1. Professional or technical work concerned with the application of statistical or mathematical theories, techniques and methods to the collection, analysis, or interpretation of numerical data in support of workforce programs. Such work is covered by an appropriate series in the Mathematical Sciences Group, 1500.
2. Administrative or technical work concerned with intra-agency or Governmentwide workforce planning utilization and control programs, staffing validations, and organizing the workforce for efficient use of total staff. Such work is covered by an appropriate series in the Job Family Standard for Administrative Work in the Human Resources Management Group, 0200 or the General Administrative, Clerical, and Office Services Group, 0300.
3. Professional or specialized technical work primarily concerned with the application of educational or training theories, techniques, and methods to the development and utilization of the workforce. Such work is covered by an appropriate series in the Education Group, 1700.
4. Professional, scientific, or specialized technical work in the social or behavioral sciences that requires predominantly the application of the full knowledges and skills of a recognized subject-matter specialty. Such work is covered by an appropriate series in the Social Science, Psychology, and Welfare Group, 0100.

5. Professional or scientific work primarily concerned with workforce research or workforce program development and evaluation and having as a principal requirement extensive knowledge of pertinent social sciences such as sociology, psychology, or economics, and the ability to utilize effectively social science research methods, practices, and principles. Such work is covered by the Workforce Research and Analysis Series, 0140.
6. Work primarily concerned with planning, conducting, and reporting descriptive social science research in the field of civil rights and equal opportunity when the qualification requirements for the position include a broad knowledge of the field of civil rights, ability to apply accepted documentary and field research techniques to study issues and policies affecting civil rights, consulting skill, and a high degree of writing and oral communication skill. Such positions are classified in the Civil Rights Analysis Series, 0160.
7. Work primarily concerned with developing, administering, evaluating, or advising on the Federal Government's internal equal employment opportunity program within various Federal agencies when the position requires knowledge of Federal equal employment opportunity regulations and principles; compliance and enforcement skills; administrative, management, and consulting skills, and a general knowledge of Federal personnel administration. Such positions are classified in the Equal Employment Opportunity Series, 0260.
8. Work involved in the enforcement of civil rights or equal opportunity laws, orders, and regulations including investigation and/ or conciliation of allegations of discrimination and equal opportunity compliance reviews of firms, public agencies, and other institutions outside of the Federal service. Also, positions that combine equal opportunity activities both within the Federal service and in non-Federal institutions when neither kind of work predominates. Such positions are classified in the Equal Opportunity Compliance Series, 0360.
9. Administrative or technical work primarily concerned with promoting apprenticeship and other on-the-job training programs and standards for skilled occupations, providing assistance on how to obtain and improve effective utilization of worker skills on the job, and reviewing apprenticeship standards and training agreement for conformance with basic national standards that requires knowledge of the principles and practices of apprenticeship and related industrial relations practices and problems and ability to analyze industrial processes and operations. Such work is covered by the Apprenticeship and Training Series, 0243.
10. Administrative or technical work primarily concerned with ascertaining facts about analyzing, codifying, and describing the duties and responsibilities of positions in or outside of the Federal service and qualifications for their full performance. Such work is covered by the Job Family Position Classification Standard for Administrative Work in the Human Resources Management Group, 0200.

## BACKGROUND INFORMATION

Federal Government participation in and support of workforce programs administered by a variety of public and private non-profit agency sponsors is established by Federal law. Each State or other sponsoring agency (for example, county or city government) plans and carries out its own program; establishes required guides, instructions, and regulations; prepares budgets and other financial controls and programs; and allocates the resources (financial, personnel, and material) needed to accomplish the goals.

While each sponsoring agency is responsible for day-to-day program operations, the Federal Government seeks to promote effective program planning, and establishes operational and legal requirements which must be satisfied before the agency can receive Federal assistance. If the sponsoring agency does not or cannot meet established requirements, the Federal agency that administers the Federal portion of the program assists in reconciling these disparities and in achieving conformity with the requirements of Federal law. This may be accomplished by a variety of means including but not restricted to:

- Providing additional technical guidance and assistance;
- Providing short-term training and instruction to sponsoring agency staff members;
- Providing consultative and resource personnel;
- Providing model documents, e.g., policy statements, operating procedures, brochures, instructions;
- Withholding payments due the sponsoring agency;
- Withdrawing or withholding all Federal financial assistance;
- Reviewing (and requiring rework as necessary) the findings of the sponsoring agency's audits, reviews, and reports;
- Disapproving financial grants.

Federal workforce program officials attempt to bring sponsoring agencies into compliance with requirements through consultation, persuasion, and leadership by example.

## WORKFORCE DEVELOPMENT PROGRAMS IN THE FEDERAL SERVICE

The Federal workforce program effort is directed toward: (a) the reduction and eventual elimination of high and long-term unemployment and underemployment, (b) the provision of recruitment and placement services to employers, and (c) the provision of employability services to groups with special problems, e.g., the disadvantaged, youth, handicapped workers, the uneducated, minority groups, and technologically displaced workers. National workforce policy, typically expressed in legislation and Executive orders, has tended to emerge as a series of programs designed to correct or overcome specific and chronic workforce development and utilization problems. These "categorical" programs typically have been aimed at providing specific services to a defined target group; each program with its own design, procedural and operational configuration, and goals and requirements. National policy expressed in this manner has required the Federal agencies involved in administration of workforce programs to combine and integrate their efforts to maximize the quality of services provided, minimize confusion, and avoid duplications and gaps in program coverage.

Recently, a major portion of the responsibility for planning and implementing the nation's workforce programs has been decentralized to state and local governments. This decentralization has resulted in the merging and integration of the various special "categorical" workforce programs into a Federal Government-prime sponsor partnership arrangement. The prime sponsor's responsibility in this partnership is to design and effectively implement workforce programs tailored to provide the workforce services most needed within the jurisdiction. The responsibility of the Federal Government is to provide the leadership, guidance, advice, and assistance necessary for the prime sponsor to design, develop, and evaluate effectively the quality of services provided.

Workforce development specialists, functioning as Federal representatives, serve as the continuing and primary point of contact with prime sponsors. Specialists must be fully knowledgeable of the economic, demographic, governmental, and political context within which the prime sponsor operates its program. The following duties characterize the responsibilities of Federal representatives to prime sponsors:

- Communicate all Federal requirements to prime sponsors;
- Coordinate the review and approval of grant applications;
- Coordinate the assessment of the prime sponsor's performance against the plan;
- Assess the need for, provide and/or coordinate the provision of technical assistance in:
  - Strategic and operational planning;
  - Program activity design, normally with assistance from staff specialists;

- Organization and staffing;
  - Multi-jurisdictional agreement development;
  - Management information systems and the prime sponsor's internal program assessment system, normally with assistance from staff specialists;
  - Financial and grant management, normally with assistance from staff specialists;
  - Plan development and grant application preparation;
  - Program operations problems.
- Undertake periodic reviews of prime sponsor compliance with assurances and certifications.

This partnership is designed to enable the prime sponsors, through any or all of the program activities described below, to provide comprehensive workforce services programs to their communities. At the same time, this partnership encourages the effective coordination of the services offered with those provided by other workforce agencies and activities, and provides a powerful assist towards meeting the overall workforce and related social needs of the community.

Basically, workforce programs have two objectives: (1) providing workers with the services needed to get and hold suitable employment, and (2) providing qualified workers for job vacancies. In short, workforce programs bring together the job seeker and the job. This basic and very critical function typically is accomplished through the workforce activities described and discussed below:

#### A. *Outreach Programs*

These programs bring information, training, counseling, and placement services to unemployed workers, particularly the hard-core unemployed -- those most in need of work. Program personnel go where their services are needed rather than waiting for unemployed workers to come to them.

Examples of outreach services programs are:

- (1) Apprenticeship centers which interview, test, and refer applicants for placement into vacancies in the apprenticeable trades;
- (2) State and local employment service offices which recruit workers, counsel them and refer them to job vacancies, training, or other services;

- (3) Youth centers which provide young people a separate and readily identifiable place to go for guidance and assistance in all matters related to employment or training;
- (4) Development programs which locate and give disadvantaged persons help in getting and keeping a job; these programs work through the state employment service to provide unemployed workers with personalized counseling, referral to training and job placement services;
- (5) Experimental and demonstration programs which test and evaluate new ideas for preparing groups of hardcore unemployed workers with special problems, e.g., youth, "good" risk offenders, for meaningful employment.

## B. *Work Preparation and Training Programs*

These programs provide unemployed workers with the skills and experience necessary to secure employment and advance to more responsible positions. Programs are personalized to provide training and work experience suitable to the needs of many different groups and individuals.

Examples of work preparation and training services are:

- (1) Development and training programs which help unemployed workers to gain new skills and underemployed workers to upgrade their present skills through institutional and on-the-job training programs;
- (2) Apprenticeship programs which enable qualified candidates to become skilled workers through a combination of on-the-job and classroom training;
- (3) Work incentive programs which enable welfare recipients to move towards self-sufficiency through training and employment assistance;
- (4) Work experience programs which provide work experience to poor adults and youths to prepare them for regular employment or formal training programs such as apprenticeship programs;
- (5) Youth programs which provide after-school and summertime employment for youths attending school and full- and part-time employment and training for those who have left school;
- (6) Residential and nonresidential centers which provide intensive programs of education, vocational training, work experience, counseling, and other activities for low income disadvantaged youths.



### C. *Placement Programs*

These programs provide unemployed and underemployed workers with job information, referral, and placement services. Each program has available employment listings and attempts to place workers in suitable employment as quickly as possible. Examples of placement services are:

- (1) Youth centers which refer young workers directly to jobs or workforce development services designed to prepare them for jobs;
- (2) State and local employment service offices which provide the worker with local employment information, referral, and placement services;
- (3) Summer youth employment programs which place young people into new or special summer jobs;
- (4) Joint Government/private enterprise employment programs which create new or specially designed job opportunities and then train and place hard-core unemployed workers into them;
- (5) Veteran's Employment Programs which place recently returned veterans into meaningful employment or refer them to training or other workforce services which will prepare these veterans for a job.

### D. *Special Workforce Programs*

The activities associated with these special workforce programs frequently are found in outreach, work preparation, and training and placement programs. In other instances, these programs supplement or augment the effectiveness of the other three program areas. In still other instances, special workforce programs provide special help for particularly disadvantaged groups and individuals, e.g., in the inner city, certain rural areas; or provide a particular sort of technical service, information, or analysis, e.g., area classification services or job bank.

Examples of special workforce programs are:

- (1) Neighborhood centers which identify employment needs and inform residents of the various health, educational, recreational, and legal services available through current programs;
- (2) Employment programs which provide centralized workforce and related supportive services to residents within the area serviced by the program;
- (3) Centers which provide computer-assisted daily job order listings to local employment service offices and other interested workforce organizations;

- (4) Area workforce planning systems which provide a basic framework for a cooperative, coordinated effort involving Federal, state, and local agencies that have responsibility for or interest in workforce planning and action programs;
- (5) Farm labor and rural workforce development services which bring new training and educational opportunities and related workforce development services to rural areas having chronic employment problems.

## TITLES

*Workforce Development Specialist* is the title for nonsupervisory positions in this series.

*Supervisory Workforce Development Specialist* is the title for supervisory positions in this series.

## GRADE LEVEL COVERAGE

This standard provides grade-level criteria for nonsupervisory positions in grades GS-5 through GS-13. Nonsupervisory positions at grades above GS-13 typically are so highly individualized that the development of broad grade-level criteria for their evaluation is not practicable.

Nonsupervisory positions that clearly and significantly exceed the criteria established for grade GS-13 may be evaluated by extension of the criteria in this standard and the application of sound position-classification judgment.

Supervisory positions should be evaluated by reference to the General Schedule Supervisory Guide.

Some positions in this occupation have responsibilities for providing direct employment or employability development services on a casework basis. These responsibilities should be evaluated by reference to the classification standard most appropriate to the casework performed, e.g., Social Services Series, 0187, Vocational Rehabilitation Series, 1715, etc. In most instances the workforce development responsibilities are controlling and consequently of greater importance in making grade level determinations. However, the grade level criteria outlined in the appropriate casework oriented standard should be reviewed along with this standard when such positions are evaluated.

This standard provides two factors for evaluating nonsupervisory workforce development specialist positions: (1) Nature of Assignment and (2) Level of Responsibility. To warrant classification to a specific grade level, an individual position must compare substantially to the criteria established for that level.

### *Nature of Assignment*

This factor measures the nature, scope, and difficulty of the work assigned, the type and variety of program requirements encountered, and the impact and significance of the results achieved by the workforce development specialist. Incorporated into this factor are elements such as:

- (a) The size, scope, and complexity of the program, project, or problem assigned;
- (b) The social, economic, political, and public interest impact of the assignment;
- (c) The extent to which the work involves controversial, precedential cases or situations that require innovative or novel approaches and solutions;
- (d) The extent to which the assignment requires planning, coordinating, and integrating workforce activities with the activities of other governmental and nongovernmental organizations;
- (e) The nature, difficulty, and complexity of interrelationships and variables created by the political, economic, military, social, and cultural considerations which influence workforce activities;
- (f) The nature and level of knowledges, skills, and abilities needed to perform successfully the work assigned.

Assignments range from those that are very limited in scope and impact, and typically involve selected specific tasks to those that involve planning, coordination, and execution of assignments of significant importance and impact and require considerable skill, knowledge, resourcefulness, and insight.

### *Level of Responsibility*

This factor considers the nature and effect of supervisory, technical, and administrative controls over the work performed, the responsibility for making decisions and recommendations, the availability and applicability of guideline material, and the nature and extent of personal contacts and commitment authorities. Levels of responsibility range from the limited closely supervised responsibilities found at the entrance levels to the considerable responsibilities delegated to and performed under very general supervision by workforce development specialists at the higher grades. This factor takes into account the extent to which there are supervisory or administrative controls on: (1) opportunities to make independent decisions; (2) delegated authorities for making commitments; and (3) nature, purpose, and extent of personal contacts established.

### *Knowledge, Skills, and Abilities Required*

The kinds of knowledge, skills, and abilities needed to perform successfully the duties assigned to workforce development specialists at the various grade levels are reflected in the two basic factors discussed above and are not therefore described as a separate factor. Workforce development specialist positions at or above the full performance level require, commensurate with the grade level involved, the following knowledge, skills, and abilities:

- Knowledge of the goals, methods, principles, and practices pertinent to workforce programs, activities, and operations;
- Knowledge of practical data collection and statistical analysis and sampling methods and techniques;
- Knowledge of pertinent specialized social or behavioral science methods, principles, and practices;
- Knowledge of various Federal-state-local workforce delivery system and their interrelationship;
- Ability to identify and interpret contract/grant specifications, program requirements, regulations, policy statements, and other similar guideline and informative material;
- Ability to conduct workforce studies, analyze the results, and make sound recommendations for appropriate changes to or improvements in the workforce program;
- Ability to establish, maintain, and improve interpersonal relationships with employees, supervisors, and managers of the employing agency, other Federal agencies, other levels of government, organized labor, special interest groups, and organizations in private enterprise;
- Ability to prepare reports, correspondence, and other written technical material;
- Ability to work effectively in stress situations;
- Ability to monitor workforce projects to a successful conclusion;
- Ability to communicate through written and oral presentations.

## **WORKFORCE DEVELOPMENT SPECIALIST, 0142-05**

### *Nature of Assignment*

This is the basic entrance and training level. Assignments typically consist of a variety of relatively standardized tasks which have been selected to provide: (1) on-the-job experience and training in the methods, techniques, and procedures pertinent to workforce surveys, studies, and operations; (2) exposure to the agency programs, policies, and procedures; (3) opportunities for responsible management to evaluate the trainee's aptitudes, interests, and potential for advancement; and (4) a basis for more responsible assignments.

Typical assignments include: (1) collecting and reviewing data which will be included in and become part of a larger study; (2) preparing graphs, charts, and other types of tabular or graphic presentations from material assembled by employees at a higher grade level; and (3) reviewing submissions prepared by other organizations to assure they are correct, complete, and accompanied by appropriate supporting documents.

### *Level of Responsibility*

Workforce development specialists GS-5 work under close supervision. Work methods, procedures, and techniques are covered by the supervisor or in readily accessible written guides and instructions. Assignments are accompanied by detailed instructions. Questions are discussed and resolved as they occur. The supervisor checks work in progress and thoroughly reviews completed assignments.

Personal contacts usually are limited to the supervisor and coworkers and are not significant at the GS-5 level. In some work situations, however, limited contacts with the general public occur. They generally involve providing factual program information or collecting information for study purposes.

## **WORKFORCE DEVELOPMENT SPECIALIST, 0142-07**

### *Nature of Assignment*

This is typically a developmental level. Workforce development specialists GS-7 perform workforce studies and analyses of relatively limited scope and complexity which are assigned, generally in a planned sequence, to develop their potential for higher level work. Assignments generally involve work which is subordinate to and supportive of much broader assignments for which workforce development specialists of higher grade have overall responsibilities.

GS-7 specialists must be familiar with and use a number of available established methods and techniques properly in specific situations. They must also be able to adjust and correlate data, recognize discrepancies and deviations in results, schedule routine work sequences, and prepare summary and descriptive material. By comparison, workforce development specialists GS-5

receive assignments that are well defined and typically involve fewer procedural steps or operations.

Typical assignments include:

- (1) Collecting and analyzing workforce resource data, recognizing and reporting gross indications of program shifts and trends;
- (2) Correlating, adjusting, and where necessary correcting statistical data;
- (3) Identifying and reporting potential problems for consideration by employees in higher grade levels;
- (4) Reviewing and evaluating assigned portions of grant-on-aid project proposals submitted by organizations requesting financial assistance;
- (5) Reviewing and analyzing assigned segments of program documents and issuances, such as a portion of a service plan.

### *Level of Responsibility*

The supervisor furnishes detailed instructions when new or different work is assigned, provides advice and assistance while the assignment is in progress and fully reviews work upon completion. As GS-7 workforce development specialists become more proficient at and knowledgeable in the work assigned, supervisory controls are relaxed and fewer specific instructions are given. When elements of the work assigned are covered by explicit instructions or policy guidance, close supervisory review in process is unnecessary. The supervisor periodically checks work for compliance with instructions and evaluates the employee's progress. By comparison, the work of the workforce development specialist GS-5 is closely supervised and carefully reviewed.

Personal contacts usually involve the collection and presentation of factual information. Workforce development specialists GS-7 make commitments or recommendations only after previous supervisory instructions.

## **WORKFORCE DEVELOPMENT SPECIALIST, 0142-09**

### *Nature of Assignment*

Workforce development specialists GS-9 perform workforce studies and analyses or carry out segments of field assignments which require the selection, adaptation, and application of accepted methods, procedures, and techniques. Assignments typically require the planning and successful completion of individual projects or portions of larger projects or programs. By comparison, workforce development specialists GS-7 perform assignments primarily for

developmental purposes and are delegated little or no responsibility for planning, scheduling, or modifying the course of their assignments.

GS-9 workforce development specialists frequently reschedule or modify work sequences to reflect necessary program changes or to accommodate conditions that could not be predicted before the start of the assignment. The assignments of GS-9 workforce development specialists generally involve projects or programs of short duration or those where most, if not all, long range planning has been completed by specialists at a higher echelon.

The following assignments are illustrative:

- (1) Searches and compiles from designated sources statistical and narrative material which specialists at a higher grade use to prepare studies of immediate or long range employment problems.
- (2) Working as a team or project group member, makes field visits to state and local governments to conduct assigned segments of workforce studies, monitors projects, and evaluates the effectiveness of specific operational areas of interest.
- (3) Working as a team or project group member, surveys state employment service operations to evaluate the quality and effectiveness of specific operational areas to promote employer interest and participation in job opportunity programs.
- (4) Analyzes and projects the impact of proposed national, state, or local legislation on existing workforce programs, and determines consistency with Federal workforce policy, regulations, guidelines, etc.
- (5) Writes preliminary drafts of speeches, position papers, summaries, program proposals, etc.

### *Level of Responsibility*

The supervisor explains the scope and objectives of the assignment and provides general information on time limitations, priorities, sources, and other similar information. Workforce development specialists GS-9 plan and complete assignments with minimum supervisory guidance. However, they bring to the attention of their supervisor, who is usually available, any difficult or unusual problems encountered.

In comparison to the GS-7 level where new or unfamiliar work is reviewed closely, the supervisor spotchecks new or unfamiliar work in progress for technical adequacy, acceptability, and adherence to time and cost standards. Methods used are checked infrequently, but completed work is spotchecked or reviewed to determine completeness, adequacy, and conformance to established policies.

Workforce development specialists GS-9 have frequent, personal contacts with Government officials at various levels, private organizations and individuals and the general public to resolve mutual problems, suggest program improvements, disseminate information, explain program requirements, etc.

Commitments and recommendations made by GS-9 workforce development specialists usually relate to the more routine aspects of their assignments, e.g., provide basic technical assistance on standard, noncontroversial studies or projects that are covered by precedent, established policy, or accepted practice. Workforce development specialists GS-9 refer inquiries or requests for assistance beyond their level of authority to the appropriate source of information or assistance, usually the supervisor. By comparison, workforce development specialists GS-7 make commitments or recommendations in areas that are precisely defined usually on the basis of prior supervisory approval.

## **WORKFORCE DEVELOPMENT SPECIALIST, 0142-11**

### *Nature of Assignment*

Workforce development specialists GS-11 perform assignments which typically involve extensive planning and organization of the work, individual analyses of accumulated data and information, and considerable coordination and integration of the work with other functional activities. Assignments usually involve many variables and have more than one theoretical or practical solution or conclusion. GS-11 workforce development specialists select the most effective methods, techniques, and approaches after carefully considering the various alternatives available for use in accomplishing their assignments.

While these assignments require considerable resourcefulness and judgment, they do not involve radical departures from established practices or precedents. By comparison, GS-9 workforce development specialists perform assignments that have fewer variables, produce relatively obvious results and conclusions, and do not require the degree of planning and organization. Some GS-11 workforce development specialists provide technical guidance and instruction to workforce or other subject-matter specialists at a lower grade level, generally for the duration of the assignment.

Typical assignments at this level:

- (1) Preparing analytical statements on current occupational job market areas which are used by groups and persons engaged in Federal and non-Federal workforce activities. Gathering information from a wide variety of sources; evaluating, analyzing, and summarizing data; and preparing final reports on subjects such as employment and unemployment rates, current and anticipated workforce requirements and resources, occupational shortages and surpluses, industrial trends, and workforce training program developments for specific labor market areas.



- (2) Reviewing, analyzing, and evaluating proposals for experimental and demonstration projects, training proposals submitted by universities and outside consulting firms, and ongoing training programs conducted by various public and private workforce organizations. Outlining their strengths and weaknesses in reports or digest form and preparing comments and suggestions for their improvements.
- (3) Monitoring program contracts, e.g., local work incentive or concentrated employment projects or programs, identifying and analyzing operational difficulties encountered; determining how assistance and guidance will contribute toward the reduction or elimination of such difficulties; persuading program officials to take remedial action or make needed improvements; and following up to assure that required changes have been made.
- (4) Using current labor supply and demand data provided by state employment service agencies to prepare periodic critical nationwide labor shortage and surplus reports; developing procedural guidelines for locating, receiving, and processing job-ready applicants; developing methods and procedures for using the mass media to publicize job opportunities and employment information.
- (5) Negotiating workforce projects with sponsoring agencies identifying nonconforming provisions or specifications; assisting sponsors in achieving conformity with established requirements; recommending approval or disapproval of contracts or agreements submitted for certification.
- (6) As the primary Federal representative within an assigned area, serving as the principal point of contact to a prime sponsor administering a workforce program of moderate complexity, scope, and impact as characterized below. In this role, the workforce development specialist provides continuing direction and assistance to program operators; communicates and interprets Federal requirements for and coordinates the review and approval of grant applications; compares program performance with established plan and determines the need for appropriate technical assistance; and provides (or obtains and coordinates) leadership and technical assistance in such areas as strategic and operational planning, program design, organization and staffing, management information and internal assessment systems, financial management, grant administration, development of plans, and grant applications and components.

The program setting in which the Federal representative performs is characterized by:

- The areas served--

Has a relatively small, homogeneous population;

Encompasses one political entity, e.g., city, county, or a consortium of limited size; or a few political entities;

Requires relatively limited involvement with other prime sponsors;

Has received a grant of relatively small dollar amount;

- The population served is characterized by--

Average unemployment problems presently and no imminent changes are anticipated;

Relatively low incidence of poverty;

Few minority group problems and low potential for their future development;

- The level of expertise possessed by the prime sponsor is typified by:

A basic knowledge of workforce planning accompanied by a requirement for assistance in the administrative aspects of program establishment;

or

Little expertise in workforce planning and a requirement to establish the basic program in accordance with available guidelines and in line with existing programs.

- The program has local interest. If controversial issues occur, they are likely to have local impact.

### *Level of Responsibility*

Workforce development specialists GS-11 are responsible for planning, organizing, scheduling, and completing their assignments within the framework provided by agency policies, defined objectives, and established procedures. The supervisor provides very general instructions about the assignment usually confined to the objectives and scope of the assignment, work priorities, and instructions on revised or new policies or procedures. GS-11 workforce development specialists enjoy considerable freedom in planning their day-to-day work and selecting appropriate methods, techniques, and approaches for accomplishing various tasks. Workforce development specialists GS-11 consult with their supervisors when applying new or substantially revised policies or when unconventional, controversial, or peculiar situations are encountered. By comparison, workforce development specialists GS-9 receive advice and instructions whenever difficult or unusual problems arise.

Work in progress is seldom reviewed. Completed work is usually accepted as technically sound and is reviewed only for compliance with established policies and accomplishment of proposed objectives.

The personal contacts of GS-11 workforce development specialists often involve matters that require explanation or interpretation in order to reconcile differences, negotiate agreements, and investigate and resolve complaints.

Workforce development specialists GS-11 make commitments and recommendations, (e.g., approval of contracts or agreements submitted for agency certification) concerning factual, noncontroversial matters that are adequately treated by available guides or require extension or adaptation of this material to secure adequate results.

## **WORKFORCE DEVELOPMENT SPECIALIST, 0142-12**

### *Nature of Assignment*

Workforce development specialists GS-12 are independently responsible for planning, coordinating, organizing, and successfully concluding difficult and complex assignments. GS-12 workforce development specialists frequently deal with matters that are controversial, unconventional, or novel. By comparison, GS-11 workforce development specialists perform more conventional, less complicated, and better defined assignments.

Assignments frequently require substantial adaptations or extensions of available guides and established procedures or, in some instances, the development of new approaches, methods, or techniques for specific selected applications. By comparison, GS-11 workforce development specialist assignments demand only adaptations or extensions of available guides and established procedures. Some GS-12 workforce development specialists serve as team or project leaders and provide technical guidance to and coordinate the efforts of workforce development personnel and other subject-matter specialists assigned to the project or team.

Typical assignments at this level are:

1. Conducting field reviews of state and local rural workforce operations and activities; participating in the development of the standards to be used in the on-site review and appraisal of state and local rural workforce programs, including assistance to state agencies in the development of their own evaluation and self-evaluation programs; preparing data summaries which others use in the review of state plans of service; monitoring and appraising special rural workforce programs and projects.
2. Developing proposals for program redesign or modification, e.g., the out-of-school portion of a nationwide youth program, which includes an assessment of the advantages and disadvantages of proposed new features and the effects of the proposal nationwide and in specific locations; negotiating agreements with national service organizations to provide volunteer program assistance, e.g., proposal development, detailed contract negotiation, and monitoring.

