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Employee Development Series

GS-0235

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SERIES DEFINITION

This series covers positions that involve planning, administering, supervising, or evaluating a program designed to train and develop employees. This series also covers positions that involve providing guidance, consultation, and staff assistance to management concerning employee training and development matters. Positions covered by this series require as their paramount qualifications an understanding of the relationship of employee development and training to management problems and to personnel management objectives, methods, and procedures; analytical ability; and a knowledge of the principles, practices, and techniques of education or training.

Positions covered by this series are concerned primarily with training and developing Federal, State, and local government employees. However, positions which also involve training and developing other individuals are covered by this series if employee development specialist knowledges and abilities are the paramount qualifications.

This standard supersedes the standard for the Employee Development Series, GS-0235, issued in June 1966.

EXCLUSIONS

Excluded from this series are:

1. Positions in which employee development duties are combined with duties properly classified in other personnel management occupations, when one kind of work is not sufficiently dominant to be series controlling. Such positions are classified in the [Personnel Management Series GS-0201](#). (However, positions which primarily are concerned with employee development work but occasionally involve work classifiable in other personnel management series are included in the Employee Development Series.)
2. Positions in an employee development program which are primarily clerical in nature or which involve providing technical support to employee development specialists by performing limited aspects of employee development work. Such positions are classified in the [Personnel Clerical and Assistance Series, GS-0203](#). (A discussion of the relationship of "assistant" positions to those of "specialists" is contained in part II of the position classification standard for the [Personnel Management Series, GS-0201](#).)
3. Positions that involve general clerical, administrative, or related work, e.g., giving or monitoring tests, test scoring, and general typing, filing, or stenographic work. Such positions are classified in the appropriate established series in the [General Administrative, Clerical, and Office Services Group, GS-0300](#).

4. Positions that involve professional work which requires the application of a knowledge of the concepts, principles, and practices of education and rehabilitation therapy. Such positions are classified in the [Educational Therapy Series, GS-0639](#).
5. Positions that involve the application of a knowledge of education or training principles, practices, and techniques, when the work does not also require as a paramount qualification an understanding of the relationship of employee development and training to management problems and to personnel management objectives, methods, and procedures. Such positions are classified in the appropriate established series in the [Education Group, GS-1700](#). (For example, positions in an operating vocational rehabilitation program that involve directing, advising on, supervising, or performing such duties as planning and establishing training programs for the physically or mentally disabled are classified in the [Vocational Rehabilitation Series, GS-1715](#).)
6. Positions that involve training work in the principles, practices, and techniques of an occupation, profession, trade, or craft when the primary requirement is competence in the occupation in which training is given. Such positions are classified in the established series appropriate to the occupation, profession, trade, or craft concerned.

OCCUPATIONAL INFORMATION

The training of employees -- to develop latent talents or acquire new skills, to keep employees abreast of technological changes, to maintain proficiency, and to improve performance of present duties -- is an essential part of the overall management process. The employee development specialist is expected to furnish important advisory services as an in-house consultant to management in the field of employee development and training. Many employee development specialist assignments include providing innovative training and developmental experiences for the inexperienced, educationally disadvantaged, and vocationally underdeveloped members of the Federal work force and, in some instances, such individuals outside the Federal service (in connection with, for example, an intergovernmental training program). There also has been a great expansion in management and supervisory training in the Federal Government.

Employee development involves enhancing individual potential by improving present skills, broadening qualifications, improving employees' attitudes and work habits, and promoting an understanding of organizational objectives, policies, and practices. It includes training, but is a more encompassing term which includes not only imparting a body of knowledge or providing training in a specific skill, but is also concerned with preparing employees to progress with the organization as it develops and changes.

Employee development specialists not only develop and provide various types of in-house training and developmental experiences for employees, but also arrange for them to take advantage of the offerings of such outside organizations and institutions as universities and colleges, business and trade schools, correspondence schools, the US. Office of Personnel Management, other Government agencies, and private industry.

Nonsupervisory employee development specialist assignments in the Federal Government usually fall into one of the general areas of:

- S Program operations;
- S Program development; or
- S Program evaluation.

However, many positions involve performing duties in more than one of these areas. The use of this breakdown does not imply that they are "water-tight compartments," nor is it a basis for establishing separate specializations. Each area, while reasonably distinctive, tends in actual practice to merge with the others at some points. They all require the same basic skills, knowledges, and abilities.

PROGRAM OPERATIONS

"Program operations" assignments involve directly providing guidance, consultation, and staff assistance in training and developing employees. Positions which involve such assignments typically are found in operating employee development staffs engaged in the day-to-day servicing of organizational elements of a Federal department or agency. They may be located at any organizational level of a department or independent agency, from the department or agency headquarters level to a field installation. Some of the principal types of duties typically performed by employee development specialists in operating assignments include:

1. Problem identification:

- S Analyzing and identifying the training and developmental needs of present employees in light of the organization's mission, e.g., by analyzing organizational operations, individual positions, production reports, accident reports, attendance records, and employee attitudes and grievances;
- S Determining and planning for the anticipated employee development and training needs of the organization based on the organization's long-range replacement requirements for particular categories of employees.

2. Problem solution:

- S Determining priorities among problems that can be solved by training;
- S Identifying possible solutions to problems (including non-training solutions and alternative modes of training as solutions);

- S Determining manpower and money requirements for alternative training and non-training solutions to problems;
 - S Weighing alternative solutions in terms of potential benefits and costs;
 - S Developing a plan of implementation when training is selected as a solution;
 - S Recommending the reallocation of manpower and money resources, and the modification of existing plans, in light of changing circumstances.
3. Program administration:
- S Promoting management acceptance of and active cooperation in training and developing employees to further the accomplishment of management goals;
 - S Informing supervisors, management officials, and employees of available training courses and developmental methods;
 - S Planning and carrying out orientation activities designed to acquaint employees with the organization's mission, internal structure, history, objectives, and policies, as well as other matters of general interest;
 - S Identifying employees who should attend various types of training;
 - S Arranging for instructors to conduct training courses and, as necessary, conducting training courses;
 - S Studying evolving trends and developments in the employee development and training field, e.g., appraising new principles, concepts, instructional methods, training aids, and course materials for possible application to the organization's employee development program.
4. Internal evaluation:
- S Evaluating training given to employees;
 - S Recommending improvements in the organization, instructional methods, physical facilities, equipment, coverage, and scheduling used in training employees.

PROGRAM DEVELOPMENT

"Program development" assignments involve developing guidelines, instructional methods, course materials, training aids, and new or improved applications of educational technology for use by operating employee development programs.

PROGRAM EVALUATION

"Program evaluation" assignments involve reviewing, analyzing, and evaluating operating employee development programs to assess their quality and overall effectiveness. This type of assignment often involves performing such duties as conducting surveys, offering advice and guidance to employee development staffs at lower organizational development program. As used here, the term "program evaluation" is not intended to cover the internal evaluation that the head of an operating employee development program (or members of his staff) makes of his own program.

TITLES

The basic title for positions in the Employee Development Series is *Employee Development Specialist*. Positions with significant supervisory responsibilities will be identified by prefixing "*Supervisory*" to the basic title.

CLASSIFICATION CRITERIA

An employee development specialist position is evaluated in terms of the actual duties and responsibilities assigned rather than in terms of the mission of the organization. For example, the assignment of a particular employee development specialist position located in the employee development staff of a major research and development center may, in fact, involve training and developing the organization's clerical employees in office skills.

Two major classification factors are used for the nonsupervisory employee development specialist positions covered by this standard:

1. Nature of Assignment considers:

- a. The scope of the assignment. Assignments range from those with limited or local impact and application to those with widespread impact and extensive application.
- b. The difficulty of the work.
- c. The technical complexity of the assignment.

S Technical complexity is affected by the nature of the training given. This element of complexity ranges from assignments that involve training employees in job skills to those that involve changing attitudes.

S Technical complexity is also affected by the nature of the work force being trained, which determines the need for training, the type to be given, and the learning problems to be dealt with.

2. Level of Responsibility reflects:
 - a. Supervisory control exercised over the work, i.e., the nature, extent, specificity, availability, and applicability of supervision received, guidelines available, and review of completed work.
 - b. The nature and importance of personal contacts and other work relationships with persons outside the supervisory chain.
 - c. The nature and scope of recommendations or decisions made, i.e., the typical kinds of questions, problems, or types of situations on which an employee development specialist has authority to make decisions, present recommendations, draw conclusions, or take action.

Qualifications required are not treated under a separately identified factor, but are taken into account and reflected in the other factors.

The constituent elements of the two major classification factors are described individually here for the sake of clarity. However, in actual practice these elements are closely related and intertwined, and are so treated in the grade-level definitions.

Organizational level, as such, is not a direct criterion for evaluating employee development specialist positions. The importance of organizational level lies in the scope and effect of the work performed; the type of control received from higher organizational levels, or exercised over lower organizational levels; the nature and importance of the personal contacts and other work relationships possible or likely at a particular organizational level; and the impact of recommendations or decisions made. These elements are taken into account in the two basic factors Nature of Assignment and Level of Responsibility.

FULL AND INDEPENDENT PROGRAM RESPONSIBILITY

Some nonsupervisory employee development specialists in operating programs are sole employee development specialists, or supervise one or two subordinates. The nonsupervisory grade level definitions in this standard typically apply to such positions, but these definitions do not envision such a nonsupervisory specialist exercising full and independent responsibility for managing the employee development and training of an entire installation. Such responsibility typically includes:

- S** Planning and scheduling work to meet program goals and broad, general objectives established by a higher organizational level of the department or independent agency;
- S** Integrating the employee development program with related management assistance staff activities, e.g., budget administration, management analysis, manpower planning, position classification, labor-management and employee relations, and personnel staffing;
- S** Exercising budget and fiscal control over the program for which he is responsible; and

- S Serving, under general administrative supervision, as the organization's final technical authority in the field of employee development and training.

A position to which these characteristics apply is classified one grade level higher than the level portrayed for positions not having, this degree of program responsibility. This provision should not be used in itself to classify a position above grade GS-11. When the base grade of a nonsupervisory employee development specialist position is grade GS-09, consideration should be given to internal alignment with other properly classified positions in the organization in determining whether this extra grade-level credit should result in a final classification of GS-10 or GS-11.

In order to give credit for full and independent program responsibility, the responsibility must:

- S Be officially assigned to the position; and
- S Actually be exercised.

NOTES TO USERS OF THIS STANDARD

1. This standard provides grade-level criteria for evaluating nonsupervisory employee development specialist positions in grades GS-05 through GS-13. Nonsupervisory positions above grade GS-13 are few in number and are too individualized to establish meaningful evaluation criteria. Nonsupervisory employee development specialist positions that clearly exceed the criteria for grade GS-13 may be classified above grade GS-13 by extension of the criteria in this standard, and by the application of general classification principles.
2. Positions in which supervisory responsibilities are an important "factor are evaluated by reference to part II of the [General Schedule Supervisory Guide](#).
3. Specific criteria are not provided for the evaluation of employee development specialist positions in Governmentwide or intergovernmental training programs. These positions are atypical and individualized. They represent a relatively small percentage of the positions covered by the Employee Development Series. Such positions should be evaluated by analogy to the criteria in this standard.
4. The grade-level concepts expressed in this standard are compatible with those of part I of the position classification standard for the [Personnel Management Series, GS-0201](#). Thus, where the employee development program is organizationally located in the personnel office, it may be helpful to consult part I of the standard for the Personnel Management Series in order to examine its relationship to this standard.

Nature of Assignment

This is the basic trainee level. Work assignments are selected to provide the GS-05 specialist with formal classroom instruction or on-the-job training in employee development principles, concepts, work processes, regulations, and reference materials. On-the-job training assignments are designed to provide an understanding of the organization, mission, policies, and objectives of the employing agency as well as furnish experience in applying employee development principles, procedures, and techniques in actual work situations.

Level of responsibility

Assignments are accompanied by detailed instructions regarding methods to be used and the result expected. The supervisor reviews work both during and upon completion of each assignment to assure technical soundness, accuracy of conclusions, adherence to instructions, and overall acceptability.

Guidelines are selected by the supervisor, and are fully explained when assignments are made. Guidelines include public laws, US. Office of Personnel Management issuances, agency policies and directives, and local office instructions and procedures.

GS-05 employee development specialists primarily are observers in contacts outside the immediate office at the outset. However, they gradually are assigned more responsibility in the type of contacts described at the GS-07 level as experience is gained.

At grade GS-05, recommendations relate specifically to procedural aspects of assigned tasks.

EMPLOYEE DEVELOPMENT SPECIALIST, GS-0235-07

Nature of assignment

This is a developmental level. Work assignments are selected to combine productive work with supervised on-the-job training in judgmental aspects of employee development work and the

appropriate use of employee development principles, techniques, devices, and materials. Emphasis is on developing an understanding of the relationship of employee development and training to management problems and to personnel management objectives, methods, and procedures.

The following assignment is illustrative:

- S** Conducts designated portions of surveys of training needs in an operating employee development program. Analyzes the information obtained and submits recommendations to the supervisor or to an employee development specialist of higher grade. For developmental purposes, assists in preparing internal office instructions and procedures. Monitors designated classes and seminar groups, and interviews participants to obtain

critiques and recommendations on how to improve the course content and instructional methods. Answers inquiries about available training, and clarifies eligibility requirements and application procedures. Explains well-established policies, procedures, and regulatory requirements.

This contrasts with GS-05 assignments which principally involve formal classroom instruction and on-the-job training in employee development principles, concepts, work processes, regulations, and reference materials.

Level of responsibility

The types of supervisory control and guidelines available at the GS-07 level essentially are the same as for GS-05 employee development specialists.

Contacts outside the employee development office primarily are to obtain and exchange information, answer inquiries about available training, clarify eligibility requirements and application procedures, and explain well-established policies, procedures, and regulatory requirements. By comparison, GS-05 employee development specialists primarily are observers in contacts outside the immediate office.

At grade GS-07, recommendations generally deal with matters covered by policies, directives, precedents, and established procedures. This is in contrast with the GS-05 level which involves recommendations relating specifically to procedural aspects of assigned tasks.

EMPLOYEE DEVELOPMENT SPECIALIST, GS-0235-09

Nature of assignment

Typically, GS-09 employee development specialists:

- S** Provide "skills" training for an organizational or functional segment of an operating employee development program or, in some cases, for an entire operating employee development program, e.g., at a small field installation.
- S** Perform designated parts of projects that are the primary responsibility of an employee development specialist of higher grade.

Typically, GS-09 employee development specialists follow plans, procedures, and operating methods that are provided to them.

This contrasts with GS-07 employee development specialist assignments which are developmental in nature.

More specifically:

1. Most GS-09 employee development specialist assignments involve training employees in job skills. Typically, the positions in the work force (or part of the work force) served by a GS-09 employee development specialist preponderantly involve fairly well-defined and readily understood duties-for example, positions in custodial, mechanical, manual-labor, clerical, and similar occupations. However, the GS-09 employee development specialist's assignment often also includes training and developing at least a few employees in technical, professional, managerial, administrative, and similar occupations, or in skilled crafts that require completing an extended period of apprenticeship.

The following duties are illustrative of those typically performed by GS-09 employee development specialists in operating employee development programs:

- S Conducting surveys of training needs, analyzing the information obtained, and submitting recommendations to the supervisor or to an employee development specialist of higher grade;
- S Arranging training in clerical skills for secretarial and clerical employees (e.g., in stenography, filing, and office procedures) and, as necessary, instructing in such "skills" training;
- S Monitoring the on-the-job training of employees, e.g., by reviewing training reports submitted by supervisors of employees receiving the on-the-job training, and by personal contacts with supervisors and individual employees;
- S Taking follow-up action to assure that needed on-the-job training is received by employees;
- S Answering inquiries about available training, and clarifying eligibility requirements and application procedures;
- S Explaining well-established policies, procedures, and regulatory requirements.

Other GS-09 employee development specialists perform designated parts of projects which are the primary responsibility of an employee development specialist of higher grade. Typically, such projects are in:

- S One or more of the major functional segments of the employee development program, e.g., management training, professional training, apprenticeship training, or training of the educationally disadvantaged or vocationally underdeveloped;
- S Areas which cut across functional segment , e.g., developing a guideline for the initial orientation of new employees at several field installations with similar missions.

The following duties are illustrative of those typically performed by GS-09 employee development specialists in such a "staff" assignment:

- S Extracting data from a variety of source documents, e.g., from field installation narrative and statistical reports of training provided to employees; department, independent agency, bureau, major command, regional office, or similar inspection reports; US. Office of Personnel Management personnel management evaluation reports; department or independent agency directives, regulations, or manuals; and other documents of a similar nature;
- S Analyzing this information and reporting the result of the analysis to the supervisor or to the "project leader" in the form required (e.g., in narrative, tabular, or graphic form) together with factual memoranda containing evaluation, recommendations, and reasons for conclusions.
- S Based on the preceding summary and analysis, recommending the adoption of a revised course outline or a new type of training aid.

Level of responsibility

Typically, the supervisor explains the general objectives and methods to be used when work is assigned, periodically checks progress and problems encountered, provides advice and guidance to resolve problems, and offers constructive criticism. GS-09 employee development specialists receive the plans, procedures, and operating methods for their assignments from the supervisor or an employee development specialist of higher grade.

The completed work of a GS-09 employee development specialist is reviewed for technical soundness, accuracy of conclusions, adherence to instructions, and overall acceptability. This review differs from the continuous and detailed review typical of the GS-07 level.

GS-09 employee development specialists are required to interpret guidelines. This contrasts with GS-07 employee development specialists who are not expected to interpret guidelines. At GS-09 there is frequently a need to choose between alternatives.

In addition to the types of personal contacts at GS-7, GS-09 specialists are responsible for maintaining effective working relationships with management officials, supervisors, and individual employees.

Although the recommendations are similar in type to those at the GS-07 level, recommendations typical of the GS-09 level involve problems encountered while providing employee development and training for an established organizational or functional segment of an operating employee development program, or problems of equivalent scope, difficulty, and technical complexity. This

differs from GS-07 employee development specialists' recommendations which typically involve preselected problems relating to developmental work assignments.

EMPLOYEE DEVELOPMENT SPECIALIST, GS-0235-11

Nature of assignment

Developing the plans, procedures, and operating methods for use in his own assignments is a typical characteristic of GS-11 employee development specialist positions, and normally distinguishes the GS-11 level from grade GS-09. Typically, GS-09 employee development specialists receive the plans, procedures, and operating methods for their assignments from the supervisor or an employee development specialist of higher grade.

1. Most GS-11 employee development specialist assignments involve planning for and providing employee development and training for an organizational or functional segment of an operating employee development program or, in some cases, an entire operating employee development program.

Typically, the positions in the work force (or part of the work force) served by a GS-11 employee development specialist preponderantly involve work processes which are relatively difficult to understand, or which require fairly specialized skills -- for example, positions in technical, professional, managerial, administrative, and similar occupations, or in skilled crafts which require completing an extended period of apprenticeship.

In some cases, the GS-11 employee development specialist's assignment involves training and developing employees most of whom are educationally disadvantaged or vocationally under-developed. In such cases, the employees typically are in custodial, mechanical, manual-labor, clerical, and similar occupations.

Typically, this is the first grade level at which employee development specialists are required to:

- S Prepare internal office instructions which govern the organization's employee development program;
- S Adapt department or independent agency guidelines, policies, procedures, and course materials to the particular internal requirements of the installation;
- S Provide a variety of management advisory services.

Typically, the management advisory services provided by GS-11 employee development specialists include:

- S Making planned, systematic studies to determine the immediate and long-range training needs of the installation;
- S Advising management on how to enhance employee potential through training;
- S Determining ways that training can assist in solving problems of employee morale, excessive employee turnover, low production, and under utilization of employees' skills and abilities;
- S Helping to plan organizational or procedural changes by advising on the logical relationships of duties, sources and availability of needed skills, and full utilization of needed skills.

2. Other GS-11 employee development specialists perform assigned projects in:

- S One or more of the major functional segments of the employee development program, e.g., management training, professional training, apprenticeship training, or training of the educationally disadvantaged or vocationally underdeveloped;
- S Areas which cut across functional segment lines, e.g., developing a guideline for the initial orientation of new employees at several field installations with similar missions.

The following work examples are illustrative:

- S Developing guidelines, instructional methods, course materials, and training aids for use in operating employee development programs;
- S Adapting new or improved applications of educational technology for use in operating employee development programs at several field installations with similar missions;
- S Reviewing, analyzing, and evaluating operating employee development programs to determine their quality and overall effectiveness.

Level of responsibility

Typically, GS-11 employee development specialists develop their own plans, procedures, and operating methods. However, they function under the technical supervision of an employee development specialist of higher grade or the personnel officer. Review of completed work is for conformance to appropriate policies, procedures, and guidelines; for coordination; and for overall effectiveness.

This contrasts with supervision at the GS-09 level in that:

- S GS-09 employee development specialists follow established precedents, plans, and procedures;
- S Review at grade GS-09 is for technical soundness, accuracy of conclusions, and adherence to instructions as well as for overall acceptability.

The guidelines available at the GS-11 level differ from those used by GS-09 employee development specialists in that typically GS-11 employee development specialists do not have internal office instructions, policies, and procedures.

In addition to the contacts typical of the GS-09 level, there are other types of contacts which distinguish the personal work relationships of GS-11 employee development specialists from those of GS-09 employee development specialists. These include:

- S Providing management advisory service;
- S Representing the installation's employee development staff in conferences with representatives of the department or independent agency headquarters, and with representatives of intermediate headquarters levels;
- S Conferring with representatives of professional training associations, private industry, the US. Office of Personnel Management, and other Government agencies for the purpose of studying developments in the field of employee development and training which may be applicable to the assignment;
- S In some cases, helping the employee development staffs at lower organizational levels of the department or independent agency to evaluate the content, instructional methods, and techniques used in their employee development programs, and making recommendations for their improvement.

A GS-11 employee development specialist recommends the plan, procedures, and operating methods to be used in his assignment. This contrasts with the recommendations of GS-09 employee development specialists which involve:

- S Problems that arise while carrying out a functional segment of an operating employee development program planned by the supervisor or by a specialist of higher grade; or
- S Problems of equivalent scope, difficulty, and technical

EMPLOYEE DEVELOPMENT SPECIALIST, GS-0235-12

Nature of assignment

GS-12 employee development specialist assignments involve problems for which precedents are unclear or not directly applicable. Typically, a GS-12 assignment requires:

- S An intensive understanding of the broad management objectives and implications of training;
- S Special competence in employee development theory, principles, and practice;
- S An awareness of the latest developments and applications in the field of employee development and training.

More specifically:

1. Some GS-12 employee development specialist assignments involve planning, establishing, and administering a major functional segment of an operating employee development program or, in some cases, an entire operating employee development program. The operating employee development program serves an organization such as a field installation, a regional or district office, or the headquarters offices of a bureau of a department or independent agency. Such a GS-12 employee development specialist assignment:
 - S Is carried out in reference to an organization whose mission is dynamic and rapidly changing, i.e., typically requires frequent realignment of duties, positions, and employees; and
 - S Requires providing management advisory services directly, and on a frequent basis, to top management officials of the organization (i. e., to the head of the organization or his "full deputy"), and to management officials immediately below the top management level; and
 - S Is regarded by the organization's top management as especially critical, urgent, or of top priority to the particular organization, e. g., professional training and development at a major research and development center, or management training in an operating employee development program serving the headquarters offices of a bureau of an executive department or independent agency.

GS-12 operating assignments differ from GS-11 operating assignments which typically:

- S Are carried out in reference to an organization whose mission is relatively stable, i.e., which does not require frequent major realignment of duties, positions, and employees;
- S Do not require providing management advisory services directly to top management officials on a continuing basis;

- S** Are not regarded by the organization's top management as especially critical, urgent, or of top priority to the particular organization.

Illustrative examples of this type of GS-12 employee development specialist operating assignment include:

- S** Assignment involves planning, establishing, and administering all training and developmental activities for employees who are educationally disadvantaged or vocationally underdeveloped at a major military supply depot or center that employs a sufficient number of such employees to require a wide range of suitable training and development. The GS-12 employee development specialist works with top management officials of the organization, and with management officials immediately below the top management level, to:
- Identify particular positions which can be earmarked for graduates of this training;
 - Provide classroom or on-the-job training which broadens employees' qualifications for higher-level positions;
 - Promote an understanding, on the part of the employees trained, of the organizational mission, objectives, policies, and practices;
 - Fix responsibility for carrying out the various phases of the training;
 - Reallocate manpower and money resources as necessary;
 - Develop ways to evaluate the results of the installation's activities for training and developing educationally disadvantaged or vocationally underdeveloped employees.
- S** Assignment involves planning, establishing, and administering all professional training and development activities at a major research and development center that employs a sufficient number of scientists, engineers, and other professional employees to require a wide range of professional training and development. The GS-12 employee development specialist works with top management officials of the organization, and with management officials immediately below the top management level, to:
- Provide and negotiate educational and training opportunities which will enable professional employees to improve their present professional preparation and broaden their qualifications for higher-level positions;
 - Promote an understanding, on the part of the professional employees, of the organizational mission, objectives, policies, and practices;

- Fix responsibility for carrying out the various phases of the training;
- Reallocate manpower and money resources as necessary;
- Develop ways to evaluate the results of the installation's professional training and developmental activities.

2.. Other GS-12 employee development specialist assignments involve:

- S** Principal parts of projects that have nationwide or worldwide impact and application within a department or independent agency;
- S** Independent responsibility for complete projects that do not have nationwide or worldwide impact and application, but the impact is nevertheless widespread, e.g., throughout a region of an executive department.

Typically, GS-12 "staff" assignments are in:

- S** One or more of the major functional segments of the employee development program of a department or independent agency, e.g., management training, professional training, apprenticeship training, or training of the educationally disadvantaged or vocationally underdeveloped;
- S** Areas which cut across functional segment lines, e.g., identifying training areas needing in-depth analysis and study at several major military supply depots, and conducting a study of such areas in coordination with installation-level employee development staffs.

Typically, this kind of GS-12 employee development specialist assignment involves performing such duties as:

- S** Developing guidelines, instructional methods, course materials, training aids, and new or improved applications of educational technology for use in operating employee development programs;
- S** Identifying training areas needing analysis and study;
- S** Developing demonstration training programs to present to operating employee development staffs in the department or independent agency;
- S** Developing criteria, standards, and guidelines for evaluating operating employee development programs;
- S** Reviewing, analyzing, and evaluating operating employee development programs to determine their quality and overall effectiveness;

- S Conducting surveys and providing advice and guidance to employee development staffs at lower organizational levels of the department or independent agency;
- S Commenting on proposed legislation, policies, procedures, and directives affecting the employee development and training program of the department or independent agency.

In addition, GS-12 staff assignments often involve, on a continuing basis, formulating guidelines for:

- S A principal part of a major functional segment of the employee development program of a department or independent agency, e.g., responsibility for the training and development of professional engineers employed by an executive department or equivalent independent agency;
- S A major functional segment of the employee development program of a bureau, major command, region, or similar organizational level having several subordinate field installations, most of which have similar missions.

Typically, the GS-12 specialist also evaluates the results of such training.

This differs from GS-11 staff assignments which:

- S Involve working solely on a "project basis;"
- S Lack independent responsibility for complete projects which do not have nationwide or worldwide impact and application, but whose impact is nevertheless widespread.

By contrast with a GS-12 assignment, a GS-11 staff assignment is narrower in scope. For example, a typical GS-11 project might consist of developing a guideline for the initial orientation of new employees at several field installations with similar missions.

Level of responsibility

GS-12 employee development specialists typically function under the technical supervision of an employee development specialist of higher grade or the personnel officer. However, in the case of staff assignments involving responsibility for complete projects which do not have nationwide or worldwide impact and application, the GS-12 employee development specialist independently resolves technical problems. Review of completed work essentially is the same as for GS-11 employee development specialists.

The guidelines available are the same as those used by GS-11 employee development specialists.

Typically, GS-12 employee development specialists have frequent or continuous contacts with:

- S High-level representatives of outside organizations (e.g., educational institutions, other Federal agencies, the US. Office of Personnel Management, State and local government, and private industry) and, in the case of operating or staff assignments below the departmental or independent agency level, with higher organizational levels of the employing department or independent agency;
- S In the case of operating assignments, with top management officials of the organization served, and with management officials immediately below the top management level.

The personal contacts of a GS-12 employee development specialist exceed those at the GS-11 level in that:

- S Typically, a GS-11 employee development specialist's contacts with outside organizations, and with higher organizational levels within the employing department or independent agency, are not frequent or continuous in nature as is typical at the GS-12 level;
- S In the case of operating assignments, a GS-11 employee development specialist typically does not provide management advisory services directly to top management officials of an organization whose mission is dynamic and rapidly changing, e.g., he normally does not provide such services directly to the head of a major research and development center.

Typical examples of recommendations made by a GS-12 employee development specialist:

- S Identify particular positions at a major military supply depot which can be earmarked for the graduates of training for the educationally disadvantaged or vocationally underdeveloped;
- S Establish activities to improve the effectiveness of executives through such means as planned rotational assignments, attendance at graduate university courses, etc.;
- S Approve, for the employee development staff, requirements for manpower, money, equipment, and facilities to operate the employee development program at several field installations.

This contrasts with the recommendations of a GS-11 employee development specialist, which determine the plan, procedures, and operating methods for his own assignment.

EMPLOYEE DEVELOPMENT SPECIALIST, GS-0235-13

Nature of assignment

Typically, assignments at the GS-13 level involve independent responsibility for complete projects that:

- S** Require extensive, advanced, and authoritative knowledge of employee development and training principles, concepts, techniques, and guidelines;
- S** Frequently result in changes in established employee development and training operations throughout a department or independent agency;
- S** Involve a wide variety of problems for which established employee development principles, concepts, techniques, and guidelines are not directly applicable and often are inadequate, and for which precedents are obscure or comparatively inapplicable.

Typically, GS-13 assignments exceed those at the GS-12 level in that a GS-13 employee development specialist has independent responsibility for complete projects that have nationwide or worldwide impact and application within a department or independent agency; or are of equivalent scope, difficulty, and technical complexity.

More specifically:

1. Some GS-13 employee development specialist assignments involve formulating and evaluating a major functional segment of the employee development program of a department or independent agency, e. g., management training, professional training, apprenticeship training, or training of the educationally disadvantaged or vocationally underdeveloped. The GS-13 employee development specialist has overall responsibility for complete projects in the major functional segment although parts of the projects may be accomplished by employee development specialists of lower grade under the technical guidance of the GS-13 specialist.

Illustrative of the duties performed by this type of GS-13 employee development specialist are:

- S** Developing guidelines, instructional methods, course materials, training aids, and new or improved applications of educational technology for use in operating employee development programs;
- S** Identifying training areas needing analysis and study;
- S** Developing demonstration training programs to present to operating employee development staffs in the department or independent agency;

- S Developing criteria, standards, and guidelines for evaluating operating employee development programs;
 - S Reviewing, analyzing, and evaluating operating employee development programs to determine their quality and overall effectiveness;
 - S Providing advice and guidance to employee development staffs at lower organizational levels in the department or independent agency;
 - S Commenting on major proposed legislation, policies, procedures, and directives affecting the employee development program of the department or independent agency;
 - S Representing the department or independent agency to, and developing cooperative relationships with, other Federal agencies, State and local government, educational institutions, the US. Office of Personnel Management, or private industry;
 - S As required, providing technical guidance to employee development specialists of lower grade.
2. Other GS-13 employee development specialist assignments involve independent responsibility for special projects which are in new or atypical occupational areas, or which involve exploring some new areas of knowledge in the employee development and training field. The GS-13 employee development specialist has overall responsibility for the project although parts of the project may be accomplished by employee development specialists of lower grade under the technical guidance of the GS-13 specialist.

This kind of GS-13 employee development specialist assignment includes responsibility for such projects as:

- S The applications of computer-assisted instruction;
- S The applications of simulation and gaming.

The results of this type of GS-13 employee development specialist assignment have wide application in many organizations within the department or independent agency.

Level of responsibility

Typically, GS-113 employee development specialists receive assignments in terms of broad, general objectives, and are not given technical guidance in analyzing problems and formulating plans, whereas GS-12 employee development specialists work under technical supervision. GS-13 employee development specialists use the full range of employee development and training concepts, techniques, and guidelines, including those which are new, of limited applicability, or otherwise rarely found in general use.

GS-13 assignments require considerable ingenuity and originality to adapt procedures and practices to a wide variety of problems for which:

- S Established employee development and training principles, concepts, techniques, and guidelines are not directly applicable and often are inadequate;
- S Precedents are obscure or comparatively inapplicable, e.g., the applications of simulation and gaming to the development of Federal executives.

The completed work of a GS-13 employee development specialist is reviewed only to assure adequate achievement of objectives and compliance with appropriate policies, whereas the completed work of a GS-12 specialist is reviewed for conformance to appropriate policies, procedures, and guidelines; for coordination; and for overall effectiveness.

Typically, personal contacts at the GS-13 level primarily are concerned with providing authoritative advice, guidance, and staff assistance to top management officials of the department or independent agency. When the GS-13 employee development specialist is organizationally located at the department or independent agency headquarters level, this type of advice, guidance, and staff assistance typically is provided to senior management officials at all organizational levels of the department or independent agency.

In addition, GS-13 employee development specialists have frequent or continuous contacts that typically produce results that have nationwide or worldwide impact and application within a department or independent agency.

Typically, a GS-13 employee development specialist:

- S Has the authority to commit the department or independent agency to a particular course of action in dealings with outside organizations; or
- S Makes recommendations that normally are accepted without modification, and are tantamount to such authority.

The commitments, recommendations, and decisions of a GS-13 employee development specialist deal with matters that involve a significant departure from precedents and established procedures. For example:

- S Recommendations concerning the introduction of new or greatly revised employee development and training concepts, instructional methods, techniques, or procedures on a nationwide or worldwide basis;
- S Recommendations regarding major proposed legislation affecting the entire employee development program of a department or independent agency;

- S Negotiations in developing a departmentwide agreement between several universities and an executive department to provide selected individuals with practical experience in a particular occupation (e.g., accounting) while they are receiving formal education at one of the universities.

The recommendations of GS-13 employee development specialists often become embodied in the policies, procedures, and directives that guide the employee development program of a department or independent agency. This contrasts with recommendations at the GS-12 level which typically do not:

- S Deal with matters involving such major departures from precedents and established procedures;
- S Have occasion to become embodied in the policies, procedures, and directives which guide the employee development program of a department or independent agency.