

PN - AAY - 951

Training Guide
for GS/GM
Employees

December 1987

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, DC 20523

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INTRODUCTION

The most important question that you as an employee can ask is: WHAT DO I HAVE TO DO IN ORDER TO SUCCEED IN THIS JOB AND THIS AGENCY? This GS/GM Training Guide is designed to help employees and their supervisors answer that question by:

1. Listing the competencies (skills, knowledges, attitudes) which A.I.D. employees themselves and their supervisors consider essential for success in each of the Agency's four major career tracks for Civil Service personnel;
2. Indicating the training programs available in A.I.D. to help develop specific competencies;
3. Presenting a Core Curriculum of recommended courses to help ensure satisfactory performance in each career track; and
4. Giving employees and their supervisors guidance in devising and finding training and other resources for employee development.

PURPOSES OF THE TRAINING GUIDE:

You should find the training guide of use in at least three ways:

1. To indicate what competencies and training you may need to perform more successfully at your current job and grade level.
2. To indicate what competencies and training you may need if you wish to progress to the top ranks of your current career track.
3. To determine what additional competencies and training you may need in order to move into another career track.

WHAT ARE CAREER TRACKS?

There are over two hundred occupational titles in A.I.D. for its Civil Service employees. Fortunately, almost all of these fit into one of four career tracks:

1. SECRETARIAL AND CLERICAL. This track applies primarily to clerks, clerk-typists and secretaries, GS 4 through GS 10, in the 303, 305, 312, 318 and 322 occupational series.

- II. ADMINISTRATIVE AND PROGRAM SUPPORT. This track applies primarily to GS 5 through GS 9 employees in the 203 and 303 occupational series, e. g., Program Operations Assistants, Administrative Operations Assistants, and Personnel Assistants.
- III. TECHNICAL SPECIALIST. Employees at the mid- and upper-levels who possess particular technical and/or program expertise, such as Population Specialists, Program Analysts, Financial Analysts, International Cooperation Specialists, and Training Specialists, fall into this track.
- IV. SUPERVISORY AND MANAGERIAL. All GM employees, and any GS employees with supervisory responsibility, should look at this track. Team leaders may find this track relevant.

Because of the diversity and uniqueness of job titles in A.I.D., IT IS UP TO YOU TO DECIDE THE TRACK OR TRACKS RELEVANT TO YOU. While jobs with certain occupational titles remain basically the same throughout the Agency, each office tends to shape jobs according to its own needs and the talents of individual employees.

Also, many jobs combine elements of more than one career track. For example, many A.I.D. supervisors also function as technical specialists; many Administrative Operations Specialists also have secretarial functions. While this situation may not be the ideal, it is the reality in an environment of shrinking resources. For this reason, YOU MAY NEED TO LOOK AT MORE THAN ONE TRACK when making career development decisions.

IMPORTANCE OF SUPERVISOR-EMPLOYEE COLLABORATION

Your supervisor is responsible for:

1. Assessing your capabilities and performance;
2. Providing guidance to you on areas for improvement or areas in which you need to develop if you wish to advance: and
3. Providing guidance and, where possible, assistance in finding and securing resources to develop your skills and knowledge.

You have an equal responsibility for your own performance and career. Some supervisors are better than others at providing such coaching and counseling. If you and your supervisor work together at setting and achieving developmental goals for yourself, you are most likely to succeed. You each bring a different, important perspective to the task.

COMPONENTS OF THE TRAINING GUIDE

The Training Guide is divided into three parts.

1. GS/GM Core Curriculum Matrix -- indicating for each career track the basic A.I.D. courses which should be taken to help one operate at a satisfactory level in that track.
2. Competency Lists -- listings for each career track of the skills, knowledges, and attitudes generally possessed by individuals who succeed in that track.

Each career track Competency List has four parts. Research indicates that successful employees are effective at all four of these levels:

- A. Personal Effectiveness - competencies needed for you to perform your specific job, such as the ability to type, knowledge of applicable federal regulations, or special technical expertise.
- B. Interpersonal Effectiveness - competencies which enable you to work effectively with others on a one-to-one basis.
- C. Office and Team Effectiveness - competencies which help you contribute to making your office a more productive team.
- D. Managing the Environment - competencies which enable you to secure support and resources from areas outside your office.

For each career track the list was developed by bringing together from the different Bureaus and Offices focus groups of employees considered exemplary performers in that track, a separate group of their supervisors, and, for the supervisory track, a separate group of their subordinates. Each focus group was asked the same question: What is it that the best employees in this career track know and are able to do in order to perform effectively? The group data was then sent back to the focus group members for validation and prioritizing.

Within each area the competencies are listed according to the priorities recommended by the focus group members and in the wording suggested by them. Where an inhouse course addresses a specific competency, the number for that course (see section VI, A.I.D. Training Programs) is given next to that competency, for your reference.

3. A.I.D. Training Programs -- a list of the training programs available in A.I.D.

HOW TO USE THE TRAINING GUIDE

1. Decide which career track or tracks you are in (see pp. 1-2).
2. See if you have taken the basic courses in the GS/GM Core Curriculum (see p. 7) for your career track. If not, develop a plan with your supervisor to enroll in them. Use steps 3 to 5 to focus your plan, if necessary.
3. Look at the competency lists for your track or tracks and assess yourself against those competencies (see sections II - V, pp. 9-37).

NOTE: Do not be overwhelmed by the number of competencies listed. Employees who possess these competencies are considered the best and are at the top of their career track. Also, while the lists are intended to be generic, there are still differences in offices and in managerial expectations. This is why it is important for you and your supervisors to use these lists as a guide only. Make your own judgments together as to their applicability to your office.

4. Decide which competencies you need to develop. Focus on one or two at a time so you do not overwhelm yourself.
5. If there is a number or numbers given after a competency on which you have decided to concentrate, find the corresponding A.I.D. training program(s) by number from among those listed in section VI, A.I.D. Training Programs. NOTE: Underlined numbers indicate substantial coverage of the competency; if not underlined, the number indicates the corresponding training program provides only moderate or minimal coverage.

When you and your supervisor find a program that appears to meet your needs, fill out an SF 182 training form to request enrollment and send it through your supervisor and Bureau or Office training officer to the appropriate office in the Training Division (M/PM/TD) for review and approval. You may wish to call M/PM/TD/AST or consult the Training Directory, updated semiannually, to get more information about a program before making a decision.

6. If there are no inhouse courses available to provide you with the competencies which you need, consider other options, of which there are many:
 - o Ad Hoc Courses. Only regularly offered courses are listed. Frequently, however, additional special courses are offered. Watch for announcements of such courses.

- o Short-Term Training. In the Washington area hundreds of courses are offered each day in a wide variety of subjects. They usually range from a day to a week in length. You can enroll in these by submitting a training request (SF 182) to M/PM/TD/AST, through your supervisor and your Bureau or Office training officer.
- o After-Hours Training. Numerous universities and colleges in the area also offer courses for credit in the evening or on weekends. If the course is job-related, you can apply by submitting an After-Hours application through your supervisor and Bureau or Office training officer to M/PM/TD. The After-Hours Announcement is distributed and selection is made well in advance of each semester, so plan early.
- o Long-Term Training. If you have been in the Agency for five years, you are eligible for Long-Term Training. This is for training longer than four months and usually is designed to give employees very specific and rigorous education in management or a technical area. The deadline for application is usually in July, so watch for the announcement in the spring.
- o On-the-Job Training. Some of the most effective training occurs on the job. Ask your supervisor if he or she is willing to give you some assignments which will require you to use new skills or knowledge and is willing to provide guidance on how to perform those assignments, along with constructive feedback. For instance, your supervisor might allow you to draft simple cables if you are a clerk-typist or make a presentation to your Division Director if you are a technical specialist

Particularly in the area of attitudes, which are least amenable to formal training, if you and your supervisor have a good relationship, you may seek regular feedback on the way in which your professional attitude towards the job is perceived. Peers whom you trust can also give you excellent advice in this area.
- o Rotational Assignments to another office and duties for a short period of time, such as three months. These are more difficult to arrange because both offices, yours and the office to which you are temporarily assigned, must ensure that the work is continued. However, it is often to the advantage of one office for an employee to become well versed in the working of another office, so you may find support for such a detail. Sometimes employee swaps can be arranged to the mutual benefit of both offices.
- o Membership in Professional Associations. The publications, meetings, and conferences held in your technical area are excellent means of keeping current.

- o Readings -- Your supervisor or someone else well versed in your field of interest may be willing to develop a reading list for you and answer questions you have about the content of suggested articles or books.

Working with your supervisor, you should be able to devise creative approaches to competency development.

AVAILABLE RESOURCES

Neither you nor your supervisor can know all the training opportunities available.

For help in making training decisions, talk with M/PM/TD. The project managers and the GS career counselor will be glad to tell you about available programs, explain A.I.D.'s experience with the effectiveness of specific programs, and help you decide if there are better ways of developing a particular competency than through a training course.

NOTE: This Training Guide is new. We will be refining it and updating it each year. Also, we will send out a questionnaire during the year to verify its accuracy and usefulness. Because we want this to be a practical tool, we very much value your opinion.

I.

GS/GM CORE CURRICULUM

GS/GM CORE CURRICULUM

Courses listed below are the basic courses recommended for employees in each Career Track. For more information on a course, the number in parentheses identifies the course in the descriptions of A.I.D. training programs given in section VI at the end of this Training Guide. To advance in a Career Track, employees are advised to examine carefully the Competency List for their Career Tracks and to either take more advanced A.I.D. courses, if appropriate, or explore other options to meet competency needs, as described in the Introduction. Your supervisor should be able to guide you in the process.

Career Tracks

I. SECRETARIAL AND CLERICAL II. ADMINISTRATIVE AND PROGRAM ASSISTANT III. TECHNICAL SPECIALIST IV. SUPERVISORY AND MANAGERIAL

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none">. Administrative/Secretarial/ Clerical Training (1). Wang 100 (2). Wang 120 (2). Wang 200 (2). English Skills for the Office (3.1). Basic Administrative Writing (3.2) | <ul style="list-style-type: none">. Wang 220-700 (2). Basic Administrative Writing (3.2). Advanced Writing (3.3). Introduction to Microcomputers (7.10). Introduction to Spreadsheet Structure (7.30). Lotus 1-2-3 (7.31). Introduction to MS-DOS (7.50) | <ul style="list-style-type: none">. New Entry (4). Project Design (5). Contracting for Non-Procurement Personnel (6). Advanced Writing (3.3). Advanced Writing Review (3.4). Introduction to Spreadsheet Structure (7.30) | <ul style="list-style-type: none">. Basic Supervisory Skills (*4). Supervisor's Role in Personnel Management (15). Introduction to Microcomputers for Managers (7.11) |
|---|--|--|---|

After 2 years

- . Project Implementation (10)
- . State of the Art (SOTA) courses (11)

After 5 years

- . Development Studies Program (12)

After 5 years

- . Management Skills (16)

II.

COMPETENCY LIST

SECRETARIAL AND CLERICAL CAREER TRACK

(As explained in the Introduction, the data contained in this Competency List were obtained from A.I.D. secretaries and their supervisors. The competencies cover the range of grade levels, GS 4 - 10.

Where there are no relevant A.I.D. inhouse training programs indicated for a competency, consult with your supervisor to explore the range of alternatives, from After-Hours or Short-Term Training to on-the-job training; these and several other options are described in the Introduction.)

SECRETARIAL AND CLERICAL

(NOTE: Numbers refer to A.I.D's training programs, described in section VI, p. 38, at the end of these Career Track Competency Lists. If the number is underlined, that competency receives substantial coverage in the training program.)

A. Personal Effectiveness

Judgment *

- Prioritizes work well
- Intuitively guesses correctly
- Separates emergencies from routine tasks
- Knows whom supervisor does or does not want to talk or meet with
- Knows when to and when not to interrupt supervisor
- Approaches work analytically

Typing and Word Processing (1, 2)

- Types fast and accurately
- Formats documents correctly and attractively (2)
- Knows Agency, Bureau or Office, and own correspondence procedures and relationship to each other (1)
- Uses basic and advanced word processing skills well (2)

Management of Change (1) *

- Adjusts rapidly to new supervisor(s)
- Adjusts well to new priorities, projects, and technologies

General Administrative Skills

- Works quickly and accurately
- Can take and transcribe dictation quickly and accurately
- Performs basic math computations (averages, percentages, etc.) accurately
- Xeroxes and assembles materials efficiently and accurately
- Can use panafax machines
- Can use dictaphone
- Sets up mail and cable distribution processes

* Considered especially essential to progress to higher grade levels.

Processing Documents (1, 2)

- Knows and uses appropriate forms correctly (1)
- Knows appropriate clearances for documents
- Prepares and processes a variety of documents, such as travel and purchase orders, accurately and completely
- Ensures proper clearances are obtained before sending out documents

Stress and Time Management *

- Can work under pressure
- Can handle constant interruptions
- Can deal with several different supervisors at once
- Manages own stress well
- Can handle several things at once

Organizational Knowledge (1) *

- Understands A.I.D.'s basic mission and its role in development (1)
- Knows the staff, roles, functions, and offices of his or her Bureau or Office (1)
- Knows personnel and functions in own office very well (1)
- Keeps current on Agency announcements
- Knows whom to call, inside and outside A.I.D., for answers to administrative and other questions (1) *
- Understands mission work environment, e. g., time zones
- Understands the office mission and functions and their relationship to the overall Agency (1)
- Has a basic understanding of programs in own office (1)

Career Management (13)

- Seeks and uses feedback on performance constructively
- Sets personal improvement goals *
- Can discuss own career development and growth and get feedback and assistance from supervisor
- Seeks and attends training to improve and update skills if needed *
- Has a sense of direction *

Office Demeanor (1)

- Has a positive attitude
- Stays in the office
- Leaves radios and TVs home or plays only low, quiet music
- Leaves problems at home
- Doesn't handle personal business at work
- Starts each day fresh
- Keeps personal calls to a minimum
- Lets people know where she or he is when not in office
- Keep personal visitors to the minimum
- Doesn't read non-A.I.D. or non-job related literature at work

Filing

- Maintains up-to-date, neat, easily retrievable files.
- Creates and maintains filing systems consistent with A.I.D. and for office systems

Writing (1, 3) *

- Accurately proofreads own and others' work (1, 3)
- Identifies writing he or she can do
- Can translate a concept into a draft (3)
- Can write an easy scope of work (3, 6)
- Can rewrite supervisor's work if necessary (3)
- Drafts memos, cables, letters (3)
- Can edit others' work (3)
- Can answer routine letters (3)
- Takes initiative to rewrite when appropriate

Microcomputers (applies only to offices using Wang PCs) (7) *

- Understands and can input and retrieve data from office data bases
- Understands Lotus and dBase III
- Understands full capacity of microcomputers and whom to ask for advice

B. Interpersonal Effectiveness

Support to Supervisor (1)

- Keeps supervisor's inbox moving, through gently reminding of due dates and keeping priority items on top
- Screens calls to supervisor which come to secretary's desk
- Knows supervisor's priorities *
- Keeps supervisor's needs in mind when arranging travel, etc.
- Seeks direction, answers from supervisor when unsure *
- Anticipates supervisor's needs where possible *
- Has general knowledge of supervisor's projects, functions
- Knows status of supervisor's projects
- Answers questions on status and specifics of supervisor's projects where possible *
- Deals with as many problems as possible independently *
- Makes sure supervisor tells him/her where he or she is
- Understands and works well with differing work styles of supervisors
- Makes excuses for supervisor who is late
- Reminds supervisor of due dates
- Keeps supervisor's calendar; reminds him or her of appointments
- Keeps supervisor informed of pending events and policy changes, learned formally and informally *
- Is patient with supervisor's work revisions

Communicating (1)

- Projects a positive sense of role as a secretary *
- Is discreet
- Gives clear, specific instructions to others *
- Speaks articulately *
- Listens for understanding
- Can say no diplomatically when necessary *
- Ignores supervisor's personal problems
- Conveys verbal messages accurately and promptly
- Gives immediate, constructive feedback to others
- Is assertive, not abrasive
- Speaks up for supervisor's priorities
- Speaks standard English in office
- Listens non-defensively
- Relates well to head secretary *
- Helps head secretary when needed
- If head secretary, relates well to and helps other secretaries

C. Office and Team Effectiveness

Information Sharing

- Distributes mail quickly to appropriate persons
- Keeps office staff informed of new information on policies, procedures, and recommendations

Office Management (for experienced secretaries) (1) *

- Has good management skills, e. g., planning, organizing, delegating, motivating
- Proposes better ways of accomplishing work
- Sets up, maintains, and monitors action logs, distribution, and other office systems
- Maintains current and accurate annual leave schedule
- Trains new staff in office and secretarial procedures
- Solves own work problems and assists staff with problem solving

Scheduling Meetings

- Schedules meetings to avoid conflicts, coordinates with supervisor's schedule
- Makes travel arrangements as needed
- Gathers pertinent background information for meetings *
- Knows generally whom supervisor wants at specific meetings *
- Prepares briefing packages for supervisors *
- Arranges conference rooms of right size, location, etc.
- Notifies meeting attendees
- Ensures agenda and other materials are ready on time
- Sets up pre-briefings before meetings with correct people as needed

Communicating and Team Building (1)

- Creates and maintains good rapport with other secretaries
- Can serve as effective team leader or member *
- Understands and can deal effectively with office personalities (1) *
- Advises other secretaries on work and career
- Keeps things light, uses appropriate humor
- Does not take part in rumor mill
- Treats other secretaries and staff under her or him as equals
- Shows appropriate degree of interest in personal life of colleagues
- Makes sincere offers of help to supervisors and others. Shows an interest in their problems *
- Gives staff under her or him chances to show initiative
- Understands and can deal effectively with office personalities *
- Serves as a role model or mentor for other secretaries *
- Plays an active role in organizing informal office morale-building events

D. Managing the Environment

Coordination

- Follows through to ensure action by FM, Procurement, Travel, etc.
- Coordinates clearance actions with appropriate offices

Networking *

- Establishes and maintains effective working relationships with other offices and individuals, particularly:
 - EMSs
 - Personnel
 - Payroll
 - Travel
 - SER/MO
 - Office or Bureau systems manager
 - Missions
- Networks informally to secure information, resources, assistance

Reception Skills (1)

- Projects a positive attitude about the Agency and the office *
- Greets visitors politely and cordially
- Is helpful

Telephone Skills (1)

- Takes clear, accurate phone messages
- Gets accurate, pertinent information from callers
- Can answer phone queries on administrative issues and general questions on program areas *
- Makes sure phones are always covered
- Is helpful and polite
- Refers callers to correct person
- Doesn't leave caller on hold too long
- Places overseas calls
- Answers courteously
- Finds numbers and transfers calls if necessary
- Deals with difficult callers tactfully and politely *
- Distributes messages quickly

III.

COMPETENCY LIST

ADMINISTRATIVE AND PROGRAM SUPPORT CAREER TRACK

(As explained in the Introduction, the data contained in this Competency List were obtained from A.I.D. administrative and program support personnel and their supervisors.

Many of the competencies for this Career Track are best addressed, not through formal inhouse training, such as those listed in the A.I.D. Training Programs, described in section VI, but through alternatives such as On-the-Job Training or Short-Term Training; these options are discussed in the Introduction.)

ADMINISTRATIVE AND PROGRAM SUPPORT

(NOTE: Numbers refer to A.I.D.'s Training Programs, described in section VI, p. 38. If the number is underlined, that competency receives substantial coverage in that particular training program.)

A. Personal Effectiveness

Organizational Knowledge (1, 4)

- Understands how own office, mission, functions, and programs fit into broader A.I.D. and Bureau or Office context
- Knows general substance and status of office's projects
- Knows and keeps current on A.I.D. and Bureau or Office organization and key staff (1)

Stress and Time Management

- Can work on several tasks at same time
- Prioritizes well
- Is not threatened by crises
- Manages own stress

Administrative Knowledge (1, 4, 6, 15)

- Knows and keeps current on information affecting employees, including:
 - personnel rules and regulations
 - training programs, eligibility requirements, application deadlines
 - travel rules and regulations, etc. (1, 4, 15)
- Understands intricacies of A.I.D.'s funding mechanisms, including the budget, procurement, and contracting processes and their fiscal operating cycles (4, 6)
- Knows functions and staff of own office and how work gets done
- Knows which offices to contact for information, advice, assistance, and resources (1, 4, 15)

Writing (2, 3)

- Drafts and writes cables (3)
- Drafts routine to semi-complex letters, congressional notifications, etc. (3)
- Writes clear memoranda (3)

Processing and Reviewing Documents (1, 2, 3, 6, 7)

- Processes and reviews a variety of documents for adherence to format, rules and regulations, accuracy, and completeness, e. g.:
- PIO/Ts
- ABSs
- Congressional and technical notifications for Congress
- Cables and other correspondence
- Travel vouchers
- Division budgets
- Performance Appraisals
- Security Packages
- Position Descriptions
- Ensures prompt distribution of cables and other correspondence
- Orders supplies (in some offices)

Research and Analysis (2, 3, 7)

- Prepares reports for management, Congress, OMB, contractors, etc. (3)
- Keeps administrative files and data bases of office current (2, 7)
- Knows where to find information for self and others on status of budgets, programs, personnel policies and procedures, etc. (2, 7)
- Researches information in library, reports, cables, PIDs, other offices, data bases, etc., upon request (2, 7)
- Retrieves information quickly from office data bases (2, 7)

General Skills (2, 7)

- Can operate various mainframe and microcomputer data bases (7)
- Types accurately and quickly
- Can place long distance telephone calls
- Has excellent WANG word processing skills (2)

Career Management (13)

- Sets clear improvement goals for self
- Regularly assesses own strengths and weakness
- Seeks feedback on own performance
- Attends training regularly to keep current

Tracking (2, 3, 7)

- Designs and sets up office tracking systems (7)
- Creates and maintains easily accessible files
- Identifies need for automated tracking systems (7)
- Ensures that reports are clear and understandable (3)
- Works with contractor to design automated systems (7)
- Identifies changing office needs and modifies tracking systems accordingly (7)
- Enters data in microcomputer systems (7)
- Analyzes feasibility and cost effectiveness of automating systems (7)

Program Management (applies only to program assistants)

- Prepares obligating documents
- Understands and keeps current on projects
- Knows all of planning levels for appropriate missions
- Monitors contractor travel to conform to Agency policy and guidelines
- Can fill in for project manager if necessary
- Can maintain project when project manager is absent or refer to appropriate person
- Answers routine questions on project
- Seeks and assumes increasing project responsibilities

B. Interpersonal Effectiveness

Negotiating and Influencing

- Negotiates priority tasks with supervisor
- Convinces staff members it is to their advantage to give her or him information and status reports and to meet deadlines
- Negotiates minor changes with contractor in project manager's absence

Communicating (1, 4, 13)

- Is tactful and polite
- Maintains effective working relationships with supervisor, contractors, project managers, and support staff
- Is persistent in getting information without harassing people
- Understands and can communicate to staff what management wants
- Can explain clearly and persuasively what can or cannot be done administratively
- Keeps project manager well-informed on areas for which responsible
- Listens well
- Is patient
- Gives clear directions, both verbally and in writing, to staff and contractors
- Can be called upon to calm and counsel individual employees on office and personal problems
- Summarizes substance of meetings attended for project manager
- Checks that she or he understood instructions

Problem Solving

- Has excellent problem solving skills
- Is not threatened by crises
- Assists staff in troubleshooting wide range of work problems from microcomputer breakdowns to interpersonal to financial (2, 7)
- Responds quickly to solve crises
- Resourceful and innovative in finding solutions to daily problems
- Assists staff in tracking documents and actions in and out of office (6, 7)

Training and Briefing

- Trains secretaries to develop A.I.D.-consistent filing systems
- Trains new staff in support area
- Trains staff to fill in for her or him when absent
- Briefs and trains new employees on office policies, procedures, staff, and responsibilities
- Eases new staff into office
- Trains secretaries in WANG, other word processors, microcomputers
- Trains secretaries and new employees in office systems, e.g., action logs

C. Office and Team Effectiveness

Negotiating and Influencing

- Keeps staff adherent to various deadlines
- Secures information as needed from staff
- Can supervise clerical and secretarial employees without direct authority to do so
- Has confidence to take charge in office situations when appropriate
- Negotiates conflict resolution between supervisor and employee or between employee and employee

Team Building

- In some offices, establishes role as team leader for secretaries
- Assists in team building for office
- Coaches secretaries as needed
- Establishes role as an Administrative and/or Program Support person, not a secretary
- Treats secretaries with respect
- Backs up secretaries

Budget Process

- Secures information from staff for budget preparation
- Ensures proper funding information is on document
- Assists in preparation of ABS and Division budgets and other budget-type exercises
- Monitors spending of projects and office budgets
- Reprograms funds
- Ensures documents are processed accurately and on time
- Approves vouchers against contracts and budgets

D. Managing the Environment

Networking

- Establishes and maintains positive and effective work relations with other A.I.D. offices, in particular:
 - EMSs
 - Personnel
 - Financial Management
 - Travel
 - IRM
 - SER/MO
 - Office or Bureau systems manager
 - Missions
 - Contracts and Procurement offices
- Networks informally to secure information, resources, assistance
- Establishes and maintains positive and effective work relationships with other Agencies, Departments, Hill, consultants, as appropriate

Telephone Skills (1)

- Courteously answers phone
- Refers callers to appropriate person or office
- Refers calls to technical specialists as needed
- Can answer phone queries on administrative issues and general questions on program areas

Coordination

- Coordinates clearance actions with appropriate offices
- Follows through to ensure action by FM, Procurement, Travel, SER/MO, PM, etc.

IV.

COMPETENCY LIST

TECHNICAL SPECIALIST CAREER TRACK

(As explained in the Introduction, the data contained in this Competency List were obtained from A.I.D. technical specialists and their supervisors. Supervisors with technical responsibilities may also find this track of interest to them.

Because of the wide variety and complexity of technical expertise required in A.I.D., the inhouse training programs described in section VI can only partially meet the training needs in this area. However, there are many other resources available, such as After-Hours and Long-Term Training; these and other options are described in the Introduction.)

TECHNICAL SPECIALISTS

(NOTE: Numbers refer to A.I.D.'s Training Programs, described in section VI, p. 38, at the end of these Career Track Competency Lists. If the number is underlined, that competency receives substantial coverage in the training program.)

A. Personal Effectiveness

Organizational Knowledge (4, 5, 6, 8, 9, 10, 12, 14, 15, 16)

- Understands "development" and A.I.D.'s role in it (4, 5, 12)
- Understands the formal and informal systems of offices worked with (4, 12, 15)
- Understands mission and functions of own office and how work gets done
- Understands the budgeting, contracting, and procurement processes well (4, 5, 6, 9, 10)
- Knows whom to go to in Agency to accomplish desired results (4, 5, 10)
- Understands how A.I.D./W and missions work (4, 5, 10, 12, 15)
- Understands entire A.I.D. process of funding, developing and implementing projects (4, 5, 8, 10, 12)
- Understands reality of overseas culture, environment, and work
- Draws on own field experience (where present)
- Understands how organizations and bureaucracies work (4, 5, 12, 16)
- Understands relationship between technical area of expertise and overall Agency objectives (4, 5, 10, 12)

Technical Competence (4, 5, 9, 10, 11, 12)

- Understands how own area of expertise relates to other programs in A.I.D., Office or Bureau, and office (4, 5, 10, 12)
- Has excellent, comprehensive knowledge of technical area of expertise (9, 11)
- Understands politics, finances, cultures, etc., of relevant countries (11, 12)
- Knows technical details of projects managed
- Keeps current on major trends and findings in area of technical expertise

Communicating (3, 4, 5, 6, 10, 12, 16)

- Can summarize difficult concepts quickly and clearly, both in writing and orally (3)
- Speaks articulately and persuasively
- Writes clear, concise, comprehensive, and persuasive:
 - scopes of work (5, 10)
 - project reports (5, 10)
 - memoranda, cables, letters, etc.

Analysis and Judgment (3, 5, 8, 10, 11, 12)

- Able to read a variety of complex documents, from administrative to theoretical, and pull out pertinent program and administrative information (5, 10)
- Ensures that written documents reflect current A.I.D. and Bureau or Office policy (5, 10, 12)
- Is organizationally and politically sensitive
- Knows when to stop gathering data and come to closure
- Judges audience and determines what will and will not be politically acceptable in writing (3, 5)
- Knows what creates a successful A.I.D. project (5, 8, 10, 12)

Stress and Time Management (10, 13, 14, 16)

- Able to juggle competing priorities (10, 14, 16)
- Manages own time well (13, 14, 16)
- Handles stress and heavy workload well (13, 14, 16)
- Balances personal and professional demands skillfully
- Sets own goals, priorities for work (14, 16)

Problem Solving (10, 14, 16)

- Possesses good problem solving skills
- Innovative in problem solving
- Is not threatened by problems
- Takes initiative in problem solving

General Skills (2, 7, 10, 14, 16)

- Drafts on word processor (2)
- Useful if can type accurately and quickly
- Understands basics of microcomputer programs, e. g., Lotus, and how to use them effectively in program management (2, 7)
- Reads fast and selectively
- Meets deadlines or can renegotiate timelines if necessary (10, 14, 16)
- Works independently with minimum supervision

Decision Making and Planning (5, 10, 12, 14, 16)

- Develops achievable, clear plans
- Considers impact of decisions on all relevant areas
- Sets short- and long-term goals
- Develops creative approaches to planning and program implementation
- Anticipates and plans for contingencies
- Identifies and considers all relevant areas, programs, and issues when planning and making decisions

Record Keeping (5, 7, 10)

- Establishes own data bases (5, 7, 10)
- Uses microcomputers to set up data bases (5, 7, 10)
- Creates and maintains files and data bases from which others can easily retrieve information (7, 10)
- Quickly retrieves information from own and other data bases (7, 10)

Career Management (13, 14, 16)

- Sets clear self-improvement goals for self, in consultation with supervisor
- Regularly assesses own strengths and weaknesses
- Seeks feedback on own performance

Budgeting, Contracting, and Procurement (3, 4, 5, 6, 9, 10, 12)

- Develops reasonable and clear budgets for programs (5, 6, 10, 12)
- Writes clear, effective scopes of work (3, 5, 6, 10)
- Keeps track of all program funds (4, 5, 8, 10, 12)
- Ensures to extent possible effective processing of all contract and procurement documents (5, 9, 10)

B. Interpersonal Effectiveness

Supervising (14, 15, 16)

- Gives clear, specific directions to secretaries, program assistants, and contractors
- Gives clear, immediate feedback on work
- Checks that other person understands directions
- Listens for understanding

Communicating (5, 10, 14, 16)

- Provides feedback to supervisors on project status at appropriate times or decision points (5, 10, 14, 16)
- Communicates respect for other's work (14, 16)
- Uses humor and laughter where appropriate
- Checks if not clear on instructions (10, 14, 16)
- Seeks and is open to constructive criticism (14, 16)
- Notifies supervisor of any potential problems (5, 10)
- Projects non-threatening demeanor (14, 16)
- Creates a productive and mutually respectful working relationship with supervisors, peers, and subordinates (14, 16)
- Seeks supervisor's guidance and advice as necessary (5, 10)
- Is receptive to new ideas
- Is not abrasive when dealing with others (14, 16)

Project Management

- Writes clear, effective scopes of work (3, 5, 6, 10)
- Maintains a productive working relationship with contracting procurement, and other relevant offices (5, 6, 10)
- Establishes a positive, effective working relationship with contractor (5, 10)
- Keeps current on status of project (5, 10)
- Selects appropriate and skilled members of technical proposal review panels (5, 6, 10)
- Runs effective technical review panels (5, 6, 10, 16)
- Holds contractor to deadlines and terms of contract (5, 6, 10)
- Provides effective technical guidance to contractor (5, 10)
- Works cooperatively with contractor in program design and implementation (5, 10)

Negotiating and Influencing (5, 10, 13, 14, 16)

- Negotiates timelines, program goals, changing timelines, etc., with supervisor (5, 10, 13, 14, 16)
- Negotiates for support staff assistance (14, 16)
- Motivates others to perform even when not in direct supervisory relationship to them (14, 16)
- Negotiates program changes with contractor (6, 9, 10)

C Office and Team Effectiveness

Communicating (4, 10, 12, 13, 14, 15, 16,)

- Communicates respect for individuals and for different work styles (14, 15, 16)
- Can adjust to differing work styles of other staff (14, 15, 16)
- Shares information with others on staff, both subordinates and colleagues
- Presents ideas assertively, not aggressively (13, 14, 16)
- Shows others how to retrieve data from his or her files and data bases

Team Building (4, 5, 10, 11, 12, 14, 15, 16)

- Uses effective group consensus building and decision making and planning techniques (5, 10, 14, 16)
- Effectively leads teams and task forces (5, 10, 14, 15, 16)
- Serves as cooperative, productive team member (4, 5, 10, 12, 14, 15, 16)
- Consults with all interested parties when planning and making decisions (5, 10, 12, 14, 16)
- Volunteers when assistance is needed
- Involves others as much as possible in task conceptualization (5, 10, 14, 16)
- Runs effective meetings (5, 10, 14, 16)

Negotiating and Influencing (4, 5, 6, 10, 12, 13, 14, 16)

- Effectively represents program to supervisors
- Negotiates between contractor and client office and other Agency and office personnel as necessary (5, 10, 13, 14, 16)
- Can persuade management of need for changes, new approaches, new programs, etc. (5, 10)
- Negotiates clear, effective contracts (5, 6, 10)
- Can negotiate changes in contract if needed (5, 6, 10,
- Can negotiate for budget, other resources needed (5, 10, 13, 14, 16)

D. Managing the Environment

Networking (4, 5, 10, 14, 16)

- Establishes good working relationships with other A.I.D. offices
- Networks formally and informally with other organizations and individuals involved in area of technical expertise
- Networks informally to secure information and support for program needs
- Involves other relevant A.I.D. offices in decision making and planning as appropriate
- Identifies and secures excellent contractors

Coordinating (5, 10, 14, 16)

- Coordinates effectively and as needed with other appropriate offices in and outside of A.I.D.
- Follows through to ensure that programming, budgeting, and contracting actions occur on time

Negotiating (5, 10, 13, 14, 16)

- Negotiates effectively with other offices and individuals, inside and outside of A.I.D., to secure assistance

Representation and Public Speaking

- Effectively represents office programs, missions, goals and needs to organizations and individuals outside of A.I.D., including the media and the Hill
- Presents office and program position effectively in Agency meetings, briefings, etc.
- Can defend an unpopular position in a public forum
- Projects a positive image of A.I.D. and office to others
- Makes effective presentations to outside organizations

v.

COMPETENCY LIST

SUPERVISORY AND MANAGERIAL CAREER TRACK

(As explained in the Introduction, the data contained in this Competency List were obtained from A.I.D. supervisors and managers, their supervisors, and their employees.)

In addition to the A.I.D. Training Programs available, described in section VI, there are other formal and informal options available, such as Short-Term, After-Hours, and Long-Term Training. These and other alternatives are described in the Introduction. Also, supervisors with technical responsibilities may find the Competency List for the Technical Specialist Track in the previous section of interest.)

SUPERVISORY AND MANAGERIAL TRACK

(NOTE: Numbers refer to A.I.D.'s Training Programs, described in section VI, p. 38, at the end of these Career Track Competency Lists. If the number is underlined, that competency receives substantial coverage in that particular training program.)

A. Personal Effectiveness

Organizational Knowledge (4, 5, 6, 10, 12, 13, 15, 16)

- Knows job and functions of own office and how work gets done
- Understands reality of overseas culture, environment and work (4, 5, 10, 12)
- Understands how A.I.D./W and missions work (4, 5, 10, 12, 13, 15)
- Understands "development" and A.I.D.'s role in it (4, 5, 10, 12, 16)
- Understands the A.I.D. programming process (4, 5, 6, 12)
- Understands A.I.D. contracting and procurement processes (4, 5, 6, 12)
- Understands GS and FS personnel systems (4, 15)
- Understands how work of own office fits into broader A.I.D. context
- Understands how organizations and bureaucracies work (13, 16)
- Understands the formal and informal systems of offices worked with (13)

Technical Competence (5, 7, 10, 11, 12, 14, 16)

- Has good substantive knowledge of technical area of expertise
- Keeps current on major trends, events, and findings in office's program areas (5, 10, 11, 12)
- Keeps current on management concepts, office technologies, etc., for possible office use (7, 14, 16)
- Interprets and summarizes technical information for executive managers

Communicating (3, 5, 10, 16)

- Speaks articulately and persuasively (16)
- Writes clear, concise, and persuasive: (3)
 - scopes of work (3, 5, 10)
 - project reports (3, 5, 10)
 - memoranda, cables, letters (3, 5, 10)

Stress and Time Management (10, 13, 14, 16)

- Manages own stress well (13)
- Manages time to allow for attention to staff, research, own duties (13, 14, 16)
- Prioritizes and sets clear, realistic goals for self (10, 13, 14, 16)

Career Management (13, 14, 16)

- Regularly assesses own strengths and weaknesses (13, 14, 16)
- Seeks feedback on own performance (13, 14, 16)
- Sets clear self-improvement goals for self (13, 14, 16)

Other Competencies

- Reads fast when necessary

B. Interpersonal Effectiveness

Delegating (14, 16)

- Delegates authority and responsibility where possible (14, 16)
- Knows appropriate level of delegation in the office

Motivating (14, 15, 16)

- Secures more interesting assignments for staff where possible
- Understands and uses the Agency's incentive awards system (15)
- Gives employee credit for work done
- Promotes employees where possible
- Treats all employees with respect (14, 16)
- Seeks and values employee opinions (14, 16)

Assigning and Monitoring Work (14, 16)

- Gives clear task assignments, deadlines and responsibilities (14, 15, 16)
- Does not redo or rewrite unless necessary
- Corrects performance and edits work constructively
- Adjusts level and amount of direction as appropriate to individual (14, 16)
- Sets interim deadlines (14, 16)
- Does not over-monitor

Communicating (4, 12, 14, 15, 16)

- Creates an atmosphere of willingness to understand and listen (14, 15, 16)
- Gives clear, immediate feedback on performance, good and bad throughout the year (14, 16)
- Conveys reasons for expectations and concerns clearly (14, 16)
- Checks that employee understands assignments
- Praises good performance
- Is honest and open with employees
- Has a good sense of humor and uses it appropriately
- Shows respect for individuals and for different work styles (14, 15, 16)
- Communicates interest in the employee as an individual
- Listens non-defensively (14, 16)
- Makes sure that she or he understands the employee (14, 16)

Performance Management (14, 15, 16)

- Understands the GS performance appraisal process (4, 13, 15)
- Holds regular and as needed performance reviews with employee (14, 15, 16)
- Writes clear, specific standards and elements (14, 15, 16)
- Understands the FS performance evaluation system (4, 13, 15, 16)
- Uses performance appraisal effectively to help solve performance problems (14, 15)
- Rates employee objectively according to the standards (14, 15)

Staff Development (13, 14, 15, 16)

- Provides developmental assignments (14, 15, 16)
- Gives employees honest assessments of their strengths and weaknesses (14, 16)
- Supports employees' efforts at career growth and advancement (10, 14, 15, 16)
- Challenges employees to set and reach career goals (15, 16)
- Can identify and mentor people with talent (13, 16)
- Counsels employees on career development (15)
- Provides on-the-job training where necessary (12, 15)
- Encourages and releases employees for training (14, 15, 16)
- Knows Agency resources available for career development (13, 15)

C. OFFICE AND TEAM EFFECTIVENESS

Leadership (4, 13, 14, 15, 16)

- Sets a vision for the office (14, 16)
- Provides clear, overall direction and guidance (14, 15, 16)
- Ensures that staff has resources, information, and knowledge to do job (14, 15, 16)
- Gets staff to buy into vision (16)
- Transmits a sense of commitment to goals of organization (14, 16)
- Establishes a creative, innovative environment (14, 16)
- Stresses service and holds staff to service concept
- Sets high but achievable standards of excellence for office (14, 16)
- Makes clear decisions as needed, with information available (12, 14, 16)
- Represents Agency, Bureau or Office, and management needs effectively to staff (14, 16)
- Does not spread rumors (13, 16)
- Is consistent in judgement, decisions, and behavior (14, 16)
- Responds quickly and effectively to changes in policy, priorities, staff, etc. (14, 16)

Team Building (4, 5, 10, 12, 14, 15, 16)

- Uses effective group consensus building, planning, and decision making techniques (14, 16)
- Involves staff in planning and decision making wherever possible (4, 12, 14, 15, 16)
- Can operate effectively as a team member when necessary (14, 15, 16)
- Encourages staff to create own teams (16)
- Can create and lead an effective, cohesive, harmonious team (14, 15, 16)
- Understands group dynamics and human behavior
- Supports staff actions and accomplishments (14, 16)
- Views all staff as equal members of team (14, 15, 16)

Monitoring (5, 10, 14, 15, 16)

- Is flexible and can shift with Agency priorities (5, 10, 14, 16)
- Ensures deadlines are met (5, 10, 14, 15, 16)
- Ensures followthrough (5, 10, 14, 16)

Information Sharing (10, 14, 16)

- Keeps staff apprised of pending decisions that may affect them
- Lets staff know where their work fits into the Agency and unit mission
- Keeps staff apprised of management decisions
- Ensures staff has all information necessary to do their job

Problem Solving (4, 14, 15, 16)

- Can identify and predict office problems (14, 15, 16)
- Is open to and can develop range of options for solving problems (14, 15, 16)
- Solves most problems by self or delegates, but keeps management informed
- Creative in approaching problem solving
- Sees problems as opportunities, not threats

Running Meetings (14, 15, 16)

- Runs efficient, useful meetings
- Meets with staff regularly
- Does not hold unnecessary meetings

Planning and Decision Making (5, 10, 12, 14, 16)

- Balances workload equitably among staff (14, 16)
- Effectively operationalizes the office mission (14, 16)
- Involves staff when making decisions related to their projects
- Sets office priorities (14, 16)
- Sets long-term and short-term goals (5, 10, 12, 14, 16)
- Plans workload in context of mission and priorities of office, management, A.I.D. (5, 10, 14, 16)
- Plans for contingencies (5, 10, 14, 16)
- Anticipates impact of decisions on all relevant areas (5, 10, 14, 16)

Productivity Improvement (5, 7, 8, 10, 14, 15, 16)

- Knows and can apply computer technology to improve office productivity (5, 7, 8, 10)
- Knows and can use work streamlining techniques (5, 10)
- Holds staff to defined outcomes (5, 10, 14, 15, 16)

Budgeting (4, 5, 10)

- Plans budget to accurately reflect office mission and priorities

D. Managing the Environment

Negotiating and Influencing (4, 12, 13, 14, 15, 16)

- Negotiates effectively for staff, budget, and resources (13, 14, 16)
- Establishes good relationships with appropriate agencies, organizations, and individuals
- Understands and can adjust for management's work styles (15)
- Integrates approach to service delivery with other units
- Defends unit and staff actions effectively to outsiders

Public Speaking

- Presents office position effectively in meetings, briefings, etc.
- Effectively represents office mission, goals and needs to other units
- Makes effective presentations to outside organizations
- Makes effective presentations at Congressional hearings
- Projects positive image of Agency and office to the media

Networking (5, 10, 13, 14, 15, 16)

- Networks effectively to secure information, support, assistance (13)
- Consults with upper management before making major decisions (14, 15, 16)
- Keeps management apprised of important unit developments
- Encourages staff interaction with other offices
- Can use effectively A.I.D.'s formal systems for: (5, 10, 15)
 - budgeting
 - personnel management
 - programming, etc.

VI.

A.I.D. TRAINING PROGRAMS

The training programs described here are specifically tailored for A.I.D. employees. There are many other useful courses available outside the Agency which are available to A.I.D. employees through such programs as Short-Term, After-Hours, and Long-Term Training. New courses are added in A.I.D. as needed. Contact the Training Division (M/PM/TD) for information on alternative training options as well as for more information on any of the courses listed.

A.I.D. TRAINING PROGRAMS

The courses regularly offered by A.I.D. to its employees are listed below. Included is a brief summary of the skills and knowledges covered in each, with the length and the target audience in parentheses. These courses are also referenced in the Competency Lists for each career track. For further information on a course, look at the A.I.D. Training Directory, updated semiannually, or call M/PM/TD.

1. Administrative/Secretarial/Clerical (ASC) Training. A.I.D.'s correspondence procedures; grammar and punctuation; proofreading; telephone techniques; basic WANG word processing (two weeks; all new secretaries and clerk-typists).
2. WANG Word Processing. Courses available are:
 - 100: Entry-Level. Creating, editing, printing, and filing documents (5 half-days; new employees).
 - 120: Entry-Level WANG Word Processing. Creating, editing, printing, and filing documents (3 days; required of all newly hired administrative, secretarial, and clerical employees).
 - 200: Advanced Word Processing. Using bold-face, double underlining, password protection, column edit, sort, merge, print, document marking, work page, and Glossary features, including Math and Footnote Glossaries (4 half-days; prerequisites--course 100 and 30 days WANG experience).
 - 210: Use of WANG Advanced Functions. Skills for editing large documents. (2 half-days; prerequisites--courses 100 and 200 and 45 days WANG experience).
 - 220: WANG Systems Lead Operator Training. Training and supervising other Wang operators in basic and advanced word processing and correcting minor equipment malfunctions (5 half-days; prerequisites--courses 100, 200, and 210 and 45 days WANG experience).
 - 300: Constructing Glossary and Decision Processing Routines. Using Glossary and Decision Processing routines to simplify a wide range of operations (4 half-days; prerequisites--courses 100 and 200, 45 days WANG experience, and some exposure to Glossary functions).
 - 310: Constructing Math Glossaries. Developing glossaries to perform mathematical operations (1 half-day; prerequisite--course 300).

320: List Processing of WANG OIS Systems. Importance of maintaining records, selecting records based on specific criteria, and outputting records to a variety of formats (1 day; prerequisites--courses 100 and 200 and 45 days WANG experience).

400: WANG OIS System Management Training. File and library management, redundancy, security, application analysis, trouble shooting, service and supplies (4 half-days; courses 100 and 200 and 45 days WANG experience).

500: WANG Systems Overview. Automating an office; systems capabilities; staffing needs (2-hours; no prerequisite).

510: Access Training. Brief introduction to WANG word processing (1 half-day; not for those who routinely use WANG).

600: Entry Level Wang Word Processing On Wang PC. Basics of creating, editing, printing, and filing documents on WANG Personal Computer (5 half-days; prerequisite--touch typing).

610: PC Transition Course. Overview of PC with major editing features, e. g., disk formatting and types, copying documents from PC to OIS (2 half-days, prerequisite--100, 110, or 600).

620: Advanced WANG Word Processing on WANG PC. PC's advanced editing options and some systems functions, e. g., merge printing, PC glossary, sort, and math capabilities, and document conversion (2 half-days; prerequisite--600 or 610).

700: Tempest. PC security. Applicants must apply through Bureau's Systems Manager to learn of prerequisites and be approved (1 day).

3. Writing

- 3.1 English Skills for the Office. Fundamentals of English grammar, punctuation and usage, spelling, proofreading and vocabulary building (12 half-day sessions).
- 3.2 Basic Administrative Writing. Drafting simple letters and memos (ten 3-hour sessions).
- 3.3 Advanced Writing. Writing and editing administrative correspondence more quickly and effectively; organizing writing (three 3-hour sessions).
- 3.4 Advanced Writing Review. Carrying out more complex writing assignments (six 3-hour sessions).

4. New Entry Training. Basic A.I.D.-specific knowledge and skills, including Agency's organization, policies, and programs; program and budget cycles; A.I.D. development sector strategies and policies; development concepts and dynamics; and operating effectively in A.I.D. (four weeks; required of all new employees GS-9 and above).
5. Project Design. Basic project design skills, including preparing scopes of work and budgets, preparing and critiquing PIDs and project papers, using A.I.D. handbooks, and understanding A.I.D. procedures and documentation for project and financial management (1 week; new project managers).
6. Contracting for Non-Procurement Personnel. Preparing scopes of work and budgets; understanding the basics of A.I.D.'s procurement and contracting processes (3 days; new project managers).
7. Microcomputer Courses.
 - 7.10 Introduction to Microcomputers. How microcomputers work and their uses in an office; terminology; hardware configuration; types of software and functions (1 day; prerequisite--none).
 - 7.11 Introduction to Microcomputers for Managers. Overview and understanding of microcomputer functions and applications; impact of office technologies on office practices (1 day; supervisors and managers).
 - 7.20 Introduction to dBASE III Plus. Introduction to data base management systems, and dBASE III in particular; creating and updating a data base file; generating reports (2 days; prerequisites--Introduction to Microcomputers or Introduction to Microcomputers for Managers).
 - 7.21 Intermediate dBASE III Plus. Manipulating data and generating reports (1 day; prerequisite--Introduction to dBASE III or dBase III Plus).
 - 7.22 Advanced dBASE III Plus Introduction to programming and managing multiple files (2 days; prerequisite--Intermediate dBase III Plus).
 - 7.30 Introduction to Spreadsheet Structure. Uses of electronic spreadsheets; comparisons of Supercalc2, Multiplan and Lotus 1-2-3 (1 day; prerequisite--Introduction to Microcomputers or Introduction to Microcomputers for Managers).
 - 7.31 Introduction to Lotus 1-2-3. (2 days; prerequisite--Introduction to Spreadsheet Structure or Multiplan).

- 7.32 Advanced Lotus 1-2-3: Spreadsheet Proficiency (1 day; prerequisite--Lotus 1-2-3).
- 7.33 Advanced Lotus 1-2-3: Data Base Management (1 day; prerequisite--Introduction to Lotus 1-2-3).
- 7.34 Advanced Lotus 1-2-3: Introduction to Macros (1 day; prerequisite--Introduction to Lotus 1-2-3).
- 7.35 Introduction to Multiplan. Creating and linking separate spreadsheets through Multiplan (1 day; prerequisite--Introduction to Spreadsheet Structure or Lotus 1-2-3).
- 7.40 Introduction to Project Management Using Time Line. Developing a project backward from an end date using Time Line (2 days; prerequisite--Introduction to Microcomputers or Introduction to Microcomputers for Managers).
- 7.41 Introduction to Microsoft Project. Project management using Microsoft Project's scheduling and costing tools (1-day; prerequisite--Introduction to Microcomputers or Introduction to Microcomputers for Managers).
- 7.50 Introduction to MS-DOS on the WANG PC. Basic utility commands, creating batch files, etc. Highly recommended for office automation systems managers (1 day; prerequisite--an applications softward course).
- 8. Financial Analysis. Incorporating appropriate financial analysis in scopes of work for A.I.D. feasibility studies; reviewing adequacy of financial analyses in A.I.D. studies and reports; and upgrading the financial analytical aspects of the project design process (2 weeks, residential; project development officers, technical specialists, engineers, economists, controllers, etc.).
- 9. Federal and A.I.D. Acquisition Regulations. Intensive introduction to procurement and contracting procedures for those who spend more than half their time in procurement planning and implementation (3 weeks; for new employees in M/SER/OP with substantial procurement responsibilities).
- 10. Project Implementation. Advanced project design and evaluation, project documentation and implementation, contracting, commodity procurement, financial management, and participant training (two weeks, residential; project managers with at least two years of A.I.D. project management experience).

11. State of the Art (SOTA) Courses. Updating courses designed to present to the technical specialist the latest thinking in development policy, technology, and information in A.I.D.'s technical specialties, focusing on their application in LDCs. Included are:
 - . Agriculture and Rural Development.
 - . Agriculture Policy (should be taken in conjunction with Rural Development).
 - . Health, Population, and Nutrition.
 - . Private Enterprise Development (Policy Overview and Technical Guidance).
 - . Education.
 - . Others, as required.
12. Development Studies Program. An overview of the latest development theory, issues, practices, and policies and A.I.D.'s role in Third World Development (7 weeks; GS-14 project managers with 5 years of A.I.D. experience).
13. Career Management Workshop for Women. Diagnosing A.I.D.'s organizational culture; self-assessment; career planning; assertiveness; negotiating; stress management (1 week; GS 9-15 women).
14. Basic Supervisory Skills. Basic skills of communicating, negotiating, planning, time management, delegating, monitoring, and motivating (5 days; new A.I.D./W supervisors).
15. Supervisor's Role in Personnel Management. Knowledge of current personnel policies, procedures and regulations; supervisor's legal responsibilities in areas of ethics, fraud, waste, and abuse; management styles and communicating (5 days; supervisors).
16. Management Skills Workshop. Advanced management skills of team building, leadership, performance feedback and monitoring, communicating, problem solving and conflict resolution (5 1/2 days, residential; primarily GS-14 and 15 supervisors with at least 5 years A.I.D. experience).