

CAREER PATHS FOR FEDERAL PROGRAM AND PROJECT MANAGEMENT GUIDE

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Introduction

The U.S. Office of Personnel Management (OPM), in support of the [Program Management Improvement Accountability Act \(PMIAA\)](#) and the U.S. Office of Management and Budget's guidance, [Improving the Management of Federal Programs and Projects through Implementing PMIAA](#), has collected data to create career paths and suggested training curriculum for Federal Program and Project Management professionals. The PMIAA requires OPM to establish a Government-wide career path to develop capable and competent program and project managers.

This Guide also supports the [President's Management Agenda's](#) Cross-Agency Priority Goal, Strengthening and Empowering the Federal Workforce, which focuses on agencies developing “equitable, transparent, and transferrable career development pathways that promote career growth and agency mission delivery.” Further, this Guide is a valuable tool for agencies' reskilling and upskilling efforts to gain a better understanding of their program and project management workforce capabilities and determine how to invest in and develop this workforce based on the identification of emerging and mission critical skills.

This Guide was developed to provide guidance to Federal agencies interested in creating or enhancing their own Program and Project Management career paths. The intent is to provide agencies with more direction in strengthening the planning, implementation, and evaluation of existing and future program and project management workforce development programs. The information presented in this Guide captures critical activities for agencies to achieve success in Federal Program and Project Management through recruitment, development, and retention of top talent.

To facilitate common understanding and implementation across agencies, key terms related to P/PM are described in [Appendix A](#) of this Guide.

Purpose and Objectives

This Guide will help agencies expand opportunities for program and project managers and ensure they obtain the appropriate experience and training to effectively manage increasingly complex programs and projects.¹ This Guide also serves as a roadmap for individuals interested in pursuing a career in Federal Program and Project Management and provides employees and their supervisors with a single-source reference to determine appropriate training opportunities for career advancement. Specifically, the Guide:

- **Provides a career progression outline for employees to move among and across jobs in Federal Program and Project Management, as well as success factors that enable**

individuals to maximize performance and career advancement. It identifies the typical and non-typical career paths into Mid/Full Performance-Level (GS 9-11), Expert-Level (GS 12-13), and Senior-Level (GS 14-15) Program and Project Management positions, as well as the success factors that contribute to career development and successful performance. Please note, however, the career paths identified in this Guide by subject matter experts do not constitute an exhaustive list, and employees may identify alternative ways to successfully progress into and through the field of Program and Project Management.

- **Helps employees and supervisors plan and sequence appropriate career training and development for each general and technical competency.** The Federal Program and Project Management Competency Development Framework identifies key work behaviors, training options, and developmental opportunities associated with each competency. Individuals are expected to demonstrate higher proficiency levels in alignment with career progression.
- **Lists common credentials and certifications completed by Program and Project Managers in the Federal Sector.** While a degree or certificate is not required to advance in the Federal Program and Project Management field, many individuals in this occupation possess some type of certification or credentialing. Industry job experts commonly emphasize the importance of both experience and coursework for successful performance as a Program and Project Manager.

Data and Methodology

This Career Path Guide was developed using quantitative and qualitative data collection methods to conduct a comprehensive assessment of the career progression, success factors, critical competencies, key work behaviors, and recommended training and development for effective program and project management. These methods included:

- **Environmental Scan** - OPM completed a review of best practices from Federal agencies and private industry, literature, agencies' program and project management position descriptions, agencies' program and project management career paths and competency models.
- **Subject Matter Expert (SME) Focus Groups**– OPM facilitated three full-day focus group sessions with over thirty Federal classifications and program and project management SMEs, representing twenty Federal agencies (see Appendix B: Subject Matter Expert (SME) Workshops - List of Participating Agencies), in November 2018. SMEs reviewed and further refined the job duties and competencies, providing valuable input on the new Program Manager and Project Manager career path effort.
- **Program and Project Managers Workforce Survey**– OPM issued a survey to identify incumbents and positions performing program and project management work in the Federal government. OPM reviewed the data collected from the survey to better understand the nature and scope of program and project management work government-wide, including who is performing the work and where the work is performed within agencies.
- **Program and Project Manager Job Analysis Survey**-OPM issued a survey to the Federal non-supervisory employees identified in the workforce survey to identify program and project management work in the Federal government. OPM used the data collected to validate the program and project management competencies and tasks identified by Federal agency subject matter experts as essential for performing program and project management work Government-wide.

This comprehensive assessment serves as the basis for the Federal Program and Project Management Guide.

Differentiating Job Titles for Program and Project Managers

Program and Project Management work has been found to be appropriately classified to numerous occupational series based on the specific work performed. The titling of program and project management positions is dependent upon the classification of the position. The selection of the occupational series determines the titling of the position.

Determining the occupational series for a position is usually apparent by reviewing its assigned duties and responsibilities and then comparing them to the series definitions and general occupational information in the appropriate position classification flysheet or standard. Generally, the primary work of the position, the highest level of work performed, and the paramount knowledge required to successfully perform the work of the position determines the appropriate occupational series.

Users of position classification standards normally have little trouble making the series decision by comparing the characteristics of the position in question to the occupational series definition and occupational information in the standards. However, if the work of a Program or Project Manager position falls into more than one series, the correct series is sometimes difficult to determine. If it is unclear whether a series predominates, consider the following to determine the correct series:

- **Paramount occupational knowledge required.** Although a Program or Project Manager positions may include several different kinds of work, most positions have a paramount occupational knowledge requirement in addition to the project management knowledge, skills, and abilities/competencies. The paramount occupational knowledge is the most important subject matter knowledge or subject-related experience required to do the work.
- **Reason for existence.** The primary purpose of the Program or Project Manager position, or management's intent in establishing the Program or Project Manager position, is a positive indicator in determining the appropriate series.
- **Organizational mission and/or function.** Program and Project Manager positions generally align with the mission and function of the organization to which they are assigned. The organization's function often is mirrored in the organizational title and may influence the choice of appropriate series.
- **Recruitment source.** Supervisors and managers can help by identifying the occupational series that provides the best qualified applicants to do the program or project management work. This aspect correlates with the paramount knowledge required by the program or project management position.

Titling Program and Project Management Positions

Any position may have an organizational title or functional title, but every position must have an official title. 5 U.S.C. 5105 (a)(2) requires OPM to establish the official class titles. This title must be used on all official personnel documentation. However, subsection 5 U.S.C. 5105(c) states that this requirement does not prevent the use of organizational or other titles for internal administration. Agencies may supplement the basic and prescribed titles authorized in standards with the parenthetical title (Project Manager) if necessary for recruitment or other human resources needs. In those instances where OPM has not prescribed an official title

for a series, an agency may construct its own official title. According to the [Introduction to Position Classification Standards](#), constructed titles should be “short,” “meaningful,” and “generally descriptive of the work performed.” The title selected by the agency should not be one that has been prescribed by OPM as an official title for positions in another series.

Program and Project Management Definitions

Project management work involves the coordinated application of general and specialized knowledge, skills, expertise, and practices to a temporary endeavor with a defined scope, cost and completion date. A project may be part of a larger program or portfolio. A project serves to develop, modify, or enhance a product, service, or system and is constrained by the relationships among scope, resources, and time. It is important to distinguish a project from a program. Program Management work has been found to correlate with the GS-13 grade level definition found in 5 USC 5104. Positions below this grade threshold would normally be considered developmental in nature and/or not meet the full definition of Program Management. Programs normally provide products and/or services to the public. A program entails the mission, functions, operations, projects, activities, laws, rules, and regulations which an agency is authorized and funded by statute to administer and enforce. In contrast a project has a defined beginning and end, a program is an ongoing operation.

Program Management, 0340 Occupational Title

The basic title for positions in this occupation is Program Manager.

Do not use titles authorized for other occupations to construct titles for this series (e.g., IT Program Manager, 2210).

Positions in which specialized subject matter or functional competence is a necessary qualification requirement are classifiable to whichever specialized or general series is most appropriate. Agencies must follow the specific titling guidelines found in the applicable classification standard.

Project Management Occupational Title

Agencies may supplement the basic and prescribed titles authorized in classification standards with the parenthetical title (Project Manager) if the position meets the definition and criteria for project management work.

Additional information concerning titling Program and Project Management work may be found in the [Position Classification Flysheet for the Program Management Series, 0340](#) and the [Interpretive Guidance for Project Management Positions](#). Guidance for titling IT Program and IT Project Management positions may be found in the [Job Family Standard for Administrative Work in Information Technology Group, 2200](#) and the [Interpretive Guidance for IT Program Management Positions](#).

Understanding the Career Path

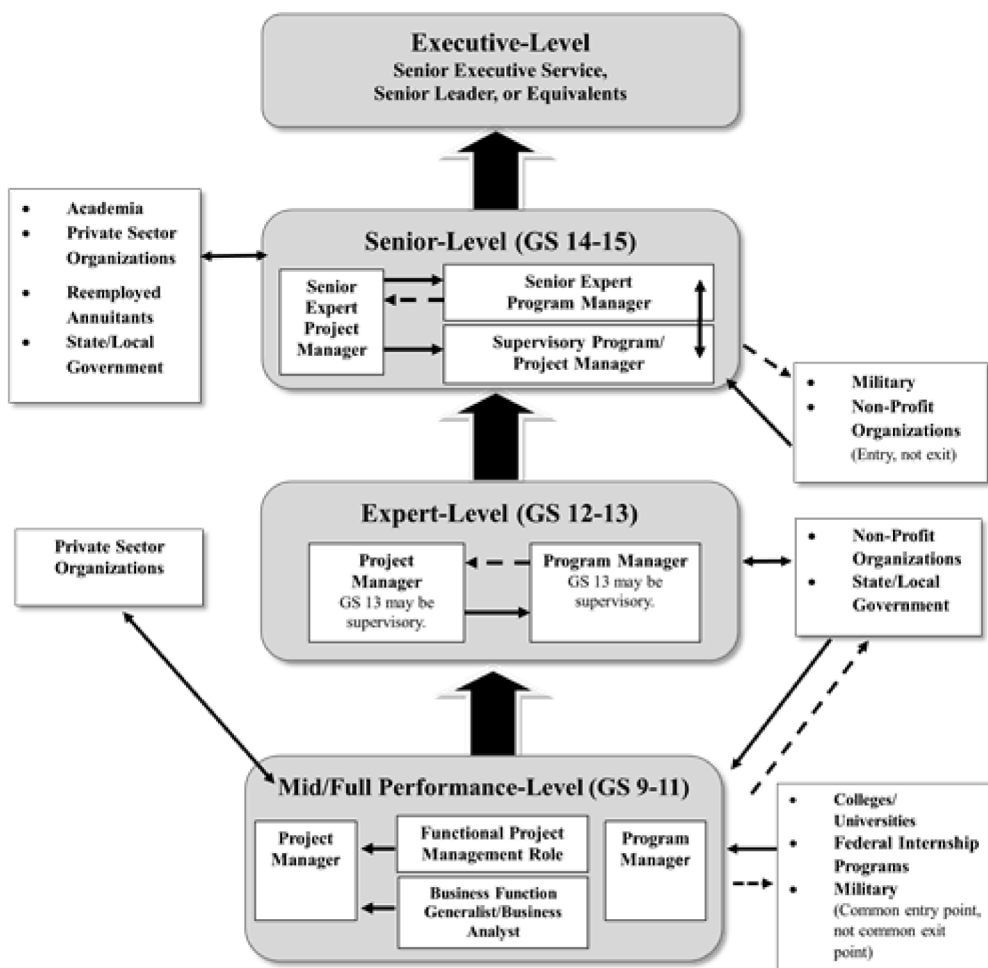
A career path is a progression of positions in one or more occupational series. As illustrated on *Figure 1: Typical Career Paths for Program and Project Management*, each level of the Program and Project Manager career paths is comprised of entry and exit points. The solid lines represent typical career movement, while the dotted lines are representative of non-typical career patterns. The career paths also depict the various lateral movements that occur within each career stage because of the interconnectedness between program and project

management. Double-sided arrows signify movement both in and out of a certain level, while single-sided arrows indicate movement in only one direction.

Individuals at all levels commonly transfer into Federal Program and Project Management from the military; however, individuals in Program and Project Management positions rarely leave their positions to serve in the military. Please note the specific GS occupations vary greatly and may depend on the types of program/projects being managed which require job-specific subject matter expertise. OPM's Program Management Improvement Accountability Act – Program and Project Managers Workforce Survey data indicated over 150 job series in which Federal employees perform Program/Project Management work. The job series included in the following career paths reflect the greatest reported job series from this survey (see [Appendix C](#) for a detailed list of the designated title for each series).

Typical Career Paths for Federal Program and Project Management

This graphic shows a high-level overview of how individuals commonly progress through the Federal Program and Project Management career stages. Solid arrows represent the most common career advancement; dotted arrows represent equally viable, but less common advancements. Double sided arrows signify movement both in and out of a certain level, while single-sided arrows indicate movement in only one direction. The career path also depicts the various lateral movements that occur within each career stage because of the interconnectedness between program and project management. The job series that are included in the following career paths reflect the most frequently reported job series from OPM's P/PM Workforce Survey (see [Appendix C](#) for a detailed list of the designated title for each job series). Expand the levels below for more information.



Federal Job Series: 0201, 0301, 0340, 0343, 0801, 0808, 0905, 1101, 1102, 1301, 2210

Job series may be determined by the types of programs or projects being managed (e.g., engineering, IT, acquisitions, etc.) that require specific subject matter knowledge.

Mid/Full Performance-Level (GS 9-11)

Expert-Level (GS 12-13)

Senior-Level (GS 14-15)

Success Factors

Success factors provide guidance on how individuals may maximize performance and career success as they progress through career stages in Program and Project Management. These success factors represent the advice, or best practices, from subject matter experts who reflected on their experience in the Program and Project Management field and provided a roadmap to maximize performance and career advancement. Note that many of the success factors indicated in this Guide do not tie to any particular specialty area or grade level. After reading through the success factors, individuals should seek clarification from their supervisor on how to best implement these suggestions. The following constitute a list of general success factors and specific factors related to career mobility, expertise, and connectivity:

General Success Factors

- Develop understanding of Project Performance Domains and able to apply them in project work.
- Develop strong continuous learning skills and regularly assess your skills gaps, reflect on what you have learned, and create new career goals.
- Develop effective communication and critical thinking skills.
- Build and foster key networks and partnerships that provide increased access to diverse perspectives.
- Demonstrate a high level of organizational awareness by clearly articulating how your program and/or project aligns with the organization's mission and performance goals, your program(s)/project(s) requirements, and program/project stakeholders.
- Find a mentor and coach and mentor others as you become more experienced.
- Develop a strong understanding of the strategic roles of stakeholders.
- Gain an understanding of the political environment.
- Develop strong leadership skills and seek leadership development opportunities at all career stages that increase in level of responsibilities and complexity.
- Be flexible and resilient.
- Join a PM Community of Practice (PM COP)
- Gain a strong command of budgetary considerations and constraints.
- Gain an understanding of the marketplace environment and its strategic role as stakeholder.

Mobility: Success Factors Related to the Type and Frequency of Movement Between Different Career Stages

- Gain as much real-world experience as possible working with multiple and different types of projects and programs, as well as working with a variety of stakeholders (e.g., by participating in rotational assignments inside or outside of the agency).
- Identify opportunities to gain experience in all phases of projects. Begin with small stretch assignment and then look for assignments with increased responsibilities.
- Frequently move to increase breadth of experience. This may include lateral movements, movements that provide both field and headquarters experience, or movement to different agencies/departments that will diversify your portfolio.
- Seek detail and rotational assignments that provide new experiences and senior leadership visibility. The developmental goals of these assignments may be to strengthen a technical or leadership competency.

Expertise: Success Factors Related to the Relative Value of Breadth versus Depth of Expertise

- Develop a breadth of knowledge in Program and Project management because it is extremely valuable in understanding the vast complexities of larger projects/programs, promotes flexibility in the types of programs and projects assigned, and strengthens the critical ability to identify risk at the earliest possible stages.
- Develop an enterprise-view of program and project management to effectively manage up.
- Understand that the depth of the expertise may vary depending on specific career track and career stage.
- Be aware and knowledgeable on the competencies needed for agency specific programs, policies, and processes.

Connectivity: Success Factors Related to the Various Career and Occupational Path Interconnections and How These Interconnections Foster Individual Growth

- Develop and leverage institutional knowledge, best practices, and benchmarks to effectively problem-solve and identify solutions as an on-going practice.
- Gain experience in building and leading cross-functional teams with given resources.
- Identify and participate in cross-training opportunities that will strengthen your program and project management skills while increasing your expertise in other business functions.
- Build connections across business units and occupations which provide pivotal career and mentoring opportunities.

Federal Program and Project Management Competency Development Framework - Part I

The Federal Program and Project Management Competency Development Framework incorporates recommended general and technical competencies, key work behaviors, and developmental opportunities needed to succeed as a program and project manager at all levels.

The intention of the framework is to assist agencies in charting workforce development for program and project manager and to assist senior leaders with succession planning. Aspiring and current program and project managers are also encouraged to review the framework to assess their knowledge of Government-specific leadership and technical competencies.

The framework is divided into two-parts. Part one identifies the recommended general and technical competencies for a Program and Project Manager at various career sages. Part two identifies key work behaviors, and recommended training, certification, and developmental opportunities that will strengthen competencies. Key work behaviors describe the specific job duties and tasks related to each competency that correlate with successful job performance. The key work behaviors at different grade levels may vary based on unique program factors such as risk, complexity, cost, location, and stakeholders.

Part one of the framework outlines **recommended** general and technical competency development for the effective career progression of Federal Program and Project Managers. The general competencies reflect the cognitive and social capabilities (e.g., problem solving, interpersonal skills) required for job performance. The technical competencies are specific to the particular knowledge and skill requirements necessary for program and project management. Individuals are expected to demonstrate advanced levels of proficiency in alignment with career progression. The general competencies below are from the OPM Program and Project Management Competency Model in [Appendix D](#) and are cumulative in nature, meaning the Expert-level skills are added to the Mid/Full Performance level skills and are further refined and developed in expertise.

General Competencies

Core General Competencies: These General competencies are grouped by likeness into six distinct categories.

- Problem Solving, Decision Making, Accountability, Planning and Evaluating
- Information Management, , Technical Competence, Technical Credibility, Technology Application
- Integrity/Honesty, Leadership, Organizational Awareness, Partnering
- Attention to Detail, Oral Communication, Reading Comprehension, Reasoning, Writing
- Conflict Management, Flexibility, Interpersonal Skills, Team Building, Teamwork
- Customer Service

Mid/Full Performance-Level (GS 9-11) Project Manager/Program Manager

Additional Core General Competencies: Program Manager Only

- Creative Thinking
- Teaching Others

Expert-Level (GS 12-13) Project Manager/Program Manager

May include Supervisory responsibilities.

Additional Core General Competencies

- Creative Thinking
- Influencing and Negotiating

Program Manager Only

- Strategic Thinking
- Teaching Others

Senior-Level (GS 14-15) Senior Expert Project Manager/Program Manager

May include Supervisory responsibilities.

Additional Core General Competencies

- Creative Thinking
- Influencing and Negotiating
- Strategic Thinking

Program Manager Only

- External Awareness
- Manages Resources
- Teaching Others
- Manages Human Resources
- Political Savvy

Technical Competencies

Mid/Full Performance-Level (GS 9-11) Project Manager/Program Manager

Expert-Level (GS 12-13) Project Manager/Program Manager

Senior-Level (GS 14-15) Senior Expert Project Manager/Program Manager

Federal Program and Project Management Competency Development Framework - Part II

Part two of the framework identifies key work behaviors, and recommended training, certification, and developmental opportunities that will strengthen competencies. The key work behaviors at different grade levels may vary based upon unique program / project factors such as risk, complexity, cost, location, and stakeholders.

Mid/Full Performance-Level (GS 9-11) Project Manager/Functional Project Management Role/Business Function Generalist/Program Manager

While proficiency in these focus areas is important at all levels, this set of competencies is critical for successful performance at the Mid/Full Performance-Level (GS 9-11).

Behaviors at different grade levels may vary based upon unique program factors such as risk, complexity, cost, location, and stakeholders.

Core General Competencies

General competencies are grouped by likeness into six distinct categories. The various work behaviors are relevant to all competencies comprising each category.

Problem Solving, Decision Making, Accountability, Planning and Evaluating

Key Work Behaviors

- Recommends improvements or solutions to problems.
- Makes recommendations on prioritizing projects steps and tasks.
- Gathers information and prepares responses to Congressional and other stakeholders inquiries.
- Identifies project documentation requirements or procedures.
- Maintains project records in accordance with regulations and laws.
- Monitors contracts.
- Manages schedules, budgets, project scopes and deliverables.
- Evaluates program implementation and effectiveness.

Recommended Developmental Activities

- Participate in phase, milestone, and final project reviews.
- Leverage self-learning platforms for real-time information on research and analysis techniques.
- Shadow an experienced project manager.
- Review past project requirement documents to become familiar with how to develop comprehensive requirements.

Recommended Training / Subject Areas

- Decision-Making Techniques
- Go/No-Go Decision Criteria
- Decision-Making Tools
- Scheduler and Coordinator
- Project Management Body of Knowledge
- AGILE Methodologies
- Federal budget, contracting and acquisition, MOU development
- Ethics
- Measuring Organization Result
- Personnel Management
- Leadership Skills

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

Decision Making: Makes sound, well- informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

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

Information Management, Technical Competence, Technical Credibility, Technical Application

Key Work Behaviors

- Monitors, maintains, and/or updates data, records, or other information.
- Processes or analyzes data using computer systems or applications.
- Establishes and maintains networks of stakeholders and other relevant parties.
- Uses computer systems or applications to access, create, edit, print, send, retrieve, or manipulate data, files, or other information.
- Asks customers for suggestions or feedback on the performance of products or services.
- Monitors programs, projects, operations, or activities.
- Collaborates with others or works on teams to accomplish work-related activities.
- Gathers technical information from internal and external stakeholders.

Recommended Developmental Activities

- Develop a mentor relationship with a senior employee to serve as a role model for technical competence and technical credibility.
- Engage in a service learning project with an organization to enhance contact with and understanding of the community in which the organization exists.

Recommended Training / Subject Areas

- Professional Ethics
- Business Ethics
- Decision Making

Information Management: Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.

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

Technical Credibility: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Application: Uses machines, tools, instruments, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

Integrity/ Honesty, Leadership, Organizational Awareness, Partnering

Key Work Behaviors

- Demonstrates ethics, integrity, and professional conduct.
- Establishes open and honest communication with employees, customers, and other stakeholders.
- Instills a climate of trust, openness, and honesty by admitting own mistakes and taking responsibility for one's actions.
- Establishes and maintains a baseline understanding of current organizational processes.
- Manages, leads, or administers programs, projects, operations, or activities.
- Reviews others' work (for example, peers, subordinates, contractors).
- Develops a working knowledge of the customer's business or function.
- Coordinates the activities of individuals inside or outside of the organization.
- Collaborates with others or works on teams to accomplish work-related activities.

Recommended Developmental Activities

- Participate in professional organizations' initiatives and conferences.
- Join a Mentoring program.
- Stay current on certifications.
- Shadow an experienced Project/Program Manager

Recommended Training / Subject Areas

- Strategic Planning and Analysis
- Professional Ethics
- Problem Solving Tools and Techniques
- Business Ethics
- Negotiation and Mediation/ Conflict Resolution
- Managing Across Generations
- Valuing Diversity
- Change Management
- Code of Ethics for Government Services

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

Leadership: Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

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

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

Key Work Behaviors

- Collects, compiles, and organizes information.
- Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
- Provides input on plans, goals, or objectives (for example, strategic plans, work breakdown structures, integration plans) for projects.
- Participates in regular project team meetings.
- Orally presents ideas and facts in a clear, organized, and convincing manner and in a style, tone, and level appropriate to the audience and the occasion.
- Expresses facts and ideas in writing in a clear, convincing, and organized manner that is appropriate to the audience and occasion.

Recommended Developmental Activities

- Make use of learning partner or peer coach to solicit feedback on written communications.
- Obtain a coach to work on time management and organizational skills.
- Participate in phase, milestone, and final project reviews.
- Take on a developmental assignment that offers the opportunity to present to or communicate with areas of the organization with whom the leader normally does not interact.
- Participate in a professional association.
- Leverage self-learning platforms for real-time information on specific writing topics.

Recommended Training / Subject Areas

- Time Management
- Organizational Skills
- Managing Your Workload
- Effective Communication Skills
- Presentation Skills
- Public Speaking
- Technical Writing
- Business Writing
- Digital Communication Etiquette

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

Oral Communication: Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

Reading Comprehension: Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

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

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

Conflict Management, Flexibility, Interpersonal Skills, Team Building, Teamwork

Key Work Behaviors

- Responds to requests or resolves complaints from customers.
- Takes steps to prevent and resolve conflicts, concerns, or grievances.
- Adjusts project plans, schedules, and resources in response to changing needs and priorities.
- Collaborates with others or works on teams to accomplish work-related activities.
- Promotes or develops and maintains good working relationships with key individuals or groups.
- Coordinates the activities of individuals inside or outside of the organization.
- Listens to others and seeks clarification when needed.
- Demonstrates empathy and respect to team members.
- Demonstrates openness and approachability to employees at all levels.
- Responds appropriately to the needs, feelings and views of different people (including senior leaders, stakeholders, and customers) in different situations.
- Listens to and shows understanding of oral communication from team members, customers, and other stakeholders.

Recommended Developmental Activities

- Leverage self-learning platforms for real-time information on conflict management techniques.
- Obtain a coach to work on conflict management skills.
- Initiate and participate in team building exercises.
- Engage in learning projects that are fluid.
- Complete multisource or 360-degree assessments that evaluate interpersonal skills. Work with a coach to develop a learning plan to address identified gaps.

Recommended Training / Subject Areas

- Conflict Resolution
- Emotional Intelligence
- Dealing with Difficult Customers and/or Colleagues
- Negotiation
- Active Listening
- Team Building
- Teamwork
- Effective Communication Skills
- Persuasive Techniques
- Diversity & Inclusion

Conflict Management: Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

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

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

Team Building: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

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

Customer Service

Key Work Behaviors

- Maintains consistent communications with customers to notify them of decisions, problems, or further actions.
- Gauges customer expectations and determines appropriate communication methods.
- Serves as a primary point for a functional project management area.
- Evaluates customer service efforts.
- Delivers high-quality products and services.
- Uses feedback systems to meet customer requirements and expectations.

Recommended Developmental Activities

- Engage in an action learning project that focuses on improving internal and external customer service systems and processes.
- Take part in a coaching program that centers on growing self-awareness and on improving recognition of client needs and balancing those with the leader's own needs and constraints.
- Participate in a Customer Experience Professional Association.

Recommended Training / Subject Areas

- Customer Service
- Customer Experience
- Interpersonal Skills
- Effective Communication Skills
- Active Listening
- Critical Thinking

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

Creative Thinking (Program Manager Only)

Teaching Others (Program Manager Only)

Technical General Competencies

Compliance (Program Manager Only)

Knowledge Management (Program Manager Only)

Program Management (Program Manager Only)

Project Management (Project Manager Only)

Requirements Management (Project Manager Only)

Risk Management (Project Manager Only)

Schedule Management

Scope Management (Project Manager Only)

Stakeholder Management (Project Manager Only)

Expert-Level (GS 12-13) Project Manager/Program Manager

GS 13 may include supervisory responsibilities.

While proficiency in these focus areas is important at all levels, this set of competencies is critical for successful performance at the Expert-Level (GS 12-13).

Core General Competencies

General competencies are grouped by likeness into six distinct categories. The various work behaviors are relevant to all competencies comprising each category.

Problem Solving, Decision Making, Accountability, Planning and Evaluating

Information Management, Technical Competence, Technical Credibility, Technical Application

Integrity/ Honesty, Leadership, Organizational Awareness, Partnering

Attention to Detail, Oral Communication, Reading Comprehension, Reasoning, Writing

Conflict Management, Flexibility, Interpersonal Skills, Team Building, Teamwork

Customer Service

Creative Thinking

Influencing / Negotiating

Strategic Thinking (Program Manager Only)

Teaching Others (Program Manager Only)

Technical General Competencies

Acquisition Strategy (Project Manager GS-13 Only)

Compliance

Knowledge Management (Except Project Manager GS-12)

Performance Measurement (Except Project Manager GS-12)

Program Management (Except Project Manager GS-12)

Project Management

Quality Management (Project Manager Only)

Requirements Management

Risk Management

Schedule Management

Scope Management

Stakeholder Management

Senior-Level (GS 14-15) Senior Expert Project Manager/Program Manager

May include supervisory responsibilities.

While proficiency in these focus areas is important at all levels, this set of competencies is critical for successful performance at the Senior-Level (GS 14-15).

Core General Competencies

General competencies are grouped by likeness into six distinct categories. The various work behaviors are relevant to all competencies comprising each category.

Problem Solving, Decision Making, Accountability, Planning and Evaluating

Information Management, Technical Competence, Technical Credibility, Technical Application

Integrity / Honesty, Leadership, Organizational Awareness, Partnering

Attention to Detail, Oral Communication, Reading Comprehension, Reasoning, Writing

Conflict Management, Flexibility, Interpersonal Skills, Team Building, Teamwork

Customer Service

Creative Thinking

Influencing / Negotiating

Strategic Thinking

External Awareness (Program Manager Only)

Manages Resources (Program Manager Only)

Teaching Others (Program Manager Only)

Managing Human Resources (Program Manager GS-15 Only)

Political Savvy (Program Manager GS-15 Only)

Technical General Competencies

Acquisition Strategy (Except Program Manager GS-15)

Change Management

Compliance

Financial Management (GS-15 Only)

Knowledge Management

Performance Measurement

Program Management (Except Project Manager GS-15)

Project Management

Quality Management (Except Program Manager GS-15)

Requirements Management

Risk Management

Schedule Management

Scope Management

Stakeholder Management

Credentials and Certifications

The following is a comprehensive list of credentials and certifications attained or recommended by Program and Project Managers within the Federal Government. This list serves only as a guide to help individuals identify developmental opportunities for continued success. Program and Project Management positions classified in the 0340 series do not require a degree or certification for entry. Agencies proper evaluation of their program and project management work will determine the appropriate occupational series and needed KSAs and competencies to perform program and project management work. The occupational series will drive the needed qualifications for entry into the position. Subject matter experts have acknowledged that specific certifications and credentials may help provide the skillsets needed to be successful but have emphasized the importance of experience for successful performance as a Program and Project Manager. Most OPM Qualification Standards and occupational series have identified education and/or experience as qualifying. Federal agencies analysis of the work and selection of an occupational series will determine the needed qualifications. The lists below include examples of certificates, certifications, and education that may be used to determine program and project management applicants' qualifications. Please note, this list is not exhaustive and not in any order of importance, and certifications may be subject to change over time. The list below is also reflective of experience job candidates may acquire through formal and informal methods.

Certificates and Certifications

- Program Management
- Project Management
- Portfolio Management
- Scrum Master

- Agile Certified Practitioner
- Agile Scrum Master/Product Owner
- Contracting Officer Representative
- Federal Acquisitions
- Lean Six Sigma
- Graduate Project Management Certificate
- Certificate in Earned Value Management (EVM)
- Certified Associate in Project Management (CAPM)
- Certified Project Management Practitioner
- Federal Acquisition Certification in Program/ Project Management (Levels I, II, III depending on complexity of projects and associated contracts)
- Certificate in Scheduling

Degrees

- Master of Business Administration
- Bachelor of Business Administration
- Masters Certificate in Program Management
- Masters Certificate in Government Contracting
- General Bachelor's
- Bachelor's in Project Management
- Bachelor's in Technical Management
- Master's in Public Administration

Appendix A: Key Terminology

This Appendix section² outlines common terms related to P/PM. These terms are provided to ensure consistency across agencies in implementing key provisions of the Act, and applicable to PMIAA implementation and guidance only.

- **Program (for PMIAA Implementation):** The exercise of delegated or statutory authority to carry out activities, functions or services constitutes the essential purpose for the establishment and continuing existence of an agency; therefore, a **program** is described as the mission, functions, projects, activities, laws, rules, and regulations which an agency is authorized and funded by statute to administer and enforce. The focus of a program may be on providing products and services to the public, State and local government, private industry, foreign countries, or Federal agencies. Additionally, a program may be professional, scientific, technical, administrative, or fiscal in nature. Typically, programs involve broad objectives, including national defense; law enforcement; public health, safety, and well-being; collection of revenue; regulation of trade; collection and dissemination of information; and the delivery of benefits or services. However, specialized or staff programs may be considerably narrower in scope (e.g., merit systems protection; nuclear safety; and agency-wide personnel or budget programs). Programs are usually of such magnitude that they must be carried out through a combination of mission and mission-support functions. *This description of program is adapted from OPM's definition of program and provided only to inform agency implementation of PMIAA.*
- **Program Management:** The coordinated application of general and specialized knowledge, skills, expertise, and practices to a program for effective implementation. Effective program management

requires programs be managed by both individuals and organizations as whole that work in concert to achieve benefits and advance outcomes towards the accomplishment of the agency mission, goals, and objectives.

- **Project Management:** The coordinated application of general and specialized knowledge, skills, expertise, and practices to a project to achieve its stated goals and outcomes.
- **Project:** A temporary endeavor to create a unique product or service with a start date, a completion date, and a defined scope. Projects are executed in a manner to improve the efficient and effective implementation of program.

Appendix B: Subject Matter Expert (SME) Workshops List of Participating Agencies

The OPM facilitated three full-day focus group sessions with over thirty Federal classifications and program and project management SMEs, below is the list of participating agencies, in November 2018. SMEs' reviewed and further refined the job duties and competencies, providing valuable input on the new Project Manager and Program Manager career path effort.

- Court Services and Offender Supervision Agency
- Department of Defense
- Department of Education
- Department of Energy
- Department of Homeland Security
- Department of Housing and Urban Development
- Department of Justice
- Department of Labor
- Department of the Treasury
- Department of Veterans Affairs
- Environmental Protection Agency
- Federal Communications Commission
- General Services Administration
- Government Accountability Office
- National Aeronautics and Space Administration
- National Science Foundation
- Office of Personnel Management
- Securities and Exchange Commission
- Social Security Administration
- U.S. Agency for International Development

In the summer of 2022, program and project management SMEs from the following agencies reviewed the Guide and offered further refinements.

- Department of Agriculture
- Department of Energy (Bonneville Power Administration)
- Department of Housing & Urban Development, Office of Inspector General
- Department of the Interior
- Department of the Treasury
- Library of Congress

Appendix C: List of Designated Title & Number for Each Job Series

This is a detailed list of the job series number and title for the occupational series' included in the career paths. OPM's Program Management Improvement Accountability Act – Program and Project Managers Workforce Survey data indicated over 150 job series in which Federal employees perform Program/Project Management work. The job series included below reflect the greatest reported job series from this survey.

Job Series Number	Job Series Title
0201	Human Resources Management Series
0301	Miscellaneous Administration and Program Series
0340	Program Management Series
0343	Management and Program Analysis
0801	General Engineering Series
0808	Architecture Series
0905	General Attorney Series
1101	General Business and Industry Series
1102	Contracting Series
1301	General Physical Science Series
2210	Information Technology Management Series

Appendix D: Program and Project Competency Model and Competency Definitions

The following present the 32 general competencies and 19 technical competencies that have been identified on a government-wide basis for program and project management work. Agencies are responsible for conducting job analyses for work within their agency (5 CFR Part 300.103). Similarly, agencies must determine the applicability of these competencies to positions within their agency. Please refer to OPM's [Delegated Examining Operations Handbook](#) for more information on conducting a job analysis.

Program and Project Management General Competencies

Accountability - Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

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

Conflict Management - Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

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

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

Decision Making - Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

External Awareness - Identifies and understands economic, political, and social trends that affect the organization.

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

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

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

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

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

Leadership - Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.

Legal, Government and Jurisprudence - Knowledge of laws, legal codes, court procedures, precedents, legal practices and documents, Government regulations, Executive orders, agency rules, Government organization and functions, and the democratic political process.

Manages Human Resources - Plans, distributes, and monitors work assignments; evaluates work performance and provides feedback to others on their performance.

Manages Resources - Selects, acquires, stores, and distributes resources such as materials, equipment, or money.

Oral Communication - Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive,

controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.

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

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

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

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

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

Reading Comprehension - Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.

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

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

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

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

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

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

Technical Credibility - Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Application - Uses machines, tools, instruments, or equipment effectively; uses computers and computer applications to analyze and communicate information in the appropriate format.

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

Program and Project Management Technical Competencies

Acquisition Strategy - Knowledge of the principles and methods for developing an integrated acquisition management plan that describes the business, technical, and support strategies, including the relationship between the acquisition phases, work efforts, and key program events (for example, decision points, contract awards, test activities).

Business Process Reengineering - Knowledge of methods, metrics, tools, and techniques of Business Process Reengineering.

Capital Planning and Investment Assessment - Knowledge of the principles and methods of capital investment analysis or business case analysis, including return on investment analysis.

Change Management - Knowledge of change management principles, strategies, and techniques required for effectively planning, implementing, and evaluating change in the organization.

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

Contracting/Procurement - Knowledge of various types of contracts, techniques, or requirements (for example, Federal Acquisitions Regulations) for contracting or procurement, and contract negotiation and administration.

Cost-Benefit Analysis - Knowledge of the principles and methods of cost-benefit analysis, including the time value of money, present value concepts, and quantifying tangible and intangible benefits.

Financial Analysis - Knowledge of the principles, methods, and techniques of financial analysis, forecasting, and modeling to interpret quantitative and qualitative data; includes data modeling, earned value management, and evaluating key financial indicators, trends, and historical data.

Financial Management - Prepares, justifies, and/or administers the budget for program areas; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies; assesses financial condition of an organization.

Knowledge Management - Knowledge of the value of collected information and the methods of sharing that information throughout an organization.

Performance Measurement - Knowledge of the principles and methods for evaluating program or organizational performance using financial and nonfinancial measures, including identification of evaluation factors (for example, workload, personnel requirements), metrics, and outcomes.

Program Management - Knowledge of the principles, methods, and tools for the coordinated management of a program to include providing oversight of multiple projects, integrating dependent schedules and deliverables, and related activities (for example, benefits management, life cycle management, program governance).

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

Quality Management - Knowledge of the principles, methods, and tools of quality assurance, quality control, and reliability used to ensure that a project, system, or product fulfills requirements and standards.

Requirements Management - Knowledge of the principles and methods to identify, solicit, analyze, specify, design, and manage requirements.

Risk Management - Knowledge of the principles, methods, and tools used for risk assessment and mitigation, including assessment of failures and their consequences.

Schedule Management - Knowledge of the strategies, techniques, and processes used to plan, develop, and control project schedule and track project milestones, activities, and deliverables, including timeframes and assigned resources.

Scope Management - Knowledge of the strategies, techniques, and processes used to plan, monitor, and control project scope; includes collecting requirements, defining scope, creating a work breakdown structure, validating scope, and controlling scope to ensure project deliverables meet requirements (i.e., features, functions).

Stakeholder Management - Knowledge of the concepts, practices, and techniques used to identify, engage, influence, and monitor relationships with individuals and groups connected to a work effort; including those actively involved, those who exert influence over the process and its results, and those who have a vested interest in the outcome (positive or negative).

Appendix E: Program and Project Management Competency Model Proficiency Level Guidance

The following tables present the proficiency level scale and the proficiency levels associated with each Program and Project Manager competency by band. Please note these proficiency levels are based on Government-wide data and are provided as guidance for training and development. Required proficiency levels may vary based on an agency's specific occupational needs and position requirements.

Proficiency Level Scale

Proficiency	General Competencies	Technical Competencies
0 = Not needed	<ul style="list-style-type: none">• Competency is not needed.	<ul style="list-style-type: none">• Competency is not needed.
1 = Awareness	<ul style="list-style-type: none">• Applies the competency in the simplest situations.• Requires close and extensive guidance.	<ul style="list-style-type: none">• Applies the competency in the simplest situations.• Requires close and extensive guidance.• Demonstrates awareness of concepts and processes.
2 = Basic	<ul style="list-style-type: none">• Applies the competency in the simplest situations.	<ul style="list-style-type: none">• Applies the competency in somewhat difficult situations.

Proficiency	General Competencies	Technical Competencies
	<ul style="list-style-type: none"> Requires frequent guidance. 	<ul style="list-style-type: none"> Requires frequent guidance. Demonstrates familiarity with concepts and processes.
3 = Intermediate	<ul style="list-style-type: none"> Applies the competency in difficult situations. Requires occasional guidance. 	<ul style="list-style-type: none"> Applies the competency in difficult situations. Requires occasional guidance. Demonstrates understanding of concepts and processes.
4 = Advanced	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations. Generally requires little or no guidance. 	<ul style="list-style-type: none"> Applies the competency in considerably difficult situations. Generally requires little or no guidance. Demonstrates broad understanding of concepts and processes.
5 = Expert	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations. Serve as a key resource and advises others. 	<ul style="list-style-type: none"> Applies the competency in exceptionally difficult situations. Serve as a key resource and advises others.

Program Management Competency Model - Technical

Competency	GS 9-11	GS 12-13	GS 14-15
Capital Planning and Investment Assessment	1	1	2
Cost-Benefit Analysis	1	2	2
Financial Analysis	1	2	2
Contracting/Procurement	1	2	2
Business Process Reengineering	1	2	2
Acquisition Strategy	1	2	2
Change Management	2	2	3
Financial Management	2	2	3
Requirements Management	2	2	3
Risk Management	2	2	3
Quality Management	2	2	3
Performance Measurement	2	2	3
Knowledge Management	2	2	3

Competency	GS 9-11	GS 12-13	GS 14-15
Project Management	2	3	3
Scope Management	2	3	3
Stakeholder Management	2	3	3
Schedule Management	2	3	3
Compliance	2	3	3
Program Management	2	3	3

Program Management Competency Model - General

Competency	GS 9-11	GS 12-13	GS 14-15
Manages Human Resources	1	2	3
Legal, Government and Jurisprudence	2	2	3
Manages Resources	2	2	3
Political Savvy	2	2	3
External Awareness	2	2	3
Strategic Thinking	2	3	3
Teaching Others	2	3	3
Leadership	2	3	3
Team Building	2	3	3
Influencing/Negotiating	2	3	3
Partnering	2	3	3
Information Management	2	3	3
Organizational Awareness	3	3	3
Planning and Evaluating	3	3	3
Conflict Management	3	3	3
Technical Credibility	3	3	3
Creative Thinking	3	3	3
Technology Application	3	3	3
Flexibility	3	3	3
Reasoning	3	3	3
Teamwork	3	3	3
Technical Competence	3	3	3
Customer Service	3	3	3
Decision Making	3	3	4
Problem Solving	3	3	4
Oral Communication	3	3	4

Competency	GS 9-11	GS 12-13	GS 14-15
Reading Comprehension	3	3	4
Accountability	3	3	4
Interpersonal Skills	3	3	4
Attention to Detail	3	3	4
Writing	3	3	4
Integrity/Honesty	4	4	4

Project Management Competency Model - Technical

Competency	GS 9-11	GS 12-13	GS 14-15
Business Process Reengineering	1	2	2
Capital Planning and Investment Assessment	1	2	2
Acquisition Strategy	1	3	2
Contracting/Procurement	1	3	2
Financial Analysis	2	2	2
Program Management	2	2	2
Cost-Benefit Analysis	2	2	2
Change Management	2	2	3
Performance Measurement	2	2	3
Scope Management	2	3	3
Requirements Management	2	3	3
Risk Management	2	3	3
Quality Management	2	3	3
Stakeholder Management	2	3	3
Schedule Management	2	3	3
Project Management	2	3	4
Financial Management	3	2	3
Compliance	3	3	3
Knowledge Management	3	3	3

Project Management Competency Model - General

Competency	GS 9-11	GS 12-13	GS 14-15
Manages Human Resources	1	2	2
External Awareness	1	2	2

Competency	GS 9-11	GS 12-13	GS 14-15
Political Savvy	1	2	2
Legal, Government and Jurisprudence	2	2	2
Manages Resources	2	1	3
Teaching Others	2	2	3
Strategic Thinking	2	2	3
Leadership	2	3	3
Oral Communication	2	3	3
Partnering	2	3	3
Organizational Awareness	2	3	3
Technical Credibility	2	3	3
Creative Thinking	2	3	3
Information Management	2	3	3
Planning and Evaluating	2	3	3
Influencing/Negotiating	2	3	3
Conflict Management	2	3	3
Flexibility	3	3	3
Technology Application	3	3	3
Problem Solving	3	3	3
Decision Making	3	3	3
Reasoning	3	3	3
Team Building	3	3	3
Writing	3	3	3
Reading Comprehension	3	3	3
Teamwork	3	3	3
Customer Service	3	3	3
Interpersonal Skills	3	3	3
Technical Competence	3	3	4
Accountability	3	3	4
Attention to Detail	3	3	4
Integrity/Honesty	3	4	4

Footnote 1

Office of Management and Budget Memorandum-18-19, Improving the Management of Federal Programs and Projects through Implementing PMIAA

Footnote 2

U.S. Office of Management and Budget's guidance, Improving the Management of Federal Programs and Projects through Implementing PMIAA (2018)