

This Training Matrix constitutes a single-source reference for both employees and supervisors to support training and development initiatives within the Financial Administration and Program support career field. It lists the core functional or technical competencies definitions, along with illustrations for the proficiency levels. It also identifies recommended trainings and lists practical experiences and activities that can enable and enhance well rounded employee learning. For additional tools and resources please refer to the Financial Administration and Program support Career Guide.

<b>Financial Administration and Program Series, 0501</b>		
<i>Proficiency Levels:</i>	<b><u>Proficiency Levels I/II</u></b> <b>"LEARN YOUR JOB"</b>	
<i>Corresponding Pay Bands/Grades:</i>	<i>Pay Bands I (GS1-GS6)/II (GS7 - GS10)</i>	
<b>Core Functional Competencies</b>	<b>Proficiency Levels I and II Illustrations:</b>	<b>*Recommended Training</b>
<b>1. Financial Management Concepts, Policies, and Principles:</b> <i>Apply fiscal law, policies, regulations, principles, standards and procedures to financial management activities.</i>	<u>Level I:</u> Uses typical financial procedures and practices that apply to most situations. <u>Level II:</u> Applies knowledge of policies and procedures to ensure adherence to financial guidelines.	<b>Introductory Federal Financial Management Course</b> <ul style="list-style-type: none"> <li>Federal Financial Management Overview (16 hours), Management Concepts</li> <li>Introduction to Federal Financial Management (32 hours), Graduate School USA</li> </ul> <b>Connecting Budgeting and Accounting</b> <ul style="list-style-type: none"> <li>Budget and Accounting: Making the Connection (16 hours), Management Concepts</li> <li>Federal Budgeting, Execution, and Accounting: The Relationship (8 hours), Graduate School USA</li> </ul>
<b>2. Decision Support:</b> <i>Conduct financial, economic and/or accounting analysis in order to make decisions, or provide information to decision-makers, to better utilize resources and improve mission effectiveness.</i>	<u>Level I:</u> Collects and understands the impact of financial and accounting data to assist management in decision-making. <u>Level II:</u> Interprets the data of financial, economic and/or accounting analysis to prepare for decision-making.	<b>Introductory Decision Support</b> <ul style="list-style-type: none"> <li><a href="#">Data Analysis for Financial Managers Using Microsoft Excel</a> (24 hours), Management Concepts</li> </ul>
<b>3. Financial Management Analysis:</b> <i>Analyze, evaluate and review budget and program issues, and financial data and</i>	<u>Level I:</u> Reviews standard data and reports to ensure their accuracy <u>Level II:</u> Applies general analytical and evaluation techniques to review financial data	<b>Introductory Analysis Course</b> <ul style="list-style-type: none"> <li><a href="#">Analytics Boot Camp</a> (40 hours), Management Concepts</li> </ul>

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<i>reports using business tools and applications, cost and economic analysis, and performance metrics to provide recommendations.</i>		<ul style="list-style-type: none"> <li>• <a href="#">Decision Support Analytics</a> (24 hours), Graduate School USA</li> </ul> <b>Introductory Budget and Program Analysis</b> <ul style="list-style-type: none"> <li>• <a href="#">Federal Budget Analysis Using Microsoft Excel</a> (24 hours), Graduate School USA</li> <li>• <a href="#">Budget Estimating Using Microsoft Excel</a> (24 hours), Management Concepts</li> </ul>
<b>4. Financial Management Systems (NOAA):</b> <i>Utilize integrated federal financial management systems and sub-systems to extract data, identify and resolve system problems, and maintain data integrity</i>	<u>Level I:</u> Acquires the ability to use and obtain basic information from financial management systems <u>Level II:</u> Inputs and extracts data and creates recurring reports to maintain financial integrity.	<b>NOAA Budget Systems</b> <b>Commerce Business Systems (CBS) Courses:</b> <ul style="list-style-type: none"> <li>• Reimbursable Agreements for New Users (if applicable)</li> <li>• Data Warehouse for New Users</li> <li>• Budget Operating Plans (BOPS) for New Users</li> <li>• Summary Level Transfers (SLT) &amp; Detail Labor Adjustments (DLA)</li> <li>• Cost Accumulation Over/Under</li> </ul> <b>Management Analysis and Reporting System (MARS):</b> <ul style="list-style-type: none"> <li>• Data Entry</li> </ul> <b>NOAA Business Systems</b> <ul style="list-style-type: none"> <li>• C.Request; C.Award; Grants Online; Travel Manager</li> </ul> <a href="#">CBS Training Schedule</a> – use this link for additional training information from NOAA Finance Office
<b>5. Financial Management Reporting:</b> <i>Prepare, review and reconcile financial statements and financial reports to meet reporting requirements and to support management decisions</i>	<u>Level I:</u> Obtains data from financial management systems to acquire a basic knowledge of the financial statements and/or reports. <u>Level II:</u> Reviews and reconciles the financial statements and/or reports to meet the requirements as specified in the NOAA FMR.	<ul style="list-style-type: none"> <li>• <a href="#">Internal Control over Financial Reporting</a> (24 hours), Management Concepts</li> </ul>

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<p><b>6. Financial Stewardship:</b> <i>Manage, allocate and monitor financial resources in compliance with laws, regulations, and policies, with sufficient transparency and appropriate internal controls to ensure these resources are efficiently applied to meet organizational goals and objectives, while considering the Federal Government's fiduciary duty to the Nation.</i></p>	<p><u>Level I:</u> Performs and documents transactions and monitors records in compliance with laws, regulations, and policies to meet organizational goals and objectives.</p> <p><u>Level II:</u> Applies knowledge of policies and procedures to ensure compliance with laws, regulations, and policies, and efficient use of resources to meet organizational goals and objectives.</p>	<p><b>Appropriations Law</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Federal Appropriations Law</a> (24 hours), Graduate School USA</li> <li>• <a href="#">Appropriations Law Seminar</a> (32 hours), Management Concepts</li> </ul>
<p><b>***Customer Service Management:</b> <i>Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement</i></p>	<p><u>Level I:</u> • Addresses customer questions in a timely manner • Updates agency website to reflect changes to services</p> <p><u>Level II:</u> Develops guides and user manuals for customers • Ensures products and services comply with customer requirements • Streamlines procedures based on customer feedback</p>	<ul style="list-style-type: none"> <li>• <a href="#">Customer Service Skills and Techniques</a> (16 hours), Management Concepts</li> <li>• <a href="#">Effective Communication with Customers</a> (16 hours), Graduate School USA</li> </ul>
<p><b>***Problem Solving:</b> <i>Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations</i></p>	<p><u>Level I:</u> Proposes solution to improve customer satisfaction • Determines cause of workforce problem and recommends corrective action</p> <p><u>Level II:</u> Addresses routine organizational problems by leading a team to brainstorm solutions • Establishes guidelines to clarify complex and/or controversial processes</p>	<ul style="list-style-type: none"> <li>• <a href="#">Critical Thinking for Problem Solving</a> (24 hours), Management Concepts</li> </ul>
<p><b>***Written Communication:</b> <i>Writes in a clear, concise, organized, and convincing manner for the intended audience</i></p>	<p><u>Level I:</u> • Summarizes recommendations made in annual report • Drafts checklist to track project status</p> <p><u>Level II:</u> Writes daily briefs or guidelines to ensure employees are provided with updated information • Develops press releases to ensure important issues are addressed</p>	<ul style="list-style-type: none"> <li>• <a href="#">Fundamentals of Writing</a> (16 hours), Graduate School USA</li> <li>• <a href="#">Report Writing</a> (24 hours), Graduate School USA</li> </ul>

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<p><b>***Team Building:</b> Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.</p>	<p><u>Level I:</u> Works with team to implement operating procedures within agency • Suggests utilizing team building exercises to improve office dynamics</p> <p><u>Level II:</u> Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks • Forms teams to identify and address agency concerns • Informs team members of issues requiring resolution and considers input</p>	
<b>**Experience-based Learning: Experiential and Developmental Activities</b> <b>"PREPARE FOR OPPORTUNITY"</b>		
<ul style="list-style-type: none"> <li>• Master your tasks</li> <li>• Read reference materials as it pertains to your job</li> <li>• Attend knowledge sharing sessions if available</li> <li>• Seek out Tips and Tricks on various applications</li> </ul>	<ul style="list-style-type: none"> <li>• Have a mentor assigned to you to help you navigate</li> <li>• Network in and out of your department/office</li> <li>• Seek out Details and Rotations within the program office</li> <li>• Get involved in projects</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer to be on picnic committees and other social events that help you to get to know other staff</li> <li>• Tag up and communicate with your supervisor</li> <li>• Ask for feedback</li> <li>• Learn about professional organizations</li> </ul>

**Notes: (to be reviewed by NOAA's Chief Learning Officer/OHCS)**

1. \*Recommended trainings are suggested courses by proficiency levels as a reference tool only. There are several other training options available for competency development and these recommendations are for reference purposes only. It is not a comprehensive list for all aspects of employee development. Suggested vendors are commonly used vendors by government personnel. Employees are encouraged to seek out training opportunities in compliance with training procedures in their individual offices. *In addition, refer to your office's designated mandatory financial management training and certification requirements as applicable.*

2. \*\*These Experience-based learning examples were compiled by a working group of your peers. Participating in learning activities are critical for success and may be planned in your IDP along with training.
3. \*\*\*In addition to FM training, the matrix also lists recommended training on some of [Office of Personnel Management's \(OPM\) leadership competencies](#) (Customer Service Management, Problem Solving, Written Communication, and Team Building) identified by NOAA CFOs as being critical for the overall learning and development of a Budget Analyst at NOAA. For a comprehensive listing of leadership competencies and associated training by proficiency level, refer to OPM's Center for Leadership Development training programs as well as DOC and NOAA's leadership development programs.