Council of the
INSPECTORS GENERAL
on INTEGRITY and EFFICIENCY

July 8, 2013

On June 18, 2013, the membership of the Council of the Inspectors General on Integrity and Efficiency (CIGIE) adopted the Common Competencies of Office of Inspectors General Criminal Investigators (Common Competencies), issued May 24, 2013; and the accompanying Job Task Analysis and Competency Assessment for Office of Inspectors General Criminal Investigators (JTA), issued in July 2012.

The May 24, 2013, Common Competencies and the July 2012 JTA can assist Inspectors General in managing the criminal investigator (CI) workforce in areas such as developing criteria for CI performance, hiring of CIs, and updating CI competencies and the Job Task Illustration for Investigators.

Although our goal is to achieve consistency in common competencies and job tasks of criminal investigators, it is important that we recognize the uniqueness of the mission of each Office of Inspector General (OIG) and that an OIG might decide to deviate from this body of work. Accordingly, the Common Competencies, JTA, and suggestions here have been developed as guidance to further the OIG mission; they are not intended to imply any policy or mandated requirements.

CIGIE's investigations committee will consider updating the existing CI competencies and the Job Task Illustration for Investigators and will update the relevant portions of the Quality Standards for Investigations.

The investigations committee also expresses its appreciation to the individuals who contributed to this project, namely the Assistant IG for Investigations Committee, the Training Subcommittee, the CIGIE staff and its Criminal Investigator Academy, and the Evaluation and Analysis Branch of the Federal Law Enforcement Training Center.

Carl W. Hoecker
Chairman, Investigations Committee
CIGIE

Council of the
INSPECTORS GENERAL
on INTEGRITY and EFFICIENCY

COMMON COMPETENCIES OF OFFICE OF INSPECTORS GENERAL CRIMINAL INVESTIGATORS

May 24, 2013

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Executive Summary

The Council of the Inspectors General on Integrity and Efficiency (CIGIE) Training Institute (TI), with the concurrence of the CIGIE Investigations Committee, embarked on a job task analysis (JTA) and competency model initiative associated with the Office of Inspectors General (OIG) Criminal Investigator (CI) positions. The primary purpose of this initiative was to identify job tasks and competencies that are common among OIG CIs in three job series including: GS 5 – 7, GS 9 – 11 and GS 12 – 13. A secondary objective was to identify potential advance training requirements for CIs and solicit suggestions for standardization of investigative policy. This initiative was performed in partnership with the Investigations Committee (IC), the Assistant Inspector General for Investigation (AIGI) Committee, who are relied upon as the subject matter experts by the IC, and the Inspector General Criminal Investigator Academy (IGCIA), with assistance from the Evaluation and Analysis Branch, Federal Law Enforcement Training Center (EAB/FLETC).

The contents of this report and its appendix are not intended to imply any policy or mandated requirements, but instead may be used by the OIG CI community to establish, validate, or update existing CI competencies being used by individual OIGs; help CI management update criteria for CI job performance, and subsequently providing a foundation for performance management; assist in future hiring of CIs by identifying applicable desired skills that can be identified on job announcements and used in subsequent hiring interviews; provide the foundation for consideration in validating and/or updating the "Job Task Illustration for Investigators" in CIGIE's Quality Standards for Investigations; and provide suggested areas for advanced training and policy. The report and its conclusions have been reviewed by the AIGI Committee and forward without objection. The AIGI Committee supports the following four suggestions as reported; First, Establishing Criteria for CI performance; Second, Assist in Hiring CIs; Third, Update Existing CI Competencies; and Fourth, Job Task Illustration for Investigators.

At its conclusion, nine competencies were identified by current CIs as ones they primarily performed: *Law Enforcement, Investigative Skills, Legal Knowledge, Oral Communication, Written Communication, Research and Analysis, Organizational Awareness, Partnering/Team Building*, and *Influencing/Negotiating.* The supervisors rated six of the nine competencies as being *most important* for CIs in GS 5 - 13 positions including: *Law Enforcement, Investigative Skills, Legal Knowledge, Oral Communication, Written Communication*, and *Research and Analysis*. The CI respondents' identified five of the same competencies among the *most important*, with the exception of *Legal Knowledge*, which they replaced with *Influencing and Negotiating*.

Background

In August 2011, CIGIE approved its 5-year Strategic Plan. One of the objectives of the plan was to review or establish OIG workforce competency models. Working towards that objective the CIGIE TI partnered with the AIGI Committee to develop an approach to perform a JTA of the OIG CI positions, which would later assist in identifying competencies most used by CIs. Upon agreement of an approach, the TI began the process by employing the services of the EAB/FLETC to provide the necessary expertise to perform a JTA and resulting competency assessment. The EAB/FLETC Senior Training Research Analyst assisting on this initiative worked with subject matter experts at the TI's IGCIA and within the IC community to design a survey tool that was used to determine the knowledge, skills and abilities performed by OIG CIs. The results of the survey were used by EAB/FLETC to perform the competency assessment.

The CIGIE TI reviewed the JTA and competency assessment results and briefed the IC and AIGI Committee. Based on these results the TI identified four considerations for the CIGIE membership, the IC and the AIGI Committee in using the EAB/FLETC analysis, which are presented within this report.

Goals

This initiative sets out to build the foundation for assisting the OIG community and the IC in validating and updating existing CI competency models, and provide useful information that the OIG leadership can use for the purpose of CI professional development, hiring, and performance management.

Objective

This initiative was performed to identify the general competencies believed necessary for CI performance. Upon identifying these general competencies, this information may serve as a basis for the OIG community to use in validating and updating their respective CI competency models, as well as for other purposes; and for consideration in potentially updating TI's IGCIA course curricula.

Methodology

The IGCIA Director and a team of OIG subject matter experts worked with a Senior Training Research Analyst from the EAB/FLETC to develop two web-based surveys that would serve as the basis for the JTA. To develop these surveys, position descriptions, job announcements, investigator descriptions, and Office of Personnel Management Guidelines were used to identify a list of common knowledge, skills and abilities. The list was revised several times and vetted through other subject matter experts in the OIG CI field prior to developing a JTA survey for OIG CIs. The resulting JTA survey contained questions in which CIs were asked to rate the

importance of 101 job tasks, knowledge, and skills, and to indicate how often they used these areas on the job. They were also asked to identify other knowledge and skills that were not listed and to provide suggestions for additional training. A preliminary analysis of the JTA survey provided clear linkages to nine emergent competencies.

A second survey, containing the nine emergent competencies, was developed for supervisors to rate the importance of these competencies for CIs in three grade series: GS5-7, GS9-11, and GS12-13. Supervisors were also asked to indicate whether the competency models were representative of the work of CIs for their agencies. The supervisors were also asked to rate the need for advanced training topics, identify leadership training topics and to comment on the standardization of policies and/or training across the OIG Community.

The results of the JTA and subsequent competency model were summarized in a report by the FLETC Senior Training Research Analyst and provided to the TI (Appendix A). The TI subsequently reviewed this information, met with the AIGI Committee, and developed suggestions for consideration by the IC and the OIG community.

Summary of EAB/FLETC Analysis

There were 460 CIs who responded to the JTA regarding the importance and usage of a list of 101 areas of knowledge, skills and abilities. The IGCIA Director worked with a team of subject matter experts from the OIG Community and the FLETC Senior Training Research Analyst to derive nine major competencies based on the results of the JTA[1]. A Competency Assessment survey was subsequently deployed to the OIG community supervisors to determine whether the competencies accurately described the work of their CIs. There were 197 supervisors who responded, representing 29 agencies. Ninety-five percent of the supervisors either *strongly agreed* (61%) or *agreed* (34%) that the nine competencies identified in the survey are representative of the work of their CIs. Appendix A contains the full results of the Job Task Analysis and Competency Assessment.

The supervisors rated six of the nine competencies as being *most important* for CIs in GS 5 - 13 positions including:

1. *Law Enforcement* - Conducts law enforcement activities including but not limited to discovery, collection and preservation of physical evidence of crimes and violations. Executes search and arrest warrants, plans and executes investigative and operational plans, conducts government workplace searches, administers oaths, maintains knowledge of current trends in criminal activities, properly operates vehicles in emergency or non-

[1] The nine competency titles are: *Law Enforcement, Investigative Skills, Legal Knowledge, Oral Communication, Written Communication, Research and Analysis, Organizational Awareness, Partnering/Team Building,* and *Influencing/Negotiating.*

emergency situations, conducts threat assessments and uses force when necessary to protect oneself and others.

2. *Investigative Skills* – Conducts interviews, interrogations, investigations and inspections involving issues such as government employee misconduct, fraud against the agency, onsite inquiries of reprisals and other casework that may include the use of confidential funds, financial crimes, procurement or contract fraud schemes and electronic crimes.
3. *Legal Knowledge* – Maintains and applies current knowledge of laws, especially regarding the rights and warning of U.S. Citizens, including government employees; government workplace searches; fraud against the U.S.; the Federal Rules of Discovery, Evidence and Criminal Procedure, and other legal authorities including, but not limited to, the U.S. Code and the Code of Federal Regulations, the Federal Acquisition Regulations, and the Fourth, Fifth and Sixth Amendments of the U.S. Constitution.
4. *Oral Communication* – Verbally reports facts and findings accurately in a concise, logical and objective manner to senior officials, external and internal customers, and provides testimony in civil, criminal, administrative or quasi-legal proceedings and/or grand jury hearings on complex government programs and operations.
5. *Written Communication* – Prepares sworn witness statements, correspondence, drafts and final investigative reports, affidavits for search and arrest warrants; writes analysis of investigative findings and conclusions, and provides recommendations for corrective actions.
6. *Research and Analysis* – Conducts research by reviewing records such as financial statements, bank, payroll or phone records, ledgers, reports, case files and/or correspondence for investigative leads, potential evidentiary value, and compliance enforcement per agency policies and Federal regulations; analyzes data, records, and reports to determine actionable items, and makes appropriate decisions and referrals to others as needed.

The JTA respondents' job skills ratings revealed five of the same competencies among the top 10 *most important*, with the exception of *Legal Knowledge*, which was replaced with *Influencing and Negotiating*. The JTA respondents' ratings for the frequency of use of the job tasks also indicated that the corresponding competencies of *Influencing/Negotiating* and *Partnering/Team Building* are among the top 10 *most often* used on the job. However, these two competencies were rated among the *least important* by supervisors.

When asked to identify advanced or additional training needs, both groups of respondents (CIs and Supervisors) recommended *legal updates* and *advanced interviewing*. The Competency Assessment participant supervisors were also asked to identify leadership training needed by CIs. Of the 154 who responded to this question, 66 (43%) suggested behavioral skills training including: *interpersonal communication, conflict resolution, diversity, decision making* and *ethics*. Additionally, 55 (36%) recommended training in human resource areas to include *employee development, discipline* and *motivation*. Finally, the supervisors were asked to indicate

whether they believed there should be standardized policies, training and/or information sharing within the IG community. Of the 122 participants who provided responses, 96 (79%) *agreed* with the need for some standardization. Their suggestions include the need for basic policies for *conducting investigations, undercover operations*, the *use of confidential funds* and *report writing*. Thirty-one percent also noted that resource sharing such as *information, databases* and an *electronic case management system* would benefit the IG community as a whole.

Suggestions/Considerations

The following are four considerations for the CIGIE membership in using Appendix A "Job Task Analysis and Competency for Office of Inspectors General Criminal Investigators." As the results of this effort demonstrated consistency in CIs job tasks, it is also important to recognize the uniqueness in OIG missions and how an OIG may choose to describe the individual competencies associated with to their mission. Therefore, the suggestions identified below are presented as areas of consideration and are not intended to imply any policy or mandated requirements.

1. ***Establishing Criteria for CI job performance*** - The central goal of performance management is to improve employee skills and application of those skills in order to optimize the impact of work. Core competencies are tools both managers and employees can use to enhance the CI's work output when a CI understands their criteria for job performance. The analysis reflected in this report and its Appendix may be ***used as a tool to assist in establishing criteria for CI job performance and in demonstrating a clear relationship of what the work of a CI entails, which may subsequently result in providing a foundation for performance management.***

2. ***Assist in Hiring of CIs*** - Core competencies are an integral part of an OIG's performance management system and succession planning programs. Succession planning is a multi-year approach to human capital management and includes core competency development. An OIG needs to ensure that its organization is appropriately staffed and equipped to accomplish its mission. Accordingly, it seeks to attract, hire, retain, and develop staff that are committed to the OIG's mission and possess the necessary competencies to implement OIG strategic goals and plans. The analysis reported herein may be ***used to assist in hiring of CIs by identifying applicable desired skills that can be identified on job announcements and used in subsequent hiring interviews.***

3. ***Update Existing CI Competencies*** - Identification and development of core competencies is critical to sustain an OIG's capability over the long term to be a dynamic and relevant organization. Competencies are observable and measureable knowledge, skills, abilities, and behaviors an individual needs to perform as a CI. Core competencies are those

qualities, which are so important that failure to possess them would compromise an organization's ability to perform successfully and achieve its mission. It is suggested that the analysis reported herein be ***used to validate or update existing CI competencies being used by individual OIGs, and assist others in establishing competencies.***

4. ***Job Task Illustration for Investigators*** - In August 2011, CIGIE approved its 5-year Strategic Plan. One of the objectives of the plan was to serve as a clearinghouse for best practices to continually improve IG community business operations**.** Working to support that objective, each of the CIGIE Committees performs an annual review of the professional quality standards for their respective profession. It is suggested that the IC review the contents of this report and consider using its information in part ***as the possible foundation in validating and/or updating the "Job Task Illustration for Investigators" in CIGIE's Quality Standards for Investigations.***

Additional use for the results of this effort will allow the TI's IGCIA to enhance desired training based on the qualifications needed in the field. Additionally, the IGCIA will now contain a list of identified knowledge, skills and abilities being used by CIGIE CIs most often, which may be used for further research efforts that may arise within the CIGIE membership.

JOB TASK ANALYSIS AND COMPETENCY ASSESSMENT FOR OFFICES OF INSPECTORS GENERAL CRIMINAL INVESTIGATORS

FEDERAL LAW ENFORCEMENT TRAINING CENTER
TRAINING INNOVATION AND MANAGEMENT DIRECTORATE
OFFICE OF TRAINING MANAGEMENT
TRAINING INNOVATION DIVISION
EVALUATION AND ANALYSIS BRANCH

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JULY 2012
REPORT

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Abstract

This report is a result of research conducted on behalf of the Training Institute for the Council of the Inspectors General on Integrity and Efficiency (CIGIE) to determine competencies that are common to all Federal Offices of Inspectors General (OIG) Criminal Investigators (CIs). There were 460 CIs who responded to a Job Task Analysis (JTA) regarding the importance and usage of a list of 101 areas of knowledge, skills and abilities. The Inspector General Criminal Investigator Academy (IGCIA) Director worked with a team of subject matter experts to derive nine major competencies based on the results of the JTA. A Competency Assessment was subsequently deployed to the OIG community supervisors to determine whether the competencies accurately described the work of their CIs. There were 197 supervisors who responded, representing 29 agencies. Ninety-five percent of the supervisors either *strongly agreed* (61%) or *agreed* (34%) that the nine competencies identified in the survey are representative of the work of their CIs.

The supervisors rated six of the nine competencies as being *most important* for CIs in GS 5 - 13 positions including: *Law Enforcement, Investigative Skills, Legal Knowledge, Oral* and *Written Communication* and *Research and Analysis*. The JTA respondents' job skills ratings revealed five of the same competencies among the top 10 *most important*, with the exception of *Legal Knowledge*, which was replaced with *Influencing and Negotiating*. The JTA respondents' ratings for the frequency of use of the job tasks also indicated that the corresponding competencies of *Influencing/Negotiating* and *Partnering/Team Building* are among the top 10 *most often* used on the job. However, these two competencies were rated among the *least important* by supervisors.

When asked to identify advanced or additional training needs, both groups of respondents (CIs and Supervisors) recommended *legal updates* and *advanced interviewing*. The Competency Assessment participant supervisors were also asked to identify leadership training needed by CIs. Of the 154 who responded to this question, 66 (43%) suggested behavioral skills training including: *interpersonal communication, conflict resolution, diversity, decision making* and *ethics*. Additionally, 55 (36%) recommended training in human resource areas to include *employee development*, *discipline* and *motivation*. Finally, the supervisors were asked to indicate whether they believed there should be standardized policies, training and/or information sharing within the IG community. Of the 122 participants who provided responses, 96 (79%) *agreed* with the need for some standardization. Their suggestions include the need for basic policies for *conducting investigations, undercover operations*, the *use of confidential funds* and *report writing*. Thirty-one percent also noted that resource sharing such as *information, databases* and an *electronic case management system* would benefit the IG community as a whole.

Background

Based on its primary mission of providing training for the Offices of Inspectors General (OIG) CIs, the Inspector General Criminal Investigator Academy (IGCIA) Director and the Council of the Inspectors General on Integrity and Efficiency (CIGIE) Training Institute initiated a project to identify job tasks and competencies needed by CIs across the Offices of Inspector General (OIG) Community. A research plan was developed to facilitate reaching one of the major goals of the CIGIE Strategic Plan for 2012 – 2017 by establishing a framework for addressing Strategic Goal #2: Promoting and improving professional development for the IG Community. Expected outcomes include the ability to provide high-quality training courses and services, implement and maintain an effective OIG employee development outreach program and champion the formation of OIG workforce competency models.

Beginning in Fiscal Year 2011, Subject Matter Experts at the IGCIA together with a Senior Training Research Analyst from the Federal Law Enforcement Training Center (FLETC) formed a Working Group to determine the knowledge, skills and abilities needed by OIG CIs. Position descriptions, job announcements, investigator descriptions from 2004 and OPM Guidelines were used to develop a set of common knowledge skills and abilities. The list was revised several times and vetted through other Subject Matter Experts in the OIG CI field prior to developing a job task survey for OIG CIs. The final job task survey was sent throughout the OIG community and following a preliminary review of the results, nine competencies were derived from 101 job skills to be vetted by supervisors across the OIG Community.

Methods

The IGCIA Director and a team of Subject Matter Experts worked with a Senior Training Research Analyst from the Evaluation and Analysis Branch at the FLETC to develop two web-based surveys. A Job Task Assessment (JTA) contained questions in which CIs were asked to rate the importance of 101 job tasks, knowledge and skills and to indicate how often they used these areas on the job. They were also asked to identify other knowledge and skills that were not listed and to provide suggestions for additional training. A preliminary analysis of the JTA tasks provided clear linkages to nine emergent competencies.

A Competency Assessment survey was developed for supervisors to rate the importance of these competencies for CIs in three grade series including GS-5 through GS-13. Supervisors were also asked to indicate whether the competency models were representative of the work of CIs for their agencies. The supervisors were also asked to rate the need for advanced training topics, identify leadership topics training needs and to comment on the standardization of policies and/or training across the OIG Community.

In the interest of accurate reporting, where respondents failed to answer a question, their responses to the remainder of the survey are included in the analysis. Comments are corrected for spelling only and are otherwise listed verbatim. Brief biographical data was also collected and is contained in Appendix A. Appendices B and C contain data tables for the competency and JTA ratings. Verbatim comments from the Competency Assessment and JTA are listed in

Appendices D and E, respectively. Copies of the survey instruments are provided as Appendix F.

Report Organization

The report is structured into four sections including a Summary of Competency Ratings, a Summary of the Competency Assessment Comments, a Summary of the Job Task Analysis Ratings, a Summary of JTA Participant Comments and the Appendices.

Summary of Competency Assessment Ratings

Supervisors were asked to rate the importance level of nine competencies as they relate to the work of OIG CIs in three job series including: GS 5 – 7, GS 9 – 11 and GS 12 – 13. The survey included job tasks to describe each competency but were shortened to competency titles in the body of the report. Detailed descriptions of the competencies are contained in Table 1, Appendix B. The response choices included: *Critical, Very Important, Important, Somewhat Important* and *Not Important/Does not Apply*.

Weighted mean scores were computed for each of the competencies based on the number of responses for each rating, excluding responses of *Not Important* or *Does Not Apply*. The scores indicate that the supervisors selected the same six competencies as the most important for each grade level including*: Law Enforcement, Investigative Skills, Legal Knowledge, Oral* and *Written Communication* and *Research and Analysis*. The Supervisors did; however, rate *Investigative Skills* as the *most important* competency for GS 12 – 13 investigators, whereas *Law Enforcement* was rated as the *most important* skill for the two lower GS grade categories. Mean scores for each competency by grade level are contained in Tables 2 through 4, Appendix B.

The Supervisors were also asked to rate their level of agreement with whether the competencies represent the work of their CIs and to provide comments regarding any level of disagreement. Ninety-five percent of the supervisors either *strongly agreed* (61%) or *agreed* (34%) that the nine competencies identified in the survey are representative of the work of their CIs. Eight supervisors provided comments including two who addressed issues with grade series. One noted that the competencies *were more closely aligned with CI's at the GS-9 level and higher* and another suggested that *Influencing and Negotiating behaviors were expected more at the supervisory level*. Charts One through Four contain the ratings and Table 1, Appendix D contains the verbatim responses.

Chart One
Competency Ratings for GS 5 -7 Criminal Investigators

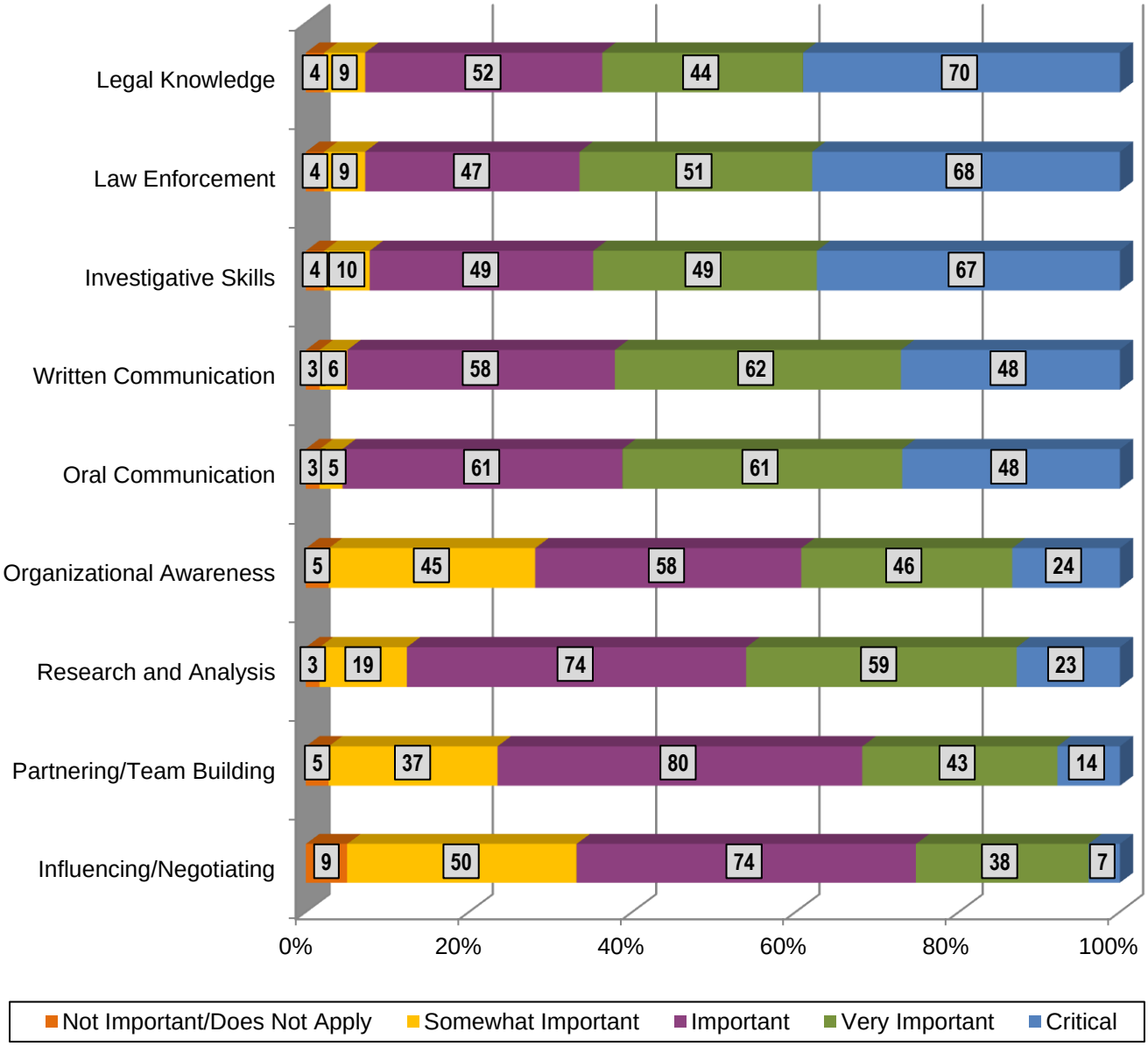


Chart Two
Competency Ratings for GS 9 -11 Criminal Investigators

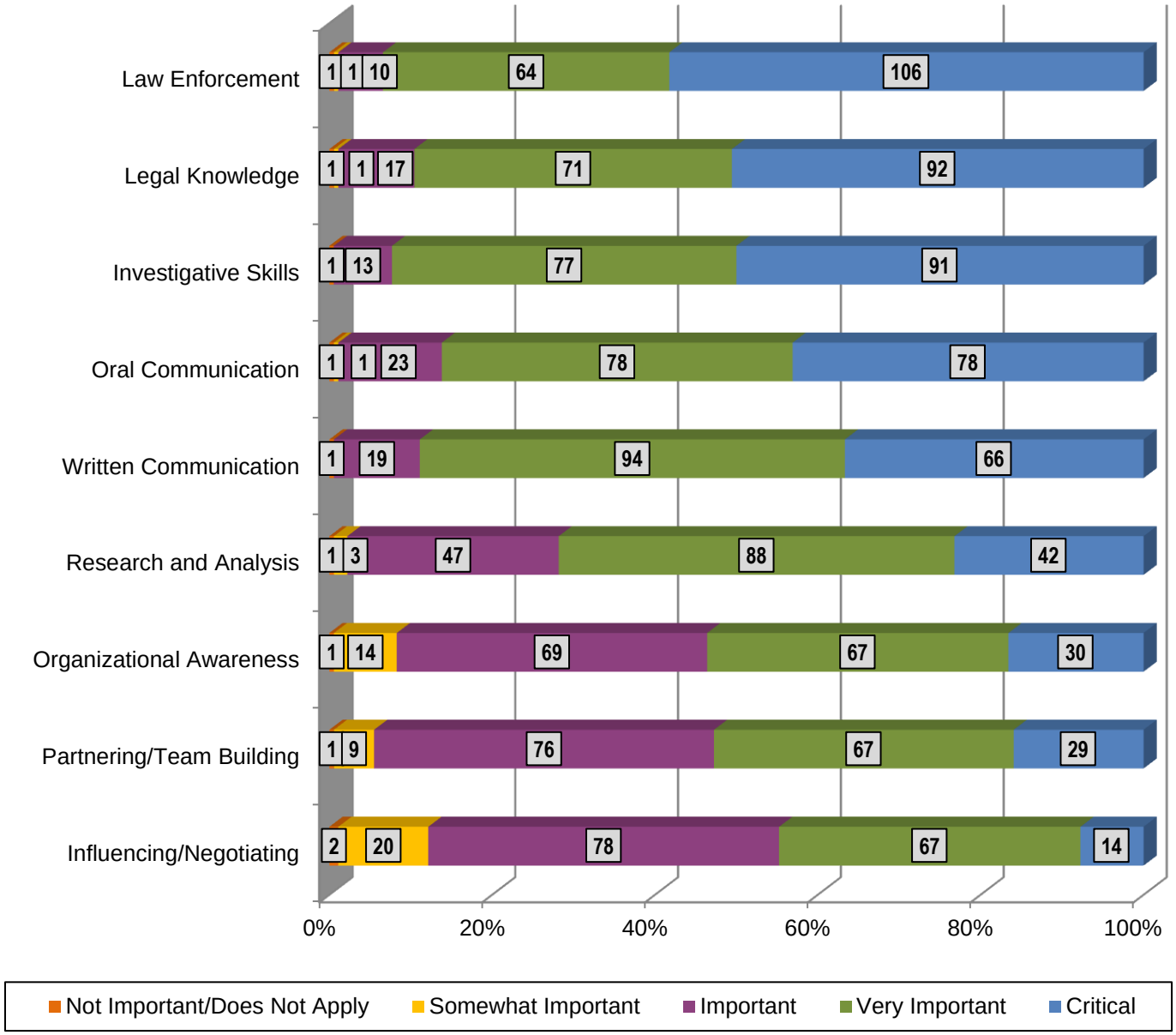


Chart Three
Competency Ratings for GS 12 -13 Criminal Investigators

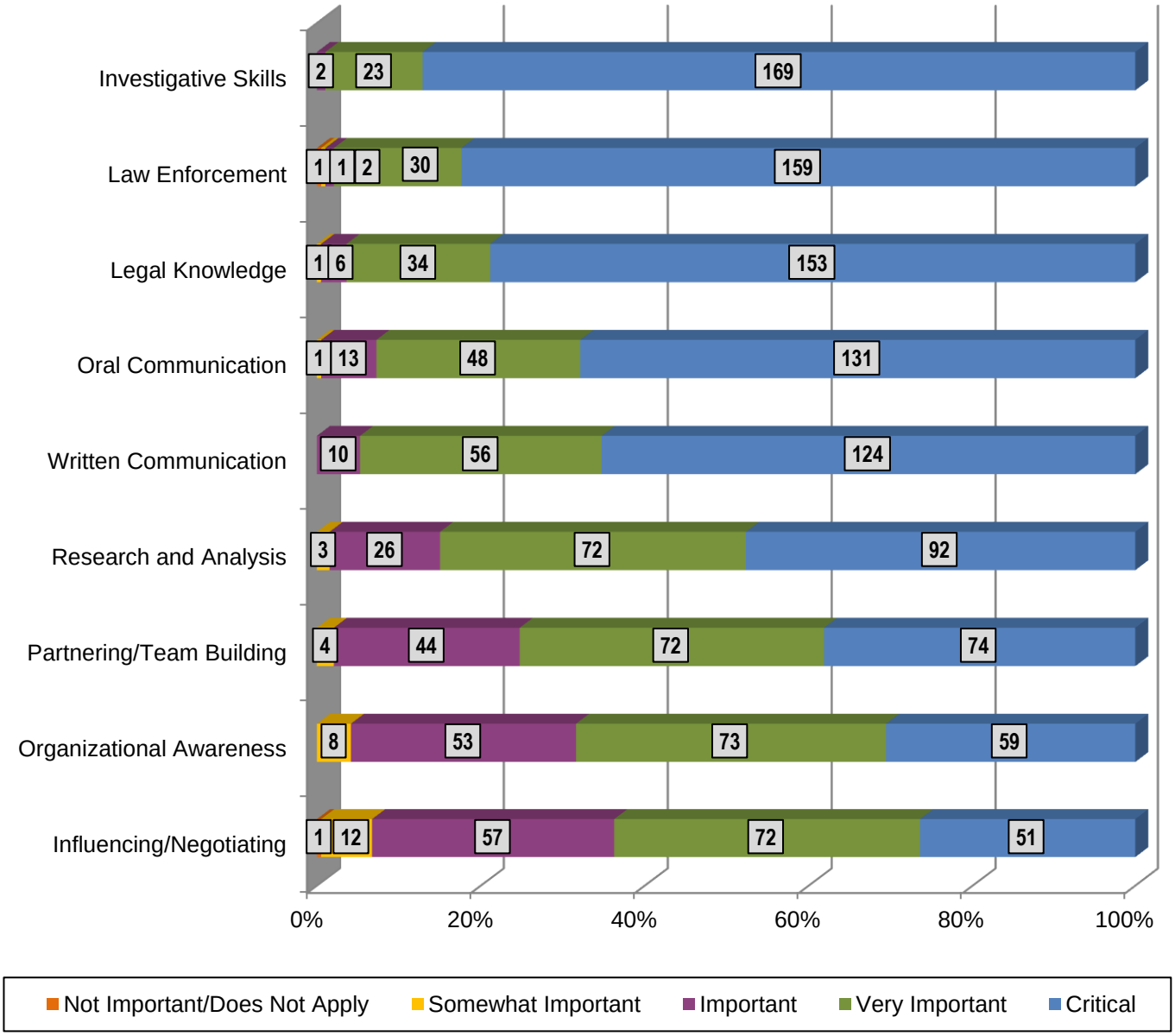
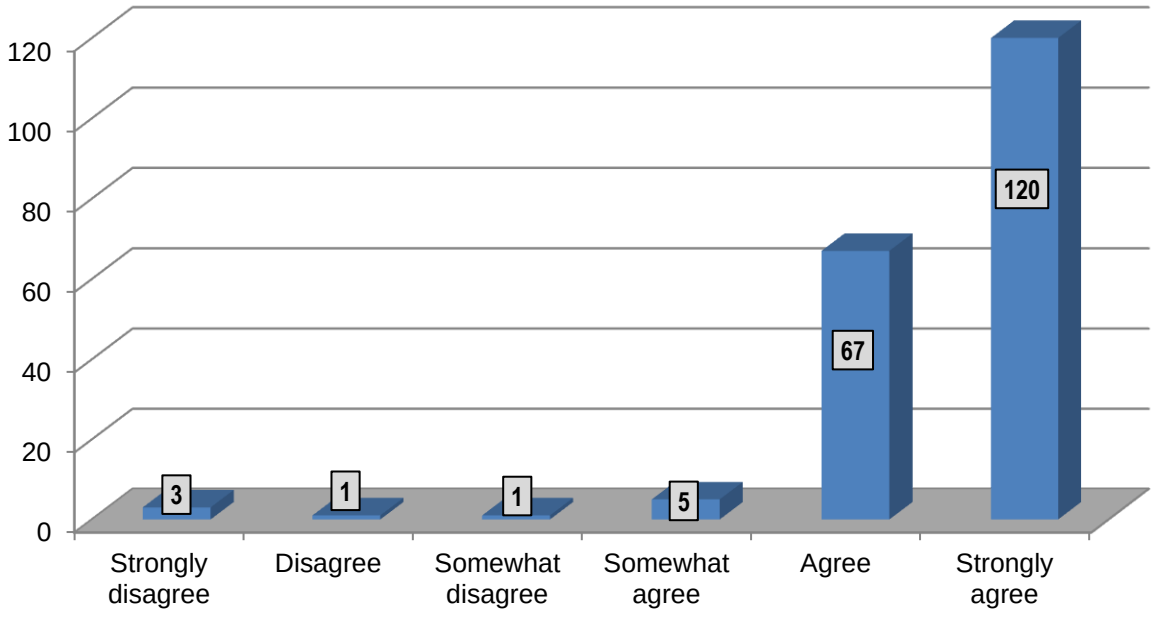


Chart Four
Competencies Representative of CI Work



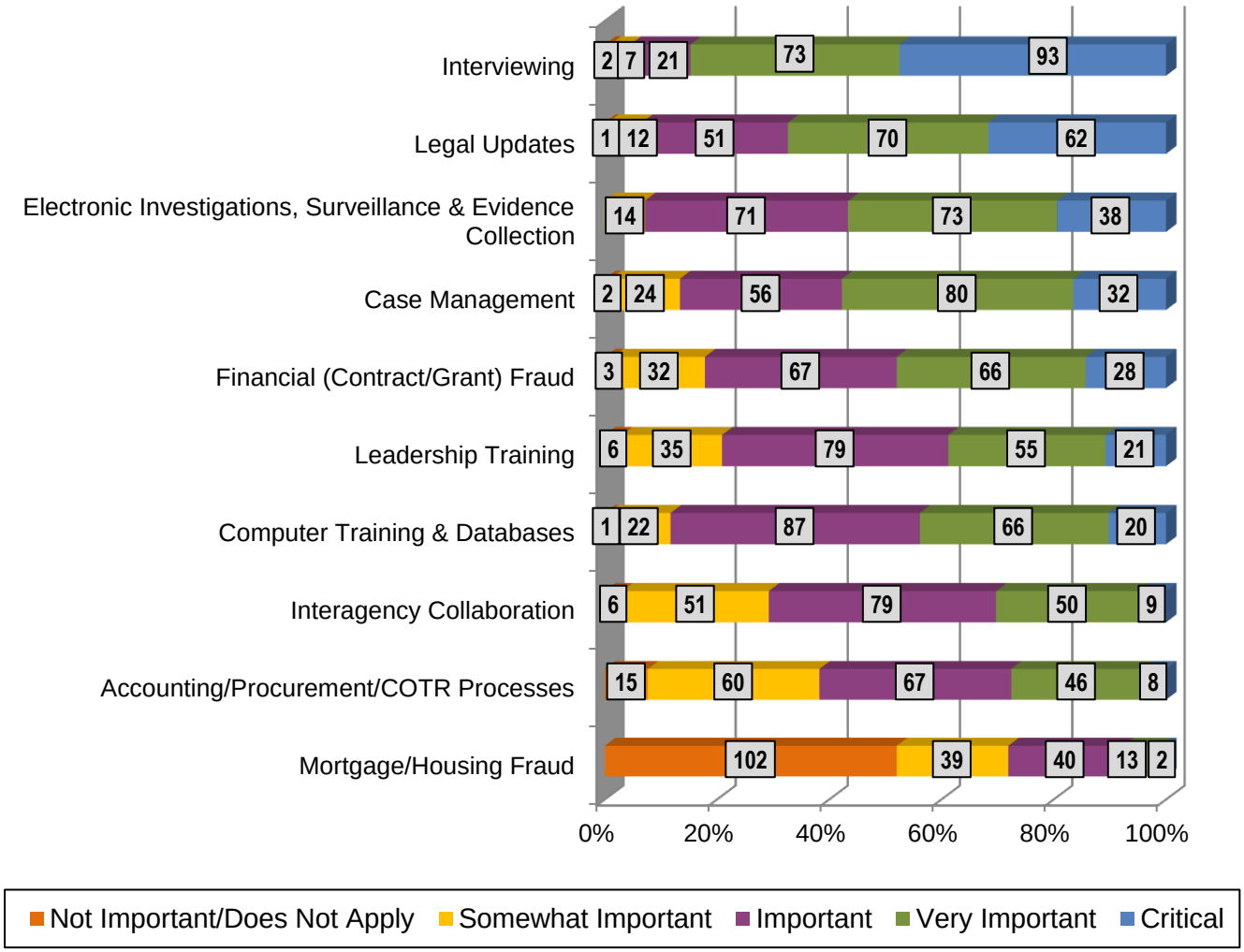
Summary of Competency Assessment Comments

Supervisors were asked to rate the importance of providing 10 advanced training topics, to list the top three most important advanced topics for CIs and to identify any leadership training that may be needed. Finally, they were asked to provide comments regarding standardized policies for the OIGs.

Advanced Training

Based on the weighted mean scores, a majority of the supervisors rated all of the topics as either *critical*, *very important*, or *important* with the exception of *Mortgage/Housing Fraud*, which was rated as the *least important*. Ninety-three percent of the supervisors indicated that *Interviewing*, *Legal Updates* and investigative skills including *Electronic Investigations*, *Surveillance and Evidence Collection* were among the most *critical* for advanced training. Chart Five contains the ratings for advanced training topics and Table 5, Appendix B contains the weighted mean scores. Suggestions for other advanced training are summarized below and contained verbatim in Table 2, Appendix D.

Chart Five
Ratings for Advanced Training Topics



Summary of Advanced Training Suggestions

There were 176 supervisors who identified 518 advanced training topics, which were categorized by competencies.

Investigative Skills

Of the 176 supervisors, there were 337 suggestions for investigative training including the following:

- 117 (66%) cited *interviewing* and/or *interrogation*
- 71 (40%) noted various types of *fraud* training including *financial*, *contract*, *grant* and *procurement*

- 58 (33%) noted the need for *electronic investigations*, including *computer* training and law enforcement *database searches*
- 50 (28%) reported the need for *case management* training
- 41 (23%) cited general investigative training including *government procurement processes* and *accounting principles* to further investigations

Legal Knowledge

Seventy-one (40%) of the supervisors suggested legal topics including:

- 54 (31%) who reported cited the need for *legal updates* or *refresher* training
- 18 (10%) who cited other legal topics, such as conducting *legal investigations*, dealing with *Assistant US Attorneys* and understanding *trial preparation, case law, the Code of Federal Regulations* and *contract law*

Law Enforcement Skills

Thirty-three (19%) cited law enforcement topics including the following:

- 27 (15%) who suggested technical skills such as *evidence collection, surveillance, undercover operations* and *threat assessment*
- 6 (3%) noted that *tactics* training would be beneficial

Miscellaneous Skills

Thirty-three (19%) suggested a variety of skills including:

- 30 (17%) who reported that *leadership training* is needed
- One each who noted that *time management, ethics* and *train-the-trainer* courses were needed

Written Communication

- 21 (12%) noted that training is needed for *report writing*

Oral Communication

- 9 (5%) cited *oral communication*

Partnering/Team Building

- 8 (5%) noted *interagency communications* and *team building*

Research and Analysis

- 6 (3%) suggested *data analysis, analytical skills* or *research*

Leadership Training

There were 154 supervisors who provided suggestions for leadership training. These topical areas are summarized below and listed verbatim in Table 3, Appendix D.

- 66 (43%) recommended behavioral skills, such as *interpersonal communication, conflict resolution, diversity training, decision-making, ethics, listening skills* and *understanding human behavior*
- 55 (36%) noted topics involving *employee development, recruitment, retention, dealing with difficult employees, employee discipline, conducting evaluations* and *staff motivation*
- 38 (25%) cited law enforcement or technical skills such as *managing cases, conducting and managing investigations, understanding the work of the agency, legal updates* and *critical incident response*
- 28 (18%) reported that leadership skills in general should be taught, such as *strategic* and *transformational leadership, leading change, leading by example*, the *political aspects of leadership* and *leading versus managing*
- 13 (8%) cited *teambuilding* as an important leadership skill
- 9 (6%) suggested that *partnering* and *networking with other agencies* should be included in leadership training

Standardizing Policies, Training and Inter-agency Collaboration

The supervisors were asked to provide comments regarding whether the IG community should have standardized training, and/or information sharing tools as well as better inter-agency coordination. There were 122 supervisors who provided comments, which are summarized here and listed verbatim in Table 4, Appendix D.

- 96 (79%) of the supervisors agreed with the need for some standardization. Of these 96, the following recommendations were made:
    - 34 (35%) reported that there should be some *basic policies* or *standards* in place with some noting particular areas, such as *investigations, undercover operations, consensual monitoring, the use of confidential funds, mass arrests, search warrant service, case management, report writing, special operations* and *leveraging of knowledge, skills and abilities*
    - 30 (31%) recommended *resource sharing*, including *information, national databases* and an *electronic case management system*
    - 27 (28%) noted that training should be standardized in areas such as *tactics, building entry, threat management, use of force, investigative operations, report writing* and *legal issues*
    - 24 (25%) cited *inter-agency collaboration* as an area that would be beneficial to all OIGs
- 25 (20%) of the 122 supervisors *disagreed with standardization* with many citing different missions for each OIG

Summary of Job Task Analysis Ratings

The JTA respondents were asked to rate the importance and frequency of usage on the job for 101 job skills The importance ratings consisted of a five-point scale including: *Critical, Very Important, Important, Somewhat Important* and *Not Important.* The frequency rating choices included: *Daily, Weekly, Monthly, Quarterly, Annually, Every two to three years, Every four to five years* and *Never*. The top three rating choices of importance and frequency are contained in the charts presented in this report.

To normalize the data based on the variance in the number of ratings for each topic, weighted means were computed for each task and ranked in order from highest to lowest. The JTA respondents' ratings show six of the nine related competencies among the top 10 for importance and frequency. For the highest ratings of importance, these include: *Research and Analysis, Investigative Skills, Oral Communication, Law Enforcement, Influencing/Negotiating,* and *Written Communication*. The most frequently used competencies include: *Research and Analysis, Law Enforcement, Oral Communication, Influencing/Negotiating, Investigative Skills,* and *Partnering/Team Building*. The top 10 rated job skills and their associated competencies are contained in Tables 1 and 2, Appendix C. The responses for all survey participants' ratings are summarized based on the weighted means. These figures are contained in Tables 3.1 through 20, Appendix C. Charts Six through Twenty-nine contain the rank order of the nine competency areas based on the three highest ratings for importance and frequency.

Investigative Skills

When asked to rate 33 investigative skills, a majority of the respondents rated seven job tasks *among the top third* for both importance and frequency of use. These tasks include: (1) *evaluating draft investigative reports, records and final reports*; (2) *knowledge of multiple investigative techniques*; (3) *reviewing transcribed testimonies, sworn statements and/or documentary evidence*; (4) *evaluating the reliability and credibility of statements and witnesses*; (5) *investigating government program fraud schemes and investigative techniques*; (6) *conducting interviews of victims and witnesses*; and (7) *understanding government program fraud schemes and investigative techniques*. A majority of the respondents indicated that *undercover operations and assignments* are performed *least often* on the job. Charts Six through Eleven contain the top three ratings for importance and frequency and Tables 3.1 through 4.2 in Appendix C contain the weighted means for each job task.

Legal Knowledge

The participants rated 26 topics regarding legal knowledge. The topics rated among the *most important* include an understanding of the following: the *4th, 5th and 6th Amendments of the Constitution, laws on dealing with attorney-represented parties* and the *Federal Rules of Evidence regarding discovery*. The ratings indicated that the legal knowledge used *most often* includes an understanding of the *4th, 5th and 6th Amendments, statutory or law enforcement authorities that are applicable when needed* and *laws on dealing with attorney represented parties*. Charts Twelve through Fifteen contain the highest ratings for importance and frequency and Tables 5.1 through 6.2 in Appendix C contain the weighted means.

Law Enforcement Skills

When asked to rate the importance level and frequency of using law enforcement related skills, the respondents rated the *discovery and recognition of evidence of crimes and violations* as the *most important* topic and one of the top two used *most frequently* on the job. Charts Sixteen and Seventeen contain the top three ratings of importance and frequency and Tables 7 and 8 in Appendix C contain the weighted means.

Organizational Awareness

The participants rated eight knowledge areas related to organizational awareness. The same four topics were rated as the *most important* and the *most frequently used*, including the following: (1) *understanding the agency and departmental laws, rules, regulations and objectives*; (2) *understanding complex government programs, policies and operations*; (3) *knowledge of the rules of ethical conduct governing Federal employees*; and (4) *understanding the Council of Inspectors General on Integrity and Efficiency (CIGIE) Quality Standards for Investigations.* Charts Eighteen and Nineteen contain the highest ratings for organizational awareness and Tables 9 and 10 in Appendix C contain the weighted mean scores.

Oral Communication

When asked to rate six skills related to oral communication, the respondents rated *verbally reports facts accurately in a concise, logical and objective manner* as the *most important* and *most frequently used* skill. *Testifying in grand jury hearings* was rated as the *second most often used* skill. Charts Twenty and Twenty-one contain the highest ratings for importance and frequency and Tables 11 and 12 in Appendix C contain the weighted mean scores.

Research and Analysis

The respondents rated six skills related to the competency of research and analysis. A majority of the respondents rated the same two skills as the *most important* and *most frequently used*, including: *analyzing, interpreting and evaluating information obtained,* and *using computers and electronic data to collect and analyze evidence*. Charts Twenty-two and Twenty-three contain the highest ratings for research and analysis and Tables 13 and 14 in Appendix C contain the weighted mean scores.

Partnering/Team Building

When asked to rate four skills related to partnering and team building, the respondents rated all four topics in the same sequence of importance and frequency in the following order: (1) *collaborates with external entities to further investigations*; (2) *mentors or coaches less experienced investigators*; (3) *collaborates with auditors, inspectors or evaluators during investigations*; and (4) *serves on a peer review team*. Charts Twenty-four and Twenty-five contain the highest ratings of importance and frequency and Tables 15 and 16 of Appendix C contain the weighted mean scores.

Written Communication

The respondents were asked to rate three skills related to written communication. The respondents rated the same three skills in order of *highest importance* and *highest frequency* in the following sequence: (1) *develops written correspondence, drafts and prepares final written reports*; (2) *writes analysis of investigative findings, recommendations for corrective actions and conclusions*; and (3) *prepares sworn written statements*. Charts Twenty-six and Twenty-seven contain the ratings for the highest levels of importance and frequency of use on the job. Tables 17 and 18 in Appendix C contain the weighted mean scores.

Influencing/Negotiating

When asked to rate two skills related to influencing and negotiating, the respondents rated both skills in the same order of *highest importance* and *most frequently used* in the following sequence: (1) *verbally communicates with others to gain their confidence and cooperation*; and (2) *advises government managers on flaws in internal controls, operations and programs*. Charts Twenty-eight and Twenty-nine contain the highest importance and frequency ratings for Influencing/Negotiating and Tables 19 and 20 in Appendix B contain the weighted mean scores.

Job Task Rating Charts

Chart Six (1 of 3)
Investigative Skills Importance

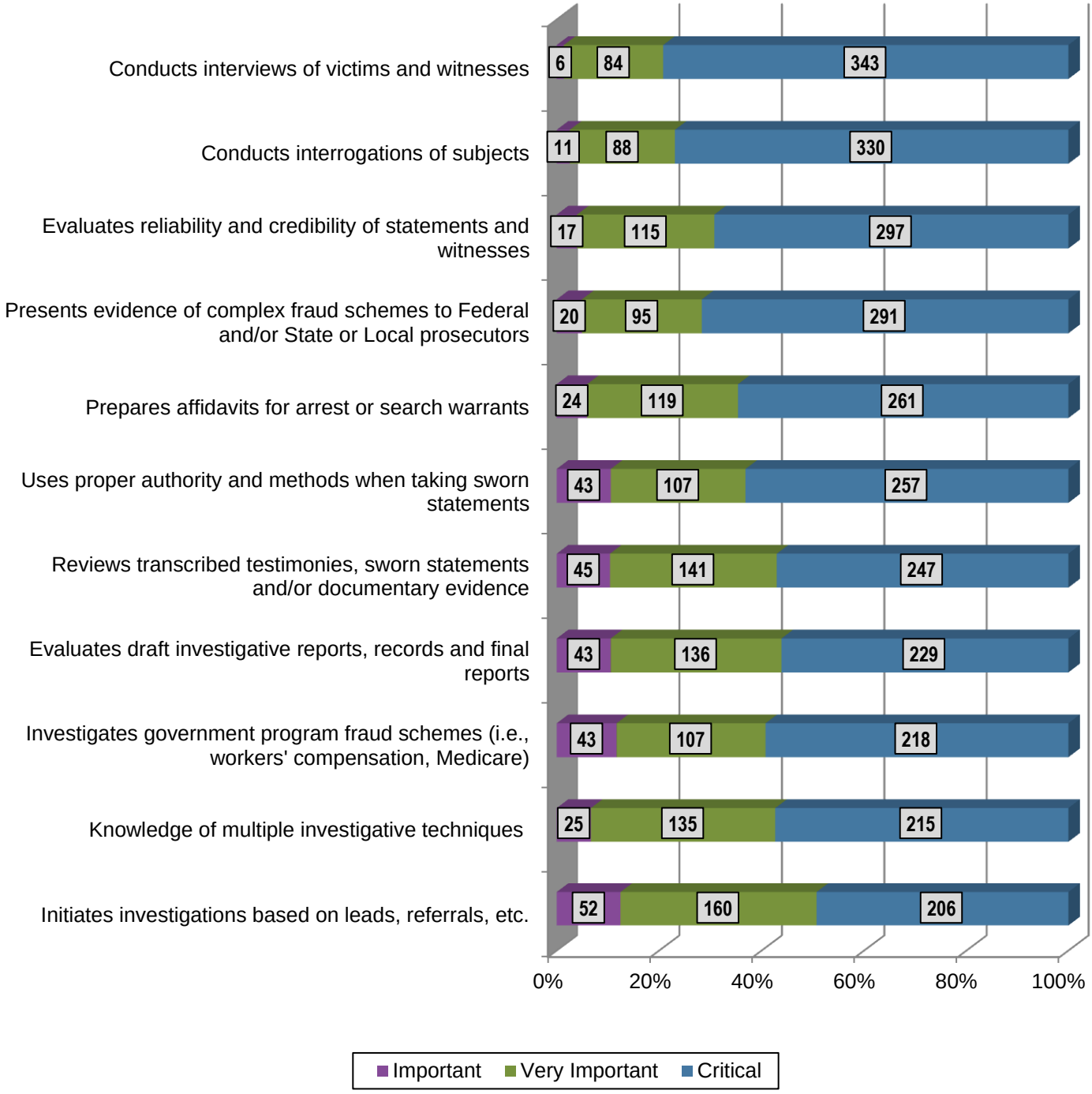


Chart Seven (2 of 3)
Investigative Skills Importance

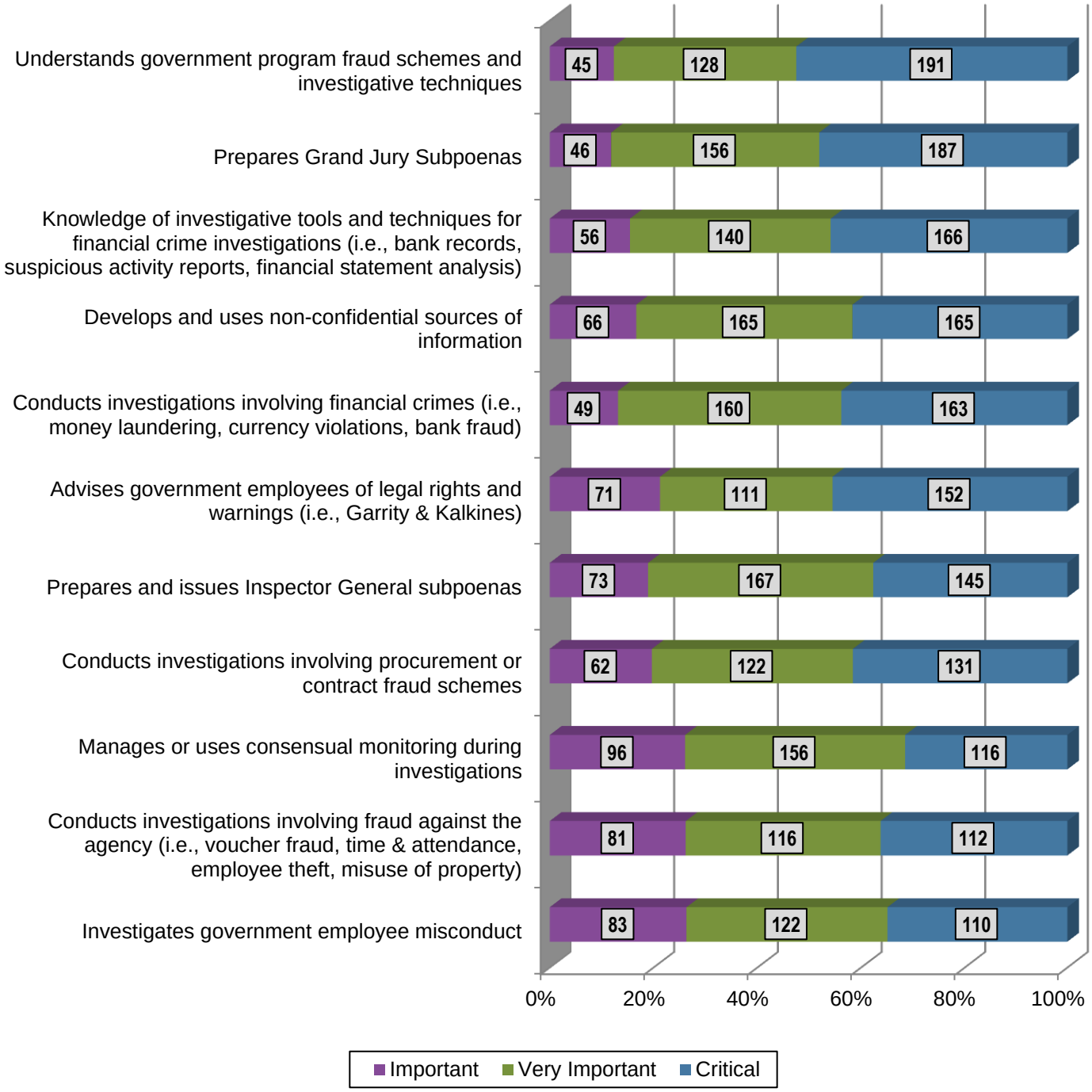


Chart Eight (3 of 3)
Investigative Skills Importance

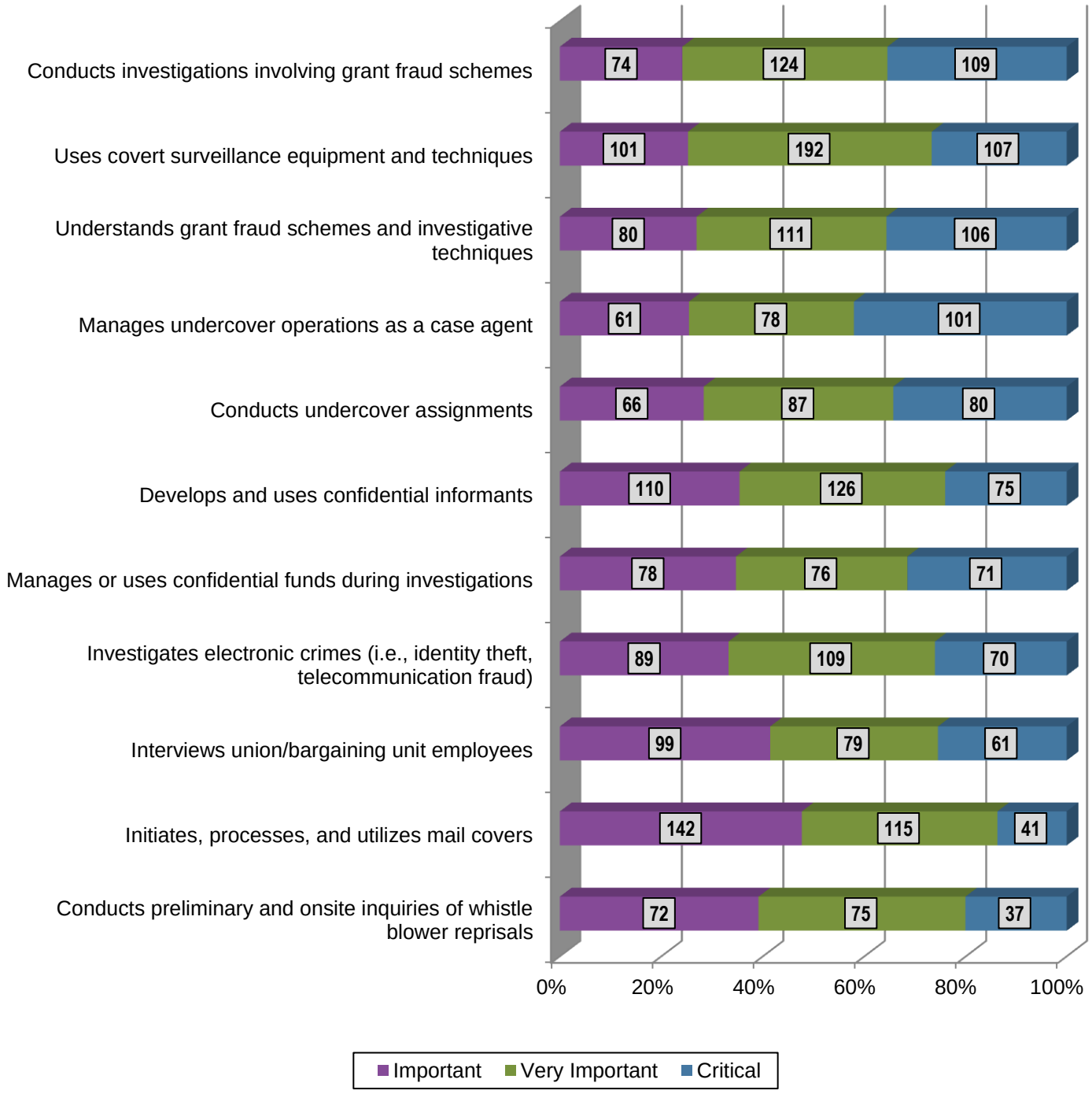


Chart Nine (1 of 3)
Investigative Skills Frequency

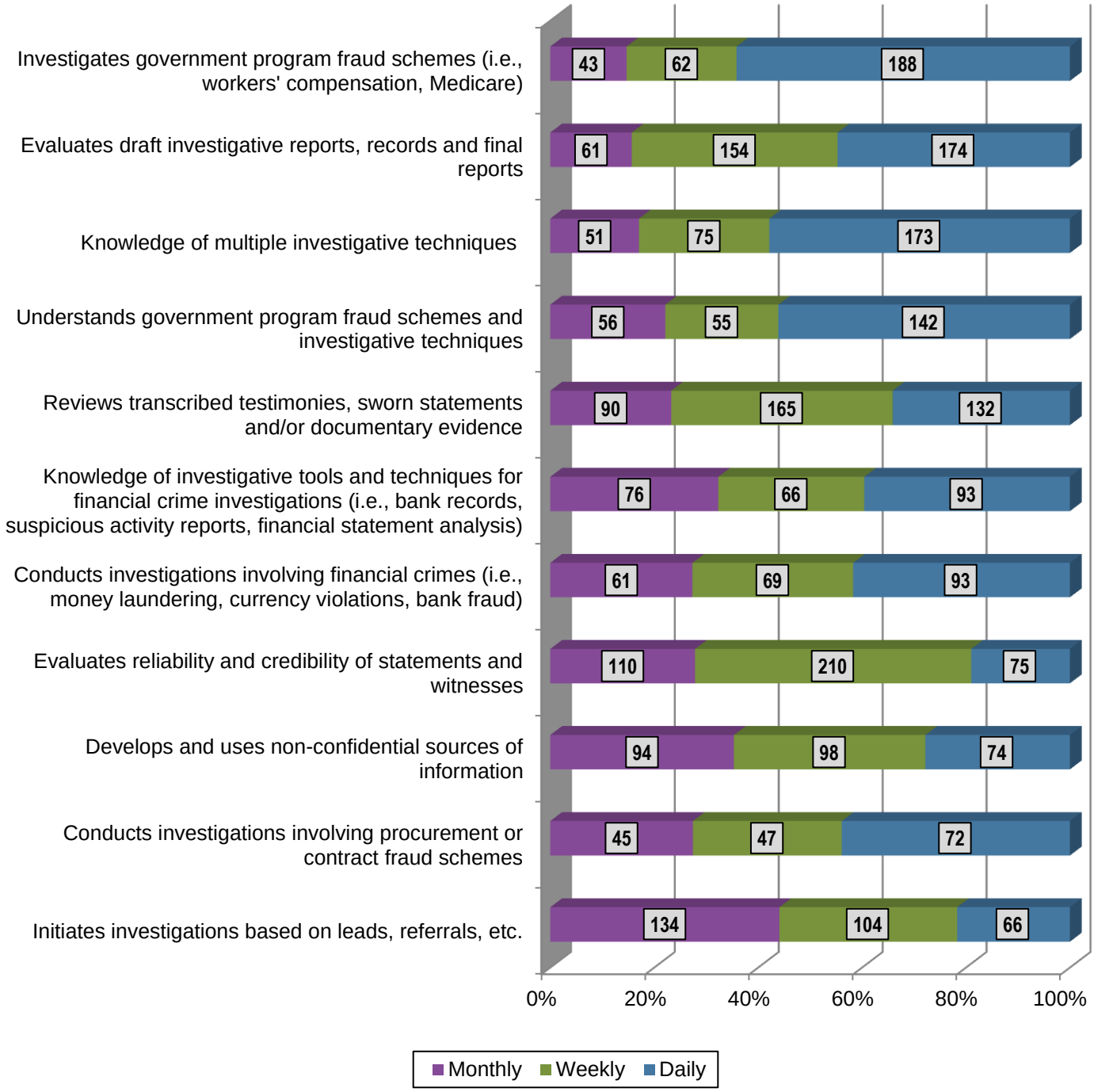


Chart Ten (2 of 3)
Investigative Skills Frequency

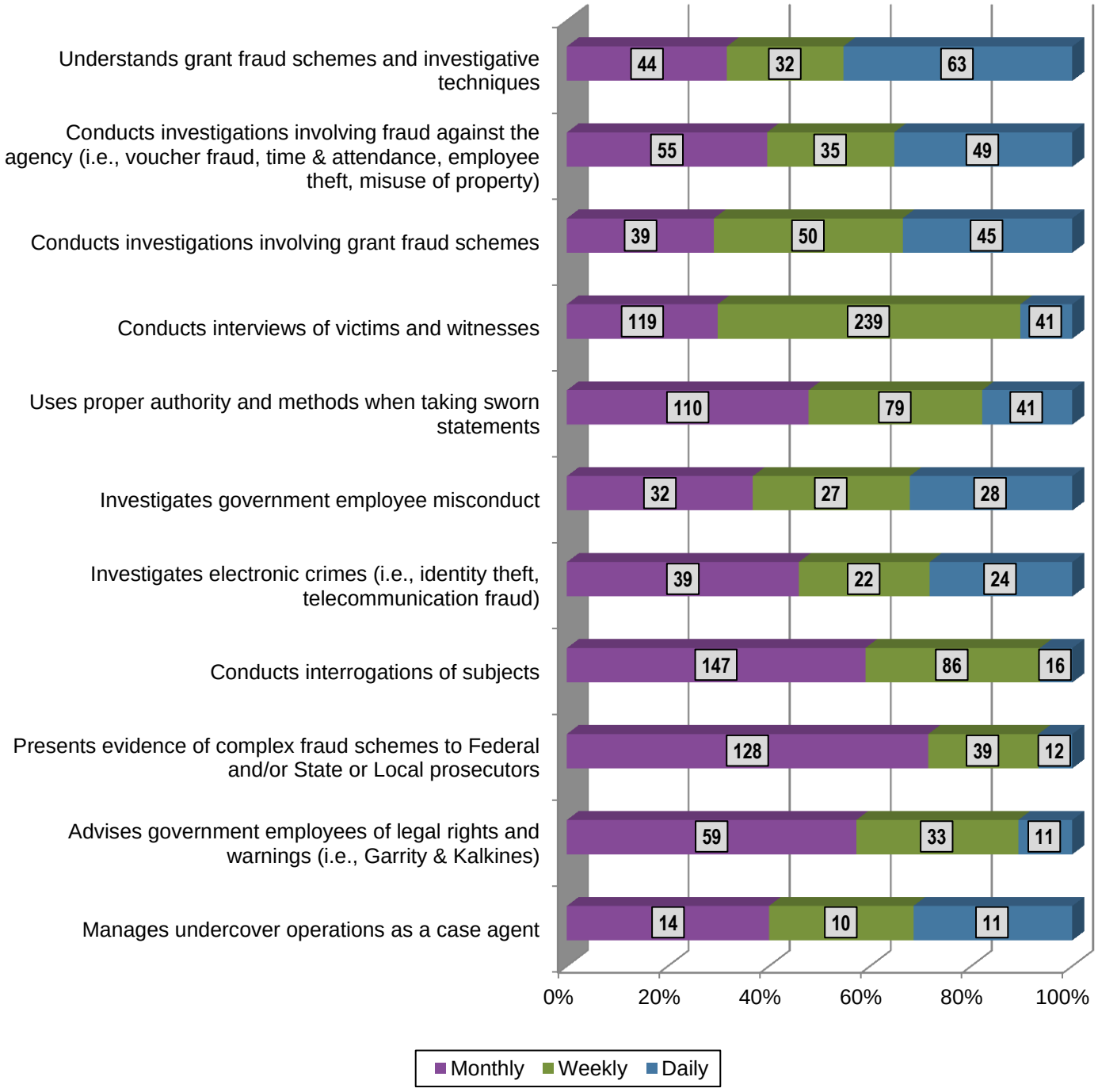


Chart Eleven (3 of 3)
Investigative Skills Frequency

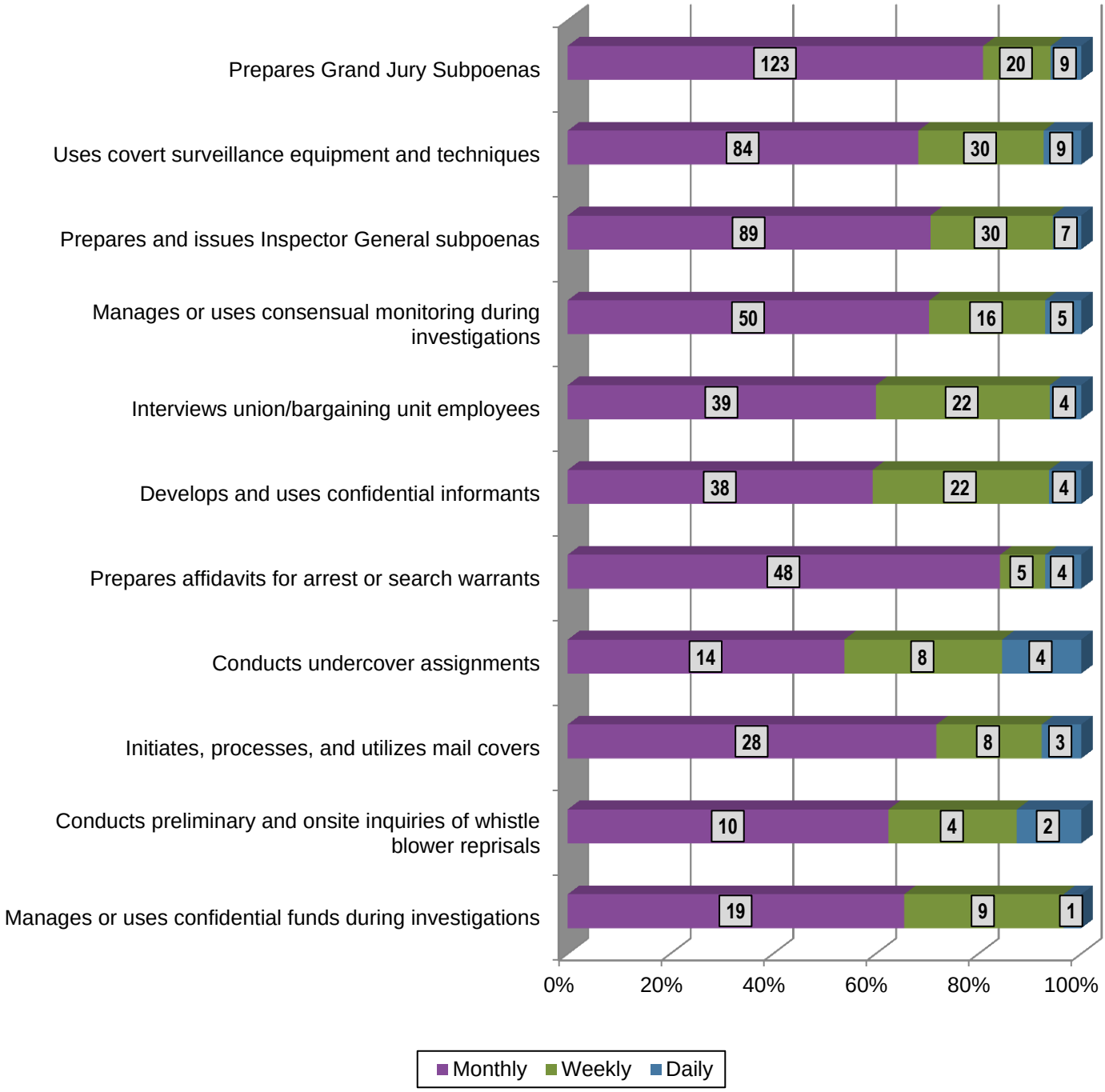


Chart Twelve (1 of 2)
Legal Knowledge Importance

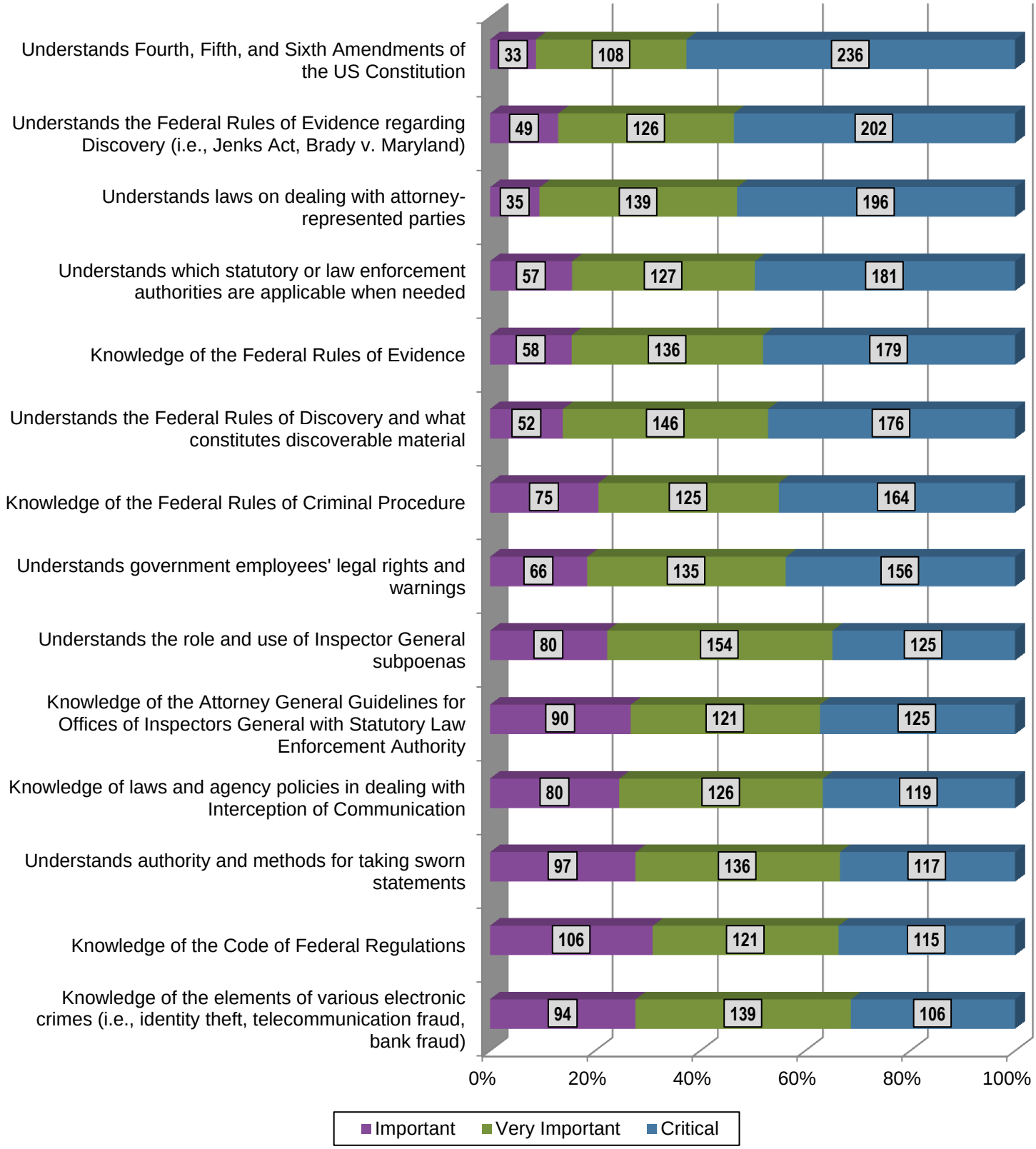


Chart Thirteen (2 of 2)
Legal Knowledge Importance

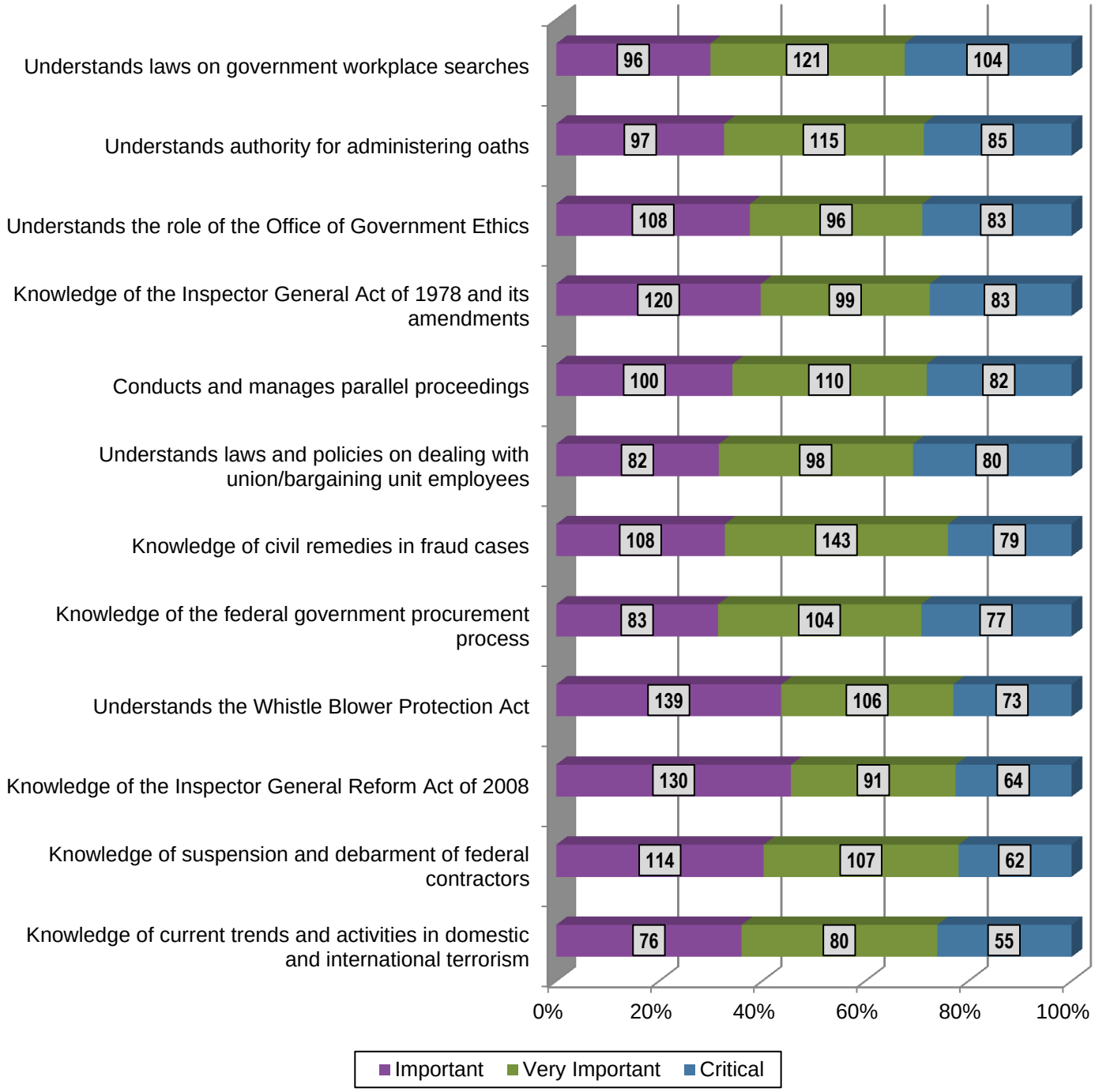


Chart Fourteen (1 of 2)
Legal Knowledge Frequency

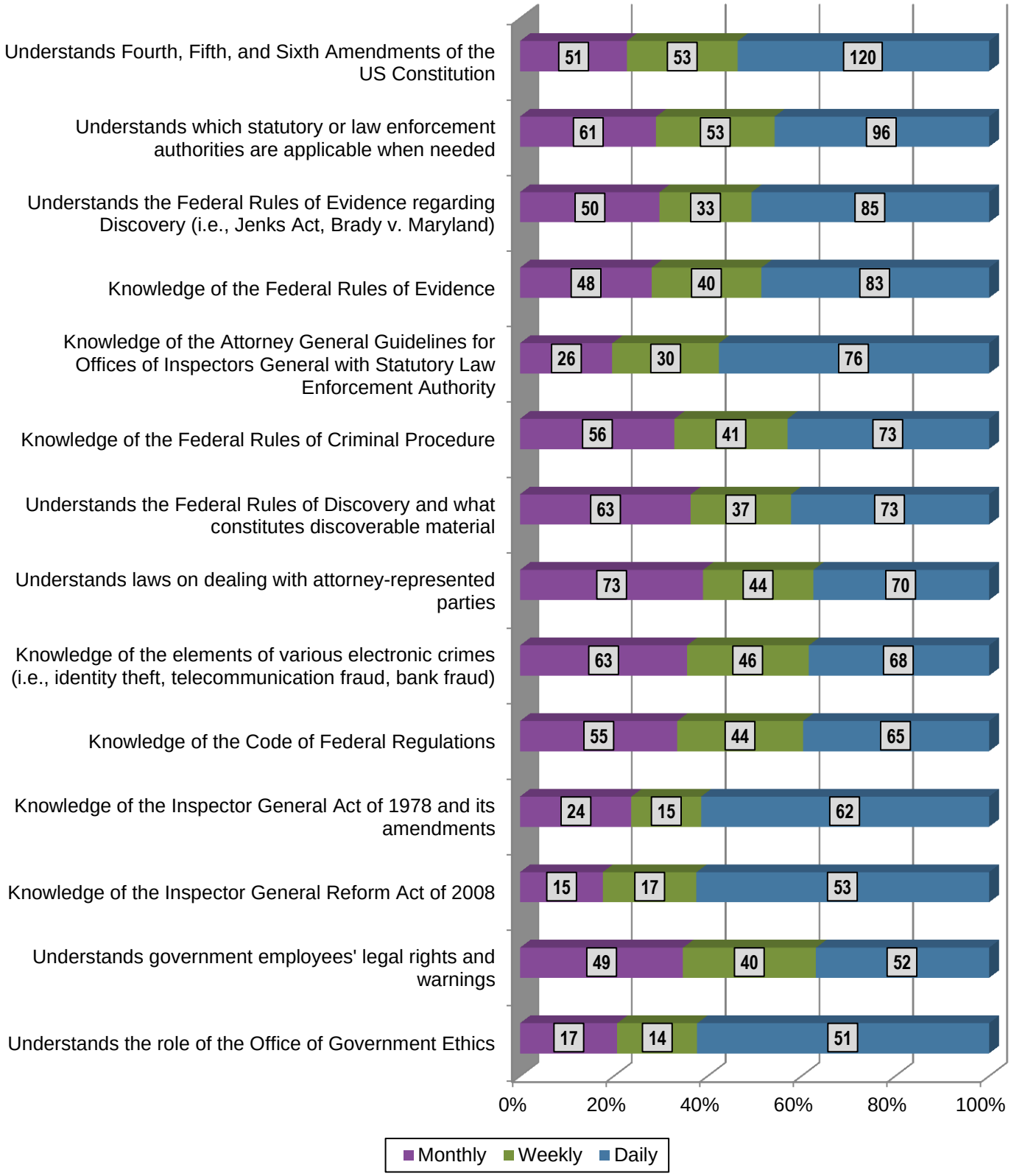


Chart Fifteen (2 of 2)
Legal Knowledge Frequency

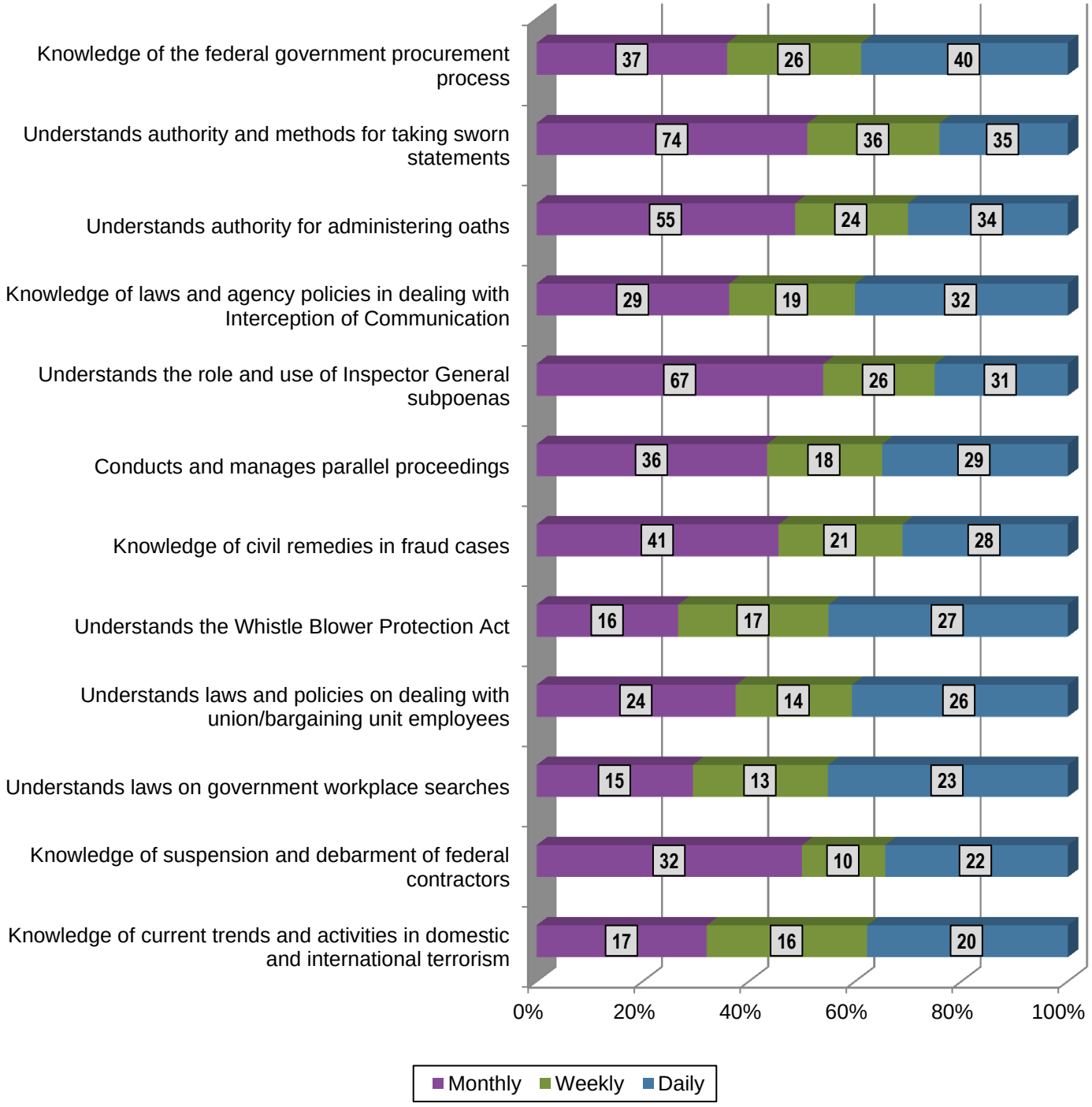


Chart Sixteen
Law Enforcement Skills Importance

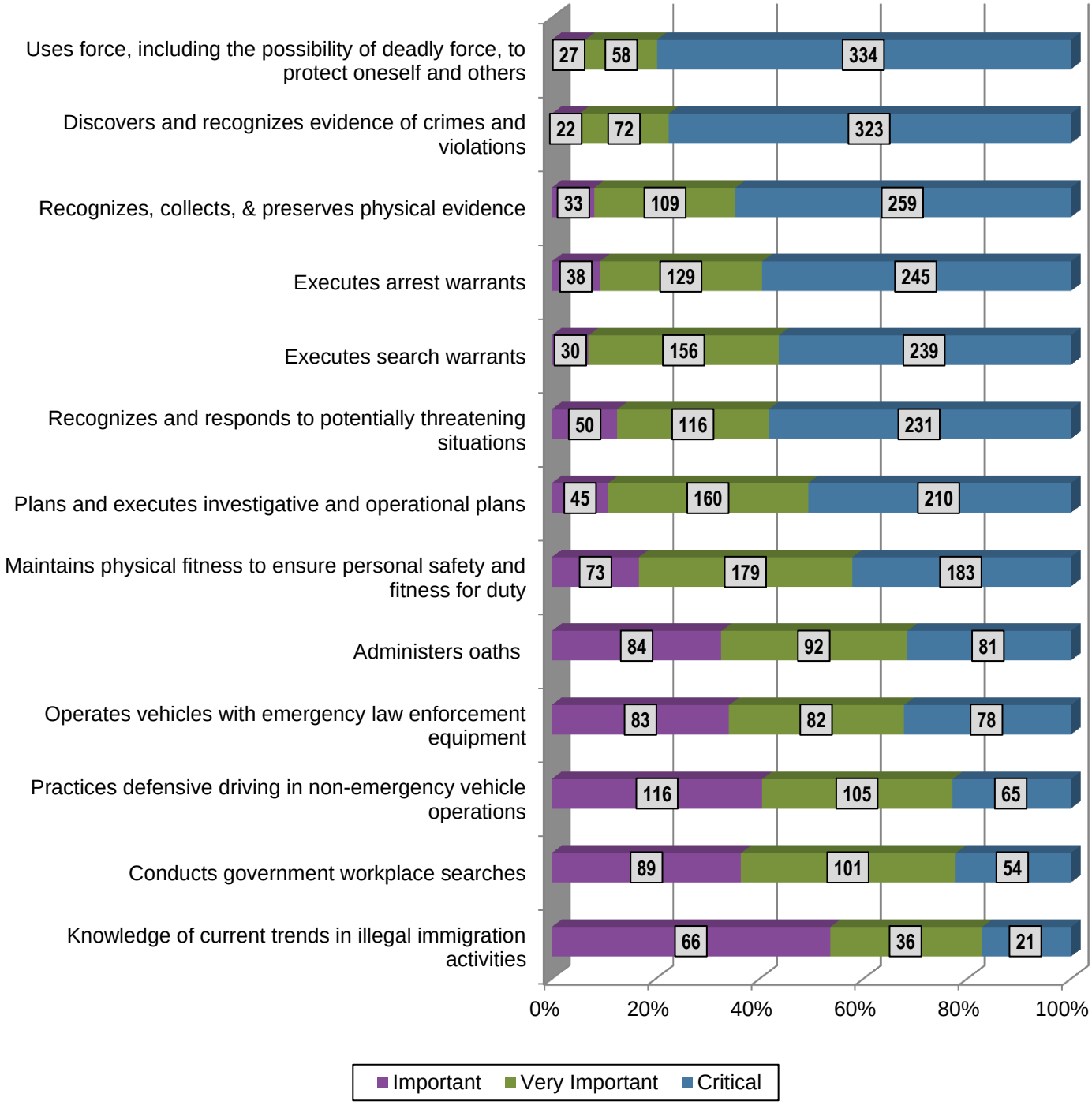


Chart Seventeen
Law Enforcement Skills Frequency

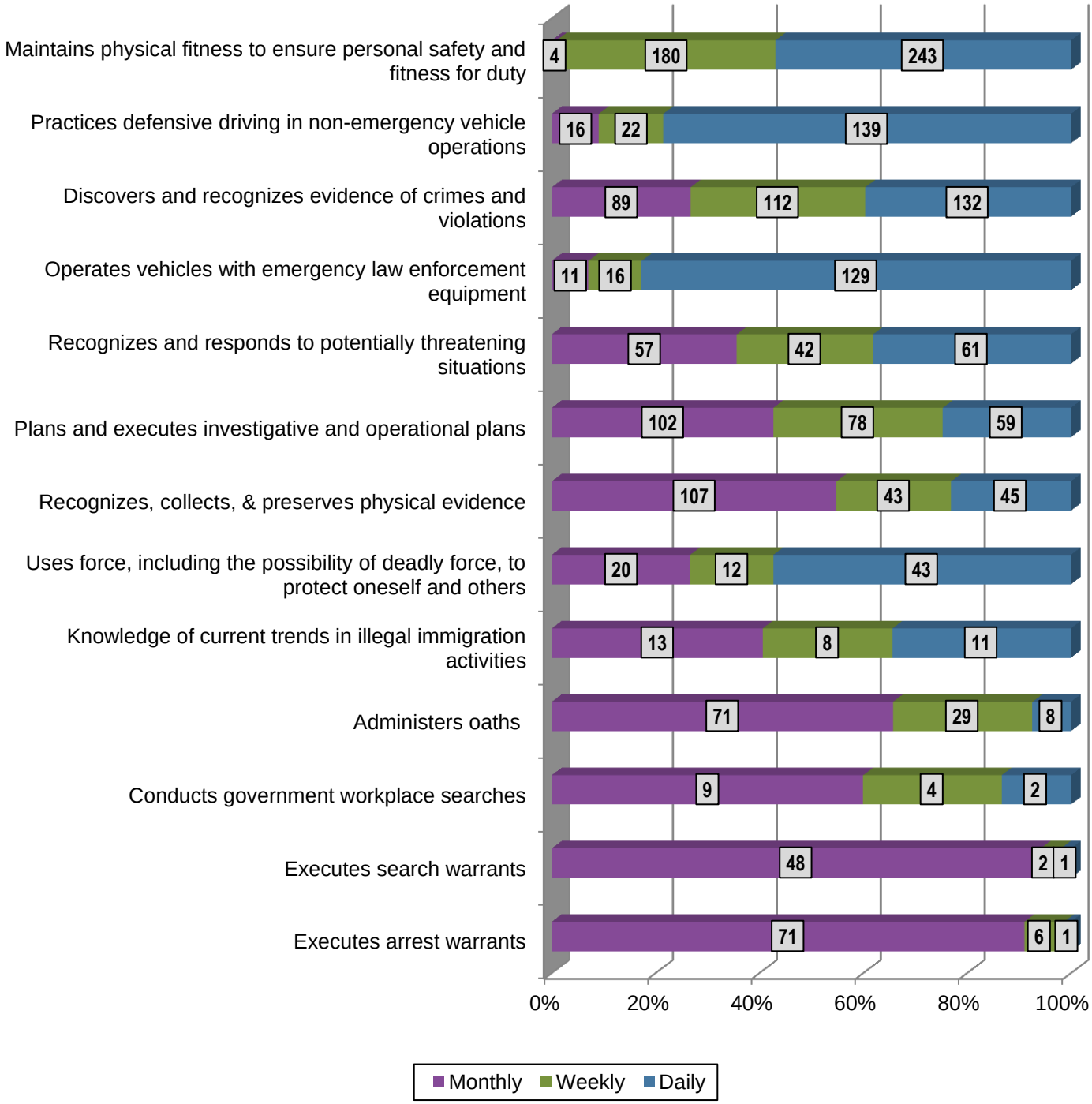


Chart Eighteen
Organizational Awareness Importance

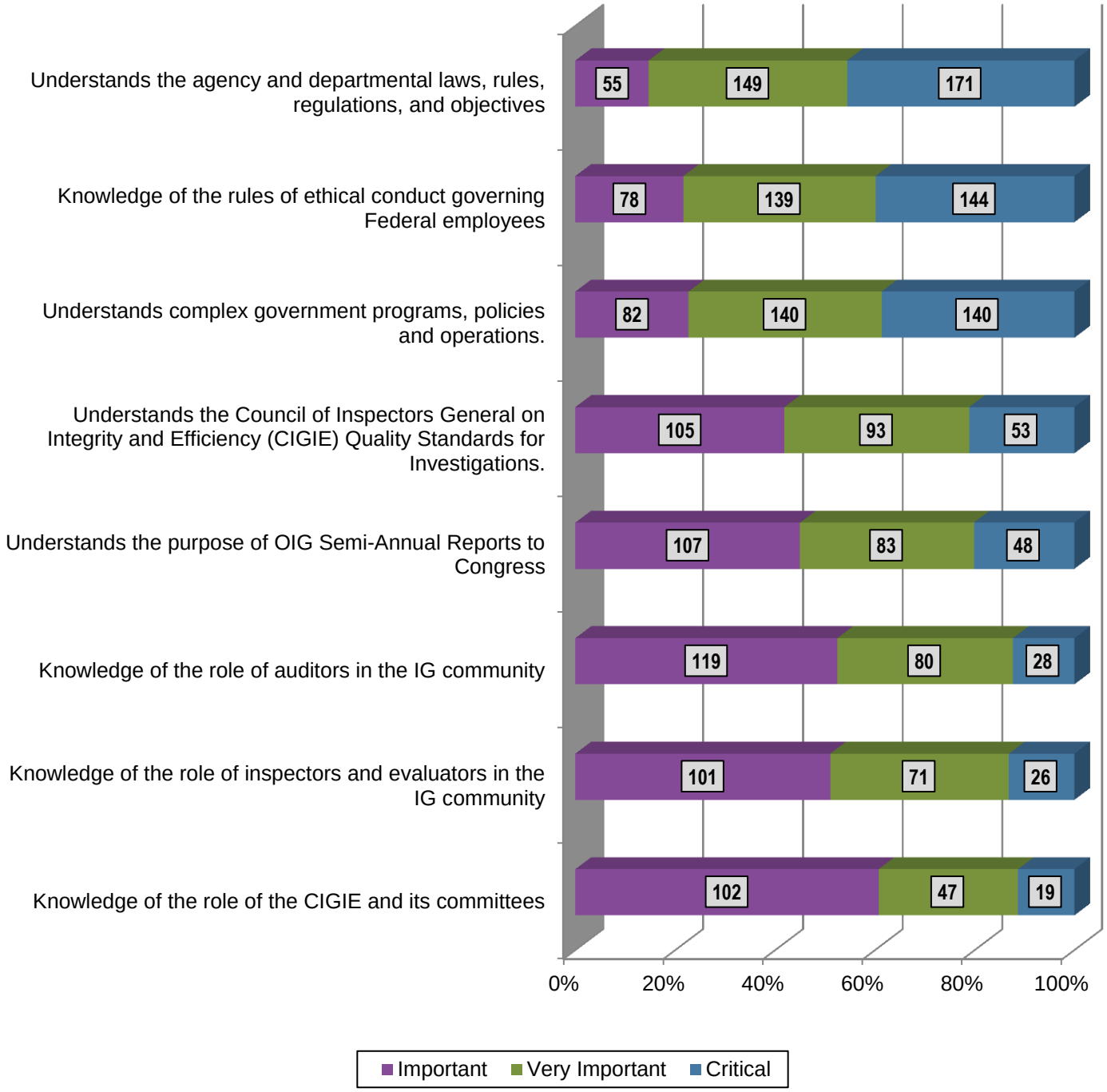


Chart Nineteen
Organizational Awareness Frequency

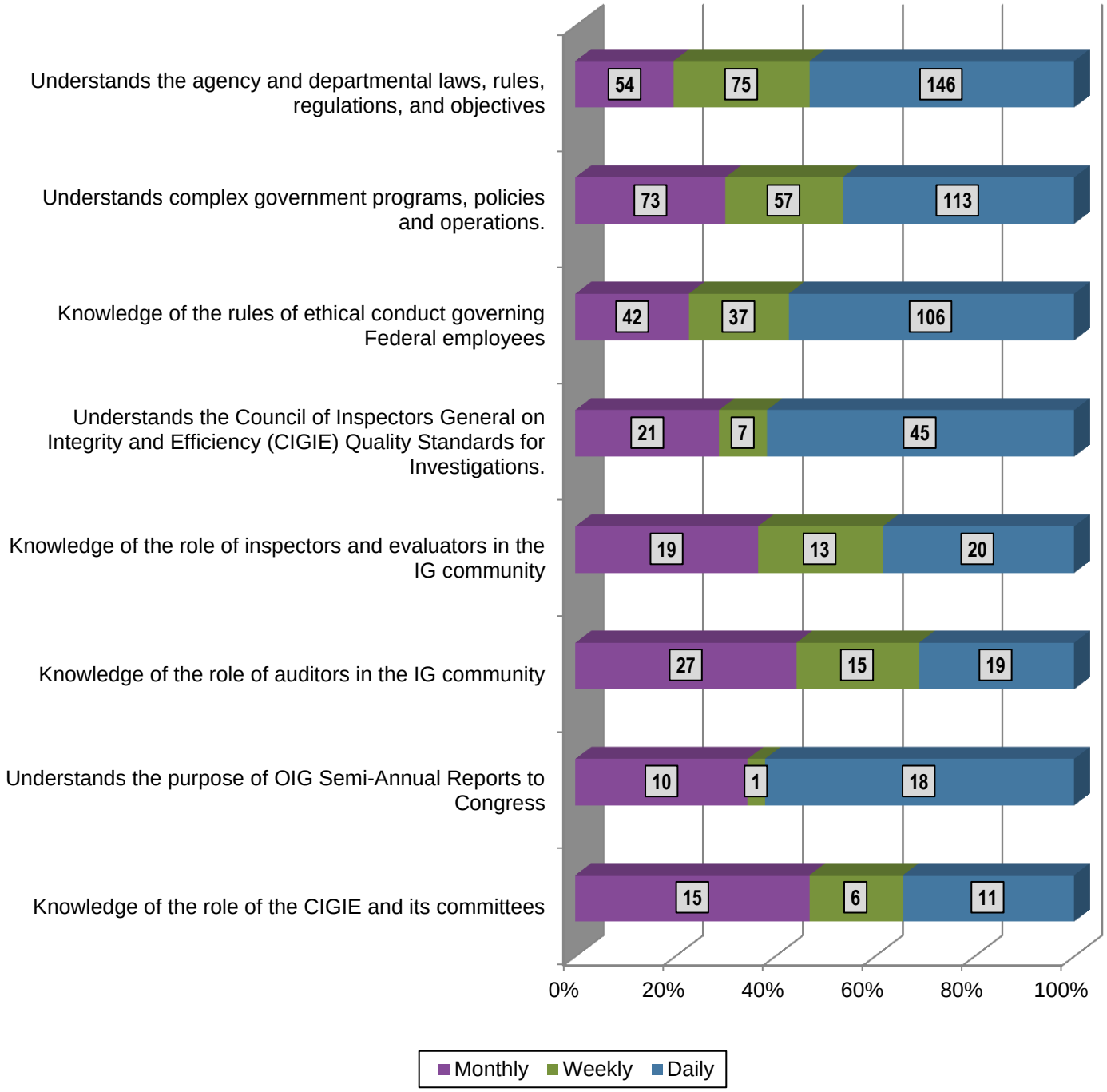


Chart Twenty
Oral Communication Importance

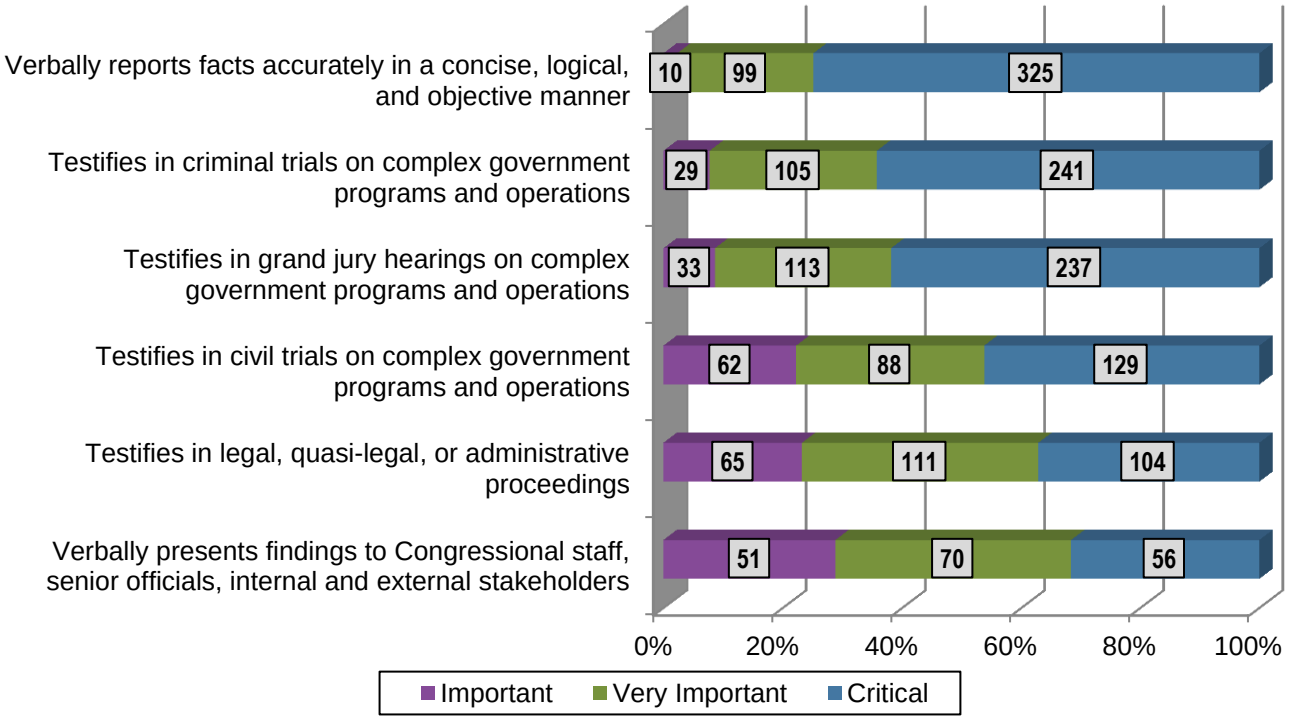


Chart Twenty-One
Oral Communication Frequency

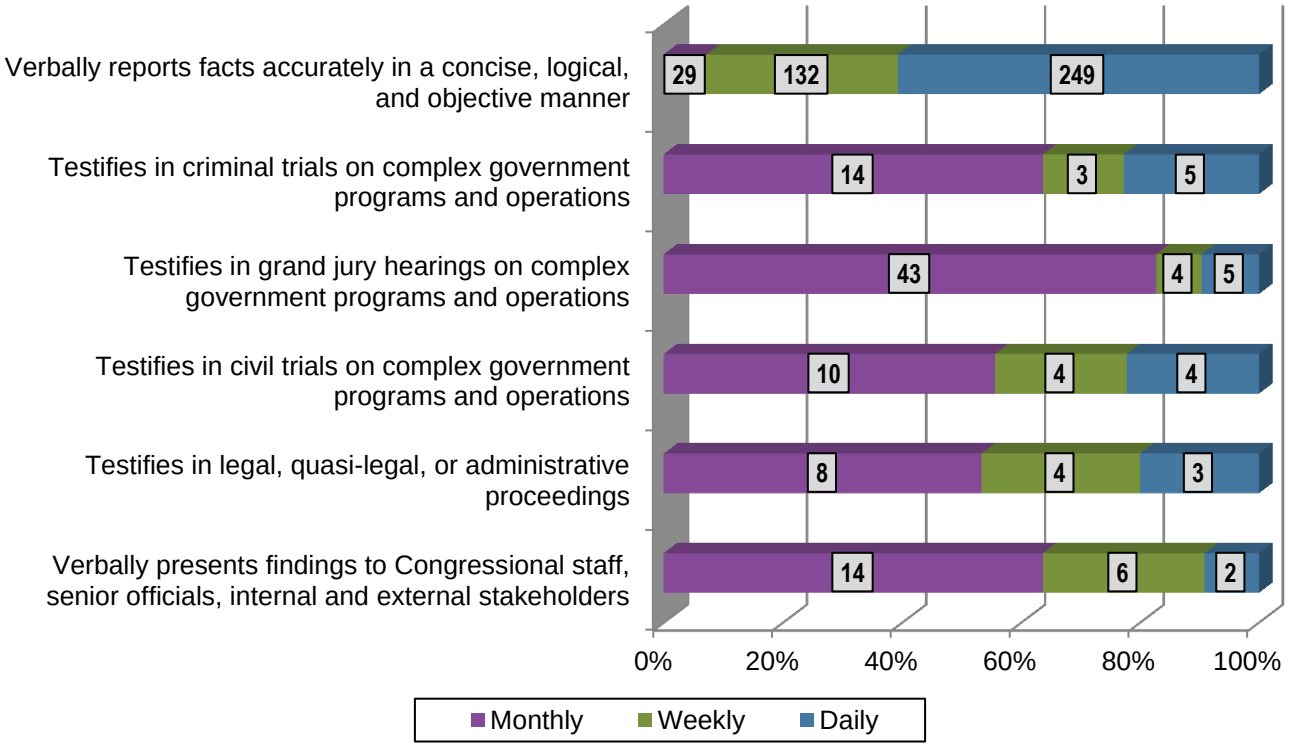


Chart Twenty-Two
Research and Analysis Importance

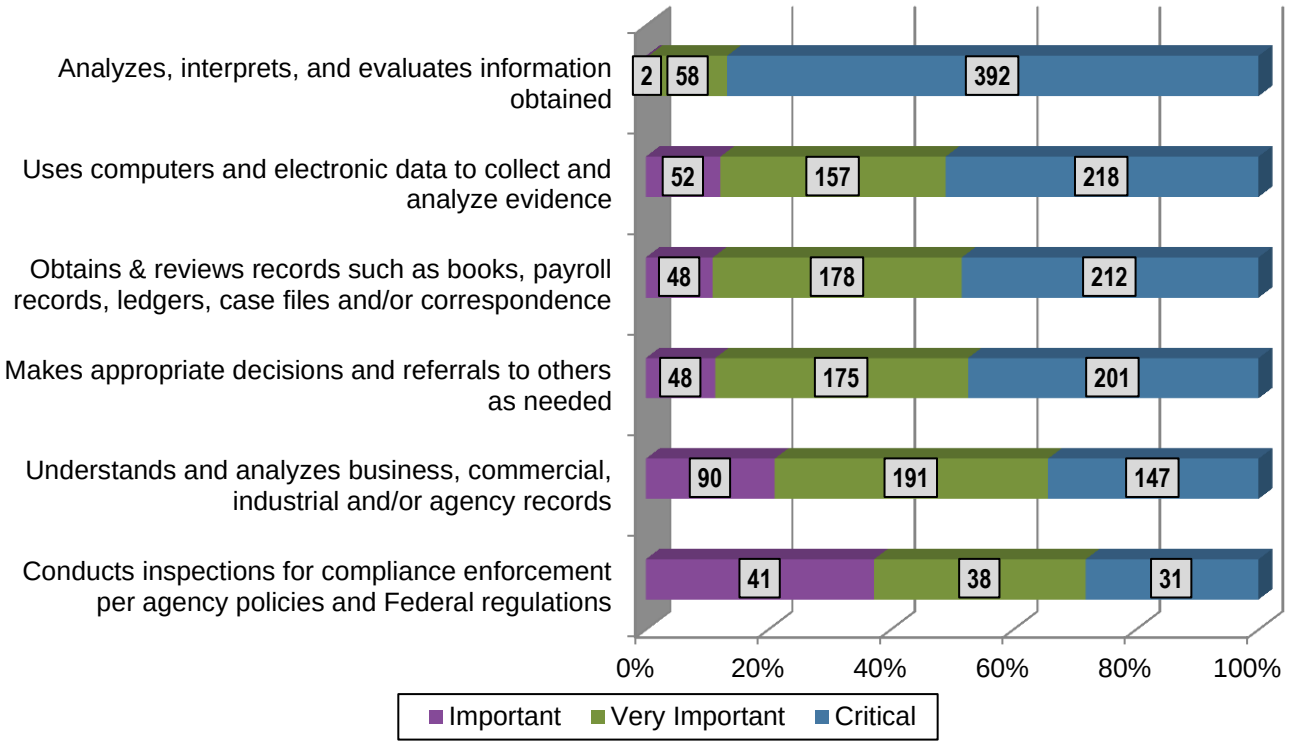


Chart Twenty-Three
Research and Analysis Frequency

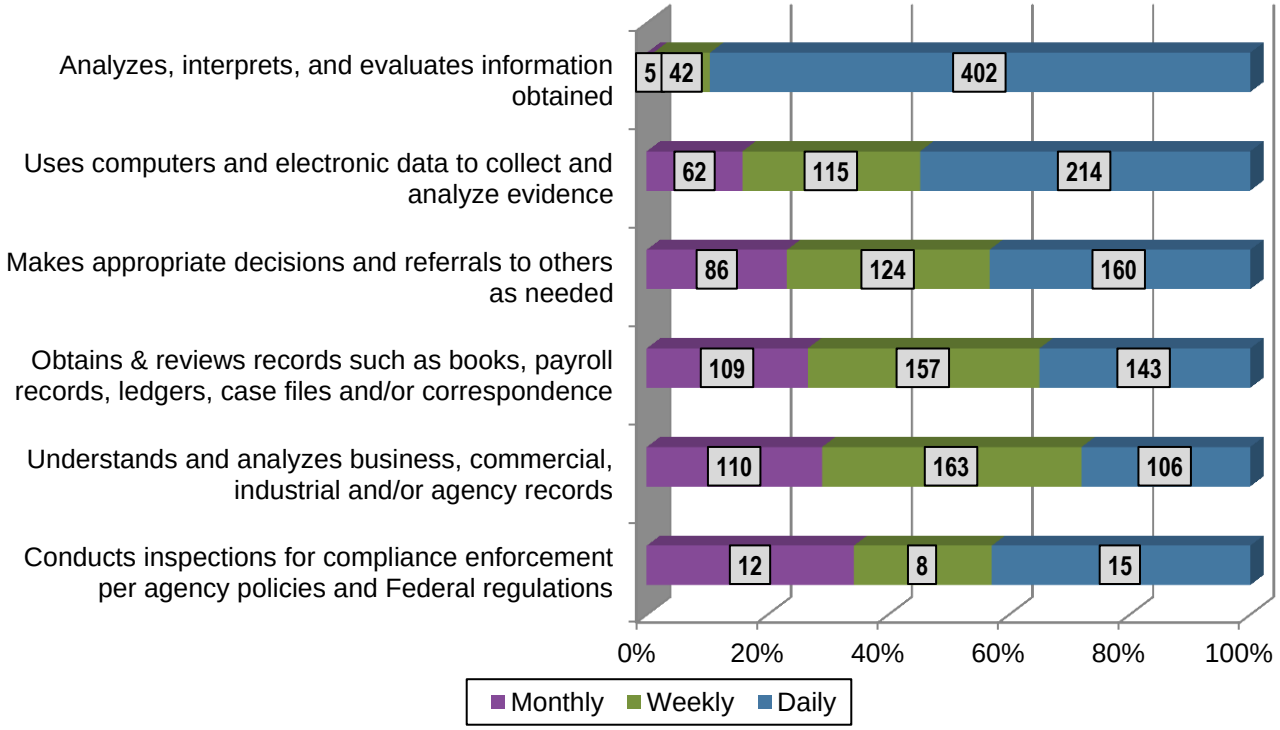


Chart Twenty-Four
Partnering/Teambuilding Importance

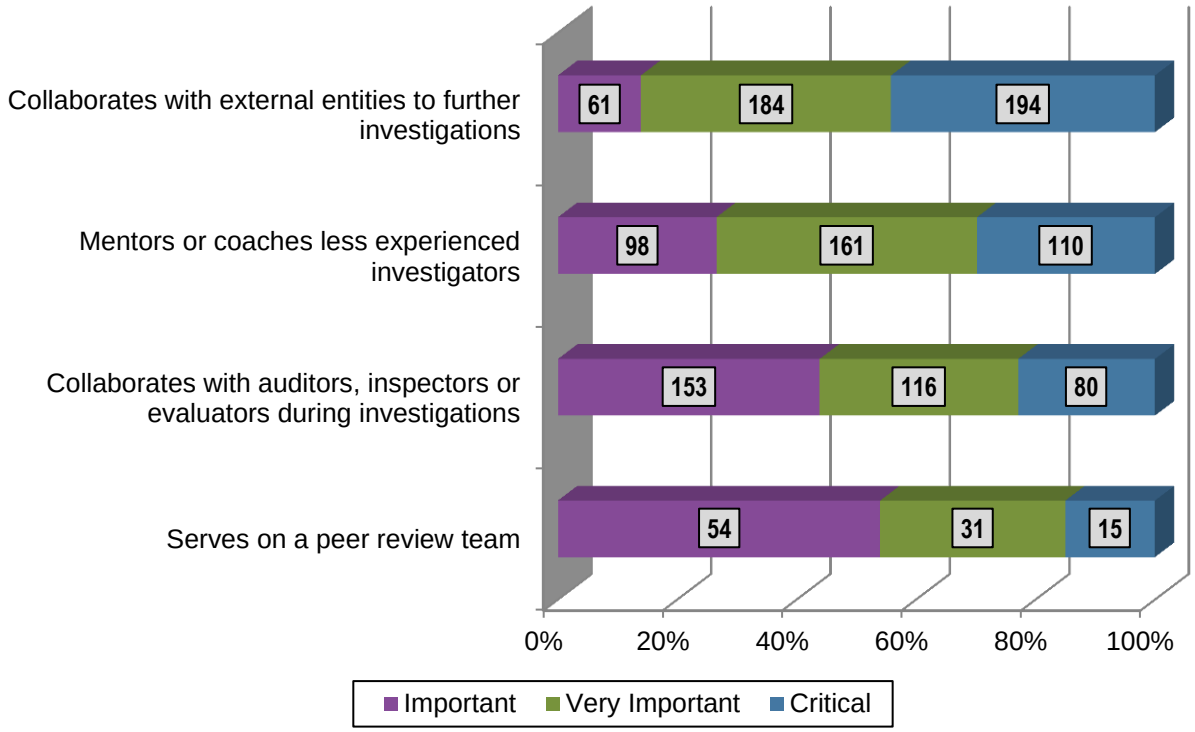


Chart Twenty-Five
Partnering/Teambuilding Frequency

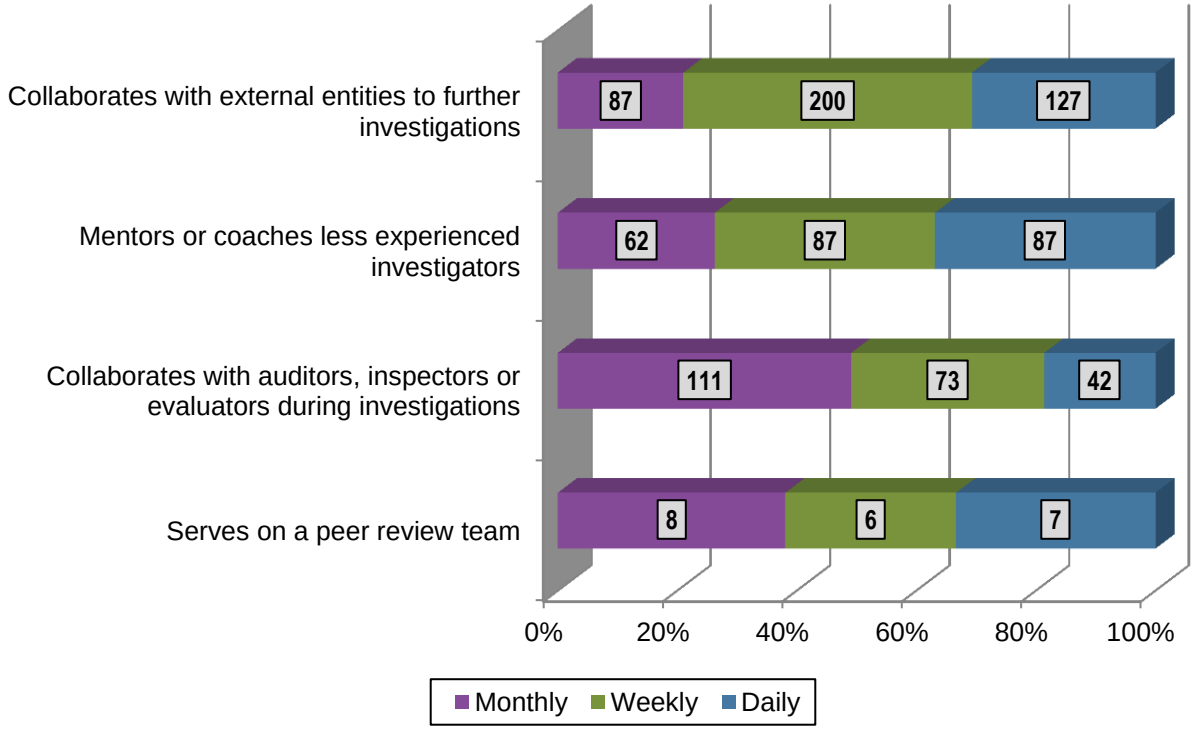


Chart Twenty-Six
Written Communication Importance

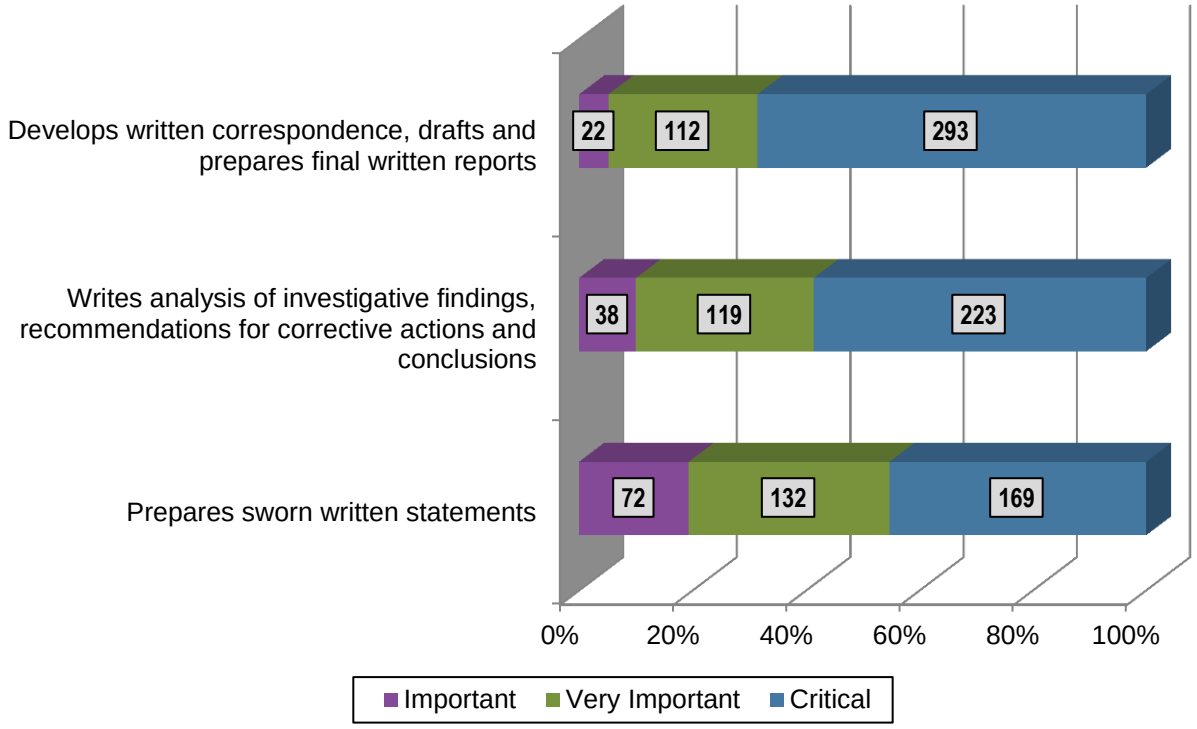


Chart Twenty-Seven
Written Communication Frequency

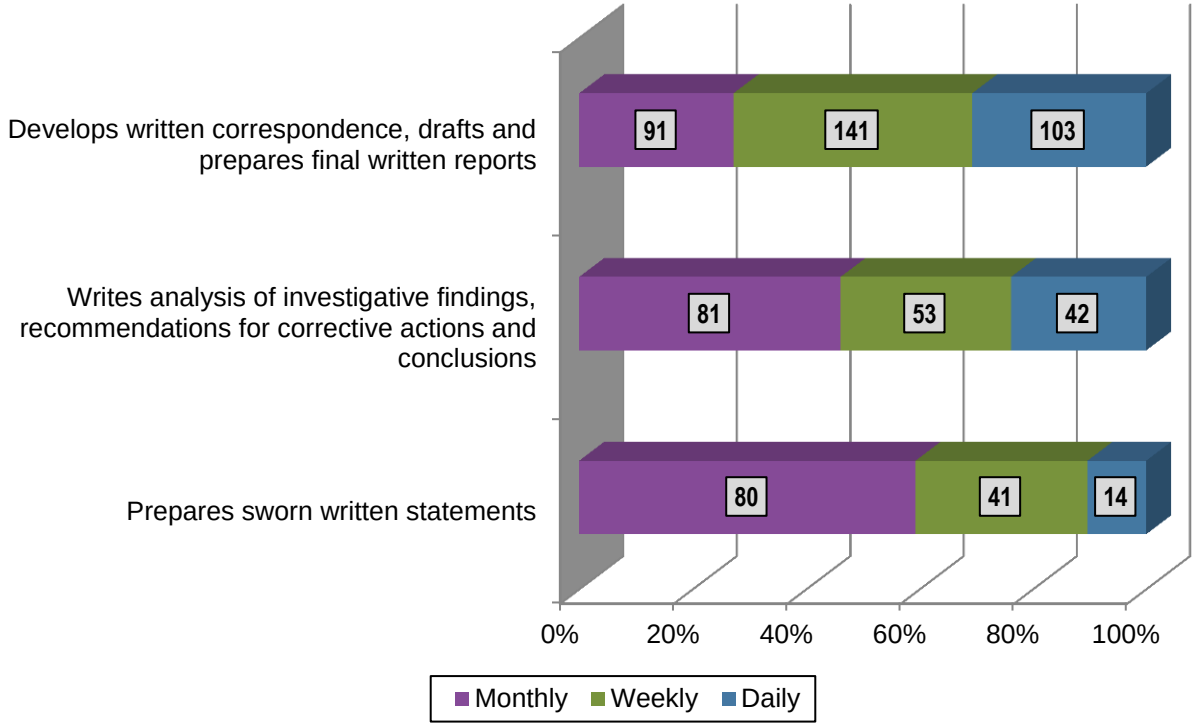


Chart Twenty-Eight
Influencing/Negotiating Importance

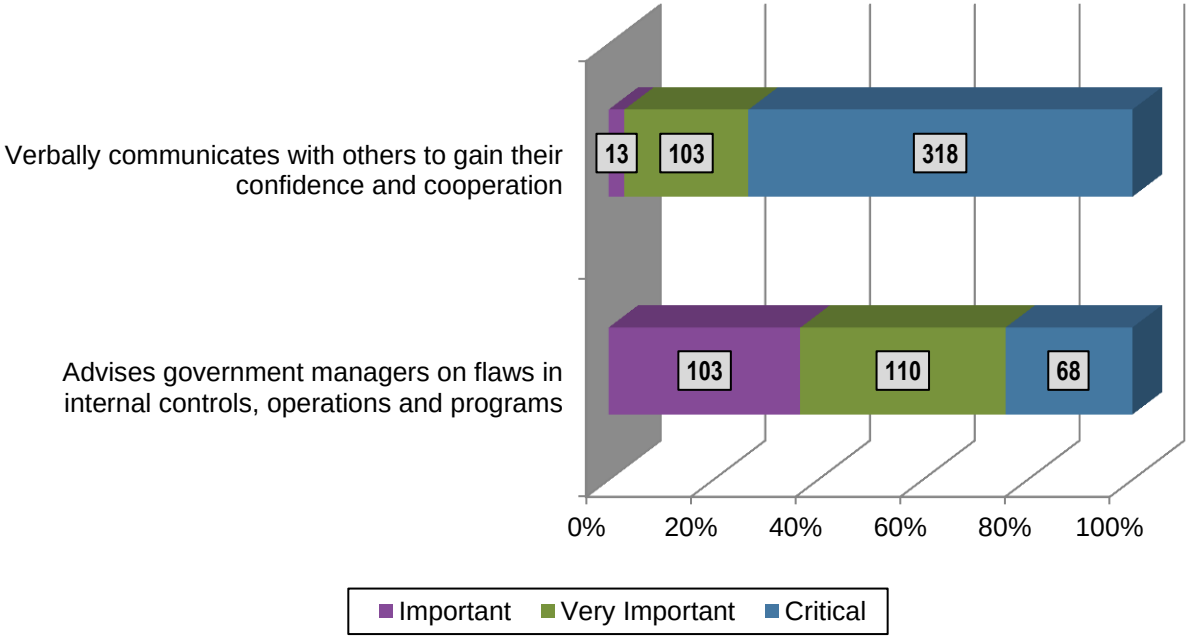
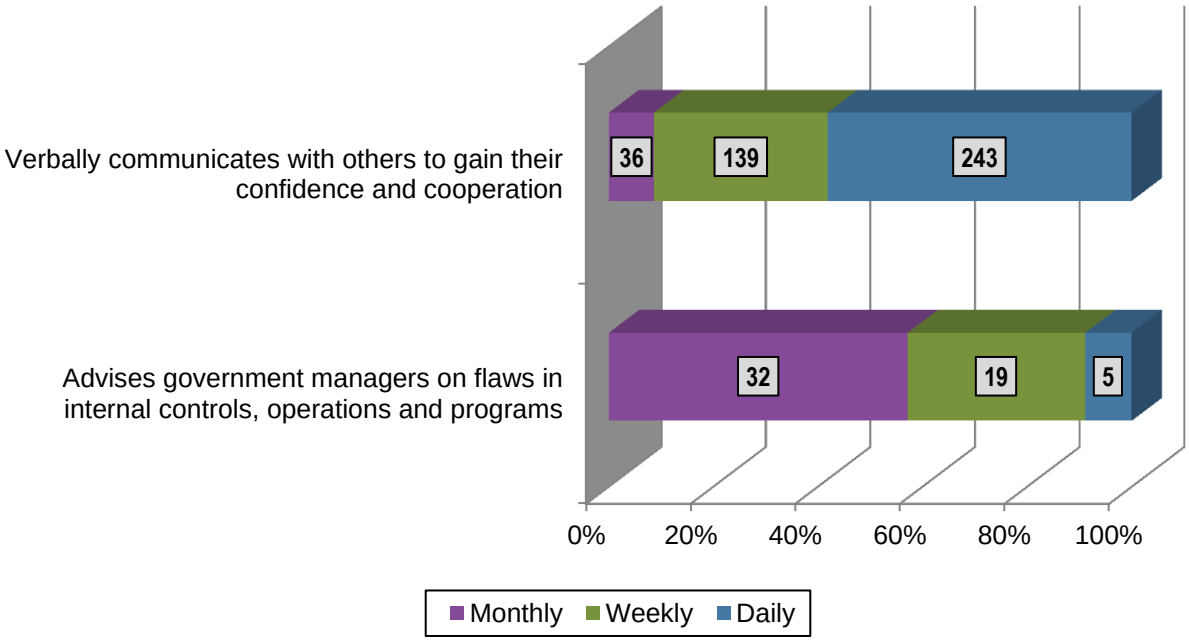


Chart Twenty-Nine
Influencing/Negotiating Frequency



Summary of Job Task Analysis Participant Comments

The JTA participants were asked to identify other skills they perform that were not contained in the survey, additional knowledge they have acquired or are expected to know and to identify topics or training programs that would enhance their job performance. The comments are summarized below and listed verbatim in Appendix E.

Other Skills and Abilities

There were 68 participants who responded to the question regarding additional skills and abilities that they perform, which are listed verbatim in Table 1, Appendix E. The topics they identified include the following:

- 21 (31%) cited investigative work, including *interviewing, interrogation, case presentation and preparation* and *financial fraud investigations*
- 12 (18%) cited communication, such as *Spanish interpretation, networking* and *liaison with other agencies*
- 10 (15%) reported instructional duties including *firearms training, use of force* and *defensive tactics*
- 9 (13%) noted the use of databases such as *SFIC, NCIC, HUD, I-PRO* and *FBI III*
- 9 (13%) cited collateral and administrative duties such as *policy development, working with office equipment* and *Contracting Officers' Technical Representatives (COTR)*
- 8 (12%) reported law enforcement skills such as *maintaining firearms proficiency, conducting threat assessments* and *VIP protection*
- 7 (10%) noted that *report writing* is a major part of their jobs

Other Knowledge

Forty-nine participants listed other knowledge they have obtained or are expected to know including:

- 13 (27%) who identified law enforcement or investigative knowledge, such as the role of *Federal Sentencing Guidelines in developing investigative plans, public corruption and bribery, complex crimes involving fraud and corruption, international banking and trade processes, medical fraud, surveillance, arrests* and *evidence collection*
- 9 (18%) who cited specific legal knowledge, including *Federal Acquisition Regulations, health care qui tam investigations, state laws, current and evolving laws and statutes, US export laws* and the *Code of Federal Regulations*
- 7 (14%) reported that they have learned to *partner with other agencies* and learn the *specific policies* or *guidelines of other agencies*
- 6 (12%) cited agency specific knowledge such as *Medicare fraud investigations,* the use of *Housing and Urban Development (HUD) databases* and the *Tennessee Valley Authority (TVA) operations*

The verbatim comments for other knowledge are contained in Table 2, Appendix E.

Training Topics or Programs

There were 82 respondents who provided suggestions for training that would enhance their job performance including:

- 51 (62%) who cited investigative topics, including *advanced interviewing, legal updates, procurement and grant fraud, financial crimes, intelligence/information sharing, report writing, covert operations, crime scene processing, forensics and developing sources* and *informants*
- 14 (17%) reported a need for more law enforcement technical skills, such as using *technical surveillance equipment, radio communications, evidence collection, digital media, firearms training, defensive driving, internet searches using social media* and *control tactics*
- 12 (15%) indicated a need for more *computer training* in general as well as training with *law enforcement databases*
- 11 (13%) noted the need for agency specific training such as *HUD, SSA, Medicare fraud,* the *oil and gas industry* and the *role of other agencies in the OIG community*

The verbatim comments for training needs are contained in Table 3, Appendix E.

Appendix A
Biographical Data

Both groups of survey respondents were asked to identify their departments or organizations. The JTA participants were also asked to identify their job series, duty stations, length of service for the Offices of Inspector General, length of prior service as investigators for other Federal agencies and grade levels. There were 197 supervisors responding from 29 different OIGs and 460 CIs representing 32 different agencies. The CIs listed their duty stations with 44 identifying *domestic states* and four listing *international locations*. The CIs reported their length of OIG service, which averaged *8.7 years* and their years of service as CIs for other Federal agencies, which averaged *11 years*. There were 458 respondents who indicated their grade levels and 70% identified their grades as *GS-13s*. Tables 1 through 3 and Charts One through Three contain the responses.

Table 1
Competency Assessment Supervisor Organizations

Agencies	Count	Percent of Respondents
Agency for International Development	1	0.51%
Agriculture, Department of	21	10.66%
AMTRAK	4	2.03%
Education, Department of	10	5.08%
Energy, Department of	3	1.52%
Environmental Protection Agency	3	1.52%
Equal Employment Opportunity Commission	1	0.51%
Federal Finance Housing Agency	3	1.52%
Federal Trade Commission	1	0.51%
General Services Administration	15	7.61%
Health and Human Services, Department of	13	6.60%
Justice, Department of	18	9.14%
Library of Congress	1	0.51%
National Credit Union Administration	1	0.51%
National Science Foundation	2	1.02%
Nuclear Regulatory Commission	1	0.51%
Office of Personnel Management	2	1.02%
Peace Corps	1	0.51%
Pension Benefit Guaranty Corporation	1	0.51%
Postal Service, U.S.	43	21.83%
Railroad Retirement Board	2	1.02%
Small Business Administration	2	1.02%
Smithsonian Institution	1	0.51%
Special IG for Iraq Reconstruction	1	0.51%
State Department and the Broadcasting Board of Governors	4	2.03%
Tennessee Valley Authority	2	1.02%
Transportation, Department of	13	6.60%
Treasury, Department of	1	0.51%
Veterans Affairs, Department of	26	13.20%

Table 2
JTA Respondent Organizations

Agencies	Count	Percentage of Respondents
Agriculture, Department of	8	1.74%
Architect of the Capitol	1	0.22%
Capitol Police, U.S.	1	0.22%
Defense Criminal Investigative Service, OIG	7	1.52%
Department of Defense Inspector General	6	1.30%
Department of Interior OIG	1	0.22%
Department of Justice, Office of the Inspector General	1	0.22%
Education, Department of	11	2.39%
Energy, Department of	10	2.17%
Equal Employment Opportunity Commission	1	0.22%
Export-Import Bank of the United States	4	0.87%
General Services Administration	3	0.65%
Health and Human Services, Department of	60	13.04%
Housing and Urban Development, Department of	97	21.09%
Interior, Department of	18	3.91%
Justice, Department of	31	6.74%
National Aeronautics and Space Administration	5	1.09%
National Credit Union Administration	1	0.22%
National Railroad Passenger Corporation	1	0.22%
National Science Foundation	6	1.30%
Nuclear Regulatory Commission	7	1.52%
Office of Personnel Management	16	3.48%
Office of the Inspector General, U.S. Dept. of Defense	44	9.57%
Pension Benefit Guaranty Corporation	2	0.43%
Railroad Retirement Board	9	1.96%
Small Business Administration	9	1.96%
Smithsonian Institution	1	0.22%
Social Security Administration	40	8.70%
State Department and the Broadcasting Board of Governors	21	4.57%
Tennessee Valley Authority	2	0.43%
Transportation, Department of	16	3.48%
Veterans Affairs, Department of	20	4.35%

Table 3
JTA Respondent Duty Stations

Locations	Count	Percentage of Respondents
Alabama	1	0.22%
Amman, Jordan	1	0.22%
Arizona	2	0.43%
Arkansas	3	0.65%
Baghdad, Iraq	1	0.22%
California	39	8.48%
Colorado	14	3.04%
Connecticut	5	1.09%
Florida	22	4.78%
Georgia	13	2.83%
Hawaii	1	0.22%
Illinois	24	5.22%
Indiana	2	0.43%
Kabul, Afghanistan	1	0.22%
Kansas	3	0.65%
Kentucky	2	0.43%
Louisiana	8	1.74%
Maine	1	0.22%
Maryland	11	2.39%
Massachusetts	11	2.39%
Michigan	12	2.61%
Minnesota	3	0.65%
Mississippi	4	0.87%
Missouri	9	1.96%
Montana	2	0.43%
Nebraska	1	0.22%
New Hampshire	5	1.09%
New Jersey	5	1.09%
New Mexico	2	0.43%
New York	38	8.26%
None selected in order to remain confidential.	1	0.22%
North Carolina	7	1.52%
Ohio	11	2.39%
Oklahoma	2	0.43%
Oregon	2	0.43%
Pennsylvania	21	4.57%
Puerto Rico	2	0.43%
South Carolina	6	1.30%
South Dakota	1	0.22%
Tennessee	11	2.39%
Texas	39	8.48%
USA	1	0.22%
Utah	3	0.65%
Virginia	40	8.70%
Washington	9	1.96%
Washington, D.C.	56	12.17%
West Virginia	1	0.22%
Wisconsin	1	0.22%

Chart One
JTA Respondent OIG Years of Experience

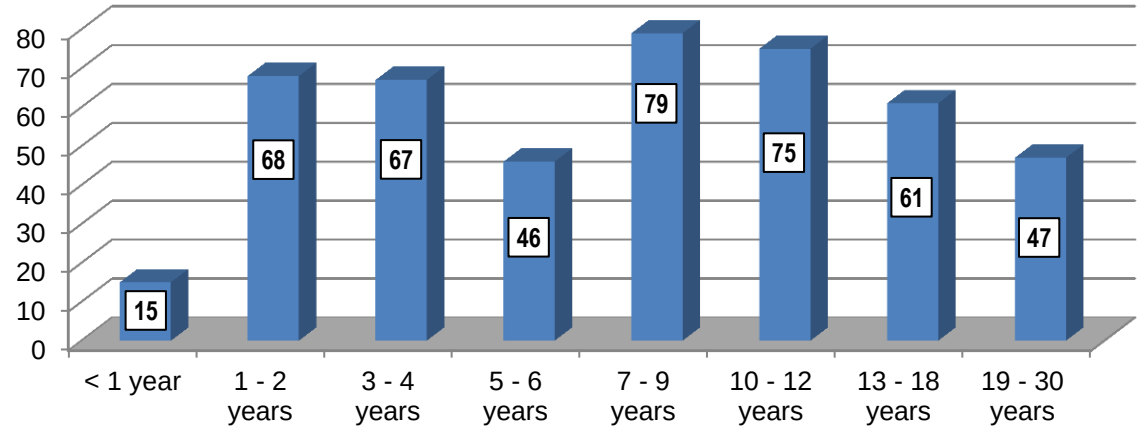


Chart Two
JTA Respondent Other Federal Investigative Experience

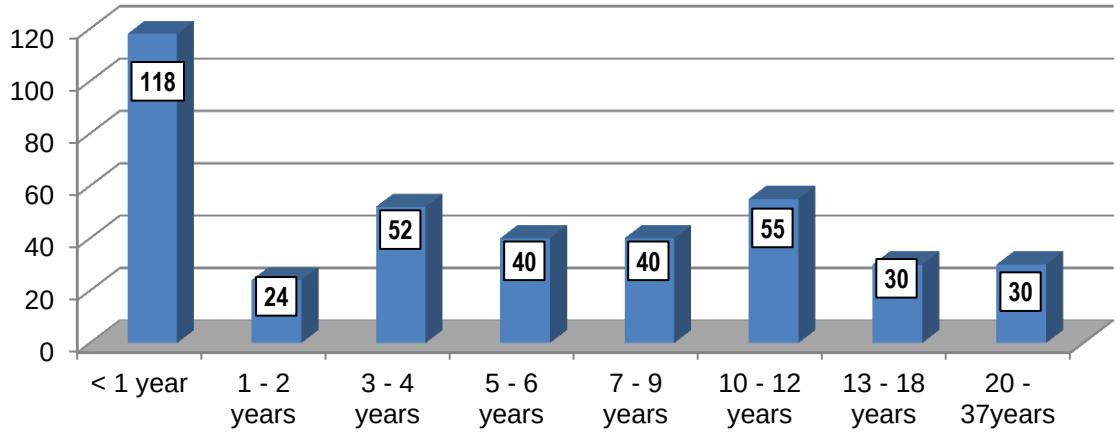
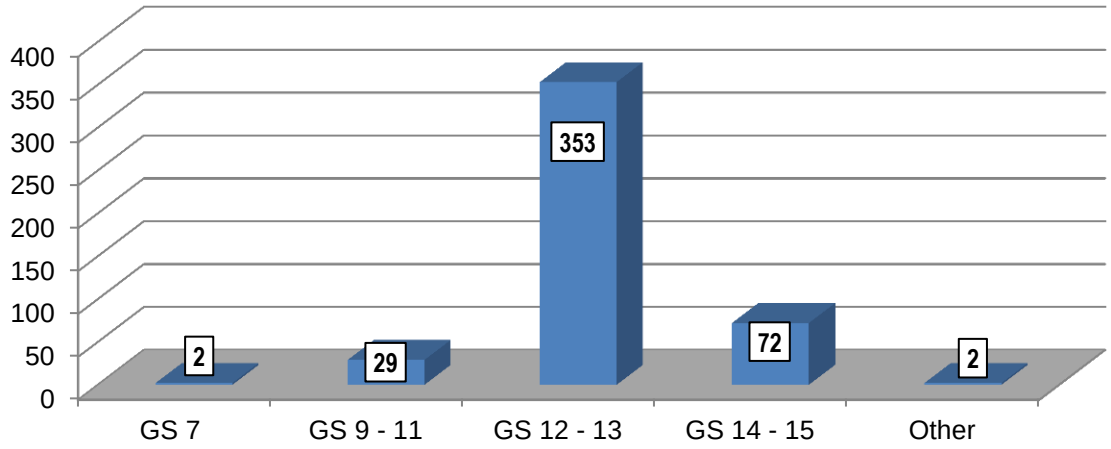


Chart Three
JTA Respondent Grade Series



Appendix B
Competency Descriptions and Ratings

Table 1
Competency Descriptions

Competencies
Investigative Skills: Conducts interviews, interrogations, investigations and inspections involving issues such as government employee misconduct, fraud against the agency, onsite inquiries of reprisals and other casework that may include the use of confidential funds, financial crimes, procurement or contract fraud schemes and electronic crimes.
Legal Knowledge: Maintains and applies current knowledge of laws, especially regarding the rights and warnings of U.S. citizens, including government employees; government workplace searches; fraud against the U.S.; the Federal Rules of Discovery, Evidence and Criminal Procedure, and other legal authorities including, but not limited to, the U.S. Code and the Code of Federal Regulations, the Federal Acquisition Regulations, and the Fourth, Fifth and Sixth Amendments of the U.S. Constitution.
Law Enforcement: Conducts law enforcement activities including but not limited to discovery, collection and preservation of physical evidence of crimes and violations. Executes search and arrest warrants, plans and executes investigative and operational plans, conducts government workplace searches, administers oaths, maintains knowledge of current trends in criminal activities, properly operates vehicles in emergency or non-emergency situations, conducts threat assessments and uses force when necessary to protect oneself and others.
Organizational Awareness: Maintains and adheres to factual awareness of the auspices of the Offices of Inspectors General, the CIGIE and the agency of assigned duty including, but not limited to, laws, rules, regulations and objectives, ethical conduct governing Federal employees, the roles of auditors, inspectors and evaluators within the IG community and complex government programs, policies and operations.
Oral Communication: Verbally reports facts and findings accurately in a concise, logical and objective manner to senior officials, external and internal customers, and provides testimony in civil, criminal, administrative or quasi-legal proceedings and/or grand jury hearings on complex government programs and operations.
Research and Analysis: Conducts research by reviewing records such as financial statements, bank, payroll or phone records, ledgers, reports, case files and/or correspondence for investigative leads, potential evidentiary value, and compliance enforcement per agency policies and Federal regulations; analyzes data, records and reports to determine actionable items, and makes appropriate decisions and referrals to others as needed.
Partnering/Team Building: Builds networks, alliances and strategic relationships; cultivates teamwork; develops and sustains cooperative working relationships with internal and external entities; collaborates with auditors, inspectors/evaluators, attorneys and peers during investigations and to achieve common goals; serves on peer review teams; mentors or coaches less experienced investigators.
Written Communication: Prepares sworn written statements, correspondence, drafts and final investigative reports, affidavits for search and arrest warrants; writes analysis of investigative findings and conclusions, and provides recommendations for corrective actions.
Influencing/Negotiating: Persuades others, builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals while facilitating mutually agreeable solutions; advises government managers and stakeholders on flaws in internal controls, operations and programs.

Table 2
Competency Ratings for Criminal Investigators GS 5 -7

Competencies	Not Important/Does Not Apply	Somewhat Important	Important	Very Important	Critical	Mean
Law Enforcement	4	9	47	51	68	3.02
Legal Knowledge	4	9	52	44	70	3.00
Investigative Skills	4	10	49	49	67	2.99
Written Communication	3	6	58	62	48	2.87
Oral Communication	3	5	61	61	48	2.87
Research and Analysis	3	19	74	59	23	2.49
Organizational Awareness	5	45	58	46	24	2.28
Partnering/Team Building	5	37	80	43	14	2.20
Influencing/Negotiating	9	50	74	38	7	2.01

Table 3
Competency Ratings for Criminal Investigators GS 9 - 11

Competencies	Not Important/Does Not Apply	Somewhat Important	Important	Very Important	Critical	Mean
Law Enforcement	1	1	10	64	106	3.52
Investigative Skills	1	0	13	77	91	3.43
Legal Knowledge	1	1	17	71	92	3.40
Oral Communication	1	1	23	78	78	3.29
Written Communication	1	0	19	94	66	3.26
Research and Analysis	1	3	47	88	42	2.94
Partnering/Team Building	1	9	76	67	29	2.64
Organizational Awareness	1	14	69	67	30	2.63
Influencing/Negotiating	2	20	78	67	14	2.42

Table 4
Competency Ratings for Criminal Investigators GS 12 – 13

Competencies	Not Important/Does Not Apply	Somewhat Important	Important	Very Important	Critical	Mean
Investigative Skills	0	0	2	23	169	3.86
Law Enforcement	1	1	2	30	159	3.81
Legal Knowledge	0	1	6	34	153	3.75
Oral Communication	0	1	13	48	131	3.60
Written Communication	0	0	10	56	124	3.60
Research and Analysis	0	3	26	72	92	3.31
Partnering/Team Building	0	4	44	72	74	3.11
Organizational Awareness	0	8	53	73	59	2.95
Influencing/Negotiating	1	12	57	72	51	2.84

**Note: Means were computed by the number of participants who selected responses other than Not Important/Does Not Apply.*

** Importance is computed on a 4-point scale.*

Table 5
Advanced Training Topics Ratings

Topics	Not Important/Does Not Apply	Somewhat Important	Important	Very Important	Critical	Mean
Interviewing	2	7	21	73	93	3.30
Legal Updates	1	12	51	70	62	2.93
Electronic Investigations, Surveillance & Evidence Collection	0	14	71	73	38	2.69
Case Management	2	24	56	80	32	2.63
Financial (Contract/Grant) Fraud	3	32	67	66	28	2.47
Computer Training & Databases	1	22	87	66	20	2.43
Leadership Training	6	35	79	55	21	2.33
Interagency Collaboration	6	51	79	50	9	2.09
Accounting/Procurement/COTR Processes	15	60	67	46	8	2.01
Mortgage/Housing Fraud	102	39	40	13	2	1.77

**Note: Means were computed by the number of participants who selected responses other than Not Important/Does Not Apply.*

** Importance is computed on a 4-point scale.*

Appendix C
Job Task Assessment Ratings

Table 1
Top 10 Most Important Job Tasks

Competency	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
Research and Analysis	Analyzes, interprets, and evaluates information obtained	2	0	0	2	58	392	3.86
Investigative Skills	Conducts interviews of victims and witnesses	13	0	1	6	84	343	3.77
Investigative Skills	Conducts interrogations of subjects	20	1	1	11	88	330	3.73
Oral Communication	Verbally reports facts accurately in a concise, logical, and objective manner	4	1	0	10	99	325	3.72
Law Enforcement	Discovers and recognizes evidence of crimes and violations	23	0	1	22	72	323	3.72
Influencing/Negotiating	Verbally communicates with others to gain their confidence and cooperation	2	0	2	13	103	318	3.69
Law Enforcement	Uses force, including the possibility of deadly force, to protect oneself and others	27	3	7	27	58	334	3.67
Investigative Skills	Evaluates reliability and credibility of statements and witnesses	18	0	0	17	115	297	3.65
Investigative Skills	Presents evidence of complex fraud schemes to Federal and/or State or Local prosecutors	33	1	3	20	95	291	3.64
Written Communication	Develops written correspondence, drafts and prepares final written reports	6	0	4	22	112	293	3.61

Note: For all Job Tasks, the following computational methods were used:

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*Importance was rated with a 4-point scale

* Weighted means were computed on the total number of respondents for each question who selected a response choice other than *Not Applicable*.

Table 2
Top 10 Most Frequently Used Job Tasks

Competency	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
Research and Analysis	Analyzes, interprets, and evaluates information obtained	0	0	0	0	0	5	42	402	6.88
Law Enforcement	Maintains physical fitness to ensure personal safety and fitness for duty	1	0	1	9	4	4	180	243	6.45
Oral Communication	Verbally reports facts accurately in a concise, logical, and objective manner	0	0	0	3	10	29	132	249	6.45
Influencing/Negotiating	Verbally communicates with others to gain their confidence and cooperation	0	0	0	4	3	36	139	243	6.44
Investigative Skills	Evaluates draft investigative reports, records and final reports	2	0	0	3	16	61	154	174	6.18
Research and Analysis	Uses computers and electronic data to collect and analyze evidence	2	1	1	10	22	62	115	214	6.16
Research and Analysis	Makes appropriate decisions and referrals to others as needed	0	0	1	5	38	86	124	160	5.95
Partnering/Team Building	Collaborates with external entities to further investigations	1	1	0	6	21	87	200	127	5.94
Research and Analysis	Obtains & reviews records such as books, payroll records, ledgers, case files and/or correspondence	0	0	1	7	22	109	157	143	5.92
Investigative Skills	Knowledge of multiple investigative techniques	0	3	2	26	25	51	75	173	5.92

Note: For all Job Tasks, the following computational methods were used:

*Frequency was rated with a 7-point scale
* Weighted means were computed on the total number of respondents for each question who selected a response choice other than *Never*

Table 3.1
JTA Importance Ratings for Investigative Skills

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Conducts interviews of victims and witnesses	13	0	1	6	84	343	3.77
2	Conducts interrogations of subjects	20	1	1	11	88	330	3.73
3	Evaluates reliability and credibility of statements and witnesses	18	0	0	17	115	297	3.65
4	Presents evidence of complex fraud schemes to Federal and/or State or Local prosecutors	33	1	3	20	95	291	3.64
5	Prepares affidavits for arrest or search warrants	29	1	3	24	119	261	3.56
6	Knowledge of multiple investigative techniques	4	0	2	25	135	215	3.49
7	Uses proper authority and methods when taking sworn statements	17	1	13	43	107	257	3.44
8	Evaluates draft investigative reports, records and final reports	36	1	5	43	136	229	3.42
9	Reviews transcribed testimonies, sworn statements and/or documentary evidence	11	1	10	45	141	247	3.41
10	Investigates government program fraud schemes (i.e., workers' compensation, Medicare)	61	2	15	43	107	218	3.37
11	Understands government program fraud schemes and investigative techniques	16	0	6	45	128	191	3.36
12	Initiates investigations based on leads, referrals, etc.	11	0	4	52	160	206	3.35
13	Prepares Grand Jury Subpoenas	43	2	3	46	156	187	3.33
14	Knowledge of investigative tools and techniques for financial crime investigations (i.e., bank records, suspicious activity reports, financial statement analysis)	13	0	8	56	140	166	3.25
15	Conducts investigations involving financial crimes (i.e., money laundering, currency violations, bank fraud)	55	1	14	49	160	163	3.22
16	Develops and uses non-confidential sources of information	30	0	8	66	165	165	3.21

Note: For all Job Tasks, the following computational methods were used:

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*Importance was rated with a 4-point scale
* Weighted means were computed on the total number of respondents for each question who selected a response choice other than *Not Applicable*.

*Frequency was rated with a 7-point scale
* Weighted means were computed on the total number of respondents for each question who selected a response choice other than *Never*

Table 3.2
JTA Importance Ratings for Investigative Skills

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
17	Prepares and issues Inspector General subpoenas	37	2	16	73	167	145	3.09
18	Conducts investigations involving procurement or contract fraud schemes	103	7	19	62	122	131	3.05
19	Advises government employees of legal rights and warnings (i.e., Garrity & Kalkines)	81	8	26	71	111	152	3.04
20	Manages or uses consensual monitoring during investigations	48	1	21	96	156	116	2.94
21	Uses covert surveillance equipment and techniques	34	2	19	101	192	107	2.91
22	Understands grant fraud schemes and investigative techniques	59	8	24	80	111	106	2.88
23	Conducts investigations involving grant fraud schemes	99	12	26	74	124	109	2.88
24	Investigates government employee misconduct	84	8	33	83	122	110	2.85
25	Conducts investigations involving fraud against the agency (i.e., voucher fraud, time & attendance, employee theft, misuse of property)	88	12	31	81	116	112	2.84
26	Manages undercover operations as a case agent	146	13	43	61	78	101	2.76
27	Conducts undercover assignments	154	14	39	66	87	80	2.68
28	Investigates electronic crimes (i.e., identity theft, telecommunication fraud)	128	7	39	89	109	70	2.65
29	Develops and uses confidential informants	83	5	52	110	126	75	2.60
30	Manages or uses confidential funds during investigations	155	13	45	78	76	71	2.57
31	Conducts preliminary and onsite inquiries of whistle blower reprisals	201	23	32	72	75	37	2.39
32	Interviews union/bargaining unit employees	140	28	51	99	79	61	2.38
33	Initiates, processes, and utilizes mail covers	52	5	84	142	115	41	2.28

Table 4.1
JTA Frequency Ratings for Investigative Skills

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Evaluates draft investigative reports, records and final reports	2	0	0	3	16	61	154	174	6.18
2	Knowledge of multiple investigative techniques	0	3	2	26	25	51	75	173	5.92
3	Reviews transcribed testimonies, sworn statements and/or documentary evidence	1	0	1	9	43	90	165	132	5.83
4	Evaluates reliability and credibility of statements and witnesses	1	0	0	7	21	110	210	75	5.77
5	Investigates government program fraud schemes (i.e., workers' compensation, Medicare)	8	5	16	32	25	43	62	188	5.76
6	Conducts interviews of victims and witnesses	1	0	0	3	25	119	239	41	5.68
7	Understands government program fraud schemes and investigative techniques	3	3	8	35	44	56	55	142	5.55
8	Initiates investigations based on leads, referrals, etc.	1	0	2	24	83	134	104	66	5.24
9	Knowledge of investigative tools and techniques for financial crime investigations (i.e., bank records, suspicious activity reports, financial statement analysis)	4	2	11	37	60	76	66	93	5.22
10	Develops and uses non-confidential sources of information	7	1	13	45	65	94	98	74	5.12
11	Conducts investigations involving financial crimes (i.e., money laundering, currency violations, bank fraud)	13	6	11	63	63	61	69	93	5.02
12	Conducts interrogations of subjects	5	0	6	43	123	147	86	16	4.74
13	Uses proper authority and methods when taking sworn statements	8	5	11	73	86	110	79	41	4.69
14	Conducts investigations involving procurement or contract fraud schemes	33	9	34	54	41	45	47	72	4.68
15	Understands grant fraud schemes and investigative techniques	30	11	24	63	41	44	32	63	4.55
16	Presents evidence of complex fraud schemes to Federal and/or State or Local prosecutors	8	3	16	45	149	128	39	12	4.40

Table 4.2
JTA Frequency Ratings for Investigative Skills

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
17	Conducts investigations involving grant fraud schemes	41	23	26	73	43	39	50	45	4.27
18	Prepares Grand Jury Subpoenas	22	4	10	61	136	123	20	9	4.27
19	Conducts investigations involving fraud against the agency (i.e., voucher fraud, time & attendance, employee theft, misuse of property)	44	15	37	75	36	55	35	49	4.26
20	Prepares and issues Inspector General subpoenas	12	8	24	92	134	89	30	7	4.02
21	Uses covert surveillance equipment and techniques	17	5	27	113	126	84	30	9	3.97
22	Investigates electronic crimes (i.e., identity theft, telecommunication fraud)	44	18	40	71	48	39	22	24	3.81
23	Advises government employees of legal rights and warnings (i.e., Garrity & Kalkines)	43	31	48	82	53	59	33	11	3.64
24	Investigates government employee misconduct	43	39	51	74	56	32	27	28	3.60
25	Manages or uses consensual monitoring during investigations	25	15	48	131	95	50	16	5	3.51
26	Interviews union/bargaining unit employees	55	20	42	79	50	39	22	4	3.50
27	Prepares affidavits for arrest or search warrants	19	17	43	164	99	48	5	4	3.39
28	Develops and uses confidential informants	36	30	53	120	55	38	22	4	3.31
29	Initiates, processes, and utilizes mail covers	29	24	74	145	70	28	8	3	3.11
30	Conducts preliminary and onsite inquiries of whistle blower reprisals	95	22	28	45	30	10	4	2	2.99
31	Manages or uses confidential funds during investigations	91	35	37	63	24	19	9	1	2.93
32	Manages undercover operations as a case agent	86	54	50	55	13	14	10	11	2.79
33	Conducts undercover assignments	92	44	48	53	18	14	8	4	2.74

Table 5.1
JTA Importance Ratings for Legal Knowledge

Rank	Knowledge, Skills and Abilities	NA	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Understands Fourth, Fifth, and Sixth Amendments of the US Constitution	6	0	4	33	108	236	3.51
2	Understands laws on dealing with attorney-represented parties	11	0	6	35	139	196	3.40
3	Understands the Federal Rules of Evidence regarding Discovery (i.e., Jenks Act, Brady v. Maryland)	7	0	4	49	126	202	3.38
4	Understands the Federal Rules of Discovery and what constitutes discoverable material	10	0	4	52	146	176	3.31
5	Knowledge of the Federal Rules of Evidence	8	0	5	58	136	179	3.29
6	Understands which statutory or law enforcement authorities are applicable when needed	8	2	11	57	127	181	3.26
7	Knowledge of the Federal Rules of Criminal Procedure	11	0	11	75	125	164	3.18
8	Understands government employees' legal rights and warnings	12	1	17	66	135	156	3.14
9	Understands the role and use of Inspector General subpoenas	9	2	18	80	154	125	3.01
10	Knowledge of laws and agency policies in dealing with Interception of Communication	42	2	21	80	126	119	2.98
11	Understands authority and methods for taking sworn statements	18	0	19	97	136	117	2.95
12	Knowledge of the Attorney General Guidelines for Offices of Inspectors General with Statutory Law Enforcement Authority	20	2	31	90	121	125	2.92
13	Knowledge of the elements of various electronic crimes (i.e., identity theft, telecommunication fraud, bank fraud)	24	1	24	94	139	106	2.90

Table 5.2
JTA Importance Ratings for Legal Knowledge

Rank	Knowledge, Skills and Abilities	NA	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
14	Understands laws on government workplace searches	35	2	29	96	121	104	2.85
15	Knowledge of the Code of Federal Regulations	12	3	31	106	121	115	2.84
16	Understands authority for administering oaths	54	6	29	97	115	85	2.75
17	Conducts and manages parallel proceedings	114	7	30	100	110	82	2.72
18	Knowledge of civil remedies in fraud cases	17	3	37	108	143	79	2.71
19	Knowledge of the federal government procurement process	78	10	39	83	104	77	2.67
20	Understands laws and policies on dealing with union/bargaining unit employees	69	12	47	82	98	80	2.62
21	Knowledge of suspension and debarment of federal contractors	61	6	39	114	107	62	2.57
22	Understands the Whistle Blower Protection Act	18	3	48	139	106	73	2.54
23	Knowledge of the Inspector General Act of 1978 and its amendments	16	6	66	120	99	83	2.52
24	Understands the role of the Office of Government Ethics	26	13	65	108	96	83	2.50
25	Knowledge of current trends and activities in domestic and international terrorism	114	16	50	76	80	55	2.45
26	Knowledge of the Inspector General Reform Act of 2008	30	11	61	130	91	64	2.41

Table 6.1
JTA Frequency Ratings for Legal Knowledge

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Understands Fourth, Fifth, and Sixth Amendments of the US Constitution	1	5	10	62	51	51	53	120	5.19
2	Understands which statutory or law enforcement authorities are applicable when needed	4	6	8	72	50	61	53	96	5.01
3	Understands laws on dealing with attorney-represented parties	1	3	11	58	89	73	44	70	4.81
4	Knowledge of the elements of various electronic crimes (i.e., identity theft, telecommunication fraud, bank fraud)	11	5	13	62	73	63	46	68	4.78
5	Knowledge of the Federal Rules of Evidence	5	2	16	88	69	48	40	83	4.73
6	Understands the Federal Rules of Evidence regarding Discovery (i.e., Jenks Act, Brady v. Maryland)	2	5	13	97	68	50	33	85	4.66
7	Understands the Federal Rules of Discovery and what constitutes discoverable material	3	3	16	88	67	63	37	73	4.65
8	Knowledge of the Code of Federal Regulations	7	2	13	100	61	55	44	65	4.61
9	Knowledge of the Federal Rules of Criminal Procedure	4	6	18	97	52	56	41	73	4.60
10	Knowledge of the Attorney General Guidelines for Offices of Inspectors General with Statutory Law Enforcement Authority	20	20	16	121	37	26	30	76	4.31
11	Understands government employees' legal rights and warnings	19	19	20	103	46	49	40	52	4.26
12	Understands authority and methods for taking sworn statements	16	23	18	83	64	74	36	35	4.19
13	Knowledge of the federal government procurement process	36	8	34	74	36	37	26	40	4.17

Table 6.2
JTA Frequency Ratings for Legal Knowledge

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
14	Understands the role and use of Inspector General subpoenas	12	10	15	98	93	67	26	31	4.16
15	Understands authority for administering oaths	30	16	21	79	54	55	24	34	4.13
16	Understands the role of the Office of Government Ethics	39	7	14	162	33	17	14	51	3.96
17	Knowledge of laws and agency policies in dealing with Interception of Communication	34	12	21	104	71	29	19	32	3.93
18	Knowledge of the Inspector General Reform Act of 2008	39	14	27	144	19	15	17	53	3.89
19	Knowledge of the Inspector General Act of 1978 and its amendments	24	23	28	153	18	24	15	62	3.88
20	Knowledge of civil remedies in fraud cases	15	8	34	127	70	41	21	28	3.84
21	Understands laws and policies on dealing with union/bargaining unit employees	40	18	29	88	52	24	14	26	3.72
22	Knowledge of suspension and debarment of federal contractors	29	14	30	100	69	32	10	22	3.70
23	Knowledge of current trends and activities in domestic and international terrorism	58	22	22	70	28	17	16	20	3.64
24	Conducts and manages parallel proceedings	39	28	55	86	28	36	18	29	3.57
25	Understands the Whistle Blower Protection Act	43	21	35	145	38	16	17	27	3.51
26	Understands laws on government workplace searches	62	30	36	104	47	15	13	23	3.42

Table 7
JTA Importance Ratings for Law Enforcement Skills

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Discovers and recognizes evidence of crimes and violations	23	0	1	22	72	323	3.72
2	Uses force, including the possibility of deadly force, to protect oneself and others	27	3	7	27	58	334	3.67
3	Recognizes, collects, & preserves physical evidence	31	1	8	33	109	259	3.51
4	Executes search warrants	26	2	5	30	156	239	3.45
5	Executes arrest warrants	31	2	12	38	129	245	3.42
6	Recognizes and responds to potentially threatening situations	36	3	18	50	116	231	3.33
7	Plans and executes investigative and operational plans	12	3	11	45	160	210	3.32
8	Maintains physical fitness to ensure personal safety and fitness for duty	8	0	13	73	179	183	3.19
9	Administers oaths	127	17	38	84	92	81	2.64
10	Conducts government workplace searches	143	8	45	89	101	54	2.53
11	Operates vehicles with emergency law enforcement equipment	108	39	68	83	82	78	2.37
12	Practices defensive driving in non-emergency vehicle operations	82	33	62	116	105	65	2.37
13	Knowledge of current trends in illegal immigration activities	172	43	56	66	36	21	1.91

Table 8
JTA Frequency Ratings for Law Enforcement Skills

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Maintains physical fitness to ensure personal safety and fitness for duty	1	0	1	9	4	4	180	243	6.45
2	Discovers and recognizes evidence of crimes and violations	2	0	1	24	49	89	112	132	5.68
3	Practices defensive driving in non-emergency vehicle operations	109	20	21	31	11	16	22	139	5.32
4	Operates vehicles with emergency law enforcement equipment	87	20	20	40	20	11	16	129	5.13
5	Plans and executes investigative and operational plans	3	0	8	59	112	102	78	59	4.86
6	Recognizes, collects, & preserves physical evidence	4	8	14	82	99	107	43	45	4.49
7	Recognizes and responds to potentially threatening situations	52	17	27	73	70	57	42	61	4.42
8	Administers oaths	31	10	28	66	57	71	29	8	4.00
9	Uses force, including the possibility of deadly force, to protect oneself and others	160	42	26	49	57	20	12	43	3.78
10	Executes arrest warrants	16	11	43	133	135	71	6	1	3.59
11	Knowledge of current trends in illegal immigration activities	66	13	18	49	27	13	8	11	3.55
12	Executes search warrants	10	9	37	156	157	48	2	1	3.51
13	Conducts government workplace searches	73	43	58	77	25	9	4	2	2.63

Table 9
JTA Importance Ratings for Organizational Awareness

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Understands the agency and departmental laws, rules, regulations, and objectives	4	1	7	55	149	171	3.26
2	Understands complex government programs, policies and operations.	12	0	13	82	140	140	3.09
3	Knowledge of the rules of ethical conduct governing Federal employees	8	0	17	78	139	144	3.08
4	Understands the Council of Inspectors General on Integrity and Efficiency (CIGIE) Quality Standards for Investigations.	39	17	86	105	93	53	2.27
5	Understands the purpose of OIG Semi-Annual Reports to Congress	33	23	99	107	83	48	2.16
6	Knowledge of the role of auditors in the IG community	50	19	99	119	80	28	2.05
7	Knowledge of the role of inspectors and evaluators in the IG community	75	32	87	101	71	26	2.01
8	Knowledge of the role of the CIGIE and its committees	86	45	97	102	47	19	1.82

Table 10
JTA Frequency Ratings for Organizational Awareness

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Understands the agency and departmental laws, rules, regulations, and objectives	1	1	5	34	39	54	75	146	5.68
2	Understands complex government programs, policies and operations.	2	3	6	51	41	73	57	113	5.32
3	Knowledge of the rules of ethical conduct governing Federal employees	3	4	6	107	46	42	37	106	4.87
4	Understands the Council of Inspectors General on Integrity and Efficiency (CIGIE) Quality Standards for Investigations.	49	13	20	152	20	21	7	45	3.78
5	Knowledge of the role of inspectors and evaluators in the IG community	63	19	38	84	37	19	13	20	3.51
6	Knowledge of the role of auditors in the IG community	35	29	33	105	60	27	15	19	3.50
7	Understands the purpose of OIG Semi-Annual Reports to Congress	30	8	11	194	62	10	1	18	3.43
8	Knowledge of the role of the CIGIE and its committees	90	16	29	91	28	15	6	11	3.30

Table 11
JTA Importance Ratings for Oral Communication

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Verbally reports facts accurately in a concise, logical, and objective manner	4	1	0	10	99	325	3.72
2	Testifies in criminal trials on complex government programs and operations	60	1	5	29	105	241	3.52
3	Testifies in grand jury hearings on complex government programs and operations	51	0	6	33	113	237	3.49
4	Testifies in civil trials on complex government programs and operations	141	4	18	62	88	129	3.08
5	Testifies in legal, quasi-legal, or administrative proceedings	125	5	26	65	111	104	2.93
6	Verbally presents findings to Congressional staff, senior officials, internal and external stakeholders	228	11	25	51	70	56	2.69

Table 12
JTA Frequency Ratings for Oral Communication

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Verbally reports facts accurately in a concise, logical, and objective manner	0	0	0	3	10	29	132	249	6.45
2	Testifies in grand jury hearings on complex government programs and operations	21	8	37	126	135	43	4	5	3.56
3	Verbally presents findings to Congressional staff, senior officials, internal and external stakeholders	65	11	16	61	30	14	6	2	3.33
4	Testifies in criminal trials on complex government programs and operations	51	56	93	116	34	14	3	5	2.64
5	Testifies in civil trials on complex government programs and operations	103	36	63	57	14	10	4	4	2.61
6	Testifies in legal, quasi-legal, or administrative proceedings	82	56	60	65	26	8	4	3	2.52

Table 13
JTA Importance Ratings for Research and Analysis

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Analyzes, interprets, and evaluates information obtained	2	0	0	2	58	392	3.86
2	Uses computers and electronic data to collect and analyze evidence	21	1	3	52	157	218	3.37
3	Obtains & reviews records such as books, payroll records, ledgers, case files and/or correspondence	10	2	2	48	178	212	3.35
4	Makes appropriate decisions and referrals to others as needed	9	0	2	48	175	201	3.35
5	Understands and analyzes business, commercial, industrial and/or agency records	12	1	11	90	191	147	3.08
6	Conducts inspections for compliance enforcement per agency policies and Federal regulations	242	40	52	41	38	31	2.04

Table 14
JTA Frequency Ratings for Research and Analysis

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Analyzes, interprets, and evaluates information obtained	0	0	0	0	0	5	42	402	6.88
2	Uses computers and electronic data to collect and analyze evidence	2	1	1	10	22	62	115	214	6.16
3	Makes appropriate decisions and referrals to others as needed	0	0	1	5	38	86	124	160	5.95
4	Obtains & reviews records such as books, payroll records, ledgers, case files and/or correspondence	0	0	1	7	22	109	157	143	5.92
5	Understands and analyzes business, commercial, industrial and/or agency records	1	1	0	11	44	110	163	106	5.70
6	Conducts inspections for compliance enforcement per agency policies and Federal regulations	70	12	20	36	21	12	8	15	3.69

Table 15
JTA Importance Ratings for Partnering/Team Building

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Collaborates with external entities to further investigations	7	1	6	61	184	194	3.27
2	Mentors or coaches less experienced investigators	50	3	18	98	161	110	2.92
3	Collaborates with auditors, inspectors or evaluators during investigations	21	16	66	153	116	80	2.45
4	Serves on a peer review team	227	56	79	54	31	15	1.69

Table 16
JTA Frequency Ratings for Partnering/Team Building

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Collaborates with external entities to further investigations	1	1	0	6	21	87	200	127	5.94
2	Mentors or coaches less experienced investigators	27	5	23	44	41	62	87	87	5.12
3	Collaborates with auditors, inspectors or evaluators during investigations	17	4	15	71	96	111	73	42	4.66
4	Serves on a peer review team	91	16	50	37	19	8	6	7	2.99

Table 17
JTA Importance Ratings for Written Communication

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Develops written correspondence, drafts and prepares final written reports	6	0	4	22	112	293	3.61
2	Writes analysis of investigative findings, recommendations for corrective actions and conclusions	46	1	11	38	119	223	3.41
3	Prepares sworn written statements	49	3	12	72	132	169	3.17

Table 18
JTA Frequency Ratings for Written Communication

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Develops written correspondence, drafts and prepares final written reports	1	0	0	15	69	91	141	103	5.59
2	Writes analysis of investigative findings, recommendations for corrective actions and conclusions	12	5	11	72	106	81	53	42	4.55
3	Prepares sworn written statements	19	16	21	92	95	80	41	14	4.06

Table 19
JTA Importance Ratings for Influencing/Negotiating

Rank	Knowledge, Skills and Abilities	N/A	Not Important	Somewhat Important	Important	Very Important	Critical	Mean
1	Verbally communicates with others to gain their confidence and cooperation	2	0	2	13	103	318	3.69
2	Advises government managers on flaws in internal controls, operations and programs	105	14	47	103	110	68	2.54

Table 20
JTA Frequency Ratings for Influencing/Negotiating

Rank	Knowledge, Skills and Abilities	Never	Every 4 - 5 years	Every 2 - 3 years	Annually	Quarterly	Monthly	Weekly	Daily	Mean
1	Verbally communicates with others to gain their confidence and cooperation	0	0	0	4	3	36	139	243	6.44
2	Advises government managers on flaws in internal controls, operations and programs	34	17	40	113	72	32	19	5	3.47

Appendix D
Competency Assessment Verbatim Comments

Table 1
Disagreement with Competencies

Supervisor Responses
DOJ OIG has no criminal investigators who are below the GS-13 level.
For the higher grades (GS-11, 12, 13) competencies should show that there is quantitative experience in these categories.
I think many of the investigators at this agency are not good writers, are unfamiliar with subject's rights, and are not good at determining or completing investigative steps.
No behavior or physical techniques were addressed.
The last sentence of last competency, "Influencing/Negotiating", which begins w/ "advises government managers..." is more of a supervisory function and doesn't seem to apply to field agents. I think if agents spent less time pointing out flaws in internal controls they'd get more done.
The U.S. Postal Service does not follow the F.A.R. It is only one of four government agencies that do not follow the F.A.R.
We seldom have criminal investigators hired at lower than a GS9 level. GS5-GS7 responses are reflective of administrative or support personnel competencies
We should not promote the use of emergency driving techniques or advanced tactics that require frequent training and unnecessarily expose our agents to injury and liability. We need more work on use of force, basic firearms, and investigative techniques that meet the mission of the IG.

Table 2
Advanced Training Topics

Supervisor Responses
(1) Interviewing (2) Government program fraud investigation (3) Report writing
1) Function based training 2) Interview training 3)Threat management
1) Senior Leadership Training - 14s and 15s. 2) Case & Time Management on Investigations 3) Interviewing Skills
1) Interviewing/interrogations 2) Writing - reports, affidavits, warrants etc. 3) Legal Updates
1) Preparing clear, complete, and concise written products 2) Interviewing and briefing skills; 3) Leading people to positive change
1. Contract/Grant Fraud 2. Public corruption/conflict of interest 3. Investigative report writing
1. Case Management 2. Interviewing 3. Financial Fraud
1. Government procurement/contract fraud investigations 2. Government contracting process/procedures/laws 3. Qui Tam investigative training
1. Interviewing Techniques 2. Financial Investigation Training 3. Legal Updates
1. Legal developments and updates 2. Investigative technology developments and enhancements 3. Case studies and use of investigative techniques
1. Legal updates (case law & US Codes) 2. Legal procedure reviews: (i.e. use of recording interviews and how the records are maintained; procedural reviews, i.e. rules on electronic correspondence and what is discoverable). 3. Grant/Procurement refresher training.
1. Legal updates on case law that impact investigative operations 2. Procurement operations and procurement fraud indicators because contract support is augmenting operations throughout government 3. Leadership training to prepare and develop confident and capable agents that can work independently or collaboratively
1. Teaching effective training, so we can train ourselves (train the trainer). 2. Leadership
1. Electronic Investigations, Surveillance & Evidence Collection. 2. Computer Training, Databases and

Data Analysis 3. Operational Training - Tactics / Search Arrest Warrants / Undercover Operations
Accounting/Procurement/COTR Processes, Financial Fraud, Case Management
Advanced Interviewing, Computer Training, Leadership Training
Advanced interviewing, legal updates, refresher skills
Advanced Interviewing, Financial/Contract Investigations, Evidence Collection & Surveillance
Although all are very important and some may be covered in a basic training course, the top three, in my opinion, for advanced training are (1) Accounting/Procurement/COTR Processes; (2)Financial Fraud; and (3) Legal Updates
Analytical skills to include auditing principles and forensic auditing, Contract & grant fraud training and how to read and understand a contract.
Case Management, Financial Fraud, Electronic Investigations
Case Management, Interagency Collaboration, Leadership Training
Case management, interviewing skills, communication skills.
Case management, leadership training, and computer training & databases
Case management/organization, Computer training & databases and Interviewing
Case organization and management, tracking money, writing
Computer training - financial fraud - procurement
Computer and database training, electronic investigation training, interviewing
Computer related technology such as obtaining cell phone, ipads, etc during searching and being able to get data, using social media tools for investigative purposes, tracking of cell phones, etc - basically keeping up with technology
Computer software competency, interviewing skills and report writing abilities.
Computer training, Interviewing, Report writing
Computer Training & Databases, Report Writing, Leadership
Computer Training, Databases/Electronic Evidence, Collection/Interviewing
Computer Training, Interviewing, Leadership Training
Computer training, Legal updates, Financial fraud
Computer Training; Financial Investigations (not necessarily Contract/Grant Fraud only); Legal Updates
Conducting Financial Investigations of all types, understanding Money Laundering and applicable violations, Bank Secrecy Act
Contract Fraud, Interviewing, Electronic Investigations, Surveillance, and Evidence Collection
Contract Fraud; Internal Fraud; Healthcare Fraud
Contract Training, Product Substitution Training, and more Contract Training.
Contract/healthcare, fraud, leadership development
COR/COTR Training/practices, Financial Crimes Investigations, Construction Fraud Investigations
Data analysis, interviewing, & report writing
Data analysis, legal updates, grant fraud
Database searching, financial fraud training, electronic investigations
Electronic crime investigations, Evidence Collection/Seizure/Documentation, and Internet/Social Media exploitation
Electronic Evidence, Trial Preparation, Accounting/Procurement
Electronic Investigations, financial fraud, computer training
Electronic Investigations, surveillance & evidence collection; interviewing; computer training and data bases
Electronic investigations; legal updates; interagency collaboration
Evidence Collection, there are too many OIG's who don’t understand evidence enough. Interviewing/Case Management is also necessary. Some advanced surveillance training would be effective. Too often OIG Agents work cases from the office instead of taking advantage of Intelligence gathering opportunities in surveillance.
Financial (Contract/Grant) Fraud, Interviewing, Electronic Investigations, Surveillance & Evidence Collection
Financial Fraud, Legal Updates, and Interviewing
Financial fraud, mortgage fraud, interviewing
Financial, accounting and interviewing skills.

Financial, interviewing, legal
For Law Enforcement - Legal updates, specialty investigative training tailored to agency's mission, interviewing/interrogation techniques
Grant Fraud Investigation, Legal Updates, Interviewing
Healthcare Provider Fraud, Contract Fraud, Interview Training
How to conduct in-depth administrative interviews. How to extract information through interviewing techniques. How to effectively conduct financial investigations
Interagency collaboration, contract fraud training
Interagency collaboration, IT, Leadership training
Interpersonal Communications, Financial Forensics Techniques, Case Management
Interrogation, interviewing, case management
Interview and interrogation, Case Management, Leadership
Interview and interrogations, report writing and ethics.
Interview/Interrogation, Evidence Handling, Undercover Operations
Interviewing, Case Management, Legal Updates
Interviewing, Case Management/Organization, Financial Fraud Investigations
Interviewing, Contract/Procurement Fraud, Legal/CFRs
Interviewing, financial fraud, leadership
Interviewing, legal updates
Interviewing, Presenting to USAO, Developing Sources
Interviewing (rather INTERROGATIONS), Electronic cases, Legal Updates
Interviewing and financial investigation training
Interviewing, Accounting/procurement/COTR process, and Financial (Contract) Fraud.
Interviewing, Analytical Tools, Technology Awareness
Interviewing, Building a case from cradle to grave, advanced training in the individual disciplines which requires the agent to work a hypothetical case.
Interviewing, case management and interagency cooperation (what resources from other OIGs are available)
Interviewing, Case Management and Procurement Fraud Training (Contracts)
Interviewing, case management, and computer training and databases
Interviewing, Case Management, and Electronic Investigations/Evidence Collection.
Interviewing, case management, computer training
Interviewing, Case Management, Electronic Investigations, Surveillance & Evidence Collection
Interviewing, Case Management, Electronic Investigations, Surveillance & Evidence Collection
Interviewing, Case Management, Electronic Investigations, Surveillance and Evidence Collection
Interviewing, Case Management, Law Enforcement Techniques
Interviewing, case management, leadership
Interviewing, case management, leadership training
Interviewing, case management, legal
Interviewing, case management, legal updates
Interviewing, Case Management, Legal Updates
Interviewing, Case Management, Presentations & working with AUSA's
Interviewing, case management, legal updates
Interviewing, computer skills, case management
Interviewing, Computer training and legal updates
Interviewing, contract/grant fraud investigations, employee investigations
Interviewing, contract/procurement training, writing training
Interviewing, Electronic Investigations, and legal updates
Interviewing, Electronic Investigations, Communications skills
Interviewing, Electronic Investigations, Financial Fraud
Interviewing, evidence collection, and communication skills (oral and written).
Interviewing, Evidence Collection/Processing, Case Management
Interviewing, Financial Fraud, Leadership
Interviewing, financial fraud in general.

Interviewing, financial fraud, and legal updates
Interviewing, Financial Fraud, Computer Training & Databases
Interviewing, Financial Investigations, Case Organization and Presentation
Interviewing, finding the money trail (corruption cases), and legal updates.
Interviewing, fraud investigative training & techniques, and case management
Interviewing, investigative innovations, writing
Interviewing, Leadership Training, Case management
Interviewing, leadership, case management
Interviewing, leadership, contract fraud
Interviewing, Legal updates, and Electronic investigations.
Interviewing, Legal and Electronic Investigations, Surveillance and Evidence Collection
Interviewing, legal update and case management.
Interviewing, legal updates and accounting/procurement/COTR processes.
Interviewing, Legal updates and financial fraud.
Interviewing, Legal Updates, and Electronic Invest, Surveillance & Evidence collection.
Interviewing, legal updates, and leadership training
Interviewing, legal updates, electronic investigations
Interviewing, Legal Updates, Surveillance and Evidence collection
Interviewing, Legal Updates, Tactical Training
Interviewing, legal, defensive tactics, firearms, writing
Interviewing, recorded interviews
Interviewing, report writing, use of force.
Interviewing, Electronic Investigations, Surveillance & Evidence Collection, Legal Updates
Interviewing/Interrogations, Communication skills (encompassing both writing and briefing skills), Legal Refresher.
Interviewing/interrogations, case management, and contract/grant fraud.
Interviewing; Accounting/Procurement/COTR Processes; and Financial (Contract/Grant) Fraud
Interviewing; Case Management; Legal Updates
Interviewing; Electronic Investigations, Surveillance & Evidence Collection; Legal Updates.
Interviewing; Legal Updates, Accounting/Procurement/COTR Processes
Interviewing; Report writing; Case management.
Interviews; Electronic Investigations, Surveillance & Evidence Collection; and Legal Updates
Intra agency training/mission sharing with our department. Interviewing techniques and case preparation; (interagency). Well rounded firearms and other tactical training
Investigative Skills, Oral Communications, Written Communications
Leadership training, case management
Leadership Training, Interviewing and Surveillance and Evidence Collection
Leadership Training; Legal Updates; and Interviewing
Leadership training; legal updates; electronic investigations, surveillance & evidence collection
Leadership, analytical and interviewing
Leadership, Interagency Collaboration, and Case Management
Legal, Interviewing, Case Management
Legal (including use of force policy changes), Interviewing, and source development and management.
Legal update, interviewing, leadership training.
Legal Updates, Accounting, Financial Fraud
Legal Updates, Drug Investigations (which would satisfy DEA/FBI's requirements in pursuit of Title 21 cross-designation), Undercover Operations, etc.
Legal Updates, Grant/Procurement Fraud, Handling of Evidence
Legal Updates, Interviewing Skills, Financial Fraud
Legal Updates, Interviewing, and Leadership Training.
Legal updates, interviewing, evidence
Legal Updates; Interagency Collaboration; Case Management
Legal Updates; interviewing; case management
Legal updates; interviewing; leadership training

Legal, communications, relationships
Legal, report writing, tactics
Mail Theft, Contract Fraud, Health Care Provider Fraud
Money Laundering, tracing funds, data mining
Mortgage/Housing Fraud, Case Management, Legal Updates
Oral communication, leadership, teamwork
Procurement Fraud, Computer Training, Legal
Procurement fraud, Knowledge of host agency operations (Amtrak), and Financial investigations.
Procurement, health care, and legal training.
Procurement/Grant Fraud (Basic Procurement, Types of Contracts Fraud Indicators and Applicable Laws), Public Corruption Cases (COI/Misuse of Position; Post Employment and Bribery/Gratuity), Legal Updates (Constitutional, Title 18 and SOCs/related agency standards).
Procurement/Product Substitution Fraud, Dale Carnegie, Law Enforcement computer/data sources.
Report writing
Report Writing, Interviewing, Case Development Skills
Report writing – law - administrative rules of conduct
Report Writing, Interviewing, Fraud training.
Research, technical innovations, investigative innovations
Sexual assault investigations training, Legal update, Financial investigations training
Special IG for Iraq Reconstruction is a different animal. All agents are seasoned criminal investigators retired from many Federal law enforcement/OIGs. All possess the skills needed already to perform the job. We have very limited time to get results and do not have the luxury to have much training.
Understanding Financial Systems, Contracting Process, Grant making process
Writing, interviewing, tactics

Table 3
Leadership Training

Supervisor Responses
1. Prioritizing investigations 2. Ensuring investigative timeliness 3. Editing reports of investigation
1. Legal Updates (Criminal, for investigations; Administrative, for supervising.) 2. Dealing with the various generations of employee (x, y, z, etc.)
1. Operational Planning and Coordination - Especially when working with external LEO's. 2. Interpersonal Communication Skills. 3.) Partnering / Collaboration - Identifying shared goals
Ability to assess leadership style needed and applying it; and organization, analysis, collaboration, and liaison skills.
Ability to make decisions
Accountability, creative effective teams, and effective management of our resources.
Addressing poor performance, professional development of subordinates.
All are well addressed in the Postal OIGs new management training course.
An important topic is how to recruit, develop, and maintain a young, diverse work force.
Any topics relating to developing mentoring skills and dealing with difficult employees.
Any training related to motivating employees within a diverse work place.
Attend mgmt. courses outside of FLETC.
Balancing Morale and Productivity. How to handle negative unproductive employees. Training related to the Douglas Factors
Bob Vernon, John Maxwell, and Kevin Gilmartin have done excellent work in this area.
Budget planning, Conflict resolution, and Adverse action related issues
Case and resource management.
Case Management = 3 Responses
Case management and HR procedures
Case management and interpersonal communications.
Case Management, Communication, Interpersonal Skills

Case Management, Motivating Employees, dealing with underperforming employees.
Case Selection is critical, motivating employees, understanding generational differences and leadership positions should be working more aggressively with the US Attorney's Office.
CIGIE Peer Review and Requirements
Coaching, Delegating
Collaborative team building
Common sense
Communicating messages received from superiors to subordinates, How to manage without micro-managing
Communication = 2 Responses
Communication, Basis for Taking Disciplinary actions
Communication skills
Communication skills, interpersonal skills, knowledge of work.
Communication Training (presentations, writing, report editing), Organizational Development Training (team assessment, team development, operations/strategic planning), Project Management Training (planning, organizing, goal setting), Situation Leadership Training (to help new and experienced leaders better define their leadership style), Threat Management/Identification Training (to help new and experienced leaders make sound operational decisions and cultivate that in the investigators they supervise or manage), Quality Control and Process Management Training (to help new or experienced leaders generate work products that are effective and timely through the best application of resources on projects and investigations), Soft Skills (negotiation, conflict resolution, problem solving, interpersonal communication, emotional intelligence, strategic thinking, etc.)
Conflict management and dealing with problem performers are the two greatest weaknesses demonstrated at all leadership levels. Therefore, any individual determined to have leadership potential could benefit from training to address these areas early in his/her career. Effective time management is also an important topic. Developing and enhancing leadership qualities should not be confused with training that creates competent supervisors/managers. Leadership training must keenly focus on leadership.
Conflict resolution.
Courses that identify the different types of work styles and how to deal with each.
Critical and strategic thinking; small team development; project management; critical incident response coordination; change management; employee discipline and team building
Dealing with personalities, teambuilding.
Depending on how long one has been in a management or other position where you are not directly conducting investigations, getting back to the basics would be great. For example, how would you lead an undercover operation? What should you look for when approving ops plans for arrest/search warrants? Also, in this day and time, understanding how to lead a diverse work force is critical.
Developing "people skills;" Managing problem personnel; Improving communication skills; Improving time management.
Development of interpersonal skills such as the importance of communication in dealing with your subordinates and peers at other agencies.
Diversity, Conflict Resolution
Diversity training, decision making
Effective communication and conflict resolution.
Effective communication and demonstrating fairness and integrity.
Effective time management skills, Training on how to motivate and hold subordinates accountable for investigations
Emotional Intelligence, Neuro Leadership, etc.
Ethics/Values/Integrity
Ethics, customer service, team building, listening skills
Evaluating and motivating employees. Our agency has NO succession plan in place and never has, so something to help identify and prepare future managers might have some value.
Fraud detection, team building and overall case management.
Goal-Oriented Management, Managing Poor Performers, How to Make Stakeholder Meetings

Meaningful
Good communication and understanding
Government, OIG, Agency, mission and goals. To be able to see the Big Picture as to what, why, and how we each fit into our roles of investigating fraud, waste, and abuse and being able to answer the American taxpayer and Congress as to where and how agency and taxpayer funds are spent.
Grant fraud, Medicare data analysis (STARS, One PI)
How to be an effective leader, How to get the most out of people, How to bring different types of people together for 1 goal
How to effectively coordinate and collaborate with other Federal, State and Local agencies.
How to evaluate employees and the evaluation process.
How to interact with other people. The DISC model taught at FLETC's supervisor training is the best leadership training I have received.
How to keep the staff motivated; How to fairly rate each staff member's progress/work.
How to lead employees to do their assigned tasks
How to manage a large, complex investigation - most managers do not know how to oversee investigators who are conducting such an investigation, even if they themselves once conducted a large, complex case.
How to motivate others to excellence.
How upper level management needs to select leaders and managers in whom they have confidence, empower them to make decisions, and then get out of their way; How to surround yourself with competent individuals and then leverage THEIR knowledge and experience rather than hiring "yes men" or likeminded people who are not capable of expressing original thoughts.
HR training and difficult conversations.
I believe leadership development needs to begin before someone is placed in a leadership role. I feel candidates should have demonstrated a high degree of performance, professionalism, and potential to lead others prior to securing the leader position.
I believe the training institute is doing a good job on leadership courses. Important topics to me would include managing diversity in their core groups and understanding how to diagnose, nurture, and support those being managed for success.
I have had a number of supervisory classes and have formed my leadership style based on those classes, what techniques seem to work from those classes and what I believe I was most responsive to when I was a street agent. Below were a few of the topics I think assisted me in growing: conflict resolution, 7 habits fundamentals, leadership through understanding behaviors, Speed of Trust, American University IG courses.
I recommend IG managers attend a conference by Dr. Jack Enter and also one by Dr. Kevin Gilmartin. They have a unique approach to law enforcement leadership.
I think we do way too much leadership training and tasks related to PFP. I think the best thing the agency could do is to have the managers' primary goal be actually managing the cases.
I would stick with the basic leadership training, to me, managing is more about the people side of the equation than investigation-specific issues.
Independent thinking, the use of discretion and good judgment. A good dose of reality, what type of investigations the agency conducts. The role of IG criminal investigators and their role in law enforcement.
Integrity, Integrity, Integrity - teaching people to be same people both in public and private lives.
It's critical for IG investigations to fully understand its department's mission, programs, and operations. This understanding helps ensure cases are worked that have a nexus to the department's mission.
It's important that a VA OIG manager understands how to recruit and supervise diversity, manage varied and complex investigations, supervise a teleworking population, etc.
Just basic leadership principles, we just happen to be managing investigations.
Keeping positive attitude, avoiding cynicism, motivating self and others
Knowledge, Communication
Lead by example
Leadership, Legal updates, Case management
Leadership training, computer training: email, power point, word, excel, etc...

Leadership vs. Management, Types of Leadership - Transformational, Transactional. Understanding there is a time (appropriate) for various leadership styles.
Leadership within multi-agency investigations. How to lead senior investigators
Leading change
Leading in an ever changing environment and over an extremely diverse work force.
Leading Type-A Agents
Leading vs. managing, strategic planning, setting goals that move org forward and not just measure random activities,
Learning how to manage different employees with different skills, skill levels.
Legal updates.
Legal updates. Critical incident response. Responding faster as an OIG community to national incidents -- the OIG response to Hurricane Katrina, for example, was pathetic.
Legal, Interagency Collaboration, Leadership skills,
LESLTP and LEMTP courses offered by FLETC.
Listening skills, conflict resolution, and persuasion before dictation.
Management of difficult employees, de-confliction
Managing a changing workforce. We are getting an influx of young Agents in there 20's.
Managing employees, conflict resolution
Mastering constructive confrontation and building your team.
Mentoring staff and conflict resolution are the most critical topics for any manager.
Mentoring training; communication skills training.
Middle managers (ASACs) - Best practices for case management; Common legal and law enforcement issues handled by middle managers (ASACs); How to manage conflict Senior Management - Best practices for running an effective region or branch; Best practices for difficult personnel matters; Congressional overview and testimony prep; Maintaining motivation and effectiveness during budget and staffing shortages
Motivating and Understanding Employees; Time Management; and Balancing agency needs and employee needs.
Motivating employees
Motivating employees during a two-year (plus) pay-freeze, hiring freeze, bills passed (though not enacted) requiring additional retirement concessions or higher contributions. We are doing a LOT more work, with fewer employees, less resources - and no additional compensation.
Motivating Staff/Managing a Diverse Workforce/ Managing Change
Motivation
Motivation in the workplace and cultivating high employee standards and ethics.
Networking and Plan implementation and execution.
Not sure. The problems with most leaders are favoritism and egoism.
Organization, ability to overcome the different barriers between Departments.
Organizational skill training
Overall leadership, motivational of employees. Talk to American University about their "Key, New Leaders" program. I have a Masters in Leadership, and this program taught more about leadership than my degree did.
People skills - how to balance your staff with cases, motivate. Organizational skills - administrative duties, streamlining processes. Writing skills - how to deliver a better written product. Agency goals - how do your division goals support the agency mission.
Performance Evaluations in a Performance Driven agency
Performance management, understanding generation difference, motivating employees
Personnel Management, Characteristics of Leadership, How to Train Future Leaders
Personnel training, Public affairs
Policy, leadership, time management, prioritizing, public speaking/briefing
Providing clear expectations, Empowerment, Accountability
Situational Awareness, DISC, Leadership through Example
Situational Leadership, Building consensus & collaboration, Disciplinary process/procedures
Standardizing performance levels. Making statistics work for the evaluation process as a measuring

tool.
Strategic Analysis and Budget handling
Strategic leadership
Team building
Team building and motivation
Team building, diversity, trust between employees and supervisor
Team building, leading teams, professional development, effective communication, presentation skills, political aspects of leadership, administrative law related to OIG work, etc.
Telework, diversity, flexibility.
The importance of establishing and maintaining strong relationships with the stakeholders and other agencies. I have observed that most of the younger agents approach the job strictly from a law enforcement perspective and are ignorant to the need to be able to work with and obtain information voluntarily and from relevant individuals and organizations.
The importance of leading by example. Federal personnel practices and EEO issues.
Thinking outside the box; Knowing how to say no; Develop a sense of urgency and competency; Have the courage of your convictions; Know what constitutes evidence
This should be done through the individual IG...not all IGs would benefit from the same training....issues are IG specific. Global training is not always the best!!!
Topics that relate to delegation of duties.
Topics are well covered in LEMTP.
Training in managing difficult employees and the core competencies of a strong manager.
Training in the intricacies of the operations w/in the agency that investigates. For example, our agents could use training in how VA determines VBA benefits, how the benefits are paid as well as how VA medical centers determine who is qualified to receive treatment etc
Training that focuses on perspective - what is truly important at the end of the day and what is not. And, building trust and commitment in those you manage. Putting the agent/administrative employee's personal well-being first. Cases come and go but putting the agent first builds a solid, cohesive, enjoyable and productive working environment
Transformational leadership
Treating employees with respect
Treating your people as individuals that are not just stat machines for you. Take an interest in your people and they will respond well.
Understanding behavior of others.
Understanding different personality types
Understanding employee motivations to maintain an enjoyable and highly productive office
Understanding Human Behavior, Navigating Operational/Personnel Issues (Participative Mgmt), Conflict Negotiation
Understanding the scope of the investigation.
Understanding your teams' communication styles. Also a course in keeping employees engaged in their work in unstable environments.
We currently live in a global society with limited resources. Modes of transportation and IT resources make it necessary to for IG investigators to collaborate with other law enforcement entities to work in a more effective and efficient manner. Therefore, I believe that partnering and team building is one of the most important leadership traits that are needed by the IG community in today's world.
We need to develop a more personal relationship with our team members. I have some, too many instances where a team leader treats their staff as numbers only and has failed numerous times in getting those employees motivated to work for the agency, resulting in loss of employees.
We need to focus on management first, then leadership. Most managers are ill equipped to deal with problem employees and the basic administrative duties for which they are responsible. Leadership training should be for seasoned mid level managers who are on their way to the next level.
What being a leader is; leadership by example. Style after the military style of leadership for LEO organizations. It works. Most have no clue.
What is the most important issues facing the agency.
Working with different personalities

Table 4
Comments Regarding Standardization

Supervisor Responses
A standardized policy would have to address each individual OIG's unique characteristics. A set of suggested guidelines would allow each OIG the latitude to meet its mission.
Agency employees are no longer staying at one job or agency for a career. Due to the fact that people are moving from one agency to another, the IG community needs to have access to information compiled on each person at other jobs. This can be done through better inter-agency collaboration.
Agree = 2 Responses
Agree with all save standardized policies. The various IGs have distinct and often separate missions which would not be effectively addressed with standardized policies.
Agree. Joint agency conferences would assist this.
Agree. There should be more collaboration between IGs since many of the issues they address are similar and would improve efficiency and maximize resources. At a minimum, IGs should set investigative standards within the department or agency. They oversee
Agreed - this is sort of the purpose of CIGIE, but sometimes the information doesn't trickle down - and they deal with more management level issues - perhaps a non managerial liaison from each agency.
As a participant in an IG Council I would offer that while our missions and priorities are similar, they are also different enough to make standardized policies and training unlikely and possibly unwise. Effective IG Councils are probably more efficient and accomplishing the other goals because they take place at GROUND LEVEL, where the work gets done, rather than at a Senior Management level, where the bureaucratic red tape is cut length wise.
Better inter-agency sharing tools and approval to share would greatly impact the success of many investigations. Collaboration on VWAP and PEER support for Agent involved shootings would be well suited too.
Case Management should be same across all IG community.
Consistency is always a good thing...
Coordination between IGs regarding more standardized operational matters (such as Undercover Operations, Consensual Monitoring, Cover Cards, Confidential Funds Use, Mass Arrests and Search Warrants) would be useful - above and beyond the existing CIGIE Guidelines
Disagree as some IG agencies missions are different than others. Those who are statutory have a different mission and way they proceed with their investigations.
Disagree. The Postal Service is very different from the other agencies and the training we need is different from what other agencies may need. If we did everything the same, then we could have the same policies/training. We are not the same; therefore we should have agency specific training and policies.
Due to the diverse nature of the IG community, I don't know that standardized policies and training are practical.
Each agency has a different mission; no need to standardize.
Each agency is different so standardizing policy seems like it would be difficult. However, better inter-agency OIG collaboration could be very useful.
Each agency is its' own and has different needs
Each agency is unique and therefore will need to maintain a certain amount of flexibility in establishing their own policies and procedures. I would not support having complete standardization of policies across the board. Who would be the ultimate authority in interpreting the policies? I think there are basic principles, standards, and guidelines that are in place that all IG's can use as a framework for establishing policies. A shift to complete standardization leaves me with the impression that those who support the concept are looking for a Super IG that oversees all IG's. I think there is value in our ability to operate independently but I would concur and support the concepts of increased information sharing and collaboration efforts.
Each IG department has a very different focus...so it would be very hard to have standards that would apply to all. That being said, there are some training and policies that can be standardized.
Good idea but little time in day left for this. This should be at upper mgt. levels

Greater collaboration and sharing of resources/tools is a force-multiplier for mission accomplishment and a more efficient leveraging or KSAs when agencies cannot be all places at all times.
Having worked at several IG's, I believe that all would benefit from at least a baseline of standardized policy, training etc. This would certainly save many hours spent writing and rewriting policy etc. Above the baseline, IGs seem to breakout by the types of investigations - those that work only internal cases within their agency and those that work mostly external cases. Each has different needs, possibly this could be addressed by providing two different sets of policy that agencies could pick from.
I agree policies and training should closely track and we should standardize sharing policies to accommodate various legal restrictions. Most importantly we should standardize how OIGs refer to themselves. We have way more influence in our investigations if we brand ourselves as "OIG" versus HHS, DCIS, HUD, etc...
I agree that better inter-agency collaboration is very important. We should all share information, skills, and resources whenever possible.
I agree the training should be consistent no matter what agency you work for especially as it relates to tactical training. We are all federal agents and should be required to know the same things.
I agree with better inter-agency collaboration. I do not agree with standardized policies due to the wide range of types of investigations requiring different policies.
I agree with the concept. I think standardization of training, policies and information sharing would lead to a more professional IG community.
I agree with the idea of having better information sharing tools and better inter-agency collaboration. However, I believe each agency should tailor their policies and training to meet the investigative demands that are unique to their agency's purview and stakeholder's interest.
I agree with the survey respondents. Standardized policies would ensure all IG's are conducting business in the same manner in everything from report writing to procedures for conducting investigations, special operations, etc. Standardizing the operational methodology, training, documentation/forms used throughout the OIG community, would also enhance expectations by ensuring all agents are conducting their business, especially when working jointly, in a uniform manner that comports with all laws, directives and policies. Standardization would increase efficiency and avoid duplicative requirements. I have also noticed that report writing requirements vary depending on agency with some offices writing complete reports of investigation while others only write a summary report and attach memorandum of interview/for the record for a specified reporting period (similar to the FBI and its handling of 302s). I tend to prefer the latter as I think that agents' time could be better spent conducting investigations rather than reporting particularly where the matter was prosecuted and the report is only serving to memorialize activity already in the public record (indictments/information, etc.)
I agree, policies, training, information sharing will help the IGs with these administrative duties.
I agree. Some agencies just continue to change and evolve their policies, which although it is progressive, when working investigations policy should be somewhat consistent among IGs.
I agree. Standardized policies, training, etc., would insure a high level of competency among agent personnel.
I certainly agree with the comments about the need for standardization on many fronts. Perhaps a committee can be formed to identify those areas and whether or not specific proposals are feasible.
I concur.
I disagree that "one size fits all" as each IG has a different mission.
I disagree. Our jobs are so different that we don't need standardized policies, training, info sharing tools, or inter-agency collaboration. Those needlessly complicate getting things done.
I disagree. We work with different IGs when appropriate and the fact that we all have different expertise improves on our effectiveness. I do not believe inter-agency collaboration will be improved on by standardized policies.
I disagree. The investigations the agents in the IG community work conduct differ and I think it should be individualized.
I do like the idea of standardized policies and training between agencies. I like the idea of agencies sharing information.
I do not agree. The agency differences speak for themselves. We cannot afford to be a "one size fits all" mentality when it comes to training.
I do not see a clear problem statement. Ultimately, we are all judged on the quality and impact of our

investigative work. How will standardized policies, training and/or information tools improve the quality of investigations conducted by multiple OIG's? I do not believe that a mandate for standardization applied to multiple agencies with varied missions will serve to enhance the IG community. Inter-agency collaboration and information sharing are usually only limited by statutory privacy issues. I do not believe that this is a pervasive problem needing a drastic solution with numerous unintended consequences.
I do think better inter-agency collaboration would be helpful but I do not think standardized policies are realistic.
I don't agree with this. Every OIG is unique and thus what may work for some would not work for all.
I don't believe that the IG community should have standardized policies. Although the IG's have a shared mission, each IG's and the programs they investigate are unique. Having the ability to do data sharing would be an extremely useful tool.
I don't know if standard policies are achievable, as every organization and every IG management is slightly different. I feel inter-agency collaboration is best accomplished on a local level.
I don't see a need for a lot of inter-agency collaboration. Our investigations are unique compared to the balance of the OIG community.
I don't think the IG community should have standardized policies because each may not apply to each Department. I agree that the training should be standardized since we tend to work joint cases. I also believe that in each state there should be a joint effort amongst the IGs to create a SWAT/tactical entry team so that we don't have to depend on the locals when warrants present themselves.
I have nothing to add concerning this topic.
I just think we do need to work more on inter-agency collaboration. Cross cutting issues.
I strongly believe in inter-agency cooperation/collaboration.
I think is a good policy to have more interagency collaboration because our various agencies are so small, we would be able to have more bodies to get things done.
I think it's a good idea to have some "best practices" for reference throughout the community. However, I hesitate to suggest standardized policies because it may not allow each OIG to adapt to their specific mission and Department requirements.
I think more standardized policies would be good, especially since many of the cases are multi-agency, and we have to pick and choose which policies we follow.
I think that some of these things would benefit from standardization, but only at a basic level. Perhaps as my organization is fairly unique because of our international profile, I think agencies need to develop policies that work best for their particular agency.
I think there should be a minimum standard for the IG community when it comes to policy/training/and information sharing; however, I don't think we should mandate the entire IG community follow the same procedures. For example, if an agency feels comfortable with giving their agents more tactical training than the minimum, they should be able to do that. Additionally, if an agency wants to have more stringent requirements for collecting and housing evidence, they should be able to do that. As long as the policies don't violate any personal rights or DOJ mandates, I think the IG community can continue to operate as they have.
I truly believe there should be one government-wide IG. Too much management with all the different IGs. Also, with one, a better distribution of labor and more influence would b there. Finally, having one overall IG would increase independence.
I would like to see a mandate that if another agency is a victim that we are required to get that IG involved in the investigation. Right now it's optional.
If we are truly a community of IG's, with common missions and goals, and cooperate between offices, then there should be common standards across the community. We see more and more multiple agency investigations. It is far easier to communicate, investigate, and prosecute cases when all the agents have common backgrounds and training even though they may be from separate agencies.
IGs investigate government program fraud. Most government entitlement programs overlap other agency programs. Collaboration helps in understanding other agency programs and foster joint investigations. In addition, some IGs are few in staffing and cover large areas where assistance from another IG is necessary.
Indeed important
Information sharing is critical especially in instances where a subject may be defrauding several

agencies with multiple schemes. Resolution is more efficient with the Task Force approach. Additionally, it allows us to collectively protect federal funds and terminate all of the business the subject is receiving fraudulently from multiple agencies.
Information sharing tools - yes. Standardized policies and training are not practical due to the differences in the types of work being done, difference in size of agencies, and manner of operations.
Information sharing would enhance inter-agency collaboration. You would become aware of whom and what the other OIGs are working on and can reach out when appropriate.
Interagency cooperation is critical when it can be employed. MOUs providing routine access to information at other entitlement agencies (sharing) should be initiated; ESPECIALLY DRUGS.
Inter agency collaboration is always a positive to make more effective use of such limited resources as training. However, I have found that it becomes very difficult to standardize across IG's due to the varied missions.
Inter-agency collaboration designed to share common data and resources would make the IG a stronger and more efficient community. Over standardization would hurt individual agencies by forcing them to conform to practices that are not practical for their mission.
Inter-agency collaboration is useful to maximize training opportunities, to increase local manpower availability, etc.
Inter-agency collaboration occurs depending on how HQ managements deems it occurs
Interagency sharing is an important characteristic of the OIG community. It enhances efficiency in each individual OIG.
It is hard to visualize complete standardization. Perhaps certain areas of operation, such as threat management, make sense to standardize both policy and training across the community.
It is not unusual for agencies to have joint investigations and therefore it is very important, if not critical, that policies, training, and tools are standardized and shared. Additionally, because of the number of small agencies, it is critical to have the ability to share resources and manpower on occasion.
Many agencies have unique or very specialized missions. Having a "one size fits all" policy is not the best idea. Certain legal policies, such as an OIG use of force or intermediate weapons policy would be a good idea.
More standardization of policies across the OIG community would be very helpful. I wrote a new investigative manual for my agency in 2008 and discovered in my research that investigative manuals from different agencies vary widely in terms of format and level of detail. This is no doubt a source of confusion and frustration for OIG agents who change agencies.
My perception is that there is a lot of inter-agency collaboration.
Negative on the standardized policies. Every agency is different. Non-formal inter-agency collaboration takes place at multiple levels both in the field and at a management level.
No comment on specific agency policies and training, however, basic investigative training is essential to every 1811.
Not so much at DOJ/OIG. We do not interact as much with others in the IG community, due to the specialized nature of our internal affairs types of cases.
Not so much concerned about standardized across agencies but would appreciate standardized within own agency.
Not sure if this would work. Our agency is primarily focused on grant fraud. Unlike other IGs, we don't do a lot of employee or contract fraud cases. Our training needs would be different in that manner.
OIG policies should not be the same for OIG's
One area of concern that I have are procurement operations. I believe there exist the possibility that contractors could move subject matter experts and staff from an assignment to a different agencies without notifying the agency that the staff is no longer on the assignment; while still continuing to bill for the SME/staff person. A future inter agency collaboration effort could involve the development of a centralized information sharing tool (database) that collects and identifies the contracted SME/staff and assignment location by contracting firm and SSN. The database could be set to flag the SME/staff person if an overlap is identified. This would support the identification of firms and employees that are involved in possible fraudulent activities.
One case management system for all IG's. Each IG should combine funds and develop a user friendly case management.
One set of blanket policies covering the entire IG community given the variety of

missions/approaches/techniques used by each organization.
One shared electronic case management system. Cost savings instead of maintaining multiple case systems. De-conflict common entities. At a minimum - have a de-confliction service which collects entity information and de-conflicts - i.e. names, addresses, businesses. Shared/Joint technical resources - surveillance equipment. In many urban areas, multiple OIG offices could support a tech group with infrastructure (garage) and reduced wasted redundancy in equipment - i.e. surveillance vehicles, video and audio equipment. Instead of having agents who have a little technical experience, they could rely on someone who conducts those duties full time. FLETC could promote traveling training. In the field we know it exists, but have no instructions on how to request that type of training. With smaller offices, it would have to be coordinated with other OIGs in the area. But what information do we need to coordinate - costs to other OIGs?
Rather than 62 individual IG offices, we should work toward ONE combined IG office which is authorized to prevent fraud waste and abuse regarding all government programs, property or personnel. By combining all the IGs into one single entity, we increase our resources, our public presence, and multiply our ability to protect the taxpayer's interest.
Rather than duplicating individual policies, training, and focusing on the individual OIG - we should increase our efficiency and effectiveness by working together and strengthening the OIG community as a whole. Bond together, support each other, and establish one cohesive OIG community force.
SIGIR agrees
Standardization is good for information sharing tools and most policies. Training should be based on the needs and mission of the specific agency. Inter-agency collaboration is always good when there is a common need/goal.
Standardize operational training (search warrants/arrest warrants)
Standardized legal training, important since this would be similar across agencies.
Standardized policies and training would make inter-agency agreements more effective.
Standardized policies are a fallacy. Each OIG has a slightly different mission and policies should be adopted to meet the investigative goals of the respective OIG, NOT to standardize across the board with agencies that have dissimilar missions. Broader training, such as firearms, tactics, and info sharing could be more consistent.
Standardized policies are not necessarily productive given the significant differences in Agency missions and the population that is served. Information sharing is always productive and should be encouraged. Inter-agency collaboration is also very important and should be encouraged on the supervisory level. Managers and agents have been left to foster these relationships on their own. This is an area where senior management can make affirmative steps to foster cooperation and working together.
Standardized policies, training, etc... would be difficult since each IG has different functions despite the common goal of preventing fraud, waste and abuse
Standardized training & policies along with an interagency database containing searchable indices of subjects, allegations etc to improve interagency collaboration and eliminate redundancy.
Standardized training and policies in the area of use-of-force would ensure consistency and compliance with AG guidelines.
Standardizing the various IGs is not practical. Implementing it would be impossible. Our roles, types of investigations, and backgrounds are too varying for such an attempt.
That is a good idea as budgets get cut; we need to pool our resources to make a bigger impact in investigations.
That would be great if supported by legislation. Some OIG offices are not as professional or law enforcement minded and we don't want to regress.
The basic policies that are applicable to every OIG is necessary, however, each IG's authorized responsibilities must have specific policies, training etc.
The IG Academy does a very good job of providing periodic refresher training. Maybe the IG Academy or LELI could provide a class, for supervisors, that relies heavily upon case studies on performance, conduct, and other problems faced by OIGs.
The IG community should be one agency, one IG, and then we will be better than anyone.
The IG community should have information-sharing tools and better inter-agency collaboration; let the agents and ASACs handle coordination.

The IG community should move closer to becoming one agency therefore allowing it to utilize each other's resources which will allow it to become more efficient and create a stronger and more rounded agent.
The work of the IGs varies so much that forcing standardized policies on all will negatively impact a good percentage of us.
There are some basic law enforcement functions that could be standardized like training, policies. There should be information sharing tools available. However, each organization has different missions, so consideration must be given when standardizing, allowing some flexibility.
There is a lot of standardization among OIG's. Perhaps some of the data bases could be utilized among all the OIG's, which would save money and promote efficiency. IG Counsel meetings in larger cities would help inter-agency collaboration.
There is an essential standardization across the IG community. However the differences in an electronic case management system make closer standardization problematic. You would almost need a standard case management system with some flexibility to agency mission.
There is little overlap in OIG agencies jurisdiction. We disseminate information concerning matters under the other agencies jurisdiction but generally don't work joint cases. Standardization of written reports would be beneficial.
There is significant duplication of efforts and overlap among IGs. The Mutual Assistance Agreements has enhanced IGs' abilities to combine resources for operations. However, it would be beneficial to IG's if there could be more collaboration on Firearms and Defensive Tactics Training, Administrative support, and sharing of resources. Currently, other than the Mutual Assistance Agreements, there is no formalized process to share resources (at least at the regional level). Many small IGs have very limited resources, especially in the regional offices, establishing a formalized process to share training and other resources could facilitate the collaboration among IGs.
There needs to be unification in training and professional standards for all OIG organizations. Unification in training in Control Tactics, Firearms Training and policies, etc. There is too much deviation from FLETC standards related to these and other disciplines.
There should be shared national database for the IG community.
There should not be complete standardization in all of these areas. Each OIG has unique challenges and they must have the flexibility to address those challenges. One size fits all could reduce the effectiveness. There could be standard models that OIGs could review and use if appropriate.
There should only be one Federal IG for all law enforcement empowered agencies. GSA could conduct the audit function. The IGs are not independent as the IG act of 1978 intended. Too many "alliances" have formed. Many senior executive managers think they work for the Agency not the IG. Absolutely NOT regarding standardization. As it stands the IGs do not need standardized policies or training. Many IGs do only admin investigations and many do none or few. Many do field work and some let the FBI do all enforcement work and are not even allowed to carry unless specifically allowed on a per case basis. The VA/OIG wants a policy for agencies to count brass after qualification!! For Christ sake?!
This would allow agents to pursue opportunities at other IG agencies and be competitive. It would also give agencies more flexibility with hiring and promotions. Standardization would reduce the learning curve.
We should be cautious not to fit square pegs into round holes. All government agencies have different missions and environments. There are similarities of issues among OIGs, but don't need to do all things in the same way. They should share ideas and concepts, and choose what is best for their organization.
We work together many times so the better we are at collaborating the better our results.
What is broken? Do not fix what is not broken.
While desirable in theory, I would resist a one-size-fits-all approach to training because each agency's focus/vulnerability is so different. For example, Peace Corps OIG is probably one of a tiny few IGs for which sexual assault training has any relevance at all -- and for us it is absolutely critical. We definitely need access to data systems like NCIC, NLETS, TECS, CCDI, Accurint, etc. Perhaps the IGs would be well served to collaborate on some sort of consolidated analytical center.
With different OIG offices working together more now, policies and training should definitely be more standardized

Appendix E
Job Task Analysis Verbatim Comments

Table 1
Additional Skills or Abilities

Criminal Investigator Responses
Ability to listen. Ability to think on your feet.
Ability to prioritize tasks.
Ability to review financial statements and tax returns
Act as an undercover
All other duties assigned. Ability to manage hotlines, data base systems, research information, respond to congressional and presidential request, conduct background investigations, threat analysis, information tracking systems, strategic planning, video security techniques, security analysis, COTR, in a small office you are required to perform at every level and every job function top to bottom.
Case presentation
Collateral duties (such as dealing with GSA for vehicles, firearms and assorted training)
Collateral duties: Firearms Instructor, Fitness Coordinator.
Common sense
Common sense and tact
Compare and contrast documentary evidence to prove or disprove a theory
Computer forensic and incident response
Computer skills
Contract Analysis
Contracting Officer's Representative on support contracts for the agency. Project Manager on various projects to provide investigative resources and tools to agency personnel.
Develop and author Department-level investigative and law enforcement policies...
Developing policy that is consistent with rules and regulations.
Developing sources of information. Helping prepare witnesses for testimony. Leading task force investigations. Managing time and resources in conducting investigations.
Financial forensic analysis.
Financial link analysis
Firearms Instruction
Firearms Instructor, Spanish speaker
Firearms Instructor, Use of Force Instructor
Firearms proficiency = 2 Responses
Greater/more efficient use computer crimes capabilities.
How not to be a victim of random crime as well as job related crime, SSA OIG works in the highest crime areas.
I think writing warrant affidavits and subpoenas should be more of a focus at the IGITP. Most OIG Special Agents should get Grant Fraud, Contract Fraud, and Advanced Interviewing. For me at least, IGITP would have been more beneficial to focus on writing assignments, and not a couple mock interviews, or the same shooting drill every day.
Identifying and evaluating expert witnesses, Identifying agencies outside the OIG community with available electronic resources and experts. (i.e. Cyber Crimes, Asset Forfeiture, Networking with non-law enforcement agencies and businesses)
Instruction
Interrogation skills and tactics.
Interviewing = 2 Responses
Interviewing is the most important skill you can teach. The more practice you can give on that the better.
Interviews, Document Analysis (both written & digital), and writing reports on those activities make up 80% of my functions as a criminal investigator. Basic CI Training and/or IG Academy training should

emphasize those skills by placing far more emphasis on Interviewing Skills & Techniques and Document Analysis Tools & Techniques.
Investigation of Health Care Fraud
Knowledge and use of HUD databases
Knowledge of advanced interviewing techniques, Knowledge of complex criminal fraud conspiracies Knowledge of public corruption and bribery schemes
Leadership, intra-office communication
Legal research; knowledge of the department
Manage Special Agent employees
Managing forensic auditors performing financial analyses
Most important skills: interviewing victims and witnesses, interrogating suspects, and writing investigative reports.
Multiple additional administrative duties that occur in small agencies with limited assistance.
Networking and liaison with other law enforcement agencies
Numerous administrative requirements not listed
Off the top of my head. 1) Use of large searchable OCR document databases like I-PRO and case analysis software like CaseMap (i.e. major case management techniques); 2) Accounting and Audit principles and methodologies; 3) Analysis of company financial statements; 4) Use of the Sentencing Guidelines when making presentations to prosecutors; 5) Field Training Officer techniques: there is growing consensus that we are failing to pass down all we have learned to our new recruits because no one trains for it and management fails to require it or account for it in performance evaluations.
Oversight of FBI III database for criminal history. Liaison work with private and public sectors.
Perform translation for non-native Spanish Speakers.
Preparation of draft criminal complaints, indictments and information for federal prosecutors
Presenting cases for prosecution
Proficient use in all types of firearms, from handguns to shotguns to long guns, and the proficient use of intermediate weapons (baton, OC Spray, etc.).
Protection of VIPs
Provide instruction and guidance with respects to the Agency Use of Force policy and firearms. Certify agents in the training and use of firearms.
Public presentations on relevant law enforcement issues.
Public Speaking
Regular Communication with Prosecutors
Review and oversight of violent crimes investigations conducted by the MCIOs.
Skills to operate and conduct investigations in a non-permissive deployed environment. Utilization of databases for identifying and locating persons and assets.
Strong interview skills. The use of telecommunication exploitation techniques should be applied on a daily basis in all types of fraud cases. This is a critical element.
The concept of flipping individuals near the beginning of the investigation to get the answer first. This is more efficient than conducting a year-long document review and then simply having the subject confirm what you learned. (The documents aren't going anywhere...) Learn the cast of characters, completely, and work the human angle near the case beginning. The psychological concepts and skills are identical to ones used by elite investigators, corporate sales representatives and the intelligence community.
This may be covered but: 1. Complex case management 2. Interagency case coordination 3. Packaging a case for prosecution and convincing an AUSA or ADA to prosecute it. 4. Fixing the copy machine 5. Scanning documents
Training - mainly Firearms and Defensive Tactics.
Translate from Spanish to English, chart based on review of bank records/checks, signature comparison, administer fingerprints, interstate/international collateral requests, and copy data/video into computer.
Translating and interpreting another language is a useful skill that was not listed.
Use/Importance of speaking another language...Spanish
Using databases such as SFIS, Neighborhood Watch, NCIC, ACCURIN, WEBTA.
You need to hit harder on writing skills. Law enforcement writing sucks overall. Way too much "He

stated" and clear lack of organization. Stop teaching agents to puke on the paper, and start teaching them how to tell a story. Can' sell puke to a prosecutor. But you can sell the story.

Table 2
Other Job Specific Knowledge

Criminal Investigator Responses
Asset Forfeiture
Computer forensics, using the Internet in furtherance of investigations, use of electronic surveillance equipment
Courtesy and common sense
Digital Evidence Acquisition and Analysis (SCERS stuff). Our team of four investigators sends out Hundreds of IG subpoenas per year. In addition to the typical documents and email analysis I personally conduct from seized media (SW & consensual searches), we, all agents, analyze thousands of documents per year using advanced electronic techniques. CIGIE and IG Academy course should train new and existing investigators to use tools such as spreadsheet, indexed PDF documents, forensic software (Encase, FTK, etc...), and other time-saving software and techniques. These skills should not be limited to SCERS agents or other interested parties. They must be incorporated as SOP for modern day, digital heavy investigations.
Extensive computer crimes training.
Firearms Instructor = 2 Responses
Firearms, Use of Force, Control Tactics
FLETC provided a firm overall base to start from. Most of my other training has been based on agency specific training or advanced courses such as Use of Force Instruction.
Foreign languages.
Having knowledge of medical fraud.
I have gained more intimate knowledge of the government contracting process (FAR) as well as company business practices, which are not learned in any academies.
I work on a daily basis with federal agents who were not trained at FLETC. When you go on an interview with them, they are not expecting one agent to ask questions while the other writes. You have to learn to work with agents who were not trained at FLETC to do things the FLETC way.
I'd say just basic law enforcement knowledge would be excellent. I think it is easy to take a law enforcement officer and convert them to an OIG Special Agent. On the other hand, I think it is a little harder to take say an auditor or accountant and convert them to a SA. They have more of the skills needed to conduct financial analysis, but I think they easily miss some of the basic law enforcement skills. I'm not saying it cannot be done, I just think it is harder to covert certain skill sets to OIG Special Agents.
IG agents must have and maintain a quasi expert knowledge of their respective programs (i.e. Medicare and various other agency administered Entitlement Benefit programs) in which they are responsible for.
International banking and trade finance, Export credit insurance fraud, Ocean carrier and domestic transportation processes and documents
Interpersonal communication skills.
Investigation of healthcare Qui Tams.
Know how to: collect and process evidence, conduct surveillances, conduct searches, and make arrests.
Knowledge and use of HUD databases
Knowledge of advanced interviewing techniques, Knowledge of complex criminal fraud conspiracies, Knowledge of public corruption and bribery schemes
Knowledge of current, proposed, and evolving laws, statutes, precedents, and regulations.
Knowledge of human behavior.
Knowledge of other agencies' policies and procedures with whom you work joint investigations
Knowledge of software tools to organize complex information, such as Excel and CaseMap; Knowledge of sources of information such as Autotrak, public databases, public records; Industry specific

knowledge, such as knowledge of complex oil and gas technology or medical research technology
Knowledge of the State law in which you work
Knowledge of TVA and its systems (everything from the operation of a coal fire power plant to the economic development process).
Knowledge of US export laws and associated CFRs. Understanding of US Intelligence community and interaction with them. Understanding of US export laws and associated CFRs. Understanding of US defense technology R&D. Understanding of handing of classified material. Understanding of conducting criminal investigations involving classified programs. Understanding prosecution of crimes involving US National Security. Understanding of Department of Justice structure for investigation and prosecution of National Security related crimes. Understanding of trans-national crime. Understanding of DOJ policies concerning investigation and prosecution of crimes involving non-US citizens. Understanding of DOJ policies concerning investigation and prosecution of crimes outside of the US. Working with other nation's law enforcement agencies. Understanding of international trade and banking. Understanding of trans-national fraud schemes.
Knowledge of various techniques to investigate violent crimes.
Learning how to adapt to other agencies way of working investigations. Conducting research, developing leads, maintaining good working relationships with other agencies.
Liaison with other agencies, points of contact, etc.
Local resources and liaison
Medicare investigative techniques
Office build-out
Organizational skills
Overall knowledge base of all legal areas criminal and civil actions and update, researching information and ability to be resourceful in the obtaining of information on a limited budget. A jack of all trades.
Personal safety
Public corruption
Qui tam whistleblower
Rules and requirements in safeguarding criminal histories. Safeguarding Grand Jury Information. Creation of IPARs. Radio etiquette and phonetic alphabet. Basic vehicle upkeep/GSA Fleet rules.
The differences between fraud on Firm Fixed Price contracts vs. Cost plus or time & materials contracts.
The Federal Court System, The participation of Main Justice Components in Investigations, Classified vs. Non-Classified Cases
Understanding importance of electronic data seized during search warrants and the value of using proprietary software, such as accounting software, in an investigation.
Understanding of all available sources of data and information offered to LEOs
Understanding of the federal sentencing guidelines in establishing an investigative plan.
Understanding state peace officer authority of federal investigators.
Use of Force, agency rules of evidence.
You do not need to know everything. Become an expert for each case and move on after the case is concluded.
You must have a high level of interviewing skills.

Table 3
Training Topics or Programs

Criminal Investigator Responses
1. Complex case management 2. Prosecution reports
A training conference for agents assigned to HUD-OIG.
Additional training in record analysis/analysis tools.
Additional training in understanding and reading Medicare Billing Data. Additional Training in reading Cost Reports, Rules of Discovery; New Trends in Health Care Fraud (CORFs, Home Health Agencies, Community Mental Health Centers).
Additional training on investigation of international financial crimes.
Administrative requirements have shifted to investigators from administrative staff and special agents are spending too much of their time satisfying ever burdening administrative requirements that could be handled by lower graded administrative staff.
Advanced interviewing skills course for senior Special Agents.
Advanced interviewing, link analysis, visual presentation of evidence/findings
Annual training on Agency Programs
As previously stated, more emphasis on Interview & Interrogation skills and techniques. Also, a heavy curriculum of analysis of documents through software tools. Additionally, but not really training related, improved cooperation and access to the numerous databases and tools that exist within the law enforcement community but we, the IG community, are unable to or have limited use, due to highly restricted access i.e. TECS, Automated Export System (AES), ICE/CBP Databases, Direct FINCEN Access (SARs & CTRs), Airline Reporting Corp (ARC), and literally dozens, if not hundreds, of others. The CIGIE should centralize a number of investigative databases and/or tools (forensic labs, digital forensic labs, etc,) available to its members. Perhaps a digital portal of available databases and links/access to dozens/hundreds of resources. Some examples are: EPIC, FAA/Maritime Databases, D&B, DMVs, Open Source Databases (Internet) such as Shippers, Manufacturers, Federal Districts/AUSA Contacts (CCIPS, etc.), Financial Resources such as CHIPS, FEDWire, ISP and Social Medias Warrant Contacts, NCIC/NLETS/NCIB, ARC, Border Crossing (CBP), etc., etc. This CIGIE one-stop shopping Portal/Links would be the BEST thing you could do. Combine these available tools and couple them either on-line or classroom training and the CIGIE would become the best thing out there for IG investigators.
Broadcast radio communications: It seems as though we in the IG community view two-way broadcast radios as antiquated and useless technology, despite the fact that the rest of the federal, state, and local law enforcement community views them as an indispensable part of the equipment they need to do their jobs. I know this is a funding issue for many IGs, but the reality is that without broadcast communications (mobile, in cars, and portable walkie-talkies), no federal agent should be expected to conduct or participate in search warrants, arrest warrants, undercover operations, consensual monitoring (including telephonic, which commonly leads to face-to-face CM, i.e. body wires), or any other high-risk enforcement or investigative situation that requires the instant coordination of communications to maintain safety or to deal with an arising emergency. This is why there is less and less of these types of operations in agencies who do not train or provide equipment for broadcast radio communications. The equipment and the teaching of proper communications protocol is an essential tool for REAL law enforcement agencies and their agents. In my survey, I stated I never use emergency equipment. That's only because my agency no longer installs it or radios in our GOVs. My (and many other agents') investigative methods would be completely different and more advanced if I (we) had these tools and the related training to do our job safely and efficiently.
Case Management/E -Discovery type software
CITP prepares an 1811 with the basic knowledge and skills common to all investigators. Because the missions among the different IGs vary significantly from one to another, I don't see the value in the IG academy. I would have benefited MUCH more from additional training specific to my agency and its programs.
Clarification on the use of Garrity warnings in criminal investigations that involve civilian government employees. DCIS is not a "typical" IG and does not investigate "internal" investigations as other typical IG shops - where Garrity warnings would be appropriate. There is even confusion when discussing

(with AUSAs) whether the Garrity warning should be given and being advised that it is NOT required because the investigation is criminal/civil in nature and not administrative (internal). If it were possible for this "IG requirement" to be amended - it would benefit our agency and investigations.
Computer data generated reports which display flags based on suspicious activity done by beneficiaries/employee cases.
Consider offering advanced training in specific areas of priority frauds. For example, mortgage fraud investigations are a priority. Training is offered that generally describes how the closing process works, but we never get into the "weeds" of what, specifically, underwriters, closing agents, appraisers, title companies, etc. do and are expected to do. For example, instead of telling us that an appraiser's job is to value the property, tell us exactly how he goes about doing it.
Continue training in all areas.
Contracting Officer training
Contracting officer training, procurement training, grant training, etc.
COR training, Project Manager Training.
Covert electronic surveillance.
Covert operations, interviewing techniques, complex fraud investigations
Defensive driving techniques.
Define the roles of Special Agents (criminal investigators), OIG attorneys and OIG Scientists in the context of criminal investigations being conducted under Statutory Law Enforcement Authority.
Digital media (photographs, etc.) evidence collection
Enhanced inter-agency training, interaction, and investigative/intelligence sharing
Financial Crimes, Contact Fraud
Financial Crimes, Leadership Courses
For the most part, all the topics captured in the survey are relevant and applicable to an OIG agent.
Frequent and up to date training on death investigations, sexual assault investigations, crime scene processing, specialized interview techniques, and forensics classes.
Good coverage now.
Grant fraud training/investigative techniques
Homicide, sexual assault, child and domestic abuse crime training.
How to enlist confidential informants in a procurement world. How to solicit the right information from auditors.
Human Trafficking.
I am currently taking classes in contracting, grants, and suspension and debarment. These classes have really assisted me in my investigations. Becoming a certified fraud examiner has also enhanced my abilities in my daily duties.
I personally believe that the Flying Armed course would be beneficial to add to the Inspector General Investigator Training Program.
I think the basic trainings needed to better accomplish my mission would be Grant Fraud, Contract Fraud, Advanced Interviewing, and Law Enforcement Driving. The Law Enforcement Driving is kind of a pet peeve of mine. Due to the nature of our jobs, we almost all operate a GOV on a daily basis. Yet, for many agents I have met who are at different agencies there are no follow up requirements or even yearly testing on vehicle operations. We qualify with our firearms at the least quarterly, we have defensive tactics refreshers, we have legal updates, and yet we never have any type of qualifying on GOV operation.
I would benefit from learning how to better use Microsoft office applications such as excel.
I would like to see the IG Academy provide more of the training that is mandated by the DOJ and CIGIE. It would be helpful if they provided legal updates, CT training, firearms training, life style management, CPR, blood born pathogen, and TSA flying armed courses.
Implement a computer and electronic crimes, and staff with full-time agents.
Internet searches available to law enforcement, as well as, high tech undercover and surveillance equipment.
Interrogation skills and tactics.
Interview/Interrogation training
Interviewing training outside the agency

Law review
Leadership training.
Make the training as agency specific as possible, with time to incorporate the other agencies and their role in the IG Community.
Management / leadership training, Advanced interviewing training
Managing investigations electronically
Mandatory PT tests to ensure all agents are in shape, control tactics refreshers annually, mandatory physicals.
Microsoft Access training will enhance my job performance.
More Contracting experience; more accounting/auditing experience; more hands on defensive tactics and firearms training; and more detailed experience with the Military Agencies (i.e. working with/in MCIO Offices to gain more detailed knowledge of the inner workings of those agencies/departments)..
More frequent advanced interviewing courses. I have been trying to get into one for years, and either my agency does not ask for enough slots, or there are not enough slots to go around. I have taken Reid, but want a course through FLETC or IG Academy. Thanks.
More frequent training options.
More interviewing training for new agents. More case organization skills for new agents. Should be standardized case organization and reports for all OIG offices.
More training on interagency activities, the use of information sharing programs, designing a more team approach concept among agencies in resolving criminal and civil issues.
More training on writing search warrant affidavits, and the search op plan. More search warrant scenarios that require significant deviation from the op plan would be realistic.
New employees need more interviewing training. Training for attorneys at the IG Counsel's Office about supporting agents with regards to general and agency specific CRIMINAL issues. They sometimes seem afraid of criminal law. Most haven't dealt with criminal law/procedure since law school.
OJT - working under a mentor senior agent as their trainee/partner for a year.
Program, Grant, Contract, and Procurement fraud investigative techniques, indicators, and trends.
Reid Technique Interviewing Class
Report writing is the most crucial skill to possess in our agency.
Report writing, information specific to my agencies (SSA) programs.
Rules and requirements in safeguarding criminal histories. Safeguarding Grand Jury Information. Creation of IPARs. Radio etiquette and phonetic alphabet. Basic vehicle upkeep/GSA Fleet rules.
Soft skills - learning what's expected from AUSA's, working collaboratively with multiple agencies, etc
Source/informant development, technical surveillance usage (body wires, GPS trackers)
Specialized knowledge such as the science behind scientific research grants or other areas (labor law, education loan programs) etc.
Specific training on my agency's programs.
Structure online-training program i.e. refresher courses etc.
Technology (software and hardware) and associated training to enhance the acquisition, analysis and presentation of information.
Terrorism training
Training in money laundering techniques, electronic crimes, and fraud investigations will be essential tool in enhancing our techniques. The ability for other IG agencies to share information to assist in one another's investigations is very important and should be corrected. A lot of times, we as Investigators hit a dead-end when we need critical information from another IG agency to complete a criminal investigation and we are denied access to the information from the agency we request it from. Access to more investigative tools and databases like the WORK NUMBER or a SECTOR number to call and request information while in the field will be useful in our investigations.
Training is not based on the job needs as much as preferential selection
Training on how to use computers and data bases more effectively in fraud investigations, especially for grant and mortgage fraud.
Training on our Agency's programs--so we know when activity is not-the-norm and criminal (i.e. HUD programs)
Training on what constitutes proof in a procurement fraud investigation

Training on: Interviewing Techniques, Financial Record Analysis, and Collecting Data from the Internet
Training to become subject matter experts with regard to specific programs administered by the parent agency, such as training in the oil and gas industry
Training to better understand HUD programs and the rules and regulations surrounding the programs. Also should have training with audit personnel to better understand their role and how and when they can assist in investigations.
Undercover operations in IG-related investigations.
Undercover sting operations (storefronts, buy busts, and reverse stings)
Use of excel or access to manipulate and analyze large amounts of data
Use of non-governmental sources of information and exploitation of social media in investigations.
Value added process mapping (Six Sigma Quality Training) for auditors and agents that evaluate program efficiency/integrity.

Appendix F

Copies of the CIGIE Online Surveys
Competency Assessment

Council of the
INSPECTORS GENERAL
on INTEGRITY and EFFICIENCY

Inspector General Criminal Investigator Academy
Competency Assessment for Offices of the Inspector General Criminal Investigator Series

The following competencies were derived from a recent Job Task Analysis based on a representative sample of Inspector General Criminal Investigators. Although many of the OIGs have a variety of missions and goals, the CIGIE and its Training Institute are interested in determining competencies that are common to most, if not all, investigators within the IG Community. Thank you for your thoughtful participation.

1. Please select your OIG department or organization.

1a. If your OIG department or organization is not listed above, please specify below.

Please rate the following competencies for 1811 Criminal Investigators according to the Importance Scale descriptions for each grade series group:

Importance Scale:

Not Important/Does Not Apply: Knowledge, Skills or Ability in this area is **not required** for success in the position, or has no effect on the position.

Somewhat Important: Knowledge, Skills or Ability in this area is **Somewhat Important** to success in the position. A lack of Knowledge, Skills or Ability in this area **may affect** performance; however, it **will not lead to failure** in the position.

Important: Knowledge, Skills or Ability in this area is **Important** to success in the position and **will have a noticeable effect** on performance, **resulting in an inability to perform some aspects of the position**.

Very Important: Knowledge, Skills or Ability in this area is **Very Important** to success in the position. A lack of Knowledge, Skills or Ability in this area **will result in failure in the position and may result in negative consequences to the department, the agency, the public, or other constituencies.**

Critical: Knowledge, Skills or Ability in this area is **Critical** to success in the position. A lack of Knowledge, Skills or Ability in this area **will lead to significant failure on the job and will seriously affect the department, the agency, the public or other constituencies.**

2. **Competency Ratings**

Competencies	GS 5 - 7	GS 9 - 11	GS 12 - 13
Investigative Skills: Conducts interviews, interrogations, investigations and inspections involving issues such as government employee misconduct, fraud against the agency, onsite inquiries of reprisals and other casework that may include the use of confidential funds, financial crimes, procurement or contract fraud schemes and electronic crimes.			
Legal Knowledge: Maintains and applies current knowledge of laws, especially regarding the rights and warnings of U.S. citizens, including government employees; government workplace searches; fraud against the U.S.; the Federal Rules of Discovery, Evidence and Criminal Procedure, and other legal authorities including, but not limited to, the U.S. Code and the Code of Federal Regulations, the Federal Acquisition Regulations, and the Fourth, Fifth and Sixth Amendments of the U.S. Constitution.			
Law Enforcement: Conducts law enforcement activities including but not limited to discovery, collection and preservation of physical evidence of crimes and violations. Executes search and arrest warrants, plans and executes investigative and operational plans, conducts government workplace searches, administers oaths, maintains knowledge of current trends in criminal activities, properly operates vehicles in emergency or non-emergency situations, conducts threat assessments and uses force when necessary to protect oneself and others.			
Organizational Awareness: Maintains and adheres to factual awareness of the auspices of the Offices of Inspectors General, the CIGIE and the agency of assigned duty including, but not limited to, laws, rules, regulations and objectives, ethical conduct governing Federal employees, the roles of auditors, inspectors and evaluators within the IG community and complex government programs, policies and operations.			
Oral Communication: Verbally reports facts and findings accurately in a concise, logical and objective manner to senior officials, external and internal customers, and provides testimony in civil, criminal, administrative or quasi-legal proceedings and/or grand jury hearings on complex government programs and operations.			
Research and Analysis: Conducts research by reviewing records such as financial statements, bank, payroll or phone records, ledgers, reports, case files and/or correspondence for investigative leads, potential evidentiary value, and compliance enforcement per agency policies and Federal regulations; analyzes data, records and reports to determine actionable items, and makes appropriate decisions and referrals to others as needed.			
Partnering/Team Building: Builds networks, alliances and strategic relationships; cultivates teamwork; develops and sustains cooperative working relationships with internal and external entities; collaborates with auditors, inspectors/evaluators, attorneys and peers during investigations and to achieve common goals; serves on peer review teams; mentors or coaches less experienced investigators.			

Written Communication: Prepares sworn written statements, correspondence, drafts and final investigative reports, affidavits for search and arrest warrants; writes analysis of investigative findings and conclusions, and provides recommendations for corrective actions.			
Influencing/Negotiating: Persuades others, builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals while facilitating mutually agreeable solutions; advises government managers and stakeholders on flaws in internal controls, operations and programs.			

3. Please indicate your level of agreement with whether the competencies listed in Question 2 would adequately represent the work of your Criminal Investigators.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

4. If you have any level of disagreement regarding the listed competencies, please explain your response.

5. Please rate the need to provide these advanced training topics for your 1811 Criminal Investigators according to the scale defined above.

Advanced Training	Ratings
Interviewing	
Case Management	
Electronic Investigations, Surveillance & Evidence Collection	
Computer Training & Databases	
Interagency Collaboration	
Legal Updates	
Accounting/Procurement/COTR Processes	
Financial (Contract/Grant) Fraud	
Mortgage/Housing Fraud	
Leadership Training	

6. In your opinion, what are the top three most important advanced training topics that would enhance your OIG's ability to accomplish its mission?

7. There were several comments from the Job Task Analysis survey respondents stating that the IG community should have standardized policies, training, and/or information-sharing tools, as well as better inter-agency collaboration. Please comment and provide your ideas and reasoning.

8. What leadership training topics do you believe are most important for those managing IG investigations?

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Job Task Analysis for OIG Criminal Investigators

Council of the
INSPECTORS GENERAL
on INTEGRITY and EFFICIENCY

Inspector General Criminal Investigator Academy
Job Task Analysis for Offices of the Inspector General Investigator Series

Your responses to this survey will assist the Counsel of the Inspectors General on Integrity and Efficiency (CIGIE) Training Institute with the development of OIG-specific basic and advanced training programs designed to enhance the professional development of the OIG Community staff members. Although many of the OIGs have a variety of missions and goals, the Institute is interested in determining skill sets that are common to most, if not all, investigators within the IG Community. Please take the time to provide accurate responses that represent your position. Your participation is invaluable to the CIGIE and the Training Institute.

1. Please select your job series.

- GS-1810
- GS-1811
- Other (please specify) _____

2. Please select your OIG department or organization.

2a. Other agency (please specify)

3. Please select your duty station

3a. Other duty station (please specify)

4. Please indicate your length of service as an Investigator for the Office of the Inspectors General.

- < 1 year
- 1 - 2 years
- 3 - 4 years
- 5 - 6 years
- 7 - 9 years
- 10 - 12 years
- Other (please specify) _____

5. Please indicate your length of service as an Investigator for Federal agencies not related to the Office of the Inspectors General.

- < 1 year
- 1 - 2 years
- 3 - 4 years
- 5 - 6 years
- 7 - 9 years
- 10 - 12 years
- Other (please specify) _____

6. Please indicate your grade level.

- GS-5
- GS-7
- GS-9
- GS-10
- GS-11
- GS-12
- GS-13
- Other (please specify) _____

Next

7. Please rate the importance of the following Investigator skills and abilities as well as the frequency with which you typically perform these skills on the job. If you don't perform these tasks, please select *N/A for not applicable* and do not complete the other ratings for that item.

Skills & Abilities	N/A	Importance	Frequency
Analyzes, interprets, and evaluates information obtained	○		
Reviews transcribed testimonies, sworn statements and/or documentary evidence	○		
Evaluates draft investigative reports, records and final reports	○		
Obtains & reviews records such as books, payroll records, ledgers, case files and/or correspondence	○		
Understands and analyzes business, commercial, industrial and/or agency records	○		
Uses computers and electronic data to collect and analyze evidence	○		
Collaborates with external entities to further investigations	○		
Collaborates with auditors, inspectors or evaluators during investigations	○		
Serves on a peer review team	○		
Uses force, including the possibility of deadly force, to protect oneself and others	○		
Executes arrest warrants	○		
Executes search warrants	○		
Practices defensive driving in non-emergency vehicle operations	○		
Operates vehicles with emergency law enforcement equipment	○		
Maintains physical fitness to ensure personal safety and fitness for duty	○		
Recognizes and responds to potentially threatening situations	○		
Uses covert surveillance equipment and techniques	○		

8. Please rate the importance of the following Investigator skills and abilities as well as the frequency with which you typically perform these skills on the job. If you don't perform these tasks, please select *N/A for not applicable* and do not complete the other ratings for that item.

Skills & Abilities	N/A	Importance	Frequency
Develops and uses confidential informants	○		
Interviews union/bargaining unit employees	○		
Advises government employees of legal rights and warnings (i.e., Garrity & Kalkines)	○		
Conducts interrogations of subjects	○		
Conducts interviews of victims and witnesses	○		
Evaluates reliability and credibility of statements and witnesses	○		

9. Please rate the importance of the following Investigator skills and abilities as well as the frequency with which you typically perform these skills on the job. If you don't perform these tasks, please select *N/A for not applicable* and do not complete the other ratings for that item.

Skills & Abilities	N/A	Importance	Frequency
Plans and executes investigative and operational plans	○		
Investigates government program fraud schemes (i.e., workers' compensation, Medicare)	○		
Conducts investigations involving grant fraud schemes	○		
Conducts investigations involving financial crimes (i.e., money laundering, currency violations, bank fraud)	○		
Conducts investigations involving procurement or contract fraud schemes	○		
Conducts investigations involving fraud against the agency (i.e., voucher fraud, time & attendance, employee theft, misuse of property)	○		
Investigates electronic crimes (i.e., identity theft, telecommunication fraud)	○		
Manages or uses consensual monitoring during investigations	○		
Initiates, processes, and utilizes mail covers	○		
Initiates investigations based on leads, referrals, etc.	○		
Conducts inspections for compliance enforcement per agency policies and Federal regulations	○		
Conducts government workplace searches	○		
Investigates government employee misconduct	○		
Conducts preliminary and onsite inquiries of whistle blower reprisals	○		
Recognizes, collects, & preserves physical evidence	○		
Discovers and recognizes evidence of crimes and violations	○		
Uses proper authority and methods when taking sworn statements	○		
Develops and uses non-confidential sources of information	○		
Manages or uses confidential funds during investigations	○		
Conducts undercover assignments	○		
Manages undercover operations as a case agent	○		
Conducts and manages parallel proceedings	○		

10. Please rate the importance of the following Investigator skills and abilities as well as the frequency with which you typically perform these skills on the job. If you don't perform these tasks, please select *N/A for not applicable* and do not complete the other ratings for that item.

Skills & Abilities	N/A	Importance	Frequency
Verbally reports facts accurately in a concise, logical, and objective manner	○		
Verbally communicates with others to gain their confidence and cooperation	○		
Makes appropriate decisions and referrals to others as needed	○		
Mentors or coaches less experienced investigators	○		
Administers oaths	○		
Advises government managers on flaws in internal controls, operations and programs	○		
Verbally presents findings to Congressional staff, senior officials, internal and external stakeholders	○		
Testifies in grand jury hearings on complex government programs and operations	○		
Presents evidence of complex fraud schemes to Federal and/or State or Local prosecutors	○		
Testifies in civil trials on complex government programs and operations	○		
Testifies in criminal trials on complex government programs and operations	○		
Testifies in legal, quasi-legal, or administrative proceedings	○		

11. Please rate the importance of the following Investigator skills and abilities as well as the frequency with which you typically perform these skills on the job. If you don't perform these tasks, please select *N/A for not applicable* and do not complete the other ratings for that item.

Skills & Abilities	N/A	Importance	Frequency
Prepares affidavits for arrest or search warrants	○		
Writes analysis of investigative findings, recommendations for corrective actions and conclusions	○		
Develops written correspondence, drafts and prepares final written reports	○		
Prepares sworn written statements	○		
Prepares and issues Inspector General subpoenas	○		
Prepares Grand Jury Subpoenas	○		

12. Please rate the importance of the following Investigator knowledge areas as well as the frequency with which you typically use this knowledge on the job. If these items don't pertain to your job, please select *N/A for not applicable* and do not complete the other ratings for that item

Knowledge	N/A	Importance	Frequency
Knowledge of the role of auditors in the IG community	○		
Knowledge of the role of inspectors and evaluators in the IG community	○		
Knowledge of the role of the CIGIE and its committees	○		
Knowledge of the Attorney General Guidelines for Offices of Inspectors General with Statutory Law Enforcement Authority	○		
Understands the purpose of OIG Semi-Annual Reports to Congress	○		
Understands the Council of Inspectors General on Integrity and Efficiency (CIGIE) Quality Standards for Investigations.	○		
Knowledge of the Inspector General Act of 1978 and its amendments	○		
Knowledge of the Inspector General Reform Act of 2008	○		
Understands the role and use of Inspector General subpoenas	○		
Understands complex government programs, policies and operations.	○		
Understands the agency and departmental laws, rules, regulations, and objectives	○		
Knowledge of laws and agency policies in dealing with Interception of Communication	○		
Understands the role of the Office of Government Ethics	○		
Understands the Federal Rules of Evidence regarding Discovery (i.e., Jenks Act, Brady v. Maryland)	○		
Knowledge of the Code of Federal Regulations	○		
Understands the Federal Rules of Discovery and what constitutes discoverable material	○		
Knowledge of the Federal Rules of Evidence	○		
Knowledge of the Federal Rules of Criminal Procedure	○		
Understands Fourth, Fifth, and Sixth Amendments of the US Constitution	○		
Knowledge of the rules of ethical conduct governing Federal employees	○		
Understands government employees' legal rights and warnings	○		
Understands the Whistle Blower Protection Act	○		
Understands which statutory or law enforcement authorities are applicable when needed	○		
Understands laws on dealing with attorney-represented parties	○		
Understands laws and policies on dealing with union/bargaining unit employees	○		
Knowledge of civil remedies in fraud cases	○		

13. Please rate the importance of the following Investigator knowledge areas as well as the frequency with which you typically use this knowledge on the job. If these items don't pertain to your job, please select *N/A for not applicable* and do not complete the other ratings for that item

Knowledge	N/A	Importance	Frequency
Understands authority for administering oaths	○		
Understands authority and methods for taking sworn statements	○		
Knowledge of multiple investigative techniques	○		
Knowledge of the elements of various electronic crimes (i.e., identity theft, telecommunication fraud, bank fraud)	○		
Knowledge of investigative tools and techniques for financial crime investigations (i.e., bank records, suspicious activity reports, financial statement analysis)	○		
Understands government program fraud schemes and investigative techniques	○		
Understands grant fraud schemes and investigative techniques	○		
Knowledge of current trends in illegal immigration activities	○		
Understands laws on government workplace searches	○		
Knowledge of the federal government procurement process	○		
Knowledge of suspension and debarment of federal contractors	○		
Knowledge of current trends and activities in domestic and international terrorism	○		

14. What other skills or abilities do you perform that are not listed here?

15. What other job-specific knowledge have you acquired or are expected to know that is not listed here?

16. Please indicate what topics or training programs would enhance your job performance or enable your agency to better accomplish its mission.

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