NIH Training Center

Learn...Discover...Grow

http://LearningSource.od.nih.gov

Highlights

Sharon D. Ballard,
  Managing Editor, Contributor
Robert V. Keller, Editor
Melanie Keller, Contributor
Christina D'Onofrio, Contributor
Kim Lysik Di Santi, Contributor
Lashawn Taylor, Contributing Editor

New NIH Competency Model: Core and Occupational

Competencies are the combination of knowledge, skills and abilities that contribute to enhanced employee and organizational performance. The newly developed NIH Competency Model provides a foundational explanation of what you need to know and be able to do to perform as a current or potential member of the NIH community.

The NIH Competency Model Development Project was spearheaded by the Administrative Training Committee (ATC) presently under the leadership of David Whitmer, Executive Officer for the Center for Scientific Review (CSR). The initial intent of the NIH Competency Model was to help interns create learning paths, and easily identify and understand the key knowledge, skills and abilities that various NIH occupations require. Above and beyond being used as an intern career guideline, the value of the Competency Model can further be realized when used to:

• Reinforce the skills and abilities sought in new hires
• Assist existing employees in the development of competencies that will enable them to move into different occupations as agency needs fluctuate
• Serve as enablers for the professional development and career opportunities that will attract and retain human capital in years to come

The ATC contracted with Capgemini Government Solutions LLC to develop the overarching Competency Model for NIH employees. The foundation of the Model includes NIH Core Competencies (the knowledge, skills and abilities that every NIH employee should have) as well as competencies for seven occupation-specific areas:

• Budget
• Contracts
• General Administration
• Grants
• Human Resources
• Information Technology
• Program/Management Analysis

The comprehensive methodology for developing the NIH Competency Model consisted of three key phases: Competency Research and Development, Competency Validation, and Competency Deployment. Capgemini collabo-

rated with key technical contacts and competency area subject matter experts to uncover top performer knowledge, skills and behaviors that drive success. Recognizing that NIH Institutes and Centers had performed a significant amount of work related to competency modeling, working on their own as well as through OPM activities, the Capgemini team leveraged this work, incorporated industry leading practices, as well as top performance examples within the NIH organization to create a competency model that is truly representative of the NIH needs.

The following potential benefits may be obtained from further development of competency model attributes and movement towards increased performance levels:

• Ease of defining learning needs more clearly and design more cost-effective learning solutions
• Role-specific competency definitions
• Defined proficiency levels of each competency for each job role
• A Competency Model mapped to learning and development paths

Competency model development is currently being considered for mission-critical occupations in the Medical, Scientific and Administration groups. The NIH Training Center is mapping a competency model plan for future development.

You are invited and encouraged to use the new competencies as a developmental resource. The competencies can be viewed via the NIH Training Center Website at http://learningsource.od.nih.gov/competencies/index.html.

Not sure what training to take? Check out the competencies, do a self-assessment and uncover the competencies that will support you in progressing in your career!

4th Quarter FY 2005

Can't find what you want?

Is there a course you'd like to see the NIH Training Center offer? We would like to hear from you about your individual or group training needs. Call us at 301-496-6211 or TTY: 301-594-2696 or visit our web site at http://learningsource.od.nih.gov/requestform.asp

The NIH Training Center staff

Melanie Keller, Director
Debbie Butcher, Program Manager
Sharon Ballard, Program Manager
Gregg Tabachow, Program Manager
Pauline Irwin, Program Manager
Theresa Johnson, Assistant to the Director
Curtis Williams, SMP Assistant
Heath McCoy, Project Manager

Kent Bemberger, Training Coordinator
Jeffrey Boham, Training Coordinator
Faith Bivens, Training Coordinator
Amour Gaba-Toura, Training Coordinator
Lyndia Grant, Training Coordinator
Kathy Hardin, Technical Project Manager
Dale Pearlman, Sr., Technical Consultant
Sean Sommers, Technical Consultant

Ways to contact us

NIH Training Center
6120 Executive Plaza South, Suite 100
Bethesda, MD 20892
Tel: 301-496-6211
Fax: 301-480-3197
TTY: 301-594-2696
E-mail: training1@od.nih.gov

Communicating With Your Supervisor About Your IDP

In the last four editions of Highlights, the process of developing an Individual Development Plan has been reviewed. If you have been working on your IDP along with each edition you are probably close to a final version. It is now time to schedule a meeting with your supervisor to discuss it. This communication allows your supervisor to be as committed as you are to your success. Additionally, they can be a valuable source of information and guidance. When talking with your supervisor consider these suggestions:

1 Present your IDP in a format that will get your boss's attention. Determine how she/he prefers to get information. Would they like to review the document prior to meeting with you? Or would they prefer a simple verbal overview?

2 Emphasize how your goals and objectives align with the goals of the organization and those of your supervisor. Give details on how your development will benefit the office and how it will impact your performance in your current position.

3 Evaluate your progress and update your supervisor on your accomplishments. Suggest areas where you could take on greater responsibility because of your growth. Identify ways your training could be used to the advantage of the office.

4 Share how you will revise your IDP when there are changes in the office or organization.

5 Review what you have been learning with your supervisor. Offer to give an overview to other staff following a training course.

Now you are well on your way to meeting your own personal career goals while contributing to the success of your organization.

Meet the NIH Training Center Staff

**Gregg Tabachow
Program Manager
NIH Training Center**

Gregg Tabachow initially started at the NIH Training Center in 2002 as a Training Coordinator doing class management, where he registered employees for trainings and monitored all of the Financial and Management classes. He continued in a similar capacity for the HHS University for a short time before returning to the NIH Training Center to assist with the Emerging Leaders Program. In August of 2004, he became a Program Manager working with the NIH community on customized retreats, overseeing the NIH On-line Orientation for new employees, developing prerequisite courses for the new NBS training, and serving as a NIH representative on the implementation team for the new HHS Learning Portal.

Achieving Increased Performance Through Executive Coaching

Many employees have an unspoken goal of achieving the best performance possible: being the "super star" or the "high performer" on the team. There are many ways to achieve such status. Putting in long hours, giving projects extra effort, going to training, staying on top of the latest information ... but what about coaching?

The Training Center offers individual coaching sessions for executives, senior managers, middle managers, professional staff, and other key contributors. Executive coaching offers today's busy leaders the opportunity to pursue personal and professional development in a confidential and collaborative one-on-one environment. Executive coaching increases organizational effectiveness by facilitating individual growth and enhancing the leadership and management competencies necessary to achieve higher performance levels. Executive coaching is a learning process that is tailored to an individual's needs. Every coaching experience is different. Executive coaches listen, conduct in-depth interviews, ask questions, provide support and feedback, and challenge the individual. Sessions may include clarification of goals and objectives, assessments and evaluation, feedback, planning, monitoring, and disciplined learning. Executive coaching sessions can be used to:

- Support individual career growth
- Expand individual skill base
- Solve problems
- Develop delegation skills
- Improve individual or staff performance and productivity

- Increase self-motivation and initiative
- Improve oral and written communication
- Develop assertiveness skills
- Resolve conflict situations between individuals or within a team

As you can see, coaching is used for a variety of reasons. Within the past year, the Training Center has received a myriad of coaching referral requests ranging from helping an employee struggling with their performance to assisting a scientific Deputy Director transition into a Director role.

A pivotal part to the coaching experience is selecting the RIGHT coach. The following are some important tips to consider when choosing your coach.

> "I've had two sessions with my coach so far and…WOW. It's amazing. She's helped me strategize some ways to help with time management (and hold me accountable for implementing!) and is working with me on specific issues related to communication and styles. Just in this brief time period, it has helped me significantly with approaches to people and problems. Highly recommend it!"
>
> *-Christine M. Steyer, Acting Director, NIH Office of Human Resources and Office of Strategic Management Planning*

Tips For Selecting a Coach:

- **Interview/meet at least three coaches.** They are not a one size fits all. While you might like the first person, you don't know what the others will be like. You will need to determine what "coaching chemistry" you need and what other factors are important to you: frequency, past experience, intensity, personality type, etc.

- **Ask for a 30-minute coaching trial run** (instead of an interview format). This may better give you a feel for what the coaching relationship would be like since you can "simulate" the coaching experience.

- **Clearly discuss your goals** (personal and professional). This will help the coach assess how they can best help you – of IF they are the best match for you.

- **Be up front and open.** Tell them you are (if you are) interviewing several coaches, and give them a timeframe that you expect to make a decision.

- **What about the $$$$?** You can ask each coach to send you a "quote/proposal" to include cost per session as a follow-up from your meeting/trial session. This will enable you to get a sense for cost as well.

- **Don't feel pressured to "over buy".** The typical coaching arrangement lasts 3-6 months, and in some cases up to 12-18 months.

- **Inform the non-selected coaches.** Once you make your decision, be sure to inform the "non-selected" coaches – e-mail is an acceptable medium for this.

- **Make a specific deal.** Negotiate and agree upon important items like: length and frequency of sessions, cost per session, format (phone or in-person), rescheduling protocol, and other pertinent details that will help facilitate a successful agreement.

- **Assistance.** The NIH Training Center can facilitate the payment/purchase order/negotiation.

If you are still scratching your head wondering how to get started—not to worry—the Training Center can provide you with coaching referrals, additional information and can guide you through the process painlessly. For more information on executive coaching, call 301-496-6211 and ask to speak to a Program Manager.

Spring 2005 Senior Leadership Program Graduates

The NIH Senior Leadership Program, now in its 5th year, is a leadership development program for teams of senior level administrative and scientific managers. It focuses on providing leadership and technical competencies necessary for the successful achievement of the NIH's scientific research mission. The Office of Strategic Management and Planning's NIH Training Center is proud to announce the most recent graduates of this program:

CC Team
Robert DeChristoforo
Dave Folio
Karen Kaczorowski
Robert Mekelbery
Gwenyth Wallen

NHLBI Team
Marilyn Jackson
Chitra Krishnamurti
Alice Mascette
Robert Pike
Valerie Prenger
Eser Tolunay

NCI Team
Ken Buetow
Dorothy Foellmer
Joseph Jenkins
Lenora Johnson

NIDDK
Carolyn Bell
Dan Camerini-Otero
John Hanover
Francie Kitzmiller
Jake Liang
Steve Wang

OD
Janet Dudrick
Melanie Keller
Phil Lenowitz
Anita Linde
Susan Persons

4th Quarter FY 2005 Course Offerings

Course Title	Length	Days	Course #	Location	Cost
NIH Domestic Travel (NBS Travel System)	3 days	8/1-3; 9/12-14	2601	EPS	$604
Delegated Acquisition Training Program	4 days	8/16-19	2603	EPS	$829
NIH Foreign Travel (NBS Travel System)	2 days	7/6-7/7; 9/26-27	2605	EPS	$442
Travel For Administrative Officers	1 day	8/8; 9/15	2606	EPS	$512
Simplified Acquisitions Refresher	.5 day	8/8	2607	EPS	$265
Professional Service Orders	.5 day	8/10	2612	EPS	$245
NBS Travel System for Organizational Administrators	2 days	7/12-13; 9/27-28	2614	EPS	$725
Price Reasonableness in Simplified Acquisitions	.5 day	9/7	2617	EPS	$252
Introduction to NIH Property Management	2 days	8/4-5	2622	EPS	$790
Basic Time and Attendance Using ITAS	2 days	8/22-23; 9/28-29	2624	EPS	$647
Purchase Card Processing System	.5 day	8/11	2635	EPS	$265
Purchase Card Training	1 day	8/15	2636	EPS	$292
Travel for NIH Travelers	.5 day	9/7	2644	EPS	$351
Fellowship Payment System	1 day	9/19	2646	EPS	$277
Intercultural Communications at the NIH	.5 day	9/7	4002	EPS	$263