



National Institutes of Health Competency Model

GS - 560 Budget Analysis Occupation Competency Model



Budget Analysis Competency Model		
Competency	Definition	Key Behaviors
Budget Calculation	Compiles, analyzes and summarizes probable financial income and expenditures over a specific period, as well as allocates funds for a specific purpose within a given time frame	<ul style="list-style-type: none"> • Discusses the purposes and benefits of budgeting • Explains the planning and control functions of revenue budgeting • Applies strategies to analyze financial statements and uses related information in budget preparation • Uses guidelines for establishing effective budget objectives • Demonstrates knowledge of various types of budgets • Identifies the appropriate budgeting strategies for a variety of situations • Explains complex budgeting calculations (i.e. pricing indexes)
Federal Budget Process	Understands the Federal Budget process, including budget formulation, presentation and execution	<ul style="list-style-type: none"> • Understands the hierarchy of financial authority within the Federal Government • Possesses knowledge of current laws, regulations and guidance affecting the Federal budget process • Uses written strategic business plans to support financial assumptions • Uses forecasting and historical data to prepare detailed financial plans • Presents the financial planning/budgeting process and/or financial model to a variety of audiences (i.e. co-workers, new employees, Congress)
Financial Data Analysis	Analyzes quantitative and qualitative financial data effectively to manage and achieve results, and identifies organizational trends through a variety of sources	<ul style="list-style-type: none"> • Analyzes financial data in order to make comparisons, draw conclusions, and make decisions • Uses established financial models and tools for analyzing quantitative and qualitative data • Identifies key performance issues and establishes cause and effect relationships to solve complex financial problems for the organization



Competency	Definition	Key Behaviors
<p>Financial Management</p>	<p>Acquires and applies critical financial concepts and practices, based upon a thorough understanding of the Federal Government</p>	<ul style="list-style-type: none"> • Establishes and maintains realistic budgets • Draws accurate conclusions from financial information • Uses financial and other quantitative information to manage the organization • Interprets and analyzes the meaning and implications of key financial indicators • Understands overall financial performance of the organization • Uses financial analysis to evaluate strategic options and opportunities
<p>Organizational Forecasting</p>	<p>Develops models or projections based on studying past results, relationships, outcomes and data</p>	<ul style="list-style-type: none"> • Reviews information and data being used to generate forecasts • Conducts analysis utilizing various forecasting tools and methodologies to assess actual performance and quantify risks • Reviews forecasts for accuracy • Prepares forecasting reports/communications and disseminates them to various stakeholder groups as required
<p>Process Management</p>	<p>Develops and monitors processes and organizes resources to achieve desired results</p>	<ul style="list-style-type: none"> • Evaluates efficiency and effectiveness of resources utilization and results accomplishment • Establishes clear, well-defined processes necessary to achieve the desired outcomes • Organizes people and activities to accomplish results • Identifies and addresses process problems promptly • Delineates complex processes into more simple tasks and functions • Creates an effective work flow that effectively coordinates and integrates tasks and functions • Identifies and takes advantage of opportunities to accomplish multiple objectives and obtain synergies through process development and management • Effectively communicates and coordinates with other stakeholders in the process (add from another focus group)



Proficiency Scale

Score	Proficiency Level	Description
N/A	Not Applicable	You are not required to apply or demonstrate this competency. This competency is not applicable to your position.
0	Not Demonstrated	You have not demonstrated this competency and likely have not had related training or experience.
1	Baseline (theoretical knowledge)	Shows basic knowledge and understanding sufficient to handle routine tasks. Focus is on learning. <ul style="list-style-type: none"> • You are training or on-the-job training; beginning to develop this competency and have completed formal • You understand and can discuss terminology, concepts, principles, and issues related to this competency; • You utilize the full range of reference and resource materials in this competency.
2	Progressing (limited practical application and experience)	Has depth/breadth of knowledge to handle non-routine situations. Begins to take initiative. Focus is on applying and enhancing knowledge or skill. <ul style="list-style-type: none"> • You have applied this competency in occasional situations and still require minimal guidance to perform successfully; • You understand and can discuss the application and implications of changes to processes, policies, and procedures in this area.
3	Proficient (practical application and experience)	An expert who can handle broad organizational/professional issues; works independently; has long-term perspective; coaches, guides and empowers others. <ul style="list-style-type: none"> • You have consistently provided practical/relevant ideas and perspectives on process or practice improvements which may easily be implemented; • You are capable of coaching others in the application of this competency by translating complex nuances relating to this competency into easy to understand terms; • You participate in senior level discussions regarding this competency; • You assist in the development of reference and resource materials in this competency.
4	Master (recognized thought leader)	An expert whose advice is sought out by administrative staff in other NIH offices or in other OPdivs; shapes the organization/profession; is visionary; focus is strategic; copes with the unknown. <ul style="list-style-type: none"> • You have demonstrated consistent excellence in applying this competency across multiple projects and/or organizations; • You are considered the “go to” person in this area from within NIH and/or outside the OPDIV; • You create new applications for and/or lead the development of reference and resource materials for this competency; • You are able to diagram or explain the relevant process elements and issues in relation to organizational issues and trends in sufficient detail during discussions and presentations, to foster a greater understanding among internal and external colleagues and constituents.