



**National Institutes of Health  
Competency Model**

**GS-343 Program/Management Analyst  
Occupation Competency Model**



## Program/Management Analyst Competency Model

Competency	Definition	Key Behaviors
<b>Legislation, Policy and Procedure Research</b>	Understands, researches and analyzes legislation, regulations, policies, and/or processes in order to provide an organization with a consistent, well-defined infrastructure	<ul style="list-style-type: none"> <li>• Researches current legislation/standards/policies/procedures, utilizing all available resources</li> <li>• Gathers and benchmarks information with key stakeholders</li> <li>• Writes and edits standards/policies/procedures documents and manuals</li> <li>• Analyzes and implements standards/policies/procedures</li> <li>• Demonstrates knowledge of the legislative process</li> <li>• Plans, evaluates, analyzes, develops and recommends changes and revisions to organizational policies and procedures caused by new legislation</li> </ul>
<b>Management Analysis</b>	Conducts research and solves organizational inefficiencies to increase the effectiveness of the organization	<ul style="list-style-type: none"> <li>• Understands management and organizational principles pertaining to areas of responsibility (e.g., delegations of authority, administrative procedures) in order to plan and conduct complex studies to assess organizational operations</li> <li>• Identifies sources of information/data for a wide variety of problems and needs</li> <li>• Accurately interprets study results</li> <li>• Identifies and gathers necessary and correct information needed (via case studies, etc.) to clarify an issue or make a decision</li> <li>• Assesses problems accurately, and arrives at solutions that improve the efficiency and effectiveness of resources and operations</li> <li>• Conducts benchmarking and best practices research</li> </ul>
<b>Process Management</b>	Develops and monitors processes and organizes resources to achieve desired results	<ul style="list-style-type: none"> <li>• Evaluates efficiency and effectiveness of resource utilization and results accomplishment</li> <li>• Establishes clear, well-defined processes necessary to achieve the desired outcomes</li> <li>• Organizes people and activities to accomplish results</li> <li>• Identifies and addresses process problems promptly</li> <li>• Delineates complex processes into more simple tasks and functions</li> <li>• Creates an effective work flow that effectively coordinates and integrates tasks and functions</li> <li>• Identifies and takes advantage of opportunities to accomplish multiple objectives and obtain synergies through process development and management</li> <li>• Effectively communicates and coordinates with other stakeholders in the process</li> </ul>



Competency	Definition	Key Behaviors
<b>Program Management</b>	Designs, implements and manages multiple or ongoing programs/projects, and directs the related resources, personnel and activities	<ul style="list-style-type: none"><li>• Provides leadership and creative solutions to program planning and problem solving</li><li>• Directs the analysis/evaluation efforts that will ultimately translate into efficient and effective programs</li><li>• Works with individuals within own organization and across other organizations to plan, schedule and ensure execution of program activities</li><li>• Manages resources within budget</li><li>• Hires, assigns, coordinates and supervises program personnel</li><li>• Monitors program effectiveness, providing reporting as necessary</li></ul>
<b>Qualitative/Quantitative Analysis</b>	Examines and evaluates data to manage and achieve results	<ul style="list-style-type: none"><li>• Analyzes data in order to make comparisons and draw conclusions</li><li>• Uses established data analysis models and tools for analyzing qualitative or quantitative data</li><li>• Identifies cause and effect relationships to solve complex problems for the organization</li><li>• Gathers and interprets pertinent data from a variety of sources and identifies trends available through regular channels and alternative sources</li></ul>



## Proficiency Scale

Score	Proficiency Level	Description
N/A	<b><i>Not Applicable</i></b>	You are not required to apply or demonstrate this competency. This competency is not applicable to your position.
0	<b><i>Not Demonstrated</i></b>	You have not demonstrated this competency and likely have not had related training or experience.
1	<b><i>Baseline</i></b>  (theoretical knowledge)	Shows basic knowledge and understanding sufficient to handle routine tasks. Focus is on learning. <ul style="list-style-type: none"> <li>• You are training or on-the-job training; beginning to develop this competency and have completed formal</li> <li>• You understand and can discuss terminology, concepts, principles, and issues related to this competency;</li> <li>• You utilize the full range of reference and resource materials in this competency.</li> </ul>
2	<b><i>Progressing</i></b>  (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"> <li>• You have applied this competency in occasional situations and still require minimal guidance to perform successfully;</li> <li>• You understand and can discuss the application and implications of changes to processes, policies, and procedures in this area.</li> </ul>
3	<b><i>Proficient</i></b>  (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"> <li>• You have consistently provided practical/relevant ideas and perspectives on process or practice improvements which may easily be implemented;</li> <li>• 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;</li> <li>• You participate in senior level discussions regarding this competency;</li> <li>• You assist in the development of reference and resource materials in this competency.</li> </ul>
4	<b><i>Master</i></b>  (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"> <li>• You have demonstrated consistent excellence in applying this competency across multiple projects and/or organizations;</li> <li>• You are considered the “go to” person in this area from within NIH and/or outside the OPDIV;</li> <li>• You create new applications for and/or lead the development of reference and resource materials for this competency;</li> <li>• 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.</li> </ul>