



# **National Institutes of Health Competency Model**

## **GS-341 Administrative Officer Occupation Competency Model**



<b>Administrative Officer Competency Model</b>		
<b>Competency</b>	<b>Definition</b>	<b>Key Behaviors</b>
<b>Communicate Effectively with Senior Leadership</b>	Exchanges oral and written information effectively with upper levels of management	<ul style="list-style-type: none"> <li>• Presents oral and written information clearly and concisely to senior leadership</li> <li>• Builds trusting relationship with leadership, avoiding miscommunication and misunderstandings</li> <li>• Provides “resolution-based” information, offering possible solutions along with the problems you present</li> </ul>
<b>Create and Execute Annual Strategic and/or Operating Plans</b>	Creates and executes strategic and/or operating plans for new fiscal years	<ul style="list-style-type: none"> <li>• Gathers key information essential to the planning process (e.g., internal information, benchmarking information, stakeholder input)</li> <li>• Incorporates an awareness of current and future management directives, required functional and technical expertise, resource requirements, and targeted stakeholders into annual plans</li> <li>• Identifies the need for new processes, procedures, etc. and incorporates into annual plans</li> <li>• Defines strengths, weaknesses, opportunities, and threats</li> <li>• Compiles and analyzes relevant information gathered</li> <li>• Formulates organizational strategies</li> <li>• Utilizes processes, tools, and/or formal mechanisms to effectively monitor and manage results</li> <li>• Communicates annual plans and updates to team members as appropriate</li> </ul>
<b>Financial Management</b>	Acquires and applies critical financial concepts and practices, based upon a thorough understanding of the Federal Government	<ul style="list-style-type: none"> <li>• Establishes and maintains realistic budgets</li> <li>• Draws accurate conclusions from financial information</li> <li>• Uses financial and other quantitative information to manage the organization</li> <li>• Interprets and analyzes the meaning and implications of key financial indicators</li> <li>• Understands overall financial performance of the organization</li> <li>• Uses financial analysis to evaluate strategic options and opportunities</li> </ul>



Competency	Definition	Key Behaviors
<p><b>General Management</b></p>	<p>Understands the level of responsibility for all projects, personnel and outcomes, and understands the tasks involved in managing assigned areas</p>	<ul style="list-style-type: none"> <li>• Directs and guides reporting personnel</li> <li>• Coordinates and administers resources, systems and technologies to best meet the specified mission and objectives</li> <li>• Initiates procedures and assumes responsibility for projects and processes within your reporting structure</li> <li>• Assigns clear authority and accountability and allows employees the latitude to manage their own responsibilities</li> <li>• Manages activities in accordance with budget constraints</li> <li>• Troubleshoots, problem solves and applies leadership and decision making abilities when difficulties or challenges arise</li> </ul>
<p><b>Policy and Procedure Research</b></p>	<p>Compiles and analyzes regulations, policies, and processes in order to provide an organization with a consistent, well-defined infrastructure</p>	<ul style="list-style-type: none"> <li>• Researches current 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> </ul>
<p><b>Project Management</b></p>	<p>Creates and maintains an environment that guides a project to its successful completion</p>	<ul style="list-style-type: none"> <li>• Explains the processes involved in the initiation phase of a project and the development of an overall project plan</li> <li>• Identifies key stakeholders in a project</li> <li>• Identifies and analyzes environmental influences impacting a project</li> <li>• Develops and manages the scope of a project</li> <li>• Describes in detail the process of resource allocation including human resources, and how cost, work, and time estimates are developed</li> <li>• Understands the risks involved in starting a project</li> <li>• Understands the importance of quality assurance and control</li> <li>• Develops effective oral and written communication skills to interact with members of a project team</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>