



National Institutes of Health

Competency Model

GS-301 General Administration

Occupation Competency Model



General Administration Competency Model		
Competency	Definition	Key Behaviors
Administrative Support	Performs and facilitates execution of administrative activities and procedures for the operation of an office or facility.	<ul style="list-style-type: none"> • Serves as a trusted partner providing support on administrative and business management matters/activities • Manages office/facility repositories and record keeping systems for storage, tracking and retrieval of information and materials • Prepares and/or updates reports, correspondence and other documents • Manages correspondence and communicates organizational information to appropriate parties as required • Coordinates planning and/or scheduling of meetings and events • Utilizes and stays current on available technology and office equipment • Monitors and recommends methods for improvement of office/facility procedures and functions
Internal Resource Management	Identifies, selects and coordinates relevant resources to deliver solutions	<ul style="list-style-type: none"> • Articulates the functions and objectives of the organization and the relationship between own office and the larger organization • Applies knowledge of organization to define requirements and acquire resources • Develops realistic and manageable budgets based on organizational goals, objectives, and priorities • Tracks and evaluates organizational budget, inventory, space, purchasing and personnel activities • Prepares and administers contracts and monitors contract performance • Optimizes processes by coordinating interactions across the organization • Builds and leverages networks to work across the organization and achieve results
Policy and Procedure Awareness, Development and Implementation	Compiles and analyzes regulations, policies, and processes in order to provide NIH communities with a consistent, well-defined infrastructure	<ul style="list-style-type: none"> • Researches current standards/policies/procedures, utilizing all available resources • Gathers and benchmarks information with key stakeholders • Interprets, develops, and communicates standards/policies/procedures • Implements standards/policies/procedures and monitors compliance



Competency	Definition	Key Behaviors
<p>Project/Program Administration</p>	<p>Completes procedures, documents, forms, reports and budgets that are essential to the day-to-day operations of a group, project, or program</p>	<ul style="list-style-type: none"> • Completes project documents and tasks • Adheres to policies and procedures, including timeframes, for all milestones and requirements • Keeps managers aware of the status of projects being managed, including timeframes and document requirements, and key operational issues through formal and informal communications (e.g., status reports, e-mails, updates at meetings) • Recommends changes to forms, documents, procedures, policies, etc., that will increase the effectiveness of the project area • Answers and/or researches project-related questions
<p>Qualitative/Quantitative Analysis</p>	<p>Examines and evaluates data to manage and achieve results</p>	<ul style="list-style-type: none"> • Analyzes data in order to make comparisons and draw conclusions • Uses established data analysis models and tools for analyzing qualitative or quantitative data • Identifies cause and effect relationships to solve complex problems for the organization • Gathers and interprets pertinent data from a variety of sources and identifies trends available through regular channels and alternative sources

Proficiency Scale

Score	Proficiency Level	Description
1	Fundamental Awareness (basic knowledge)	<p>You have a common knowledge or an understanding of basic techniques and concepts.</p> <ul style="list-style-type: none"> • Focus is on learning.
2	Novice (limited experience)	<p>You have the level of experience gained in a classroom and/or experimental scenarios or as a trainee on-the-job. You are expected to need help when performing this skill.</p> <ul style="list-style-type: none"> • Focus is on developing through on-the-job experience; • 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.
3	Intermediate (practical application)	<p>You are able to successfully complete tasks in this competency as requested. Help from an expert may be required from time to time, but you can usually perform the skill independently.</p> <ul style="list-style-type: none"> • Focus is on applying and enhancing knowledge or skill; • You have applied this competency to situations occasionally while needing minimal guidance to perform successfully; • You understand and can discuss the application and implications of changes to processes, policies, and procedures in this area.
4	Advanced (applied theory)	<p>You can perform the actions associated with this skill without assistance. You are certainly recognized within your immediate organization as "a person to ask" when difficult questions arise regarding this skill.</p> <ul style="list-style-type: none"> • Focus is on broad organizational/professional issues; • 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.
5	Expert (recognized authority)	<p>You are known as an expert in this area. You can provide guidance, troubleshoot and answer questions related to this area of expertise and the field where the skill is used.</p> <ul style="list-style-type: none"> • Focus is strategic; • 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 within NIH and/or outside organizations; • 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.