

GS-0170 History

U.S. Department of the Interior

Office of Human Capital

March 2025



History Competency Model

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History Competency Model Study Summary

The DOI Office of Human Capital (OHC) conducted a comprehensive study to identify the critical competencies and tasks for successful performance of History work across the Department. OHC worked with History subject matter experts from across the Department in order to create a thorough and accurate representation of the work performed by DOI History professionals and the knowledge, skills, and abilities required to perform that work.

The study involved a variation of the U.S. Office of Personnel Management's Multipurpose Occupational Systems Analysis Inventory – Closed-Ended (MOSAIC) method for gathering and analyzing information about work. The MOSAIC approach has been utilized to study and describe work performed within the Federal Government for over 25 years. The study included a wide-ranging literature review to build lists of tasks and competencies used to describe History work across the Department. Next, focus groups with DOI History subject matter experts were held to ensure these lists were complete and accurately represented the job. A trained job analyst also linked each task to competencies to confirm they were required to perform the work. DOI History professionals rated the tasks and competencies to demonstrate the importance and utility of each component of the study. Finally, History subject matter experts reviewed the results of the study to ensure its accuracy.

The results of this study establish a common set of tasks and competencies for the History series across the Department, which can be used to create assessment and selection techniques and tools and establish common practices and terminology for recruitment, performance management, workforce planning, training, and employee development. This work provides DOI with current, validated information that can be used to ensure its History workforce has the tools to meet future challenges.

Please reference the Competency Model Interpretive Guidance for assistance in interpreting and applying the results of this study.

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Table 1: General Competencies by Grade¹

The following general competencies are valid for assessment and selection, performance management, and other related human capital functions across the History occupational series included in this study at the grade levels listed below.

GS-5	GS-7	GS-9	GS-11
<i>Accountability</i> <i>Attention to Detail</i> <i>Continual Learning (3)</i> <i>Flexibility</i> <i>Interpersonal Skills</i> <i>Oral Communication</i>	Accountability Attention to Detail Continual Learning (3) Flexibility Interpersonal Skills Oral Communication Reasoning	Accountability Attention to Detail <i>Compliance (2)</i> Continual Learning (3) <i>Creative Thinking</i> <i>Decision Making</i> Flexibility <i>Information Management</i> Interpersonal Skills Oral Communication <i>Problem Solving (‡)</i> Reasoning <i>Self-Management</i> <i>Technical Competence</i> <i>Writing (+)</i>	Accountability Attention to Detail Compliance (2) Continual Learning (3) Creative Thinking Decision Making <i>Developing Others</i> Flexibility <i>Influencing/Negotiating</i> Information Management Interpersonal Skills Oral Communication <i>Organizational Awareness (2)</i> <i>Partnering</i> <i>Planning and Evaluating</i> Problem Solving (‡) <i>Project Management (2)</i> Reasoning Self-Management <i>Stakeholder Engagement</i> <i>Strategic Thinking</i> <i>Teaching Others</i> Technical Competence Writing (+)

¹ Italics represent the lowest grade at which the competency appears.

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GS-12	GS-13	GS-14	GS-15
Accountability Attention to Detail Compliance (2) Continual Learning (3) Creative Thinking Decision Making Developing Others Flexibility Influencing/Negotiating Information Management Interpersonal Skills <i>Leadership</i> Oral Communication Organizational Awareness (2) Partnering Planning and Evaluating Problem Solving (‡) <i>Program Management</i> (2) Project Management (2) Reasoning Self-Management Stakeholder Engagement Strategic Thinking Teaching Others Technical Competence Writing (+)	Accountability Attention to Detail Compliance (2) Continual Learning (3) Creative Thinking Decision Making Developing Others Flexibility Influencing/Negotiating Information Management Interpersonal Skills Leadership Oral Communication Organizational Awareness (2) Partnering Planning and Evaluating Problem Solving (‡) Program Management (2) Project Management (2) Reasoning Self-Management Stakeholder Engagement Strategic Thinking Teaching Others Technical Competence Writing (+)	Accountability Attention to Detail Compliance (2) Continual Learning (3) Creative Thinking Decision Making Developing Others Flexibility Influencing/Negotiating Information Management Interpersonal Skills Leadership Oral Communication Organizational Awareness (2) Partnering Planning and Evaluating Problem Solving (‡) Program Management (2) Project Management (2) Reasoning Self-Management Stakeholder Engagement Strategic Thinking Teaching Others Technical Competence Writing (+)	Accountability Attention to Detail Compliance (2) Continual Learning (3) Creative Thinking Decision Making Developing Others Flexibility Influencing/Negotiating Information Management Interpersonal Skills Leadership Oral Communication Organizational Awareness (2) Partnering Planning and Evaluating Problem Solving (‡) Program Management (2) Project Management (2) Reasoning Self-Management Stakeholder Engagement Strategic Thinking Teaching Others Technical Competence Writing (+)

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Table 2: Required Proficiency Levels by Grade Level

Proficiency Level Scale Definitions

Proficiency Level	General Competencies	Technical Competencies
5 = Expert	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others 	<ul style="list-style-type: none"> • Applies the competency in exceptionally difficult situations • Serves as a key resource and advises others • Demonstrates comprehensive expert understanding of concepts and processes
4 = Advanced	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance 	<ul style="list-style-type: none"> • Applies the competency in considerably difficult situations • Generally requires little or no guidance • Demonstrates understanding of concepts and processes
3 = Intermediate	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance 	<ul style="list-style-type: none"> • Applies the competency in difficult situations • Requires occasional guidance • Demonstrates understanding of concepts and processes
2 = Basic	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance 	<ul style="list-style-type: none"> • Applies the competency in somewhat difficult situations • Requires frequent guidance • Demonstrates familiarity with concepts and processes
1 = Awareness	<ul style="list-style-type: none"> • Applies the competency in simplest situations • Requires close and extensive guidance 	<ul style="list-style-type: none"> • Applies the competency in simplest situations • Requires close and extensive guidance • Demonstrates awareness of concepts and processes

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Table 2: Required Proficiency Levels of General Competencies²

	GS-5	GS-7	GS-9	GS-11	GS-12	GS-13	GS-14	GS-15
Accountability	2	2	3	3	4	4	5	5
Attention to Detail	2	3	3	3	4	5	4	4
Compliance (2)			2	3	4	5	5	5
Continual Learning (3)	2	2	3	3	4	4	5	5
Creative Thinking			3	3	4	4	5	5
Decision Making			3	3	4	4	5	5
Developing Others				3	4	4	5	5
Flexibility	3	3	3	3	3	4	4	4
Influencing/Negotiating				3	3	4	4	5
Information Management			3	4	4	4	4	4
Interpersonal Skills	2	2	3	3	3	4	4	5
Leadership					4	4	4	5
Oral Communication	2	3	3	3	4	4	5	5
Organizational Awareness (2)				3	4	4	5	5
Partnering				3	3	4	4	5
Planning and Evaluating				3	4	4	4	4
Problem Solving (‡)			3	3	3	4	4	4
Program Management (2)					3	4	5	5
Project Management (2)				2	3	4	4	5
Reasoning		2	3	3	4	4	5	5
Self-Management			3	3	3	4	5	5
Stakeholder Engagement				2	3	4	5	5
Strategic Thinking				3	4	4	5	5
Teaching Others				3	4	4	5	5
Technical Competence			3	3	4	4	5	5
Writing (+)	2	2	3	3	4	4	4	4

² Bolded competencies are validated for use for assessment and selection purposes.

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Table 3: Behavioral Examples for Competencies

Competency Name	Definitions
Accountability	<p>Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.</p> <ul style="list-style-type: none"> • <i>Takes responsibility for results and work products</i> • <i>Ensures work is completed on time and at the level of quality required</i> • <i>Understands the rules and regulations of the work performed and ensures compliance with them</i> • <i>Demonstrates responsibility with important materials, critical processes, or confidential information</i>
Attention to Detail	<p>Is thorough when performing work and conscientious about attention to detail. Recalls information that has been presented previously.</p> <ul style="list-style-type: none"> • <i>Sets the standards for the quality of the work completed for the organization</i> • <i>Leads others in attending to detail in difficult and/or high-pressure circumstances</i> • <i>Reviews and edits work completed by others to ensure that the quality of work meets acceptable work standards</i> • <i>Independently completes thorough and accurate work</i>
Compliance (2)	<p>Ensure adherence to regulatory requirements, laws, regulations, industry standards, and agency policies. Ability to identify, manage and mitigate compliance risks while fostering a culture of ethical behavior and accountability within the organization.</p> <ul style="list-style-type: none"> • <i>Shows familiarity with the structure and terminology of various rules and regulations of the Federal Government</i> • <i>Demonstrates the ability to search for and find appropriate rules or regulations</i> • <i>Demonstrates prior experience managing and mitigating compliance risks</i> • <i>Understands how to apply appropriate rules and regulations to guide direction of work or make decisions</i>
Continual Learning (3)	<p>Assesses and recognizes own strengths and weaknesses; pursues new knowledge and skill-development.</p> <ul style="list-style-type: none"> • <i>Takes honest inventory of own strengths and weaknesses</i> • <i>Identifies personal skill gaps or areas for development</i> • <i>Actively identifies and pursues training or developmental opportunities</i> • <i>Seeks out feedback from others on performance</i> • <i>Displays a desire to learn new things or new ways of accomplishing tasks</i>
Developing Others	<p>Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.</p> <ul style="list-style-type: none"> • <i>Is aware of organizational and programmatic goals and seeks avenues to enhance goal achievement.</i> • <i>Considers overall structures, patterns, and cycles in the organization/systems, and uses assessment, analysis, and evaluation methodologies to define metrics and standards of performance.</i> • <i>Streamlines operations for maximum efficiency, automation, and effectiveness where appropriate.</i>

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	<ul style="list-style-type: none"> • <i>Incorporates an awareness of current and future management directives, required functional and technical expertise, resource requirements, and targeted stakeholders into work plans.</i>
Creative Thinking	<p>Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.</p> <ul style="list-style-type: none"> • <i>Creates a work environment that encourages creative thinking and innovation</i> • <i>Explores new ideas, methodologies, and alternatives to reach outcomes</i> • <i>Introduces new concepts or strategies that significantly improve or revise the way work is performed</i> • <i>Suggests or proposes alternative ways to view or define problems; is not constrained by conventional thinking and established approaches</i> • <i>Combines ideas in unique ways or makes connections between disparate ideas</i>
Decision Making	<p>Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.</p> <ul style="list-style-type: none"> • <i>Decides on the best course of action, even in situations with competing stakeholders or when results of decisions are not immediately clear</i> • <i>Weighs the pros and cons of potential decisions before choosing which actions to take</i> • <i>Commits to determining the best alternatives and evaluating their impact on work products</i> • <i>Uses sound methodology in reaching conclusions</i>
Flexibility	<p>Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.</p> <ul style="list-style-type: none"> • <i>Effectively adjusts strategies or course of action in response to changing conditions</i> • <i>Makes quality decisions when faced with ambiguous situations</i> • <i>Is willing to incorporate new information into decision making process</i> • <i>Adapts behavior to overcome challenges</i>
Information Management	<p>Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.</p> <ul style="list-style-type: none"> • <i>Demonstrates an understanding of where and how data or other information are maintained</i> • <i>Shows familiarity with the information management systems of the organization</i> • <i>Effectively searches for and finds appropriate information to address the needs of a project</i> • <i>Uses discretion when handling sensitive content</i>

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Influencing/Negotiating	<p>Persuades others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.</p> <ul style="list-style-type: none"> • <i>Persuades and influences parties to cooperate and accept recommendations</i> • <i>Explains and clarifies perspectives of an issue and its impact on all parties</i> • <i>Negotiates to achieve consensus through changed opinion, attitude or behavior</i> • <i>Demonstrates logic, communicates and persuades others to see benefits of recommendations within and across groups</i> • <i>Understands all sides of an issue and its impact on all parties involved</i> • <i>Negotiates with individuals or groups, including those that are resistant, to consider cooperating in order to achieve an acceptable solution</i>
Interpersonal Skills	<p>Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.</p> <ul style="list-style-type: none"> • <i>Shows respect for the values and ideas of others, even when not agreeing with them</i> • <i>Empathizes with the concerns of others</i> • <i>Demonstrates tact and courtesy when interacting with associates</i> • <i>Is proactive in defusing arguments among peers</i> • <i>Seeks feedback from others to avoid blind-spots that can cause misunderstandings</i> • <i>Explores issues with the team; shares information; solicits ideas' uses participative decision-making processes</i>
Leadership	<p>Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.</p> <ul style="list-style-type: none"> • <i>Evaluates the needs of a situation and modifies leadership style to optimize results</i> • <i>Listens to the needs of others and advocates for and provides needed resources for teams to accomplish their goals</i> • <i>Inspires others to achieve results and work capably through both words and behaviors</i> • <i>Is honest but tactful when discussing performance, challenges, or conflicts with others</i> • <i>Uses a variety of techniques to positively influence behaviors and decisions of others</i>
Oral Communication	<p>Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.</p> <ul style="list-style-type: none"> • <i>Speaks honestly, effectively and with integrity</i> • <i>Makes convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message</i> • <i>Effectively uses various communication channels, including meetings, presentations and briefings</i> • <i>Actively considers, plans for, and reacts appropriately to the audience and the contextual environment in order to minimize barriers to understanding</i> • <i>Explains complex information clearly and accurately, and seeks feedback to determine that understanding has occurred</i> • <i>Acts as an effective facilitator in group or team settings</i>

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Organizational Awareness (2)	<p>Analyze organizational structures and dynamics to identify key stakeholders, understand internal processes, and effectively navigate the workplace environment to align strategies with the organization's goals and culture.</p> <ul style="list-style-type: none"> • <i>Demonstrates awareness of the mission, functions, and various levels of the organization</i> • <i>Understands how decisions or actions of one organizational component may affect other components</i> • <i>Leverages knowledge of organizational components, programs, and directions to improve products, actions, or decisions</i> • <i>Shows familiarity with the rules and regulations of the organization</i>
Partnering	<p>Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.</p> <ul style="list-style-type: none"> • <i>Demonstrates an understanding of interrelationships, roles, and responsibilities within the organization</i> • <i>Develops and maintains professional relationships</i> • <i>Is aware of organizational and programmatic goals and seeks avenues to mutually enhance goal achievement</i> • <i>Identifies opportunities for collaboration across organization units</i>
Planning and Evaluating	<p>Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.</p> <ul style="list-style-type: none"> • <i>Sets difficult but obtainable goals, benchmarks, or milestones</i> • <i>Determines resources required for successful completion of work and works with others to procure these resources</i> • <i>Collaborates effectively with other components of the organization</i> • <i>Establishes meaningful, observable metrics to track progress or evaluate performance</i> • <i>Ensures a clear and appropriate division of labor among team members</i>
Problem Solving (#)	<p>Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.</p> <ul style="list-style-type: none"> • <i>Examines problems and solutions with a long-term perspective</i> • <i>Effectively leads others in the effort of developing, identifying, and formulating problem-solving strategies consistent with organizational goals</i> • <i>Uses logic to develop and implement innovative tools and techniques to resolve complex problems and issues</i> • <i>Uses logic to resolve complex, unique, or unusual problems</i> • <i>Consistently anticipates challenges that are not obvious to others</i> • <i>Determines the relevance of information in reaching effective conclusions</i> • <i>Formulates recommendations for the best course of action to address problems</i>

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Program Management (2)	<p>Oversee program execution by integrating multiple projects, managing cross-functional teams, and ensuring alignment with strategic objectives to achieve stated outcomes.</p> <ul style="list-style-type: none"> <i>Analyzes and monitors costs and schedules for programs</i> <i>Communicates with various stakeholders to ensure that programs stay on time and on budget</i> <i>Maintains political sensitivity toward organizational and stakeholder needs</i> <i>Develops, extends, and achieves program vision</i> <i>Formulates strategic approaches to achieving established goals</i>
Project Management (2)	<p>Coordinating project execution by planning, organizing resources, coordinating tasks, and managing timelines to ensure successful completion and achievement of project goals.</p> <ul style="list-style-type: none"> <i>Schedules and keeps track of major project milestones and persons responsible</i> <i>Communicates with various stakeholders to ensure that projects stay on time and on budget</i> <i>Identifies and plans for external and internal barriers to project delivery</i> <i>Delegates work to team members as necessary and ensures completion of work</i>
Reasoning	<p>Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.</p> <ul style="list-style-type: none"> <i>Determines the relevance of information in reaching effective conclusions</i> <i>Uses logic to determine relationships among information in order to reach conclusions</i> <i>Makes appropriate inferences from data, rules, or other information</i>
Self-Management	<p>Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.</p> <ul style="list-style-type: none"> <i>Sets own goals and priorities and coordinates activities and deadlines with others to ensure project goals are met</i> <i>Continually applies significant effort and persistence toward achievement of goals in all situations</i> <i>Takes initiative and seeks out new or additional responsibilities and tasks</i> <i>Completes work and meets objectives with minimal supervisory intervention</i>
Stakeholder Engagement	<p>Engage stakeholders through regular communication, active listening, and addressing concerns to build strong relationships, foster collaboration, and ensure alignment with project and organizational goals.</p> <ul style="list-style-type: none"> <i>Adapts communication style according to stakeholders</i> <i>Balances competing or conflicting goals of various stakeholders</i> <i>Maintains effective working relationships with a variety of stakeholders or key representatives for each stakeholder</i> <i>Understands and aligns stakeholder expectations</i>

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Strategic Thinking	<p>Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Examines objectives and sets priorities; anticipates potential threats or opportunities.</p> <ul style="list-style-type: none"> • <i>Is aware of organizational and programmatic goals and seeks creative avenues to enhance goal achievement</i> • <i>Considers overall structures, patterns, and cycles in the organization/systems, and uses assessment, analysis, and evaluation methodologies to define metrics and standards of performance</i> • <i>Incorporates new processes and procedures into annual plans</i> • <i>Identifies potential opportunities and barriers facing the organization's objectives and priorities</i> • <i>Provides advice and guidance to resolve, implement, or manage program or policy issues that involve areas of uncertainty in approach or methodology</i> • <i>Streamlines operations for maximum efficiency, automation, and effectiveness where appropriate</i>
Teaching Others	<p>Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.</p> <ul style="list-style-type: none"> • <i>Provides instruction and feedback to others</i> • <i>Acts as a mentor to others</i> • <i>Determines areas for improvement and training for others</i> • <i>Tutors others in the performance of tasks</i>
Technical Competence	<p>Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.</p> <ul style="list-style-type: none"> • <i>Demonstrates proficiency of technical subject matter area</i> • <i>Performs job tasks using the required physical and cognitive skills and abilities</i> • <i>Models technical task performance for others</i> • <i>Maintains currency on technical knowledge and technique</i>
Writing (+)	<p>Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a brief, clear, and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.</p> <ul style="list-style-type: none"> • <i>Composes clear, concise, and logical documents or correspondence involving complex technical information</i> • <i>Consistently and effectively tailors written products to a wide range of audiences and for diverse purposes in order to achieve a desired outcome</i> • <i>Proofreads and edits the writing of others</i> • <i>Effectively explains complex technical material to a non-technical audience</i> • <i>Uses correct grammar, punctuation, and spelling</i> • <i>Writes in an organized fashion that is easy to understand</i>

Table 4: General Competencies by Assessment Tool

Competency	Occupational Questionnaire	Structured Interview	Biodata	Cognitive Ability Test
Accountability	Low	High	High	Low
Attention to Detail	Low	Medium	Low	High
Compliance (2)	Low	High	Low	Low
Continual Learning (3)	Low	High	High	Low
Creative Thinking	Low	High	Medium	Medium
Decision Making	Low	High	Medium	Medium
Developing Others	Low	High	Low	Medium
Flexibility	Low	High	Medium	Low
Influencing/ Negotiating	Low	High	Low	Low
Information Management	Low	Medium	Medium	Medium
Interpersonal Skills	Low	High	Low	Low
Leadership	Low	High	Medium	Low
Oral Communication	Medium	High	Medium	Low
Organizational Awareness (2)	Low	High	Low	Low
Partnering	Low	High	Medium	Low
Planning and Evaluating	Low	High	Medium	Low
Problem Solving (‡)	Low	High	Medium	High
Program Management (2)	Medium	High	Medium	Low
Project Management (2)	Medium	High	Medium	Low
Reasoning	Low	Low	Low	High
Self-Management	Low	High	Medium	Low
Stakeholder Engagement	Medium	High	Medium	Low
Strategic Thinking	Low	High	Medium	Low
Teaching Others	Low	High	Medium	Low

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Technical Competence	High	High	Low	Low
Writing (+)	Low	Low	Medium	Low

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Competency	Job Knowledge Test	Personality Inventory	Situational Judgment Test	Work Sample
Accountability	Low	Low	High	Low
Attention to Detail	Low	Medium	Low	High
Compliance (2)	Low	High	Low	Low
Continual Learning (3)	Low	High	High	Low
Creative Thinking	Low	Medium	Low	High
Decision Making	Low	Low	High	High
Developing Others	Low	High	Low	Medium
Flexibility	Low	High	Medium	Medium
Influencing/ Negotiating	Low	High	Low	Low
Information Management	Medium	Low	Medium	High
Interpersonal Skills	Low	Medium	High	Medium
Leadership	Low	Medium	Medium	Medium
Oral Communication	Low	Low	Low	Low
Organizational Awareness (2)	Low	High	Low	Low
Partnering	Medium	High	Medium	Low
Planning and Evaluating	Low	High	Medium	Low
Problem Solving (‡)	Medium	Medium	Low	High
Program Management (2)	Low	Low	Medium	High
Project Management (2)	Medium	High	Medium	Low
Reasoning	Low	Low	High	High
Self-Management	Low	Low	High	Medium
Stakeholder Engagement	Low	Medium	Low	Low
Strategic Thinking	Medium	High	Medium	Low
Teaching Others	Low	Medium	Medium	High

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Technical Competence	Low	Medium	Medium	High
Writing (+)	High	Low	Medium	High

Table 5: Technical Competencies for Assessment & Selection

The following technical competencies are valid for assessment and selection, performance management, and other related human capital functions for the occupational series listed below. (NOTE: While the technical competencies below have been validated for assessment and selection for the series listed below, other technical competencies not listed below may be required depending on the position. Rely on the results of a job analysis and feedback from the hiring manager and subject matter experts to determine the exact technical competencies needed for a particular hire).

Table 5: Technical Competencies for Assessment & Selection by Grade
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- Cartography Interpretation
- Cultural Resource Management (2)
- Data Interpretation
- Data Protection
- Field Data Collection
- Historic Architecture
- Historic Preservation

- Historical Research
- History
- Map Interpretation
- Public Planning (2)
- Research (2)
- Technical Documentation (2)

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Appendix A: HISTORY General Competencies

Accountability	Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.
Attention to Detail	Is thorough when performing work and conscientious about attention to detail.
Compliance (2)	Ensure adherence to regulatory requirements, laws, regulations, industry standards, and agency policies. Ability to identify, manage and mitigate compliance risks while fostering a culture of ethical behavior and accountability within the organization.
Continual Learning (3)	Assesses and recognizes own strengths and weaknesses; pursues new knowledge and skill-development.
Creative Thinking	Uses imagination to develop new insights into situations and applies innovative solutions to problems; designs new methods where established methods and procedures are inapplicable or are unavailable.
Decision Making	Makes sound, well-informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.
Developing Others	Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
Flexibility	Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.
Influencing/Negotiating	Persuades (encourages) others to accept recommendations, cooperate, or change their behavior; works with others towards an agreement; negotiates to find mutually acceptable solutions.
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.
Interpersonal Skills	Shows understanding, friendliness, courtesy, tact, empathy, concern, and politeness to others; develops and maintains effective relationships with others; may include effectively dealing with individuals who are difficult, hostile, or distressed; relates well to people from varied backgrounds and different situations; is sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

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Leadership	Influences, motivates, and challenges others; adapts leadership styles to a variety of situations.
Oral Communication	Expresses information (for example, ideas or facts) to individuals or groups effectively, taking into account the audience and nature of the information (for example, technical, sensitive, controversial); makes clear and convincing oral presentations; listens to others, attends to nonverbal cues, and responds appropriately.
Organizational Awareness (2)	Analyze organizational structures and dynamics to identify key stakeholders, understand internal processes, and effectively navigate the workplace environment to align strategies with the organization's goals and culture.
Partnering	Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.
Planning and Evaluating	Organizes work, sets priorities, and determines resource requirements; determines short- or long-term goals and strategies to achieve them; coordinates with other organizations or parts of the organization to accomplish goals; monitors progress and evaluates outcomes.
Problem Solving (§)	Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations..
Program Management (2)	Oversee program execution by integrating multiple projects, managing cross-functional teams, and ensuring alignment with strategic objectives to achieve stated outcomes.
Project Management (2)	Coordinating project execution by planning, organizing resources, coordinating tasks, and managing timelines to ensure successful completion and achievement of project goals.
Reasoning	Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.
Self-Management	Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.
Stakeholder Engagement	Engage stakeholders through regular communication, active listening, and addressing concerns to build strong relationships, foster collaboration, and ensure alignment with project and organizational goals.

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Strategic Thinking	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
Teaching Others	Helps others learn through formal or informal methods; identifies training needs; provides constructive feedback; coaches others on how to perform tasks; acts as a mentor.
Technical Competence	Uses knowledge that is acquired through formal training or extensive on-the-job experience to perform one's job; works with, understands, and evaluates technical information related to the job; advises others on technical issues.
Writing (+)	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a brief, clear, and organized manner; produces written information, which may include technical material, that is appropriate for the intended audience.

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Appendix B: HISTORY Technical Competencies

Archaeology (2)	Application of principles, concepts, theories, and methods of the study of past human activities through the physical remains of life and past human activities, including associated cultural resource management, ethnohistory and history, site evaluation, stabilization, and reconstruction methods.
Cartography Interpretation	Understanding detailed current and historic maps that communicate spatial information and data, utilizing cartographic techniques and tools to enhance visual clarity and user understanding.
Cartography Design	Design detailed maps that communicate spatial information and data, utilizing standard cartographic techniques and tools to enhance visual clarity and user understanding.
Cultural Resource Management (2)	Ensures consistency with standards, laws, policies, and guidance for the treatment and preservation of historic resources in cultural resource management, including the inventory, evaluation, protection, and management of known and unknown precontact or historic resources.
Data Interpretation	Skill in collecting, analyzing, and interpreting data and policies, to determine actions and develop and propose guidance.
Data Management (2)	Application of the principles, procedures, and tools of data management, such as modeling techniques, data backup, data recovery, data dictionaries, data warehousing, data mining, data archiving, data disposal, and data standardization processes.
Data Protection	Protect sensitive information by implementing security measures and data management strategies, to ensure data security during data sharing and optimal data retrieval processes.
Field Data Collection	Ability to collect, record, and ensure accuracy of field data.
Geography (2)	Assess spatial data and geographic trends to support planning, environmental assessments, and resource management decisions.
Historic Architecture	Assess the historical significance and structural integrity of the built environment to ensure the preservation, protection, and use of historic structures while complying with The Secretary of the Interior's Standards for the Treatment of Historic Properties and other law and policy through research, planning and stewardship.
Historic Preservation	Implements, maintains, and promotes the stewardship of historic and cultural resources through planning, protection, restoration, rehabilitation, and interpretation of buildings, structures, objects, districts, areas, and sites, including underwater sites and burial sites, significant to the history, architecture, archaeology, or culture through public outreach.

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Historical Research	Conducting in-depth historical research to analyze and interpret primary and secondary sources to conduct a systematic inquiry into a subject matter, contributing to a comprehensive understanding of cultural narratives and historical events.
History	Research and analyze historical events to identify patterns, causes, and impacts, utilizing primary and secondary sources from multiple perspectives to construct well-supported interpretations in contexts with narratives that inform contemporary discussions.
Map Interpretation	Ability to read and interpret maps, aerial photos, and master title plots in order to determine land ownership and status.
Public Planning (2)	Develop and execute public planning strategies by analyzing community needs, coordinating with interested parties, and ensuring effective implementation of policies and programs to enhance public services and infrastructure.
Research (2)	Conducting research to gather, analyze, and interpret data, contributing to informed decision-making and advancing knowledge in the field.
Sociology and Anthropology (2)	Application of the concepts, principles, and theories of group behavior and dynamics; societal trends and influences; and cultures, their history, migrations, ethnicity, and origins
Technical Documentation (2)	Development of technical and operational documentation.

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Appendix C: HISTORY Study Tasks

1	Explains or justifies decisions, conclusions, findings, or recommendations based on laws, policies and best practices of history, historic preservation and cultural resources management.
2	Apply and advise about relevant laws, policies, regulations, and best practices of history, historic preservation and cultural resources management.
3	Provides recommendations to take a particular course of action or to accept changes or alternative viewpoints.
4	Recommends improvements or solutions to problems or determines appropriate actions.
5	Develops, modifies, or provides input on plans, goals, or objectives for projects, programs, systems, or operations.
6	Reviews and provides feedback on the content of complex information.
7	Provides technical advice in subject matter area to others.
8	Makes recommendations regarding the acquisition, preservation, restoration, or reconstruction of historic sites in federal lands, the inclusion of sites in the park system, or the designation of sites as national historic landmarks.
9	Serves as an expert witness before committees during hearings on relevant legislation.
10	Discusses results, problems, plans, suggestions, terms, or conditions with others.
11	Provides and/or coordinates peer reviews for historical studies.
12	Coordinates with others to determine necessary studies or evaluations.
13	Processes or analyzes data using computer systems or applications.
14	Analyzes or interprets data or other information.
15	Monitors, maintains, or updates data, records, or other information.
16	Synthesizes information and historical facts from source materials.
17	Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
18	Arranges documentation for duplication, disposition, and distribution to other offices according to relevant standards.
19	Evaluates the impact of changes to laws, regulations, policies, standards, or procedures.
20	Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures.
21	Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
22	Prepares products in accordance with professional standards and ethics
23	Evaluates, monitors, or provides guidance regarding compliance with laws, regulations, policies, standards, permits, or procedures.
24	Arranges, preserves, uses, and edits official records of drawings, maps, histories, and photographs.
25	Create ore reviews products to rensure they meet an established standards before transmitting to an archival repository.
26	Transmits product for final storage.

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27	Assess photographic material for archival longevity and stability.
28	Detects missing or misfiled records and follows up to locate or replace.
29	Inventories and identifies historic resources and evaluates their importance and condition.
30	Assesses the status, condition, and significance of cultural and natural resources.
31	Evaluates records, documents, and data to establish their validity, utility, and importance as source material for use in historical study.
32	Reviews and edits drafts of historic designation documents.
33	Keeps abreast of latest scholarship, research, and technology to maintain knowledge in field of expertise.
34	Participates in formal training and/or on-the-job instruction.
35	Creates and interprets tables, charts, graphs, or diagrams to organize or show information.
36	Composes correspondence such as memoranda and form letters.
37	Composes professional written work such as manuals, books, management or technical reports, and research or contract proposals.
38	Presents information orally such as presentations or briefings.
39	Prepares annotated bibliographies and historiographical essays used for projects.
40	Completes planning documents, including general management plans, environmental impact statements, environmental assessments, special history studies, and special resource studies.
41	Participates in meetings with members of the public, industry, or other Federal and state agencies.
42	Attends management and professional conferences and other events.
43	Develops and maintains professional working relationships with universities, tribal groups, professional organizations, related groups and individuals, agency liaisons, and the public.
44	Responds to public inquiries and/or directs to appropriate entity.
45	Participates on regional task groups, committees, or similar organizations.
46	Negotiates cooperative and interagency agreements.
47	Makes improvements, solves problems, or takes corrective action when problems arise.
48	Manages work to meet project objectives within the project scope of work, timeline, and budget.
49	Coordinates immediate and long-range objectives and plans.
50	Evaluates project and resource needs, makes recommendations on procurement priorities, and prepares requests
51	Designs protocols for monitoring the conditions of cultural resources.
52	Develops work plans, schedules, cost estimates, proposals, and/or grants for cultural resources management projects.
53	Assigns and reviews work of subordinates.
54	Plans, organizes, directs, implements, and oversees the maintenance of cultural resource management activities and historic preservation services.
55	Administers and tracks project funds and serves on acquisitions committee.

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56	Collects, compiles, and organizes information.
57	Searches for and locates all primary and secondary documents relevant for a specific study or project.
58	Designs or conducts analytical historical studies or other research.
59	Develops and utilizes new or innovative research techniques.
60	Conducts evaluations, examinations, or other fact-finding studies to obtain or verify information
61	Develops models or theoretical approaches.
62	Collects field data for natural or cultural resources inventories.
63	Develops hypotheses to account for causal relationships between evidence and historical facts.
64	Plans and conducts oral history projects and manages archival and transcription process.
65	Plans, conducts, or oversees historical studies in connection with the establishment, conservation, restoration, reconstruction, and interpretation of sites and events of significance in the history of the United States.
66	Recommends new program directions, new spatial technologies and guidelines that apply spatial technologies to cultural resource management.
67	Evaluates emerging spatial technologies and makes recommendations for improved management of existing data systems for cultural resources.