

# Visual Information Competency Model

GS-1084 Visual Information

U.S. Department of the Interior

Office of Human Capital

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# Visual Information Competency Model

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### **Visual Information 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 Visual Information work across the Department. OHC worked with Visual Information subject matter experts from across the Department in order to create a thorough and accurate representation of the work performed by DOI Visual Information 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 Visual Information work across the Department. Next, focus groups with DOI Visual Information 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 Visual Information professionals rated the tasks and competencies to demonstrate the importance and utility of each component of the study. Finally, Visual Information subject matter experts reviewed the results of the study to ensure its accuracy.

The results of this study establish a common set of Visual Information tasks and competencies 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 Visual Information 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.**

## Visual Information Competency Model

**Table 1: General Competencies by Grade<sup>1</sup>**

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

GS-7	GS-9	GS-11	GS-12
<ul style="list-style-type: none"> <li>• <i>Attention to Detail (2)</i></li> <li>• <i>Continual Learning (3)</i></li> <li>• <i>Collaboration (2)</i></li> <li>• <i>Creative Thinking</i></li> <li>• <i>Customer Service</i></li> <li>• <i>Decision Making</i></li> <li>• <i>Digital Collaboration</i></li> <li>• <i>Flexibility</i></li> <li>• <i>Information Management</i></li> <li>• <i>Integrity/ Honesty (‡)</i></li> <li>• <i>Interpersonal Skills</i></li> <li>• <i>Oral Communication</i></li> <li>• <i>Reading Comprehension</i></li> <li>• <i>Reasoning</i></li> <li>• <i>Resilience</i></li> <li>• <i>Self-management</i></li> <li>• [REDACTED]</li> <li>• [REDACTED]</li> <li>• <i>Teamwork (2)</i></li> <li>• <i>Technical Competence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attention to Detail (2)</li> <li>• Continual Learning (3)</li> <li>• Collaboration (2)</li> <li>• Creative Thinking</li> <li>• Customer Service</li> <li>• Decision Making</li> <li>• Digital Collaboration</li> <li>• Flexibility</li> <li>• Information Management</li> <li>• Integrity/ Honesty (‡)</li> <li>• Interpersonal Skills</li> <li>• Oral Communication</li> <li>• <i>Problem Solving (‡)</i></li> <li>• Reading Comprehension</li> <li>• Reasoning</li> <li>• Resilience</li> <li>• Self-management</li> <li>• [REDACTED]</li> <li>• Teamwork (2)</li> <li>• Technical Competence</li> <li>• Technology Application</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to Detail (2)</li> <li>• <i>Conflict Management</i></li> <li>• <i>Continual Learning (3)</i></li> <li>• <i>Collaboration (2)</i></li> <li>• <i>Creative Thinking</i></li> <li>• <i>Customer Service</i></li> <li>• <i>Decision Making</i></li> <li>• <i>Digital Collaboration</i></li> <li>• <i>External Awareness (2)</i></li> <li>• Flexibility</li> <li>• Information Management</li> <li>• <i>Inspire</i></li> <li>• Integrity/ Honesty (‡)</li> <li>• Interpersonal Skills</li> <li>• <i>Leadership (2)</i></li> <li>• Oral Communication</li> <li>• <i>Organizational Awareness (2)</i></li> <li>• <i>Partnering</i></li> <li>• <i>Planning and Evaluating</i></li> <li>• Problem Solving (‡)</li> <li>• Reading Comprehension</li> <li>• Reasoning</li> <li>• Resilience</li> <li>• Self-management</li> <li>• [REDACTED]</li> <li>• Teaching Others</li> <li>• Teamwork (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to Detail (2)</li> <li>• Conflict Management</li> <li>• Continual Learning (3)</li> <li>• Collaboration (2)</li> <li>• Creative Thinking</li> <li>• Customer Service</li> <li>• Decision Making</li> <li>• Digital Collaboration</li> <li>• External Awareness (2)</li> <li>• Flexibility</li> <li>• Information Management</li> <li>• Inspire</li> <li>• Integrity/ Honesty (‡)</li> <li>• Interpersonal Skills</li> <li>• Leadership (2)</li> <li>• Oral Communication</li> <li>• Organizational Awareness (2)</li> <li>• Partnering</li> <li>• Planning and Evaluating</li> <li>• Problem Solving (‡)</li> <li>• Reading Comprehension</li> <li>• Reasoning</li> <li>• Resilience</li> </ul>

<sup>1</sup> Italics represent the lowest grade at which the competency appears.

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<ul style="list-style-type: none"> <li>• <i>Technology Application</i></li> <li>• <i>Writing</i></li> </ul>		<ul style="list-style-type: none"> <li>• Technical Competence</li> <li>• Technology Application</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Teaching Others</li> <li>• Teamwork (2)</li> <li>• Technical Competence</li> <li>• Technology Application</li> <li>• Writing</li> </ul>
GS-13		GS-14	
<ul style="list-style-type: none"> <li>• Attention to Detail (2)</li> <li>• Conflict Management</li> <li>• Continual Learning (3)</li> <li>• Collaboration (2)</li> <li>• Creative Thinking</li> <li>• Customer Service</li> <li>• Decision Making</li> <li>• Digital Collaboration</li> <li>• External Awareness (2)</li> <li>• Flexibility</li> <li>• Information Management</li> <li>• Inspire</li> <li>• Integrity/ Honesty (‡)</li> <li>• Interpersonal Skills</li> <li>• Leadership (2)</li> <li>• Oral Communication</li> <li>• Organizational Awareness (2)</li> <li>• Partnering</li> <li>• Planning and Evaluating</li> <li>• Problem Solving (‡)</li> <li>• Reading Comprehension</li> <li>• Reasoning</li> <li>• Resilience</li> <li>• Self-management</li> <li>• Teaching Others</li> <li>• Teamwork (2)</li> <li>• Technical Competence</li> <li>• Technology Application</li> <li>• Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Attention to Detail (2)</li> <li>• Conflict Management</li> <li>• Continual Learning (3)</li> <li>• Collaboration (2)</li> <li>• Creative Thinking</li> <li>• Customer Service</li> <li>• Decision Making</li> <li>• Digital Collaboration</li> <li>• External Awareness (2)</li> <li>• Flexibility</li> <li>• Information Management</li> <li>• Inspire</li> <li>• Integrity/ Honesty (‡)</li> <li>• Interpersonal Skills</li> <li>• Leadership (2)</li> <li>• Oral Communication</li> <li>• Organizational Awareness (2)</li> <li>• Partnering</li> <li>• Planning and Evaluating</li> <li>• Problem Solving (‡)</li> <li>• Reading Comprehension</li> <li>• Reasoning</li> <li>• Resilience</li> <li>• Self-management</li> <li>• Teaching Others</li> <li>• Teamwork (2)</li> <li>• Technical Competence</li> <li>• Technology Application</li> <li>• Writing</li> </ul>	

**Table 2: Required Proficiency Levels by Grade Level**

**Proficiency Level Scale Definitions**

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

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**Table 2: Required Proficiency Levels of General Competencies<sup>2</sup>**

<b>Table 7: Required Proficiency Levels of General Competencies<sup>3</sup></b>						
	<b>GS-7</b>	<b>GS-9</b>	<b>GS-11</b>	<b>GS-12</b>	<b>GS-13</b>	<b>GS-14</b>
Attention to Detail (2)	2	3	4	4	4	5
Conflict Management			3	4	4	5
Continual Learning (3)	4	4	4	4	3	3
Collaboration (2)	3	3	3	4	4	5
Creative Thinking	3	3	3	4	5	5
Customer Service	3	3	3	4	5	5
Decision Making	1	2	3	4	4	5
Digital Collaboration	3	3	3	4	4	5
External Awareness (2)			2	3	4	5
Flexibility	3	3	4	4	4	5
Information Management	2	2	3	4	4	5
Inspire			3	4	4	5
Integrity/Honesty (‡)	4	4	4	4	5	5
Interpersonal Skills	2	3	3	4	4	5
Leadership (2)			2	3	4	5
Oral Communication	2	3	3	4	4	5
Organizational Awareness (2)			1	2	4	5
Partnering			3	4	4	5
Planning and Evaluating			3	4	4	5
Problem Solving (‡)		2	3	3	4	5
Reading comprehension	3	3	3	4	4	5
Reasoning	2	2	3	3	4	5
Resilience	2	2	4	4	4	5
Self-Management	2	3	3	4	5	5
	4	4	4	4	4	4
Teaching Others			3	4	5	5
Teamwork (2)	3	3	3	3	4	5
Technical Competence	3	3	3	4	4	3
Technology Application	3	3	3	4	5	4
Writing	2	3	4	4	4	4

<sup>2</sup> Bolded competencies are validated for use for assessment and selection purposes.

<sup>3</sup> Bolded competencies are validated for use for assessment and selection purposes.

**Table 3: Behavioral Examples for Competencies**

Competency Name	Definitions
<b>Attention to Detail (2)</b>	<p><b>Considers all aspects involved in accomplishing a task, no matter how minute. Precisely follows procedures to ensure each element of a task is accurately completed.</b></p> <ul style="list-style-type: none"> <li><i>Sets the standards for the quality of the work completed for the organization</i></li> <li><i>Leads others in attending to detail in difficult and/or high-pressure circumstances</i></li> <li><i>Reviews and edits work completed by others to ensure that the quality of work meets acceptable work standards</i></li> <li><i>Independently completes thorough and accurate work</i></li> </ul>
<b>Conflict Management</b>	<p><b>Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.</b></p> <ul style="list-style-type: none"> <li><i>Ensures disagreements between two or more parties remain civil</i></li> <li><i>Effectively uses conflict resolution techniques to allow for productive discussion of potential solutions between disagreeing parties</i></li> <li><i>Addresses grievances or disagreements and brokers accord and respect</i></li> </ul>
<b>Continual Learning (3)</b>	<p><b>Assesses and recognizes own strengths and weaknesses; pursues self-development.</b></p> <ul style="list-style-type: none"> <li><i>Takes honest inventory of own strengths and weaknesses</i></li> <li><i>Identifies personal skill gaps or areas for development</i></li> <li><i>Actively identifies and pursues training or developmental opportunities</i></li> <li><i>Seeks out feedback from others on performance</i></li> <li><i>Displays a desire to learn new things or new ways of accomplishing tasks</i></li> </ul>
<b>Collaboration (2)</b>	<p><b>Engaging with team members and stakeholders to share ideas, resources, and expertise, fostering a cooperative environment that drives collective problem-solving and enhances project outcomes.</b></p> <ul style="list-style-type: none"> <li><i>Demonstrates working with other people with varied interest to achieve a common goal</i></li> <li><i>Demonstrates working with other organizations or teams to achieve a common goal</i></li> <li><i>Can incorporate varied points of view when working towards a solution</i></li> </ul>



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<b>Creative Thinking</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Creates a work environment that encourages creative thinking and innovation</li> <li>• Explores new ideas, methodologies, and alternatives to reach outcomes</li> <li>• Introduces new concepts or strategies that significantly improve or revise the way work is performed</li> <li>• Suggests or proposes alternative ways to view or define problems; is not constrained by conventional thinking and established approaches</li> <li>• Combines ideas in unique ways or makes connections between disparate ideas</li> </ul>
<b>Customer Service</b>	<p><b>Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.</b></p> <ul style="list-style-type: none"> <li>• <i>Commits to serving the public and understands their advisory role</i></li> <li>• <i>Utilizes outreach, needs assessment, evaluation, and other marketing skills to identify and anticipate customer needs and provide exemplary customer service</i></li> <li>• <i>Understands diverse customer groups, their perspectives, issues and needs</i></li> <li>• <i>Works to ensure customers' needs are met, even when those needs are outside of the typical role of the position</i></li> <li>• <i>Identifies and develops metrics to assess customer service satisfaction</i></li> <li>• <i>Continuously improves products and services</i></li> <li>• <i>Works and plans strategically, using a systems perspective to anticipate developing customer issues and needs and to provide timely solutions that focus on long-term benefits</i></li> </ul>

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<b>Decision Making</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li><i>Decides on the best course of action, even in situations with competing stakeholders or when results of decisions are not immediately clear</i></li> <li><i>Weighs the pros and cons of potential decisions before choosing which actions to take</i></li> <li><i>Commits to determining the best alternatives and evaluating their impact on work products</i></li> <li><i>Uses sound methodology in reaching conclusions</i></li> </ul>
<b>Digital Collaboration</b>	<p><b>Uses digital tools, technologies, or social media for communication, knowledge-sharing, and collaborative processes; works with others to construct and create resources and knowledge, or provide services, in a digital environment.</b></p> <ul style="list-style-type: none"> <li><i>Demonstrates the ability to work together with people or organizations in a digital environment</i></li> <li><i>Effectively achieved common goals or solutions while working towards a common goal</i></li> <li><i>Worked as a team member and/or partner to effectively complete a task</i></li> <li><i>Collaboratively uses tools, resources, and knowledge to provide services in a digital environment</i></li> </ul>
<b>External Awareness (2)</b>	<p><b>Understands and keeps up-to-date on local, national, and international trends and policies that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.</b></p> <ul style="list-style-type: none"> <li><i>Stays abreast of current events</i></li> <li><i>Monitors trends and identifies ways in which they may affect work processes or decisions</i></li> <li><i>Understands how the organization is situated within the economic, political, or social landscapes</i></li> <li><i>Identifies potential external influences or influencers on the organization</i></li> </ul>
<b>Flexibility</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li><i>Effectively adjusts strategies or course of action in response to changing conditions</i></li> <li><i>Makes quality decisions when faced with ambiguous situations</i></li> <li><i>Is willing to incorporate new information into decision making process</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>Adapts behavior to overcome challenges</i></li> </ul>
<b>Information Management</b>	<p><b>Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates an understanding of where and how data or other information are maintained</i></li> <li>• <i>Shows familiarity with the information management systems of the organization</i></li> <li>• <i>Effectively searches for and finds appropriate information to address the needs of a project</i></li> <li>• <i>Uses discretion when handling sensitive content</i></li> </ul>
<b>Inspire</b>	<p><b>Encourages inquiry and exploration by creating engaging environments and asking thought-provoking questions, fostering a culture of curiosity, creativity, and passion, that inspires individuals to seek knowledge and challenge assumptions.</b></p> <ul style="list-style-type: none"> <li>• <i>Fosters a culture of curiosity, creativity, and passion</i></li> <li>• <i>Demonstrates support for creating engaging environments</i></li> <li>• <i>Supports individuals knowledge seeking and challenge assumptions</i></li> </ul>
<b>Integrity/Honesty (†)</b>	<p><b>Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.</b></p> <ul style="list-style-type: none"> <li>• <i>Takes pride in exhibiting personal and organizational integrity and honesty</i></li> <li>• <i>Acts in a just, fair, and ethical manner and encourages ethical behavior among others, even when risky to do so</i></li> <li>• <i>Inspires trust and confidence among stakeholders through reliability, authenticity, and accountability</i></li> </ul>
<b>Interpersonal Skills</b>	<p><b>Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.</b></p> <ul style="list-style-type: none"> <li>• <i>Shows respect for the values and ideas of others, even when not agreeing with them</i></li> <li>• <i>Empathizes with the concerns of others</i></li> <li>• <i>Demonstrates tact and courtesy when interacting with associates</i></li> <li>• <i>Is proactive in defusing arguments among peers</i></li> <li>• <i>Seeks feedback from others to avoid blind-spots that can cause misunderstandings</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>Explores issues with the team; shares information; solicits ideas' uses participative decision-making processes</i></li> </ul>
<b>Leadership (2)</b>	<p><b>Motivates and guides others towards goals. Instills commitment to a common image and shared values.</b></p> <ul style="list-style-type: none"> <li>• <i>Evaluates the needs of a situation and modifies leadership style to optimize results</i></li> <li>• <i>Listens to the needs of others and advocates for and provides needed resources for teams to accomplish their goals</i></li> <li>• <i>Inspires others to achieve results and work capably through both words and behaviors</i></li> <li>• <i>Is honest but tactful when discussing performance, challenges, or conflicts with others</i></li> <li>• <i>Uses a variety of techniques to positively influence behaviors and decisions of others</i></li> </ul>
<b>Oral Communication</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Speaks honestly, effectively and with integrity</i></li> <li>• <i>Makes convincing, articulate, and accurate oral presentations using non-verbal and vocal qualities that support the verbal spoken message</i></li> <li>• <i>Effectively uses various communication channels, including meetings, presentations and briefings</i></li> <li>• <i>Actively considers, plans for, and reacts appropriately to the audience and the contextual environment in order to minimize barriers to understanding</i></li> <li>• <i>Explains complex information clearly and accurately, and seeks feedback to determine that understanding has occurred</i></li> <li>• <i>Acts as an effective facilitator in group or team settings</i></li> </ul>
<b>Organizational Awareness (2)</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates awareness of the mission, functions, and various levels of the organization</i></li> <li>• <i>Understands how decisions or actions of one organizational component may affect other components</i></li> <li>• <i>Leverages knowledge of organizational components, programs, and directions to improve products, actions, or decisions</i></li> <li>• <i>Shows familiarity with the rules and regulations of the organization</i></li> </ul>

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<b>Partnering</b>	<p><b>Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates an understanding of interrelationships, roles, and responsibilities within the organization</i></li> <li>• <i>Develops and maintains professional relationships</i></li> <li>• <i>Is aware of organizational and programmatic goals and seeks avenues to mutually enhance goal achievement</i></li> <li>• <i>Identifies opportunities for collaboration across organization units</i></li> </ul>
<b>Planning and Evaluating</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Sets difficult but obtainable goals, benchmarks, or milestones</i></li> <li>• <i>Determines resources required for successful completion of work and works with others to procure these resources</i></li> <li>• <i>Collaborates effectively with other components of the organization</i></li> <li>• <i>Establishes meaningful, observable metrics to track progress or evaluate performance</i></li> <li>• <i>Ensures a clear and appropriate division of labor among team members</i></li> </ul>
<b>Problem Solving (†)</b>	<p><b>Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.</b></p> <ul style="list-style-type: none"> <li>• <i>Examines problems and solutions with a long-term perspective</i></li> <li>• <i>Effectively leads others in the effort of developing, identifying, and formulating problem solving strategies consistent with organizational goals</i></li> <li>• <i>Uses logic to develop and implement innovative tools and techniques to resolve complex problems and issues</i></li> <li>• <i>Uses logic to resolve complex, unique, or unusual problems</i></li> <li>• <i>Consistently anticipates challenges that are not obvious to others</i></li> <li>• <i>Determines the relevance of information in reaching effective conclusions</i></li> <li>• <i>Formulates recommendations for the best course of action to address problems</i></li> </ul>

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<b>Reading Comprehension</b>	<p><b>Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrations proper interpretation of written material</i></li> <li>• <i>Applies what is learned from written material to specific situations</i></li> <li>• <i>Can interpret various forms of written text or graphics to include charts, graphs, and tables</i></li> </ul>
<b>Reasoning</b>	<p><b>Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.</b></p> <ul style="list-style-type: none"> <li>• <i>Determines the relevance of information in reaching effective conclusions</i></li> <li>• <i>Uses logic to determine relationships among information in order to reach conclusions</i></li> <li>• <i>Makes appropriate inferences from data, rules, or other information</i></li> </ul>
<b>Resilience</b>	<p><b>Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.</b></p> <ul style="list-style-type: none"> <li>• <i>Achieves desired results in face of adversity</i></li> <li>• <i>Overcomes barriers to accomplish goals</i></li> <li>• <i>Stays positive in spite of setbacks</i></li> <li>• <i>Works successfully in high pressure environments</i></li> </ul>
<b>Self-Management</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Sets own goals and priorities and coordinates activities and deadlines with others to ensure project goals are met</i></li> <li>• <i>Continually applies significant effort and persistence toward achievement of goals in all situations</i></li> <li>• <i>Takes initiative and seeks out new or additional responsibilities and tasks</i></li> <li>• <i>Completes work and meets objectives with minimal supervisory intervention</i></li> </ul>
<b>Work Environment</b>	<p><b>Maintains an open mind regarding different ideas, opinions, values, and beliefs; recognizes own worldview and understands its influence on interactions with others; incorporates a variety of viewpoints to help accomplish work goals; contributes to an inclusive work environment with equitable treatment of individuals across all demographics (e.g., race, gender) and social (e.g., culture) groups.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates understanding of own self-awareness and worldview</i></li> <li>• <i>Fosters an inclusive work environment</i></li> <li>• <i>Incorporates multiple view points in decision making processes</i></li> <li>• <i>Treats other individuals across all demographics</i></li> </ul>

## Visual Information Competency Model

<b>Teaching Others</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Provides instruction and feedback to others</i></li> <li>• <i>Acts as a mentor to others</i></li> <li>• <i>Determines areas for improvement and training for others</i></li> <li>• <i>Tutors others in the performance of tasks</i></li> </ul>
<b>Teamwork (2)</b>	<p><b>Motivates team members to accomplish group goals. Performs well in team settings and assists others when needed. Develops and maintains effective working relationships with others.</b></p> <ul style="list-style-type: none"> <li>• <i>Volunteers to assist associates with projects</i></li> <li>• <i>Commits to working toward team or group goals</i></li> <li>• <i>Displays team pride and empowers team pride among other group members</i></li> <li>• <i>Works effectively in group settings in order to achieve team objectives</i></li> </ul>
<b>Technical Competence</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates proficiency of technical subject matter area</i></li> <li>• <i>Performs job tasks using the required physical and cognitive skills and abilities</i></li> <li>• <i>Models technical task performance for others</i></li> <li>• <i>Maintains currency on technical knowledge and technique</i></li> </ul>
<b>Technology Application</b>	<p><b>Uses computers, software applications, databases, and automated systems to accomplish work; uses machines, tools, instruments, or equipment effectively.</b></p> <ul style="list-style-type: none"> <li>• <i>Effectively applies technology in the work setting</i></li> <li>• <i>Uses machines, tools, instruments, or equipment to accomplish work</i></li> <li>• <i>Uses technology appropriately and efficiently to complete tasks, contributing to team and organizational goals.</i></li> </ul>
<b>Writing</b>	<p><b>Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience.</b></p> <ul style="list-style-type: none"> <li>• <i>Composes clear, concise, and logical documents or correspondence involving complex technical information</i></li> <li>• <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></li> </ul>

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	<ul style="list-style-type: none"><li>• <i>Proofreads and edits the writing of others</i></li><li>• <i>Effectively explains complex technical material to a non-technical audience</i></li><li>• <i>Uses correct grammar, punctuation, and spelling</i></li><li>• <i>Writes in an organized fashion that is easy to understand</i></li></ul>
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## Visual Information Competency Model

**Table 4: General Competencies by Assessment Tool**

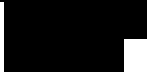
<b>Competency</b>	<b>Occupational Questionnaire</b>	<b>Structured Interview</b>	<b>Biodata</b>	<b>Cognitive Ability Test</b>
Attention to Detail (2)	Low	Medium	Low	High
Conflict Management	Low	High	Medium	Low
Continual Learning (3)	Low	High	High	Low
Collaboration (2)	Low	High	Low	Low
Creative Thinking				
Customer Service	Low	High	Low	Low
Decision Making	Low	High	Medium	Medium
Digital Collaboration	Medium	High	Low	Low
External Awareness (2)	Low	High	Low	Low
Flexibility	Low	High	Medium	Low
Information Management	Low	Medium	Medium	Medium
Inspire	Low	High	Low	Low
Integrity/Honesty (‡)	Low	High	Medium	Low
Interpersonal Skills	Low	High	Low	Low
Leadership (2)	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
Reading Comprehension	Low	Medium	Medium	High
Reasoning	Low	Low	Low	High
Resilience	Low	High	Medium	Low
Self-Management	Low	High	Medium	Low

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	Low	High	Low	Low
Teaching Others	Low	High	Medium	Low
Teamwork (2)				
Technical Competence	High	High	Low	Low
Technology Application	High	High	Low	Low
Writing	Low	Low	Medium	Low

Competency	Job Knowledge Test	Personality Inventory	Situational Judgment Test	Work Sample
Attention to Detail (2)	Low	Medium	Low	High
Conflict Management	Low	High	Medium	Low
Continual Learning (3)	Low	High	High	Low
Collaboration (2)	Low	High	Low	Low
Creative Thinking				
Customer Service	Low	High	Low	Low
Decision Making	Low	High	Medium	Medium
Digital Collaboration	High	Low	High	High
External Awareness (2)	Low	High	Low	Low
Flexibility	Low	High	Medium	Low
Information Management	Medium	Low	Medium	High
Inspire	Low	Medium	Medium	Low
Integrity/Honesty (‡)	Low	High	Medium	Low
Interpersonal Skills	Low	High	Low	Low
Leadership (2)	Low	Medium	Medium	Medium
Oral Communication	Medium	High	Medium	Low
Organizational Awareness (2)	Low	High	Low	Low
Partnering	Low	High	Medium	Low

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Planning and Evaluating	Medium	Medium	Low	High
Problem Solving (‡)	Low	Low	Medium	High
Reading Comprehension	Low	Low	Medium	High
Reasoning	Low	Low	High	Medium
Resilience	Low	Medium	Low	Low
Self-Management	Low	Medium	Low	Low
	Low	Medium	Medium	Medium
Teaching Others	Low	Medium	Medium	High
Teamwork (2)				
Technical Competence	High	Low	Medium	High
Technology Application	High	Low	High	High
Writing	Low	Low	Low	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**  
GS-1084 – Visual Information

- Accessibility (2)
- Communications and Media (2)
- Computer Skills
- Data Management (2)
- Data Protection
- Multimedia Technologies (2)
- Research (2)
- Project Management (2)

- Design
- Design (2)
- Sales and Marketing (2)
- Color Theory (2)
- Color Contrast Theory
- Standards (2)
- Universal Design

## Visual Information Competency Model

### Appendix A: Visual Information General Competencies

Attention to Detail (2)	Considers all aspects involved in accomplishing a task, no matter how minute. Precisely follows procedures to ensure each element of a task is accurately completed.
Conflict Management	Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.
Continual Learning (3)	Assesses and recognizes own strengths and weaknesses; pursues new knowledge and skill-development.
Collaboration (2)	Engaging with team members and stakeholders to share ideas, resources, and expertise, fostering a cooperative environment that drives collective problem-solving and enhances project outcomes.
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.
Customer Service	Works with clients and customers (that is, any individuals who use or receive the services or products that your work unit produces, including the general public, individuals who work in the agency, other agencies, or organizations outside the Government) to assess their needs, provide information or assistance, resolve their problems, or satisfy their expectations; knows about available products and services; is committed to providing quality products and services.
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.
Digital Collaboration	Uses digital tools, technologies, or social media for communication, knowledge-sharing, and collaborative processes; works with others to construct and create resources and knowledge, or provide services, in a digital environment.
External Awareness (2)	Understands and keeps up-to-date on local, national, and international trends and policies that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.
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.
Information Management	Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.
Integrity/Honesty (‡)	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

## Visual Information Competency Model

Inspire	Encourages inquiry and exploration by creating engaging environments and asking thought-provoking questions, fostering a culture of curiosity, creativity, and passion, that inspires individuals to seek knowledge and challenge assumptions.
Interpersonal Skills	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
Leadership (2)	Motivates and guides others towards goals. Instills commitment to a common image and shared values.
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.
Reading Comprehension	Understands and interprets written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations.
Reasoning	Identifies rules, principles, or relationships that explain facts, data, or other information; analyzes information and makes correct inferences or draws accurate conclusions.
Resilience	Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
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.

## Visual Information Competency Model

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.
Teamwork (2)	Motivates team members to accomplish group goals. Performs well in team settings and assists others when needed. Develops and maintains effective working relationships with others.
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.
Technology Application	Uses computers, software applications, databases, and automated systems to accomplish work; uses machines, tools, instruments, or equipment effectively.
Writing	Recognizes or uses correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience.

## Visual Information Competency Model

### Appendix B: Visual Information Technical Competencies

Accessibility (2)	Applies knowledge of the principles and rules that lead to a barrier - free built environment.
Communications and Media (2)	Craft clear and effective messages across various media platforms, tailoring content to diverse audiences, and utilizing communication strategies to enhance organizational goals and stakeholder engagement
Computer Skills	Uses computers, software applications, databases, and automated systems to accomplish work.
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.
Fine Arts	Producing original works of art through the application of various theories, techniques, and media, while responding to cultural contexts, fostering innovation and aesthetic appreciation.
Multimedia Technologies (2)	Utilizing multimedia technologies to create, edit, and deliver dynamic content across various platforms, integrating audio, video, graphics, and interactivity to enhance audience engagement, comprehension and communication.
Research (2)	Conducting research to gather, analyze, and interpret data, contributing to informed decision-making and advancing knowledge in the field.
Project Management (2)	Coordinating project execution by planning, organizing resources, coordinating tasks, and managing timelines to ensure successful completion and achievement of project goals.
Design	Knowledge of conceptualizing, developing, producing, understanding, and using plans, models, blueprints, and maps, including the use of tools and instruments to produce precision technical drawings, working prototypes, components, or systems.
Design (2)	Create context-sensitive solutions by soliciting stakeholder input, defining programmatic needs, understanding environmental influences, conceptualizing ideas, developing detailed plans, and refining prototypes to meet project requirements and enhance functionality and aesthetics.
Sales and Marketing (2)	Making audience aware of programs, products and services by developing strategic communications plans, while effectively engaging with them to build relationships and enhance awareness and expectations.



## Visual Information Competency Model

Color Theory (2)	Utilizing principles of color theory to enhance visual communication and artistic expression, selecting and combining colors to achieve desired emotional responses and aesthetic effects in various projects.
Color Contrast Theory	Applying principles of color contrast theory to enhance visual clarity and impact in design, effectively selecting and juxtaposing colors to create emphasis, improve legibility, accessibility, and usability, and evoke desired emotional responses in various projects.
Standards (2)	Applying and maintaining industry standards and best practices to ensure compliance, quality assurance, and continuous improvement across organizational processes.
Universal Design	Create inclusive environments that accommodate diverse user needs and enhance accessibility for all.

## Visual Information Competency Model

### Appendix C: Visual Information Study Tasks

1	Generates and adheres to style guides and brand identity.
2	Drafts and/or interprets policies.
3	Adheres to federal laws and guidelines (e.g., 508-compliance).
4	Interprets and uses analytics to prioritize work loads, messages and trends.
5	Uses written and visual information to develop, explain, focus, harmonize, and create content.
6	Creates, obtains, and/or produces needed photos, illustrations, and other visual materials.
7	Plans and prepares the layout of brochures, reports, briefing materials, and multimedia presentations.
8	Proposes placement of text, fonts and typographical effects, and effective use of color, textures, and shapes.
9	Works with technical staff and/or contractors on quality control of products.
10	Proofs and/or reviews materials.
11	Works as a collaborative team member on projects
12	Produces digital and print products using computers and/or specialized equipment.
13	Troubleshoots and maintains specialized software and hardware.
14	Integrates data by scanning or conversion of other software media.
15	Provides materials used in books, magazines, pamphlets, periodicals, newspapers, posters, handouts, activity schedules, bulletins, technical reports, and trip planners.
16	Develops and produces educational and promotional materials.
17	Selects and/or designs visuals best suited to the intended audience and their demographics.
18	Produces new media, digital, and other relevant products.
19	Provides materials used in exhibits, live or video recorded speeches, briefings, lectures, and other means of communication.
20	Creates special effects by the use of special lighting, projections or video displays, or incorporation of narration, music, and sound effects.
21	Ensures that materials meet established requirements and effectively promote and support the organization's mission.
22	Produces and installs common interior and exterior orientation, printed signage, interpretive fabric banners, and other visitor information products.
23	Designs, fabricates, and/or installs exhibits.
24	Drafts scope of work statements.
25	Prepares interpretive media.
26	Develops, maintains, and/or delivers digital media.
27	Prepares two and three-dimensional models, artifacts, specimens, dioramas, murals, audio-visual presentations.
28	Leads, records, and/or delivers livestreaming events (e.g., lease sales, public meetings, external communication events, and internal communication events such as all hands and training events).
29	Coordinates and sets up closed captioning and teleprompting.

## Visual Information Competency Model

30	Maintains a multimedia library and system for logging, organizing, and assigning photo credits and copyrights and metadata.
31	Manages projects from concept to completion.
32	Coordinates circulation inquiries, mailing lists, and other publication distribution activities.
33	Develops and maintains content for web pages (intranet/internet), social media, and blogs.
34	Keeps abreast of current methods and procedures in the industry.
35	Maintains a working knowledge of new and emerging technologies and content management systems and incorporates them into products.
36	Conducts general research using primary sources on various themes.
37	Trains other staff members to use and maintain various digital media, equipment, and forms of data.
38	Maintains effective communication and working relationships with all levels of staff.
39	Coordinates with contractors, exhibit fabricators, graphic designers, cartographers, and private companies to create, fabricate, and install media products.
40	Coordinates with field stations and other offices to collect and summarize regional data for annual reports.
41	Coordinates with public affairs and/or content experts and implements outreach programs to internal and external audiences including government, industry, trade groups, environmental groups and the public.
42	Reviews and approves contractor performance, enforces deadlines, and provides interpretation of technical requirements of the contract.
43	Balances costs against project objectives.
44	Advises on the technical advantages of various formats, styles, media, and methods of reproduction.
45	Defines business requirements for implementing new multimedia solutions.
46	Develops and implements solutions for effective communication of sensitive topics.
47	Leads efforts for conceptualizing concepts and communications.
48	Ensure use rights for materials are accounted for.
49	Convert and remediate materials to adhere to 508 section policies.
50	Design accessible documents for ease of use by all audiences.