DEPARTMENT OF THE NAVY
COMMANDER MILITARY SEALIFT COMMAND
WASHINGTON NAVY YARD BLDG 210
901 M STREET SE
WASHINGTON DC 20398-5540

COMSCINST 12410.31A
N14
1 November 1993

COMSC INSTRUCTION 12410.31A

Subj: EXECUTIVE, MANAGEMENT AND SUPERVISORY (EMS)
 DEVELOPMENT FOR CIVIL SERVICE PERSONNEL

Ref: (a) FPM 410
 (b) CPI 410
 (c) DOD CPM 410
 (d) FPM 412
 (e) CPI 412
 (f) DOD CPM 412
 (g) SECNAVINST 12410.22A
 (h) OPNAVINST 12412.4
 (i) OCPMINST 12412.1
 (j) FPM ltr 430-5
 (k) DOD 5000.52
 (l) SECNAVINST 12920.1B
 (m) FPM ltr 412-5
 (n) FPM Bulletin 412-8

Encl: (1) OPM Identified Management Competencies
 (2) Definitions
 (3) Senior Executive Service
 (4) Managers
 (5) Supervisors
 (6) List of EMS courses
 (7) MSC 12410/21, 12410/21A and 12410/21B (Rev 10-85) (Executive
 Management Review and Analysis)

1. Purpose. To ensure that EMS development is viewed as a positive strategy to increase
productivity through the enhanced performance of the workforce within MSC; link EMS
training and development plans and resources to MSC's mission, strategic plans,

performance goals and priorities; and provide positive management support for MSC's Equal Employment Opportunity (EEO) Program and Affirmative Action Plan (AAP). This is a complete revision and should be read in its entirety.

2. Cancellation. COMSCINST 12410.31.

3. Background. MSC serves as Navy Component Commander to the unified U.S. Transportation Command (CINCTRANS) for ocean transportation/strategic sealift throughout the Department of Defense (DOD); responsible to SECNAV for sealift assets which are service-unique or theatre-assigned; serves as Type Commander of Commander in Chief, Atlantic Fleet (CINCLANTFLT), Commander in Chief, Pacific Fleet (CINCPACFLT) and Commander in Chief, U.S. Navy Europe (CINCUSNAVEUR) providing Naval Fleet Auxiliary Forces NFAF) to support worldwide U.S. Navy operations and Special Missions Support Forces(in response to specific DOD tasking for designated U.S. agencies and sponsors worldwide. Its programs require MSCFE and MSCEUR) possess the knowledge, skills and abilities (KSAs) required to maintain the quality and efficiency of MSC's programs.

    a. Individuals in the Senior Executive Service (SES), managers and supervisors constitute the management team at MSC. COMSC wants to ensure all MSC EMS staff personnel (which include personnel assigned to COMSC, MSC Central Technical Activity (MSCCENTACT) and Area Commands (MSCPAC, MSCLANT, MSCFE and MSCEUR) possess the knowledge, skills and abilities (KSAs) required to maintain the quality and efficiency of MSC's programs.

    b. To achieve and sustain management excellence, COMSC requires appropriate levels of expertise among its key personnel be maintained through management development.

4. Policy. References (a) through (n) set forth policy and requirements for the establishment of an EMS program and clarification of procedures. EMS development for all MSC commands will be a result of a systematic process whereby SESs, managers and supervisors will strive to attain management excellence by mastering the competencies that will allow their organizations (office, division or branch) to improve effectiveness while responding to increasing demands. In this era of constant transition due to additional programs and requirements assigned to COMSC, all key personnel must become capable of managerial excellence.

a. Key positions within MSC are filled by personnel who have proven their technical expertise. The managerial role must be prepared for with all due deliberation and forethought. Recognition of the need for additional preparation is the basis for the required probationary period for newly appointed supervisors and managers and the requirements to develop members and candidates for SES.

b. The EMS development program is designed to ensure that as MSC personnel are moved up the career ladder, both on the technical and the managerial side, they are ready to assume their new jobs with minimal managerial problems. The Office of Personnel Management (OPM) has determined individuals at higher levels of management build on the skills they perfected at the lower levels. As managers are promoted from level to level, they must have a solid base on which to learn the additional competencies required for higher level management.

(1) This program, consistent with other merit promotion programs, will assist in-house personnel to be rated "highly qualified" in supervisory and managerial capabilities when the opportunity arises.

(2) A benefit of this program is the development of a pool of applicants for EMS positions. It also ensures continuity of expertise which would be deficient if outsiders were continually hired into key EMS positions.

5. Office of Personnel Management (OPM). Competencies for successful managers are generally distinctive. They may not have been acquired by the individual during their career where they were technically competent within their chosen technical field. Enclosure (1) is OPM's Management Excellence Framework (MEF), a researched based model which defines federal management competencies. The twenty-two competencies described are those needed by federal EMS. The model shows nine basic competencies which are important for effective performance through the EMS cadre. The new competencies place a greater emphasis on managing a diverse workforce, Total Quality Leadership, oral and written communication, technology management, creative thinking and technical competence. Identified are the important components that make up the roles and responsibilities of MSC's leaders, managers and supervisors and the Human Resources staff.

6. Needs Assessment (NA). NA is considered to be a management tool. References (a) through (c) provide that agencies shall establish an assessment process which addresses organizational, occupational and individual needs.

a. NA is the critical first step in developing plans and programs designed to improve MSC's operational goals and objectives for each occupational within MSC including EMS positions. The well planned and timely assessment of needs ensures organizational

3

resources are committed to the highest priority training and development and provides the soundest basis for MSC's expenditure of training dollars. A principal feature of an NA system is that it is used to describe the competencies needed in an occupation or a position. The description of the desired performance can be compared to actual performance in determining what development and/or training should be provided.

(1) NA is based on the identification of MSC's mission needs, priorities and critical occupational and individual performance requirements will assist in eliminating redundant training efforts, substantially reduce the necessary expenditure of training dollars and assist managers in identifying performance requirements that can best be satisfied by training and other developmental strategies.

(2) All MSC organizations will determine the difference between actual and desired performance levels using enclosure (1). If a gap exists, COMSC, CO, MSCCENTACT and/or the Area Commanders will identify the underlying causes for the difference.

b. Information furnished by the NA will identify who needs training and how it can best be provided.

c. Based on the information provided by the assessment, managers could implement succession planning systems for EMS positions.

d. Other benefits of the NA include:

(1) providing an organized profile of the staff's abilities;

(2) identifying job performance required to meet organizational goals and objectives;

(3) projecting future staff needs;

(4) identifying high priority needs;

(5) providing timely and cost effective training;

(6) enhancing existing training programs and developing new programs for specific occupational groups;

(7) consulting employees and supervisors on individual development needs; and

(8) determining whether the problem requires a training solution or another solution.

7. <u>Program Coverage</u>. The EMS program is composed of three major elements utilizing the criteria and definitions outlined by OPM. Managers at different organizational levels are designated as executives, managers or supervisors. Executives are employees who occupy positions at the SES level. Managers and supervisors are defined in the OPM Supervisory Grade Evaluation Guide of January 1993. Refer to enclosure (2) for more definitions. This instruction sets forth training and developmental policies, requirements, information and guidelines for each of the three categories listed below:

    a. Senior Executive Service (SES) (enclosure (3))

    b. Managers (enclosure (4))

    c. Supervisors (enclosure (5))

8. <u>Action</u>. The following EMS developmental program requirements will be adhered to:

    a. The identification of training and development of MSC employees will be in accordance with merit and EEO/AAP principles.

    b. The Vice Commander (N01) is designated by COMSC as the official with the authority and responsibility for the EMS program.

    c. COMSC will:

      (1) Identify ways Human Resource Development (HRD) strategies and activities can be aligned with MSC's strategic planning which supports MSC's mission.

      (2) Identify state-of-the-art, researched based, cost efficient models, strategies and activities for accomplishing HRD objectives tailored to MSC's mission.

      (3) Coordinate interagency training programs impacting all MSC personnel.

      (4) Promote and provide informational exchange or programs that encourage the continued development of sound EMS programs and financial plans with particular attention to planning, programming, budgeting, operating, evaluating and improving EMS programs MSC wide.

      (5) Provide technical assistance to subordinate commands to help them in carrying out their responsibilities.

(6) Designate a Program Coordinator who will implement the worldwide EMS program, COMSC and MSCCENTACT EMS program.

    d. Area Commanders. MSCCENTACT will be covered under COMSC program. Area Commanders are to implement the MSC EMS program as outlined in this instruction and will manage their program locally.

    e. Program Coordinator (PC). It is required that highly competent staff members be assigned to the administration and execution of the program. Adequate funds must be budgeted and allocated to assist management to create, operate and maintain a quality system of EMS development.

    (1) For MSC Headquarters and MSCCENTACT, the PC will be COMSC (N14). The PC will provide an oversight function for all MSC EMS Programs and ensure that all levels of the program are in consonance with the guidelines listed in this instruction.

    (2) Area Commanders will designate a PC and forward the name and telephone number to the COMSC PC.

    (3) Each PC shall:

        (a) analyze findings on new or previously identified needs for accuracy and ensure that reliable information has been provided on present and projected skill requirements of the organization and individuals; and

        (b) review the effectiveness and efficiency of the organization's NA system and procedures to determine:

            1. if they generate relevant information;

            2. if they are practical to conduct; and

            3. how NA findings are used by their organization.

    (4) The PCs will disseminate information relative to the program.

    (5) Discussion of this program will be incorporated into the orientation for new employees as conducted by servicing human resources organizations, supervisors or managers.

    (6) Identification of all EMS positions is an essential step in the establishment of the MSC EMS program and will be conducted on an annual basis by the PCs.

(7) PCs will disseminate general information on future MSC Headquarters, MSCCENTACT of Area Command manpower requirements and needed skills to eligible program participants.

(8) Evaluation

(a) COMSC and Area Command PCs will evaluate the EMS program on a continuing basis. PCs will ensure that all EMS training and development programs are integrated with all other personnel management programs. Some of the methods to be used are:

1. Spot review of training provided to supervisors, managers and potential candidates to ensure the requirements of this instruction are addressed.

2. The identification in writing of those supervisors and managers who desire to participate in the program and/or decline to participate in the program.

(b) The PC will evaluate the EMS program in terms of improved organizational and individual performance and costs.

(c) Program modifications will be initiated where new regulatory requirements, constructive criticism or suggestions for improving the program have been ascertained.

f. Line Managers (LM)

(1) Operational LMs are the key element for an effective EMS program. They are the experts who will be involved in identifying their subordinates' needs through evaluation of their progress. They will be able to suggest a variety of developmental assignments, i.e., formal classroom training, mentoring, coaching, rotational assignments, special work projects, long term education, on-the-job training (OJT), change or enlargement of functional responsibilities, details, self development (after hours college courses, membership and participation in professional organizations) and sabbaticals for SES incumbents. LMs serve as role models and ultimately evaluate through performance appraisals the individual's development. The judicious use of alternatives must be planned for to ensure MSC has a well trained EMS individual, at the least amount of cost incurred or time lost and consequent loss of productivity.

(2) LMs are responsible for ensuring that individuals who "can't be spared" are not deprived of developmental opportunities. It is incumbent on LMs to ensure that these "essential" individuals do participate in this program because it is these technically competent experts who will become the next generation of managers. Operating LMs must not allow any subordinate who is considered "essential" to be stifled in managerial

or supervisory development. In addition, work distribution and personnel utilization should be reviewed and adjusted to ensure participants adequate time to pursue the requirements of the program without adversely impacting the organizations ability to function.

(3) LMs will encourage an environment wherein individuals who do obtain KSAs may apply them to their work. To change for sake of change is not encouraged but to stifle change "because that's the way we always do it" also is discouraged. For individuals to gain new KSAs in an environment that does not encourage innovative change will only result in frustration and disappointment which may lead to apathy. This cannot be tolerated. It is a waste of MSC's resources.

g. Individuals

(1) Individual NA for EMS personnel will meet the following criteria:

(a) The initial NA must occur within the first 3 months of transition to a new position; that is from non-supervisor to supervisor, supervisor to manager and manager to executive.

(b) On 1 April every year, each individual in conjunction with their performance appraisal will review EMS competencies and their training requirements with the assistance of the servicing human resources office Employee Development Specialist (EDS), their supervisor and mentor (when available). This will be accomplished by reviewing:

1. MSC's mission and priorities;

2. the individual's goals;

3. the directorate/division/branch requirements;

4. potential changes to the performance of the individual's duties (i.e., maintaining the state-of-the-art, initial orientation/additional technical training, etc.); and

5. competencies already possessed and competencies needed to obtain from management development and other priority one, two or three training in accordance with the provisions of reference (c).

(2) Eligible individuals who state in writing that they decline the opportunity to participate in the EMS development program will be excused. Such annual written declaration shall be countersigned by the Vice Commander (N01) or cognizant Area Commanders and placed in the individual's Official Personnel File (OPF).

(3) Individuals who previously declined participation may be reinstated by submitting memo requesting readmittance on or about 1 April of each year in conjunction with the performance appraisal process.

(4) Individuals may resign from the executive management portion of the EMS program by sending a letter through supervisory channels to COMSC Vice Commander (N01), CO, MSCCENTACT or Area Commanders.

(5) An individual may leave or be asked to leave the EMS program because of either of the following situations:

(a) Little or no progress has been made in development (barring extraordinary circumstances).

(b) The program coordinator, supervisor, advisor and the individual conclude that the individual's potential for executive management responsibilities is too limited based on the individual's performance.

h. Acquisition Personnel. Personnel who are in any way involved in the acquisition process for goods and services, i.e., Contracting series (GS/GM 1102) and Contracting Officer Representative (COR) have a formal training program established by reference (k). This includes mandatory training courses which will be included in appropriate training plans.

i. Counselors. A primary facet of the EMS program is the counseling of participants. Counseling is provided to assist in establishing realistic career goals, developing a program for achieving them and evaluating success in meeting them. All officials and each participant's supervisor and mentor will be involved in the counseling process.

9. Activity Training Plan. The identification of all approved EMS training courses identified by all EMS personnel together with Individual Development Plans (IDP), outlined in COMSCINST 12410.16D, of subordinate personnel culminates in the preparation of the Activity Training Plan (ATP) and the funding requirements associated with it (i.e., travel, per diem and tuition).

10. Privacy Act. The provisions of the Privacy Act of 1974 will be followed throughout this program. The maintenance of a record system is authorized by Title 5 USC, Sections 4101 to 4118. The following requirements must be strictly adhered to:

a. Only information directly pertinent to the task at hand is to be requested.

b. The confidentiality of all personal information is to be protected.

c. Only authorized officials involved in the various stages of the MSC EMS program are to have access to the information and forms obtained for this program unless prior authorization is granted, in writing, by the employee concerned.

d. Any personnel records no longer needed for the program must be destroyed promptly.

e. Employees are to be informed as to the authority for solicitation of any personal information, the principal purposes for which the information is needed, the routine uses to be made of the information, the voluntary nature of disclosure of the information and the consequences of not providing the information.

Distribution:
COMSCINST 5000.19
List 1 (Case A, B)
SNDL   41B   (MSC Area Commands)
          41C   (MSC Subarea Commands)
          41D3 (MSC Offices)
          41F   (MSCCENTACT)
          41G   (COMFSRON)
          41M   (MSC TAGOS Units)

United States
Office of
Personnel Management   Washington D.C. 20415-0001

MAR 30, 1993

Subject: Information on Management Competencies

Dear Colleague:

In response to your request, we have enclosed information on the revised Federal management competencies. The competencies will replace those composing the earlier Management Excellence Framework. We hope that they are helpful to you.

The twenty-two competencies described are those needed by Federal executives, managers and supervisors (EMS) for effective performance. These may be used for career development. It is important to note that the placement of each competency at a particular level is based upon Government wide data. Therefore, the chart is generic and can be modified to reflect your individual agency or organizational situation.

The competencies were developed based upon a thorough literature review and based on the results of the Leadership Effectiveness Survey conducted earlier this fiscal year. The Survey was administered to over 20,000 Federal EMS personnel.

We would appreciate any comments or feedback you may have on the competencies (202-606-5545). Please contact either Ms. Dianna Green or myself. We look forward to hearing from you.

Sincerely,

Barry B. Brown, Chief
Assessment and Development Branch
Executive and Management Policy
Human Resources Development

Enclosures

Enclosure (1)

ASSESSMENT AND DEVELOPMENT BRANCH

DECEMBER 1992

Management Excellence Framework Updated/
Management Excellence Inventory Being Revised

The Management Excellence Framework (MEF), which was developed in 1984, has recently been updated based upon the analysis of data generated by the Leadership Effectiveness Survey (LES). The LES was a questionnaire sent out in October 1991 to approximately 20,000 Federal executives, managers, and supervisors GS-11 and above and represents the largest occupational study of this group ever conducted.

The updated MEF, which is a research-based model, defines Federal managerial excellence in terms of twenty-two competencies. The MEF, which is currently available, is a generic model displaying the competencies at various levels of management, i.e., executive, managerial, and supervisory (EMS). The model shows that there are nine basic competencies which are important for effective performance throughout the EMS cadre. The new competencies place a greater emphasis on managing a diverse workforce, Total quality Leadership, oral and written communication, technology management, creative thinking, and technical competence.

The MEF, in addition to other applications, provides the basis for doing training needs assessments for supervisors, managers, and executives. OPM is also in the process of revising the Management Excellence Inventory (MEI), which is the management assessment instrument for executives, managers, and supervisors. The front-end analysis (FEA) for revision of the MEI has been completed and identified key requirements of MEI users. With the completion of the FEA, the design and development of the revised MEI is about to begin. The MEI, which will be based upon the updated MEF, is expected to be available in its earliest form in late FY 93. Until the revised instrument is available, the existing MEI is being used. The instrument supports individual and organizational career planning and long-term development efforts. Services are available on a reimbursable basis.

For more information: Barry Brown or Dianna Green, Office of Executive and Management Policy, U.S. Office of Personnel Management, 202-606-5545 or FAX 202-606-4765.

MANAGEMENT EXCELLENCE FRAMEWORK
(MEF)

EXECUTIVES

MANAGERS

SUPERVISORS

HIGHER-LEVEL COMPETENCIES:

VISION
EXTERNAL AWARENESS

MID-LEVEL COMPETENCIES:

CREATIVE THINKING
PLANNING & EVAL.
CLIENT ORIENTATION
MGMT CONTROLS/
INTEGRITY
FINANCIAL MGMT.
TECHNOLOGY MGMT.

MID-LEVEL COMPETENCIES

FIRST-LEVEL COMPETENCIES:

MANAGING DIVERSE
WORKFORCE
CONFLICT MGMT.
TEAM BUILDING
INFLUENCING/NEGOTIATING
HUMAN RESOURCES MGMT.

FIRST-LEVEL COMPETENCIES

FIRST-LEVEL COMPETENCIES

BASIC COMPETENCIES:

ORAL COMMUNICATION	LEADERSHIP	FLEXIBILITY
WRITTEN COMMUNICATION	INTERPERSONAL SKILLS	DECISIVENESS
PROBLEM SOLVING	SELF-DIRECTION	TECHNICAL COMPETENCE

MANAGEMENT EXCELLENCE FRAMEWORK
COMPETENCY DEFINITIONS

Basic Competencies	Written Communication: Express facts and ideas in writing in a succinct and organized manner.
	Oral Communication: Expresses ideas and facts to individuals in groups effectively; makes clear and convincing oral presentations; listens to others; facilitates an open exchange of ideas.
	Problem Solving: Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.
	Interpersonal Skills: Considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations.
	Flexibility. Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with pressure and ambiguity.
	Decisiveness: Makes sound and well-informed decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals, causes change.
	Leadership: Inspires, motivates, and guides others toward goal accomplishment; coaches, mentors, and challenges subordinates; adapts leadership styles to a variety of situations, models high standards of honesty, integrity, trust, openness, and respect for the individual by applying these values to daily behaviors.
	Self-Direction: Demonstrates belief in own abilities and ideas; is self-motivated and results-oriented; recognizes own strengths and weaknesses; seeks feedback from others and opportunities for self-learning and development.
	Technical Competence: Understands and appropriately applies procedures, requirements, regulations and policies related to specialized expertise, e.g., engineering, physical science, law or accounting; maintains credibility with others on technical matters.
Supervisory Competencies	Managing Diverse Workforce: Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce; manages workforce diversity.
	Conflict Management: Manages and resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.
	Influencing/Negotiating: Persuades others; develops networks and coalitions, gains cooperation from others to obtain information and accomplish goals, negotiates to find mutually acceptable solutions; builds consensus through give and take.
	Human Resources Management. Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organizations; shares regards for achievement with employees; ensures that staff are appropriately selected, utilized, appraised, and developed, and that they are treated in a fair and equitable manner.
	Team Building. Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.
Managerial Competencies	Creative Thinking. Develops new insights into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/processes.
	Planning and Evaluating. Determines objectives and strategies, coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.
	Financial Management. Prepares, justifies, and/or administers the financial resources for program area; plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies.
	Client Orientation. Anticipates and meets the needs of clients; achieve quality end-products: is committed to improving services.
	Technology Management. Integrates technology into the workplace; develops strategies using new technology to manage and improve program effectiveness, understands the impact of technological changes on the organization.
	Management Control/Integrity. Assures that effective management controls are developed and maintained to ensure the integrity of the organization.
Executive Competencies	Vision. Takes a long-term view and initiates organizational change for the future; builds the vision with others, spots opportunities to move the organization toward the vision.
	External Awareness. Identifies and keeps up-to-date on key agency policies priorities and economic political, and social trends which after the organization understands where the organization is headed and how to make a contribution.

DEFINITIONS

1. <u>Coaching</u>. Coaching involves the guidance provided individuals by their immediate supervisors. Coaching is generally directed at the development of skills needed to perform effectively on the job as a superior. This activity, which can sometimes be done through demonstrations or practice sessions, is particularly effective in perfecting skills in such areas as work planning, preparation of performance plans, preparation of position descriptions and staffing requests, budgeting and a host of first-time experiences that a new supervisor faces. It is most valuable during the probationary period. The need for coaching declines as supervisory experience grows. Many new and experienced supervisors report that coaching provides the necessary assistance they need to weather the uncertainties that come with a new job. They also see coaching as a way to effectively develop their supervisory competencies.

2. <u>Career Development</u>. The process of ensuring alignment of individual career planning and organization career management systems to achieve an optimal match of individual and organizational needs and requirements.

3. <u>Career Program</u>. A defined set of skills and competencies for a specific occupation, showing progression up the career ladder from entry to full performance level (and perhaps higher), and the developmental experiences necessary to move up the career ladder.

4. <u>Competency</u>. A combination of knowledge and skills and the ability to use them in carrying out job responsibilities.

5. <u>Development</u>. A formal learning experience designed to develop a knowledge base for future application.

6. <u>Human Resource Development</u>. The integrated use of training and development, organization development and career development to improve individual, group and organizational effectiveness. HRD is an activity or set of activities arranged to provide learning experiences for people. It is not another term for training.

7. <u>Managerial Position</u>. Managerial positions are those in which incumbents - (1) direct the work of an organization; (2) are held accountable for the success of specific line or staff programs, functions, projects or activities; and (3) monitor the progress of the organization toward goals and periodically evaluate and make appropriate adjustments.

8. Mentors. Members of the SES or individuals at GM-13 or above who are interested and willing to serve as advisors. They may assist in the preparation and implementation of a developmental plan. They will coach participants and pave the way for participants to complete their approved developmental programs in a timely manner.

9. Need. A gap in performance. The difference between desired performance and actual performance equals need.

10. Need Assessment. Identify, document and justify gaps in performance; select most important for review. Identify causes for gaps to select approaches and methods to close or eliminate.

11. Organization Development. The process of ensuring healthy inter- and intra-unit relationships and helping groups initiate and manage change.

12. Priorities for Training

    a. Priority 1 - Mandatory by law or regulations or declared essential in order to perform a particular function. Failure to provide this training will have a direct adverse effect on mission accomplishment.

    b. Priority 2 - Needed by the employee to effectively perform the function or required to provide for systematic replacement of skilled employees through developmental programs and if deferred beyond the ensuing training cycle will have an adverse effect on mission accomplishment.

    c. Priority 3 - Desired and may be helpful. Training for an employee who is performing at a satisfactory level but which will provide an increase in efficiency and productivity. Deferment beyond the immediate training cycle would have little immediate adverse mission effect but would preclude or delay improving present mission accomplishment.

13. Rotational Assignments. Rotational assignments are short term, usually less than 90 days in length. They are generally designed to broaden supervisors' understanding of the larger organization by serving in an ongoing management position. These assignments provide supervisors with a wider knowledge base and broader skills than could be acquired in their own positions. The assignments also provide better insight in to the workings of other organizational units and how they interrelate with the agency. Moreover, supervisors can see more clearly how their own assignments are a good way of

developing management skills. Responses of supervisors to an OPM survey indicate that short rotational assignments are more useful after the new supervisor has been in the job for 1 or 2 years. Survey respondents showed a particular interest in assignments to personnel and training offices.

14. <u>Senior Executive Services (SES).</u> Senior Executive Service positions are high level executive positions formerly classified at or above the GS-16 or equivalent level. In addition to the duties and responsibilities normally identified as managerial in nature, executives have a significant role in shaping overall program policy and monitoring the effectiveness with which subordinate managers shape their programs and goals to conform with agency policy. Executives have leadership responsibilities which include setting the climate and tone of an organization, initiating changes in organizational philosophy and generating advances in the states of the managerial art.

15. <u>Senior Executive</u>. A member of the Senior Executive Service.

16. <u>Special Project</u>. A special project, unlike a rotation assignment in ongoing positions, involves work activities needed by the agency and, through careful matching, can provide the supervisor an opportunity to broaden skills and knowledge. Examples of special assignments are the development of a training program, improvement of work methods and procedures, redesign of unit's productivity measurement system. They may take the supervisor away from normal duties and therefore, should be used only after the supervisor has been in the position long enough to have become established in it (usually within 2 years of assignment as supervisor).

17. <u>Supervisory Positions</u>. Supervisory positions are those in which incumbents perform supervisory duties and responsibilities with respect to three or more employees (exclusive of support employees) to the extent that the positions are titled "supervisory" for classification purposes under the Supervisory Grade Evaluation Guide or, if under the wage system, the Job Grading Standards for Supervisors.

18. <u>Training</u>. Learning experiences designed to improve performance in the current job.

19. <u>Training Needs Assessment.</u> Identify, document and justify gaps in performance when a lack of knowledge, skill or ability is at least one cause.

SENIOR EXECUTIVE SERVICE (SES)

1. References. FPM 412, CPI 412, SECNAVINST 12920.1B, SECNAVINST 12410.22A, OPNAVINST 12412.4, FPM SUPPLEMENT 990-1, XDX-3 JUNE 1981 (Mentor and Advisors for Executive Development), XD-13 Sept 1981 (Developmental Assignments; A Guide for SES Candidates), XD-11 May 1982 (IDP for SES Candidates) and XD--14 Sept 1982 (A Guide to Executive Qualifications) are pertinent to Senior Executive Service (SES) personnel training and development.

2. Responsibility. The responsibility of MSC's overall management program lies with top management and especially with those who have been promoted to the SES positions. The responsibility of developing SES members is shared by the individual executives and COMSC. COMSC is the SES selecting and appointing official for MSC per reference (1). Annex A of this enclosure identifies all present SES incumbents.

   a. The SES is a separate personnel management system and is designed to create a cadre of exceptionally competent and dedicated government executives. Incumbent SES members will ensure that they are knowledgeable in areas such as:

   (1) technological development;

   (2) new legislation;

   (3) innovative management practices; and

   (4) current policy and program initiatives.

   b. Each SES member will prepare a development plan which is to be approved by COMSC.

   (1) Each plan will include a list of developmental objectives and specific proposed developmental activities. Enclosure (6) provides a list of OPM/DON approved training courses. Executive development is part of the SES rotation program. The OPM recommendation of 3 weeks of formal training in an interagency setting every 5 years and one OJT developmental assignment every 3 years will be a part of each SES member's Career Enhancement Plan (CEP).

   (2) A variety of developmental assignments also may be employed. Examples are:

   (a) Long term training (Academic course of study) assignment to executive development programs offered by universities, institutions, war colleges, etc. Enclosure (6) lists pertinent SES development courses.

        (b) Sabbatical - must submit request to DON Executive Resources Board for approval and meet the requirements of 5USCS 3396 and OPM regulations in 5CFR Part 412.

        (c) Intergovernmental Personnel Act (IPA) assignments.

        (d) President's Executive Exchange Program.

   c. Within the overall executive development program, the SES incumbent may participate in a rotational assignment totaling not more than 6 months within a 5-year period.

3. <u>SES Candidate Development (SESCD) Programs</u>. GM-15 personnel and some GS-14s within MSC Headquarters, MSCCENTACT and the Area Commands are all considered to be potential SES candidates, taking into consideration the need to maintain a diversified workforce in which women, minorities and persons with disabilities are appropriately represented in the management profession of MSC.

   a. <u>Procedures</u>

      (1) Applicants must apply for entry into the SESCD. They will use the forms provided in enclosure (7).

      (2) Candidates will be screened using merit promotion procedures.

      (3) MSC, due to its relative size, does not have its own Executive Resource Board (ERB). MSC must forward appropriate candidate applications to Chief of Naval Operations (CNO N09B), ERB for determination. Acceptance by the CNO ERB in no way stipulates, promises or guarantees any promotion to the SES. The SESCD program provides all potential candidates an opportunity to prepare themselves for that time when the individual may be selected for an SES position.

   b. All approved MSC SESCD participants will prepare an SES development plan which will be submitted for approval via the Vice Commander (N01) to CNO's ERB. The plan is prepared from a competency based needs determination, which provides for formal training and developmental assignments. Refer to enclosure (1) for identified competencies. At a minimum there must be 80 hours of formal training that covers the executive competencies.

   c. The graduates of the SESCD program will update their development plan at a minimum of every 3 years and submit it to the ERB for approval. The graduates summary performance ratings would have to be fully successful or higher.

d. <u>Senior Advisors</u>. Each participant will be assigned an SES member as a senior advisor where possible. At the Area Commands, the Human Resource Officer (HRO) will assist in counseling either by direct assistance or by obtaining the assistance of SES members from other agencies in the local work areas. As the advisor's effectiveness depends greatly on the capability of the involved individuals, MSC will endeavor to assign only those advisors that will be compatible with the candidates. Because the advisor-candidate relationship is much like a friendship, it must be allowed to develop naturally. Any one of the four SES personnel on the staff of MSC Headquarters may be selected by an individual after careful consideration and review of relationships developed in the past. XD-13 will assist all advisors. The responsibilities of the advisors are:

(1) To provide insight, guidance and a broad, long term perspective to MSC's management.

(2) To assist in preparing the SES developmental plan.

(3) To act as role models.

(4) To recommend developmental assignments.

(5) To assist in arranging developmental assignments.

(6) To monitor the candidate's progress (should meet quarterly to monitor progress of the candidate) and prepare a written narrative. One copy of the narrative will be provided to the individual and will serve as a reference for further development and one copy will be attached to the CEP.

(7) To act as mentors.

ANNEX A

LIST OF PRESENT MSC SES INCUMBENTS

N01	Mr. Wallace T. Sansone	Vice Commander
N7	Mr. Thomas W. Allen	Engineering Officer
N8	Mr. William Savitsky	Comptroller
N2	Mr. Richard S. Haynes	Counsel (Assigned by Office of General Counsel)

MANAGERS

1. References. FPM 412, CPI   412, FPM 410, CPI 410, XD-3 Aug 80 (Developing Executive and Management Talent; A Guide to OPM Courses, fellowships, developmental assignments), OPNAVINST 12412.4, FPM 315, and CPI 315.9 are pertinent to managerial training and development.

2. In order to ensure that MSC has the pool of managerial talent requisite to MSC's continuing and future needs, COMSC and the Area Commanders will identify both incumbent managers and specialists as having management potential at grades GS/GM-13 through 15. In addition, to further progress towards affirmative action goals at the Area Commands, Area Commanders may include employees at the GS-12 level, if they have significant managerial functions. On 1 April of each year or in conjunction with the performance appraisal process, COMSC, CO, MSCCENTACT and Area Commanders will identify selected personnel utilizing guidelines outlined in the above listed references and forward their names to the COMSC Program Coordinator. The information will be provided in the format prescribed by Annex A of this enclosure.

3. New managers will need to acquire the knowledge, skills and abilities (KSAs) and managerial competencies and characteristics required for broader job responsibilities. The competencies are listed in enclosure (1).

    a. As an individual progresses in grade and level as a supervisor, the managerial responsibilities also increase. The individuals may go from a single function or unit to that of coordinating several functions or units, with increased contact outside of their own organization or agency. Within 45 days of assignment to the managerial position, a determination will be made on the individuals' training and developmental experience needed to perform their new duties.

    b. A minimum of 80 hours of formal managerial training during the first 2 years of assignment and 40 hours update every 2 years thereafter will be planned for and attended by new managers. Attendance at managerial courses will gain them an understanding of their direct role in implementing national policies, programs and their impact on supervisor and executive behavior, planning, programming, evaluating and managing human resources. Enclosure (6) lists pertinent EMS courses.

        (1) For those who have had comparable training, this requirement is considered separate from the required 80 hours for supervisory training.

        (2) It is conceivable that a specialist promoted into a managerial position will require a total of 160 hours of supervisory and managerial training in the first 2 years of assignment to a new position.

4. Incumbent managers will take courses that ensure they maintain state-of-the-art technical competency as well as those increasing managerial skills. Individuals that are assigned from staff to line positions or field to headquarters positions will need to assess the requirements of their new position and develop new skills or broaden their existing skills. Senior managers (GM 13-15) will schedule at least one course per year in management, requisite to their grade to ensure continued management excellence. Enclosure (1) will be reviewed and assessment of training needs applied to the managers to ensure that they will possess the competencies required for the performance of their duties. Where deficiencies are noted, courses will be scheduled.

5. Courses appropriate for potential, new and incumbent managers may be obtained from the HRD Training Staff. Attendance at formal classroom training where the instructional technique is strictly a lecture presentation is not considered the most appropriate means of learning. A course which employs case studies, role-playing, seminars and simulated exercises has been determined to be a more effective learning experience. People learn by doing once they shown how.

6. The references listed in paragraph 1 above require assessment of the managerial competencies of all newly selected managers who must serve a probationary period to identify the training and development needed to equip them to perform their new duties. Such assessments must be made within 45 calendar days of assignment to the managerial positions. Performance standards established for new managers must reflect the managerial competencies required.

7. <u>Developmental Assignments</u>. Developmental assignments, rotational assignments, special projects and committee work including details to positions of responsibility or authority are considered alternatives in providing a short term managerial experience. Through such assignments the individual learns their strengths or weaknesses and where improvement is required. By working in a different environment, the individual gains a broad interdisciplinary approach to management through exposure to a combination of learning experiences in a different setting.

8. <u>Self Development</u>. All development is essential self development. Individuals must be motivated and willing to learn in order to acquire or update the KSAs necessary to support their goals and to meet MSC's management development objectives. Examples of self development by the individual might be attending an after hours college course, subscribing to professional journals/periodicals or actively participating in professional organizations.

9. <u>Potential Managers</u>. COMSC is committed to the management development of future managers. Management training for identified individuals will be provided if funds have been budgeted for and approved.

    a. At MSC Headquarters, those key specialists at the GS-12-13 level who have managerial potential may, on a volunteer basis, participate in a management development program.

    b. At the Area Commands, key GS-11-13 personnel who are specialists may participate.

    c. All potential managers who are volunteers must be confirmed as potential managers by the Vice Commander, COMSC (N01) or by Area Commanders.

10. Operating line managers are in the best position to evaluate the effectiveness of any developmental activity and in reaching the particular objective by appraising the progress of the individual participant on the job.

ANNEX A

LIST OF INCUMBENT AND POTENTIAL MANAGERS

NOTE: Use long sheet sideways and reduce to 8 x 11 paper.

Date prepared: _____

Command: _____

1. Name
2. Grade
3. Series
4. Title
5. Supervisor   Yes/No
6. Completed Supervisory Training
7. Manager Training
8. SCD/CEP   Yes/No
9. Education*
10. Submitted Forms
11. Quarterly Discussion Held   Yes/No

List also on separate sheet Managers who decline participation in the program.

*NOTE: For education level use the appropriate codes from back of DD 1556.

SUPERVISORS

1. References. FPM 412, CPI 412, FPM 410, CPI 410 and FPM 315.9 are relative to supervisory training and development. FPM 315.9 outlines the probationary requirements for new supervisors.

2. Supervisory functions are considered the beginning of the management continuum and the executive development process starts with the first appointment to a supervisory position. Supervisory training is the first step in providing an effective base on which to build executive and management development programs. One purpose of a supervisory development is to help appointed supervisors to function quickly and properly as members of the management team. Supervisory training requires a carefully structured approach tailored to meet each supervisor's specific needs. Enclosure (1) defines OPM's managerial excellence in terms of 22 competencies. Preparatory development for the role of supervisor can be provided prior to initial appointment as a supervisor. Personnel who would like to receive such training should be screened first for their potential for supervisory development. Where necessary, the merit system screening process is to be utilized to ensure equitable use of funds and space.

3. New Supervisors. Particular attention will be given to ensure that all new first line supervisors receive a minimum of 80 hours supervisory/managerial training in the first 6 months of their new appointment. An Individual Development (IDP) will be prepared within 45 days following assignment to the position of supervisor. At least 80 hours of formal training in federal, DON and local personnel management policies and procedures will be provided to new supervisors within the first 6 months of assuming supervisory duties. OPM selected the course "Introduction to Supervision" as the first core EMS course in accordance with reference (n).

LIST OF EMS COURSES

The following programs have been publicized for the last 3 years. They are generally announced around the same time each year. Under "ELIGIBLES" if the higher grade is listed first, that is the primary audience, but a lower grade may be nominated.

TITLE OF PROGRAM	ANNOUNCEMENT DATE	CLOSING DATE	ELIGIBLES
DEPARTMENT OF DEFENSE (DOD) COORDINATED			
1. TRANSPORTATION MGMT PROFESSIONAL ENHANCEMENT PROGRAM (PEP) (1 YEAR TDY STARTS IN JULY)	15 NOV	20 JAN	GS 12/13
2. DOD EXECUTIVE LEADERSHIP DEVELOPMENT PROGRAM II (1 YEAR PROGRAM STARTS SEPTEMBER)	01 MAR	31 MAR	GM 14/15
3. THE ENERGY MANAGEMENT PROFESSIONAL ENHANCEMENT PROGRAM FOR FY -- TO -- (1 YEAR TDY)	01 AUG	01 DEC	GS 11/15
OFFICE OF PERSONNEL MANAGEMENT (OPM) COORDINATED			
1. CAPITOL HILL WORKSHOP (4 DAYS)	HELD FOUR/FIVE TIMES A YEAR		GM 13+
2. EXECUTIVE POTENTIAL PROGRAM (1 YEAR STARTS IN MARCH WITH TWO 2-MONTH TDYs)	10 AUG	10 NOV	GM 13/14
3. WOMEN'S EXECUTIVE LEADERSHIP PROGRAM; A DEVELOPMENTAL PROGRAM FOR MEN AND WOMEN (1 YEAR PROGRAM STARTS JUNE WITH A LOT OF TDY)	15 OCT	01 FEB	GS 11/12
OPM FEDERAL EXECUTIVE INSTITUTE (CHARLOTTESVILLE, VA)	15 MAY	01 JUL	GM 15+
1. EXECUTIVE EXCELLENCE PROGRAM APPROVED FOR SESCD BY REF M			
OPM MANAGEMENT DEVELOPMENT CTR (MOST COURSES ARE FOR 2 WEEKS AT OAK RIDGE, TN, LANCASTER, PA OR DENVER, CO)	15 JUNE	20 JUL	
1. SEMINAR FOR NEW MANAGERS			GM 13+
2. MANAGEMENT DEVELOPMENT			GM 14+
3. SEMINAR ON MANAGERIAL COMPETENCIES			GM 14+
4. TQM IN THE PUBLIC SECTOR			GM 14/13
5. NATIONAL SECURITY POLICY			GM 14+ GM 13/WAIVERS
6. EXECUTIVE DEVELOPMENT SEMINAR			GM 15/14
7. SCIENCE, TECHNOLOGY AND PUBLIC POLICY			GM 14/13

TITLE OF PROGRAM	ANNOUNCEMENT DATE	CLOSING DATE	ELIGIBLES
9. FEDERAL PERSONNEL MANAGEMENT ISSUES			GM 14+
10. EDUCATIONAL LEADERSHIP FOR A COMPETITIVE AMERICA			GM 13+
11. CURRENT ISSUES SEMINAR			GM 14/13
12. ALTERNATIVE DISPUTE RESOLUTION (1 WEEK)			GM 14+
13. ADMINISTRATION OF PUBLIC POLICY			GM 14/13
14. FEDERAL BUDGETARY POLICIES AND PROCESSES			GM 14/13
15. FEDERAL PROGRAM MANAGEMENT			GM 14+
16. MANAGEMENT OF NATURAL RESOURCES			GM 14/13
17. ENVIRONMENTAL POLICY ISSUES			GM 14+
18. TECHNOLOGY TRANSFER AND THE MGMT OF FEDERAL R&D			GM 14

NATIONAL DEFENSE UNIVERSITY

TITLE OF PROGRAM	ANNOUNCEMENT DATE	CLOSING DATE	ELIGIBLES
1. INDUSTRIAL COLLEGE OF THE ARMED FORCES (1 YEAR TDY STARTS AUGUST) APPROVED FOR SESCD BY REF M	01 JAN	01 FEB	GM 15/14
2. NATIONAL WAR COLLEGE (1 YEAR TDY STARTS AUGUST)	01 JAN	01 FEB	GM 15/14
3. BEST BUSINESS PRACTICES (5 DAYS)	PERIODICALLY HELD		GS 12/15
4. DOD INFORMATION MGMT. (3 DAYS)	PERIODICALLY HELD		GS 12/15
5. STRATEGIC PLANNING FOR INFORMATION RESOURCES (2 DAYS)	PERIODICALLY HELD		GS 12/15
6. EXECUTIVE DECISION MAKING STRATEGIES (3 DAYS)	PERIODICALLY HELD		GS 12/15
7. INFORMATION ENGINEERING (5 DAYS)	PERIODICALLY HELD		GS 12/15
8. INFORMATION SYSTEMS INTEGRATION MANAGEMENT (5 DAYS)	PERIODICALLY HELD		GM 14/15
9. INFORMATION BASED WARFARE (3 DAYS)	PERIODICALLY HELD		GS 12/15
10. AIS OVERSIGHT AND CONTROL (9 DAYS)	PERIODICALLY HELD		GS 12/15
11. AIS PROCUREMENT STRATEGIES (5 DAYS)	PERIODICALLY HELD		GS 12/15
12. AIS SECURITY STRATEGIES (8 DAYS)	PERIODICALLY HELD		GS 12/15

OFFICE OF CIVILIAN PERSONNEL MANAGEMENT (OCPM) COORDINATED

TITLE OF PROGRAM	ANNOUNCEMENT DATE	CLOSING DATE	ELIGIBLES
1. CONGRESSIONAL FELLOWSHIP (1 YEAR STARTS DECEMBER AND ENDS AUGUST)	01 AUG	10 JAN	GM 13+
2. BROOKINGS SEMINAR ON TRANSATLANTIC RELATIONS: SUBJECT CHANGES EACH YEAR	01 NOV	10 DEC	GM 14+
3. FISCAL YEAR (____) LEGIS FELLOWS PROGRAM (FOR SES CANDIDATES AND MGMT DEVELOPMENT PROGRAMS) (6 MONTHS TO 1 YEAR TDY)	20 SEP	15 OCT	GM 14/13
4. LEADERSHIP IN A TOTAL QUALITY ENVIRONMENT HRO MANAGEMENT	01 SEP	01 OCT	PERSONNEL AND EEO ONLY
5. FY 19+ COMMERCE SCIENCE AND TECHNOLOGY FELLOWSHIP PROGRAM (10 MO TDY START 1 SEPT)	01 APR	01 MAY	GM 14+
6. HARVARD UNIVERSITY SENIOR EXECUTIVE FELLOWS PROGRAM (KENNEDY SCHOOL OF GOVT) APPROVED FOR SESCD BY REF M	01 MAY	20 MAY	GM 14+
7. EXECUTIVE POTENTIAL	01 SEP	15 OCT	GM 13/14

GEORGE WASHINGTON UNIVERSITY MANAGEMENT PROGRAMS
   (WITHIN EACH PROGRAM ARE MULTIPLE OFFERINGS.)

TITLE OF PROGRAM	ANNOUNCEMENT DATE	CLOSING DATE	ELIGIBLES
1. CONTEMPORARY EXECUTIVE APPROVED FOR SESCD BY REF M	01 JULY	15 AUG 20 DEC 01 FEB 01 AUG	GM 14+
2. DIRECTIONS IN PUBLIC MANAGEMENT	01 JULY	01 AUG 01 JAN 01 AUG`	GS 11/14

AMERICAN UNIVERSITY

TITLE OF PROGRAM		
1. KEY EXECUTIVE PROGRAM APPROVED FOR SESCD BY REF M	YOU MUST APPLY AND BE ACCEPTED INTO THE UNIVERSITY	

EXECUTIVE MANAGEMENT - Review and Analysis Part I

PART I *(to be completed by applicant)*		
Career Objective			

Applicant		Telephone Number
Organization	Code	Series/Grade
First Level Supervisor	Code	Telephone Number
Second Level Supervisor	Code	Telephone Number

Commitments *(Check those you are willing to make noting modifications/conditions)*

☐ **Self development:** Contribute a portion of your own resources and time for study and personal improvement.

☐ **Increased workload**: In addition to your present responsibilities, accept special assignments with task force committees, details or others.

☐ **Detail**: Willingness to accept a detail outside the commuting area.

☐ **Reassignment**: Willingness to accept reassignment to any MSC activity upon competition of program.

Comments

Explain why you want to participate in the MSC Executive Management Development Program.

MSC Form 12410/21 (10-85)

(over)

COMPETENCIES

Describe work/development accomplishments significnt of the potential to perform in an outstanding manner in the areas listed below. Characteristics and indicators for each are listed in Annex A.

A. Ability to use modern management techniques: Plan, set goals and objectives; prepare budgets; use management information systems; utilize feedback; correct organizational problems.	
B. Ability to effectively use human resources: Interact effectively with all levels of management employees, employee groups and outside organizations; assemble, develop and direct an effective shall	
C. Ability to communicate effectively both orally and in writing: Give briefings and speeches, write letters/memos, instructions, reports, listen and read effectively	
D. Ability to develop and exercise a self development program: Set and achieve individual goals	

Signature of Applicant	Date

EXECUTIVE MANAGEMENT - Review and Analysis Part II

PART II (to be completed by first level supervisor)			
Applicant	Code		Telephone number
Supervisor	Code		Telephone number
Dates of supervision			

<table>
<tr><td colspan="4" align="center">INSTRUCTIONS
Circle the appropriate number under rating column according to:
4 - Outstanding   3 - Above average   2 - Average   1 - Below average
and then indicate with a check ( ) if this evaluation is based on demonstrated or potential performance. Supporting/Clarifying comments are encouraged and are required for ratings of 4 - Outstanding. Characteristics for each competency can be found in Annex A.</td></tr>
<tr><td align="center">Generic Competency</td><td colspan="2" align="center">Rating</td><td colspan="2" align="center">Performance</td></tr>
</table>

Generic Competency	Rating		Performance	
A. Ability to use modern management techniques: Plan, set goals and objectives; prepare budgets; use management information systems, utilize feedback, correct organizational problems	4 3 2 1		Demonstrated	Potential
	Comments			
B. Ability to effectively use human resources: Interact effectively with all levels of management, employees, employee groups and outside organizations; assemble, develop and direct an effective staff	4 3 2 1		Demonstrated	Potential
	Comments			
C. Ability to communicate effectively both orally and in writing: Give briefings and speeches, write letters/memos, instructions, reports, listen and read effectively	4 3 2 1		Demonstrated	Potential
	Comments			

D. **Ability to develop and exercise a self development program:** Set and achieve individual goals	4 3 2 1	Demonstrated	Potential
	Comments		

First level supervisor *(signature)*	Date

MSC Form 12410/21A (10-85)   *(Over)*

CERTIFICATION OF "TECHNICAL" SKILLS

I certify that the "technical" skills, knowledge, and abilities for this candidate are current and at a sufficiently high level to predict competent performance of the technical duties associated with the target managerial position.

Signature	Date

GENERAL COMMENTS

CERTIFICATION OF "TECHNICAL" SKILLS

PART III (to be completed by second level supervisor)			
Applicant		Code	Telephone number
Supervisor		Code	Telephone number
Dates of supervision			

INSTRUCTIONS

Circle the appropriate number under rating column according to:
4 - Outstanding   3 - Above average   2 - Average   1 - Below average
and then indicate with a check (   ) if this evaluation is based on demonstrated or potential performance. Supporting/Clarifying comments are encouraged and are required for ratings of 4 - Outstanding. Characteristics for each competency can be found in Annex A.

Generic Competency	Rating				Performance	
A. Ability to use modern management techniques: Plan, set goals and objectives; prepare budgets; use management information systems, utilize feedback, correct organizational problems	4	3	2	1	Demonstrated	Potential
Comments						
B. Ability to effectively use human resources: Interact effectively with all levels of management, employees, employee groups and outside organizations; assemble, develop and direct an effective staff	4	3	2	1	Demonstrated	Potential
Comments						
C. Ability to communicate effectively both orally and in writing: Give briefings and speeches, write letters/memos, instructions, reports, listen and read effectively	4	3	2	1	Demonstrated	Potential

D. **Ability to develop and exercise a self development program:** Set and achieve individual goals	4 3 2 1	Demonstrated	Potential
	Comments		

Second level supervisor *(signature)*	Date

MSC Form 12410/21B (10-85)   *(Over)*

GENERAL COMMENTS