

## NASA AGENCY-WIDE LEADERSHIP DEVELOPMENT PROGRAMS

### **Agency-wide Leadership and Management Development Programs (LMDP)**

- [Management Education Program \(MEP\)](#)
- [Global Leadership Program](#)
- [Development Program for Deputies](#)
- [Managing the Influence Process \(MIP\)](#)
- [The Human Element \(THE\)](#)
- [Business Education Program](#)
- [Strategic Business Management Program \(SBM\)](#)

These programs train managers to successfully motivate their employees, manage change and develop as the future leaders of our organization. Developed and administered by NASA, these programs are mostly 7 - 10 day residential courses usually held at NASA's Management Education Center, Wallops Island, Virginia. Participants experience various instructional activities including feedback from peers and subordinates, small group activities, lectures and videotaped discussions.

**Training Costs:** NASA Headquarters normally covers meals and lodging; participants' organizations are responsible for transportation. For courses that are rotated among the NASA centers, out-of-town participants are responsible for per diem, transportation and lodging costs. Local participants from the host center do not have any associated costs. Please see your Installation's training office for more information.

### **The Management Education Program (MEP)**

This program targets individuals who have formal management accountabilities. It covers topics relevant to this role using presenters inside and outside of NASA. MEP is aimed at expanding the NASA Manager's understanding of their management practices, leadership accountabilities, and their impact on the work unit climate. It increases the use of effective management processes regarding individuals and groups and enhances understanding of the principles of managing change. Participants receive instruction and participate in exercises in the areas of:

- Leadership Accountabilities at NASA
- NASA Manager's Role in Strategy Implementation
- Managing Stress and Coping with Chaos
- Personality and its Impact on Managerial Effectiveness
- Influencing Others
- Organization and Teamwork
- Managing Change and Agreement
- NASA Manager's Role in Globalization
- NASA Manager's Role in Strategic Partnerships and Alliances
- Communication and Leadership
- Senior Leadership Presentations

- Administrator's Perspectives

**Who Should Attend:** NASA project, branch or division managers at the GS 14 or GS 15 level. Typically, participants are managers of multiple organizational units. Preference will be given to nominees who have been promoted (or transferred from another agency or company) to their current positions within the past six to 18 months.

**Length of Course:** Ten days, including one weekend stay at the training site and ends late Wednesday evening of the second week.

**Major Topics:**

- Management Practices and 540 Feedback
- NASA Strategy and Vision
- Personality and its Impact
- Managing for Performance
- Influencing Others
- Work Unit Climate
- Strategic Alliances
- Managing Stress Through Humor
- Managing Time
- Managing Change
- Managing Agreement
- Globalization
- Administrator's Perspectives

**Global Leadership Program**

Since its inception, NASA has concluded over 3000 agreements with more than 100 nations and international organizations. Even if you are a NASA leader who is not working directly on one of these international partnerships or projects or with one of these countries, you or your people, are most likely working with another partner, contractor or alliance that is. Working across national boundaries is no longer the exception, but the reality for NASA leadership. The Global Leadership Program is targeted at NASA's senior leaders who lead, or who manage people who lead and/or participate in NASA's international partnerships, projects or programs. This program is different from the International Project Management Program (IPM) in at least three ways:

- It targets leaders who may not have any direct program or project management responsibility but who may have program or project managers reporting to them.
- It is geared toward individuals who have accountabilities that include establishing and maintaining international partnerships and alliances at the government to government or institution to institution level, not at the technical, team or project levels.
- The content of the program is focused on understanding and leveraging knowledge about the social, political, economic and technological factors that impact international agreements and performance, as well as on cross-cultural issues.

## **Major Topics:**

- Senior NASA leaders and external speakers who are experts in globalization and international partnerships.
- Panels with members from partner countries and external organizations who work with NASA.
- Examination of current events and how they impact NASA's international partnerships.
- Case Studies that examine the social, political, technological, economic and cross-cultural trends that impact NASA's international partnerships.
- Exploration of future scenarios in international partnerships.

## **The Development Program for Deputies**

This course focuses on current organization issues (e.g., re-engineering, assessing and changing an organization's culture, alternative career patterns within organizations) and their application or impact within NASA. This program is conducted in the Washington D.C. area every 18 months, usually in conjunction with another meeting involving the Deputies.

**Who Should Attend:** Deputy Center Directors and Deputy Associate/Assistant Administrators

**Length of Course:** One and one-half days

**Course Highlights:** Discussion varies with each program's theme. The format typically is a presentation given by experts, followed by discussions on applications to NASA. The Administrator or Deputy Administrator is usually invited to address the group at the end of the program.

## **Managing the Influence Process (MIP)**

This program provides instruction from presenters inside and outside of NASA aimed at expanding the participant's understanding of the skills required to influence people over whom one has no direct authority, rather than the skills required to manage people one supervises. It integrates models of influence, feedback on influence practices, effective team performance, and personal development topic areas. Participants will receive instruction and participate in exercises in the areas of:

- Models and Practices of Influence
- Strategic Perspectives
- Interpersonal Problem Solving
- Strategic Alliances, Planning, and Awareness
- Influence Skills and Personality
- Interpersonal Skills, Organization, and Teamwork
- Managing Stress
- Influencing Change

**Who Should Attend:** Individuals who would typically be candidates for the Management Education Program, but who do not have any direct reports/subordinates. GS14-15. The MIP Program would not be appropriate for one who has previously attended the Management Education Program (MEP).

**Length of Course:** Ten days, including one weekend stay at the training site

**Course Highlights:**

- NASA: Past, Present and Future
- Models of Influence
- Influence Practices and Skills
- Organization Simulations -- Creativity, Innovation, Strategy, and Teamwork
- Senior Leadership Presentations
- Strategic Alliances
- Personality Assessment
- Focused Awareness
- Interpersonal Problem Solving
- Influencing Change
- Outdoor Based Learning
- Managing Agreement
- Managing Stress with Humor

**The Human Element (THE)**

This workshop is the most advanced interpersonal skills training that NASA offers. It was designed by Will Schutz to enable participants to experience increased self-awareness and self-esteem as described in his 1995 book, *The Human Element: Productivity, Self-esteem and the Bottom-Line*.

The workshop is interactive and experiential, but very well structured. Individuals gain personal insight and learning from their participation in the program. Additional benefit is gained from an organizational perspective when two or more people, who interact as part of their work, take the workshop together.

It is offered twice a year at Wallops for agency-wide participation and anytime, upon request, at a Center, so that more people from one workplace can attend.

**Who Should Attend:** NASA employees and managers at all levels. Greater benefit is gained when an individual attends with one or more colleagues from their work unit, or employees from different organizational units who work together on a NASA program.

**Length of Course:** Six days.

**Course Highlights:**

- The overarching concepts of Truth and Choice as problem-solving tools for understanding human behavior
- The interpersonal behaviors of Inclusion, Control and Openness

- The underlying interpersonal feelings of Significance, Competence and Likeability
- The behaviors and feeling applied to the self: The Self-concept and Self-esteem
- Defense Mechanisms
- Health and Illness: The Mind-Body Connection
- Team Compatibility and Work Relations (This is where work-teams most benefit)
- Concordant Decision-Making
- Workshop methodologies include lecturettes, self-assessment instruments, guided imagery, feedback, and nonverbal activities.

## **BUSINESS EDUCATION PROGRAM**

The **BEP** addresses the business oriented competencies of the [NASA Leadership Model](#): **strategy, partnering, business environment and finance.**

**Who Should Attend:** The Program is **designed for senior NASA managers.**

**Course Highlights:** The primary instructors are faculty from the Darden Business School at the University of Virginia. They assure that the Program's material is grounded in accepted business principles and that it is academically rigorous. To adapt business school material to the government, the Darden faculty is augmented with instructors from government organizations and with case studies drawn from NASA. The Program includes a discussion of articles to be read before the Program commences, lecture, in-class casework, and exercises to apply the material to the NASA environment. Four major areas are emphasized:

**Strategy Formulation** - A full day and one half is spent on the role of strategy in organizations including definitions of intended, realized and emergent strategy, the three organizational levels of strategy, and the meaning of competitive advantage.

**Partnership Formation** - A day and one half is spent on building alliances and partnerships. These sessions define alliances; identify the reasons for success and failure, the steps of alliance formation, management of alliances, and the importance of trust.

**Business Environment** - This emphasis relies on leaders from policy organizations such as the Office of Science and Technology Policy and the Office of Management and Budget as well as Congressional oversight and budget committees. NASA leaders charged with future planning and strategic direction address NASA's business environment.

**Finance** - With the implementation of full cost accounting, NASA is changing its internal financial practices to become more like industry. In a four-hour session, attendees are given a summary course on commercial finance and accounting in lecture and case study format. NASA speakers discuss the evolving role of finance in the Agency.

**Strategic Business Management (SBM)**

This program provides instruction from presenters inside and outside of NASA aimed at enhancing the participant's strategic and tactical management skills through the use of a computer simulated business. It stimulates and clarifies one's thinking regarding operating like a business. It integrates strategic planning, coordinating, and tradeoff decision making topic areas. Participants will participate in exercises in the areas of:

- Managing the Business
- Management Team Effectiveness
- Strategic Planning
- Business Planning
- Implementing Business Plans

**Who Should Attend:** Graduates of the Management Education Program (MEP), Managing the Influence Process (MIP) Program, Senior Executive Service Candidate Development Program, or Senior Executive Service Leadership Programs.

**Length of Course:** Six days.

**Major Topics:**

- Computer Simulated Business Model
- Managing the Business
- Management Team Effectiveness
- NASA Assets
- Strategic Planning
- Business Planning
- Presenting the Business Plan
- Implementing the Business Plan

### Assessment tools

**Work Unit Climate Assessment** ([description](#))

**Self Assessment** of leadership skills.

Developmental recommendations are available at the bottom of each assessment tool.

**Choose an assessment tool based on your role:**

- [Influence Leader](#) (project mgr., group lead, mission manager. Has no supervisory responsibility and may be informally recognized vs. titled.)
- [Manager/Supervisor](#) (varying levels & titles and has supervisory/performance appraisal responsibility)
- [Senior Leader](#) (associate director, deputy director, Directors For)
- [Executive Leader](#) (center director/associate administrator).

### Work Unit Climate Assessment

This tool is based on extensive research indicating motivational states affect behavior and organizational performance. The tool helps assess the motivational state of the personnel within a work unit. Contact [Jan Moore](#) to obtain the tool and help in administering it.

A [diagram](#) of the NASA Leadership Model specifies the skills needed for effective leadership within NASA. **Recommended courses** are linked to each skill. All the Model's elements, shown to the right, are detailed for the following NASA leadership roles:

- **Influence Leader:** project mgr., group lead, mission manager. No supervisory responsibility and have no title.
- **Manager/Supervisor:** varying levels and titles and has supervisory/performance appraisal responsibility.
- **Senior Leader:** associate director, deputy director, Directors for.
- **Executive Leader:** center director/associate administrator

### **Purpose**

The Model defines **skill requirements** of NASA managers and these are linked to the NASA Strategic Plan. **Career development** for NASA leaders and individual contributors is also provided by the Model. In addition, it can be used to help in the **design of training and development programs.**

### **Model History**

The Model took one year to develop and involved in-depth interviews with managers and leaders at all NASA installations. See [History](#) for full details.

The NASA Leadership Model has taken over one year to develop and involved three steps: **Data Collection; Data Analysis;** and **Validation.** A fourth step, Learning Strategy Development, has been initiated now that the Model has been validated. Since the model exists in a dynamic environment, it will evolve over time.

### **Data Collection**

A broad based data collection activity included the review of **current written NASA data** and future looking documentation including the Strategic Plan, Strategic Management Process, and Code and Field Installation Implementation Plans. It also included **in-depth interviews** with approximately 500 NASA leaders in both individual and focus group formats and **benchmark information** from best-in-class government and commercial organizations.

### **Data Analysis**

Over 5,000 data items were collected from the NASA personnel interviews and focus groups. To consolidate this vast amount of data into the existing model, a 20-person taskforce was assembled with members drawn from all centers and from the four leadership roles. This taskforce used electronic meeting support (EMS) technology to sort and consolidate the data. The data was sorted and prioritized into three layers, performance dimensions, competencies and skills and behaviors.

### **Validation**

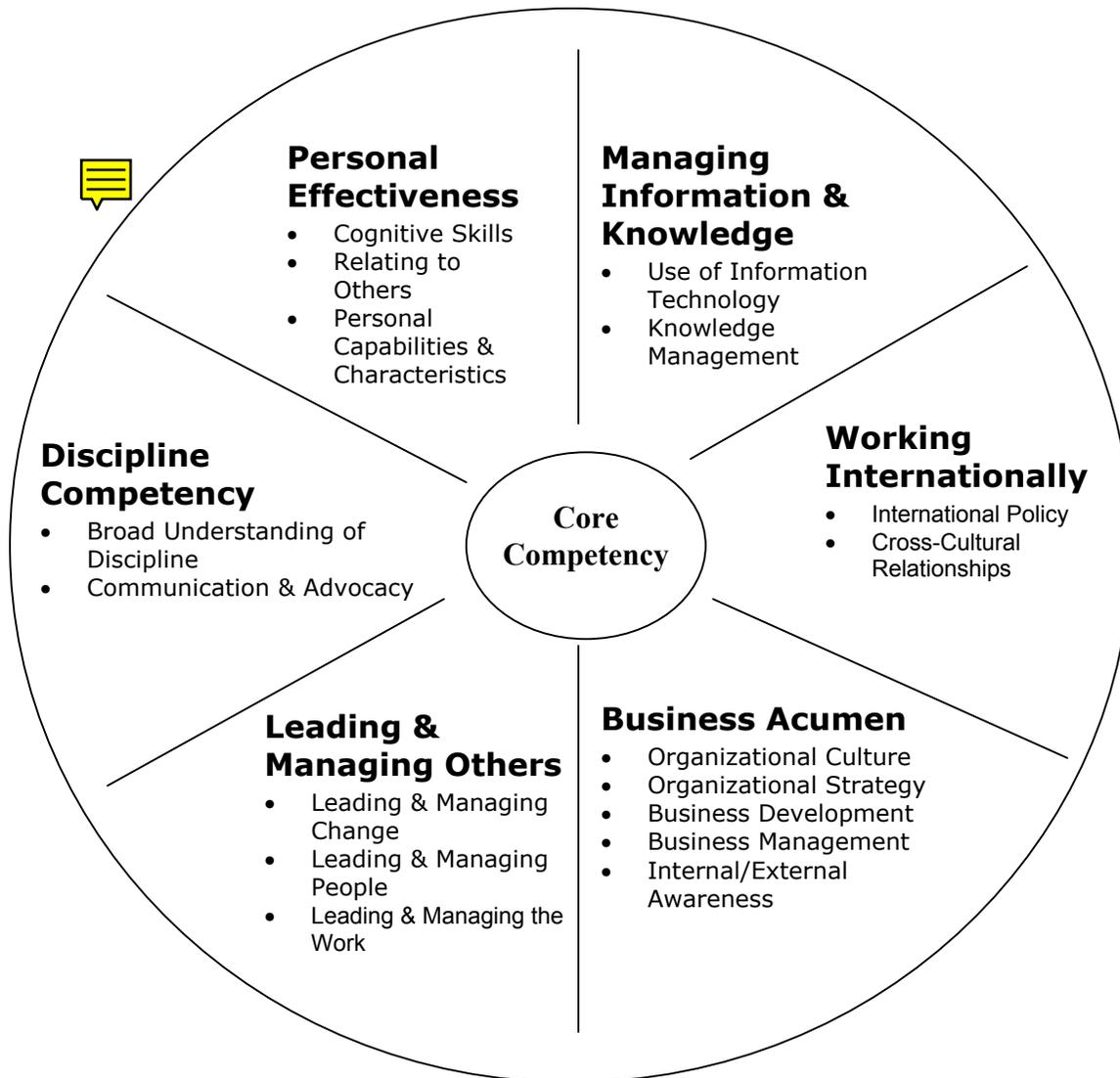
The Model has been validated with NASA leaders in each target leadership role as well as external experts in leadership from academia and industry. Validation made use of rating tools that allowed individuals to gage their own and others' performance against the new Performance Dimensions. Over 80 leaders from five NASA Installations participated in validation.

# NASA LEADERSHIP MODEL FOR INFLUENCE (TEAM) LEADERS

*(Project mgr., group lead, mission manager. No supervisory responsibility and may have no title.)*

## CORE COMPETENCIES & SUGGESTED COURSES

This graphic displays all of NASA Leadership model's competencies for each of the dimensions of the model. Courses, skills and behaviors are listed on the following pages.





## Performance Dimension: Personal Effectiveness

*COMPETENCY: COGNITIVE SKILLS - APPLIES CRITICAL AND APPROPRIATE JUDGMENT, DECISION-MAKING AND THINKING STRATEGIES TO ORGANIZATIONAL, INTERPERSONAL AND COMPETITIVE ISSUES.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Decision Making</b></p> <ul style="list-style-type: none"><li>• Makes sound, well-informed and timely decisions even when information is limited or solutions may produce unpleasant consequences.</li><li>• Perceives the impact and implications of decisions.</li><li>• Seeks diverse opinions when decisions are being made.</li><li>• Obtains relevant information before making a decision.</li><li>• Persuades others to consider alternative points of view.</li></ul> <p><b>Problem Solving/Critical Thinking</b></p> <ul style="list-style-type: none"><li>• Identifies and analyzes problems.</li><li>• Distinguishes between relevant and irrelevant information.</li><li>• Provides timely solutions to problems.</li><li>• Clarifies issues and keeps focused on the things that are most important.</li></ul> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"><li>• Encourages creative thinking and innovation.</li><li>• Experiments with new and novel ideas and approaches.</li><li>• Designs cutting edge new processes.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Leadership Assessment</li><li>• Leadership Potential Seminar</li></ul>

**Performance Dimension: Personal Effectiveness cont'd**

*COMPETENCY: RELATING TO OTHERS - WORKS TO BUILD TRUST AND SUPPORTIVE RELATIONSHIPS*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Influence and Negotiation</b></p> <ul style="list-style-type: none"><li>• Builds consensus through give and take.</li><li>• Gains cooperation from others.</li><li>• Facilitates win/win situations.</li><li>• Secures through negotiation and influence the resources needed to accomplish the team's work.</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Facilitates open exchange of ideas and information.</li><li>• Communicates what s/he needs and why.</li><li>• Ensures that people are clear about the information s/he has communicated.</li><li>• Communicates results and decisions in a timely manner.</li><li>• Encourages others to express ideas even when these ideas may seem unusual.</li><li>• Uses oral and written communication effectively.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li><li>• The Human Element (THE)</li><li>• Crossing Department Lines (CDL)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Leadership Assessment</li><li>• Leadership Potential Seminar</li><li>• Team Building &amp; Team Leadership</li></ul>

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Trust Building</b></p> <ul style="list-style-type: none"> <li>• Establishes trust and mutual respect when relating to others.</li> <li>• Shows consistency among principles, practices and behavior.</li> <li>• Is reliable.</li> <li>• Takes responsibility for actions.</li> <li>• Is forthright with information, good or bad.</li> <li>• Builds supportive relationships with people.</li> <li>• Admits a mistake when one is made.</li> <li>• Demonstrates a positive and caring attitude.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Acts as an effective listener with diverse audiences.</li> <li>• Clarifies information needed.</li> <li>• Pays close attention and seeks to understand others.</li> <li>• Demonstrates an understanding of others' needs.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• The Human Element (THE)</li> <li>• Crossing Department Lines (CDL)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Team Building &amp; Team Leadership</li> </ul>

**Performance Dimension: Personal Effectiveness cont'd**

*COMPETENCY: PERSONAL CAPABILITIES AND CHARACTERISTICS - MANAGES SELF IN A MANNER THAT FOSTERS LEARNING AND HIGH PERFORMANCE*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Adaptable/Flexible</b></p> <ul style="list-style-type: none"><li>• Adjusts to multiple demands, ambiguity and change.</li><li>• Adjusts to new information or unexpected obstacles.</li><li>• Maintains a high level of effectiveness even when angry or frustrated.</li></ul> <p><b>Integrity and Honesty</b></p> <ul style="list-style-type: none"><li>• Acts according to the highest ethical standards.</li><li>• Actions match words.</li><li>• Honors cultures and values different than their own.</li><li>• Treats others' concerns and issues with the utmost sensitivity and confidentiality.</li><li>• Honors commitments and promises.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li><li>• The Human Element (THE)</li><li>• Crossing Department Lines (CDL)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• <b>Leadership Assessment</b></li><li>• Leadership Potential Seminar</li></ul>

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Possesses passion to perform role.</li> <li>• Emphasizes and demonstrates commitment and persistence in achieving goals.</li> <li>• Demonstrates a sense of excitement about work.</li> </ul> <p><b>Self Development</b></p> <ul style="list-style-type: none"> <li>• Recognizes own strengths and weaknesses.</li> <li>• Seeks feedback and welcomes unsolicited feedback.</li> <li>• Learns from experience.</li> <li>• Makes considered and well-informed decisions regarding work, family and self.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Leadership Assessment</li> <li>• Leadership Potential Seminar</li> </ul>

**Performance Dimension: Discipline Competency**

*COMPETENCY: BROAD UNDERSTANDING OF THE FUNCTION'S DISCIPLINE - MAINTAINS HIGH-LEVEL COMPETENCY IN FUNCTIONAL DISCIPLINE (E.G., SCIENCE, engineering, aerospace, bioscience, professional or administrative).*

*MAINTAIN CREDIBILITY - SUSTAINS AND GROWS THE CAPABILITY OF THE TEAM TO ADVANCE EXCELLENCE.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Discipline Excellence</b></p> <ul style="list-style-type: none"> <li>• Ensures a focus on safety.</li> <li>• Sets a vision for excellence for the team.</li> <li>• Aligns vision with Installation, functional and programmatic goals and objectives.</li> <li>• Applies technical knowledge to lead team.</li> <li>• Contributes conceptually to the work of the team.</li> <li>• Keeps abreast of major developments in discipline area.</li> <li>• Plans and executes development activities that enhance the level of discipline competence in the team.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Overview of NASA Program/Project Management (NPG7120.5A)</li> <li>• Project Leadership (PL)</li> <li>• Project Management (PM)</li> </ul> <p>College courses in discipline or related areas</p>

*COMPETENCY: COMMUNICATION AND ADVOCACY - COMMUNICATES AND ADVOCATES DISCIPLINE-RELATED KNOWLEDGE*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Advocacy (see also Communication above)</b></p> <ul style="list-style-type: none"> <li>• Is an effective advocate for the team's work and results.</li> <li>• Creates internal advocacy campaigns for the team's work.</li> <li>• Creates advocacy campaigns for the team's work external to NASA.</li> <li>• Creates meaningful messages about the team's work appropriate for diverse audiences.</li> </ul>	

**Performance Dimension: Business Acumen**

*COMPETENCY: INTERNAL AND EXTERNAL AWARENESS - UNDERSTANDS AND RESPONDS TO INTERNAL AND EXTERNAL STRATEGY, POLICIES AND REGULATIONS THAT IMPACT NASA. CAN IDENTIFY CRITICAL RELATIONSHIPS IN THE AGENCY AND AT THEIR INSTALLATION.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Policy/Regulation and External Demands</b>            Understands:</p> <ul style="list-style-type: none"> <li>• NASA Strategic Plan.</li> <li>• NASA Strategic Management Handbook.</li> <li>• Center Implementation Plans.</li> <li>• Memorandums of Understanding (MOUs) and other agreements relevant for the team’s work.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Business Education Program (BEP)</li> </ul>
<p><b>NASA Organizational Structure</b>            Understands general roles and responsibilities of:</p> <ul style="list-style-type: none"> <li>• Headquarters.</li> <li>• Enterprises.</li> <li>• Installations.</li> <li>• Lead Centers.</li> <li>• Centers of Excellence.</li> <li>• Functional offices.</li> </ul> <p>Builds and sustains effective interfaces with:</p> <ul style="list-style-type: none"> <li>• Other NASA organizations.</li> <li>• NASA senior management.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Business Education Program (BEP)</li> <li>• Overview of NASA Program/Project Management (NPG7120.5A)</li> <li>• Project Management (PM)</li> <li>• Project Management Shared Experiences Program (PMSEP)</li> </ul>

**COMPETENCY: NASA ORGANIZATIONAL CULTURE - UNDERSTANDS AND LEVERAGES THE IMPACT OF THE INFORMAL ORGANIZATION AND THE WAY THAT WORK IS REALLY ACCOMPLISHED.**

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Informal Interactions and Relationships</b></p> <ul style="list-style-type: none"><li>• Understands the impact of the informal organization upon decision-making, innovation and mission accomplishment.</li><li>• Maintains personal connections outside the formal structure.</li><li>• Uses informal networks to obtain resources and information.</li></ul>	<p>NASA</p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li><li>• Business Education Program (BEP)</li><li>• Project Management (PM)</li><li>• Project Management Shared Experiences Program (PMSEP)</li></ul>

**Performance Dimension: Business Acumen cont'd**

*COMPETENCY: ORGANIZATIONAL STRATEGY - ENSURES THAT PROCESSES ARE PUT IN PLACE TO ACHIEVE WHAT IS OUTLINED IN THE NASA STRATEGY.*

*BUSINESS DEVELOPMENT - ANTICIPATES AND FULFILLS THE NEEDS OF CUSTOMERS AND STAKEHOLDERS.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Aligns the Team's Work to NASA Strategy</b>  Sets technical direction and goals for the team that relate to:</p> <ul style="list-style-type: none"> <li>• NASA Strategy.</li> <li>• NASA Strategic Management Process.</li> <li>• Center Implementation Plans.</li> <li>• Program and Project Plans.</li> </ul> <p>Matches Team's Capabilities to Customer and Stakeholder Needs</p> <ul style="list-style-type: none"> <li>• Gathers information on customer and stakeholder needs and wants.</li> <li>• Uses knowledge of NASA products, services and capabilities to deliver capabilities and solutions that match customer and stakeholder needs and wants.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Business Education Program (BEP)</li> <li>• Crossing Department Lines (CDL)</li> <li>• Overview of NASA Program/Project Management (NPG7120.5A)</li> <li>• Project Management (PM)</li> </ul> <p>Appropriate course in Ethics (TBD)</p>

**COMPETENCY: BUSINESS MANAGEMENT - ENSURES THE EFFICIENT ALLOCATION AND MANAGEMENT OF NASA HUMAN, FINANCIAL, PHYSICAL AND ADMINISTRATIVE RESOURCES.**

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Resource Allocation and Management</b></p> <ul style="list-style-type: none"><li>• Understands the basic principles and processes for resource allocation, acquisition and management.</li><li>• Understands and makes effective use of the procurement process.</li><li>• Understands and makes effective use of the budget process.</li></ul>	<p>NASA</p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li><li>• Business Education Program (BEP)</li><li>• Overview of NASA Program/Project Management (NPG7120.5A)</li><li>• Project Leadership (PL)</li><li>• Foundations of Project Management (FPM)</li><li>• Project Management Tools &amp; Techniques (T&amp;T)</li><li>• COTR Training</li></ul>

**Performance Dimension: Business Acumen cont'd**

*COMPETENCY: INTERNAL AND EXTERNAL STRATEGIC RELATIONSHIPS - BUILDS AND MAINTAINS RELATIONSHIPS WITH INTERNAL AND EXTERNAL CUSTOMERS AND STAKEHOLDERS INCLUDING OTHER NASA ORGANIZATIONS, INDUSTRY, NOT-FOR-PROFIT ORGANIZATIONS, ACADEMIA, TRADE ASSOCIATIONS AND OTHER GOVERNMENT ORGANIZATIONS.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Customer, Stakeholder and Partner Relationships</b></p> <ul style="list-style-type: none"> <li>• Understands the methods and strategies associated with establishing partnerships and alliances.</li> <li>• Understands the contractual, legal and governance responsibilities of partnership, alliance and other types of formal agreements.</li> <li>• Measures and acts to maintain customer, stakeholder and partner satisfaction.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Business Education Program (BEP)</li> <li>• Crossing Department Lines (CDL)</li> <li>• Project Management (PM)</li> <li>• Strategic Business Management (SBM)</li> </ul>

**Performance Dimension: Working Internationally**

*COMPETENCY: INTERNATIONAL POLICY - FAMILIAR WITH POLICIES THAT REGULATE OR DICTATE HOW TO WORK WITH AN INTERNATIONAL PARTNER.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>International Policy</b></p> <ul style="list-style-type: none"> <li>• Understands the rules and policies that relate to the import and export of materials, technology and information.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• International Project Management (IPM)</li> <li>• Business Education Program (BEP)</li> </ul>

*COMPETENCY: CROSS-CULTURAL RELATIONSHIPS - UNDERSTANDS THE IMPORTANT ASPECTS OF LANGUAGE, BEHAVIORS, BELIEFS AND ENVIRONMENT THAT COMPRISE THE CULTURE OF THE INTERNATIONAL PARTNER.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p>Cross-Cultural Relationships</p> <ul style="list-style-type: none"><li>• Understands how cultures differ in approaches to time, authority, physical space, friendship and individualism and how these differences impact work behavior.</li><li>• Applies this knowledge to increase the effectiveness of relationships.</li><li>• Addresses the special challenges and adjustments of employees living abroad.</li></ul>	<p>NASA</p> <ul style="list-style-type: none"><li>• International Project Management (IPM)</li><li>• Business Education Program (BEP)</li></ul>

**Performance Dimension: Managing Information & Knowledge**

*COMPETENCY: AWARENESS AND USE OF INFORMATION TECHNOLOGY - GENERAL KNOWLEDGE OF INFORMATION TECHNOLOGIES AVAILABLE AT NASA. SELECTS AND USES THOSE APPROPRIATE FOR MANAGING WORK.*

*KNOWLEDGE MANAGEMENT - CAPTURES AND SHARES KNOWLEDGE FOR NASA AND PUBLIC LEARNING*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p>Awareness and Use of Information Technology            Uses information technology to:</p> <ul style="list-style-type: none"> <li>• Effectively organize and manage workflow.</li> <li>• Lead “virtual teams.”</li> <li>• Understands and makes effective use of policies regarding the use of information technology (NF-1767-ITAR).</li> </ul> <p>Knowledge Management</p> <ul style="list-style-type: none"> <li>• Encourages capturing, storing and sharing best practices and lessons learned from team activities.</li> <li>• Understands policies such as NASA’s Knowledge Report (NP-1998-0-240-HQ).</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Business Education Program (BEP)</li> <li>• Crossing Department Lines (CDL)</li> </ul> <p>College courses in Information Technology or Knowledge Management</p>

**Performance Dimension: Leading & Managing Others**

*COMPETENCY: LEADING AND MANAGING CHANGE - ACTIVELY LEADS AND MANAGES CHANGE WITHIN THE TEAM THAT INTEGRATES KEY STAKEHOLDER, CUSTOMER, AND ORGANIZATIONAL AND PROGRAMMATIC GOALS AND VALUES.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Communicates a Vision for Change</b></p> <ul style="list-style-type: none"> <li>• Provides a vision of the future that captures the commitment of the team.</li> <li>• Communicates a vision for change.</li> <li>• Develops strategies to achieve the vision.</li> <li>• Teaches and models new behaviors by example.</li> </ul> <p>Implements the Change Process</p> <ul style="list-style-type: none"> <li>• Translates vision for change into concrete actions.</li> <li>• Creates an environment that encourages risk taking, creative thinking and innovation.</li> <li>• Removes obstacles that create resistance to change.</li> <li>• Highlights short-term wins and visible improvements.</li> <li>• Identifies strengths, weaknesses and problems related to the structure of their own organization.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> </ul>

**Performance Dimension: Leading & Managing Others cont'd**

*COMPETENCY: LEADING AND MANAGING PEOPLE - MAXIMIZES NASA'S HUMAN CAPITAL AND PEOPLE'S COMMITMENT TO ACHIEVING ORGANIZATIONAL AND PROGRAMMATIC GOALS.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Manages Team Members' Performance</b>                      Teamwork:</p> <ul style="list-style-type: none"> <li>• Emphasizes a team approach to work.</li> <li>• Promotes an atmosphere of cooperative and collaborative effort.</li> <li>• Encourages team members to express individual points of view but speak publicly with one voice.</li> </ul> <p><i>Performance management and development:</i></p> <ul style="list-style-type: none"> <li>• Sets performance expectations.</li> <li>• Provides timely feedback on performance.</li> <li>• Coaches and mentors team members.</li> <li>• Treats people fairly and with respect.</li> <li>• Removes obstacles to team and individual performance.</li> <li>• Provides rewards and recognition for the team and individuals.</li> <li>• Encourages people to take on assignments that make the best use of their skills and abilities.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• The Human Element (THE)</li> <li>• Crossing Department Lines (CDL)</li> </ul> <p>OPM</p> <ul style="list-style-type: none"> <li>• Leadership Assessment</li> <li>• Leadership Potential Seminar</li> <li>• Team Building &amp; Team Leadership</li> <li>• Developing High Performing Teams</li> </ul>

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p>Conflict management:</p> <ul style="list-style-type: none"><li>• Facilitates the discussion of sensitive issues.</li><li>• Confronts others when appropriate.</li><li>• Resolves conflicts constructively.</li><li>• Promotes an atmosphere where mistakes can be discussed openly.</li></ul>	

**Performance Dimension: Leading & Managing Others contd.**

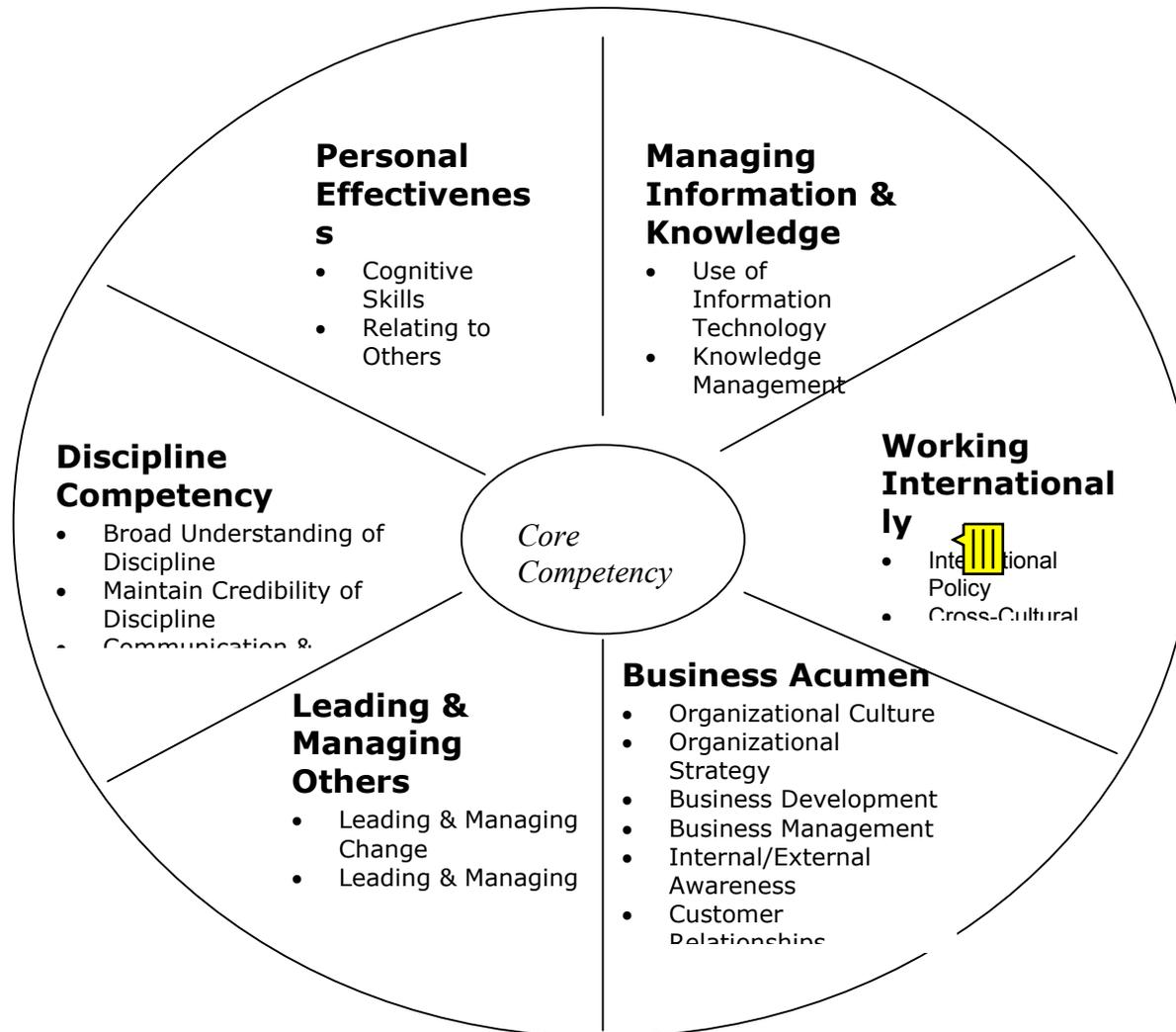
*COMPETENCY: LEADING AND MANAGING WORK - ASSURES THAT TEAM GOALS AND OBJECTIVES ARE ACHIEVED IN A TIMELY AND EFFECTIVE MANNER*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Leads and Manages the Team’s Work</b></p> <ul style="list-style-type: none"> <li>• Works with team members to mutually establish milestones.</li> <li>• Works with team members to establish mutually acceptable performance objectives and requirements.</li> <li>• Prioritizes work with team members.</li> <li>• Reviews and adjusts priorities on a regular basis.</li> <li>• Helps people gain clarity about mutual role expectations.</li> <li>• Balances the workload among team members.</li> <li>• Delegates work to appropriate team members.</li> </ul>	<p>NASA</p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• Crossing Department Lines (CDL)</li> <li>• Overview of NASA Program/Project Management (NPG7120.5A)</li> <li>• Project Leadership (PL)</li> <li>• Foundations of Project Management (FPM)</li> <li>• Project Management Tools &amp; Techniques (T&amp;T)</li> <li>• Project Management (PM)</li> </ul> <p>OPM</p> <ul style="list-style-type: none"> <li>• Developing High Performing Teams</li> <li>• Managing Team Projects</li> </ul>



## NASA LEADERSHIP MODEL FOR MANAGERS AND SUPERVISORS CORE COMPETENCIES & SUGGESTED COURSES

This graphic displays all of NASA Leadership model's competencies for each of the dimensions of the model. Courses, skills and behaviors are listed on the following pages.



**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS**

**COMPETENCY: *Cognitive Skills*** - *Applies critical and appropriate judgment, decision-making and thinking strategies to organizational, interpersonal and competitive issues.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Decision Making</b></p> <ul style="list-style-type: none"><li>• Makes sound, well-informed and timely decisions even when information is limited or solutions may produce unpleasant consequences.</li><li>• Perceives the impact and implications of decisions.</li></ul> <p><b>Problem Solving/Critical Thinking</b></p> <ul style="list-style-type: none"><li>• Identifies and analyzes problems.</li><li>• Distinguishes between relevant and irrelevant information.</li><li>• Provides timely solutions to problems.</li><li>• Encourages others to initiate innovative approaches to problems.</li></ul> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"><li>• Constantly seeks new insights into his/her job, organization and the outside world.</li><li>• Applies innovative solutions.</li><li>• Encourages an environment for innovative approaches.</li><li>• Encourages creative thinking and innovation.</li></ul>	<p>Suggested Courses are only some of the candidate courses. More are on the website and linked to each competency the <a href="#">model</a>.</p> <p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Management Education Program (MEP)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Seminar for New Managers: Leading People</li><li>• Management Development Seminar: Leading Organizations</li><li>• Executive Development Seminar: Leading Change</li></ul>

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCY: *Relating to Others - Works to build trust and supportive relationships***

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Influence and Negotiation</b></p> <ul style="list-style-type: none"><li>• Influences others by reasoning with them rather than using strong pressure tactics.</li><li>• Assists direct reports in arriving at mutually-satisfactory solutions to problems, especially when a conflict of needs exists.</li><li>• Is able to secure through negotiation the resources and support needed to accomplish tasks.</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>• Facilitates open exchange of ideas and information.</li><li>• Expresses facts and ideas in a clear and convincing manner.</li><li>• Communicates effectively with diverse populations.</li><li>• Demonstrates effective oral and written communication.</li></ul> <p><b>Trust Building</b></p> <ul style="list-style-type: none"><li>• Shows consistency among principles, practices and behavior.</li><li>• Is reliable.</li><li>• Takes responsibility for actions.</li><li>• Admits a mistake when one is made.</li><li>• Establishes trust and mutual respect in relating to others.</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Understands other peoples' points of view.</li><li>• Pays close attention and seeks to understand others when interacting.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Managing the Influence Process (MIP)</li><li>• Management Education Program (MEP)</li><li>• The Human Element (THE)</li><li>• Crossing Department Lines (CDL)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Management Assessment</li><li>• Seminar for New Managers: Leading People</li><li>• Management Development Seminar: Leading Organizations</li><li>• Team Building &amp; Team Leadership</li></ul>

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCY: *Personal Capabilities and Characteristics - Manages self in a manner that fosters learning and high performance.***

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Adaptable/Flexible</b></p> <ul style="list-style-type: none"> <li>• Handles day-to-day challenges confidently.</li> <li>• Adjusts to multiple demands, ambiguity and change.</li> <li>• Adjusts to new information or unexpected obstacles.</li> </ul> <p><b>Integrity and Honesty</b></p> <ul style="list-style-type: none"> <li>• Builds supportive relationships with people.</li> <li>• Actions match words.</li> <li>• Honors commitments and promises.</li> <li>• Honors cultures and values different than own.</li> <li>• Creates a culture that fosters high standards of ethics.</li> <li>• Behaves in a fair and ethical manner.</li> <li>• Is forthright with information, good or bad.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management Assessment</li> <li>• Management Development Seminar: Leading Organizations</li> <li>• Executive Development Seminar: Leading Change</li> </ul>
<p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Deals effectively with pressure.</li> <li>• Emphasizes and demonstrates commitment and persistence in achieving goals.</li> <li>• Recovers quickly from setbacks.</li> </ul> <p><b>Self Development</b></p> <ul style="list-style-type: none"> <li>• Recognizes own strengths and weaknesses.</li> <li>• Grasps the essence of new information.</li> <li>• Applies new technical and business knowledge quickly.</li> <li>• Fully develops his/her functional and managerial skills.</li> <li>• Actively seeks feedback from others.</li> <li>• Makes considered and well-informed decisions regarding work, family and self.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Managing the Influence Process (MIP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management Assessment</li> </ul>

**PERFORMANCE DIMENSION: DISCIPLINE COMPETENCY**

**COMPETENCY: *Broad Understanding of the Function’s Discipline*** - Maintains high level competency in functional discipline (e.g., science, engineering, aerospace, bioscience, professional or administrative).

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Discipline Excellence</b></p> <ul style="list-style-type: none"> <li>• Ensures a focus on safety.</li> <li>• Aligns work in discipline with Installation, functional and programmatic goals and objectives.</li> <li>• Maintains the level/type of talent and capability required to ensure credibility with other NASA Installations and external organizations.</li> <li>• Plans and executes development activities that enhance the level of discipline competence in the work unit.</li> <li>• Makes sound hiring decisions.</li> <li>• Addresses training and development needs.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Project Management Shared Experiences Program (PMSEP)</li> <li>• Program Management (PGM)</li> </ul> <p>Discipline-related conferences and workshops</p>

**COMPETENCY: *Maintain Credibility*** - Sustains and grows the capability of the team to advance excellence.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Talent Acquisition/Development</b></p> <ul style="list-style-type: none"> <li>• Leverages the use of existing human resource systems that promote the acquisition and retention of talent in discipline area.</li> <li>• Makes sound hiring decisions.</li> <li>• Creates development strategies to maintain discipline expertise.</li> </ul>	

**COMPETENCY: *Communication and Advocacy*** - Communicates and advocates discipline-related knowledge.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Communication of Discipline Knowledge</b> <i>(see also Communication above)</i></p> <ul style="list-style-type: none"><li>• Communicates progress and results of ongoing work with a diverse set of audiences.</li><li>• Creates meaningful messages appropriate for the audience.</li></ul>	Discipline-related conferences and workshops

**PERFORMANCE DIMENSION: BUSINESS ACUMEN**

**COMPETENCY: *Internal and External Awareness*** - Understands and responds to internal and external strategy, policies and regulations that impact NASA. Can identify critical relationships in the Agency and at their Installation.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Policy/Regulation and External Demands</b>  <i>Understands:</i></p> <ul style="list-style-type: none"> <li>• NASA Strategic Plan.</li> <li>• NASA Strategic Management Handbook.</li> <li>• Center Implementation Plans.</li> <li>• Memorandums of Understanding (MOUs) and other Agreements relevant for the work unit.</li> <li>• Explains to employees how work fits into the Installation Implementation Plan and into the NASA Strategic Plan.</li> <li>• Understands the roles of government agencies (e.g., OMB, GAO, etc.).</li> <li>• Understands the political process and how it impacts NASA including the roles of Congress, the White House and other executive branch organizations.</li> </ul> <p><b>External Awareness</b></p> <ul style="list-style-type: none"> <li>• Understands government policies and regulations (Space Act, GPRA, OMB, OPM, etc.).</li> <li>• Understands the impact that customers and stakeholders (such as Congress and congressional staff) have on NASA strategy and policy.</li> <li>• Searches for best practices within the organization, industry or profession.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Business Education Program (BEP)</li> <li>• Strategic Aspects of Project Leadership (SAPL)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> </ul>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Internal and External Awareness*** - Understands and responds to internal and external strategy, policies and regulations that impact NASA. Can identify critical relationships in the Agency and at their Installation.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>NASA Organizational Structure</b>  <i>Understands roles and responsibilities of:</i></p> <ul style="list-style-type: none"> <li>• Headquarters.</li> <li>• Enterprises.</li> <li>• Centers.</li> <li>• Lead Centers.</li> <li>• Centers of Excellence.</li> <li>• Functional Offices.</li> <li>• Understands the program and project management structure related to their work unit.</li> <li>• Builds and sustains effective interfaces with other NASA organizations.</li> <li>• Establishes good relationships with upper-level management.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Program Management (PGM)</li> </ul>

**COMPETENCY: *NASA Organizational Culture*** - Understands and leverages the impact of the informal organization and the way that work is really accomplished.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Informal Interactions and Relationships</b></p> <ul style="list-style-type: none"> <li>• Understands the impact of the informal organization upon decision-making, innovation and mission accomplishment.</li> <li>• Maintains connections outside the formal structure.</li> <li>• Anticipates controversial issues and political questions and deals with them effectively.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Project Management Shared Experiences Program (PMSEP)</li> <li>• Strategic Aspects of Project Leadership (SAPL)</li> <li>• Program Management (PGM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> </ul>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Organizational Strategy*** - Ensures that processes are put in place to achieve what is outlined in the NASA Strategy.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Strategy Implementation</b>  <i>Understands:</i></p> <ul style="list-style-type: none"> <li>• NASA Strategy.</li> <li>• NASA Strategic Management Process.</li> <li>• Center Implementation Plans.</li> <li>• Program and Project Plans.</li> <li>• Establishes work unit goals.</li> <li>• Develops long-range plans for the work unit.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Program Management (PGM)</li> <li>• Strategic Aspects of Project Leadership (SAPL)</li> </ul>

**COMPETENCY: *Business Development*** - Anticipates and fulfills the needs of customers and stakeholders.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Knowledge of NASA and Group Capabilities</b></p> <ul style="list-style-type: none"> <li>• Understands major programs, projects, products and services in their Installation.</li> <li>• Understands major programs, projects, products and services in the Agency.</li> <li>• Understands and makes effective use of general principles of marketing and business development in a government context.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Program Management (PGM)</li> </ul> <p>Appropriate course in Ethics</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Business Management*** - Ensures the efficient allocation and management of NASA human, financial, physical and administrative resources.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Financial Management</b></p> <ul style="list-style-type: none"> <li>• Understands and makes effective use of full cost accounting, budget and management practices.</li> <li>• Understands and makes effective use of the procurement process.</li> <li>• Understands and makes effective use of the budget process.</li> <li>• Demonstrates concern about controlling costs.</li> <li>• Secures through negotiation and influence the resources needed to accomplish work unit goals.</li> </ul> <p><b>Human Resource Acquisition and Allocation Processes</b></p> <ul style="list-style-type: none"> <li>• Understands and makes effective use of human resource management principles and practices.</li> <li>• Identifies, acquires and develops talent.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Federal Budgetary Policies &amp; Processes</li> <li>• Federal Human Resources Management</li> </ul>

**COMPETENCY: *Internal and External Strategic Relationships*** - Builds and maintains relationships with internal and external customers and stakeholders including other NASA organizations, industry, not-for-profit organizations, academia, trade associations and other government organizations.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Customer, Stakeholder and Partner Relationships</b></p> <ul style="list-style-type: none"> <li>• Measures and acts to maintain/enhance internal/external customer satisfaction.</li> <li>• Determines and anticipates the needs of customers.</li> <li>• Capitalizes on opportunities to work with organizations outside of NASA.</li> <li>• Ensures that contractors and suppliers comply with contracted agreements.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Business Education Program (BEP)</li> <li>• Project Management (PM)</li> <li>• Advanced Project Management (APM)</li> <li>• Program Management (PGM)</li> <li>• Strategic Business Management (SBM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> </ul>

**PERFORMANCE DIMENSION: WORKING INTERNATIONALLY**

**COMPETENCY: *International Policy*** - Familiar with policies that regulate or dictate how to work with an international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<b>International Policy</b> <ul style="list-style-type: none"><li>• Understands the rules and policies that relate to import and export of materials, technology and information.</li></ul>	<b>NASA</b> <ul style="list-style-type: none"><li>• International Project Management (IPM)</li><li>• Business Education Program (BEP)</li></ul>

**COMPETENCY: *Cross-Cultural Relationships*** - Understands the important aspects of language, behaviors, beliefs and environment that comprise the culture of the international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<b>Cross-Cultural Relationships</b> <ul style="list-style-type: none"><li>• Understands and addresses the special challenges and adjustments of employees living abroad.</li></ul>	<b>NASA</b> <ul style="list-style-type: none"><li>• International Project Management (IPM)</li><li>• Business Education Program (BEP)</li></ul>

**PERFORMANCE DIMENSION: MANAGING INFORMATION & KNOWLEDGE**

**COMPETENCY: *Awareness and Use of Information Technology*** - Knowledge of information technologies available at NASA. Selects and uses those appropriate for managing work.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Awareness and Use of Information Technology</b></p> <ul style="list-style-type: none"> <li>• Uses information technology effectively to organize and manage workflow.</li> <li>• Understands and makes effective use of policies regarding the use of information technology and information security (NF-1767-ITAR).</li> <li>•</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Business Education Program (BEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management Development Seminar: Leading Organizations</li> <li>• Management of Information Technology</li> </ul> <p>College courses in Information Technology or Knowledge Management</p>

**COMPETENCY: *Knowledge Management*** - Captures and shares knowledge for NASA and public learning

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Knowledge Management</b></p> <ul style="list-style-type: none"> <li>• Creates an environment that supports open sharing of information and knowledge.</li> <li>• Communicates knowledge internal and external to NASA.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Business Education Program (BEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management Development Seminar: Leading Organizations</li> <li>• Management of Information Technology</li> </ul> <p>College courses in Information Technology or Knowledge Management</p>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS**

**COMPETENCY: *Leading and Managing Change*** - *Actively leads and manages change within the work unit that integrates key stakeholder, customer, and organizational and programmatic goals and values.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Establishes and Communicates a Vision for Change</b></p> <ul style="list-style-type: none"> <li>• Creates a vision for change consistent with Installation and Agency change goals.</li> <li>• Teaches and models new behaviors by example.</li> </ul> <p><b>Implements the Change Process</b></p> <ul style="list-style-type: none"> <li>• Creates strategies and action to sustain an environment that promotes change.</li> <li>• Translates higher-level vision for change into concrete actions.</li> <li>• Creates an environment that encourages risk taking, creative thinking and innovation.</li> <li>• Removes obstacles that create resistance to change.</li> <li>• Identifies the risks associated with change and plans risk mitigation strategies to address them.</li> <li>• Identifies strengths, weaknesses and problems related to the structure of their own organization.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• Global Leadership</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Seminar for New Managers: Leading People</li> <li>• Management Development Seminar: Leading Organizations</li> <li>• Executive Development Seminar: Leading Change</li> </ul>

**COMPETENCY: *Leading and Managing People*** - *Maximizes the work unit’s human capital and people’s commitment to achieving organizational and programmatic goals.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Manages People</b></p> <ul style="list-style-type: none"> <li>• Creates systems and processes that facilitate effective people management including hiring, promotion and development.</li> <li>• Gives people considerable responsibility for their work.</li> <li>• Emphasizes a team approach for accomplishing work.</li> <li>• Promotes an atmosphere of cooperation and coordinated effort.</li> <li>• Takes a personal interest in direct reports.</li> <li>• Works with direct reports to mutually establish acceptable performance objectives and requirements.</li> <li>• Takes appropriate action regarding poor performance on the part of direct reports.</li> <li>• Coaches and mentors people in new assignments.</li> <li>• Takes time to discuss career options with work unit members.</li> <li>• Treats people fairly and with respect.</li> <li>• Removes obstacles to performance.</li> <li>• Helps direct reports obtain rewards and recognition for performance.</li> <li>• Places people in positions or assignments that make the best use of their skills and abilities.</li> <li>• Resolves interpersonal or inter-group conflict constructively.</li> <li>• Gives direct reports an opportunity to express openly their disagreements or to voice objections to proposed actions/decisions.</li> <li>• Recognizes people for innovation.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Management Education Program (MEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Seminar for New Managers: Leading People</li> <li>• Management Development Seminar: Leading Organizations</li> <li>• Developing High Performing Teams</li> </ul>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS *cont'd***

**COMPETENCY: *Leading and Managing the Work:*** *Assures that the work unit's goals and objectives are achieved in a timely and effective manner.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Effectively Assigns and Monitors Work</b></p> <ul style="list-style-type: none"><li>• Monitors work on a regular basis.</li><li>• Establishes priorities, i.e., determines where limited resources and staff will be used.</li><li>• Solicits appropriate information from direct reports—facts, opinions and concerns about their work.</li><li>• Involves direct reports in the work unit's planning process.</li><li>• Delegates authority to enable direct reports to make decisions and take action in a timely manner.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• Management Education Program (MEP)</li><li>• Project Management (PM)</li><li>• Advanced Project Management (APM)</li><li>• Program Management (PGM)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Seminar for New Managers: Leading People</li><li>• Management Development Seminar: Leading Organizations</li><li>• Managing Project Teams</li></ul>

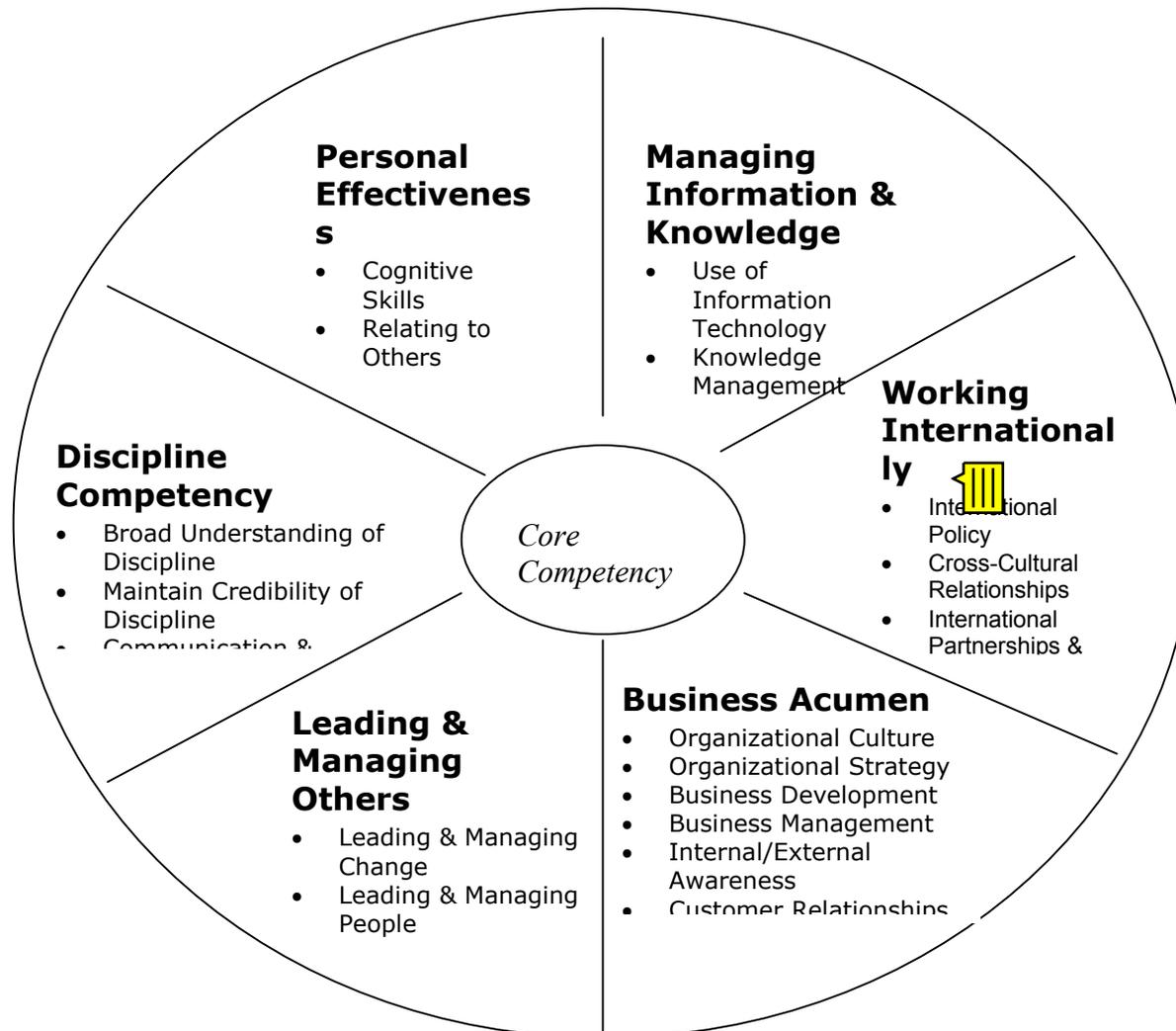


# NASA LEADERSHIP MODEL FOR SENIOR LEADERS

(ASSOCIATE DIRECTOR, DEPUTY DIRECTOR, DIRECTORS FOR)

## CORE COMPETENCIES & SUGGESTED COURSES

This graphic displays all of NASA Leadership model's competencies for each of the dimensions of the model. Courses, skills and behaviors are listed on the following pages.



**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS**

**COMPETENCIES:** *Cognitive Skills* - Applies critical and appropriate judgment, decision-making and thinking strategies to organizational, interpersonal and competitive issues.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Strategic Thinking</b></p> <ul style="list-style-type: none"> <li>• Considers complex cross-functional, division, business and geographic implications when approaching problems or issues.</li> <li>• Anticipates potential threats and opportunities.</li> <li>• Balances short-term needs with long-term priorities.</li> <li>• Analyzes problems from different points of view, including many sources of information.</li> </ul> <p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Makes effective decisions during times of ambiguity or when there is insufficient “hard” data or information.</li> <li>• Creates an environment where complex decisions can be made and executed.</li> <li>• Makes decisions even when solutions may produce unpleasant consequences.</li> <li>• Perceives the long-term impact and implications of decisions.</li> <li>• Takes personal accountability and ownership for decisions.</li> <li>• Makes decisions in a timely manner.</li> <li>• Approaches problem situations with a clear perception of organizational and political realities.</li> </ul> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>• Constantly seeks new insights into his/her job, organization and the outside world.</li> <li>• Applies innovative solutions.</li> <li>• Encourages an environment for innovative approaches.</li> </ul>	<p>Suggested Courses are only some of the candidate courses. More are on the website and linked to each competency the <a href="#">model</a>.</p> <p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Government Performance &amp; Results: Managing Your Organization to Outcomes &amp; Results</li> </ul> <p>Executive-level program in Strategic Thinking</p>

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCIES: *Relating to Others - Works to build trust and supportive relationships***

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Influence and Negotiation</b></p> <ul style="list-style-type: none"> <li>• Influences others by reasoning with them rather than using strong pressure tactics.</li> <li>• Assists direct reports in arriving at mutually satisfactory solutions to problems, especially when a conflict of needs exists.</li> <li>• Is able to secure through negotiation the resources and support needed to accomplish tasks.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Practices meaningful two-way communication (i.e., speaks clearly and listens to others).</li> <li>• Makes points clearly with diverse audiences.</li> <li>• Makes clear and convincing arguments.</li> <li>• Listens and clarifies information.</li> <li>• Pays close attention and seeks to understand others.</li> <li>• Facilitates open exchange of ideas.</li> <li>• Fosters an atmosphere of open communication.</li> <li>• Communicates clearly the purpose and objectives of a plan to those in a position to support it.</li> <li>• Expresses facts and ideas in writing in a clear and organized manner.</li> </ul> <p><b>Trust Building</b></p> <ul style="list-style-type: none"> <li>• Shows consistency among principles, practices and behavior.</li> <li>• Demonstrates responsibility and commitment to public service.</li> <li>• Establishes trust and mutual respect in relating to others.</li> <li>• Is reliable.</li> <li>• Takes accountability for actions.</li> <li>• Admits a mistake when one is made</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Alternative Dispute Resolution</li> <li>• Executive Communications Workshop: Interpersonal Communication</li> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Leadership for a Democratic Society</li> </ul>

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCIES: *Personal Capabilities and Characteristics:*** *Manages self-development that fosters continual learning and high performance.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Adaptable/Flexible</b></p> <ul style="list-style-type: none"> <li>• Manages effectively in uncertain or ambiguous situations.</li> <li>• Modifies his/her management practices so that different situations can be handled in the most efficient manner.</li> <li>• Is open and adjusts rapidly to change, new information and or unexpected obstacles.</li> <li>• Adapts behavior and work methods to multiple demands, ambiguity and change.</li> </ul> <p><b>Integrity and Honesty</b></p> <ul style="list-style-type: none"> <li>• Operates with truthfulness whether delivering good news or bad.</li> <li>• Takes immediate action if he/she observes apparent unethical behavior.</li> <li>• Actions match words.</li> <li>• Honors commitments and promises.</li> <li>• Honors cultures and values different than own.</li> <li>• Creates a culture that fosters high standards of ethics.</li> <li>• Behaves in a fair and ethical manner.</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Deals effectively with pressure.</li> <li>• Emphasizes and demonstrates commitment and persistence in achieving goals.</li> <li>• Recovers quickly from setbacks.</li> </ul> <p><b>Self Development</b></p> <ul style="list-style-type: none"> <li>• Recognizes own strengths and weaknesses.</li> <li>• Grasps the essence of new information.</li> <li>• Applies new technical and business knowledge quickly.</li> <li>• Fully develops his/her functional and managerial skills.</li> <li>• Actively seeks feedback from others.</li> <li>• Makes considered and well-informed decisions regarding work, family and self.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Executive Development Seminar: Leading Change</li> </ul> <p>The Looking Glass (Center for Creative Leadership)</p>

**PERFORMANCE DIMENSION: DISCIPLINE COMPETENCY**

**COMPETENCY: *Broad Understanding of the Function’s Discipline*** - Maintains high-level competency in functional discipline (e.g., science, engineering, aerospace, bioscience, professional or administrative).

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Discipline Leadership</b></p> <ul style="list-style-type: none"> <li>• Ensures a focus on safety.</li> <li>• Creates a vision for functional or programmatic excellence.</li> <li>• Actively promotes the organization’s discipline excellence with other NASA groups, Installations and external organizations.</li> <li>• Aligns discipline vision for excellence with NASA, US Space, Aeronautics, Science and partner goals.</li> <li>• Understands where function’s product or technology fits in NASA Strategy and into the goals of the US Space and Aeronautics Program.</li> <li>• Understands and applies procedures, requirements, regulations and policies related to discipline expertise.</li> </ul>	<p>Discipline-related conferences and workshops</p> <p>College courses in discipline or related areas</p>

**COMPETENCY: *Maintain Credibility*** - Sustains and grows the capability of the function to advance excellence

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Talent Acquisition/Development</b></p> <ul style="list-style-type: none"> <li>• Leverages the use of existing, and fosters new, human resource systems that promote the acquisition and retention of talent in discipline area.</li> <li>• Makes sound hiring decisions.</li> <li>• Creates organization-wide development strategies to maintain discipline expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues in Science &amp; Technology (Brookings Institute)</li> <li>• Discipline-related conferences and workshops</li> <li>• College courses in discipline or related areas</li> </ul>

**COMPETENCY: *Communication and Advocacy* - Communicates and advocates discipline-related knowledge.**

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Communication and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Conducts high-level planning for communication, outreach and advocacy activities.</li> <li>• Works with NASA legislative and public relations on advocacy issues.</li> <li>• Actively participates in communication and advocacy campaigns about the organization’s work within NASA.</li> <li>• Works with external constituents, including the media, to communicate technical results and to advocate programs external to NASA.</li> <li>• Delivers effective testimony that promotes NASA’s leadership role in the discipline.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Media Readiness (SESCDP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Executive Communications Workshop: Interpersonal Communication</li> <li>• Executive Communications Workshop: Representing Your Agency to External Audiences</li> <li>• Executive Development Seminar: Leading Change</li> <li>• Leadership for a Democratic Society</li> </ul>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN**

**COMPETENCIES: *Internal and External Awareness*** - *Understands and responds to internal and external strategy, policies and regulations that impact NASA.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Policy/Regulation and External Demands</b>  <i>Understands:</i></p> <ul style="list-style-type: none"> <li>• NASA Strategic Plan.</li> <li>• NASA Strategic Management Handbook.</li> <li>• Enterprise Strategic Plans.</li> <li>• Center Implementation Plans.</li> <li>• Integrates and aligns NASA strategy and management practices into major programs and initiatives.</li> </ul> <p><b>External Awareness</b></p> <ul style="list-style-type: none"> <li>• Understands government policies and regulations (Space Act, GPRA, OMB, OPM, etc.).</li> <li>• Monitors and keeps up to date on national and international policies and economic, political and social trends that may affect his/her organization.</li> <li>• Understands the impact that customers and stakeholders (such as Congress and congressional staff) have on NASA strategy and policy.</li> <li>• Can identify and leverage relationships with key players in the political arena.</li> <li>• Searches for best practices with the organization, industry or profession.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Strategies to Build High Performing Organizations</li> <li>• Government Performance &amp; Results: Managing Your Organization to Outcomes &amp; Results</li> <li>• Leadership for a Democratic Society</li> </ul> <p>Enterprise Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Internal and External Awareness*** - Understands and responds to internal and external strategy, policies and regulations that impact NASA.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>NASA Formal Organizational Structure</b>  <i>Understands the roles, responsibilities, goals and objectives of:</i></p> <ul style="list-style-type: none"> <li>• Headquarters.</li> <li>• Enterprises.</li> <li>• Installations.</li> <li>• Centers of Excellence.</li> <li>• Functional offices.</li> <li>• Lead Centers.</li> </ul> <ul style="list-style-type: none"> <li>• Understands the program and project management structure related to their function or program.</li> <li>• Identifies and sustains effective relationships with people in critical formal and informal roles across the Agency.</li> <li>• Understands the inter-dependencies of their organization with other organizations in NASA.</li> <li>• Capitalizes on opportunities to work with others in NASA (e.g., cross-functional efforts, task forces).</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEPE)</li> <li>• Advanced Project Management (APM)</li> <li>• Strategic Aspects of Project Leadership (SAPL)</li> </ul>

**COMPETENCY: *NASA Organizational Culture*** - Understands and leverages the impact of the informal organization and the way that work is really accomplished.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Informal Interactions and Relationships</b></p> <ul style="list-style-type: none"> <li>• Understands the impact of the informal organization upon decision-making, innovation and mission accomplishment.</li> <li>• Identifies the internal and external politics that impact the work of the organization.</li> <li>• Helps others identify the real issues behind the problems or issues they face.</li> <li>• Maintains interpersonal connections outside NASA's formal structure.</li> <li>• Uses informal network to obtain resources and information.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEP)</li> <li>• Shared experiences programs</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> </ul>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCIES: *Organizational Strategy*** - Ensures that processes are put in place to achieve what is outlined in the NASA Strategy.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Strategic Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>• Formulates effective strategies consistent with the business and competitive environment in a global economy.</li> <li>• Examines policy issues and strategy with a long-term perspective.</li> <li>• Leverages the organization’s capabilities in fulfilling national and international Space, Science and Aeronautics goals.</li> <li>• Formulates strategy, sets direction, vision and goals for the organization that align with:               <ul style="list-style-type: none"> <li>• NASA Strategy.</li> <li>• NASA Strategic Management Process.</li> <li>• Enterprise Plans.</li> <li>• Center Implementation Plans.</li> </ul> </li> <li>• Creates and documents Implementation Plans for the organization.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Government Performance &amp; Results: Managing Your Organization to Outcomes &amp; Results</li> </ul> <p>Strategic Planning Under Uncertainty (UNC)</p> <p>Strategy Formulation &amp; Implementation (Univ of MI)</p> <p>Executive Program in Corporate Strategy (MIT)</p>

**COMPETENCIES: *Business Development*** - Anticipates and fulfills the needs of customers and stakeholders.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Business Development Orientation</b></p> <ul style="list-style-type: none"> <li>• Is familiar with NASA’s range of products and services.</li> <li>• Identifies opportunities to develop and “market” new products and services within or outside of the organization.</li> <li>• Sells ideas, products and services to potential and existing customers.</li> <li>• Creates a sense of urgency around realigning the work in response to changes from the external customer environment.</li> <li>• Creates an environment that encourages innovative solutions that significantly improve value to customers, stakeholders and partners.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Strategies to Build High Performing Organizations</li> <li>• Developing Customer-Focused Organizations</li> </ul> <p>Benchmarking Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Business Management*** - *Ensures the efficient allocation and management of NASA human, financial, physical and administrative resources.*

SKILLS/BEHAVIORS	SUGGESTED COURSES

**Asset Management**

- Understands the principles and processes for NASA resource allocation, acquisition and management processes and practices (e.g., budgeting, full cost, capital planning).
- Exhibits a good understanding of broad and significant business issues.

**Financial Management**

- Demonstrates broad understanding of the principles of financial management necessary to ensure appropriate funding levels.
- Leads budgeting, allocating, controlling, accounting and funding activities and decisions for the organization.
- Understands and makes effective use of the procurement process.
- Understands and makes effective use of the budget process.

**Human Resources Management**

- *Leverages existing, and creates new, human resource management processes that:*
  - Acquire
  - Develop,
  - Retain, and
  - Reward talent.
- Places people in positions and assignments that make best use of their skills and talents.
- Encourages opportunities for development such as cross-functional assignments, job rotations, stretch assignments and mobility to new roles and positions.
- Supports lower-level managers in employee retention and development strategies (such as securing bonuses, pay increases, training, rotations, etc.).

**NASA**

- SES Business Education Program (SESBEPE)
- Strategic Business Management (SBM)

**OPM**

- Federal Budgetary Policies and Procedures
- Federal Human Resources Management
- Executive Development Seminar: Leading Change
- Entrepreneurial Government Management

Strategy & Business Management for Executives (Columbia Univ)

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Customer, Stakeholder and Partner Relationships*** - Builds and maintains relationships with internal and external customers and stakeholders (e.g., NASA Installations, Enterprises, industry, not-for-profit organizations, academia, trade associations and other government organizations).

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Customer, Stakeholder and Partner Relationships</b></p> <ul style="list-style-type: none"> <li>• Establishes plans and strategies for building partnerships and alliances.</li> <li>• Capitalizes on opportunities to work with others outside NASA (e.g., industry).</li> <li>• Understands the contractual, legal and governance responsibilities of partnership, alliance and other types of formal agreements.</li> <li>• Balances the interests of a variety of customers, stakeholders and partners.</li> <li>• Regularly seeks and acts on customer feedback concerning the quality of products or services provided.</li> <li>• Responds effectively to external customer, stakeholder or partner needs.</li> <li>• Responds effectively to external customer, stakeholder or partner needs.</li> <li>• Develops collaborative relationships by helping others to network.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEP)</li> <li>• Strategic Business Management (SBM)</li> <li>• Advanced Project Management (APM)</li> <li>• Strategic Aspects of Project Management (SAPL)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High-Performing Organizations</li> <li>• Developing Customer-Focused Organizations</li> </ul> <p>Developing Partnerships &amp; Alliances (Darden, Univ of VA)</p> <p>Strategic Alliances (Wharton)</p> <p>Program for Executives (Carnegie Mellon)</p> <p>Benchmarking for Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: WORKING INTERNATIONALLY**

**COMPETENCY: *International Policy*** - Familiar with policies that regulate or dictate how to work with an international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>International Policy</b></p> <ul style="list-style-type: none"> <li>Understands the rules and policies that relate to import and export of materials, technology and information.</li> </ul> <p><b>Cross-Cultural Relationships</b></p> <ul style="list-style-type: none"> <li>Understands how cultures differ in approaches to time, authority, physical space, friendship and individualism, and how these differences impact work behavior.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>International Project Management (IPM)</li> <li>SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>Diversity: A Business Necessity for the Millenium</li> </ul>

**COMPETENCY: *Cross-cultural Relationships*** - Understands the important aspects of language, behaviors, beliefs and environment that comprise the culture of the international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Cross-Cultural Relationships</b></p> <ul style="list-style-type: none"> <li>Understands how cultures differ in approaches to time, authority, physical space, friendship and individualism, and how these differences impact work behavior.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>International Project Management (IPM)</li> <li>SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>Diversity: A Business Necessity for the Millenium</li> </ul>

**COMPETENCY: *International Partnerships and Alliances*** - Sustains long-term relationships and formal agreements with international partners

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>International Partnering/Alliances</b></p> <ul style="list-style-type: none"><li>• Is effective with high-level government officials from international partners.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• International Project Management (IPM)</li><li>• SES Business Education Program (SESBEP)</li></ul>

**PERFORMANCE DIMENSION: MANAGING INFORMATION & KNOWLEDGE**

**COMPETENCY: *Awareness and Use of Information Technology*** - Knowledge of information technologies available at NASA. Selects and uses those appropriate for managing work.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Awareness and Use of Information Technology</b></p> <ul style="list-style-type: none"> <li>• Develops strategies to integrate new technology into the workplace.</li> <li>• Effectively uses technology to improve own performance.</li> <li>• Encourages the use of information technology to effectively lead virtual work (e.g., telecommuting, virtual teams).</li> <li>• Emphasizes information security in relation to data publishing, technology transfer and release of information (NF-ITAR-1767).</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management of Information Technology</li> </ul> <p>Strategic Use of Information Technology (Stanford)</p>

**COMPETENCY: *Knowledge Management*** - Captures and shares knowledge for NASA and public learning

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Knowledge Management</b></p> <ul style="list-style-type: none"> <li>• Understands and applies knowledge management practices, theories and success factors.</li> <li>• Leads efforts to acquire, organize, store and share knowledge from major team, functional or programmatic efforts.</li> <li>• Creates a climate that supports the open sharing of information and knowledge.</li> <li>• Creates systems that facilitate communication of knowledge, internal and external to NASA.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management of Information Technology</li> </ul> <p>Strategic Use of Information Technology (Stanford)</p>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS**

**COMPETENCY: *Leading and Managing Change*** - *Actively leads and manages organizational, functional or programmatic change that integrates key stakeholder, customer and organizational and programmatic goals and values.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Vision for Change</b></p> <ul style="list-style-type: none"> <li>• Provides a vision of the future that captures the commitment of people.</li> <li>• Integrates vision for organizational change with NASA strategy and tactical decisions and plans.</li> <li>• Takes a long-term view and acts as a catalyst for change.</li> <li>• Effectively performs as a champion of change.</li> </ul> <p><b>Implements the Change Process</b></p> <ul style="list-style-type: none"> <li>• Provides a clear sense of what needs to be done to move from the current reality to the future vision.</li> <li>• Teaches and models new behaviors by example.</li> <li>• Influences others to translate vision into action.</li> <li>• Empowers others to act by removing organizational obstacles that create resistance to change.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• Strategic Business Management (SBM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Government Performance &amp; Results: Managing Your Organization to Outcomes &amp; Results</li> </ul> <p><b>Wharton</b></p> <ul style="list-style-type: none"> <li>• Managing Organizational Change</li> <li>• Leading Change &amp; Renewal</li> </ul>

**COMPETENCY: *Leading and Managing People*** - *Maximizes NASA’s human capital and people’s commitment to achieving organizational and programmatic goals.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Leading Organizations and People</b></p> <ul style="list-style-type: none"> <li>• Emphasizes a team approach in accomplishing work.</li> <li>• Works effectively with groups to achieve shared outcomes that enhance team performance.</li> <li>• Encourages lower-level managers to coach and mentor.</li> <li>• Develops leadership talent in lower level managers.</li> <li>• Creates an environment that values cultural diversity and other differences in the workplace.</li> <li>• Ensures that the organization builds on differences.</li> <li>• Works to resolve interpersonal and inter-group conflict constructively.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> <li>• Diversity: A Business Necessity for the Millenium</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Leadership for a Democratic Society</li> </ul> <p>Leadership at the Peak (Center for Creative Leadership)</p>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS *cont'd***

**COMPETENCY: *Leading and Managing Work*** - Assures that the organizational, functional or programmatic goals and objectives are achieved in a timely and effective manner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Leading and Managing Work</b></p> <ul style="list-style-type: none"><li>• Takes timely and appropriate action regarding poor performance.</li><li>• Focuses on results and measuring attainment of outcomes.</li><li>• Removes obstacles and barriers to organizational and programmatic performance.</li><li>• Leverages existing, and creates new, systems for reward and recognition.</li><li>• Delegates to lower level managers.</li><li>• Aligns work unit performance objectives with organizational objectives.</li><li>• Assures that effective organizational level status and control mechanisms are developed and maintained to ensure performance of the organization.</li><li>• Creates systems that allow effective assignment, prioritization and monitoring of work.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• SES Leadership Program (SEP)</li><li>• Program Management (PM)</li><li>• Strategic Business Management (SBM)</li></ul> <p><b>OPM</b></p> <ul style="list-style-type: none"><li>• Strategies to Build High Performing Organizations</li></ul>

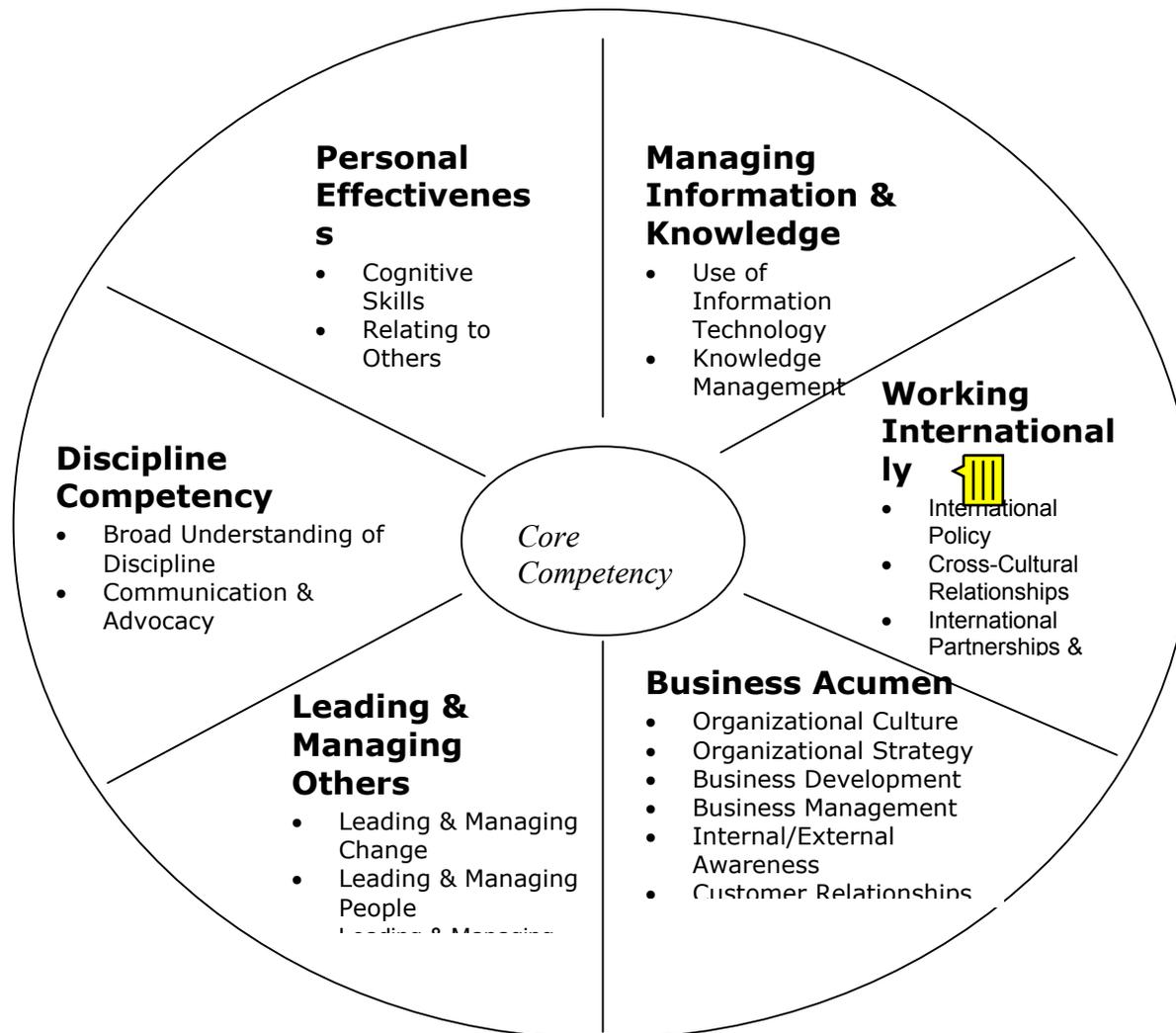


# NASA LEADERSHIP MODEL FOR EXECUTIVE LEADERS

(CENTER DIRECTOR/ASSOCIATE ADMINISTRATORS)

## CORE COMPETENCIES & SUGGESTED COURSES

This graphic displays all of NASA Leadership model's competencies for each of the dimensions of the model. Courses, skills and behaviors are listed on the following pages.



**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS**

**COMPETENCY: *Cognitive Skills*** - *Applies critical and appropriate judgment, decision-making and thinking strategies to organizational, interpersonal and competitive issues.*

**SKILLS/BEHAVIORS**

**SUGGESTED COURSES**

Suggested Courses are only some of the candidate courses. More are on the website and linked to each competency the [model](#).

**Strategic Thinking**

- Considers complex strategic, business and competitive implications when approaching problems or issues.
- Adopts a long-term view of organizational issues consistent with timeframes appropriate for NASA's business.
- Anticipates threats and opportunities.
- Analyzes problems from different points of view, including many sources of information.

**Decision Making**

- Makes effective decisions during times of ambiguity or when there is insufficient "hard" data or information.
- Creates an environment where complex decisions can be made and executed.
- Makes decisions even when solutions may produce unpleasant consequences.
- Perceives the long-term impact and implications of decisions.
- Takes personal accountability and ownership for decisions.
- Makes decisions in a timely manner.
- Approaches problem situations with a clear perception of organizational and political realities.

**Problem Solving/Critical Thinking**

- Identifies and analyzes problems at the systems and organizational level.
- Questions non-productive organizational assumptions and beliefs that may inhibit adopting the most effective problem solution.

**Creativity and Innovation**

- Applies innovative solutions.
- Encourages an environment for innovative and creative approaches.

**NASA**

- SES Leadership Program (SEP)

**OPM**

- Executive Development Seminar: Leading Change
- Strategies to Build High-Performing Organizations

Appropriate executive-level program in Strategic Thinking Center **Director/Associate Administrators**

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCY: *Relating to Others*** - Works to build trust and supportive relationships.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Influence and Negotiation</b></p> <ul style="list-style-type: none"> <li>• Influences others by reasoning with them rather than using strong pressure tactics.</li> <li>• Gains cooperation at the organizational level to accomplish goals.</li> <li>• Facilitates an environment where win/win solutions can be achieved.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communicates at the organizational level using a variety of strategies (one-on-one communication, flow-down through management, video, internet).</li> <li>• Makes points clearly with diverse audiences.</li> <li>• Fosters an atmosphere of open communication.</li> <li>• Communicates clearly the purpose and objectives of organizational plans.</li> </ul> <p><b>Trust Building</b></p> <ul style="list-style-type: none"> <li>• Shows consistency among principles, practices and behavior.</li> <li>• Demonstrates responsibility and commitment to public service.</li> <li>• Establishes trust and mutual respect in relating to others.</li> <li>• Creates an environment of trust in the organization.</li> <li>• Takes accountability for actions.</li> <li>• Admits a mistake when one is made.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Executive Development Seminar: Leading Change</li> <li>• Strategies to Build High Performing Organizations</li> <li>• Executive Communications Workshop: Representing Your Agency to External Audiences</li> <li>• Leadership for a Democratic Society</li> </ul>

**PERFORMANCE DIMENSION: PERSONAL EFFECTIVENESS *cont'd***

**COMPETENCY: *Personal Capabilities and Characteristics - Manages self-development that fosters learning and high performance.***

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Adaptable/Flexible</b></p> <ul style="list-style-type: none"> <li>• Leads effectively in uncertain or ambiguous situations.</li> <li>• Modifies his/her leadership practices so that different situations can be handled in the most efficient manner.</li> <li>• Is open and adjusts rapidly to change, new information and/or unexpected obstacles.</li> <li>• Adapts behavior and work methods to multiple demands, ambiguity and change.</li> </ul> <p><b>Integrity and Honesty</b></p> <ul style="list-style-type: none"> <li>• Operates with truthfulness whether delivering good news or bad.</li> <li>• Takes immediate action if he/she observes apparent unethical behavior.</li> <li>• Actions match words.</li> <li>• Honors commitments and promises.</li> <li>• Honors cultures and values different than own.</li> <li>• Creates a culture that fosters high standards of ethics.</li> <li>• Behaves in a fair and ethical manner.</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Deals effectively with pressure.</li> <li>• Emphasizes and demonstrates commitment and persistence in achieving goals.</li> <li>• Recovers quickly from setbacks.</li> </ul> <p><b>Self Development</b></p> <ul style="list-style-type: none"> <li>• Recognizes own strengths and weaknesses.</li> <li>• Actively seeks feedback from others.</li> <li>• Pursues learning in discipline and managerial areas.</li> <li>• Creates an environment that encourages and rewards self-development</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Assessment</li> <li>• Executive Development Seminar: Leading Change</li> </ul> <p>The Looking Glass (CCL)</p>

among lower level managers and employees.

- Makes considered and well-informed decisions regarding work, family and self.

**PERFORMANCE DIMENSION: DISCIPLINE COMPETENCY**

**COMPETENCY: *Broad Understanding of the Function’s Discipline*** - Maintains high-level competency in functional discipline (e.g., science, engineering, aerospace, bioscience, professional or administrative).

***Maintain Credibility*** - Sustains and grows the capability of the team to advance excellence.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Discipline Leadership</b></p> <ul style="list-style-type: none"> <li>• Ensures a focus on safety.</li> <li>• Creates a vision for discipline excellence that contributes to the culture and progress of the United States.</li> <li>• Views functional or programmatic areas as linked to external trends and future needs in the discipline.</li> <li>• Aligns discipline vision for excellence with NASA, US Space, Aeronautics, Science and partner goals.</li> <li>• Actively promotes organization’s discipline excellence with external organizations (e.g., other government agencies, DoD, academia).</li> <li>• Encourages action in others that help ensure that the Agency is recognized as a global leader in discipline area.</li> <li>• Encourages organizational activities that identify, acquire and retain core capabilities and competency in discipline area.</li> </ul>	<p>Issues in Science &amp; Technology (Brookings Institute)</p> <p>Discipline-related conferences and workshops</p> <p>College courses in discipline or related areas</p>

**PERFORMANCE DIMENSION: DISCIPLINE COMPETENCY**

**COMPETENCY: *Communication and Advocacy*** - Communicates and advocates discipline-related knowledge

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Communication and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Conducts high-level planning for communication, outreach and advocacy activities.</li> <li>• Works with NASA legislative and public relations on advocacy issues.</li> <li>• Actively participates in communication and advocacy campaigns about the organization’s work within NASA with external stakeholders such as the general public, the White House, Congress and other stakeholders.</li> <li>• Works with external constituents, including the media, to communicate technical results and to advocate programs external to NASA.</li> <li>• Delivers effective testimony that promotes NASA’s leadership role in the discipline.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• Media Readiness (SESCDP)</li> </ul> <p><b>OPM</b></p> <p>Executive Communications Workshop: Representing Your Agency to External Audiences</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN**

**COMPETENCY:** *Internal and External Awareness - Understands and responds to internal and external strategy, policies and regulations that impact NASA.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>NASA Strategy and Management Policies</b></p> <ul style="list-style-type: none"> <li>• Participates in the creation of: <ul style="list-style-type: none"> <li>• NASA Strategy.</li> <li>• NASA Strategic Management System.</li> <li>• Enterprise Strategic Plans.</li> <li>• Center Implementation Plans.</li> </ul> </li> <li>• Creates policies and systems that are consistent with NASA Strategy and objectives.</li> </ul> <p><b>External Awareness</b></p> <ul style="list-style-type: none"> <li>• Understands government policies and regulations (Space Act, GPRA, OMB, OPM, etc.).</li> <li>• Monitors and keeps up to date on national and international policies and economic, political and social trends that may affect his/her organization.</li> <li>• Understands the impact that customers and stakeholders (such as Congress and congressional staff) have on NASA strategy and policy.</li> <li>• Can identify and leverage relationships with key players in the political arena.</li> </ul> <p><b>NASA Formal Organizational Structure</b></p> <ul style="list-style-type: none"> <li>• Leverages existing, and creates new, organizational structures that enable the performance of their organization with: <ul style="list-style-type: none"> <li>• Headquarters.</li> <li>• Enterprises.</li> <li>• Installations.</li> <li>• Centers of Excellence.</li> <li>• Functional offices.</li> <li>• Lead Centers.</li> </ul> </li> <li>• Identifies and sustains effective relationships with people in critical formal and informal roles across the Agency.</li> </ul> <p>Understands and makes effective use of the inter-dependencies of their organization with other organizations in NASA.</p>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEPE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Leadership for a Democratic Society</li> </ul> <p>Enterprise Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: NASA Organizational Culture** - *Understands and leverages the impact of the informal organization and the way that work is really accomplished.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Informal Interactions and Relationships</b></p> <ul style="list-style-type: none"> <li>• Understands the impact of the informal organization upon decision-making, innovation and mission accomplishment.</li> <li>• Identifies the internal and external politics that impact the work of the organization.</li> <li>• Helps others identify the real issues behind the problems or issues they face.</li> <li>• Maintains interpersonal connections outside NASA’s formal structure.</li> <li>• Uses informal network to obtain resources and information.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEP)</li> </ul>

**Organizational Strategy** - *Ensures that processes are put in place to achieve what is outlined in the NASA Strategy*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Strategic Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>• Understands the drivers of NASA strategy.</li> <li>• Provides leadership in setting strategy consistent with the business and competitive environment in a global economy.</li> <li>• Balances the pace of technology and the need for progress against political and budgetary realities.</li> <li>• Leverages the organization’s capabilities in fulfilling national and international Space, Science and Aeronautics goals.</li> <li>• Sets direction and leads Implementation Plans for their organization.</li> <li>• Creates conditions for commitment and buy-in to NASA strategy.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p>Strategic Planning Under Uncertainty (UNC)            Strategy Formulation &amp; Implementation (Univ. of MI)            Executive Program in Corporate Strategy (MIT)</p>

**Business Development** - *Anticipates and fulfills the needs of customers and stakeholders*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Business Development Orientation</b></p> <ul style="list-style-type: none"> <li>• Creates an environment that promotes active business development within a government context.</li> <li>• Is familiar with NASA’s range of products and services.</li> <li>• Identifies opportunities to develop and “market” new products and services within or outside of the organization.</li> <li>• Sells ideas, products and services to potential and existing customers.</li> <li>• Evaluates and provides advice on business development strategies within the organization.</li> <li>• Creates an environment that encourages innovative solutions that significantly improve value to customers, stakeholders and partners.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>Graduate School, USDA</b></p> <ul style="list-style-type: none"> <li>• Ethics for Senior Executives (EXEC9100)</li> </ul> <p>Benchmarking Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Business Management*** - Ensures the efficient allocation and management of NASA human, financial, physical and administrative resources (e.g., securing bonuses, pay increases, training, rotations, etc.).

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Resource Allocation and Management</b></p> <ul style="list-style-type: none"> <li>• Understands the principles and processes for NASA resource allocation, acquisition and management processes and practices (e.g., budgeting, full cost, capital planning).</li> <li>• Leads the revision of resource allocation processes when appropriate.</li> <li>• Requires resource allocation based business cases.</li> <li>• Exhibits a good understanding of broad and significant business issues.</li> </ul> <p><b>Financial Management</b></p> <ul style="list-style-type: none"> <li>• Demonstrates broad understanding of the principles of financial management necessary to ensure appropriate funding levels.</li> <li>• Leads budgeting, allocating, controlling, accounting and funding activities and decisions for the organization.</li> <li>• Understands and uses the principles and practices of full cost accounting.</li> </ul> <p><b>Risk Management</b></p> <ul style="list-style-type: none"> <li>• Understands and makes effective use of risk management principles and practices.</li> <li>• Actively assesses and manages risk.</li> </ul> <p><b>Human Resources Management</b></p> <ul style="list-style-type: none"> <li>• Leverages existing, and creates new, human resource management processes that: <ul style="list-style-type: none"> <li>• Acquire,</li> <li>• Develop,</li> <li>• Retain, and</li> <li>• Reward talent.</li> </ul> </li> <li>• Encourages opportunities for development such as cross-functional assignments, job rotations, stretch assignments and mobility to new roles and positions.</li> </ul> <p>Supports lower-level managers in employee retention and development strategies (such as securing bonuses).</p>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> <li>• Strategic Business Management (SBM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Federal Budgetary Policies &amp; Procedures</li> <li>• Federal Human Resources Management</li> </ul> <p>Strategy &amp; Business Management for Executives (Columbia Univ.)</p>

**PERFORMANCE DIMENSION: BUSINESS ACUMEN *cont'd***

**COMPETENCY: *Customer, Stakeholder and Partner Relationships*** - Builds and maintains relationships with internal and external customers and stakeholders (e.g., NASA Installations, Enterprises, industry, not-for-profit organizations, academia, trade associations and other government organizations).

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Customer, Stakeholder and Partner Relationships</b></p> <ul style="list-style-type: none"> <li>• Establishes plans and strategies for building partnerships and alliances that align with strategy and implementation planning.</li> <li>• Leads in the creation of strategies and actions to build partnerships and alliances.</li> <li>• Understands the contractual, legal and governance responsibilities of partnership, alliance and other types of formal agreements.</li> <li>• Assures appropriate resources and support are available for partnerships and alliances.</li> <li>• Capitalizes on opportunities to work with others outside NASA (e.g., industry).</li> <li>• Balances the interests of a variety of customers, stakeholders and partners.</li> <li>• Enables the organization to take action in response to customer, stakeholder and partner feedback about satisfaction and performance.</li> <li>• Develops collaborative relationships by helping others to network.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• SES Business Education Program (SESBEP)</li> <li>• Strategic Business Management (SBM)</li> </ul> <p>Developing Partnerships &amp; Alliances (Darden, Univ. of VA)</p> <p>Strategic Alliances (Wharton)</p> <p>Program for Executives (Carnegie Mellon)</p> <p>Benchmarking for Business (Brookings Institute)</p>

**PERFORMANCE DIMENSION: WORKING INTERNATIONALLY**

**COMPETENCY: *International Policy*** - Familiar with policies that regulate or dictate how to work with an international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>International Policy</b></p> <ul style="list-style-type: none"> <li>• Understands the rules and policies that relate to import and export of materials, technology and information.</li> <li>• Understands foreign policy, economic and political realities related to international partners.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• International Project Management (IPM)</li> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Diversity: A Business Necessity for the Millenium</li> </ul>

***Cross-cultural Relationships*** - Understands the important aspects of language, behaviors, beliefs and environment that comprise the culture of the international partner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Cross-Cultural Relationships</b></p> <ul style="list-style-type: none"> <li>• Understands negotiation strategies of different international partners.</li> <li>• Recognizes own biases and how they impact communication and collaboration.</li> <li>• Communicates effectively with international partners about sensitive political and organizational issues.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• International Project Management (IPM)</li> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Diversity: A Business Necessity for the Millennium</li> </ul>

***International Partnerships and Alliances*** - Sustains long-term relationships and formal agreements with international partners.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>International Partnering/Alliances</b></p> <ul style="list-style-type: none"><li>• Is effective with high-level government officials from international partners.</li><li>• Clearly defines expectations and requirements of international partners.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• International Project Management (IPM)</li><li>• SES Business Education Program (SESBEP)</li></ul>

**PERFORMANCE DIMENSION: MANAGING INFORMATION & KNOWLEDGE**

**COMPETENCIES: *Awareness and Use of Information Technology*** - Knowledge of information technologies available at NASA. Selects and uses those appropriate for managing work

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Awareness and Use of Information Technology</b></p> <ul style="list-style-type: none"> <li>• Selects and integrates information technology into organizational, programmatic and functional objectives.</li> <li>• Effectively uses technology to improve own performance.</li> <li>• Encourages the use of information technology to effectively lead virtual work (e.g., telecommuting, virtual teams).</li> <li>• Emphasizes information security in data publishing, technology transfer and release of information rules and policies (familiar with NF-1767 ITAR).</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management of Information Technology</li> </ul> <p>Strategic Use of Information Technology (Stanford)</p>

*Knowledge Management: Captures and shares knowledge for NASA and public learning.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Knowledge Management</b></p> <ul style="list-style-type: none"> <li>• Understands and applies knowledge management practices, theories and success factors.</li> <li>• Links knowledge creation and sharing to organizational performance and stakeholder value.</li> <li>• Creates a climate that supports the open sharing of information and knowledge.</li> <li>• Leads in the creation of systems that facilitate communication of knowledge, internal and external to NASA.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Business Education Program (SESBEP)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Management of Information Technology</li> </ul> <p>Strategic Use of Information Technology (Stanford)</p>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS**

**COMPETENCIES: *Leading and Managing Change*** - *Actively leads and manages organizational, functional or programmatic change that integrates key stakeholder, customer and organizational and programmatic goals and values.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Vision for Change</b></p> <ul style="list-style-type: none"> <li>• Provides a vision of the future that captures the commitment of the organization.</li> <li>• Integrates vision for organizational change with NASA strategy and tactical decisions and plans.</li> <li>• Effectively performs as a champion of change.</li> <li>• Establishes and maintains a sense of urgency for change.</li> </ul> <p><b>Implements the Change Process</b></p> <ul style="list-style-type: none"> <li>• Provides a clear sense of what needs to be done to move from the current reality to the future vision.</li> <li>• Institutionalizes the change process.</li> <li>• Encourages innovation in change.</li> <li>• Teaches and models new behaviors by example.</li> <li>• Influences lower level leaders to translate vision into action.</li> <li>• Empowers others to act by removing organizational obstacles that create resistance to change.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• Strategic Business Management (SBM)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Executive Development Seminar: Leading Change</li> </ul> <p>Managing Organizational Change (Wharton)</p> <p>Leading Change &amp; Renewal (Columbia Univ.)</p>

***Leading and Managing People:*** *Maximizes NASA’s human capital and people’s commitment to achieving organizational and programmatic goals.*

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Leading Organizations and People</b></p> <ul style="list-style-type: none"> <li>• Creates strategies at the organizational level that enable the effective management of people.</li> <li>• Creates strategies that develop the next generation of leaders.</li> <li>• Emphasizes a team approach in accomplishing work.</li> <li>• Creates an environment that values cultural diversity and other differences in the workplace.</li> <li>• Ensures that the organization builds on differences.</li> </ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"> <li>• SES Leadership Program (SEP)</li> <li>• The Human Element (THE)</li> </ul> <p><b>OPM</b></p> <ul style="list-style-type: none"> <li>• Strategies to Build High-Performing Organizations</li> </ul> <p>Leadership at the Peak (CCL)</p>

**PERFORMANCE DIMENSION: LEADING & MANAGING OTHERS *cont'd***

**COMPETENCIES: *Leading and Managing Work*** - Assures that the organizational, functional or programmatic goals and objectives are achieved in a timely and effective manner.

SKILLS/BEHAVIORS	SUGGESTED COURSES
<p><b>Leading and Managing Work</b></p> <ul style="list-style-type: none"><li>• Removes obstacles and barriers to organizational and programmatic performance.</li><li>• Takes timely action to correct poor performance.</li><li>• Leverages existing, and creates new, systems for reward and recognition.</li><li>• Aligns organizational performance objectives with organizational objectives.</li><li>• Delegates to lower level managers.</li><li>• Assures that effective organizational level status and control mechanisms are developed and maintained to ensure performance of the organization.</li><li>• Creates systems that allow effective assignment, prioritization and monitoring of work.</li></ul>	<p><b>NASA</b></p> <ul style="list-style-type: none"><li>• SES Leadership Program (SEP)</li><li>• Program Management (PGM)</li><li>• Strategic Business Management (SBM)</li></ul>