



DEPARTMENT OF THE NAVY

NAVAL SUPPLY SYSTEMS COMMAND

WASHINGTON, D.C. 20376

NAVSUPINST 12950.3A
SUP 09D

13 SEP 1990

NAVSUP INSTRUCTION 12950.3A

Subj: CAREER PLANNING PROGRAM (CPP)

Encl: (1) NAVSUP Career Planning Program Requirements

1. Purpose. This directive provides a transitional revision of the Naval Supply Systems Command (NAVSUP) program for the technical, supervisory, managerial, and executive development of all systems command personnel. (R)

2. Cancellation. NAVSUP INSTRUCTION 12950.3

3. Applicability. This instruction applies to all NAVSUP civilian employees except those working in the Navy Resale System and the Navy Publications and Printing Service. Also excluded are those employees subject to career development and selection processes established at or higher levels in the Departments of Navy and Defense. (R)

4. Background (R)

a. NAVSUP established a Career Planning Program (CPP) in Fiscal Year 1983 to institute a broad civilian development program. Key features of the subsequent program were: the identification of seven major career groups; the development and promulgation of Technical Master Development Plans (TMDPs) for each career group; the development and promulgation of a Management Development Plan (MDP); the identification of Command-wide Interest (CWI) Positions; the creation of a managerial CADRE of competitively-selected, high-potential employees; the development of a systematic process for development of CADRE members; and, the institution of a central referral system for selection of CADRE members as vacancies in CWI positions occurred.

b. More recent organizational, operational and acquisition work force policy changes in and outside the systems command have pointed to the need for restructuring of the management and executive development process. Moreover, the program must be refined to ensure it is reconciled to current work force and funding projections, to ensure that the expectations of employees and management can be realized, and, to recapture interest and emphasis on those characteristics of the CPP which best promote NAVSUP mission effectiveness. Thus, this directive retains features of the CPP proven effective and refines others to achieve the objectives stated above. 0526LD0551910



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- (1) Career groups, TMDPs, and the MDP remain key features of the CPP.
- (2) The concept of CWI positions will be phased out over the next three-year period.
- (3) The Career Broadening Position concept and process is discontinued.
- (4) The Managerial CADRE will be phased out over the next three year period.
- (5) The Corporate Management Development Program (CMDP) is established and will supplant CADRE as the centrally managed vehicle for the identification and development of high-potential managers in grades GS/GM 12-14 systems command-wide.
- (6) A Central Referral Program (CRP) is established to provide a mechanism for current and prospective requirements for central certification of candidates for vacancies system command-wide.
- (7) An Executive Development Program (EDP) is established as a process for the identification and fulfillment of the special career growth requirements of GM-15s and Senior Executives.

5. Responsibilities

a. The Commander and Vice Commander, NAVSUP (SUP 00/09) will provide overall guidance and direction for the integration of development programs, including CPP, with overall command goals and objectives. (A)

b. A Board of Directors (BOD) consisting of all NAVSUP Senior Executives, and others, will provide support, general oversight, recommendations for change and/or improvement of the CPP, and will perform those specific functions specified in this instruction.

c. The Director, Civilian Personnel Programs (SUP 09D) will provide program management for the CPP and its components, advise the Commander/Vice Commander/BOD regarding all facets of program policy and operation, and execute those functions specified in this instruction.

d. Activity Heads, managers and supervisors at all levels will encourage participation in the CPP and execute its provisions as applicable.

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6. Action. Provisions of this instruction will be implemented beginning on its effective date.



J. E. MILLER
Vice Commander

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LOCATOR CROSS-REFERENCE SHEET

Subj: CAREER PLANNING PROGRAM (CPP)

This directive is not filed in these directives binders, but
may be found in the following location:

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NAVSUP
CAREER PLANNING PROGRAM GUIDANCE

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CHAPTER 1

EXECUTIVE SUMMARY

1-1. Introduction. The Naval Supply Systems Command (NAVSUP) Career Planning Program (CPP) is designed to encourage and manage the development of NAVSUP employees to their fullest potential to meet the mission needs of the Command. The CPP integrates several program segments, each of which affects some portion of NAVSUP's work force:

- Training and development of all supply-related professionals and supervisors.
- Career enhancing opportunities.
- Special developmental experiences and central referral for competitively selected groups of high potential managers

The major aspects of the CPP are as follows:

- Seven career groups
- Technical Master Development Plans (TMDPs)
- Management Development Plan (MDP)
- A CADRE
- A Command Management Development Program (CMDP)
- An Executive Development Program
- A Central Referral Program

In its simplest terms, the CPP provides developmental guidance for developing the skills of interns and journeymen to enable the competitive selection of groups of qualified NAVSUP people who can quickly fill important NAVSUP positions. CPP encourages developing employees at all grade levels so they are competent in their supply/logistics functional areas.

1-2. Goals

- a. Provide an adequate number of professionals knowledgeable in a variety of NAVSUP organizations and functional areas, to meet current and future mission needs.
- b. Identify high-potential personnel and provide them managerial and technical experience and training.
- c. Identify required technical knowledges and skills in various supply/logistics functional areas.

d. Provide encouragement and opportunities for people to broaden their experience and prepare themselves for the managerial/executive level.

e. Ensure that all CPP-related personnel actions are based solely upon merit without regard to race, color, religion, sex, national origin, age, or handicap.

1-3. Program Coverage. CPP applies to all employees of NAVSUP except those of the Navy Publications and Printing Service (including Defense Printing Service) and those of the Commissary and Navy Exchange Systems (including Navy Uniform and Ships Store Divisions). Generally speaking, however, career opportunities in CPP are greatest for professional GS or GM employees in the seven career groups defined in Attachment (A). Professional employees as used in this instruction refers to career employees in all two-grade interval series, whether professional, technical, or administrative. Chapter 5 provides more information on career development.

1-4. Career Groups. The seven Career Groups recognized in this instruction are defined at Attachment (A).

1-5. Mobility

a. Geographic mobility for developmental purposes is a requirement of the CMDP only; however, the ability and willingness to be geographically mobile will increase the career opportunities available to any individual.

b. In the case of permanent change of station (PCS) moves involving dual-career families, if the spouse has competitive civil service status, NAVSUP will assist the spouse in finding employment to the extent of providing required counselling and contact points in civilian personnel offices in the new geographic location. Military spouses are entitled to additional support as specified in applicable regulations.

c. NAVSUP will establish and encourage a civilian sponsorship program to assist civilians at all grade levels who do make voluntary geographic moves into other NAVSUP activities.

d. Intra-activity rotation and job rotation within a single geographic region are emphasized and are encouraged to provide career broadening opportunities for exceptional employees who are not geographically mobile.

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e. All NAVSUP interns will continue to be required to sign a mobility agreement upon entry into the program. Additionally, two years of experience at NAVSUP field activities will be a prerequisite for an intern who desires to someday work at NAVSUP Headquarters.

1-6. Privacy Act. The provisions of the Privacy Act of 1974 will be followed throughout this program. The maintenance of a record system for the Navy Employee Training and Development Program, which includes the NAVSUP Career Planning Program, is authorized by Title 5 USC 4103, 4155 and 4188.

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CHAPTER 2

RESPONSIBILITIES

2-1. Commander/Vice Commander Naval Supply Systems Command (COMNAVSUP)

- a. Provide guidance in all aspects of the CPP.
- b. Ensure that recruitment and selections for the CMDP conform to established policies and Command objectives.
- c. Ensure that equal employment opportunity precepts are integral parts of the CPP.

2-2. Board of Directors for Career Planning.

- a. Evaluates adequacy of program implementation.
- b. Appoints Ad Hoc panels comprised of senior civilian and military officers as required.
- c. Determines annual schedule for selection of CMDP members.
- d. Recommends CPP nominees for extended career developmental assignments to the extent the assignments are related to an employees development under CADRE or CMDP.
- e. Review and revise TMDPs as appropriate or at least every three years.

2-3. The NAVSUP Director, Civilian Personnel Programs (SUP 09D):

- a. Establishes CPP policies and procedures through the BOD, and Commander/Vice Commander, NAVSUP.
- b. Provides for day-to-day administration of the CPP and its component programs.
- c. Provides program performance data and advises on the status of the program.
- d. Develops and executes financial plans and budgets in support of the CPP.
- e. Coordinates and promulgates Technical Master Development Plans (TMDPs).

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f. Provides information to individuals and activities on career development and planning, including general program information as well as individual career counseling.

g. Administers external career developmental assignments and referrals for vacant positions.

h. Ensures that the CPP complies with existing regulatory and statutory requirements pertaining to Department of Defense and government-wide personnel management programs.

2-4. Field Activities and Headquarters Directorates

a. Commanding Officers and Deputy Commanders (CO/DCs).

(1) Encourage participation in the CPP by qualified people.

(2) Implement the CPP within specific activity or directorate.

(3) Participate in developing and maintaining TMDPs for specified career groups.

(4) Forward to SUP 09D recommended program changes resulting from external inspections and activity self-evaluation findings.

(5) Coordinate with SUP 09D and other activities to foster intra-command and intra-activity career broadening experiences at grades below GS-12.

(6) Designate the activity's senior-level SES (or Executive Officer, where no SES billet exists) to be the activity's official CPP manager, who is responsible for program implementation.

(7) Provide members for Board of Directors and Ad Hoc panels, as required.

(8) Continue to manage the Upward Mobility Program and career development activities for nonsupervisory employees in nonprofessional jobs/positions.

(9) Advise SUP 09D whenever a covered GM-13-15 position becomes vacant so SUP 09D can provide a selection certificate of qualified CADRE or CMDP members for first consideration.

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(10) Identify senior civilian line managers and/or military 06s who will serve as mentors within the activity.

b. Servicing Civilian Personnel Offices:

(1) Administer the Command's program for entry level professionals, according to established recruitment and training plans. Establish additional programs as needed.

(2) Ensure that recruitment sources and areas of consideration are sufficiently broad to promote the availability of women and minority candidates.

(3) Provide CPP assistance to line management.

(4) Maintain a current file of CPP TMDPs and the MDP and make them available for review by employees upon request.

2-7. Supervisor

a. Ensures that the development of entry-level professionals provides both the preparation for specific target positions and broader experience in the core knowledges specified for the career group.

b. Develops IDPs in collaboration with involved subordinates and supervisors.

c. Advises employees about career development on a regular basis, especially when completing appraisals and preparing annual Individual Development Plans (IDPs).

d. Assists in identifying positions to career groups and, upon request, provides input in developing and maintaining TMDPs.

2-8. Employee

a. Sets individual career goals and develops personal plan for achieving those goals in light of the applicable TMDP/MDP.

b. Applies for CMDP or EDP development if interested. While undergoing development in CADRE, or when selected for the CMDP, prepare or updates an IDP with the immediate supervisor and mentor, subject to review and approval by the BOD. Complies with development, training, and mobility requirements.

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c. Maintains a performance level of at least 4 while a member of CMDP.

2-9. Mentor

a. Assists CADRE and CMDP members with development of IDP.

b. Advises CADRE and CMDP members of performance on training assignments.

c. Provides general career counseling to CADRE and CMDP members and other employees of the activity/directorate.

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CHAPTER 3

TECHNICAL MASTER DEVELOPMENT PLANS (TMDPs)/MANAGEMENT
DEVELOPMENT PLAN (MDP)

3-1. Introduction. A Technical Master Development Plan identifies the technical areas in a major function/career group in which an individual should be knowledgeable to perform at various levels or in various disciplines/subspecialties. The plan is general by functional discipline (rather than specific by positions), but can be applied to specific positions at any level. For example, the plan can be used when developing training plans for entry level professionals; for career counseling; or by individuals when planning their own careers.

3-2. Structure. A TMDP has been developed for each of the career groups in Attachment (A). A general Managerial Development Plan (MDP) which identifies those skills and knowledges required for all managers and executives is used without regard to career group since it focuses on common management/execute competencies. Each TMDP identifies the career groups's major disciplines, and the knowledges under each major discipline. Those knowledges which are common to each major discipline within a career group are considered core knowledges. Each block of knowledge is then subdivided into the specific skills which develop that knowledge, and general information is provided regarding career progression within and between major disciplines.

3-3. TMDP/MDP Utilization. TMDPs/MDP should be used in the following ways:

- a. IDPs should be prepared based on appropriate TMDP/MDP.
- b. Crediting plans for specific positions may be based on TMDPs/MDP.
- c. Career counselors and individuals planning their own careers should use TMDP/MDP as "roadmaps" to show how to achieve specific career goals along career paths.
- d. In general, TMDPs/MDP may be used as a beginning point whenever an action is based primarily on the knowledges/skills/abilities required in a particular position.

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3-4. TMDP Revision. Each TMDP will be formally reviewed by the Board of Directors and/or the appropriate Headquarters functional managers at least once every three years, or more frequently when required.

3-5. TMDP Availability. TMDPs will be published by NAVSUP and will be made available at each activity/directorate. Commanding Officers/Deputy Commanders will give TMDPs high visibility and will make them readily available to all interested employees.

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CHAPTER 4

TRAINING AND DEVELOPMENT

4-1. Definition. Training and development is the process by which people increase their knowledge, abilities and skills to perform their official duties. The process may include formal classroom courses, on-the-job training, developmental assignments, change or enlargement of functional responsibilities, details, exchange or rotational assignments, participatory management experiences, or similar activities.

4-2. Technical Master Development Plan (TMDP). The TMDP for each career group identifies the applicable functional skills considered desirable for advancement. For the most part, fully attaining these TMDP skills is achieved through successful on-the-job experience. Formal classroom training can be an indispensable adjunct to on-the-job training. However, training without its successful application to the job is insufficient evidence of attaining requisite TMDP knowledge.

4-3. Individual Development Plan (IDP). An IDP is a written schedule or plan for meeting particular development goals.

4-4. Training and Development Opportunities. Included among the opportunities for Training and Development are:

a. Extended Career Developmental Assignments

(1) Definition. Extended Career Developmental Assignments include any rotational assignment or full-time training program in excess of 120 days, for which employees of more than one activity may routinely be considered. This definition includes, for example, Secretary of Defense (SECDEF) fellowships, but excludes comparable programs designed for and funded by individual field activities.

(2) Nomination for Extended Career Developmental Training Courses. Nominations are normally initiated through SUP 09D. Employees are responsible for satisfying any academic eligibility requirements before their nomination. Nomination by the supervisor and endorsement by the activity CO/HQ Deputy Commander constitute agreement that, if selected, the employee will be released to attend the training.

(3) Selection of nominees. The BOD or an Ad Hoc group designated by the BOD will select course attendees or nominees, as necessary, and depending on whether COMNAVSUP has final selection authority or submits nominations to a higher level.

b. Cross-Series Training. Cross-series training will be a means utilized by the CPP to allow movement of personnel across occupational series. Cross-series training provides a systematic approach for providing rotational assignments and accelerated training to provide qualifying experience for development of personnel at the middle, senior and executive levels. This vehicle can be utilized at all grade levels from GS-9 through GS/GM-15 to provide training to an employee, who may then return to the original position of record, or as a recruitment tool to allow individuals to qualify across occupational lines.

c. Rotational Development Program

(1) Commanding Officers and Headquarters Deputy Commanders are encouraged to identify high-potential employees at all grade levels and develop programs for the interfunctional, interorganizational, intracommand, and intercommand rotation of these employees, as appropriate.

(2) When a need is identified for rotation to a position outside NAVSUP, and assistance is required in negotiating such rotation, the need should be reported to SUP 09D, which will arrange rotational assignments with the other Command involved.

d. Short-term Training. Training of fewer than 120 days duration is the basic responsibility of the parent organization. Selected short-term training will also be sponsored/arranged by SUP 09D for members of the CADRE and CMDP programs.

4-5. Career Advisory Services. SUP 09D and servicing Personnel offices will provide career advisory services directly to CADRE/CMDP/EDP members. Career development counseling for non-CADRE members is the responsibility of the activity/directorate and of the servicing Civilian Personnel Office. SUP 09D will provide additional career counseling to non-CADRE/CMDP/EDP members, upon request, and as workload permits.

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CHAPTER 5

CAREER DEVELOPMENT

5-1. General. The seven career groups identified in Attachment (A) may apply to employees in both professional positions and feeder series (such as Supply Clerks). Regardless of a person's status (one-grade interval feeder series or two-grade interval professional series; wage board, general schedule, or merit pay), NAVSUP desires to develop its employees to the fullest extent practicable.

The following table lays out some of the options and actions available to enhance career development. Please note that one element common to all options is using Technical Master Development Plans (TMDPs) to focus career development effort. The table is used by finding your GS or GM grade or wage grade category and answering the four questions on your series or intern status. A "Y" indicates you meet a criterion; an "n" means you do not meet that criterion. Then proceed down the appropriate column to the corresponding option number. Options are described at the bottom of the page. There are other ways to enhance career development; this table is intended to stimulate thinking on how to better prepare one's self to work in NAVSUP.

Development Options

1. If you are A:	GS1-8	GS 9-GM-15	Wage Board
2. And you are in:			
a) A Professional Series and, (1) are an intern	Y Y n n n Y n n	Y n n n	n n
b) A Professional Feeder Series	n n Y n	n n	n
c) A Wage Grade Series	n n n n	n n	Y
3. Then consider option:	1 1 2 2	3 2	4

Options

1. Use TMDP to help lay out individual development plan
2. Use TMDP to help lay out individual development plan
Apply for an upward mobility position, or
Apply for career entry (e.g., intern) position.
3. Use TMDP to help lay out individual development plan;
Apply for the CMDP.
4. Use TMDP to help lay out individual development plan;
Arrange cross-series training opportunity.

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5-2. Upward Mobility Program (UMP).

a. The Commanding Officer/Deputy Commander retains responsibility for the management of the organization's UMP program.

b. Ordinarily, UMP employees targeted to positions in professional series should be targeted to positions at the GS-5 entry level. This permits the intensive development of the high potential employee at the entry level so the employee, once qualified at the GS-5 level, may undertake the same training program as any other GS-5 on the same position.

c. The IDP of any UMP employee targeted to a professional position above the entry level must include all requirements of the training plan/IDP regularly used to develop qualified entry level professionals to the same grade as the UMP target position.

5-3. Mobility

a. Interns. Each NAVSUP Intern who is targeted for a full-performance-level position at Headquarters is required to sign a mobility agreement. Such Interns will not be required to relocate more than twice from entry to placement in the target position. Entry-level professionals hired by field activities will not be required to sign mobility agreements.

b. Others. Geographic mobility is not mandatory except for development under the CMDP. However, functional and organizational mobility is highly beneficial at any phase of one's career and is strongly encouraged. Since those types of mobility often require geographic relocation, geographic mobility is particularly valuable for broadening one's base of experience and is encouraged.

5-4. Mentors. The use of mentors for Cadre members is described in Chapter 6. Mentoring for the CMDP program is described in Chapter 7. Mentors can be valuable for all employees. Activities and Headquarters should encourage mentorship at all levels.

5-5. Rotational Development Assignments. Field activities and Headquarters Deputy Commanders will identify high-potential employees at the GS-9 and above grade levels and develop programs for the interfunctional, interorganizational, intracommand, and intercommand rotation of these employees, as appropriate.

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5-6. Career-Enhancing Assignments. Activities are encouraged to develop local career broadening programs for mid-level employees. Commanding Officers and Deputy Commanders may identify positions which would broaden the backgrounds of mid-level personnel; in such cases, they will also identify the employees who would best benefit from such experiences. To preclude impact on existing ceiling/funding, vacant military billets or permanent civilian positions vacated due to special assignments/detail or extended sick leave, or vacant and under recruitment, may be utilized to provide short-term career-broadening assignments. Another vehicle which can produce broad-based managers is exposure to related occupational series through competitive cross-series training. (See Chapter 4)

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CHAPTER 6

MANAGERIAL CADRE

6-1. Definition. The Cadre is a group of individuals selected competitively and identified as high potential employees for development for senior positions.

6-2. Sources. Cadre members were selected competitively from among all eligible interested full-time NAVSUP employees at appropriate grade levels in the competitive service.

6-3. Objectives

a. Provide highly skilled managerial/executive civilians to meet current and future mission needs.

b. Develop a group of high level managers with experience in multiple supply/logistics functions and/or at multiple NAVSUP activities.

c. Identify high-potential personnel and provide them intensive experience and training opportunities to further develop their capabilities.

d. Provide a means to encourage and assist functional and organizational mobility.

6-4. Benefits. Benefits of CADRE membership include: priority consideration for management, executive, and developmental training; initial consideration for CWI vacancies and other vacancies as requested; personal career advisory services from SUP 09D; priority consideration for developmental assignments; and NAVSUP-wide top-management visibility as a high-potential employee.

6-5. Cadre Assignments

a. Upon notification of selection for Cadre membership, the member along with the immediate supervisor and mentor, prepared or updated an IDP. Emphasis was placed on developmental experience preparing the member for supply/logistics managerial and executive positions. TMDPs provided guidance in determining developmental experience requirements. Cadre IDPs required SUP 09D approval prior to their implementation.

b. Developmental assignments may be provided within the same activity or elsewhere. The length of such

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assignments is negotiable. The IDP will identify specific knowledge/skills desired and possible organizational sources. Individual assignments will be negotiated as specific opportunities arise.

c. Cadre membership expires automatically after three years. (Special transitional entitlements are accorded certain current and former CADRE members as specified in Chapter 7.)

6-6. Cadre Developmental Opportunities Plan. From the IDPs of Cadre members SUP 09D determines desired developmental assignments and develop a single Cadre Developmental Opportunities Plan for all Cadre members. As vacancies occur in managerial/executive positions, the plan is used to identify individuals requiring experience in the position vacated. The names of these individuals will be referred by SUP 09D for career-enhancing assignments. For vacancies in other managerial/executive positions, the Commanding Officer or Headquarters Deputy Commander is encouraged to request SUP 09D to provide a Cadre member to temporarily fill the position while permanent recruitment is underway.

6-7. Mentors. Each Cadre member will have a formally recognized mentor. The concept of a mentor involves a one-to-one confidential relationship between a Cadre member and an experienced manager of executive. The mentor provides guidance and advice based on his or her own operating experience working in the Command, providing information about informal organization and communication networks, and acting as an organizational role model. The mentor can also be particularly useful in providing information essential to the performance of functions in highly judgemental areas. Cadre members will select their own mentors subject to the mentors' concurrence.

6-8. Annual Assessment of Cadre Members

a. This assessment is separate from the annual performance rating system, which remains as before with the Cadre member's first-line supervisor evaluating the Cadre member on performance in his/her permanent job. The assessment in this chapter relates only to the individuals' Cadre experiences and accomplishments. When setting (Merit Pay) performance objectives, the Cadre member and his/her supervisor must recognize that a portion of the Cadre member's time will be spent away from the permanent position. The need for Cadre-related objectives will be determined on a case-by-case basis by the supervisor and the Cadre member, and, if necessary, the mentor. If Cadre-

related objectives are set, the mentor will provide the supervisor a written assessment of the Cadre member's performance on those objectives. When the supervisor and mentor consider it appropriate, the mentor may act as performance rater or reviewer.

b. As the Cadre member completes developmental assignments, a performance appraisal is prepared by the host activity and is provided to the Cadre member, who will provide a copy to his/her mentor and SUP 09D. At least annually, the Cadre member and the mentor will discuss the member's progress toward achieving the overall goals of his/her IDP.

6-9. Resignation from the Cadre. Individuals may resign from the Cadre by sending a letter through their supervisor and Commanding Officer or Deputy Commander to SUP 09D.

6-10. Length of Cadre Membership. Unless a person resigns from the Cadre, enrollment for training and referral purposes lasts three years. (See Chapter 7 for Special Transitional Entitlements.)

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Chapter 7

CORPORATE MANAGEMENT DEVELOPMENT PROGRAM

7-1. Background.

In 1984, the Naval Supply Systems Command (NAVSUP) established a Managerial Cadre Program with emphasis on development of a large number of high-potential supervisors and managers for positions of greater responsibility for directing operations and policy formulation in seven occupational groupings. The CADRE Program provided a framework for the development and career enhancement of well over 500 managers throughout the systems command. Organizational, operational and acquisition work force policy changes in and outside the systems command dictate the need for restructuring of the management development process. Accordingly, the NAVSUP Corporate Management Development Program (CMDP) is hereby established to fulfill the need for continuing high-potential manager development in the future Defense and Navy Department environment.

7-2. Objectives of the CMDP.

- a. Identify the highest potential managers to meet current and future NAVSUP mission needs with full regard to principles of equal opportunity.
- b. Develop a group of highly motivated managers with methodically broadened experience, training, and/or education to meet future business challenges.
- c. Provide highest potential managers rewarding opportunities which enhance their career satisfaction and promote their retention.
- d. Provide a means to encourage and assist functional and organizational cross-training and employee willingness to accept assignments which are personally and professionally challenging.

7-3. Benefits.

Benefits of selection for CMDP include priority consideration for management development, intensive personal career advisory support, NAVSUP-wide top management visibility as a high-potential manager, and, central referral for vacancies at GM 13-15 levels throughout the Systems Command. (See Chapter 9 regarding central referral.)

7-4. Responsibilities For CMDP Administration.

a. Board of Directors

The CMDP is guided by a Board of Directors (BOD) which consists of all NAVSUP Senior Executive Service (SES) members and those Ad Hoc members as the BOD shall designate to assure appropriate career group and field activity coverage. The BOD chair will be selected bi-ennially by simple majority vote of members present. The NAVSUP Director of Civilian Personnel Programs (DCPP) is an Ex Officio member of the BOD. The NAVSUP Command Deputy Equal Employment Opportunity Officer (CDEEOO) is an Ex Officio member of the BOD when BOD deliberations regarding CMDP selection recommendations are conducted. The BOD has the following primary functions:

- (1) Advising the Vice Commander regarding CMDP policy;
- (2) Making final recommendations for CMDP selection to the Vice Commander;
- (3) Periodic monitoring of CMDP member development progress;
- (4) Analyzing civilian utilization issues and programs which relate to the CMDP, as requested by the Vice Commander/Commander;
- (5) Periodically reviewing career group Technical Master Development Plans (TMDP) and the Management Development Plan (MDP) upon which the CMDP builds.

b. Headquarters Program Management

The NAVSUP DCPP is responsible for overall management of NAVSUP training programs, including administration of the CMDP as well as related programs and processes.

c. Activity Heads

NAVSUP Field Activity Commanders establish local procedures which support the objectives and requirements of the CMDP, as well as related programs and processes.

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d. Managers and Supervisors

Managers and supervisors at all levels in the Systems Command encourage participation in the CMDP and execute its requirements.

7-5. Program Coverage.

Full-time competitive service employees of NAVSUP in grades GS/GM 12 through 14 are eligible for membership in the CMDP. The CMDP is intended to guide the development of high potential aspirants for positions at GM 13-15 levels throughout the Systems Command.

7-6. Requirements Determination.

Selections for CMDP will be made annually. The number of members selected over a 3-year period will total approximately 5% of the positions in grades GM 13-15 in the Systems Command, as annually assessed by the NAVSUP DCPD and confirmed by the CMDP BOD; approximately one-third of this number will be selected each year.

7-7. Transitional Entitlements.

Present and former members of the NAVSUP CADRE are encouraged to apply for membership in the CMDP. If not selected for CMDP, current members of the CADRE and those who were CADRE members during the one-year period preceding implementation of this directive will be provided transitional entitlements as follows:

a. CADRE members whose terms expired in July 1990 will be referred for command-wide interest positions systems Command-wide for a period of two years commencing on the effective date of this directive.

b. CADRE members whose term expires in July 1991 will complete their term, including development and referral for command-wide interest positions until July 1991. Thereafter, these members will be eligible only for referral to Command-wide interest positions until July 1993.

7-8. Nomination and Selection Procedures.

Individuals nominate themselves for membership in the CMDP by responding to annual CMDP announcements developed by the NAVSUP DCPD, approved by the BOD, and issued by the servicing personnel office for their activity. Nomination panels established by each activity commander and (for Head-

quarters) the Vice Commander will evaluate the applicants in accordance with a standard crediting plan. The plan will be developed and issued by the NAVSUP DCPD after approval of the BOD. Chairpersons of the ranking panels will provide the top-ranked application(s) to the BOD via the Commanding Officer; the BOD will assign activities a maximum number of candidates for referral for selection consideration. The BOD will further evaluate the referred candidates against an established selection criteria developed by the NAVSUP DCPD with approval of the BOD and Vice Commander and recommend CMDP selections. Selections will be made by the Vice Commander NAVSUP.

7-9. CMDP Member Individual Development Plan.

a. Upon notification of selection for CMDP membership, the member, with his/her immediate supervisor and mentor, prepares or updates an Individual Development Plan (IDP). Emphasis is placed on developmental experience preparing the member for managerial positions at levels above the member's current position. Supervisors have lead responsibility for assuring the timely and adequate preparation of IDPs.

b. TMDPs provide guidance in determining technical requirements for a member's major career field, and for determining broadening developmental experience possibilities in other career fields. The MDP provides guidance in management competency requirements. CMDP members will use appropriate TMDPs and the MDP as guidance in developing their IDPs. IDPs will address developmental assignments in major and related career fields as well as formal classroom training requirements.

c. IDPs require CMDP BOD approval prior to implementation.

7-10. Centrally-Funded Developmental Requirements.

a. Fulfillment of developmental assignments is a characteristic of successful CMDP member participation.

(1) Mobility for the purpose of developmental assignments will be a confirmed pre-requisite for selection for the CMDP.

(2) Developmental assignments may be provided within the member's activity or elsewhere.

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(3) Within a period of 3 years, commencing with selection for the CMDP, each member is expected to complete at least one developmental assignment in or outside the member's activity in a functional area outside the member's major career field; this assignment must be of a minimum of three months duration during which the member will be relieved of his or her regular duties. (This requirement may be satisfied in whole or in part prior to selection for the CMDP.)

(4) The member's IDP will identify specific knowledge/skills desired and possible organizational sources for developmental assignments.

(5) Individual assignments will be negotiated by the member's host activity with the providing NAVSUP organization as individual development needs arise. The NAVSUP DCPD will negotiate developmental opportunities outside of the Systems Command. The BOD will resolve all assignment disputes.

b. During a period of 3 years, commencing with selection for the CMDP, each member is expected to successfully complete a minimum of three core management development courses of at least 40 hours duration each.

(1) One course will consist of subject matter which covers one or more of the competency areas identified in the MDP.

(2) Second and third, more advanced, courses are also required and will be selected based on the particular developmental needs of the member. Courses which involve management of the member's current technical field or functional speciality as their primary emphasis will not satisfy this requirement.

c. Attendance at a NAVSUP Headquarters-sponsored orientation of at least one-week duration is a requirement of successful CMDP program participation. This orientation may be held at NAVSUP Headquarters and/or one or more shore activity or Naval vessel sites and will consist of briefings from senior functional managers and SYSCOM representatives, as well as informational visits to organizations of interest.

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7-11. CMDP Developmental Opportunities Plan.

From the IDPs of CMDP members the NAVSUP DCPD will develop a single, summary CMDP Developmental Opportunities Plan (DOP) for BOD approval and submission as program budget direction from the BOD to the NAVSUP Comptroller. The NAVSUP DCPD will assist the BOD Chair in presentation of the DOP at budget formulation and execution reviews as required.

7-12. Mentors.

Each CMDP member will have a formally identified mentor. The concept of mentor involves a one-to-one confidential relationship between a CMDP member and an experienced manager or executive. The mentor provides guidance and advice based on his or her own operating experience working in the command, providing information about informal organization and communication networks, and acting as an organizational role model. The mentor can also be particularly useful in providing information essential to successful performance in highly judgemental areas. Mentors will be approved by the BOD.

7-13. Periodic Assessment of CMDP Members.

a. Bi-annually, the CMDP BOD will convene to evaluate the progress of CMDP members in achieving goals established in each member's IDP. (At least one of these assessments will coincide with and result in a summary for presentation to Field Commanders' Conferences.) Supervisors will be responsible for providing the BOD with each individual member's progress under his/her IDP, recommending any changes or adjustments in developmental approach, and having approved changes or adjustments recorded in the member's IDP.

b. A CMDP member must maintain a performance rating of record of at least level 4 to continue membership in the CMDP.

7-14. Duration and Conditions of CMDP Membership.

a. CMDP membership expires automatically three years after graduation, i.e., completion of the member's initial IDP. Recompensation is required to maintain continuous CMDP membership.

b. A CMDP member may submit a new IDP at any time following graduation for review and approval of the BOD.

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c. A CMDP graduate is eligible for central referral for GM 13-15 vacancies SYSCOM-wide for three years.

d. The CMDP BOD will review the continuing membership eligibility of any CMDP member promoted prior to completion of an IDP not later than one year following promotion; the decision of the BOD to continue or terminate membership following promotion is final.

e. The BOD may make final decisions to terminate the membership of any CMDP member at any time upon a showing of sufficient cause; reasons for termination include (but are not limited to) refusal/failure to accept or successfully complete a developmental or formal training assignment, misconduct which results in formal disciplinary or adverse action, and, a failure to maintain a performance rating of record of at least level 4 in the member's permanent position.

7-15. Resignation From CMDP.

A member may resign from the CMDP at any time by stating such an intention to the NAVSUP DCPD via his/her mentor and the BOD.

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CHAPTER 8

CIVILIAN MATERIEL PROFESSIONAL PROGRAM

{RESERVED}

CENTRAL REFERRAL PROGRAM

9-1. Central Staffing Policies.

Unless recruitment for the position to be filled is governed by separate NAVSUP or higher level non-discretionary career program directives, all NAVSUP Headquarters and Field positions at GM 13-15 levels are covered by the NAVSUP Central Referral Program (CRP). The CRP provides registers of candidates who are CMDP members and who have successfully completed their IDPs, and members of the NAVSUP CADRE Program who are provided transitional entitlements pursuant to Chapter 7, Paragraph 7-7, of this directive. The NAVSUP DCPD will maintain CRP registers and, upon written request, refer qualified candidates for selection consideration.

9-2. CMDP Member Referral.

Upon completion of the IDP, and approval of the BOD, CMDP members will be eligible for referral to the same or next higher level in those series for which application is made at the time of IDP completion. At that time, the CMDP member will provide the NAVSUP DCPD with a current application on the basis of which the member's qualifications will be determined for referral under the CRP.

9-3. CADRE Member Referral.

CADRE members will be referred for Command-wide Interest vacancies for which they have been determined to be qualified under CADRE program procedures.

9-4. Requesting Referral.

Selecting officials will forward a written request for a CRP certificate before making selection to fill any covered position. The NAVSUP DCPD will immediately have a certificate forwarded or will notify the selecting official in writing that no qualified candidates on the CRP register(s) are available for certification. It is the responsibility of the selecting official and the servicing personnel office for the activity with the vacancy to assure compliance with provisions of the DOD Priority Placement Program.

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9-5. Certificate Utilization.

Selecting officials will consider any candidate(s) referred under the CRP prior to a selection decision to fill a covered position. CRP certificates expire 45 calendar days after the date of the certificate; extensions may be requested in writing by selecting officials and will be granted by the NAVSUP DCPD if justified. The CRP candidate(s) need not be

selected; however, full consideration must be given to candidates on a CRP certificate. If a CRP certificate is not used, the reasons therefor will be briefly annotated on the certificate prior to its return to the NAVSUP DCPD.

9-6. Certification for Reassignment.

Any CMDP graduate may be requested by name for certification for reassignment to a vacancy. The qualifications of the graduate may be waived on the selecting official's specific determination that the graduate is deemed to have the capability to perform the duties of the position and the action otherwise conforms to Office of Personnel Management requirements for such reassignments.

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Chapter 10

EXECUTIVE DEVELOPMENT PROGRAM (EDP)

10-1. Policy. The policy of the Naval Supply Systems Command (NAVSUP) is to foster the continuing professional growth of its Senior Executives and managers. While overall planning and guidance for Senior Executive development is the responsibility of the cognizant Executive Resources Board, NAVSUP will provide for and support the development of individual Senior Executives and managers through the EDP process described in this chapter.

10-2. Objectives.

a. To build on technical, and mid-level supervisory and management development processes covered by the Career Planning Program.

b. To promote accountability, productivity, and performance of Senior Executives and senior managers, and, thereby, command mission capability.

c. To further progress toward equal employment opportunity objectives.

10-3. Coverage. The EDP covers NAVSUP permanent, career SES and GM-15 employees.

10-4. Responsibilities for EDP Administration.

a. The NAVSUP Director of Civilian Personnel Programs (DCPP) will establish management procedures for operation of the EDP, develop an annual EDP Plan, and conduct day-to-day EDP administration.

b. A Board of Directors (BOD) consisting of NAVSUP Senior Executives, and those Ad Hoc members as the BOD shall designate, will guide the operation of the EDP, review and adjust the EDP plan, and periodically monitor progress under the EDP Plan. The NAVSUP DCPP is an Ex Officio member of the BOD.

c. The Vice Commander/Commander NAVSUP, will approve the EDP plan and provide the plan as program budget direction to the NAVSUP Comptroller.

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10-5. Developmental Process.

a. The Management Excellence Inventory (MEI) will be used as the basic assessment instrument for determination of individual and collective development requirements. The NAVSUP DCPD will arrange for continuing administration of the MEI to Senior Executives and GM-15 managers SYSCOM-wide. Tri-ennial application of the MEI will establish a periodic command-wide assessment base line from which both individual and collective developmental requirements will be identified.

b. Attachment B provides examples of MEI assessment documents. Both supervisor and subordinate complete assessments; thereafter, an analysis of results is made available. Supervisors and subordinates then determine approaches to fulfillment of the developmental needs identified.

c. The MEI will be completed every three years by all GM-15 employees SYSCOM-wide. Completion of the MEI by SES personnel is optional. A new MEI should be completed not later than 6 months after any permanent change in position assignment by a Senior Executive or GM-15 manager.

d. Annually, the NAVSUP DCPD will issue a call for the voluntary submission of Individual Development Plans (IDPs) from Senior Executives and GM-15 managers. IDPs should be based on results of the MEI.

e. The IDP will specify the formal training requirements (and probable sources therefor), as well as any developmental position changes, assignments, projects or leadership roles identified for accomplishment.

f. The NAVSUP DCPD will cost out requirements identified in the IDPs and prepare an EDP Plan for the following fiscal year. The BOD will be briefed on the EDP Plan, the command competency assessment, and on any necessary determinations or adjustments in funding priorities.

g. The BOD will make any necessary adjustments in priorities and present the EDP Plan for approval of the Vice Commander/Commander NAVSUP, following which the plan will be forwarded to the NAVSUP Comptroller for funding.

h. Any subsequent changes in the IDPs and/or the EDP Plan which affect overall funding will be submitted to the BOD for resolution.

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10-6. Progress Reviews. The BOD will meet periodically to monitor and review the progress of program participants under approved IDPs. Failure to achieve planned development will be considered in subsequent EDP Plan reviews and may warrant disapproval of support for continuing development.

10-7. Senior Executive Service Career Development.

Department of Navy policy is that participation in executive development programs should be generally once every three to five years, or at the transition between positions. Any Senior Executive who has not attended an executive development course of at least three weeks duration in the previous five years shall be scheduled to obtain such training as soon as possible.

NAVSUP CAREER GROUP COMPOSITION 13 SEP 1990

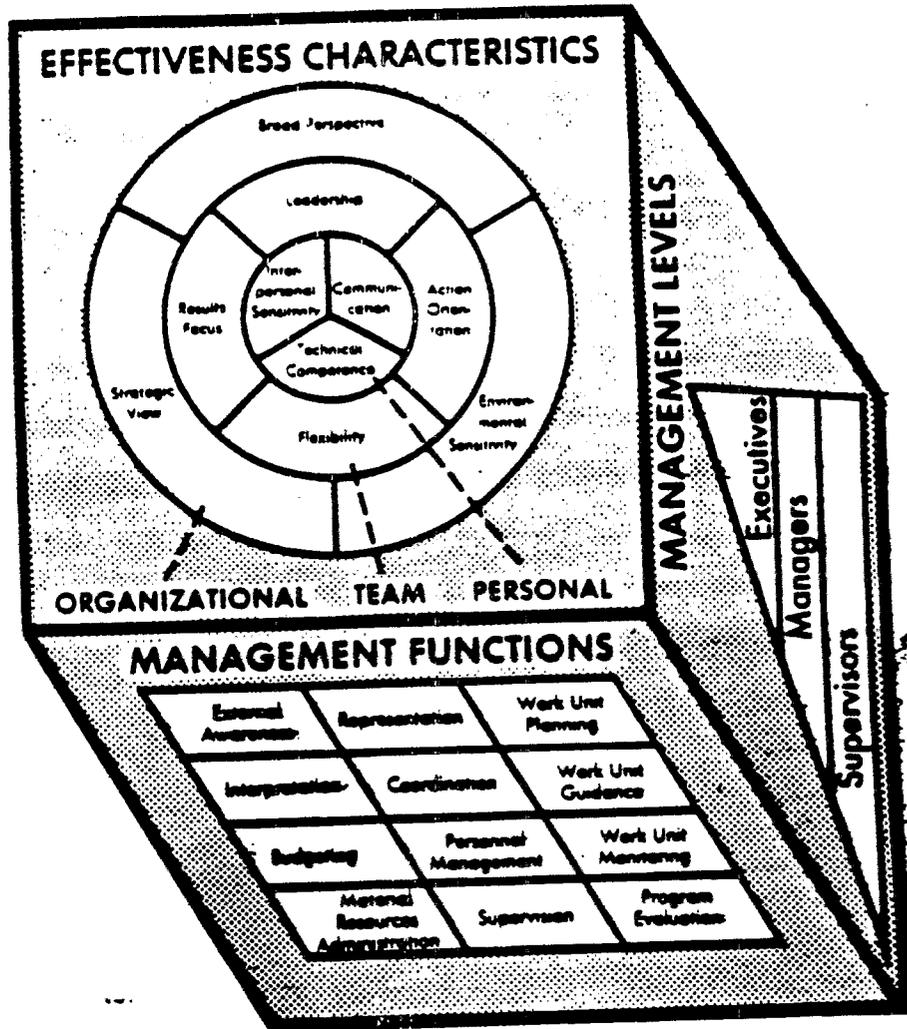
The following NAVSUP career groups were developed for career planning purposes and may not relate directly to occupational group or position-classification series descriptions:

1. Inventory Management - Work concerned with the control of supplies, equipment or other material, including provisioning, requirements determination, and acquisition; source position classification series include GS-1150, 1670, 2001, 2003, and 2010.
2. Physical Distribution Management - Work concerned with basic stock point functions such as receiving, storing, maintaining stock records, inventory accuracy, and issuing, as well as physical distribution planning at stock points and NAVSUP Headquarters. Source position classification series include GS-018, 080, 1104, 1601, 1640, 2001, 2003, 2030, and 2032.
3. Transportation Management - Work concerned with providing transportation services or managing Navy-funded transportation programs; source position classification series include GS-2101, 2130, and others in the 2100 series.
4. Financial Management - Work in accounting, budget administration or other aspects of financial management; source position classification series include GS-501, 504, 510, 560 and others in the 500 series.
5. Contract Management - Work concerned with contracting or procurement; source position classification series include GS-1101, 1102 and others in the 1100 series,
6. Information Systems Management - Work concerned with the design or implementation of computer/automated information systems; source position classification series include GS-330, 332, 334, 335 and others in the 300 series.
7. Supply Program Management - Work that regularly concerns a combination of at least two of the other NAVSUP career groups; source position classification series include GS-346, 1515, 2001 and 2003.

NOTE A general career group is recognized for membership application and development purposes, and consists of personnel not otherwise covered by the career groups above.

The Management Excellence Framework

A Competency-Based Model of Effective Performance for Federal Managers



United States
Office of
Personnel
Management

Office of
Training and
Development

Policy and
Systems
Division

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Overview of the Framework

A Competency-Based Model. Under its guidelines published in FPM Chapter 412 on Executive, Management, and Supervisory Development, in the U.S. Office of Personnel Management (OPM) is responsible for developing and maintaining a competency-based model of effective performance for Federal executives, managers, and supervisors. The Management Excellence Framework (MEF) is that model.

Focus on Managerial Performance. The most critical information needed for successfully designing, implementing, and evaluating career development programs for executives, managers, and supervisors addresses the question of what managers must be able to do to be effective. The Management Excellence Framework (MEF), a research-based conceptual model of managerial performance developed by OPM, consolidates such information for the Federal government. The MEF describes management jobs and managerial performance in a way that distinguishes those elements that are necessary to achieve management excellence—those managerial actions that result in the successful implementation and administration of Federal policies and programs—by focusing on the *who*, *what*, and *how* of Federal managerial performance.

A Descriptive Model. The MEF, a descriptive model, is based on an OPM program of research designed

to identify common tasks and actions required of Federal managers in a wide variety of settings. As the research developed, those common elements were confirmed and grouped into a structure that ultimately became the MEF. To simplify the model, broad categories of tasks and practices were developed.

A Three-Dimensional Model. The MEF organizes its elements along three dimensions:

- Management Functions** covering the “*what*” or content of management work—tasks, roles, and responsibilities;
- Effectiveness Characteristics** describing the “*how*” or style of effective managers—their skills, attitudes and perspectives; and
- Management Levels** indicating the “*who*” of the Federal management team—its executives, managers, and supervisors.

Figure 1 depicts the framework and its component dimensions. The MEF's elements establish a common language that permits meaningful comparisons across the immense variety of Federal management positions. They can also be used to differentiate managers and describe the performance expected of particular individuals or groups in distinctive terms. The framework's elements are always easily translated back into specific competencies.

Agency Use of the Framework

Using the MEF, each agency and field activity can design and implement a career development system for its management team. The MEF was developed to help agencies implement and comply with the guidance in FPM Chapter 412.

Specifically, agencies can:

- Save staff and managerial time that would be required for analyzing the major competencies of individual management positions to establish a competency base for designing, implementing and evaluating appropriate career development strategies for executives, managers, and supervisors.
- Solve the problem of how to understand and structure information about what managers do and to use it for measuring or monitoring the progress of career development efforts and assessing organizational impact.

- Clarify roles and responsibilities within the management team, especially at different levels to identify key career transitions.
- Assess the distribution of management competencies within the management team.
- Surface areas of developmental needs for groups and individuals.
- Identify appropriate developmental approaches to fulfill particular needs.
- Provide a competency-based structure for designing and evaluating training courses and other developmental activities.
- Establish a foundation for comparing management jobs, training needs, and developmental activities across agencies and field activities, so organizations can use each other's program resources and share production costs.

The Management Excellence Framework

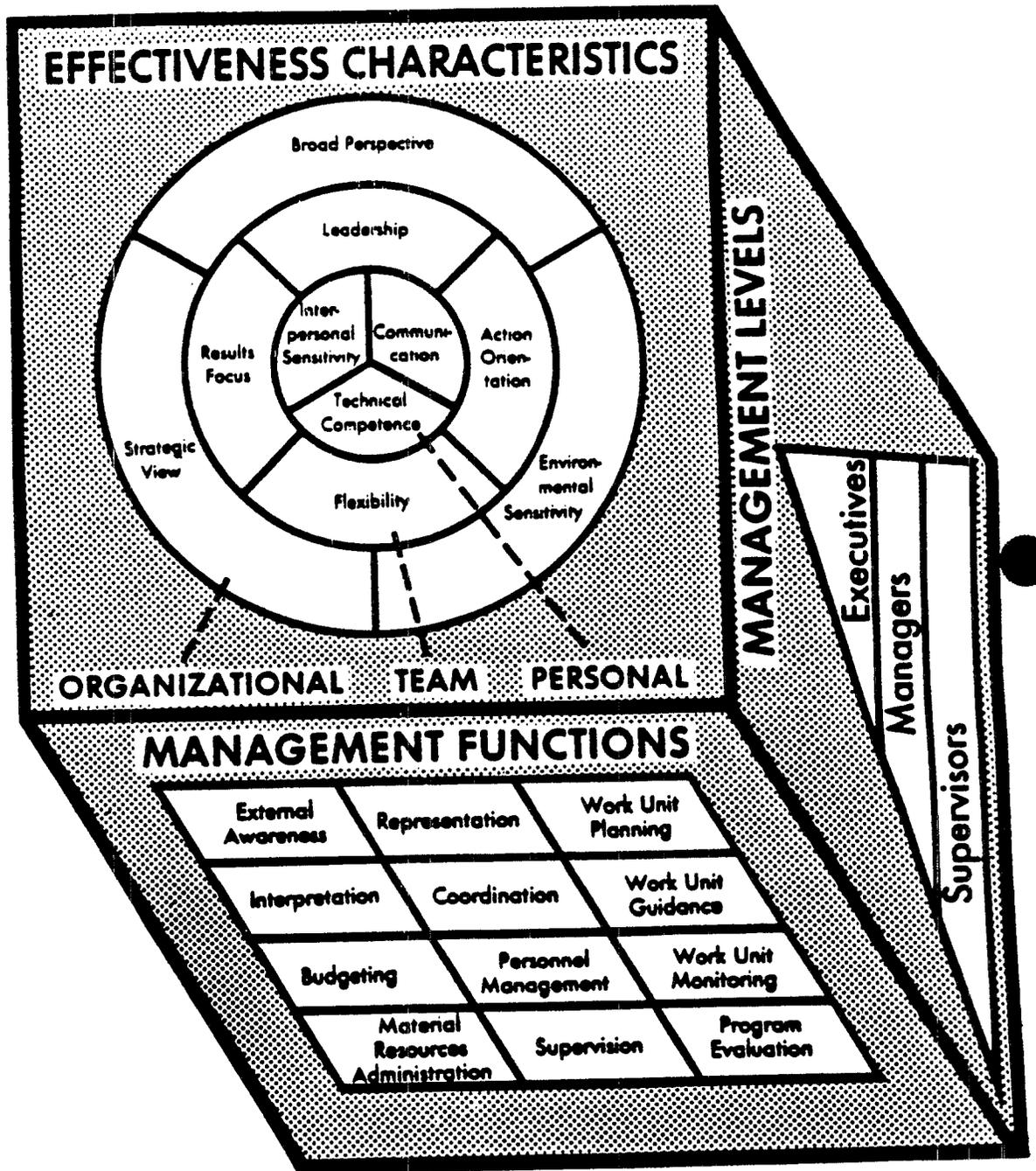


Figure 1

Related OPM Guidance Describing Management Performance

The MEF's description of effective management performance is consistent with OPM policy and guidance published elsewhere with respect to other personnel management functions and purposes. For example, in the general staffing area, materials on both qualification and classification standards reflect the domains of managerial performance the MEF describes. The Qualifications Review Board uses six executive activity or competency areas to certify the qualifications of candidates for initial career appointment to the Senior Executive Service:

- I. Integrating Internal and External Issues
- II. Representing and Coordinating
- III. Planning and Guiding
- IV. Administering Money and Material Resources
- V. Utilizing Human Resources
- VI. Reviewing Implementation and Results

These six competency areas were derived from the same research on which the MEF is based. They correspond directly to pairs of the management functions and also capture the effectiveness characteristics of the MEF.

At the manager and supervisor levels, the *X-118 Qualification Standard Handbook* includes a section on "Supervisory Positions in General Schedule Occupations," which describes managerial and supervisory responsibilities and the abilities and attributes candidates must demonstrate to qualify for supervisory positions in grade GS/GM-15 and below. The position classification standard contained in OPM's *Supervisory Grade-Evaluation Guide* defines and distinguishes the duties and responsibilities of managerial and supervisory positions; the level distinctions made there have been adopted for the MEF. In the performance appraisal area, OPM's publication, *Appraising Managerial Performance . . . Suggested Elements and Standards for Executives, Managers, and Supervisors*, provides generic criteria for common job responsibilities and basic management activities. In each of these issuances, the language used to describe the responsibilities and successful performance of Federal managers is congruent with MEF language and concepts.

Dimensions of the Framework

Management Functions. The first dimension of the MEF describes *what* executives, managers, and supervisors do and comprises twelve general management functions. This dimension covers the content and nature of management work in the Federal sector—executive, managerial, and supervisory (E-M-S) tasks, roles, and responsibilities. Figure 2 defines the twelve management functions.

Effectiveness Characteristics. The second dimension of the MEF describes *how* successful executives, managers, and supervisors perform using skills, attitudes, and perspectives that increase the likelihood of effective performance. Related components of management effectiveness are grouped into ten general effectiveness characteristics. Those ten characteristics are then clustered according to the individual, work unit or organizational performance level for which the management team is responsible and where the characteristics become critical to success. Figure 3 provides the characteristics and their key component skills, attitudes, and perspectives, and shows how they are clustered.

Figure 3's visual representation of these characteristic clusters as concentric circles or rings illustrates an im-

portant point about the relationships among the clusters: the need for these characteristics is generally cumulative as a manager becomes responsible for the performance of larger units. In other words, first-line supervisors must apply their communication skills, interpersonal sensitivity, and technical competence to assure excellent personal performance for themselves and by their individual subordinates. In addition, their actions must begin to reflect the characteristics from the next cluster (or ring, in figure 3) to produce effective work unit performance. Managers must display the characteristics from the two central clusters (personal and team effectiveness) and begin to apply the characteristics that affect the performance of the larger organizations they manage. Finally, executive performance, which explicitly is to be judged against organizational performance criteria, must reflect the full range of effectiveness characteristics.

This dimension of the MEF recognizes that management excellence requires more than just *doing* a set of management functions. It requires *doing them well*. The effectiveness characteristics capture the management styles that distinguish high performing executives, managers, and supervisors.

Management Content Dimension of the MEF

Management Functions

- External Awareness:** Identifying and keeping up-to-date with key agency policies and priorities and/or external issues and trends (e.g., economic, political, social, technological) likely to affect the work unit.
- Interpretation:** Keeping subordinates informed about key agency and work unit policies, priorities, issues, and trends and how these are to be incorporated in work unit activities and products.
- Representation:** Presenting, explaining, selling, and defending the work unit's activities to supervisor, others in the agency, and/or persons and groups outside the agency.
- Coordination:** Performing liaison functions and integrating work unit activities with the activities of other organizations.
- Work Unit Planning:** Developing and deciding upon longer-term goals, objectives, and priorities; and developing and deciding among alternative courses of action.
- Work Unit Guidance:** Converting plans to actions by setting short-term objectives and priorities; scheduling/sequencing activities; and establishing effectiveness and efficiency standards/guidelines.
- Budgeting:** Preparing, justifying, and/or administering the work unit's budget.
- Material Resources Administration:** Assuring the availability of adequate supplies, equipment, facilities; overseeing procurement/contracting activities; and/or overseeing logistical operations.
- Personnel Management:** Projecting the number and types of staff needed by the work unit, and using various personnel management system components (e.g., recruitment, selection, promotion, performance appraisal) in managing the work unit.
- Supervision:** Providing day-to-day guidance and oversight of subordinates (e.g., work assignments, consultation, etc.); and actively working to promote and recognize performance.
- Work Unit Monitoring:** Keeping up-to-date on the overall status of activities in the work unit, identifying problem areas, and taking corrective actions (e.g., rescheduling, reallocating resources, etc.).
- Program Evaluation:** Critically assessing the degree to which program/project goals are achieved and overall effectiveness/efficiency of work unit operations, to identify means for improving work unit performance.

Note: Each management level does not necessarily perform all the aspects of each function as described here.

External Awareness	Representation	Work Unit Planning
Interpretation	Coordination	Work Unit Guidance
Budgeting	Personnel Management	Work Unit Monitoring
Material Resources Administration	Supervision	Program Evaluation

Figure 2

Management Effectiveness Dimension of the MEF

Effectiveness Characteristics

Broad Perspective:	Broad, long-term view; balancing short- and long-term considerations.
Strategic View:	Collecting/assessing/analyzing information; problem identification/ analysis; anticipation, judgment.
Environmental Sensitivity:	"Tuned into" agency and its environment; awareness of importance of non-technical factors.
Leadership:	Individual, group; willingness to lead, manage, and accept responsibility.
Flexibility:	Openness to new information; behavioral flexibility; tolerance for stress/ambiguity/change; innovativeness.
Action Orientation:	Independence, proactivity; problem solving; calculated risk-taking, decisiveness.
Results Focus:	Concerned with goal achievement; follow through, tenacity.
Communication:	Speaking; writing; listening.
Interpersonal Sensitivity:	Self-knowledge and awareness of impact on others; sensitivity to needs/strengths/weaknesses of others; negotiation, conflict resolution; persuasion, selling.
Technical Competence:	Specialized expertise (e.g., engineering, physical science, law, accounting, social science).

Note: Each management level does not necessarily perform all the aspects of each characteristic as described here.

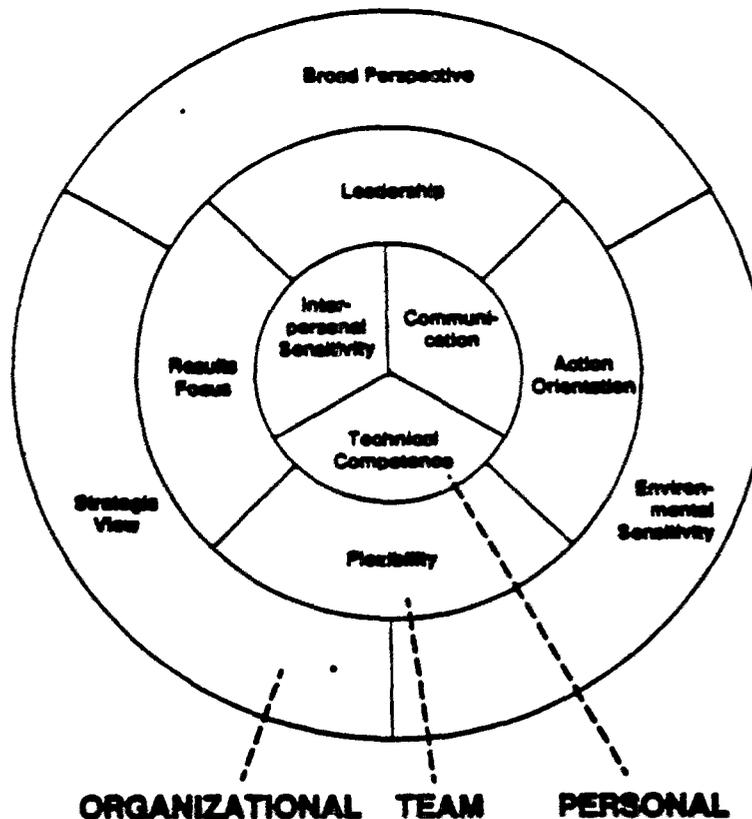


Figure 3

Management Level. The third dimension of the MEF covers who the executives, managers, and supervisors are—three groups or levels of managers whose performance the overall framework describes. The distinctions between levels are made most clearly in terms of differences in the substance of jobs at each level. That is, at higher levels, job duties and requirements change in scope and breadth and not just in their intensity or tech-

nical subject matter. Thus, if a person moves from supervising three people to supervising thirty, but the job still requires only a narrow focus on immediate work unit production, the person is still considered a supervisor. The traditional hierarchical pyramid depicting these groups in figure 4 conveys their supervisor-subordinate relationships as well as their relative numbers.

Management Level Dimension of the MEF

Management Levels

- Executives:** Have the most complex jobs and generally are members of the Senior Executive Service.
- Managers:** Have broader, more complex responsibilities than supervisors; become more involved in coordinating the work of others and dealing with longer-range issues than supervisors; may or may not manage subordinate supervisors.
- Supervisors:** Have first-level responsibility for managing day-to-day operations and carrying out directives from higher management.

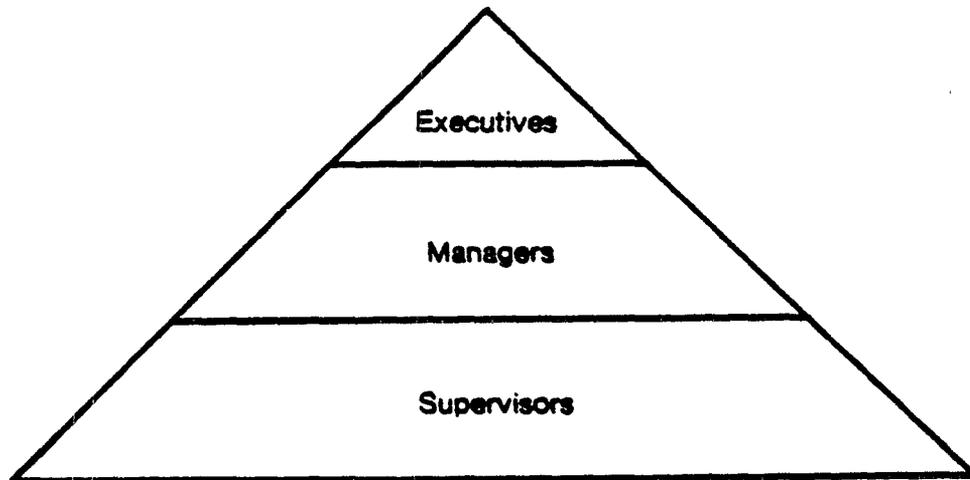


Figure 4

Source of the Framework: The Research Base

OPM's Systematic Research Program. The MEF is the product of a systematic research effort that began in 1978. Its goal was to address the question described earlier concerning what managers must do to be effective. A variety of research methods and sources have contributed to the development of the MEF. Original research on the jobs and roles of Federal managers used a standardized survey instrument and a Governmentwide sample of managers. In-depth critical incident interview studies focused on the performance of several different groups of executives, managers, and supervisors, including individuals identified as superior performers. The research results of other Federal management studies and private sector studies, as well as current private sector theories of management effectiveness, were reviewed carefully for their cross-validation of the findings and directions that were emerging from OPM's data. Subsequent field studies and applications of these results have provided continual testing and validation for the MEF. As a result, the MEF has a solid empirical basis that both demonstrates its consistency with other emerging theories of management competencies and gives it unique relevance for the Federal government.

Research Results Relevant to E-M-S Career Development. A set of research findings from several studies have been integrated and applied to the MEF in a way particularly germane to E-M-S career development concerns. While many factors can be observed and tracked across the elements of the MEF, assessing the *relative importance* of its component competencies for the different groups in the management team is useful in charting the nature and progression of a management career. Differences in importance *within* a level of management help define its particular qualities and demands. Differences in importance *across* management levels provide sharp focus to career transitions by specifying the competencies in which advancing managers must develop new or added proficiency. Figure 5 summarizes a substantial body of research evidence in its display of the relative importance of the ele-

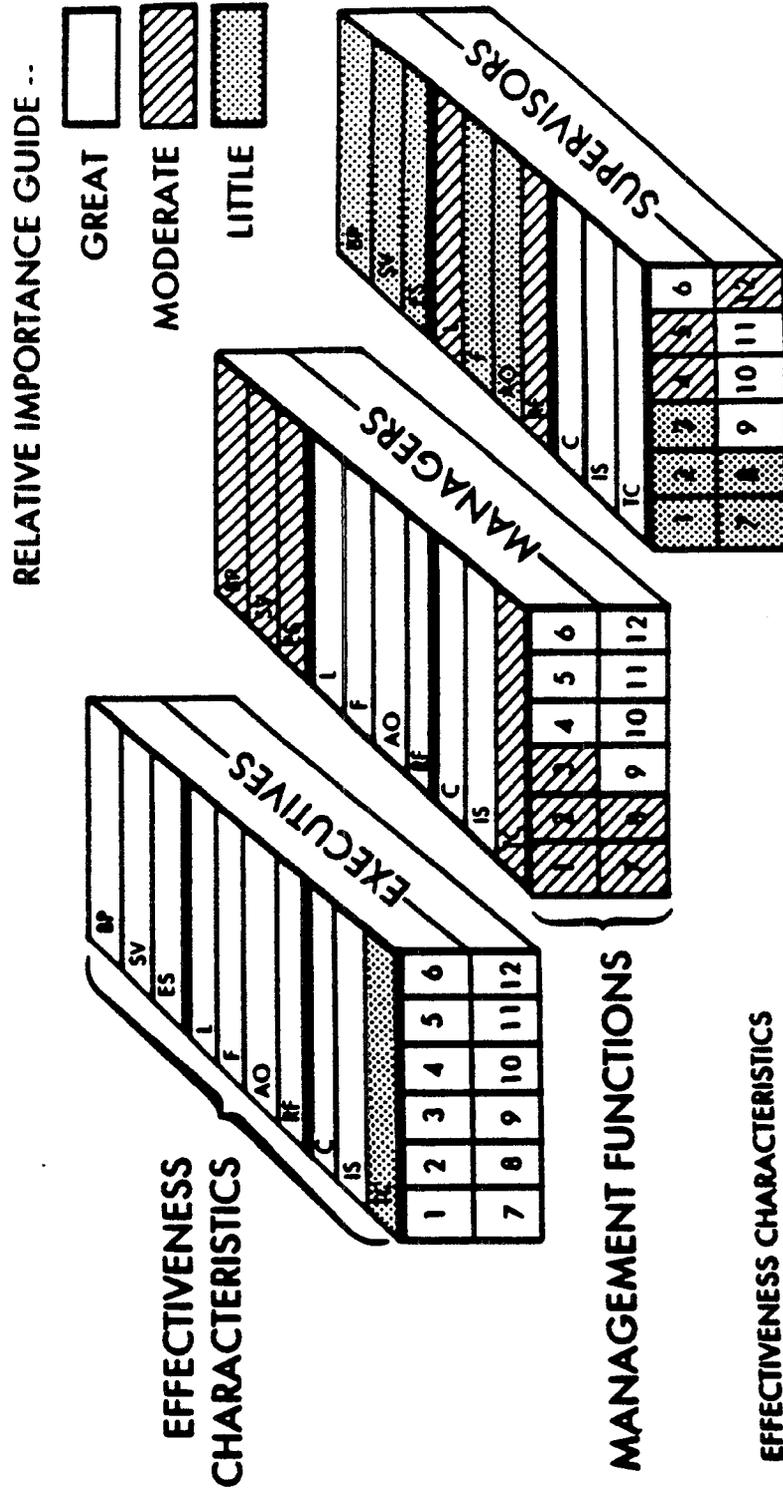
ments of the framework as reported by respondents. Estimates of importance were based on time devoted to an element and the scope and impact of job responsibilities, roles, and functions.

Management Function Importance. As figure 5 indicates, supervisors have the most limited range of management responsibilities. Thus, Management Functions 1, 2, 3, 7, and 8 (see figure 2 for reference) are of relatively little importance; Management Functions 4, 5, and 12 are of moderate importance; and Management Functions 6, 9, 10, and 11 are of great importance. For managers, no management function is of less than moderate importance. This change implies some development of Management Functions 1—5, 7, 8, and 12 upon transition to the manager level. At the executive level, all twelve management functions are judged to be of great importance, given the scope and impact of the responsibilities that these jobs generally have.

Effectiveness Characteristic Importance. The pattern of relative importance of the effectiveness characteristics by level is similar to that of the management functions. As the scope of job responsibilities, roles, and impact increases, a richer variety of skills, attitudes, and perspectives must be displayed for effective performance on the job. The one exception to this pattern occurs with "Technical Competence." For supervisors, technical competence is of great importance since they are usually called upon to make technical judgments daily and often continue to perform a significant amount of technical work. As management responsibility broadens and increases, however, technical details recede in the daily world of managers and executives. They no longer personally perform the technical work and use their other, managerial competencies relatively more as they ensure the effective implementation of policies and programs. Managers and executives use their technical competence and skills in new ways and within the context of a manager's (rather than a technician's) role, principally by directing and evaluating the technical work of others.

Management Excellence Framework

Comparison by Level



- MANAGEMENT FUNCTIONS**
1. EXTERNAL AWARENESS
 2. INTERPRETATION
 3. REPRESENTATION
 4. COORDINATION
 5. WORK UNIT PLANNING
 6. BUDGETING
 7. MATERIAL RESOURCES ADMINISTRATION
 8. PERSONNEL MANAGEMENT
 9. SUPERVISION
 10. WORK UNIT MONITORING

- EFFECTIVENESS CHARACTERISTICS**
- BP .. BROAD PERSPECTIVE
 - SV .. STRATEGIC VIEW
 - ES .. ENVIRONMENTAL SENSITIVITY
 - L .. LEADERSHIP
 - F .. FLEXIBILITY
 - AO .. ACTION ORIENTATION
 - RF .. RESULTS FOCUS
 - C .. COMMUNICATION

Figure 5

Applications of the Framework

Management Excellence Inventory. OPM has developed the Management Excellence Inventory (MEI) questionnaire as a primary tool for translating the general concepts of the MEF to specific management performance in defined organizational settings. Agencies can use the MEI to focus on and compare the distinctive competency requirements for Federal managers at different levels and career stages and in different organizational situations. Its principal use is to identify organizational (as well as specific individual) development needs and strengths. The MEI measures the components of the MEF by breaking them down into specific task and activity statements, which were identified as

part of OPM's larger research program, and uses a system for establishing importance levels that are specific to the organization (or particular jobs). Figure 6 gives an example of how the MEI measures the framework. Because the MEI systematically measures the requirements of the respondents' positions, assessments of development needs are automatically tailored to the unique aspects of each setting. In addition, an agency may add task and action statements as well as demographic questions that are specific to its needs. The MEI is published in two editions, one for executives and managers, and one for supervisors.

How the Management Excellence Inventory Measures Elements of the Management Excellence Framework

An Example:

Management Function

Program Evaluation: Critically assessing the degree to which program/project goals are achieved and the overall effectiveness/efficiency of work unit operations, to identify means for improving work unit performance.

MEI Items

61. *Identify ways to improve the efficiency and effectiveness of work unit operations.*
62. *Critically and realistically assess the overall effectiveness of work unit.*
63. *Use project or job reviews or other evaluation information to improve work unit operations.*
64. *Assess progress toward achieving work unit goals.*
65. *Identify ways to improve work unit procedures, processes, or structure.*

Figure 6

National Management Career Curriculum. OPM develops and maintains a Governmentwide curriculum specifying the management competencies that need to be acquired at each level of management. Particular course offerings and other developmental experiences are keyed to those requirements. This approach, used with a needs assessment process grounded in the MEF, provides significant support for more efficient and effective allocation of E-M-S career development resources throughout the Federal government.

For More Information. Information about OPM training courses and other services relating to E-M-S career development can be obtained by contacting: