U.S. DEPARTMENT OF ENERGY
OAK RIDGE OPERATIONS

Leadership 21 Program Manual

August 2000

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I. Introduction

A. Purpose

The purpose of the Oak Ridge Operations (ORO) Leadership 21 Program is to:

- Identify, recruit, develop, and retain candidates to fill vacancies in future positions.
- Assure that Facility Representatives have opportunities to develop supervisory and managerial competencies.

B. Scope

There are two types (or tracks) of positions that are included in the ORO Leadership 21 Program:

- Managerial-supervisory (i.e., senior managers and middle managers, and first- and second-line supervisors)
- Occupational discipline (i.e., administrative and technical)

The expected outcome of this program is a pool of qualified candidates for critical positions in the two tracks.

The ORO Leadership 21 Program reflects and is consistent with the direction and guidance in DOE O 360.1A, *Federal Employee Training*; DOE M 360.1A-1, *Federal Employee Training Manual*; and applicable Office of Personnel Management (OPM) and Department of Energy (DOE) Human Resources rules and regulations.

C. Background

DOE, through its various workforce initiatives, (such as those described in *Workforce for the 21st Century Plans*, DOE P 426.1, *Federal Technical Capability Policy for Defense Nuclear Facilities*, and *DNFSB Recommendation 93-3)*, has required the field offices to examine their workforce in view of the Department's changing and emerging missions; the need to recruit, reward, and retain high-quality individuals; and the aging of the workforce. Headquarters and the field offices are preparing various strategies to address these issues. One common response has been to formalize the process of succession planning and implementation.

ORO conducted its own workforce analysis and identified numerous positions that will need to be filled over the next five years. The ORO Leadership 21 Program was designed to ensure that future vacancies are filled by qualified candidates prior to the incumbents' departure.

D. Benefits

The ORO Leadership 21 Program is expected to yield the following benefits. The program will:

- Support the retention of corporate knowledge.
- Enhance the integration of organizational capabilities through cross training, rotational assignment, job shadowing and other job exposures in order to build a multidisciplinary workforce.
- Reduce the costs associated with:
  - Replacement of staff by maintaining a pool of qualified candidates.
  - Learning curve of new staff through a more orderly transition.
  - Impact of vacancies on organization by minimizing the time that a position is vacant.

E. Principles

The ORO Leadership 21 Program embraces four significant principles. ORO has made a commitment to:

- Help employees develop to the full extent of their potential and help them achieve realistic career goals that satisfy both ORO and individual requirements.
- Provide highly qualified candidates.
- Fully recognize and use the talents and capabilities of a diverse workforce.
- Ensure equal employment opportunities for all employees regardless of race, creed, sex, religion, age, national origin, sexual orientation, or physical disability.

F. Requirements

The following requirements for the ORO Leadership 21 Program are based on DOE and OPM directives, and input from ORO senior management.

1. The individual development plan (IDP) is the primary vehicle to document an individual's career progression.
2. The identified competencies are used as the target for progression.
3. All technical (as defined in the *ORO Technical Qualification Program Manual*) candidates must enroll in the Technical Qualification Program.
4. Standard ORO and DOE Human Resources and OPM rules, regulations, and practices apply for all program activities.
5. Completion of the Leadership 21 Program activities does not guarantee selection for supervisory and managerial positions.

6. All candidates for the managerial-supervisory track must have been in a journey-level (i.e., top grade in their career ladder) General Schedule Grade 12 (GS-12) or above position for one year before becoming eligible for participation in the program.

7. It is expected that current supervisors and managers will nominate candidates for the managerial-supervisory track; in addition, any ORO staff in GS-12 and above positions, who have met the above eligibility requirement, may self-nominate.

8. It is expected that candidates for managerial or supervisory positions will select competencies from several position descriptions to build into their IDPs, such that they will become qualified candidates for several technical or administrative managerial or supervisory positions.

9. The managerial-supervisory core competencies are fulfilled by completion of only formal coursework and professional certifications. The ORO-specific competencies can be fulfilled by learning activities designed (and documented) by the individual's supervisor and concurred with by the Team Leader, Training and Development Group (TDG).

10. Equivalencies may be used to satisfy the required training block courses and the development activities. Use Attachment 4 for documenting the request. Equivalency justifications for required training must include the course dates and syllabi. Equivalency justifications for development activities must include dates of assignments, supervisors' names, and a description of how the work assignment matches with the development activity. An equivalency requires the next level supervisor-manager to also sign for approval.

11. The nominal time period for completion of the program activities is two to three years.

G. General Responsibilities

The following are the general responsibilities of those individuals who are involved in the development and implementation of the ORO Leadership 21 Program.

- Senior Management
  - Pledge to support and implement the program
  - Serve as assessors, mentors and trainers
  - Encourage employees to participate
- Diversity Manager
  - Serves as assessor, mentor, and trainer
- Division Management
  - Serve as assessors, mentors, and trainers
- Human Resources - Personnel and Management Analysis Branch (PMAB)
  - Conduct workforce analyses
  - Serve as trainers
- Human Resources - TDG
  - Develop and coordinate training and development activities
  - Maintain the ORO Leadership 21 Program records
  - Serve as trainers
- Line Management
  - Nominate candidates
  - Serve as assessors, mentors, and trainers
- Union Leadership
  - Participate in the workforce analyses
  - Encourage participation in the program
- Employees
  - Declare intent to participate
  - Self-nominate

H. Other Workforce Development Programs

1. Technical Leadership Development Program (TLDP)

The DOE TLDP is designed to provide a continuous supply of diverse highly skilled, technically competent personnel to meet DOE's current and future technical staffing needs. Specific attributes and requirements of the TLDP are published in a guidebook by the Federal Technical Capability Panel. The TLDP overlaps the ORO Leadership 21 Program and may be used to fulfill applicable requirements of the occupational discipline career path of the ORO Leadership 21 Program.

2. Recent College Graduate Program (RCGP)

The ORO RCGP is an entry-level program designed to identify well-qualified candidates for ORO employment, provide a comprehensive training and development program during the employee's first two years of employment, and support affirmative action goals. The recent college graduate is any entry-level person hired into a two-grade interval position at GS-5, GS-7, or GS-9 in occupational disciplines (specified in the ORO Workforce Analysis), where grade eligibility is primarily based on education. The RCGP is one of the methods that can be used to enroll in the occupational discipline career path.

I. General Enrollment and Completion

The following steps describe the general process for enrolling and completing the managerial-supervisory and occupational discipline career paths ORO Leadership 21 Program. The subsequent sections address the specific career paths and corresponding actions for participants and their supervisors. See Attachment 1 for a participant checklist of actions.

1. The employee will sign a Declaration of Intent (Attachment 2a or 2b) to either participate now, or defer for a later time, and forward the form through his or her supervisor to TDG for action.

2. The Declaration of Intent initiates TDG's establishing a database for designating those participating employees.

3. Participating employees will review the core training requirements and the professional development recommendations for their career path, and make a list of training needed to support their development. Note that the managerial-supervisory career path has five distinct parts:
   - Required training block
   - Professional development activities
   - Core competencies
   - ORO-specific competencies
   - Assessment center

And the occupational discipline career path has three parts:

- Required training block
- Professional development activities
- Occupational discipline competencies

4. Participants in the occupational discipline career path will generally select most of their competencies within their job area (i.e., intradiscipline) and some competencies outside their job area (i.e., interdiscipline), for example, a human resources (HR) specialist may select competencies in the procurement discipline.

5. The participants will discuss the proposed training and development assignments, if any, with their supervisors and add mutually agreed upon requirements to their IDPs. The supervisor and participant will prioritize the training and development requirements, begin addressing how to best complete the requirements, and draft a schedule for completing the requirements.

6. The participant and the supervisor will sign the IDP and forward a copy to TDG.

7. TDG personnel will screen the IDPs and incorporate the requirements into the annual needs assessment. Where there are high-density needs and sufficient available funds, TDG will provide the courses and/or activities locally.

8. TDG personnel will provide advice and assistance to the participants and their supervisors regarding training and development activities. Similarly, PMAB will provide advice and assistance to the participants and their supervisors regarding personnel policies and practices, including job rotation and temporary details.

9. The participant will submit a statement to the supervisor indicating when required activities have been completed (Attachment 3) or when requesting a training equivalency (Attachment 4). The supervisor will review the completion or equivalency documentation and validate it with an approval signature. An equivalency requires the next level supervisor-manager to also sign for approval.

10. Participants in the managerial-supervisory career path shall apply for the assessment center early in the program.

11. When the managerial-supervisory participant completes the assessment center, the resulting feedback should be factored into the participant's IDP.

12. As appropriate and practicable, a mentor should be designated for each managerial-supervisory participant. Those who have completed the ORO Leadership 21 Program may volunteer to serve as mentors for new participants.

13. When the managerial-supervisory participant completes all of the requirements of the program, the participant shall request that an oral board be convened. The request will be processed through the supervisor and TDG. The participant presents his or her development program to the board, highlighting the components of the program, how the skills and knowledge learned have been applied on the job, and presenting the special project completed as part of the professional development activities portion of the program. The oral board does not conduct a formal examination, but rather, provides feedback to the participant.

14. TDG personnel will enter training and development completion dates into the appropriate TDG database, and issue completion certificates when the participant has completed all requirements of the program.

II. Managerial-Supervisory Career Path

A. General Information

See Appendix A for the Managerial-Supervisory Career Path Flowchart.

1. Enrollment

GS-12 and above positions may enroll in the program, provided they have met the eligibility requirement.

2. Core Competencies

ORO has identified those core competencies that prospective managers and supervisors are expected to attain. The following competencies are based on the OPM Executive Core Qualifications (ECQs), similar competencies used at other DOE sites, and ORO's analysis of leadership qualities. See Attachment 5 for suggested topics that may fulfill the core competencies. Note that some of the core competencies will be satisfied by completion of the required training block.

1. Integrates appropriate environmental, safety, and health concerns and sensitivities into accomplishing the mission.
2. Positively influences peers, subordinates, and managers to a given course of action or in a given direction.
3. Adapts to a changing or new situation.
4. Makes a decision and takes actions to ensure its accomplishment.
5. Visualizes the appropriate conclusion to a project and works until the end has been met.
6. Communicates orally and in writing in a clear, succinct, persuasive, nonoffending manner. Listens for both material and emotional content, and responds appropriately.
7. Accurately gauges another's sensitivity and/or emotional state and responds in a manner to convey information while lessening tension.
8. Values and works with people who are culturally diverse.
9. Identifies customers needs and expectations and works in a manner that best provides for their needs without jeopardizing the missions and goals of the organization.
10. Demonstrates ethical behavior. Is honest and forthright in interactions.
11. Interprets policy, procedures, laws, and the political climate to accomplish work goals.

12. Positively represents the organization to a variety of audiences to include DOE Headquarters (DOE HQ), oversight organizations, partnering organizations, political representatives, the media, and community activities.

13. Simultaneously coordinates a variety of work activities and programs both within the work unit and also cross-organizationally.

14. Prepares, monitors, and implements a budget relating to work activities.

15. Identifies and secures material resources necessary for work accomplishment.

16. Manages personnel to include identifying occupations and skill mix required to support the work, initiating personnel actions, developing position descriptions, interviewing and selecting employees for vacant positions, and developing staff competencies.

17. Supervises employees to include assigning work, monitoring work performance, providing feedback to employees on work performance, providing performance appraisals and interim appraisals, recommending awards, and taking adverse actions, as necessary.

18. Monitors projects and programs to ensure they are completed in an efficient, effective, customer service-oriented manner.

19. Assesses or evaluates a program to determine its effectiveness.

3. ORO-Specific Competencies

As part of the ORO Leadership 21 Program, each prospective or incumbent manager-supervisor is required to attain the following ORO-specific competencies.

1. Demonstrates a general knowledge of the basic operations and processes for ORO facilities.

2. Demonstrates a general knowledge of ORO's business operations and practices, including the Baldrige criteria.

3. Demonstrates a general knowledge of ORO's human resources operations and practices.

4. Demonstrates a general knowledge of the emergency management systems and programs at ORO.

5. Demonstrates a general knowledge of ORO's safety requirements, programs, and responsibilities for the oversight of contractors.

6. Demonstrates a general knowledge of ORO's environmental management policies and practices.

B. Development

1. Required Training Block

The following courses (or their equivalents) are required for completion of the Required Training Block of the managerial-supervisory portion of the ORO Leadership 21 Program. The course hours are shown as a guideline if an equivalency is requested. The competencies that are satisfied by these courses are annotated after each course.

1. Human Resource Management Skills for Supervisors and Management - 24 hours (Competencies 16 and 17).

2. Integrated Safety Management - 2 hours of related training (Competency 1).

3. Making Your Point: Achieving Clear Concise Presentations (for supervisors and team leaders) - 16 hours (Competencies 6 and 12).

4. Team Building - 8 hours of related training (Competency 13).

5. Understanding Project Management: Breaking the Code - 24 hours (Competencies 14 and 18).

6. Coaching to Increase Productivity - 16 hours (Competency 2).

7. Performance Excellence Criteria - 2 hours (Competency 19).

2. Professional Development Activities

1. Complete the professional development module:

   - Write a position description.
   - Prepare evaluation performance criteria and participate on an Environment, Safety, and Health; Integrated Safety Management; or Business Management Oversight Process evaluation team.
   - Prepare a work plan, write an assessment report, or lead a cross-organizational team.
   - Serve as acting supervisor.
   - Become qualified as adjunct instructor, and present a lesson.
   - Perform one-on-one coaching.
   - Write a crediting plan.
   - Participate on a rating and ranking panel.
   - Serve as acting division director.
   - Interview a prospective job incumbent.
   - Brief DOE/HQ personnel or media.
   - Prepare and present a briefing to Senior Management.

2. Select and complete a special project that is related to managerial-supervisory activities at ORO.

3. Complete selected interdisciplinary competencies.

A worksheet is provided in Attachment 6 to assist managerial-supervisory candidates in tracking their completion of specific program requirements.

C. Assessment Center (Refer to Appendix B for a description)

On a periodic basis, TDG personnel will administer an assessment center that measures the managerial-supervisory competencies, which have been determined to be fundamental for managerial-supervisory positions within the organization. The assessment will provide valuable feedback to the participant and supervisor. Assessment evaluators are charged with providing an objective, fair, and accurate review of the participant's performance of the competencies.

D. Continuing Development

Complete selected interdisciplinary and managerial-supervisory competencies through training and other development activities such as rotations, shadowing, lateral transfers, cross-training.

E. Oral Board

Prior to the awarding of a completion certificate, the participant shall present his or her development program to an oral board. The participant presents an "oral defense" of the program that includes a discussion of the program components, how the learned skills and knowledge have been applied on the job, and the results of the completed special project.

The purpose of the oral board, which is composed of senior and line managers, is to provide feedback to the participant, rather than to conduct a formal examination. This way, the participant has an opportunity to advertise his or her capabilities to a group of senior managers.

This requirement may be fulfilled by a presentation of the participant's program at a Senior Management meeting.

III. Occupational Discipline Career Path

A. General Information

See Appendix C for the Occupational Discipline Career Path Flowchart.

Any employee may enroll in the program.

1. Candidacy

There are three primary methods by which candidates are identified for the Occupational Discipline Career Path.

- Recent College Graduate Program (RCGP). The RCGP is an entry-level program designed to identify well-qualified entry-level candidates for employment, provide a comprehensive training and development program during the employee's first two years of employment, and support affirmative action goals.

- The Technical Leadership Development Program (TLDP). The TLDP is designed to provide a continuous supply of diverse highly skilled, technically competent personnel to meet DOE's current and future technical staffing needs. The program is contingent on Headquarters and local funding and direction.

- Self-identified. A self-identified candidate must possess requisite entry-level knowledge or aptitude for the discipline.

2. Competencies

The competencies (from published standards) for the technical, HR, contracting, and financial disciplines can be found at the following Internet addresses:

- Technical: http://cted.inel.gov/cted/qualstd.html
- Human Resources, Contracting, and Financial: http://www.opm.gov/qualifications/

B. Enrollment

Refer to the general enrollment and completion processes discussed earlier in Section I.I.

C. General Development

The program uses a focused IDP coupled with rotational assignments and help from an experienced and knowledgeable mentor to develop candidates faster than the traditional approach. As appropriate, the candidate and supervisor will make arrangements for a suitable mentor. Also, it is expected that participants' supervisors will coordinate rotational assignments and similar development activities with the PMAB.

1. Required Training Block

The following topics, or their equivalents, are required for completion of the common required training for all in the technical, HR, contracting, or financial disciplines in the occupational discipline career path of the ORO Leadership 21 Program.

- ORO site and mission familiarization
- Integrated safety management (ISM) principles and practices
- General Employee Training (GET)
- Familiarization with DOE technical, HR, contracting, and financial duties and responsibilities
- Contractor oversight duties and responsibilities—a familiarization

With the exception of GET, these topics can be fulfilled by attendance at the course addressing the managerial-supervisory ORO-specific competencies (see ¶ II.A.3 above) and the ISM course shown in ¶ II.B.1 above.

2. Professional Development Activities

Professional development activities may include:

a. Completing identified intradisciplinary competencies.
b. Completing identified interdisciplinary competencies.
c. Completing rotational assignments, a minimum of 90 days to a recommended 6 months.

3. Other Recommended Activities

Other activities that would be documented on the IDP may include:

a. Completing ORO-prescribed training.
b. Completing OJT or development activities, as indicated in the RCGP handbook.
c. Participating in appropriate professional organization conferences and workshops.
d. Participating in a field office or headquarters orientation tour.

D. Position/Discipline-Specific Development

Complete selected intradisciplinary and interdisciplinary competencies that are tailored to rotational and similar assignments.

E. Outcomes

A person completing the occupational discipline career path requirements has two options:

a. Remain in the occupational discipline career path, maintaining and improving one's skills and knowledge.

b. Apply for the managerial-supervisory career path.

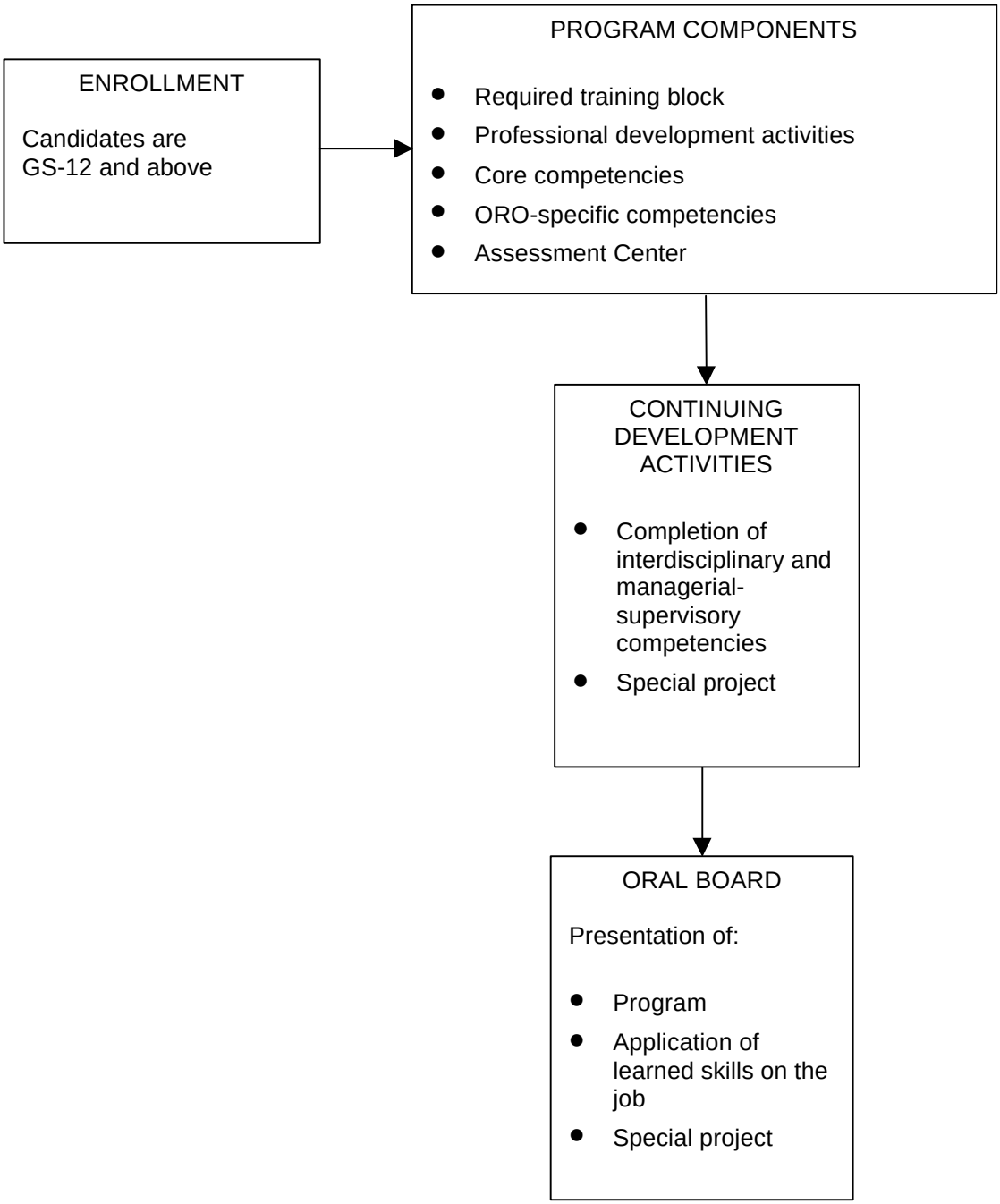
IV. Program Evaluation

The effectiveness of the ORO Leadership 21 Program is reviewed every three years. As necessary, the program is updated.

V. Records

All records of participation in the ORO Leadership 21 Program are filed with the individual's IDP in the Training Center. These records are maintained in accordance with Training Center practices and with the guidance in DOE M 360.1A-1.

Appendix A
Managerial-Supervisory Career Path Flowchart

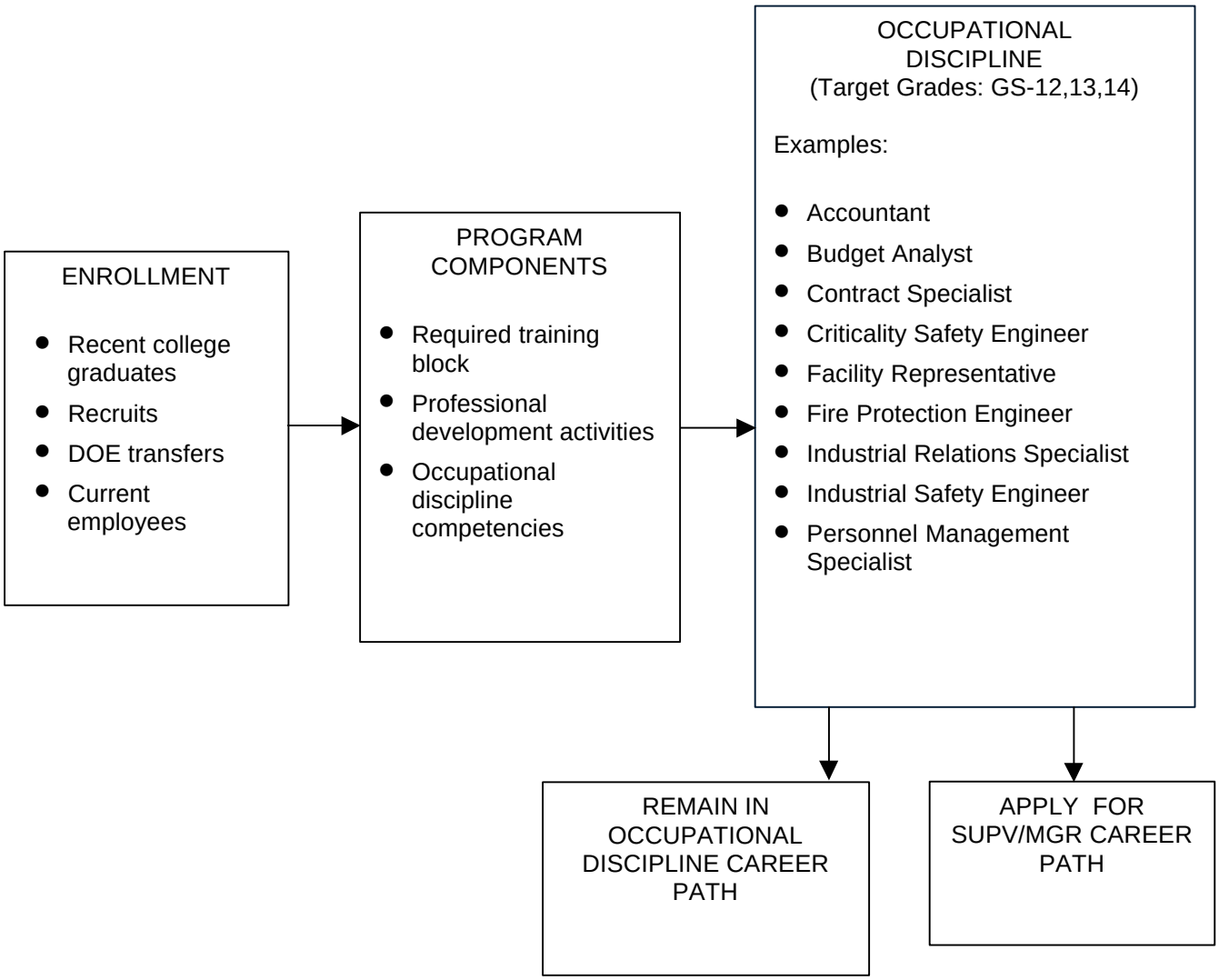


Appendix B
Assessment Center Description

Assessment Center Elements:

1. Assessment Center activities are limited to 12 participants.
2. The class is divided up into groups or teams.
3. Groups stay together for all exercises.
4. Groups present their results of the exercises to the other groups.
5. Each group is debriefed by an assessor at the end of each exercise.
6. Evaluations will be administered throughout the Assessment Center process.
7. At the end of the Center activities, feedback (in strengths and weaknesses) is given to participants, who share this with their supervisors for use in their IDPs.

Appendix C
Occupational Discipline Career Path Flowchart



Attachment 1
Participant Checklist of Leadership 21 Program Actions

Date	Action
_____	Submitted Declaration of Intent form.
_____	Reviewed required competencies with my supervisor.
_____	Reviewed the required training block with my supervisor.
_____	Reviewed required and optional development activities and identified a completion method.
_____	Identified courses and learning activities to fulfill the required (core and ORO-specific) competencies.
_____	As appropriate, added interdisciplinary competencies to my IDP (with approval of my supervisor).
_____	Prepared a tentative program completion schedule with my supervisor.
_____	Completed the Assessment Center (managerial-supervisory candidates only).
_____	Updated my IDP based on Assessment Center feedback (managerial-supervisory candidates only).
_____	Completed the required training block.
_____	Completed all professional development activities.
_____	Completed all core competencies (managerial-supervisory candidates only).
_____	Completed all ORO-specific competencies (managerial-supervisory candidates only).
_____	Completed all intradisciplinary competencies.
_____	Completed all interdisciplinary competencies.
_____	Completed my presentation ("oral defense") of my program to the oral board (managerial-supervisory candidates only).
_____	Completed all program requirements and received certificate of completion.
_____	Identified, with my supervisor, program elements, or activities as continuing training and development needs/reinforcement/refresher on my IDP.

Note: At any time, please do not hesitate to request assistance from TDG.

Attachment 2a
Declaration of Intent Form
Managerial-Supervisory Career Path

To: Jim Vosburg, Team Leader, Training and Development Group, AD-443

From: _____ (Participant)

Subj: _____

Date: _____

The Oak Ridge Operations (ORO) Leadership 21 Program is designed to train and develop GS-12s and above in managerial and leadership competencies required for managerial and supervisory positions. Participants are expected to complete the training and development activities of the program.

To assist the participant in tracking the program requirements, the Training and Development Group (TDG) will establish a database that tracks the participant's progress in completing the required program activities. Additionally, the database will reflect the results of the assessment centers. It is anticipated that the feedback from the assessments will be used to develop training and development strategies to best enhance the participants' talents and to minimize any identified deficiencies.

Program requirements and processes are described in the ORO Leadership 21 Program Manual. Participation in the program does not guarantee promotion.

I elect to participate in the Managerial-Supervisory career path of the ORO Leadership 21 Program.

_____

Participant's Signature Date

_____

Concurring Supervisor's Signature Date

Attachment 2b
Declaration of Intent Form
Occupational Discipline Career Path

To: Jim Vosburg, Team Leader, Training and Development Group, AD-443

From: _____ (Participant)

Subj: _____

Date: _____

The Oak Ridge Operations (ORO) Leadership 21 Program enhances and expands the training and development opportunities for employees in occupational disciplines. (See Appendix C of the Leadership 21 Program Manual for a graphic of the occupational discipline career path.) This is achieved, as appropriate, with completion of the required training block, and development options. Participants will be expected to complete the approved training and development activities of the program.

To assist the participant in tracking the program requirements, the Training and Development Group (TDG) will establish a database that tracks the participant's progress in completing the required program activities.

Program requirements and processes are described in the ORO Leadership 21 Program Manual. Participation in the program does not guarantee promotion.

I elect to participate in the Occupational Discipline career path of the ORO Leadership 21 Program.

_____

Participant's Signature Date

_____

Concurring Supervisor's Signature Date

Attachment 3
Form to Document Completion of Program Activities

To: _____ (Team Leader, TDG)

Thru: _____ (Immediate Supervisor)

From: _____ (Participant)

Subj: _____

Date: _____

I have completed the required program activity or developmental assignment indicated below. My supervisor's signature above indicates that I have satisfactorily fulfilled the following program activity or assignment. Please ensure that it is added to my program database.

Activity	Date

Developmental Assignment	Date

Please contact me at _____ if you have any questions regarding this submittal.

_____
Participant's Signature

Attachment 4
Equivalency Request Form

To: _____ (Team Leader, TDG)

From: _____ (Participant)

Subj: _____

Date: _____

I am requesting an equivalency for _____.
Required training or development activity

The following justification is provided to support this request. (Note: Only formal coursework can be used as an equivalency for the required training block courses.)

Course or Activity	Date

Submitted by:

_____
Participant's Signature

Approved:

_____
Immediate Supervisor/Manager

_____
Next-Level Supervisor/Manager

Attachment 5
Suggested Learning Topics for Managerial-Supervisory Competencies

The following is a suggested list of learning topics (corresponding to the core managerial-supervisory competencies) that are not included in the required training block. It is recommended that during the IDP process, the courses are screened and matched to the professional development needs of the manager or supervisor candidate. Note that the ORO-specific managerial-supervisory competencies are fulfilled by supervisor-participant-designed learning activities tailored to the participant's job and career path.

Competency 1. Integrates appropriate environmental, safety, and health concerns and sensitivities into accomplishing the mission.

Environmental Laws and Regulations
RCRA
Clean Air Act
Clean Water Act
Price-Anderson Amendments Act

Competency 2. Influences peers, subordinates, and managers to a given course of action or in a given direction.

Negotiation Skills
Listening Skills
Clear Writing Through Critical Thinking
Coaching to Increase Productivity
Communicating for Results
Constructive Conflict Resolution
Team Leadership Essentials
Understanding Human Behavior

Competency 3. Adapts to a changing or new situation.

Change Management

Competency 4. Makes a decision and takes actions to ensure its accomplishment.

Problem Solving
Management Analysis
Management Techniques
Supervision and Group Performance
Program Planning and Analysis

Competency 5. Visualizes the appropriate conclusion to a project and works until the end has been met.

Management Analysis
Management Techniques

Strategic Planning
Leadership: Change, Challenge, and Empowerment

Competency 6. Communicates orally and in writing in a clear, succinct, persuasive, nonoffending manner. Listens for both material and emotional content and responds appropriately.

Negotiation Skills
Media Relations
Clear Writing Through Critical Thinking
Grammar and Usage Workshop
Listening Skills

Competency 7. Accurately gauges another's sensitivity and/or emotional state and responds in a manner to convey information while lessening tension.

Listening Skills

Competency 8. Values and works with people who are culturally diverse.

Multiple training courses and events sponsored annually.

Competency 9. Identifies customers needs and expectations and works in a manner that best provides for their needs without jeopardizing the missions and goals of the organization.

Total Quality Management
Customer Service Orientation
Service Excellence
Strategic Planning

Competency 10. Demonstrates ethical behavior. Is honest and forthright in interactions.

Annual Ethics Training

Competency 11. Interprets policy, procedures, laws, and the political climate to accomplish work goals.

Management Analysis
Benchmarking

Competency 12. Positively represents the organization to a variety of audiences to include DOE HQ, oversight organizations, partnering organizations, political representatives, the media, and community activities.

Negotiation Skills
Media Relations

Competency 13. Simultaneously coordinates a variety of work activities/programs both within the work unit and also cross-organizationally.

Time Management
Listening Skills
Effective Work Delegation
Facilitating Work Teams
Benchmarking
Re-engineering
Supervision and Group Performance

Competency 14. Prepares, monitors, and implements a budget relating to work activities.

Introduction to Federal Budgeting
Performance-Based Management Contracting
Federal Appropriations Law
Contract Law
Contract Officer Representative
Life Cycle System Management

Competency 15. Identifies and secures material resources necessary for work accomplishment.

Resource Acquisition Workshop
Contracting and Procurement Workshop

Competency 16. Manages personnel to include identifying occupations and skill mix required to support the work, initiating personnel actions, developing position descriptions, interviewing and selecting employees for vacant positions, and developing staff competencies.

Advanced Human Resource Management
Interviewing Techniques
Advanced Recruiting and Interviewing
Effective Supervision Seminar
Personnel Mediation
Alternate Dispute Resolution
Negotiation Skills
Mentoring Employees
Violence in the Workplace
Myers-Briggs Workshop

Competency 17. Supervises employees to include assigning work, monitoring work performance, providing feedback to employees on work performance, providing performance appraisals and interim appraisals, recommending awards, and taking adverse actions, as necessary.

Same as listed in 16.

Competency 18. Monitors projects/programs to ensure they are completed in an efficient, effective, customer service-oriented manner.

Evaluation/Assessment Techniques
Practical Statistics
Performance Measurement

Competency 19. Assesses or evaluates a program to determine its effectiveness.

Evaluation/Assessment Techniques
Management Analysis
Decision Making
Analytical Thinking
Basic Statistics
Performance Excellence Criteria (Baldrige)

Attachment 6
Program Completion Worksheet for Managerial-Supervisory Candidates

Competency or Development Activity	Date Completed	Comments
Core Competencies:		
Core Competency 1		
Core Competency 2		
Core Competency 3		
Core Competency 4		
Core Competency 5		
Core Competency 6		
Core Competency 7		
Core Competency 8		
Core Competency 9		
Core Competency 10		
Core Competency 11		
Core Competency 12		
Core Competency 13		
Core Competency 14		
Core Competency 15		
Core Competency 16		
Core Competency 17		
Core Competency 18		
Core Competency 19		
ORO-Specific Competencies:		
ORO-Specific Competency 1		
ORO-Specific Competency 2		
ORO-Specific Competency 3		
ORO-Specific Competency 4		
ORO-Specific Competency 5		

Competency or Development Activity	Date Completed	Comments
ORO-Specific Competency 6		
Required Training Block:		
1. Human Resource Management Skills for Supervisors and Management		
2. Integrated Safety Management		
3. Making Your Point: Achieving Clear Concise Presentations (for supervisors and team leaders)		
4. Team Building		
5. Understanding Project Management: Breaking the Code		
6. Coaching to Increase Productivity		
7. Performance Excellence Criteria		
Required Development Module:		
1. Write a position description.		
2. Prepare evaluation performance criteria and participate on an Environment Safety and Health, Integrated Safety Management, or Business Management Oversight Process evaluation team.		
3. Prepare a work plan, write an assessment report, or lead a cross-organizational team.		
4. Serve as acting supervisor.		
5. Become qualified as adjunct instructor, and present a lesson.		
6. Perform one-on-one coaching.		
7. Write a crediting plan.		
8. Participate on a rating and ranking panel.		
9. Serve as acting division director.		
10. Interview a prospective job incumbent.		
11. Brief DOE/HQ personnel or media.		
12. Prepare and present a briefing to Senior Management.		

Competency or Development Activity	Date Completed	Comments
Special Project:		
Selected Interdisciplinary Competencies:		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		