

INVESTMENT IN LEADERSHIP

SUCCESSION PLANNING
IN THE
NATIONAL PARK SERVICE

DEPARTMENT OF THE INTERIOR
JULY 1993



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FOREWORD

It is not an easy task for leaders to find their successors among those who have the potential to lead but do not know it, and among those who would like to lead but feel left out. Equally hard is the task of foreseeing challenges yet to come, and at the same time develop leaders with the right competence to meet them. What a formidable task then it is to do all three: find and grow new leaders, fit them with the right skills, and set direction toward what we know is an increasingly complex and undefined future.

We offer this succession planning concept as the basis for developing leadership as we shape the goals of the organization. One cannot be done without the other. The challenge is change, so we must define leadership potential and decide on managerial and executive competencies to make change happen, and complete the planning to achieve them. It is our organizational strategy. Let us work together in a disciplined, unselfish way and do it.

Roger G. Kennedy
Director

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DEVELOP SUCCESSION PLANNING MODEL FOR THE NATIONAL PARK SERVICE THAT WILL HELP SENIOR MANAGEMENT IDENTIFY, DEVELOP AND SELECT MANAGERS TO MEET FUTURE NEEDS.

INTRODUCTION

The main goal of a National Park Service Succession Planning strategy is to help meet the Service's needs for management skills and work force diversity by the end of this century. To accomplish this goal, the Service must implement and integrate management processes for the projection, identification, assessment, development, and selection of highly qualified candidates to replace expected losses among our cadre of managers.

While this study is concerned with projecting managerial replacement needs, it should not be viewed in isolation but as a significant linking element to other processes in a comprehensive career management program.

This study will serve as a foundation for the basic career management elements of identification, development, and selection. To assure the integration of these important elements, it is imperative that the management practices used to select future leaders are in accord with the essential elements of this concept. This means that while the regions have the delegated capability of making career management decisions affecting their respective work forces, their actions must have an inter- rather than an intraregional focus to remove any artificial barriers in developing candidates who will meet the long-range manager, supervisory and executive skills needs of the Service as a whole.

Employees need to be encouraged to compete for assignments and developmental opportunities which cross regional, occupational and functional boundaries if the Service is to develop a well-rounded core of candidates for future supervisory/managerial/executive positions.

We strongly believe that there should be a basic organizational framework under which Succession Planning should operate if it is to be successful. Essential elements of this framework include:

ESSENTIAL ELEMENTS

1. MANAGEMENT COMMITMENT AND INVOLVEMENT

The Succession Planning concept must be management-driven if it is to succeed in meeting the future

needs of the Service. While Human Resources Offices can provide the administrative structure and support for the planning process, they should not be viewed as the principal proprietors of the program. Success of the program requires the personal leadership of the Director and the involvement of his top management staff, including the Deputy Director, Regional Directors, and Associate Directors. This involvement does not mean hands-on program administration—this is the role of support offices. However, candidate identification, assessment, and development must have the continuing personal attention of top management. The Director also must make sure that there is accountability among top managers. The bypassing of established guidelines will cause management actions, especially selections for management positions, to lose credibility and the support of the work force.

2. INTEGRATION OF STRATEGIC PLAN AND MANAGEMENT SUCCESSION PLAN

Presumably, a National Park Service Strategic Plan will exert long lasting influence in all of the Service's future operating needs including the kinds of management characteristics required to meet such needs. All of the influencing factors need to be identified, described, and tied to Succession Planning to provide compatibility between new directions and the management skills which will be needed. In addition, we also believe that there should be a separate human resources management strategy which comprises all factors affecting the work force including employment and on-the-job quality of life.

The human resources strategy is to include issues identified in the Vail Agenda, new needs generated by the redirection of the Service's mission, new studies, and other evolving programs resulting from Government wide reforms.

3. ORGANIZATIONAL CULTURE/VALUES/MISSION

One of the major strengths of the Service is its organizational culture and values. These represent a long tradition of service and concern for the protection of the resources by employees willing to make personal sacrifices to support the Service's mission. New, immediate, and long-range requirements to meet the major goals, which assure that the Service attracts skills for the future and that it reflects the country's population diversity, may conflict with this

culture. For example, the need for new skills and work force diversity may require the external recruitment and advancement of relatively new employees into the specialist, supervisory and managerial ranks. This may appear as a poor management practice to on-board, long-term employees who have made a career investment to the Service and who may perceive that they are being bypassed by new employees. Consequently, Succession Planning efforts should provide that new entrants into the Service work force be highly qualified and bring with them skills and capabilities not readily available within the current work force.

4. ATTENTION TO DIVERSITY

As the national demographics continue to evolve, we need to create a management team that mirrors the cultural diversity of the population as a whole. The Service needs to focus increased efforts toward incorporating women and minorities into its work force, particularly at the middle and higher grade levels in the organization.

Senior management must make a commitment to learn to manage diversity, to promote a representative work force and to facilitate this initiative. This includes selecting women and minorities for management positions and other higher level positions as well as increasing the pool of management candidates. "Glass Ceiling" and other similar barriers and practices should be identified and eliminated. Strategies should be developed to recruit women and minorities and to include them in developmental opportunities, including training programs, details, work groups and shadowing assignments. Mentoring and sponsorship programs will also facilitate and enhance the development of potential leaders.

To strengthen commitment, managers should be trained and offered incentives. On the other hand, managers who are derelict should be held accountable for their actions and appropriately sanctioned. Progress toward achieving a balanced work force should be monitored through the performance appraisal process.

5. MANAGEMENT DEVELOPMENT

A planned approach that develops and strengthens the managerial competencies of the Service's future leaders would be made within the context of Strategic Planning.

Based on the results of an assessment process and career counseling, a variety of developmental experiences and training will be identified and documented for each employee.

Experiential assignments should be given empha-

sis augmented as appropriate by such other activities as shadow assignments, participation on task forces and special projects, management readings and cross functional developmental assignments. All program participants must participate in a formal mentoring program.

6. MANAGEMENT COMPETENCIES, ASSESSMENT AND SELECTION

As a primary element of a Succession Planning strategy, the Service will need to formalize and project the characteristics and competencies its managers will need to meet future mission challenges. To do this, there will be a need to research and select effective tools available in the Federal and the private sector to identify, assess, train and develop potential candidates. If tools are not available, adequate, or compatible with the skills and organization's cultural needs, then the Service must invest in the development or modification of programs tailored to its requirements.

We cannot emphasize strongly enough that the selection process must be based on a career management blueprint established in advance and fully communicated to employees. When we establish career paths and if employees wish to advance within these career paths, there will be certain requirements for candidates and selecting officials. These requirements may comprise competition for and acceptance of developmental assignments, participation in training activities, career mobility and the willingness of candidates to accept positions for which they have been prepared for and which meet the organization's skills needs.

7. HUMAN RESOURCES FUNCTIONAL SUPPORT

While the principal responsibility for Succession Planning rests with management, the human resources functional support must provide the basis on which good program decisions will be made. An important aspect is to provide good administrative support in helping management articulate needs, procure appropriate assessment instruments, administer and monitor the assessment process. This support also includes communications and guidance to employees, the development of administrative tools to implement programs, assistance with other related administrative requirements, management reports and evaluative feedback.

A key aspect of this support, however, is that there is a valid demographic data collection and analysis system to provide the basic information on skills and diversity needs for planning purposes. This analysis should be provided to management on a periodic

basis for decision making, expansion, deletion or modification of program planning to meet any changing situations. Such data can be very useful to

plan for needed resources to implement programs and to provide advice and assistance to management on alternatives and needed changes.

RELATIONSHIP TO OTHER PROGRAMS

Succession Planning should be viewed as a staffing or human resources strategy rather than simply a mechanism for projecting manager vacancies. A good plan includes an active, continuing participatory process that draws from many sources for its success. As discussed, top management support is essential, but its effectiveness is predicated on the contributions of all parties affected and the use of all available human resources programs.

Strategically, the operations of a succession program should draw support and integrate the results of other programs on a short- and long-range basis. For example, the Intake and Cooperative Education Programs should be viewed as long-range contributors to Succession Planning. Consequently, selection

into such programs should be with the view that they will provide a source for future management candidates. Strengthening of training and development programs for first-line supervisors and managers should also be carried out to develop a core of highly qualified managers to fill immediate and future needs.

This means that the Service needs to establish, support, and strengthen other contributory programs that deal with processes such as candidate assessment, mentoring, merit system, affirmative action, special employment programs, budget, counseling, and most important, employee identification, selection, supervisory training, and management development.

PROGRAM LEADERSHIP AND RESPONSIBILITIES

Any Succession Planning program, as with any successful human resources program, must be the property of major decision-making elements of the organization, each contributing to its operation and effectiveness. Under no circumstances should it be considered a self-implementing program which is the sole responsibility of the human resources offices. To assure continuity and validity, the program must be supported by management, supervisors, employees, and staff offices. These roles are proposed in concept in this section and are in no way all-inclusive.

—*Director*

The Director provides personal support for Succession Planning as an important part of career management that includes identification, assessment, development, and selection of candidates to managerial positions. The Director will also encourage the top management staff to support the goals and policies of Succession Planning to meet the future skills and diversity needs of the Service. There must be assigned accountability among managers who are personally involved in the monitoring of all activities including resource support, development of policies and procedures and organizational planning which supports career progression.

—*Leadership Succession Planning Board*

The Board, chaired by the Deputy Director and staffed by selected management representatives on a rotating basis, will serve as the linchpin between Succession Planning and the proposed selection to park management and other managerial positions. Its principal role is to monitor the overall effectiveness of the functioning of the Service's Succession Planning components. The Board will provide oversight so that the essential elements of Succession Planning are inherent in such processes as planning for future skills needs, work force diversification efforts, and management development activities.

The Board will also provide guidance to field management and planning so that Succession Planning efforts are properly funded and supported. One of its most important roles, however, will be to provide continuing attention and nurturing of the processes of candidate identification, development, and selection to establish a highly qualified source from which to meet future management needs.

—*Associate Directors*

Top management presence and direction is a must in the respective occupations over which they have staff supervision. For example, the Associate

Director, Natural Resources, has oversight over disciplines related to science and natural resource management and should provide significant input on the monitoring of these occupations. This involvement should be concerned with the organizational environment where positions exist which support park, regional, and national programs.

To carry out this oversight, top management needs to be aware of specific occupational demographics and keep current on trends affecting the occupation whether they be caused by changing program emphasis, new programs, reorganizations, new occupational guidance or any internal and external policy decisions. This oversight does not imply direct or indirect supervision of employees. Supervision is clearly the direct responsibility of field managers. By oversight, however, we mean to monitor and be involved in processes affecting the entry of highly qualified candidates into the occupation, training and development of specialists and supervisors, and Servicewide planning to meet future skills and management needs.

—*Regional Directors*

Regional Directors play a key role in the identification and development of the future leaders for the organization.

Such development can be broken down into three primary categories: employee training, supervisory training, and management development. Employee training is defined as providing employees with the technical and communications skills required to perform their job as effectively and efficiently as possible. Supervisory training programs include providing first-line supervisors with the skills and abilities to perform their job as well as programs for individuals with high potential that need to be prepared to assume supervisory positions. Management development is the development of existing supervisors to assume higher level positions in the organization. This would include the Senior Executive Service candidate program as well as an Executive Potential program for individuals already in supervisory positions.

As a part of the identification and development of individuals, Regional Directors are responsible for allocating sufficient resources to accomplish this task.

Once specific resources have been allocated to the identification and development effort, Regional Directors need to have significant involvement in the selection of individuals for developmental assignments as well as any assessment process utilized to determine whether such individuals will be success-

ful in such a developmental program. Mentors need to be assigned to each program participant to provide close assistance and guidance. Frequent and continued monitoring of progress needs to be another requirement of the program. Developmental assignments, details, and work group participation are other aspects of an effective developmental program that will require specific interest and attention of the Regional Director.

In the past, two areas where developmental programs have not received the attention necessary to ensure full success are: 1) communications and feedback to those individuals who have been or should be eliminated from a developmental program because of performance and/or interpersonal skill deficiencies or other factors, and 2) efforts put forth to effect a placement action upon successful completion of the program that is commensurate with the abilities and skills the employee has learned in the program.

Lastly, the role of the Regional Director in this process is a continuing one, calling for the establishment of an organizational climate that encourages creativity, risk taking, and innovation, and encourages employees to achieve their full potential. They also need to provide employees with the quality of life amenities that makes the National Park Service a desired place of employment. Management skills, concern for the employee, and marketing of our organization will take on expanding roles in our future organization.

—*Regional Human Resources*

The intensity of the Offices' leadership and involvement will vary somewhat based on the degree to which planning is centralized or decentralized.

Program administration responsibilities should include both program planning and program development components. The Regional Human Resources Office could provide input to central program management and data results which are applicable to each of the regions. Deviation in work force demographics may be more easily explained at the regional level, e.g., significant age variances in urban work force or in regions with high turnover with more opportunities to hire new employees. The Offices working with Position Management Review Boards can augment strategic organizational planning and projections by assisting management to identify the numbers and types of positions in target organizations (5- to 10-year projection). This assessment could project the areas of professionalization, program shifts, and numbers of managers needed to support the target organization.

Communications responsibilities need not be limited to distributing information to supervisors and staff typically associated with distributing announcements but should be broadened to promoting the overall program. One excellent way to accomplish this is to provide frequent feedback to the field and central office program managers of program accomplishments.

The Office can provide needed leadership in employee counseling. Quality career counseling of management development candidates will typically enhance participant professional growth and increase retention. The Office can also provide counseling leadership by coordinating counseling efforts which includes supporting management in the selection, assignment, and training of management mentors at the regional level, providing oversight and monitoring of counseling activities.

—*Regional Equal Employment Opportunity Offices*

Equal Employment Opportunity Offices need to play a key role in the Succession Planning effort of moving toward a management team that mirrors the nation's cultural diversity. Each Office should collect and analyze work force data to determine the adequacy of candidate pools. It should identify systemic barriers to a representative managerial work force and provide leadership in developing strategies to overcome barriers. The Office can also assess the impact the National Park Service organizational culture has on attracting and retaining women and minorities in management positions. After all the analysis, assessment, and study, the Office must work with central and field management through the affirmative employment planning process to: (1) open up the system, (2) change the organizational environment where it is not supportive of cultural diversity, (3) eliminate institutional barriers, (4) build quality, diverse candidate pools, and (5) increase the representation of women, minorities, and persons with disabilities in applicant pools and in managerial positions.

—*Regional Position Management Review Boards*

Position Management Review Boards are in an excellent position to provide program input in the Succession Planning process. Their experienced knowledge of the organization, functions, and needs should be a source of information for planning purposes in designing long-range target organizational structures.

The Boards would consider Servicewide career management concepts in planning organizational, occupational, and grade structures. They, in coordination with other staff support offices, would pro-

vide advice and assistance to operating officials on work organization and duty assignments to support mission accomplishment and concepts such as the establishment of career progression patterns. These boards would also provide advice on establishing developmental and entry-level positions to meet future skills needs and work force diversity.

Position Management Review Boards serve a very important function when it comes to Succession Planning. These Boards should be intimately involved in the entire process from assessment to final placement.

—*Budget Office*

A commitment of staffing and financial support for the Succession Planning Concept is essential. The ongoing, programmatic nature of succession planning suggests an annual base funding for the program. A base increase request proposing funding and staff allocations should be developed at the earliest opportunity.

Front end involvement of WASO Budget Offices staff will help streamline the funding process; moreover, involving senior budget staff in program design and development will augment the integration of Succession Planning with strategic planning and budget planning, and will broaden the “ownership” base to include these pivotal administrative personnel.

Potential program elements requiring staff and funding support from a central office source might include: personnel services; travel, tuition, and materials; and contracted services such as assessment centers.

—*Supervisors*

Succession Planning participants often find that the effectiveness, productivity, and tone of their individual developmental experiences depend in large part on the interest, attitude, and commitment of their immediate supervisor(s).

Formal, academic training is secondary to experiential development in successful, full range succession programs. Primary developmental experience will occur as on-the-job training guided by the immediate supervisor, who will bear significant responsibility for ensuring the developmental assignments are carried out in the manner intended by framers of the program. Accordingly, as much care and thought should be given to selection of initial assignments and first-line supervisors as to the selection of program participants themselves. Supportive developmental relationships achieved through quality supervision will be a crucial, “make or break” condition of program success.

Sound employee appraisal data will be particularly important to honest and accurate evaluation of program participants’ developmental progress. As program implementers working closest with individual program participants, immediate line supervisors will possess a superior vantage point from which to provide realistic criticism and firsthand analysis of both the program’s curricular framework, and the employee’s success within that framework.

Ideally, supervisors will develop an informal mentor relationship with participants, advising on social, technical and management skills, assisting with identification of strengths and weaknesses, offering career planning advice and counsel, and suggesting approaches in the resolution of work-related problems. Moreover, first-line supervisors can assist program participants in the achievement of developmental objectives by setting goals, providing advice and assistance in the attainment of goals, and by giving timely and constructive performance feedback.

Working to foster a cooperative, participative management atmosphere will ensure that program ownership extends down to line supervisors. Line supervisors responsible for subordinate participants must have a voice in setting objectives and conditions. A team approach to development, execution, and evaluation will create commitment and belief in the succession process among those most directly involved.

—*Employee Development Division*

Sound management Succession Planning must consider both formalized developmental programs for individuals showing great potential and short-term developmental programs for incumbent managers. Successful managers and executives come from both groups

To produce the kinds of developmental programs or opportunities needed to support succession planning, the following must be in place:

1. An Executive Resources Board composed of executive-level employees to act as a board of directors for the developmental programs to assure that they agree with the goals, objectives and mission of the organization, and to assure support (money and other resources) for the developmental programs. The Leadership Succession Planning Board could assume this role.

2. Periodic assessments to identify where the greatest developmental needs exist.

3. Establishment of long-term and short-term training and developmental programs to meet identified needs.

4. Establishment of a method for evaluating and assessing the success of the developmental programs

in meeting the organization's needs and the individual's needs.

5. Establishment of policies to institutionalize the management development plan for the Service.

Among the various elements of developmental programs, consideration will be given to: (1) mentoring; (2) Individual Development Plans; (3) individual assessments; (4) selection criteria and procedures for long-term programs; (5) placement at the conclusion

of the programs; (6) followup on individual careers.

The most critical need in establishing the management development portion of a succession program is management's commitment in allocating adequate funding and personnel. WITHOUT FUNDING, ADEQUATE PROGRAM PERSONNEL, AND MANAGEMENT'S INTEREST IN THE EFFORT, THE CONCEPT WILL NOT SUCCEED.

CAREER PROFILE OF SUPERVISORS (GS)/MANAGERS (GM)

The chart below provides an overview of white collar supervisory personnel at the first line supervisory and second managerial levels and above. A closer study needs to be made of this group to develop major goals such as reducing the average age levels of General Schedule supervisors (GS-12 and below), increasing their educational credentials and strengthening minority and female representation.

Since this group provides the main source of recruitment for managerial and executive positions, factors affecting the high average age and low average years of service will need special efforts to correct which may include increasing career mobility and educational credentials.

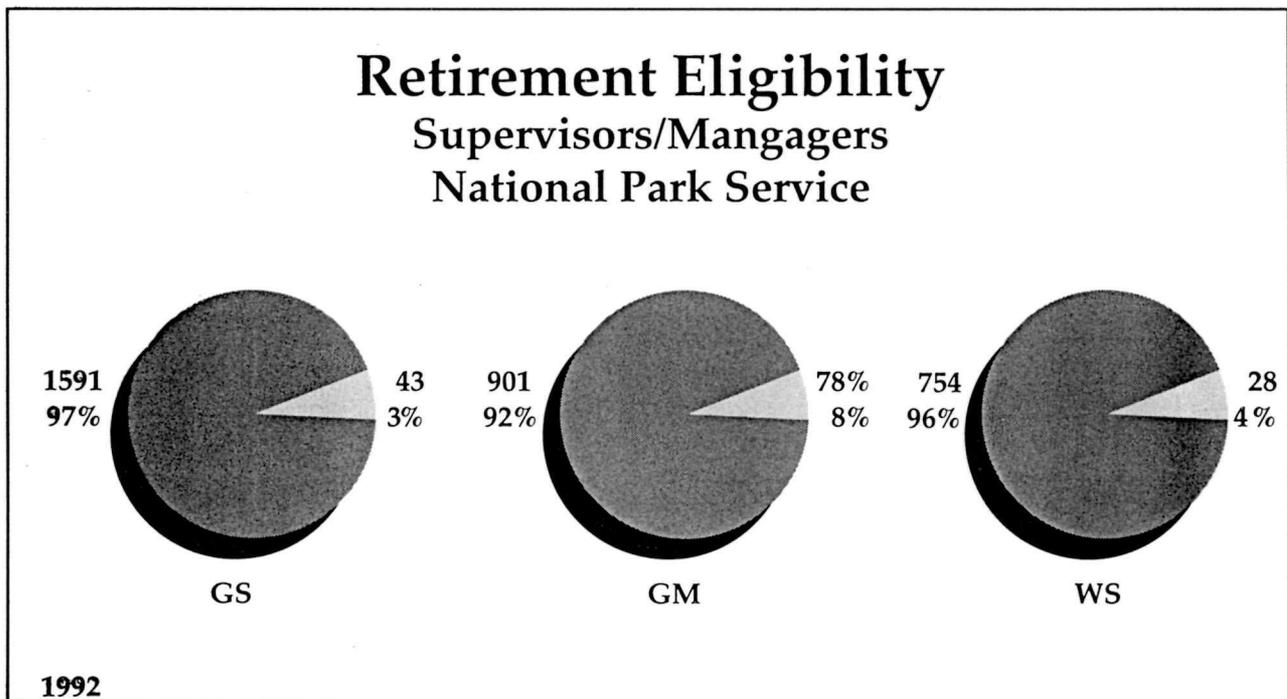
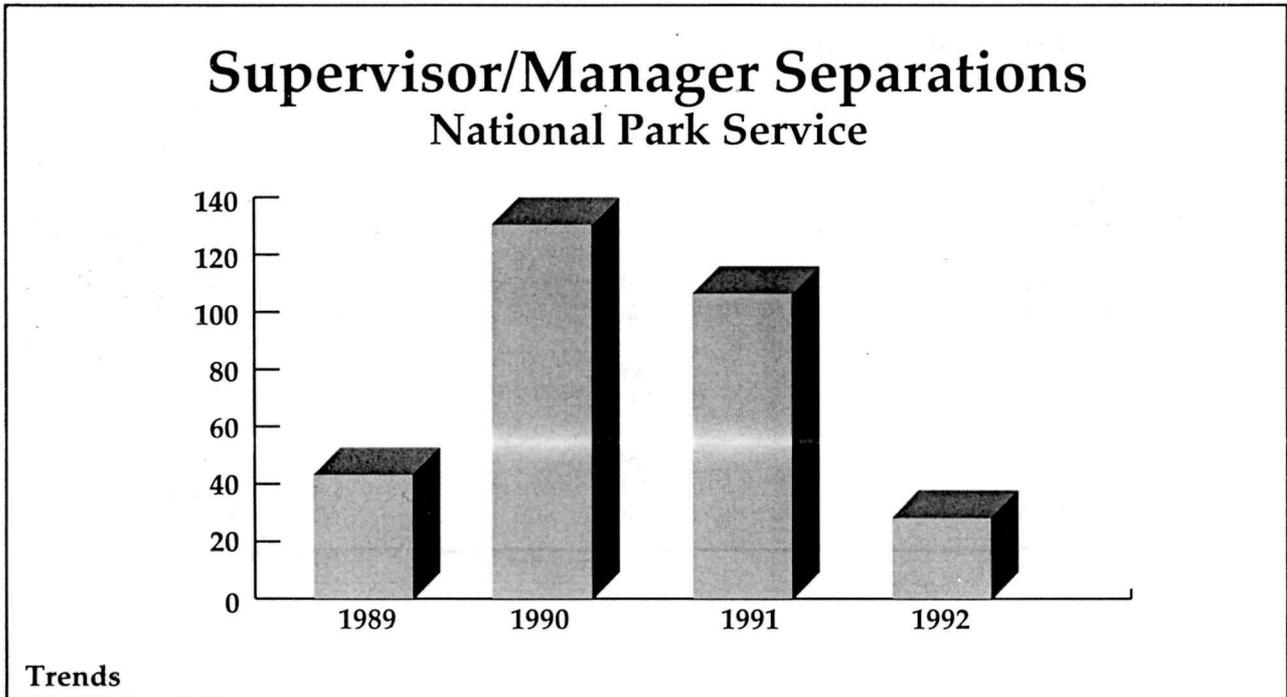
TOTAL GS/GM SUPERVISORS 2,540		
	GS SUPERVISORS	GM SUPERVISORS
TOTAL	1,639	901
AVERAGE YRS OF SERVICE	17	23
AVERAGE GRADE	10	14
AVERAGE AGE	49	43
AVERAGE EDUCATION	3 YRS COLLEGE	POST - BS/BA
MALE	1,181	759
FEMALE	458	142
MINORITY	199	96

SUPERVISORY LOSSES - 1994-2000

A review of supervisory losses in the past 4 years does not reveal a predictable trend to project future losses. For example, losses in 1992 were only 23 percent of those experienced in 1990 as indicated in the chart below.

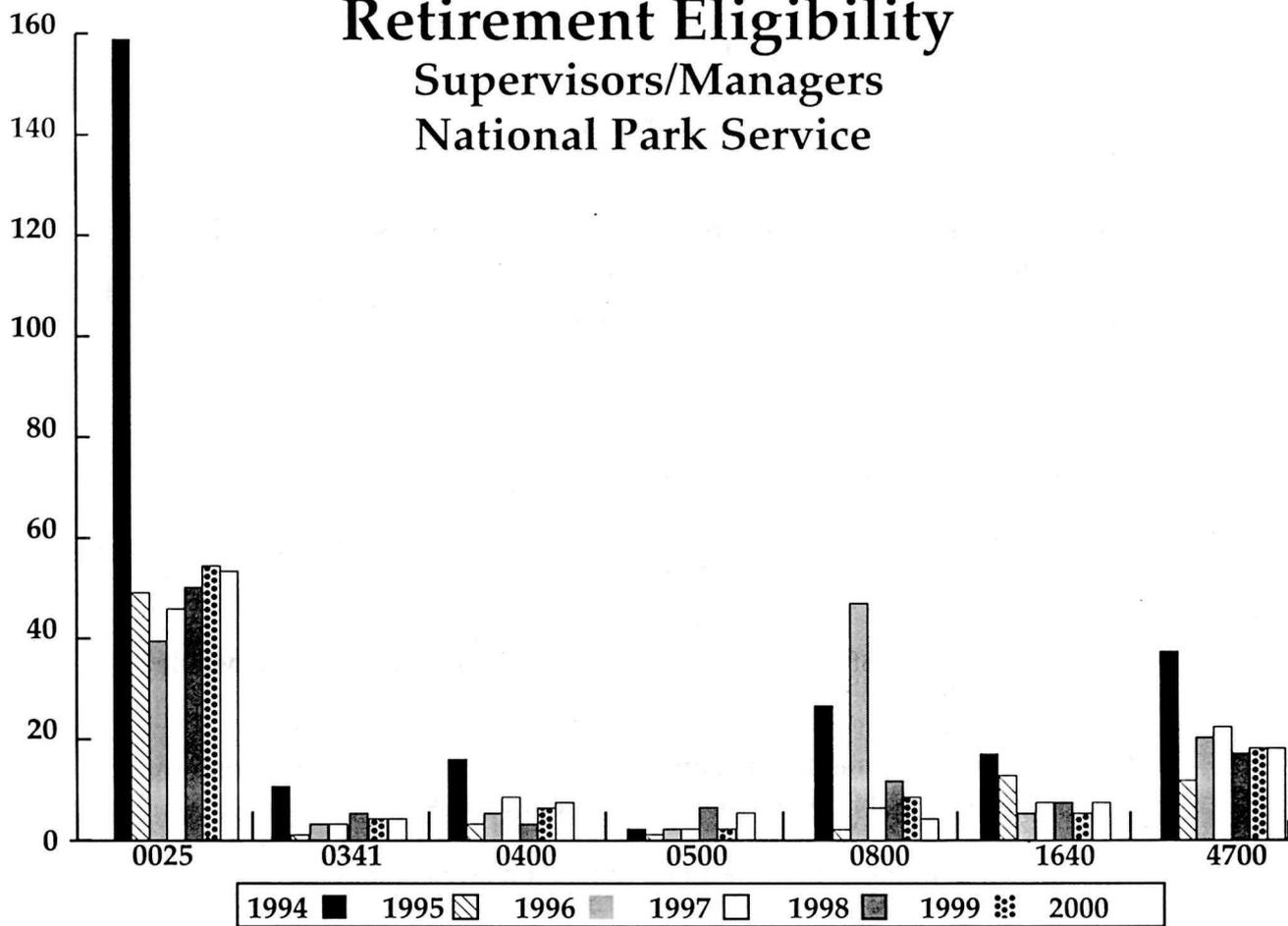
While retirement eligibility does not mean that employees will retire within a reliable timeframe, we can get a fairly good idea of probable losses. The charts below reflect current eligibility to retire among

the white and blue collar supervisory groups and potential losses among selected fields. For representative purposes, we only show five occupational family groups comprising park rangers in grades GS-5 and above (025), professional (341), administrative (400), accounting and budget (500), engineering and architecture (800), facility management (1640) and general maintenance (4700).



Retirement Eligibility

Supervisors/Managers National Park Service



By Selected Occupation

MAJOR RECOMMENDATIONS

- Define opportunities and future direction.
- Identify desired management characteristics and competencies at each level.
- Determine grade or supervisory level that begins to require participation, e.g., GS-9, 11, GM-13?, first-line supervision, first or second management level?
- Allow regions to complement the national strategy with their specific needs.
- Determine funding support and to what extent.
- Decide the ratio of employees in developmental programs versus projected vacancies. One-to-one? Three-to-one?
- Develop inventory of acceptable assessment tools and desirable developmental activities.
- Identify “developmental” positions which may be used to meet program requirements, either on a detail or long-range basis.
- Articulate a mobility policy and its impact on advancement.
- Invest in a work force data system specifically designed to provide management demographic and skills data.
- Develop a specific strategy for assuring diversity among the supervisory and managerial work force.

APPENDICES

Total Permanent Employment
Blue Collar - By Ethnicity
Blue Collar - By Gender
White Collar - By Ethnicity
White Collar - By Gender

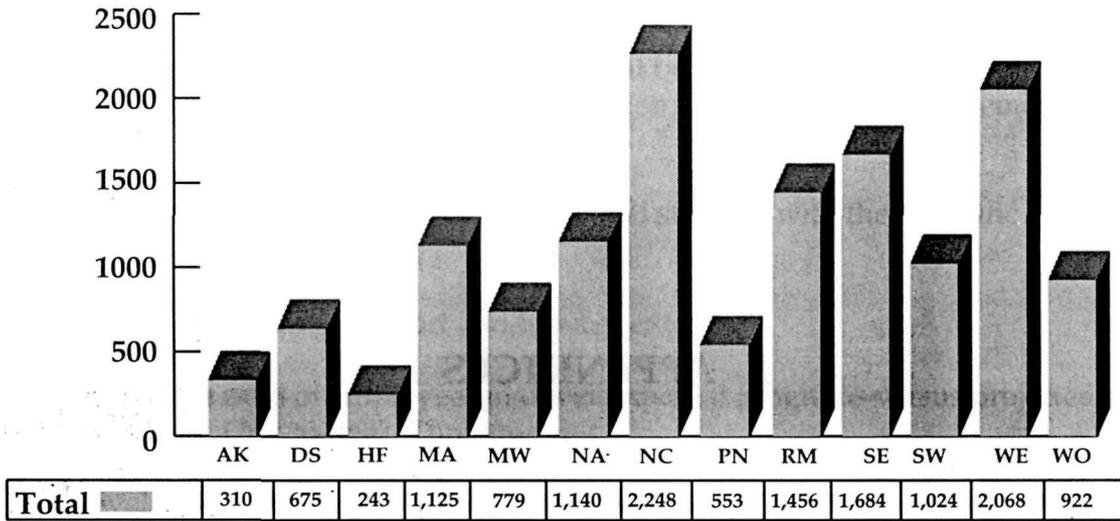
Permanent Employment - Selected Occupations

OPM Study of Managerial Competencies

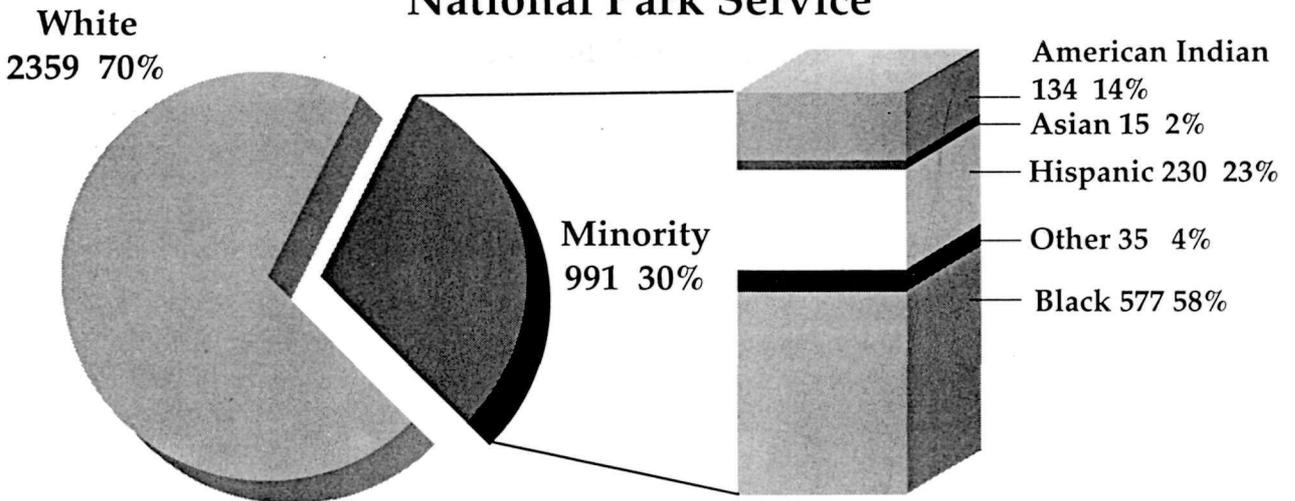
Occupational Leadership

Source References

Permanent Employment National Park Service 1992

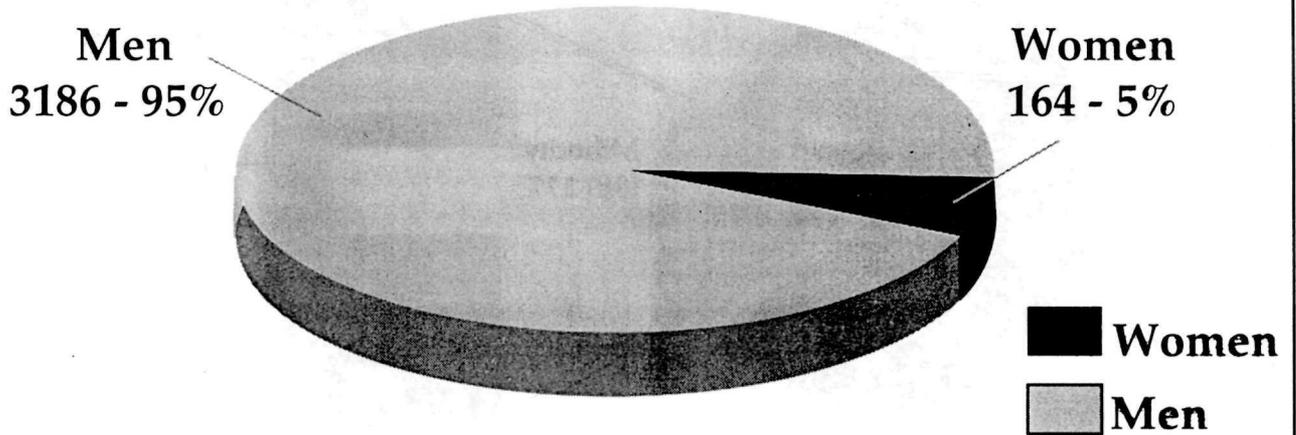


Permanent Blue Collar Workforce By Ethnicity National Park Service



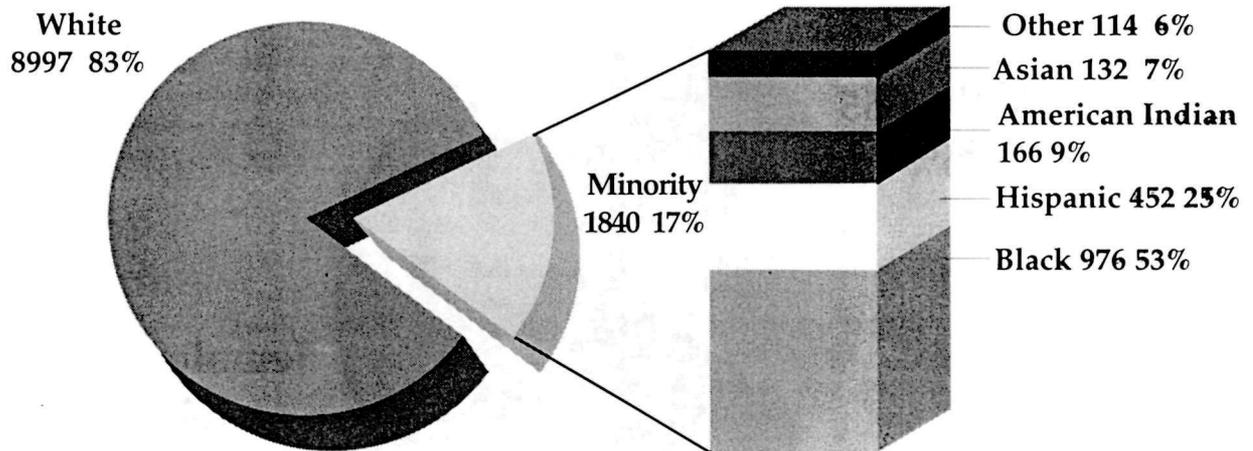
1992

Permanent Blue Collar Workforce By Gender National Park Service



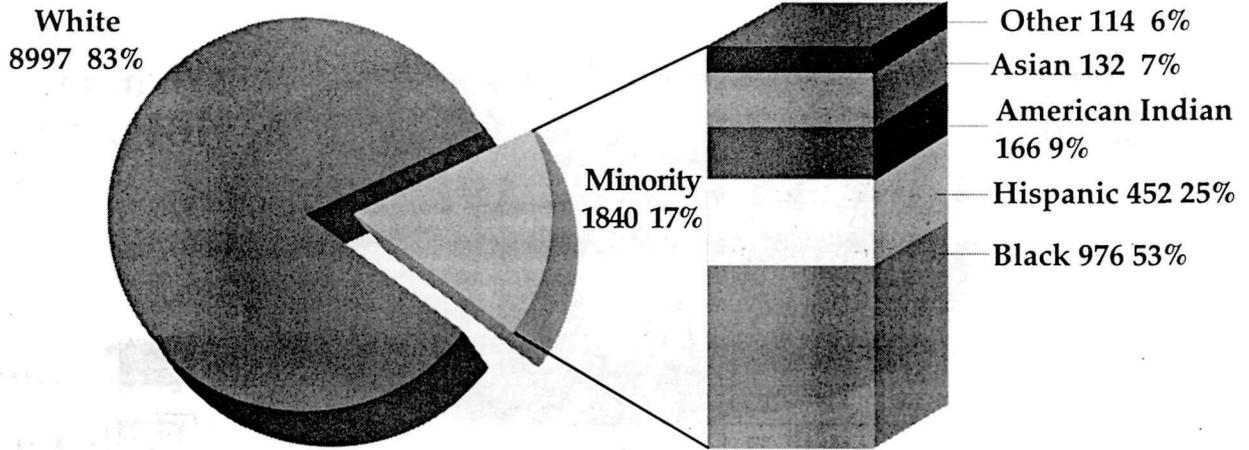
1992

Permanent White Collar Workforce By Ethnicity National Park Service



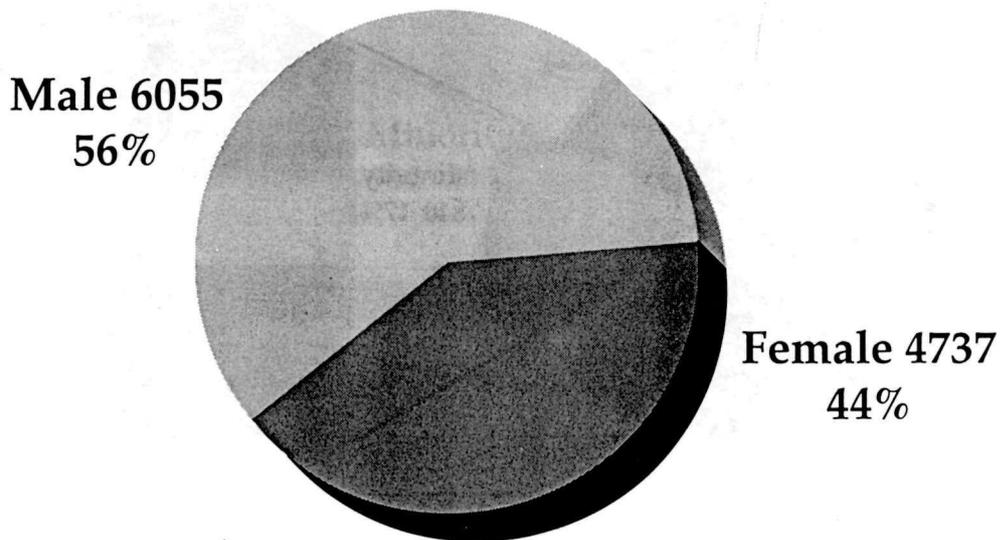
1992

Permanent White Collar Workforce By Ethnicity National Park Service



1992

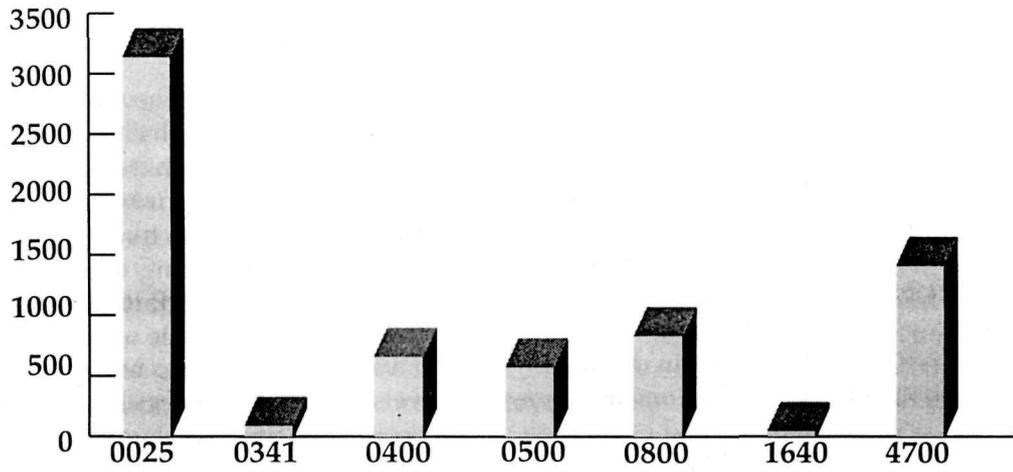
Permanent White Collar Workforce By Gender National Park Service



1992

NPS Permanent Employees for 1992

National Park Service



By Selected Occupational Groups

OCCUPATIONAL STUDY OF FEDERAL EXECUTIVES, MANAGERS, AND SUPERVISORS

An Application of the Multipurpose Occupational Systems Analysis Inventory -Closed-Ended (MOSAIC)

OVERALL FEDERAL SUMMARY

This report describes the results of a government-wide occupational study of Federal executives, managers, and supervisors. The study was supported by the U.S. Office of Personnel Management's Human Resources Development Group and conducted by research psychologists in the Office of Personnel Research and Development of the Career Entry Group. The primary objective of the study was to establish an empirically-based continuum of executive, managerial and supervisory behaviors and competencies to guide curriculum design and evaluation efforts and to update and revise the Management Excellence Framework (MEF). An additional objective of the study was to establish a single source of occupational information for the development of consistent and job-related products (e.g., selection criteria, performance standards, training curriculum) to support human resource management (HRM) programs and policies for executives, managers, and supervisors.

The managerial study was conducted using the Multipurpose Occupational Systems Analysis inventory-Closed-ended (MOSAIC). The system uses an automated occupational analysis approach that eliminates costly redundancies in the collection of data and provides technically sound and legally defensible procedures and documentation to support human resource management (HRM) decisions.

The sampling plan for this research was designed to obtain a sample representative of the Federal management population. A survey questionnaire, the Leadership Effectiveness Survey (LES), was developed and sent to a stratified, random sample of 20,664 Federal executives, managers, and supervisors in October 1991. The LES collected background information from survey participants, ratings of managerial tasks, ratings of managerial competencies, occupational description information, and personal and organizational style data. A response rate of 49 percent was achieved with the return of 10,061 completed surveys.

The initial analyses of the LES data identified important competency and task information across the three management levels. Ratings on competencies and tasks were examined by grouping respondents into three subsamples: executives, managers, and supervisors. The competencies were analyzed

using respondent ratings on (a) the importance of the competency for effective job performance and (b) whether proficiency in the competency was needed upon entry into the position. For each competency, rating levels were combined over the two scales to yield a composite rating score reflecting the value of the competency's importance and need at entry. The composite rating scores were examined to identify common competencies across all three management levels. The composite scores also were used to identify competencies that were most closely associated with one particular managerial level. This comparative analysis resulted in a continuum of competencies across the three management's levels.

The LES data also provided information about the work behaviors or tasks performed by the three management levels. The task information was analyzed based on the percentage of respondents who performed the task at each management level and on the importance ratings of the tasks by levels. The most important tasks were performed at all managerial levels. However, the importance to job performance varied across the three levels. This information provided the basis for identifying the most commonly performed tasks by management level and their overall importance to managerial effectiveness at each level. This can be used to identify key similarities and differences across these levels.

Occupational description information was collected and can identify factors or behaviors that exist by grade level. This information will be useful for developing guidance for structuring positions and developing model position descriptions for all levels of management. Personal and organizational style data were collected for use in the development of assessment instruments to evaluate total quality management initiatives and organizational development needs. Future analyses of the data will be conducted using the other rating scales that were applied to the tasks and competencies. These will provide information for constructing selection criteria and designing training curriculum and evaluation procedures.

The research-based information obtained from the analysis of the LES provided data to update the current MEF, ensuring its continued validity, as well as considering the impact of new areas such as office technology, total quality management, and work-

force diversity. The first product of the LES data is a continuum of competencies that reflects the progression of needed capabilities across the three managerial levels. It provides a new model for Federal agencies to use for executive succession planning and to develop new and incumbent managers and supervisors. These data will be used to develop additional products for assessing managerial competencies and for career development.

The information gathered from the LES data provides OPM with a common source of job-related information on managerial positions. This information can be used in the development of model HRM products and programs for classification, selection, performance management, organizational development, and total quality management applications. Using a single source of occupational information will lead to an integrated HRM system of products and policies for Federal managers.

MANAGERIAL COMPETENCIES

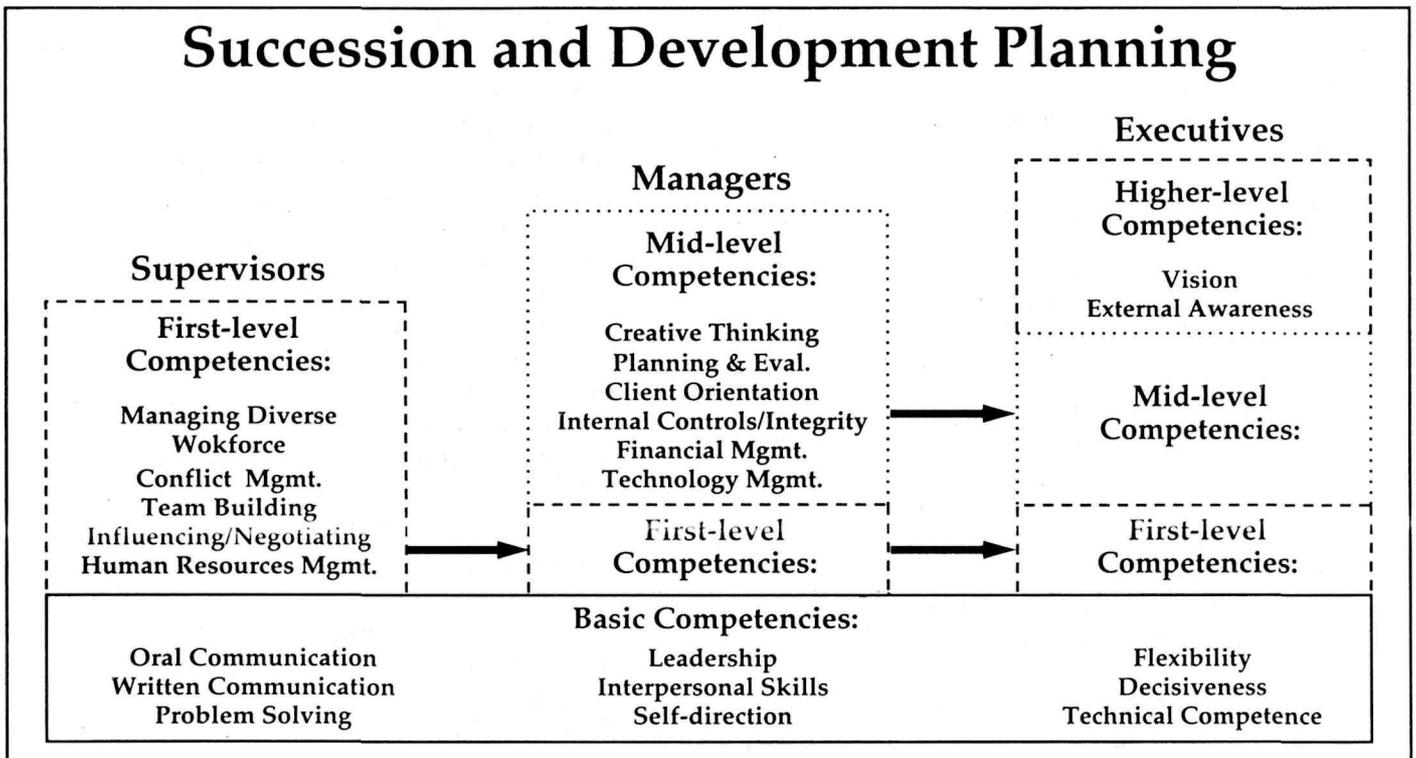
1. Written Communication—Expresses facts and ideas in writing in a succinct and organized manner.
2. Oral Communication—Expresses ideas and facts to individuals or groups effectively; makes clear and convincing oral presentations; listens to others; facilitates an open exchange of ideas.
3. Problem Solving—Identifies and analyzes problems; uses sound reasoning to arrive at conclusions; finds alternative solutions to complex problems; distinguishes between relevant and irrelevant information to make logical judgments.
4. Interpersonal Skills—Considers and responds appropriately to the needs, feelings, and capabilities of others; adjusts approaches to suit different people and situations.
5. Managing Diverse Workforce—Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce; manages workforce diversity.
6. Vision—Takes a long-term view and initiates organizational change for the future; builds the vision with others; spots opportunities to move the organization toward the vision.
7. Creative Thinking—Develops new insights into situations and applies innovative solutions to make organizational improvements; designs and implements new or cutting-edge programs/processes.
8. Flexibility—Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with pressure and ambiguity.
9. Decisiveness—Makes sound and well-informed decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals; causes change.
10. Leadership—Inspires, motivates and guides others toward goal accomplishment; coaches, mentors, and challenges subordinates; adapts leadership styles to a variety of situations; models high standards of honesty, integrity, trust, openness, and respect for the individual by applying these values to daily behaviors.
11. Conflict Management—Manages and resolves conflicts, confrontations, and disagreements in a positive and constructive manner to minimize negative personal impact.
12. Self-Direction—Demonstrates belief in own abilities and ideas; is self-motivated and results-oriented; recognizes own strengths and weaknesses; seeks feedback from others and opportunities for self-learning and development.
13. Influencing/Negotiating—Persuades others; develops networks and coalitions; gains cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions; builds consensus through give and take.
14. Planning and Evaluating—Determines objectives and strategies; coordinates with other parts of the organization to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; anticipates potential threats or opportunities.
15. Financial Management—Prepares, justifies, and/or administers the budget for program area; plans, administers and monitors expenditures to ensure cost-effective support of programs and policies.
16. Human Resources Management—Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organization; shares rewards for achievement with employees; ensures that staff are appropriately selected, utilized, appraised, and developed, and that they are treated in a fair and equitable manner.
17. Client Orientation—Anticipates and meets the needs of clients; achieves quality end-products; is committed to improving services.
18. External Awareness—Identifies and keeps up-to-date on key agency policies/priorities and economic, political, and social trends which affect

the organization; understands where the organization is headed and how to make a contribution.

- 19. Team Building—Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works with others to achieve goals.
- 20. Technology Management—Integrates technology into the workplace; develops strategies using new technology to manage and improve effectiveness; understands the impact of technological

changes on the organization.

- 21. Internal Controls/Integrity—Assures that effective internal controls are developed and maintained to ensure the integrity of the organization.
- 22. Technical Competence—Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise, e.g., engineering, physical science, law, or accounting; maintains credibility with others on technical matters.



OCCUPATIONAL LEADERSHIP

Sponsors:

Associate Director

Cultural Resources

Natural Resources

Operations

Harpers Ferry Center

Planning and Development

Denver Service Center

Budget and Administration

Management Systems

Occupational Groups:

History
Archeology
Museum Curatorship
Anthropology
Historical Architects

Biology
Ecology
Science
Natural Resource Management
Physical Sciences
Environmental Protection

Park Management
Safety
Concessions
Facility Management
Criminal Investigation
Fire Management
Law Enforcement
Interpretation
Realty
Housing

Engineering
Architecture
Outdoor Recreation Planning
Grants

Personnel/Training
EEO/Civil Rights
Budget Administration
Finance
Information Management
Administrative Officer
Procurement/Contracting
Accounting
Property/Supply Management
Management Analysis

Miscellaneous

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