



PURPOSE

This document lays out guidelines and suggestions about how to construct an Individual Development Plan for individuals interested in careers in management. It uses the NASA Leadership Model as a framework. First, the Advisor presents suggestions about making career choices, particularly choices that lead to a career in technical or professional management. Second, it overviews the NASA Leadership Model, its construction and elements. Next it offers suggestions for how to use the Leadership Model to craft an Individual Development Plan (IDP). Finally it provides a list of resources that can be useful in designing and executing development activities.

Creating an IDP might be undertaken for a number of reasons including applying for, or participation in, the Personal Development Process (PDP) or the Senior Executive Candidate Development Program (SESCDP), during the application process for a Fellowship Program or for purposes of overall development. In any case, constructing an IDP is part of an overall development strategy that should not be undertaken alone. You should be working with your manager, center management and, if available, a mentor/coach to complete the IDP and resultant development activities. The more you and your management work together the more rewarding the experience will be for you and for NASA.

The Advisor is intended to supplement other career planning tools and methodologies offered by the Agency, your Center or Enterprise. There are many useful tools that have been created that help guide careers at NASA and this Advisor is only one of them. For example, the Program and Project Management Development Process (PMDP) offers a wide variety of advice about careers in program and project management, while the Chief Financial Officer (CFO) provides a development model for those individuals with careers in the finance organization. The Leadership Model is meant to provide guidance on the competence areas, knowledge, skill and experience needed for ALL leadership roles in NASA. Other career models are critical to supplementing the Leadership Model by providing specific advice and council on the competence areas and development actions necessary at the functional level. The last section of this document provides a set of contacts for other career development models at NASA.

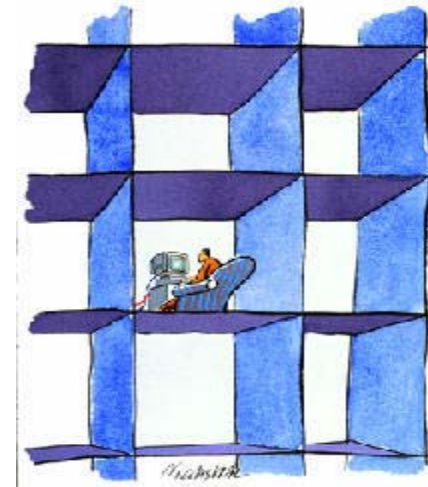
Throughout this document we will make reference to these other ents, self-assessments, career models, program descriptions, etc. We provide a set of hot links to these sources so the user can just click to the actual source.

Leadership as a Career

Your career interests are important to consider prior to completing your IDP and planning development activities such as training, education or rotations. Today, there are many choices for careers that include becoming a technical or professional expert in your field, seeking variety in your work such as consulting or leading different types of projects in addition to a career in leadership or management. Horizontal, spiral, as well as upward growth are accepted paths for careers here at NASA and in other organizations. Indeed, prior to completing an IDP that focuses heavily in the leadership or management arena, take time to consider the following questions:

- ❑ Are you currently managing or leading others? In what capacity—technical leadership or purely managerial responsibilities?
- ❑ If you have experience leading or managing others, did you enjoy the experience and responsibility?
- ❑ Would you “give up” your more technical responsibilities in order to focus on managing others?
- ❑ Do you enjoy mentoring and coaching others or are you more interested in solving technical problems?
- ❑ Do you enjoy the politics associated with managing and leading?

If you answered “no” to one or more of these questions you might consider focusing your career development activities on more technical or professional areas rather than in management...or you might want to consider “trying out” a management position to see how it feels. You might want to volunteer to be a team, project or task leader on a future assignment as well as take a Center-level leadership program to learn about leadership.



LEADERSHIP MODEL OVERVIEW

The Leadership Model was created to help ensure that leadership and management development at NASA is aligned to the requirements of the NASA Strategic Plan and Strategic Management System. The Leadership Model was also designed to ensure that the learning strategy for leadership and management development is integrated across the Agency and that there is a broadening of learning modalities that go beyond traditional classroom techniques that include learning from experience, peers and managers.

The Model was created and validated with input from over 550 NASA leaders at all levels and across all Installations. Outside sources from academia and industry also provided useful input to ensure the Model was forward looking and competitive with the demands of the external environment. The Leadership Model integrates efforts to define leadership competencies at the functional level including the Program and Project Management Initiative, CFO Initiative, Engineering Initiative and others.

The Model is currently being used as the basis for the NASA Leadership 540-degree feedback process used in the Management Education Program (MEP), the Managing the Influence Process (MIP) and in the Senior Executive Career Development Process (SESCDP). The 540-degree feedback process based on the Leadership Model is also a prerequisite for participation in the NASA Fellowship Program in 2001. The Model provides guidance about the design and development of new education program such as the Business Education Program, the Executive Business Education Program and the Global Leadership Program.

The Model addresses four leadership levels that are applicable across the Agency:

- Executive Leaders at Headquarters and Center Directors at each Installation,
- Senior Leaders at each Installations who report to Center Directors,
- Managers or Leaders of Others (managers or supervisors of others who have formal accountability for performance reviews and management), and
- Influence Leaders such as Team Leaders or Project Managers who have informal authority over work teams to accomplish tasks, projects or special assignments.

Leadership Model Performance Dimensions and Competence Areas

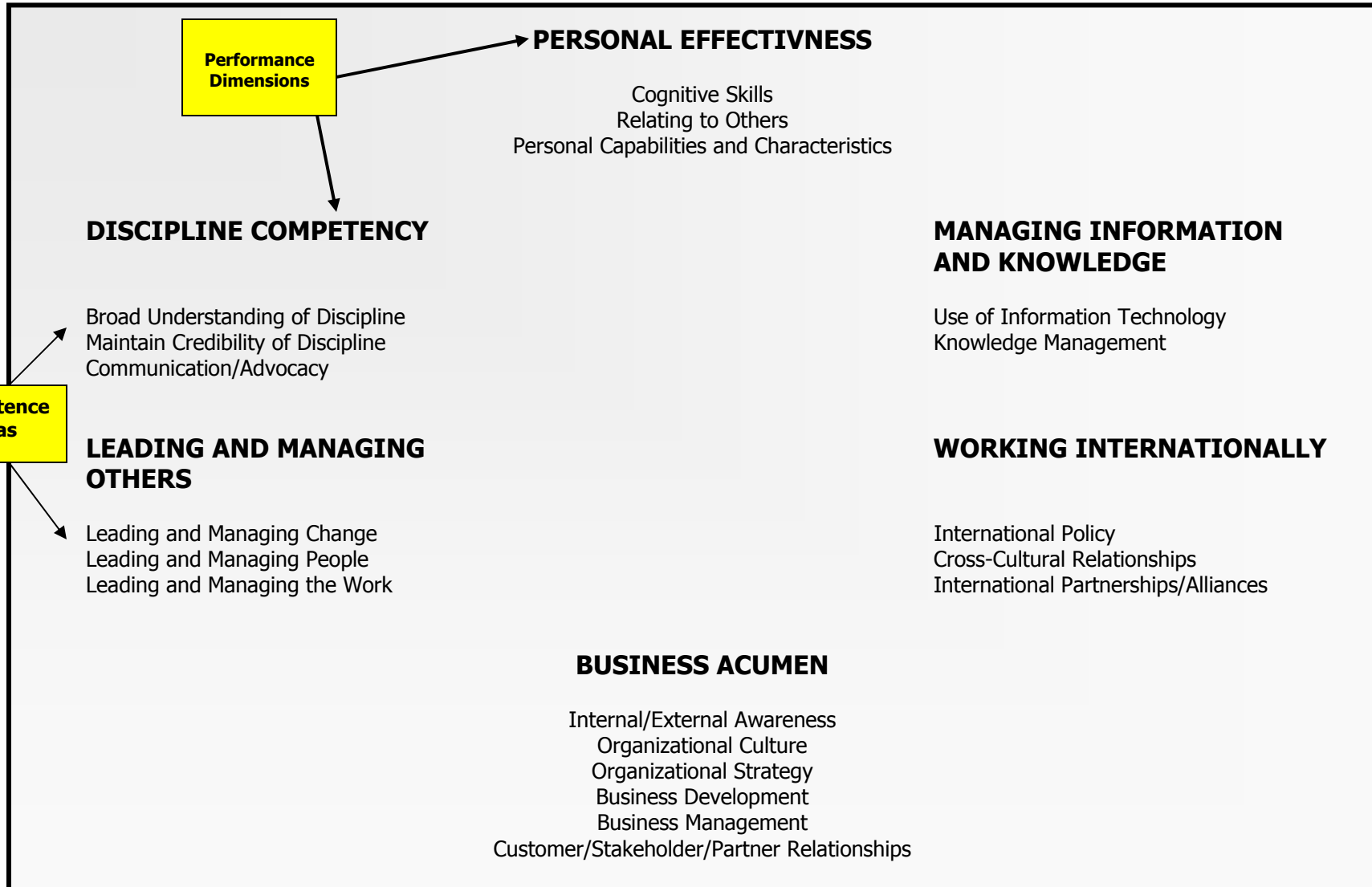
The Cornerstone of the Leadership Model is a set of Performance Dimensions. *Performance Dimensions are families of competence areas that represent measurable skills, knowledge or personal characteristics that can be demonstrated to deliver higher performance.* They form the platform for how the Model aids in assessment, development and coaching applications. They provide the backbone of the information that you will need to construct your Individual Development Plan.

Six performance dimensions were defined from this study for the NASA Leadership population. Complete results of each Performance Dimension and a full description of its competence areas for each level of leader are found in the final report available from Jan Moore in Code Ft (202-358-2184) or can be found on the web at www.hq.nasa.gov/office/codeef/codeft/. An overview is provided below:

1. **Personal Effectiveness** (managing self as leader including taking accountability for personal development and possessing attitudes, characteristics and other qualities important in leadership roles).
2. **Discipline Competency** (maintaining an appropriate level of expertise in the discipline that is being managed).
3. **Business Acumen** (understanding and application of the NASA strategy, implementation activities and fiscal and business management process that impact and are relevant to NASA).
4. **Working Internationally** (understanding, knowledge and skill in being an effective international partner).
5. **Managing Information and Knowledge** (understanding, knowledge and skill in effectively creating, managing and sharing knowledge and leveraging it into organizational learning).
6. **Leading and Managing Others** (possessing knowledge and skill in leading change, managing teams and individuals and managing work).

A picture of the Leadership Model including all six Performance and their Competence Areas are shown on the next page.

NASA Leadership Model



CREATING YOUR IDP

A general overview and set of guidelines for creating an IDP can be found on the web at www.XXXX. In addition, the IDP form template can be found on the web at www...... Please review both sets of guidelines prior to using this section of the Advisor. The focus here is on using the Leadership Model to construct a meaningful development plan.

At all points in the process it is critical that you involve your manager and/or mentor to ensure that your development activities are realistic, targeted, and supported by the appropriate resources and management attention. The roles of your manager, mentor and your Installation's training office in your development are described below:

Mentor: The mentor is outside the your chain-of-command and acts as sponsor, teacher, counselor, door opener, etc. The mentor is a confidant who provides perspective, helps you reflect on the experience you are developing, and provides open, candid feedback. The mentor plays an advisory, not an evaluative role, and therefore has a unique opportunity to serve as a "sounding board" on issues and challenges they may not share with individuals within their own organization. The mentor helps you formulate you IDP and reflect on what you are learning along the way. They are also often helpful in negotiating the developmental assignments.

Manager: Often you will continue in your regular jobs while completing developmental activities. As a result, your manager plays a vital role. Managers help plan development activities and work assignments so that both are optimized. There are times when the manager must assist you in prioritizing existing work assignments so that time is available for development. The manager continues to coach you about job responsibilities and plays a valuable role in helping you tie your newly developed skills into current assignments.

Installation and Agency Level Training Offices: The Installation and Agency Training Offices are key resource. They provide information on a wide range of development opportunities and can help match opportunities to developmental needs. Training Office personnel can also provide support when problems emerge in the development and mentoring processes.

There are five major steps to using the Leadership Model to help create your IDP. The steps correspond to completing the IDP process.

Step One: Determine your Long-Range (five or more years) Career Objective (place this objective in Section 1A of the IDP Form)

Again be certain that you are really interested in leading and managing others as a formal career option. Consider whether you are willing to back off of your technical or professional responsibilities in order to focus more on leading, planning, coaching, mentoring, and counseling others in their work. The reality is that most of us do have to opportunity to lead others without formally moving into a managerial role, often as a team leader or a project manager. The decision to move from a technical to managerial career path should not be taken lightly. We recommend that if you do not have management experience, that you “try out” a leadership role by volunteering for a project or as a team lead before making a leadership career a formal objective. Talking with your mentor, manager and others in various managerial roles is another good way to assess whether leadership is a good option for you.

If you are currently serving in a management or leadership role, your long-term career objective might be to become more proficient at your current role or move into a higher-level role in the future. If this is the case, then use the following descriptions of various leadership roles to determine your long-term objectives (You may want to tailor the description to your Center’s terminology):

- Executive Leader which include Administrators and Associate Administrators at Headquarters and Center Directors at each Installation,
- Senior Leaders at each Installations who report to Center Directors such as Directors of,
- Managers or Leaders of Others (managers or supervisors of others who have formal accountability for performance reviews and management), and
- Influence Leaders such as Team Leaders or Project Managers who have informal authority over work teams to accomplish tasks, projects or special assignments.

It is important that you are clear about which level of leadership is your long-term target, as this will determine how you use the Leadership Model to craft your IDP. Also, be certain that your manager agrees with your target and aligns their recommendation for a target role with your own (this corresponds to the first part of Section 1B of the IDP form).

Step Two: Read About and Validate Your Long-Term Objective

Next, we recommend that you validate your long-term career choice by reading about it in the Leadership Model itself. You can visit the web site for the Leadership Model at www.hq.nasa.gov/office/codeef/codeft/ and click on the NASA Leadership Model. Read about the Model itself and how it is constructed and then go to the level that you targeted for your long-term career objective: Executive Leader, Senior Leader, Manager/Supervisor or Influence Leader. Review the information in the description of each of the Performance Dimensions for your level and then determine if this level is what you intended. If not, move up or down a level until you feel comfortable that you have selected the target level that suits your career objectives. Remember to review and discuss the information with your manager and/or mentor.

Step Three: Create Long-Term Development Objectives (Section 1A of the IDP Form)

From your examination of the Leadership Model, create three to five development objectives that support your long-term career objective. A development objective to move into the role of supervisor/manager, for example, might be to gain experience in managing others in a variety of different types of situations; simple and routine as well as complex and complicated. A development objective to move into the role of senior leader might be to become effective at leading people who lead others or to become proficient in creating management processes that span Center boundaries or to be able to lead large scale organizational change activities.

Clearly long-term development objectives need to match the level of the target role and the needs of the environment. You can use the information in the Performance Dimension and Competence Areas of the Leadership Model to guide this process. For your target level, read the descriptions of each Performance Dimension and the Competence Areas under it. Discuss with your manager and/or mentor which Performance Dimensions and Competence Areas are going to be most critical for success in the target role. These might be the areas that you target for your long-term development objectives. Of course, you are free to add other long-term development objectives that are associated with your Center's strategy or other business demands.

Step Four: Assess Your Current Capabilities Against Your Long-Term Objective (Corresponds to Sections 1A, 1B and 1C)

Once you have selected a target role and set of development objectives, you may self-assess and have others provide feedback on their perceptions of your performance in each target competence area. There are two sets of assessments based on the Leadership Model that can be used by you, your manager and your mentor to help complete Sections 1A, 1B (manager assessment) and 1C (mentor assessment). The first is to complete a 540-degree feedback process based on the Leadership Model. 540-degree feedback takes input from the following individuals on their perceptions of your performance against the competence areas in the Leadership Model:

- ❑ self,
- ❑ manager,
- ❑ direct reports,
- ❑ customers,
- ❑ suppliers, and
- ❑ mentors/coaches

and provides you confidential feedback about how each of these parties' view your behavior in each element of the Leadership Model. These perspectives can then be compared to build a profile of strengths and areas for improvement that can be used in development planning and in completing your IDP.

The 540-degree feedback tool is web as well as paper and pencil based. An external company, CSI administers the assessment to ensure confidentiality in the rating and feedback process. The tool and the feedback reports never reside in a NASA database or on a NASA server. CSI provides feedback from the 540-degree process in small group settings with similar levels of managers so participants can ask questions and plan development actions. One on one consultation is also available for those who are interested. Potential development actions will be reviewed in small group or individual settings including training, on the job assignments, rotations, etc. Participants will select those development actions that specifically address their feedback. It is recommended that every person discuss their feedback with their manager and/or mentor. This is especially helpful in completing the IDP.

If you are interested in the 540-degree assessment contact Jan Moore at 202 258 2184 or email her at jan.moore@hq.nasa.gov.

A second option is to complete the web based self-assessment that is located on the NASA Leadership Model web site. You should select the assessment that fits your target leadership objective and complete it. You may print out the results and review them with your manager and/or mentor. The results should be helpful in completing Sections 1A, B and C of the IDP form.

Step Five: Create Development Action that Match your Objectives and the Results of your Assessment (Section II of the IDP form)

The final step in creating your IDP is to create development actions that match your long-term objectives and the results of your self or 540-degree feedback assessments. You should consider a range of development opportunities that combine formal training or workshops with on the job experience. The best development plans combine formal training and education with experiential activities such as rotations, on-the-job assignments, task forces and special projects. Also, don't forget to consider a Fellowship Program or the NASA Personal Development Program for formal education or rotation experiences.

There are a number of resources available that will help you craft development actions for your IDP. The NASA Leadership web site offers a full database of development options including training, education and on the job experiences that are matched to the results of the self- assessment or the 540-degree feedback process. Visit the NASA Leadership Model web site at www.hq.nasa.gov/office/codeef/codeft/ (Joe how will this work).

Your Center's Training Office is also a good source of information about rotations, special assignments, Fellowship opportunities and formal development programs.

Step Six: Monitor Your Progress and Make Adjustments (Section III of the IDP form)

We recommend that you meet with your manager and/or mentor once every six months to monitor your progress and to make adjustments to your development plan as necessary. Circumstances change, new opportunities arise and you should be ready to capitalize on them to achieve your development needs. In addition, it is a good idea, once every 12-18 months to retake your self-assessment or the 540-degree feedback assessment and adjust your development plan based on the results.

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The following are resources available at the Agency level that might prove helpful in constructing your IDP.

Resource	Description	How to Access
Individual Development Plan (IDP) template	Template for completing the IDP form	
NASA Leadership Model web site	Model description, Performance Dimensions and Components	www.hq.nasa.gov/office/codeef/codeft/
NASA Leadership Model hard copy	Model description, Performance Dimensions and Components in hard copy	Cindy Gaurino at RGI: 703
NASA Leadership Model self-assessment	Self assessment based on NASA Leadership Model	www.hq.nasa.gov/office/codeef/codeft/
Leadership Model 540-degree feedback process	540-degree feedback process based on the Leadership Model	Jan Moore: 202 358 2184 or jan.moore@hq.nasa.gov
Development options based on NASA Leadership Model	Database of development actions including training, education and rotational options based on the Leadership Model	www.hq.nasa.gov/office/codeef/codeft/
Program and Project Management Development Process	Description of project and project management career development process	Edward Hoffman: 202 358 2182
Chief Financial Officer Career Development Process	Description of Chief Financial Officer management career development process	Gail Williams at 301 286

Engineering Career Development Model	Description of engineering management career development process	Pat Patterson at 202 358-
Administrative Career Development model	Description of Administrative career development process	
Fellowship Process	Information on the Agency level Fellowship application process	Chris Williams at 202 358 2146
Personal Development Program (PDP)	Information on the PDP application process	Chris Williams at 202 358 2146
Senior Executive Career Development Process (SESCDP)	Information on the SESCDP application process	Jan Moore at 202 358 2184; jan.moore@hq.nasa.gov