

➤ KNOW THE EARTH ... SHOW THE WAY

PHENIX

LEADERSHIP GUIDE

*Building our leadership culture
one step at a time.*

NATIONAL GEOSPATIAL-INTELLIGENCE AGENCY



DIRECTOR'S MESSAGE

“Leadership is the art of motivating people to want to pursue shared aspirations.”



Transforming Our Leadership Culture

In our current era of terrorism and uncertainty, transforming our leadership culture is crucial for NGA to advance national security. Agency employees must consistently demonstrate exemplary leadership skills as we apply our knowledge and cutting-edge technical skills to achieve our mission.

I like to think that leadership is motivating people to want to pursue shared aspirations. If we are to realize our full potential, we must set aside self-serving ambitions and tap into the collective energies of our work force. This capitalizes on NGA's inherent strengths and our customers' most fundamental needs.

NGA should be a place with room for creativity and individual variation. Just as we all have the capacity to be creative, I believe we all have the potential to lead. Leading is not necessarily defined by band level. Leaders can, and do, emerge wherever they are needed and are free to act. Actions of people during the Sept. 11, 2001 tragedy serve as a reminder of this great and often untapped potential.

As is true with any capability, there are leadership skills and techniques to be mastered. Phoenix, our new leadership development initiative, provides direction and opportunities for growing as a leader at NGA through a two-part initiative:

First, Phoenix clarifies our expectations of leaders at *all* band levels through our newly developed leadership profiles. The profiles answer the question *“If given the opportunity, what should an NGA employee at this level be capable of?”*

Second, Phoenix provides world-class leadership training and developmental experiences tailored to meet the needs of employees at all five band levels. Phoenix offers tremendous flexibility with a variety of program elements that can be adapted by individuals to suit their specific needs, interests, and schedules. Investing in leadership development, while we continue to invest in technical skills development, is key to NGA's future success.



DIRECTOR'S MESSAGE (continued)

Phoenix is a partnership among the Agency, management, and each person. In addition to developing leadership in individuals, Phoenix is an important part of building our single-Agency leadership culture. Phoenix cuts across all directorates, bringing together participants throughout the organization. Phoenix provides shared experiences that transcend our usual hierarchical boundaries and establishes a common leadership vocabulary. It is through these shared experiences and common vocabulary that, as an organization, we will experience clearer communications and deeper collaboration.

Phoenix lays out available opportunities, but each individual must consciously choose to participate in the activities and serve as a leader. Consultants in NGA's Leadership Development Centers (LDCs) are available to help employees create their own leadership development plans. All leadership development programs currently under way in NGA fall within the Phoenix framework including the Leadership Continuum, Intelligence Community Officer Training, rotational assignments, continuing education, and self-directed learning activities. Consultants will answer any Phoenix questions and support individuals in applying for the various opportunities. The LDCs are also staffed to support work-unit briefings on the Phoenix initiative.

Phoenix is a continuous process of personal preparation for leading here at NGA. It is not a fad; it will not disappear with the next budget cycle. Phoenix is the fundamental underpinning for NGA's leadership culture and will be sustained parallel to our excellent technical training. I challenge you to take advantage of the wide range of Phoenix leadership development opportunities.

"NGA wins by investing in our people!"

JAMES R. CLAPPER, JR.
Lieutenant General, USAF (Ret.)
Director, NGA



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Purpose of PHOENIX

PHOENIX is an initiative designed to develop a cadre of future leaders.

The foundation of Phoenix rests upon the following precepts:

- NGA is building a leadership culture
- Our expectations for leadership are:
 - Specified rather than implied
 - Increased as employees move to higher Band levels
- Each employee can engage in many ways to develop leadership
- Leadership development is a partnership between the Agency and the individual

PHOENIX is a two-part initiative that:

1. Clarifies expectations of leaders at each Band level with written profiles for each level.
2. Provides leadership development opportunities appropriate for each Band.

Purpose of this Document

How to Use This Guide

This guide provides the expectations and opportunities for leadership development at NGA.

You should use this guide as a reference tool throughout your career at NGA. As you complete Phoenix development activities or seek new work assignments, you should return to this Leadership Guide to revisit the four steps in the leadership development process.

The four-step process for leadership development includes:

1. Reading the leadership profile for your Band. You are also encouraged to review the profiles for the next Band level as well.
2. Assessing your leadership proficiency.
3. Planning your leadership development activities.
4. Completing your development activities and applying your learning to the workplace.

How to Use This Guide (continued)

This Leadership Guide will help you to complete all four steps in the process. In specific, use this document to:

- (1) Review the [leadership profile](#) for your Band.
- (2) Link to the online tool (under development) that will help you assess your leadership skills.
- (3) Review available [leadership development opportunities](#) related to your areas of need.
- (4) Document your accomplishments.

Relationship to Occupations/Professional Advisory Boards (PABs)

You are encouraged to develop both your technical and leadership abilities. This document serves as the primary set of guidelines for your leadership development, much as the NGA Occupational Specialty (NOS) Guides serve as the guidelines for technical development. This Leadership Guide works in parallel with the NOS Guides to inform you about Agency expectations and opportunities for your development. The Professional Advisory Boards (PABs) were closely involved in designing and developing Phoenix to ensure that the expectations and opportunities in the Leadership Guide were compatible with the expectations in the NOS Guides. As you develop your Employee Development Plan (EDP), you will use your NOS Guide and this Leadership Guide to select the appropriate development activities.

Role of Leadership Development Centers (LDCs)

- The LDCs are the "face and voice" of Phoenix; you should direct your questions about PHOENIX to an LDC.
- LDCs provide materials to remotely located employees.
- LDC Consultants provide personal assistance to help you develop and follow your personal leadership plans. They also provide assistance to your supervisor or work unit.
- Consultants provide access to:
 - *Assessments* – identifying personality type, leadership style, interpersonal style, and personal preferences and strengths
 - *Mentoring and coaching* – finding a mentor or coach and participating in either formal or informal mentoring activities
 - *Self-directed leadership development activities* – helping you select and learn from the most appropriate materials (e.g., books, videos, and CDs) for your needs



LDC Locations & Web Site

Bethesda, Ruth Building, Room 270
(301) 227-7715

Washington, Navy Yard, Room 2C700
(202) 264-6046

St. Louis, Building 36, Room 1A08
(314) 263-4177

LDC Web site: <http://osis.nga.mil/td/slps/ldc/>

Role of the Professional Advisory Boards (PABs)

While the Leadership Development Centers are the face and voice for leadership development and Phoenix, the PABs are the face and voice for your technical development. Look to your PAB for guidance and development within your chosen NOS. Each PAB has a PAB Chairperson who can point you to technical development resources, opportunities, and programs. The NOS Guide also contains NOS-specific development information.

Participation Activities of Supervisors and Employees

This guide often refers to both duties which an employee will undertake as they participate in the Phoenix program and those duties which a supervisor should undertake to assist their employees in participating in the Phoenix program. The duties of a supervisor and employee are listed below.

Role of Supervisor

As you encourage your employees to participate in Phoenix, you and your supervised team will benefit as follows:

- Manage Performance
 - Use the profiles to define successful leadership performance
 - Review and approve EDP
 - Support employees in completing EDP designated activities
- Balance Learning Activities
 - Encourage both technical development and leadership development to support the employee's growth
- Direct employees to the Leadership Guide, LDCs, and Phoenix web site
- Advocate for appropriate opportunities
- Ensure a common understanding of desired outcomes
- Provide feedback on progress and development

Role of Employee

- Read the Leadership Profile for your Band level. [Step 1](#)
- Assess yourself against the profile. [Step 2](#)
- Sign up in PeopleSoft via your Employee Development Plan (EDP) – select the box that signifies your interest and participation in PHOENIX.
- Identify appropriate development opportunities and fill out related activities on your EDP. [Step 3](#)
- Complete your planned development opportunities and document your accomplishments. [Step 4](#)
- Integrate your learning into your daily work.
- Continue the process with [Step 1](#) to enhance your development.

PHOENIX Web site

You can find detailed information about Phoenix on the following web site addresses:

- SBU: <http://osis.nga.mil/td/phoenix>
- Copper: <http://college.nga.smil.mil/phoenix>
- NGANet: <http://college.nga.ic.gov/phoenix>

Value of Phoenix

What's in it for:

Me (as an Employee)?

- *Builds Skills and Knowledge* – World-class leadership development opportunities help you build skills that serve as a springboard to even greater opportunities throughout your career.
- *Demonstrates Your Commitment to Learning* – When you participate in Phoenix, you...
 - Show your supervisor and Agency management that you are serious about contributing to the Agency's culture and mission.
 - Demonstrate a commitment to learning, self-development, and active participation in NGA's leadership culture.
 - Show a growing educational history and an expanding set of leadership skills and knowledge.
- *Networking with NGA's Current and Future Leaders* – You develop a more extensive network across all directorates and new perspectives for meeting day-to-day challenges.

Value of Phoenix (continued)

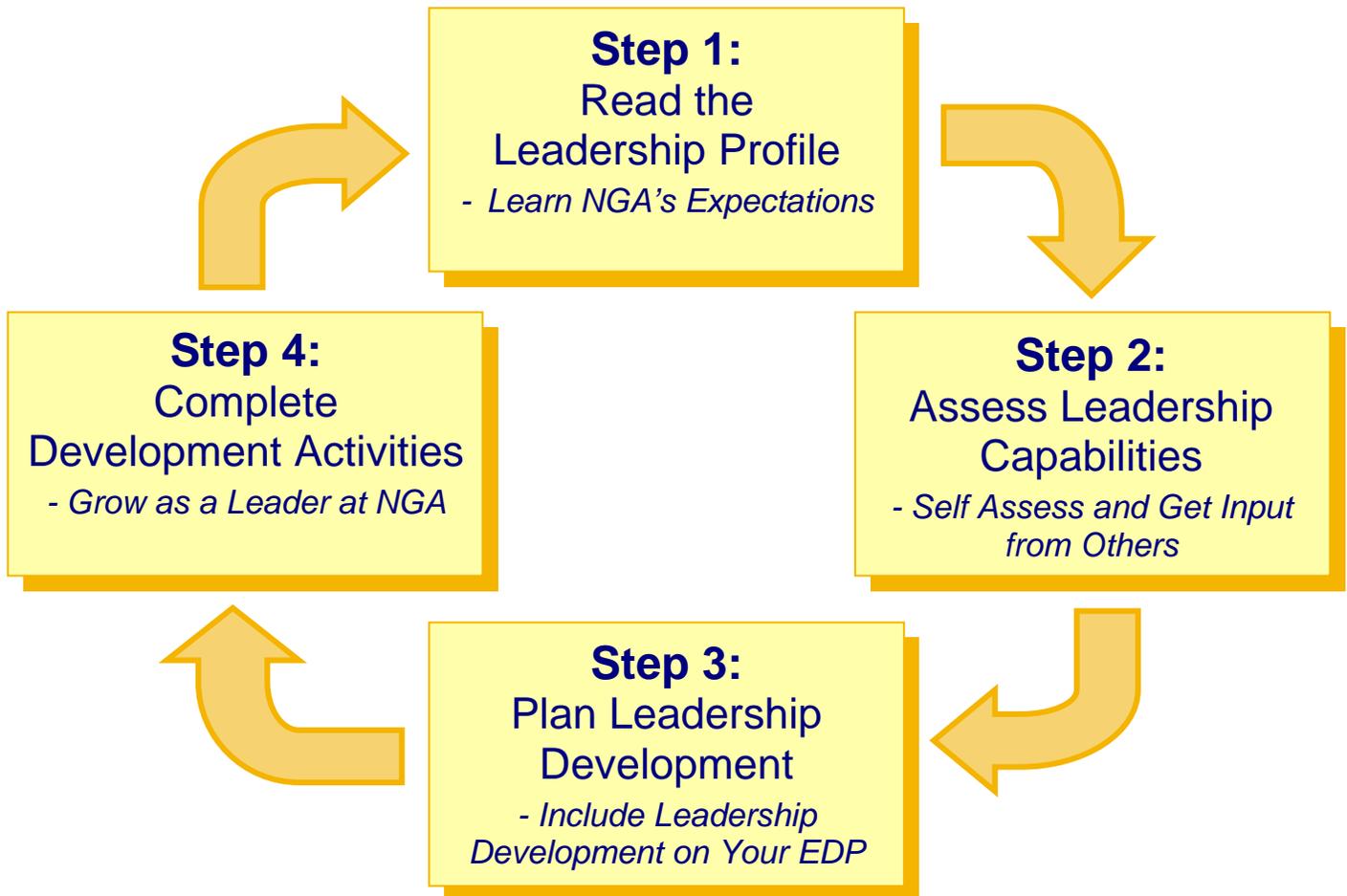
Supervisors?

- *World-Class Management Training* – With role-specific opportunities for supervisors, including the *Transition to Supervision (TTS)* program, Phoenix helps new supervisors develop the skills they need to succeed in their new roles. The *Managing from the Middle* program enhances the skills of supervisors with two to five years of experience.
- *Staff Development* – You benefit from encouraging your employees to participate in Phoenix. Your employees will gain leadership skills and knowledge that allow you to delegate tasks and responsibilities with greater confidence. You help grow the Agency’s leadership culture and meet your supervisory obligations to develop your team.
- *Team Cohesion and Greater Buy-In* – When your employees participate in Phoenix, you gain greater team cohesion and buy-in, reduce conflict, and increase motivation as your team becomes more engaged in the Agency’s leadership culture and improve their awareness of management priorities.
- *Retention of High Performance Employees* – All employees receive free world-class leadership development opportunities. Your support of Phoenix reaps the benefits of increasing morale and commitment among the Agency’s high performance employees.

NGA?

- *Single Agency Culture* – Phoenix promises to contribute much to NGA as a high-performing federal intelligence agency. It brings a consistent vocabulary and a clear direction to help integrate employees into a single agency culture, so they contribute more fully to its mission and goals.
- *Attract and Retain High Quality Talent* – Phoenix offers new recruits and employees a significant free educational benefit, so it will help attract and retain high quality talent. Phoenix offers a broad range of opportunities to all Bands in all Directorates and engages all employees with its uniquely broad scope.
- *Deeper Collaboration and Clear Communication* – Through Phoenix, Agency employees learn a common vocabulary and set of skills and practices. These commonalities set the stage for deeper collaboration and more clear communication among staff.
- *Fill Leadership Gaps* – NGA needs to develop energetic, enthusiastic leaders to fill gaps that will occur during the next few years. Phoenix will help prepare staff at all levels to fill leadership gaps.

Getting Involved: The Four-Step Development Process





Step One: Review Your Profile

Each profile is a validated description of the ideal NGA leader at a particular Band level. The profile answers this question:

“If given the opportunity to demonstrate each competency (i.e., skills and knowledge), what *should* an Agency employee at this level be capable of doing?”

Each profile applies to all occupations within the Band and describes how you can grow as a leader within the Agency. The profiles are NOT a set of requirements because not all employees will have the opportunity to develop all of the competencies.

NGA has developed a series of leadership profiles which document the leadership expectations of employees at different Band levels. These profiles were developed based on the Executive Core Qualifications (ECQs) (for all profiles except the Band 1 and Band 2 Leadership profile). The US Office of Personnel Management uses the ECQs to evaluate candidates for the Senior Executive Service. The profiles describe leadership at pay bands according to a general “summary” statement and five leadership characteristics. These leadership characteristics are:

1. Leading Change
2. Leading People
3. Results Driven
4. Business Acumen
5. Building Coalitions/Communication

To review a profile for a particular Band, click on the appropriate link below:

[Bands 1 and 2/Wage Grade Equivalent](#)

[Band 3](#)

[Band 4](#)

[Band 5](#)



Bands 1 and 2/Wage Grade Equivalent Leadership Profile

At Bands 1 and 2, employees should focus their development efforts chiefly on strengthening the technical competencies that support the Agency's mission. Expected leadership behaviors include:

- Seeking and accepting an increasing level of responsibility within tasks and projects
- Learning the principles of effective team membership
- Learning Agency values, goals, and basic leadership principles

Band 3 Leadership Profile

Summary – As employees move through this Band, they seek and accept an increasing level of responsibility for tasks and projects. They begin as integral team members and, over time, lead teams or provide greater project contribution. They respond to challenges and changes with open enthusiasm. They seek opportunities to develop existing and new competencies. As they progress, they establish their own value to and create value for the organization and demonstrate personal and professional integrity. They begin to assume greater responsibility for the work of a team and learn to lead by example, regardless of role.

The ideal Band 3 leader demonstrates the following competencies underpinning all five keystones of leadership.

Leading Change. [More Info](#)

- *Continual Learning* – Inquires about new areas of interest or emphasis and seeks opportunities to acquire new information and knowledge.
- *Creativity and Innovation* – Helps apply innovative solutions and proposes new ideas for consideration and review.
- *External Awareness* – Acquires an understanding of the Agency’s mission and the work group’s contribution to that mission.
- *Flexibility* – Is open to and adjusts rapidly to changes in tasks, goals, or deadlines.
- *Service Motivation* – Supports the organization’s leadership culture and inspires others to move toward a spirit of service and meaningful contribution to the mission.
- *Strategic Thinking and Vision* – Seeks to understand the mission of the Agency and how the employee’s individual work contributes to that mission. Embraces and supports the needed changes.

Leading People. [More Info](#)

- *Conflict Management* – Works quickly to resolve emerging conflicts or disagreements.
- *Leveraging Diversity* – Respects, values, and embraces individual differences and encourages others to do so. Demonstrates with professional conduct a genuine appreciation for the Agency’s diverse workforce.

Band 3 Leadership Profile (continued)

- *Team Building* – Inspires, guides, and motivates other team members to accomplish goals. Encourages and facilitates cooperation within the team and with customers. Equally able to follow when appropriate. Demonstrates commitment, pride, integrity, and esprit de corps and encourages the same attributes among the team members.

Results Driven. [More Info](#)

- *Accountability* – Assumes greater responsibility for performance and outcomes on a personal or team level. Sets manageable goals and deadlines and ensures that work is accomplished in a timely fashion and within resource constraints.
- *Customer Service* – Anticipates and meets customer requirements and adjusts priorities to meet changing client needs. Provides quality products and services and is committed to continuous process improvement.
- *Decisiveness* – Makes recommendations and contributes to timely and effective team decisions. Exercises professional judgment that leads to effective team decisions.
- *Entrepreneurship* – Identifies opportunities to develop new products and services and develops recommendations for possible implementation. Willing to take prudent risks.
- *Problem Solving* – Identifies and analyzes problems. Gathers and considers relevant information to make logical decisions and recommends solutions to individual or team problems.

Business Acumen. [More Info](#)

- *Financial Management* – Acquires an understanding of financial management principles and the Agency's budget process. Contributes budget or requirements information for the team. Increasingly understands the financial impact of contracting and acquisition issues.
- *Human Capital Management* – Acquires an understanding of NGA's human capital systems. Actively manages their own development and helps others manage their development. Understands the value of and collaborates with industrial partners.
- *Technology Management* – Understands NGA's technology systems as they apply to the work of the team. Uses the systems effectively and suggests improvements. Seeks to understand the impact of technology changes on the customer, team, and organization.

Band 3 Leadership Profile (continued)

Building Coalitions/Communication. [More Info](#)

- *Influencing/Negotiating* – Seeks to influence the team, customers, and other groups in response to specific problems or situations. Demonstrates more advanced negotiation skills.
- *Interpersonal Skills* – Actively embraces the Agency core values of trust, diversity, mutual respect and open communication. Considers and responds appropriately to the needs, feelings, and attributes of others.
- *Oral and Written Communication* – Offers clear, well-organized communications to team, customers, and other individuals or groups. Listens effectively. Provides facts, assessments, analyses, and/or clarifications.
- *Partnering* – Thinks corporately, developing networks beyond the team to engage in cross-functional discussions and collaborative efforts. Identifies commonalities, facilitates consensus, and builds support for solutions.
- *Political Savvy* – Appreciates internal organizational dynamics and policies. Uses this awareness to solve problems and make effective decisions with the team.

Band 4 Leadership Profile

Summary – As employees move through this Band, they assume greater responsibility for a project or group. They actively engage in changes and challenges to achieve positive results. They model corporateness/corporate thinking and commitment to the Agency's values and goals. As they progress through the Band, they are seen as champions of Agency values and as emerging corporate leaders. They also help others to find ways to develop and exercise their own leadership capabilities.

The ideal Band 4 leader demonstrates the following competencies underpinning all five keystones of leadership.

Leading Change. [More Info](#)

- *Continual Learning* – Recognizes new areas of interest or emphasis that align with corporate goals, seeks opportunities to acquire new information and knowledge, identifies personal gaps, and pursues appropriate self-development.
- *Creativity and Innovation* – Implements innovative solutions and advances new ideas and solutions.
- *External Awareness* – Enhances understanding of the Agency's mission and their team's, project's, or program's contribution to that mission. Develops an awareness of wider communities, their impact on the Agency, and the Agency's impact on those communities.
- *Flexibility* – Is open to and adjusts rapidly to changes in tasks, goals, or deadlines. Structures the team or project so that others are able to respond effectively to changes.
- *Service Motivation* – Fosters a common organizational leadership culture and inspires others toward making a meaningful contribution to the mission. Creates an environment that sustains motivation.
- *Strategic Thinking and Vision* – Understands NGA's long-term vision and the strategy for accomplishing that vision. Sets priorities and accomplishes objectives in support of the strategy and vision.

Band 4 Leadership Profile (continued)

Leading People. [More Info](#)

- *Conflict Management* – Anticipates potential conflicts and seeks to avoid or reduce any negative impact. Responds quickly and professionally to emerging conflicts or disagreements.
- *Leveraging Diversity* – Respects, values, and embraces individual differences and ensures others do so. Demonstrates with professional conduct a commitment to the Agency’s diverse workforce.
- *Team Building* – Inspires, guides, and motivates team, project or program members to accomplish goals. Encourages and facilitates cooperation and collaboration across groups. Generates commitment, pride, integrity, and esprit de corps.

Results Driven. [More Info](#)

- *Accountability* – Sets manageable goals and deadlines and ensures work is accomplished in a timely fashion and within resource constraints. Implements plans, monitors progress toward goals and outcomes, and makes adjustments as needed. Manages performance and outcomes of the team, project, or program.
- *Customer Service* – Balances competing customer requirements and adjusts priorities to meet changing needs. Anticipates and works proactively to meet customer requirements. Ensures that all team members are working cooperatively to provide quality products and services and are committed to continuous improvement.
- *Decisiveness* – Exercises good judgment by making well-informed decisions for the team, project, or program. Recognizes the potential outcomes of different approaches and makes sound decisions based on the best interest of the Agency.
- *Entrepreneurship* – Encourages the identification and development of new products and services for the team, project, or program. Practices prudent risk taking.
- *Problem Solving* – Identifies and analyzes increasingly complex problems. Gathers and considers relevant information, facilitates sound decisions, and provides solutions for the team, project, or program.

Band 4 Leadership Profile (continued)

Business Acumen. [More Info](#)

- *Financial Management* – Uses sound financial management principles and contributes to the Agency's budget process. Assesses and advocates for the budget or resource needs of the team, project, or program. Manages the financial impacts of contracting and acquisition issues.
- *Human Capital Management* – Actively develops people through personnel processes, training, and other human capital systems. Effectively integrates teams comprised of internal employees, industrial partners, and/or external organizations.
- *Technology Management* – Manages NGA's technology systems for the team, project, or program. Uses the systems effectively and suggests improvements. Helps others to use the systems. Manages the impact of technology changes on the customer, team, and the organization.

Building Coalitions/Communication. [More Info](#)

- *Influencing/Negotiating* – Influences groups and negotiates with customers and other groups to achieve specific outcomes. Employs a variety of negotiation techniques appropriate to the audience and the ultimate goal.
- *Interpersonal Skills* – Creates a climate that bolsters the Agency core values of trust, diversity, mutual respect, and open communication. Ensures that self and colleagues consider and respond appropriately to the needs, feelings, and attributes of others.
- *Oral and Written Communication* – Practices clear and concise communications. Expresses complex concepts in simple terms to address multiple audiences and listens effectively to clarify information. Helps others to refine their communication skills.
- *Partnering* – Acts corporately to expand networks for the purpose of generating cross-functional collaboration. Ensures self and others identify commonalities, facilitate consensus, and build support for solutions.
- *Political Savvy* – Understands internal and external organizational dynamics and policies. Appreciating these influences, helps transform the Agency.

Band 5 Leadership Profile

Summary – As employees move through this Band, their responsibility increases in complexity, in scope, or in both. Decisions have a direct impact on the Agency's ability to meet its mission and goals. They champion change. They anticipate challenges and work proactively to seek solutions. They model integrity and responsibility and encourage it in others. They create environments that enable others to succeed. They continue to improve themselves by seeking new challenges and opportunities. As a result, they are considered Agency leaders.

Leading Change. [More Info](#)

- *Continual Learning* – Pursues opportunities to acquire and share knowledge while enhancing career expertise and understanding of the larger NGA context. Helps others identify, pursue, and acquire appropriate developmental opportunities.
- *Creativity and Innovation* – Fosters an environment that recognizes and rewards innovation and creativity. Engages the workforce to initiate and implement innovative solutions.
- *External Awareness* – Enhances understanding of the Agency's evolving mission and position in wider communities. Communicates trends and their impact on the Agency.
- *Flexibility* – Models and communicates change and facilitates groups or programs so they can adapt rapidly and effectively. Reallocates resources as needed to ensure success.
- *Service Motivation* – Regarded as a model for the Agency. Exemplifies the corporate culture and recognizes others that demonstrate a spirit of service and meaningful contribution to the mission.
- *Strategic Thinking and Vision* – Helps to refine and communicate the Agency's long-term vision and sets innovative strategies to accomplish objectives. Leads others to accomplish associated goals and move towards the vision.

Band 5 Leadership Profile (continued)

Leading People. [More Info](#)

- *Conflict Management* – Anticipates conflicts or disagreements and takes steps to address or mitigate negative effects. Fosters an environment that supports open communication and deters negative interactions and undesirable behavior.
- *Leveraging Diversity* – Models behaviors that demonstrate diversity principles. Actively supports programs and practices that foster diversity. Commends employees who embrace individual differences.
- *Team Building* – Inspires, guides, and motivates team leaders and members to accomplish goals. Creates an environment that encourages and facilitates cooperation and collaboration within and across teams and with customers. Ensures teams have the resources and information needed to accomplish tasks. Delegates appropriately to maximize each team member's contribution. Recognizes and rewards commitment, pride, integrity, and esprit de corps.

Results Driven. [More Info](#)

- *Accountability* – Takes ownership of team performance and/or program outcomes. Monitors goals, deadlines, and other metrics to ensure team accomplishes work in a timely fashion and within resource constraints. Engages team or program leads to implement solutions and ensure success.
- *Customer Service* – Analyzes current and future customer needs and manages expectations. Balances changing requirements, priorities, and capabilities to meet overall goals and mission. Ensures team or program provides quality products and institutes continuous improvement.
- *Decisiveness* – Makes sound corporate decisions that take into account available data and information. Takes appropriate action even with limited or ambiguous information.
- *Entrepreneurship* – Identifies opportunities, develops business case, and leads activities to implement new products and services. Takes calculated risks and creates an entrepreneurial climate that supports innovation and risk taking in others.
- *Problem Solving* – Facilitates and crafts solutions to complex individual and organizational problems. Analyzes, evaluates, and synthesizes relevant and often contradictory information from a wide range of sources to make effective corporate decisions.

Band 5 Leadership Profile (continued)

Business Acumen. [More Info](#)

- *Financial Management* – Demonstrates a strong grasp of financial management principles and the Agency's budget process. Manages and advocates for budget or resource needs for teams or programs. Maintains currency and communicates policy changes. Anticipates and responds to financial impacts of contracting and acquisition issues.
- *Human Capital Management* – Assumes ownership for developing people through personnel processes, training, and other human capital systems. Takes a strategic approach and effectively manages human capital systems. Maintains current knowledge on process changes and enhancements. Drives the integration of teams comprised of internal employees, industrial partners, and/or external organizations.
- *Technology Management* – Creates and develops innovative solutions that capitalize on existing or alternative technology systems. Facilitates the implementation of new technology within the team or organization.

Building Coalitions/Communication. [More Info](#)

- *Influencing/Negotiating* – Employs advanced negotiation techniques to influence decisions and opinions. Demonstrates sound judgment so that opinions and advice are frequently sought. Helps others to develop influencing and negotiating skills.
- *Interpersonal Skills* – Models the Agency core values of trust, diversity, mutual respect, and open communication. Creates an environment that embraces these values. Inspires colleagues to respond appropriately to the needs, feelings and attributes of others.
- *Oral and Written Communication* – Skillfully delivers clear, concise, and convincing messages. Listens effectively and clarifies information for self and others as needed. Fosters an atmosphere of open communication.
- *Partnering* – Fosters corporate thinking, optimizing networks to engage in cross-functional and inter-Agency discussions and collaborative efforts. Drives solutions based on commonalities, consensus, and support.
- *Political Savvy* – Influences internal and external dynamics and policies. Actively works toward and facilitates cultural transformation. Explains organizational dynamics and the rationale for transformation.

Step Two: Assess Your Proficiency

Now that you have reviewed the profile for your Band level, you are ready to determine your strengths and needs related to the profile.

PHOENIX Leadership Assessment

The PHOENIX leadership competency assessment will help you identify which competencies to emphasize in your development goals. This tool (under development) will gauge your current leadership abilities in relation to the Profile for your Band. The results will indicate which leadership characteristics and specific competencies you should focus on as you plan out your leadership development.

Other Methods of Self-Assessment

You can use other methods to assess your current leadership competencies and consider how you can improve, expand, and explore your future needs and interests in growing as an Agency leader. These methods include:

Self-reflection: Think about your work experiences and feedback you have received. What areas of leadership and competencies do you need to focus on?

Discussions with peers, supervisors, mentors, and coaches: Ask those you trust to be honest with you to review your leadership strengths and areas to improve. Discuss your needs, interests, and goals with them as your sounding boards.

Leadership Development Center (LDC) instruments: Visit or contact an LDC (<http://osis.nga.mil/td/slps/ldc/>) and discuss your competencies, needs, and interests with a consultant. The LDCs offer a variety of instruments that can help you identify and understand your strengths and areas to improve as a leader and in other areas of your life.

Assessment Instruments

The major assessment instruments currently in use by the LDC staff include:

The Strong Interest Inventory: A model for other interest inventories, the Strong is used to help people choose occupations and training programs, make mid-career shifts, plan for retirement, and understand reasons for job dissatisfaction. The instrument identifies, and then organizes a person's interests into occupational themes and patterns that are then matched with various jobs held by those with similar interest patterns. This often helps people discover career options they may not have previously considered. Results may also confirm an individual's ideas about a new direction or existing career path.

Assessment Instruments (continued)

The Self-Directed Search (SDS): This is an easily completed and self-administered interest inventory that also helps individuals map their interests to various occupations. The SDS is based on theory that people's interests fall into one or more of six occupation categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The inventory assesses a person's relative preference for each of these areas, resulting in a code that can be matched to various occupations. Individuals who complete the assessment also receive a pamphlet that lists some 1,300 different occupations and a booklet on applying the results to career exploration and planning. Optional pamphlets include a *Leisure Activities Finder and Educational Opportunities*.

Myers-Briggs Type Indicator (MBTI): The MBTI is one of the most widely used personality inventories for understanding normal personality differences. It helps you better understand yourself, your motivations, your strengths, and your potential areas for growth. It has been used in many areas of self-development, including career exploration, and can easily be applied to populations going through a transition process.

Campbell Leadership Index (CLI): The CLI collects data comparing the individual's self-evaluation of leadership characteristics with the evaluations of others (ideally five persons who are familiar with or who have observed the individual's working style). The resulting profile provides detailed information so that the individual can understand a pattern of leadership strengths and possible weaknesses that can be compared between your own views and those of others.

Dominance / Influence / Steadiness / Compliance (DISC): DISC assesses human behavior. Its results reveal how you respond to problems and challenges, how you influence others to your point of view, how you respond to the pace of the environment, and how you respond to rules and procedures set by others. Knowing the DISC language helps people gain commitment and cooperation, build effective teams, resolve and prevent conflict, and gain endorsement.

Once you have identified the competencies that you need to address, you can focus on Step Three to select development opportunities that target the identified competencies.

Step Three: Plan Your Development

You can explore leadership development opportunities in the following eight areas. Click directly on an activity area to learn more, or click on your Band level below to find out about the specific opportunities available to you.



[Bands 1 and 2/Wage Grade Equivalent](#)

[Band 3](#)

[Band 4](#)

[Band 5](#)

BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

SELF-DIRECTED LEARNING

Self-directed learning is not only a method of instruction, but a philosophy of teaching you to think and learn independently, involving your ability to think for yourself and to act proactively in ways that empower you. It allows you to work through your individual goals, motivating you to own your development. Books, seminars, NGA events, and publications are all effective ways of launching your development. You may find many other appropriate materials not mentioned here. Targeted options include:

To become familiar with the NGA Organization, consider the following options:

- (1) All About NGA
- (2) Ethics
- (3) FasTrac
- (4) Intelligence Oversight
- (5) NGA Networks
- (6) Security Education and Awareness
- (7) Sexual Harassment Prevention
- (8) Mandatory Training Requirements

To learn about followership or effective team membership:

- (1) Visit an LDC to pick up an appropriate book, tape, video, or CD-ROM. You can use the Agency VOYAGER library system to identify information resources and then call or email the LDC to request a book, tape, video, or CD through interoffice mail.

<http://osis.nga.mil/td/slps/ldc/>

Select resources include:

- *Discovering the Leader in You*, Robert J. Lee and Sara N. King
- *Getting Things Done when You Are Not in Charge*, G.M. Bellman
- *The Fifth Discipline*, Peter M. Senge
- *Success and the Self-Image*, Zig Ziglar
- *The Career Chase*, Helen Harkness
- *Deep Change*, Robert E. Quinn

- (2) Find a related course:
 - a. in FasTrac <http://osis.nga.mil/td/fastrac> (this will require a user ID and password)
 - b. at www.golearn.gov
 - c. at the [USDA Graduate School](#)



BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

SELF-DIRECTED LEARNING (continued)

To learn about *NGA's direction and mission*:

- (1) Read the NET-IPT
 - The National System for Geospatial Intelligence (NSGI) Enterprise Transformation Integrated Product Team's (NET-IPT) final report.
- (2) Read NGA's Pathfinder
 - NGA's publicly releasable magazine distributed in hard copy and on the Agency Intranet and Internet.
- (3) Read NGA's Strategic Intent
 - NGA's strategic document communicates NGA's strategic direction to stakeholders and documents NGA's mission, vision, core values.
- (4) Corporate Transformation Business Plan
 - NGA's plan that provides the near-term focus and longer-term guidance to NGA's workforce for transforming capabilities consistent with the future needs of customers.
- (5) Capstone Concept for Geospatial Intelligence
 - An NGA publication that introduces the term geospatial intelligence to the lexicon of national security and describes the ongoing convergence of the imagery and geospatial tradecrafts. The document outlines principles that are generally applicable for geospatial intelligence practitioners throughout the National System for Geospatial Intelligence (NSGI).

Suggestions For Band 1 and 2/Wage Grade Equivalent Supervisors and Managers

In addition to the resources mentioned above, you may want to consider the following supervisor-specific self-directed resources.

- a. NGA's Supervisory Resource Center on the Human Resources Web Page located on NGANet
 - b. Self-paced training from the American Management Association
 - <http://www.amanet.org/elearn/index.htm> (online learning)
 - <http://www.amanet.org/selfstudy/index.htm> (self study)
 - c. *Workforce Magazine* www.workforce.com
-



BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

CONTINUING EDUCATION

Human Development Directorate (HD)/Office of Continuing Education (OCE) offers a variety of educational opportunities designed to meet the personal career development needs of the individual in union with the Agency's strategic goals and objectives. Contact OCE (<http://osis.nga.mil/td/oce.html>) about continuing your education through the Tuition Assistance, Vector Study, Discovery, Master of Science in Strategic Intelligence (MSSI) Programs, or the Joint Military Intelligence College.

SPECIAL PROGRAMS

To learn more about the following leadership programs, click on the links provided or contact an LDC about attending:

1. *Executive Leadership Program for Mid-Level Employees*: This developmental program provides supervisory/managerial training and development opportunities for high potential federal employees and prepares them for future positions as supervisors and managers.
http://www.grad.usda.gov/programs_services/lda/welp.cfm
2. *Horizons-Upward Mobility*: The Upward Mobility program is designed for underdeveloped employees who do not meet minimum NGA established qualifications for a selected occupation, but who demonstrate career potential.
3. *Intelligence Community Officer (ICO) Program*: The ICO program, under sponsorship of the Under Secretary of Defense for Intelligence and the Director of Central Intelligence, provides NGA civilian employees with opportunities to develop a breadth of experience and broad understanding of the missions and functions of the Intelligence Community.
<http://osis.nga.mil/td/icot>

Within NGA at Bands 1 and 2, employees can begin by participating in formal training, in classroom settings or online, to:

- a. sharpen their primary intelligence functional skills;
- b. increase their knowledge about the intelligence profession and the role of NGA as part of the intelligence community; and
- c. develop their understanding of leadership in the intelligence community.



BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

Classroom training opportunities are available through self-direction in the Joint Intelligence Virtual University (JIVU) and through the NGA training coordinators:

<http://osis.nga.mil/nga-bin/td/dbman/db.cgi?db=icop&uid=default>

4. *Secretarial Seminar on Intelligence*: This program is offered by the Central Intelligence Agency. It is designed for senior and executive secretaries in the Intelligence Community who wish to increase their knowledge of the intelligence process.
-

CLASSROOM TRAINING

Classroom training opportunities are an important means of targeting specific leadership competency gaps.

- (1) Find a related course:
 - a. in the NGC Catalog <http://osis.nga.mil/td/curriculum/>
 - b. in FasTrac <http://osis.nga.mil/td/fastrac/index.html> (this will require a user ID and password)
 - c. at www.golearn.gov
 - d. at the [USDA Graduate School](#)
 - (2) Myers-Briggs Type Indicator Workshop: Learn the dimensions of your personality that will help you with leadership, team participation, and your personal life.
 - (3) Listening for Results - The Forgotten Skill: This course teaches how listening effectively can improve work performance and morale.
-

MENTORING

Contact the LDC to learn more about the mentoring program at NGA <http://osis.nga.mil/td/lcd/mentor>. At this band level, ideally you want to work with someone who can help you:

1. Develop your technical abilities,
 2. Identify your leadership competency gaps, and
 3. Understand NGA values and culture.
-



BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

SUPERVISOR AND PROGRAM MANAGER ROLE-SPECIFIC OPPORTUNITIES

Supervisors and program managers can be found at all Band levels at NGA. Development can help participants at any Band level to improve the way that work is managed and employees are supervised. NGA has developed two opportunities that help employees to grow, as well as reinforce the NGA culture.

1. *Transition to Supervision*: If you are a supervisor or intend to become one, you will be expected to complete the requirements of *Transition to Supervision*. This program teaches the aspects of leading others from a role of formal authority. This is a comprehensive supervisory training program that spans three years. The program is organized into three blocks:

- *The Leadership Challenge Workshop*
- *NGA Today and Tomorrow: Understanding the Agency*
- *Managing Organizational Performance: Building the Skills for Success*

For more information, go to <http://osis.nga.mil/td/slps/transition.html>.

2. *Managing from the Middle* (under development): This program is designed to enhance the management skills of those in supervisory positions for two to five years. Managers will be exposed to application, analysis, and synthesis of the critical supervisory elements of leading people, leading change, and accountability. Some of the core electives for *Transition to Supervision* will serve as preparatory classes for *Managing from the Middle*. The core set of courses for *Managing from the Middle* will then go beyond the basic concepts covered in *Transition to Supervision*, into methods and techniques for handling specific issues.

Additional information can be viewed at <http://osis.nga.mil/td/slps/future.html>

ACTION LEARNING ASSIGNMENTS

Learn by doing. Action learning assignments can be formal rotational or developmental assignments or short-term projects. Apply for assignments or volunteer for opportunities that will allow you to test your new leadership competencies. Suggestions include:

- Taking on a new role on your team or work group
- Briefing your team on a new process, product, or initiative
- Seeking out a brief detail with another work group in your office or branch

Refer to [Appendix F](#) to learn more about Action Learning Assignments.



BAND 1 and 2/Wage Grade Equivalent Leadership Development Opportunities

ACTION LEARNING ASSIGNMENTS (continued)

Suggestions For Band 1 and 2/Wage Grade Equivalent Supervisors and Managers

Try to find ways to use newly acquired skills in your daily work and participate in action learning opportunities. In your position it is also important for you to provide other employees with action learning opportunities on your team or in your area when possible.

CORNERSTONE COURSES

Laying The Foundation

The *Laying the Foundation* program includes introductory leadership courses that acclimate you to NGA leadership expectations.

- (1) Leadership is Everybody's Business (LIEB): This challenging course examines, in an interactive format, 21 competencies commonly associated with leadership capability at all organization levels within NGA.

- (2) Leadership, Followership, and Achieving Organizational Loyalty: To become an effective leader, one must know the concepts of how to be an effective follower. This class examines basic leadership concepts and the expectations of those who follow.

BAND 3 Leadership Development Opportunities

SELF-DIRECTED LEARNING

Self-directed learning is not only a method of instruction, but a philosophy of teaching you to think and learn independently, involving your ability to think for yourself and to act proactively in ways that empower you. It allows you to work through your individual goals, motivating you to own your development. Books, seminars, NGA events, and publications are an important first step in your leadership development. You may find many other appropriate materials not mentioned here. Targeted options include:

To learn about *NGA's direction and mission*:

- (1) Read the NET-IPT
 - The National System for Geospatial Intelligence (NSGI) Enterprise Transformation Integrated Product Team's (NET-IPT) final report.
- (2) Read NGA's Pathfinder
 - NGA's publicly releasable magazine distributed in hard copy and on the Agency Intranet and Internet.
- (3) Read NGA's Strategic Intent
 - NGA's strategic document communicates NGA's strategic direction to stakeholders and documents NGA's mission, vision, core values.
- (4) Corporate Transformation Business Plan
 - NGA's plan that provides the near-term focus and longer-term guidance to NGA's workforce for transforming capabilities consistent with the future needs of customers.
- (5) Capstone Concept for Geospatial Intelligence
 - An NGA publication that introduces the term geospatial intelligence to the lexicon of national security and describes the ongoing convergence of the imagery and geospatial tradecrafts. The document outlines principles that are generally applicable for geospatial intelligence practitioners throughout the National System for Geospatial Intelligence (NSGI).

To learn about *the broader NGA community*:

- (1) Read the HR Message of the Month
- (2) Read NGA's Pathfinder
- (3) Attend EEO and Diversity Speaker programs

BAND 3 Leadership Development Opportunities

SELF-DIRECTED LEARNING (continued)

To learn about *new leadership strategies*:

- (1) Visit an LDC to pick up an appropriate book, tape, video, or CD-ROM. You can use the Agency VOYAGER library system to identify information resources and then call or email the LDC to request a book, tape, video, or CD through interoffice mail.
<http://osis.nga.mil/td/slps/ldc/>
- (2) Find a related course:
 - a. in FasTrac <http://osis.nga.mil/td/fastrac/index.html> (this will require a user ID and password)
 - b. at www.golearn.gov
 - c. at the [USDA Graduate School](#)

To learn about *helping others develop and perform*:

- (1) Visit an LDC to pick up an appropriate book, tape, video, or CD-ROM. You can use the Agency VOYAGER library system to identify information resources and then call or email the LDC to request a book, tape, video, or CD through interoffice mail.
<http://osis.nga.mil/td/slps/ldc/>
Select resources include:
 - *The Leadership Challenge*, Kouzes and Posner
 - *Leadership*, Rudolph W. Giuliani
 - *Discovering the Leader in You*, Robert J. Lee and Sara N. King
 - *Getting Things Done when You Are Not in Charge*, G.M. Bellman
 - *The Fifth Discipline*, Peter M. Senge
 - *Success and the Self-Image*, Zig Ziglar
 - *The Career Chase*, Helen Harkness
 - *Deep Change*, Robert E. Quinn
- (2) Read a related NGA Occupation Specialty Guide
- (3) Subscribe to a related online newsletter

Suggestions For Band 3 Supervisors and Managers

In addition to the resources mentioned above, you may want to consider the following supervisor-specific self-directed resources.

- a. NGA's Supervisory Resource Center on the Human Resources Web Page located on NGANet
 - b. Self-paced training from the American Management Association
<http://www.amanet.org/elearn/index.htm> (online learning)
<http://www.amanet.org/selfstudy/index.htm> (self study)
 - c. *Workforce Magazine* www.workforce.com
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BAND 3 Leadership Development Opportunities

CONTINUING EDUCATION

Human Development Directorate (HD)/Office of Continuing Education (OCE) offers a variety of educational opportunities designed to meet the personal career development needs of the individual in union with the Agency's strategic goals and objectives. Contact OCE (<http://osis.nga.mil/td/oce.html>) about continuing your education through the Tuition Assistance, Vector Study, Discovery, Master of Science in Strategic Intelligence (MSSI) Programs, or the Joint Military Intelligence College. Other recognized education programs offered through military Senior Service Schools include:

1. *Air Command and Staff College*: The focus of this opportunity is to prepare students to assume future command and leadership responsibilities in campaign planning and execution; improve communicative, analytical, and problem-solving skills needed in the contemporary staff environment; and enhance understanding of American military power and national interests.
www.au.af.mil/au/schools/acsc.html
2. *College of Naval Command and Staff*: The College of Naval Command and Staff is a multidisciplinary program designed for mid-level personnel from various federal agencies.
www.nwc.navy.mil/academics/colleges/cnsc.htm
3. *Marine Corps Command and Staff College*: This offers participants the opportunity to gain an understanding of the interrelationship of the strategic operational and tactical levels of war, in a joint and combined setting with the military as well as other government officials.
www.mcu.usmc.mil/csc/index.htm

SPECIAL PROGRAMS

To learn more about the following leadership programs, click on the links provided or contact an LDC about attending:

1. *DCI Exceptional Intelligence Analyst Program*: This program is intended to provide analysts with maximum latitude in designing their own developmental projects (e.g., sabbaticals, university studies or research, and temporary assignments to other U.S. Government Agencies).

BAND 3 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

2. *DoD Executive Leadership Development Program:* The primary focus of the DoD Executive Leadership Development Program is the application of training concepts and methodology by which DoD decisions are made.
<http://www.cpms.osd.mil/eldp/index.html>

 3. *Executive Leadership Program for Mid-Level Employees:* This developmental program provides supervisory/managerial training and development opportunities for high potential federal employees and prepares them for future positions as supervisors and managers.
http://www.grad.usda.gov/programs_services/lda/welp.cfm

 4. *Intelligence Community Officer (ICO) Program:* The ICO program, under sponsorship of the Under Secretary of Defense for Intelligence and the Director of Central Intelligence, provides NGA civilian employees with opportunities to develop a breadth of experience and broad understanding of the missions and functions of the Intelligence Community. Within NGA at Band 3, employees continue to enroll in formal training to build their breadth of skills and knowledge and the requirements for leadership in the intelligence community. As the employees reach the full-performance levels in their primary intelligence or intelligence-support discipline, they may also begin to develop functional skills in other disciplines through formal training. Band 3 employees are also eligible to attend the Program on Creative Leadership (POCL), one half of the required Organizational Career Development Plan (OCDP) component of ICO. <http://osis.nga.mil/td/icot>

 5. *JFSC, Joint and Combined Warfighting School-Intermediate:* JCWS-I mission is to educate officers and other leaders in the deployment, employment, synchronization, and support of unified and multinational forces in order to develop a primary commitment to joint teamwork, attitudes, and perspectives while reinforcing knowledge of individual service core competencies.
http://www.jfsc.ndu.edu/schools_programs/jcws/default.asp
-

BAND 3 Leadership Development Opportunities

CLASSROOM TRAINING

Classroom training opportunities are an important means of targeting specific leadership competency gaps.

Find a related course:

- a. in the NGC Catalog <http://osis.nga.mil/td/curriculum/>
- b. in FasTrac <http://osis.nga.mil/td/fastrac/index.html> (this will require a user ID and password)
- c. at www.golearn.gov
- d. at the [USDA Graduate School](#)

Suggestions For Band 3 Supervisors and Managers

The *Transition to Supervision* program requires 40 hours of Core Electives (CEs) or follow-on training and education for three years. Many of the topics are the same or similar to the leadership competencies, and therefore classes taken as a CE can also meet your leadership development needs.

MENTORING

Contact the LDC to learn more about the mentoring program at NGA <http://osis.NGA.mil/td/lcd/mentor/mentor.html>. At this band level, ideally you want to work with someone who can help you:

1. Determine your competency gaps,
2. Identify opportunities that start to build your leadership skills, and
3. Better understand NGA's mission and culture.

Suggestions For Band 3 Supervisors and Managers

If you are a supervisor or a project/program manager, you should seek out a mentor that can help you understand the specific tasks and skills needed to succeed at it. This person should be able to honestly confirm your professional strengths and weaknesses and help you improve your performance.

BAND 3 Leadership Development Opportunities

SUPERVISOR AND PROGRAM MANAGER ROLE-SPECIFIC OPPORTUNITIES

Supervisors and program managers can be found at all Band levels at NGA. Development can help participants at any Band level to improve the way that work is managed and employees are supervised. NGA has developed two opportunities that help employees to grow as well as reinforce the NGA culture.

1. *Transition to Supervision*: If you are a supervisor or intend to become one, you will be expected to complete the requirements of *Transition to Supervision*. This program teaches the aspects of leading others from a role of formal authority. This is a comprehensive supervisory training program that spans three years. The program is organized into three blocks:

- *The Leadership Challenge Workshop*
- *NGA Today and Tomorrow: Understanding the Agency*
- *Managing Organizational Performance: Building the Skills for Success*

For more information, go to <http://osis.nga.mil/td/slps/transition.html>

2. *Managing from the Middle* (under development): This program is designed to enhance the management skills of those in supervisory positions for two to five years. Managers will be exposed to application, analysis, and synthesis of the critical supervisory elements of leading people, leading change, and accountability. Some of the core electives for *Transition to Supervision* will serve as preparatory classes for *Managing from the Middle*. The core set of courses for *Managing from the Middle* will then go beyond the basic concepts covered in *Transition to Supervision*, into methods and techniques for handling specific issues.

The full curriculum and additional information can be viewed at <http://osis.nga.mil/td/slps/future.html>

ACTION LEARNING ASSIGNMENTS

Learn by doing. Action learning assignments can be formal rotational or developmental assignments or short-term projects. Apply for assignments or volunteer for opportunities that will allow you to test your new leadership competencies. Suggestions include:

- Serving as acting project manager or team leader
- Briefing higher level staff about team or work status
- Applying for the Employee Council or Professional Advisory Board
- Seeking out detail assignments to other offices or divisions within your directorate

Refer to [Appendix F](#) to learn more about Action Learning Assignments.

BAND 3 Leadership Development Opportunities

ACTION LEARNING ASSIGNMENTS (continued)

Suggestions For Band 3 Supervisors and Managers

Try to find ways to use newly acquired skills in your daily work and participate in action learning opportunities. In your position it is also important for you to provide other employees with action learning opportunities on your team or in your area when possible.

CORNERSTONE COURSES

Preparing for the Challenge

Preparing for the Challenge increases your understanding of individual and group dynamics and teaches team building concepts. More information about this course can be viewed at <http://osis.nga.mil/td/slps/pfc.html>. The Program covers the following competencies:

Leading Change	Leading People	Results Driven	Building Coalitions / Communication
Continual Learning	Conflict Management	Accountability	Influencing/Negotiating
Flexibility	Leveraging Diversity	Decisiveness	Interpersonal Skills
Service Motivation	Team Building	Entrepreneurship	Oral and Written Communication
Creativity and Innovation		Problem Solving	

(Click a competency to read the Band 3 description.)

BAND 4 Leadership Development Opportunities

SELF-DIRECTED LEARNING

Self-directed learning is not only a method of instruction, but a philosophy of teaching you to think and learn independently, involving your ability to think for yourself and to act proactively in ways that empower you. It allows you to work through your individual goals, motivating you to own your development. Books, seminars, NGA events, and publications are an important first step in your leadership development. You may find many other appropriate materials not mentioned here. Targeted options include:

To learn about *NGA's direction and mission*:

- (1) Read the NET-IPT
 - The National System for Geospatial Intelligence (NSGI) Enterprise Transformation Integrated Product Team's (NET-IPT) final report.
- (2) Read NGA's Pathfinder
 - NGA's publicly releasable magazine distributed in hard copy and on the Agency Intranet and Internet.
- (3) Read NGA's Strategic Intent
 - NGA's strategic document communicates NGA's strategic direction to stakeholders and documents NGA's mission, vision, core values.
- (4) Corporate Transformation Business Plan
 - NGA's plan that provides the near-term focus and longer-term guidance to NGA's workforce for transforming capabilities consistent with the future needs of customers.
- (5) Capstone Concept for Geospatial Intelligence
 - An NGA publication that introduces the term geospatial intelligence to the lexicon of national security and describes the ongoing convergence of the imagery and geospatial tradecrafts. The document outlines principles that are generally applicable for geospatial intelligence practitioners throughout the National System for Geospatial Intelligence (NSGI).

To learn about *the broader NGA community*:

- (1) Read the HR Message of the Month
- (2) Read NGA's Pathfinder
- (3) Attend EEO and Diversity Speaker programs

BAND 4 Leadership Development Opportunities

SELF-DIRECTED LEARNING (continued)

To learn about *advanced leadership strategies*:

- (1) Read *The Leadership Challenge* by Kouzes and Posner
- (2) Read Goleman's *Primal Leadership* or *Emotional Intelligence*
- (3) Read *Results-Based Leadership: How Leaders Build the Business and Improve the Bottom Line*, Ulrich, Zenger and Smallwood

To understand *NGA and its wider communities*:

- (1) Attend a seminar in your technical or professional area
- (2) Visit Corporate Relations for a presentation
- (3) Participate in a Professional Organization

To learn about *helping others develop and perform*:

- (1) Attend NGA mentoring program training
- (2) Present at a seminar in your technical or professional area
- (3) Participate in the LDC's Leadership Corner and Diversity Corners

Suggestions For Band 4 Supervisors and Managers

In addition to the resources mentioned above, you may want to consider the following supervisor-specific self-directed resources.

- a. NGA's Supervisory Resource Center on the Human Resources Web Page located on NGANet
 - b. Self-paced training from the American Management Association
<http://www.amanet.org/elearn/index.htm> (online learning)
<http://www.amanet.org/selfstudy/index.htm> (self study)
 - c. *Workforce Magazine* www.workforce.com
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BAND 4 Leadership Development Opportunities

CONTINUING EDUCATION

Human Development Directorate (HD)/Office of Continuing Education (OCE) offers a variety of educational opportunities designed to meet the personal career development needs of the individual in union with the Agency's strategic goals and objectives. Contact OCE (<http://osis.nga.mil/td/oce.html>) about continuing your education through the Tuition Assistance, Vector Study, Discovery, Master of Science in Strategic Intelligence (MSSI) Programs, or the Joint Military Intelligence College. Other recognized education programs offered through military Senior Service Schools include:

1. *Air Command and Staff College*: Educates mid-career officers to develop, advance, and apply air and space power. The focus is to prepare the students to assume future command and leadership responsibilities in campaign planning and execution; improve communicative, analytical, and problem-solving skills needed in the contemporary staff environment; and enhance understanding of American military power and national interests.
www.au.af.mil/au/schools/acsc.html
2. *Air War College*: The senior USAF professional military college program covers a broad spectrum of national security policy issues and military strategies and doctrine with an emphasis on air power. A free expression of ideas is encouraged and many opportunities for independent and group analytical and creative thinking are provided.
www.au.af.mil/au/schools/awc.html
3. *Army War College*: This program covers planning and policy making for key staff positions, national strategy and the international environment, as well as national security and the advancement of the science of land warfare.
<http://carlisle-www.army.mil>
4. *College of Naval Command and Staff*: This is a multidisciplinary program designed for mid-level personnel from various federal agencies. This mid-level professional military education program provides students with preparation for higher responsibilities.
www.nwc.navy.mil/academics/colleges/cncs.htm
5. *Marine Corps Command and Staff College*: This offers participants the opportunity to gain an understanding of the interrelationship of the strategic operational and tactical levels of war, in a joint and combined setting with the military as well as other government officials.
www.mcu.usmc.mil/csc/index.htm

BAND 4 Leadership Development Opportunities

CONTINUING EDUCATION (continued)

6. *Naval War College*: This is a multidisciplinary program designed for military officers and civilians of equivalent seniority from various federal agencies. This senior level professional military education program provides students with executive level preparation for higher responsibilities as senior captains/colonels and flag/general officers. www.nwc.navy.mil
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SPECIAL PROGRAMS

To learn more about the following leadership programs, click on the links provided or contact an LDC about attending:

1. *Brookings Institute Legislative Fellows*: This program provides Executive Branch personnel with the opportunity to serve in assignments in the Legislative Branch. It's designed for executives and managers whose current or prospective positions require a working knowledge of the operations of Congress. Upon completion, participant may serve a one-year rotational assignment in the Agency's Congressional Affairs Office. http://www.brook.edu/execed/fellows/legis_fellow.htm
2. *Carnegie Mellon, Management in Technology Organizations*: This program is designed to familiarize participants with the best practices in technology management to enhance leadership and interpersonal skills of those responsible for product, service, and process development teams. Program establishes an understanding of the interdependence between strategic and operational decision making. <http://web.gsia.cmu.edu/default.aspx?id=141340>
3. *Congressional Fellowship Program*: This program is for senior level federal employees who work as congressional aides and gain a working knowledge of the legislative branch. Includes a comprehensive three-week orientation period as full-time legislative aides in the House of Representatives and/or Senate beginning in November. Office assignments run December through August. Upon completion, participant may serve a one-year rotational assignment in the Agency's Congressional Affairs Office. <http://www.apsanet.org/about/cfp/>
4. *DCI Exceptional Intelligence Analyst Program*: This program is intended to provide analysts with maximum latitude. Participation will be at the participant's initiative and the projects undertaken will be entirely of their own design. Such projects might include, but are not limited to: sabbaticals, university studies or research, and temporary assignments to other U.S. Government Agencies.

BAND 4 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

5. *Defense Leadership and Management Program (DLAMP)*: This program focuses on developing civilian leaders for 3,000 key positions which are responsible for people, policy, programs, and other resources of broad significance. <http://www.cpms.osd.mil/dlamp/>
6. *DoD Executive Leadership Development Program*: The focus of this program is on the application of training concepts and methodology by which DoD decisions are made. Graduates are prepared to assume more responsible supervisory, managerial, and executive programs. <http://www.cpms.osd.mil/eldp/index.html>
7. *Excellence in Government Fellows*: An intensive development opportunity designed to transform mid-level federal managers into leaders who produce results for the American people. As part of their fellowship year, participants develop their personal abilities as leaders while creating strategies for meeting complex challenges facing their organizations. Participants continue to work their current jobs but meet with participants from other U.S. cities to explore the demands of executive leadership through dialogs with diverse groups of leaders from government and business. <http://www.excelgov.org/displaycontent.asp?keyword=prleiHomePage>
8. *Executive Leadership Program for Mid-Level Employees*: This developmental program provides supervisory/managerial training and development opportunities for high potential federal employees and prepares them for future positions as supervisors and managers. Program includes four core residential sessions during the year as well as interim assignments and shadow experiences within other organizations or Agency/Business Units. http://www.grad.usda.gov/programs_services/lda/welp.cfm
9. *JFSC, Joint and Combined Warfighting School-Intermediate*: JCWS-I mission is to educate officers and other leaders in the deployment, employment, synchronization, and support of unified and multinational forces in order to develop a primary commitment to joint teamwork, attitudes, and perspectives while reinforcing knowledge of individual service core competencies. http://www.jfsc.ndu.edu/schools_programs/jcws/default.asp

BAND 4 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

10. *JFSC-Joint and Combined Warfighting School-Senior*: In this program, senior level students emphasize the application of knowledge and comprehension skills developed through their respective Phase I Service colleges in an interactive executive seminar. The program begins with a high energy crisis exercise intended to rapidly coalesce each seminar and engender an appreciation of the complexities of joint, interagency and combined operations. The exercise is followed by a broad overview of strategic decision making with particular focus on the joint, interagency, and combined processes. http://www.jfsc.ndu.edu/schools_programs/jcwss/default.asp

 11. *White House Workshop and Capitol Hill Workshop*: The White House Workshop examines the roles, structure, and operation of the contemporary Presidency. It is important that senior federal managers and executives professionally understand how the institutional dynamics and policies in the Executive Branch shape the management and mission of their agency. The Capitol Hill Workshop offers senior federal managers and executives a timely, in-depth look at how the behind the scene struggles will play out in the new Congress and how Congress and the Administration will attempt to seize control of America's foreign and domestic agendas.

 12. *Intelligence Community Officer (ICO) Program*: The ICO program, under sponsorship of the Under Secretary of Defense for Intelligence and the Director of Central Intelligence, provides NGA civilian employees with opportunities to develop a breadth of experience and broad understanding of the missions and functions of the Intelligence Community. Within NGA at Band 4, employees continue to build their breadth and depth of leadership skills. By this time the focus for ICO begins to shift to experiential learning in intelligence community settings. Band 4 employees can apply four times annually, through their Directorate or Office, to participate in the Intelligence Community Assignment Program (ICAP), a rotational assignment to another IC agency for up to two years. Other rotations to intelligence organizations outside of NGA, at this band level of performance, can also be credited as equivalents toward the requirement. Band 4 employees may attend the Program on Creative Leadership (POCL), as well as the Leadership Challenge Perspective (LCP), to complete the Organizational Career Development Plan (OCDP) requirement for ICO. As the employees reach the full-performance levels in their primary intelligence or intelligence-support discipline, they may also begin to develop functional skills in other disciplines through formal or self-directed training. <http://osis.nga.mil/td/icot>
-

BAND 4 Leadership Development Opportunities

CLASSROOM TRAINING

Classroom training opportunities are an important means of targeting specific leadership competency gaps.

Find a related course:

- a. in the NGC Catalog <http://osis.nga.mil/td/curriculum/>
- b. in FasTrac <http://osis.nga.mil/td/fastrac/index.html> (this will require a user ID and password)
- c. at www.golearn.gov
- d. at the [USDA Graduate School](#)

Suggestions For Band 4 Supervisors and Managers

The *Transition to Supervision* program requires 40 hours of Core Electives (CEs) or follow-on training and education for three years. Many of the topics are the same or similar to the leadership competencies and, therefore, classes taken as a CE can also meet your leadership development needs.

MENTORING

Contact the LDC to learn more about the mentoring program at NGA <http://osis.nga.mil/td/lcd/mentor/mentor.html>. At this band level, ideally you want to work with someone who can help you:

1. Improve your leadership knowledge and skills,
2. Understand NGA's mission and its relationships with external organizations, and
3. Identify developmental opportunities that will challenge and stretch your leadership skills.

Suggestions For Band 4 Supervisors and Managers

If you are a supervisor or a project/program manager, you should seek out a mentor that can help you understand the specific tasks and skills needed to succeed at it. This person should be able to honestly confirm your professional strengths and weaknesses and help you improve your performance.



BAND 4 Leadership Development Opportunities

SUPERVISOR AND PROGRAM MANAGER ROLE-SPECIFIC OPPORTUNITIES

Supervisors and program managers can be found at all Band levels at NGA. Development can help participants at any Band level to improve the way that work is managed and employees are supervised. NGA has developed two opportunities that help employees to grow, as well as reinforce the NGA culture.

1. *Transition to Supervision*: If you are a supervisor or intend to become one, you will be expected to complete the requirements of *Transition to Supervision*. This program teaches the aspects of leading others from a role of formal authority. This is a comprehensive supervisory training program that spans three years. The program is organized into three blocks:
 - *The Leadership Challenge Workshop*
 - *NGA Today and Tomorrow - Understanding the Agency*
 - *Managing Organizational Performance: Building the Skills for Success*

For more information, go to <http://osis.nga.mil/td/slps/transition.html>

2. *Managing from the Middle* (under development): This program is designed to enhance the management skills of those in supervisory positions for two to five years. Managers will be exposed to application, analysis, and synthesis of the critical supervisory elements of leading people, leading change, and accountability. Some of the core electives for *Transition to Supervision* will serve as preparatory classes for *Managing from the Middle*. The core set of courses for *Managing from the Middle* will then go beyond the basic concepts covered in *Transition to Supervision*, into methods and techniques for handling specific issues.

The full curriculum and additional information can be viewed at <http://osis.nga.mil/td/slps/future.html>.

BAND 4 Leadership Development Opportunities

ACTION LEARNING ASSIGNMENTS

Learn by doing. Action learning assignments can be formal rotational or developmental assignments or short-term projects. Apply for assignments or volunteer for opportunities that will allow you to test your new leadership competencies. Suggestions include:

- Managing projects on a large scale
- Participate on inter-directorate or cross-agency teams that challenge you to think outside the bounds of your office or division
- Participate or lead a process improvement team
- Be a mentor

Refer to [Appendix F](#) to learn more about Action Learning Assignments.

Suggestions For Band 4 Supervisors and Managers

Try to find ways to use newly acquired skills in your daily work and participate in action learning opportunities. In your position it is also important for you to provide other employees with action learning opportunities on your team or in your area when possible.



BAND 4 Leadership Development Opportunities

CORNERSTONE COURSES

Leadership Challenge Perspectives

Leadership Challenge Perspectives is the cornerstone of the Band 4 and 5 leadership program. This course covers the five practices of successful leaders and gives you the opportunity to interact with successful executives from NGA and elsewhere. More information about this course can be viewed at <http://osis.nga.mil/td/slps/ldrcha.html>. The Program covers the following competencies:

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions / Communication
Continual Learning	Team Building	Accountability	Financial Management	Interpersonal Skills
Creativity and Innovation		Problem Solving		Partnering
External Awareness		Technical Credibility		
Flexibility				
Resilience				
Service Motivation				
Strategic Thinking				
Vision				

(Click a competency to read the Band 4 description.)

BAND 5 Leadership Development Opportunities

SELF-DIRECTED LEARNING

Self-directed learning is not only a method of instruction, but a philosophy of teaching you to think and learn independently, involving your ability to think for yourself and to act proactively in ways that empower you. It allows you to work through your individual goals, motivating you to own your development. Books, seminars, NGA events, and publications are an important first step in your leadership development. You may find many other appropriate materials not mentioned here. Targeted options include:

To learn about *NGA's direction and mission*:

- (1) Read the NET-IPT
 - The National System for Geospatial Intelligence (NSGI) Enterprise Transformation Integrated Product Team's (NET-IPT) final report.
- (2) Read NGA's Pathfinder
 - NGA's publicly releasable magazine distributed in hard copy and on the Agency Intranet and Internet.
- (3) Read NGA's Strategic Intent
 - NGA's strategic document communicates NGA's strategic direction to stakeholders and documents NGA's mission, vision, core values.
- (4) Corporate Transformation Business Plan
 - NGA's plan that provides the near-term focus and longer-term guidance to NGA's workforce for transforming capabilities consistent with the future needs of customers.
- (5) Capstone Concept for Geospatial Intelligence
 - An NGA publication that introduces the term geospatial intelligence to the lexicon of national security and describes the ongoing convergence of the imagery and geospatial tradecrafts. The document outlines principles that are generally applicable for geospatial intelligence practitioners throughout the National System for Geospatial Intelligence (NSGI).

To learn about *the broader NGA community*:

- (1) Read the HR Message of the Month
- (2) Read NGA's Pathfinder
- (3) Attend EEO and Diversity Speaker programs

To learn about *applying your leadership knowledge*:

- (1) Hold an impromptu seminar on a topic and invite colleagues
- (2) Act as a consultant on a problem issue outside the job

BAND 5 Leadership Development Opportunities

SELF-DIRECTED LEARNING (continued)

To learn about *creating collaborative and motivating environments*:

- (1) Go to a college campus to recruit for NGA
- (2) Begin working with a coach to address leadership challenges

To learn about *expanding knowledge of wider community issues*:

- (1) Represent NGA at inter-Agency meetings
- (2) Write and deliver a speech, or write one for someone else

Suggestions For Band 5 Supervisors and Managers

In addition to the resources mentioned above, you may want to consider the following supervisor-specific self-directed resources.

- a. NGA's Supervisory Resource Center on the Human Resources Web Page located on NGANet
- b. Self-paced training from the American Management Association
<http://www.amanet.org/elearn/index.htm> (online learning)
<http://www.amanet.org/selfstudy/index.htm> (self study)
- c. *Workforce Magazine* www.workforce.com

CONTINUING EDUCATION

Human Development Directorate (HD)/Office of Continuing Education (OCE) offers a variety of educational opportunities designed to meet the personal career development needs of the individual in union with the Academy's strategic goals and objectives. Contact OCE (<http://osis.nga.mil/td/oce.html>) about continuing your education through the Tuition Assistance, Vector Study, Discovery, Master of Science in Strategic Intelligence (MSSI) Programs, or the Joint Military Intelligence College. Other recognized education programs offered through the military Senior Service Schools include:

1. *Air War College*: The senior USAF professional military college program covers a broad spectrum of national security policy issues and military strategies and doctrine with an emphasis on air power. A free expression of ideas is encouraged and many opportunities for independent and group analytical and creative thinking are provided.
www.au.af.mil/au/schools/awc.html
2. *Army War College*: This program covers planning and policy making for key staff positions, national strategy and the international environment, as well as national security and the advancement of the science of land warfare.
<http://carlisle-www.army.mil>

BAND 5 Leadership Development Opportunities

CONTINUING EDUCATION (continued)

3. *Industrial College of the Armed Forces (ICAF) Strategic Acquisition Course:* A graduate level program of study in national security, with emphasis on management of national resources under current and predicted environments. Such studies will include both national and world interrelated military economic, political, scientific, and social factors, with the objective of enhancing the preparation of selected military officers and civilian personnel in positions of high trust in the national and international security structure. <http://www.ndu.edu/icaf/>
 4. *National War College:* This program is a senior level course in formulating and implementing national security policy to prepare officials for staff responsibilities. The college focuses on national strategy and decision making and emphasizes a joint, multi-service perspective. The curriculum expands the student's knowledge of national security matters and sharpens various analytical skills. <http://www.ndu.edu/nwc/>
 5. *Naval War College:* This is a multidisciplinary program designed for military officers and civilians of equivalent seniority from various federal agencies. This senior level professional military education program provides students with executive level preparation for higher responsibilities as senior captains/colonels and flag/general officers. www.nwc.navy.mil
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SPECIAL PROGRAMS

To learn more about the following leadership programs, click on the links provided or contact an LDC about attending:

1. *Brookings Institute Legislative Fellows:* This program provides Executive Branch personnel with the opportunity to serve in assignments in the Legislative Branch. It's designed for executives and managers whose current or prospective positions require a working knowledge of the operations of Congress. http://www.brook.edu/execed/fellows/legis_fellow.htm
2. *Carnegie Mellon, Management in Technology Organizations:* This program is designed to familiarize participants with the best practices in technology management to enhance leadership and interpersonal skills of those responsible for product, service, and process development teams. Program establishes an understanding of the interdependence between strategic and operational decision making. <http://web.gsia.cmu.edu/default.aspx?id=141340>

BAND 5 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

3. *Congressional Fellowship Program*: This program is for senior level federal employees who work as congressional aides and gain a working knowledge of the legislative branch. <http://www.apsanet.org/about/cfp/>
4. *DCI Exceptional Intelligence Analyst Program*: This program is intended to provide analysts with maximum latitude. Participation will be at the participant's initiative and the projects undertaken will be entirely of their own design. Such projects might include, but are not limited to: sabbaticals, university studies or research, and temporary assignments to other U.S. Government Agencies.
5. *DCI Seminar*: This seminar brings together 45 senior managers from across the Agency to hear their views first-hand. Its primary goal is to expose participants to managerial approaches of the Agency's leaders. A secondary objective is to provide an opportunity for these managers to get to know the peers with whom they will interact in future years. Includes a project built around an organizational issue.
6. *Defense Leadership and Management Program (DLAMP)*: This program focuses on developing civilian leaders for 3,000 key positions which are responsible for people, policy, programs, and other resources of broad significance. Includes a career-broadening, rotational assignment of at least 12 months, a professional military education of at least three months, and a minimum of ten graduate-level college courses with a defense focus. www.cpms.osd.mil/dlamp
7. *DoD Executive Leadership Development Program*: The primary focus of the DoD Executive Leadership Development Program is the application of training concepts and methodology by which DoD decisions are made. Graduates are prepared to assume more responsible supervisory, managerial, and executive programs. The program consists of seminars and details. <http://www.cpms.osd.mil/eldp/index.html>
8. *Excellence in Government Fellows*: An intensive development opportunity designed to transform mid-level federal managers into leaders who produce results for the American people. As part of their fellowship year, participants develop their personal abilities as leaders while creating strategies for meeting complex challenges facing their organizations. Participants continue to work their current jobs but meet with participants from other U.S. cities to explore the demands of executive leadership through dialogs with diverse groups of leaders from government and business. <http://www.excelgov.org/>

BAND 5 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

9. *FEI-Leadership for a Democratic Society*: This program brings together managers and executives from domestic and defense agencies for a unique, residential learning experience. The themes reflect and enhance the common culture of senior federal executives. Personal leadership, organizational transformation, policy and global perspectives components support an overarching emphasis on our government's constitutional framework.
<http://www.leadership.opm.gov/fei.html>

10. *Harvard Seminar-Senior Managers in Government*: This Harvard Seminar focus is on management of change, policy analysis, negotiations, leadership, strategy, and occupational management.
<http://www.execprog.com/programs.asp?programid=30&displaymode=view>

11. *Intelligence Community Officer (ICO) Program*: The ICO program, under sponsorship of the Under Secretary of Defense for Intelligence and the Director of Central Intelligence, provides NGA civilian employees with opportunities to develop a breadth of experience and broad understanding of the missions and functions of the Intelligence Community. Within NGA at Band 5, employees continue to add to their breadth and depth of leadership skills. At this level, employees are eligible to apply for any of the Intelligence Community Assignment Program (ICAP), Intelligence Community Officer Training (ICOT) or Organizational Career Development Plan (OCDP) programs for which they are qualified and which they may need to complete their ICO certification. In addition, Band 5 employees should be encouraging more junior employees to begin developing their own skills and leadership knowledge, and should assist them in plotting a course to ICO certification. <http://osis.nga.mil/td/icot>

12. *JFSC-Joint and Combined Warfighting School-Senior*: In this program, senior level students emphasize the application of knowledge and comprehension skills developed through their respective Phase I Service colleges in an interactive executive seminar. The program begins with a high energy crisis exercise intended to rapidly coalesce each seminar and engender an appreciation of the complexities of joint, interagency and combined operations. The exercise is followed by a broad overview of strategic decision making with particular focus on the joint, interagency, and combined processes. http://www.jfsc.ndu.edu/schools_programs/cwss/default.asp

BAND 5 Leadership Development Opportunities

SPECIAL PROGRAMS (continued)

13. *National Security Management*: This course explores a wide range of current national security leadership and management challenges. The course examines the U.S. national and global security environment external to DoD and then focuses on the policy-formulation, decision-making apparatus within the Department as influenced by the external environment.
<http://www.nss.edu/management.htm>
14. *White House Workshop and Capitol Hill Workshop*: The White House Workshop examines the roles, structure, and operation of the contemporary Presidency. It is important that senior federal managers and executives professionally understand how the institutional dynamics and policies in the Executive Branch shape the management and mission of their agency. The Capitol Hill Workshop offers senior federal managers and executives a timely, in-depth look at how the behind-the-scene struggles will play out in the new Congress and how Congress and the Administration will attempt to seize control of America's foreign and domestic agendas.
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CLASSROOM TRAINING

Classroom training opportunities are an important means of targeting specific leadership competency gaps.

Find a related course:

- a. in the NGC Catalog <http://osis.nga.mil/td/curriculum/>
- b. in FasTrac <http://osis.nga.mil/td/fastrac/index.html> (this will require a user ID and password)
- c. at www.golearn.gov
- d. at the [USDA Graduate School](#)

Suggestions For Band 5 Supervisors and Managers

The *Transition to Supervision* program requires 40 hours of Core Electives (CEs) or follow-on training and education for three years. Many of the topics are the same or similar to the leadership competencies, and therefore classes taken as a CE can also meet your leadership development needs.

BAND 5 Leadership Development Opportunities

MENTORING

Contact the LDC to learn more about the mentoring program at NGA <http://osis.NGA.mil/td/ldc/mentor/mentor.html>. At this band level, ideally you want to work with someone who can help you:

1. Understand how to have an impact on the Agency's culture,
2. Identify the best opportunities to help you succeed as leader at NGA, and
3. Learn how to create collaborative environments that motivate others.

Suggestions For Band 5 Supervisors and Managers

If you are a supervisor or a project/program manager, you should seek out a mentor that can help you understand the specific tasks and skills needed to succeed at it. This person should be able to honestly confirm your professional strengths and weaknesses and help you improve your performance.

SUPERVISOR AND PROGRAM MANAGER ROLE-SPECIFIC OPPORTUNITIES

Supervisors and program managers can be found at all Band levels at NGA. Development can help participants at any Band level to improve the way that work is managed and employees are supervised. NGA has developed two opportunities that help employees to grow, as well as reinforce the NGA culture.

1. *Transition to Supervision*: If you are a supervisor or intend to become one, you will be expected to complete the requirements of *Transition to Supervision*. This program teaches the aspects of leading others from a role of formal authority. This is a comprehensive supervisory training program that spans three years. The program is organized into three blocks:
 - *The Leadership Challenge Workshop*
 - *NGA Today and Tomorrow - Understanding the Agency*
 - *Managing Organizational Performance: Building the Skills for Success*

For more information, go to <http://osis.nga.mil/td/slps/transition.html>

BAND 5 Leadership Development Opportunities

SUPERVISOR AND PROGRAM MANAGER ROLE-SPECIFIC OPPORTUNITIES (continued)

2. *Managing from the Middle* (under development): This program is designed to enhance the management skills of those in supervisory positions for two to five years. Managers will be exposed to application, analysis, and synthesis of the critical supervisory elements of leading people, leading change, and accountability. Some of the core electives for *Transition to Supervision* will serve as preparatory classes for *Managing from the Middle*. The core set of courses for *Managing from the Middle* will then go beyond the basic concepts covered in *Transition to Supervision*, into methods and techniques for handling specific issues.

The full curriculum and additional information can be viewed at <http://osis.nga.mil/td/slps/future.html>

ACTION LEARNING ASSIGNMENTS

Learn by doing. Action learning assignments can be formal rotational or developmental assignments or short-term projects. Apply for assignments or volunteer for opportunities that will allow you to test your new leadership competencies. Suggestions include:

- Lead the implementation of a major project or initiative
- Sponsor Special Emphasis programs or speakers on interesting and important leadership topics
- Champion initiatives that implement aspects of the Diversity and/or EEO Strategic Plans
- Participate in the POM/IPOM process

Refer to [Appendix F](#) to learn more about Action Learning Assignments.

Suggestions For Band 5 Supervisors and Managers

Try to find ways to use newly acquired skills in your daily work and participate in action learning opportunities. In your position, it is also important for you to provide other employees with action learning opportunities on your team or in your area when possible.

BAND 5 Leadership Development Opportunities

CORNERSTONE COURSES

Leadership Challenge Perspectives

Leadership Challenge Perspectives is one of two cornerstone courses in the Band 5 leadership program. This course covers the five practices of successful leaders and gives you the opportunity to interact with successful executives from NGA and elsewhere. More information about this course can be viewed at <http://osis.nga.mil/td/slps/ldrcha.html>. The Program covers the following competencies:

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions / Communication
Continual Learning	Team Building	Accountability	Financial Management	Interpersonal Skills
Creativity and Innovation		Problem Solving		Partnering
External Awareness		Technical Credibility		
Flexibility				
Resilience				
Service Motivation				
Strategic Thinking				
Vision				

(Click a competency to read the Band 5 description.)

Dynamics of Strategic Leadership

Dynamics of Strategic Leadership is the other cornerstone program intended to prepare Band 5 employees for the Executive service (<http://osis.nga.mil/td/dslp.html>). The program begins with a Leadership Insight Week, and concludes 23 months later with a capstone leadership exercise. One part of this program is the completion of the Federal Managers Practicum (FMP), completed over the course of 18 months. This course counts as 10 credits toward an MPA from American University. There are both required and elective courses, based on your needs.

Step Four: Document Your Accomplishments

Once you have completed a leadership development activity, you should document both the activity and your growth. Click on activity area below for information and advice on documenting your accomplishments.



Quick Suggestions:

1. Keep a personal log of all of your developmental activities and work accomplishments throughout the year.
2. Update your EDP and your resume regularly (at least once a year) in PeopleSoft.
3. Complete the PHOENIX Leadership Assessment and share the results with your supervisor at the end of the performance period.

How To Document Your Accomplishments

Follow these steps to help you document—and receive appropriate credit for—all of the leadership development opportunities you pursue. Specific exceptions, especially for recording and tracking in PeopleSoft, are noted within each step.

1. **Record your activities** – Note each activity in a personal log (e.g., [Appendix G](#)), journal, or notebook, how the activity helped you develop your leadership skills and how your development impacted your work.
2. **Ensure that formal training activities are documented in PeopleSoft** – This includes Cornerstone Programs, continuing education, classroom, special programs, etc. In general, contact the Training Coordinator for your office to make sure that information about a training course is added to your PeopleSoft record. Note these differences:
 - a. *Education and Special Programs* – After completion of Education or Special Programs funded by NGA, your PeopleSoft training record will automatically be updated by the HD/Office of Continuing Education. Contact HD/OCE at 314-263-4021 if you have questions.
 - b. *Classroom Training* – Classes provided by the National Geospatial-Intelligence College (NGC) are automatically included in PeopleSoft. Contact the Training Coordinator for your office to add information about an *external training course* to your PeopleSoft record. Training information appears in the Employee Self-Service list of training activities in the resume section.
 - c. *Action Learning Assignments* – Assignments that are at least a month long and involve working in another area or office can be added to your PeopleSoft record. Contact HR Policy Office in the West at (314) 263-4888 to add the information, and the assignment will be included in the Work History section of your resume.
 - d. *Mentoring Participation* – Sign up as a formal mentor and/or mentee through the Mentoring module in PeopleSoft and your participation will be recorded in PeopleSoft.
3. **Summarize your activities** – Summarize all of your self-directed learning in [Appendix D](#) and other leadership development activities in [Appendix G](#). Describe the activity completed and the impact it had on your work. To prepare yourself for meeting with your supervisor at year end, compare this information to your performance elements and the generic promotion profiles.
4. **Summarize your activities on your resume** – Include a summary of all of your self-directed learning and other leadership development activities in the Work History narrative section of your resume. Describe the impact of your learning and provide specific examples that demonstrate your new level of competency. Link this information to the generic promotion profiles.



Phoenix Points of Contact

Leadership Development Centers

Bethesda, Ruth Building, Room 270
(301) 227-7715

Washington Navy Yard, Room 2C700
(202) 264-6046

St. Louis, Building 36, Room 1A08
(314) 263-4177

LDC Website: <http://osis.nga.mil/td/slps/ldc/>

School of Leadership and Professional Studies (SLPS)

5855 21st Street, S.E., Suite 101, Mail Stop K-1
Fort Belvoir, Virginia 22060-5921
(703) 805-2157

SLPS: <http://osis.nga.mil/td/slps>

National Geospatial-Intelligence College (NGC)

5855 21st Street, S.E., Suite 101, Mail Stop K-1
Fort Belvoir, Virginia 22060-5921
(703) 805-3268

NGC: <http://osis.nga.mil/td/college.html>

NGC Course Catalog: <http://osis.nga.mil/td/curriculum>

PHOENIX Web Site Addresses

SBU: <http://osis.nga.mil/td/phoenix>

Copper: <http://college.nga.smil.mil/phoenix>

NGANet: <http://college.nga.ic.gov/phoenix>

APPENDIX A: Definitions of Leadership Competency Clusters by Band Level

Band 3

Leading Change. Employees are supportive and effective participants in the change process. They consistently seek knowledge and information about anticipated changes so that they understand the direction of the Agency and can support the Agency's efforts. They align their actions, attitudes, performance, and development with the Agency's stated goals. They participate in change processes through their daily actions and activities and propose improvements to day-to-day processes. [Return to Profile.](#)

Leading People. Employees perform as core team members. They start to assume leadership roles on their teams, and they assume responsibility for the climate and performance of the team. They respect and value diversity. Leading by example, they respond to group challenges and work to constructively resolve team conflicts. [Return to Profile.](#)

Results Driven. Employees assume greater responsibility and accountability for themselves and their team. They set goals and timelines and respond to customer requirements in a timely manner. They effectively identify problems, contribute to decisions, and adjust to changes on a personal or team level. [Return to Profile.](#)

Business Acumen. Employees actively seek opportunities to develop management skills. They increasingly understand how Agency financial, technical, and human capital systems affect the workgroup or team. They contribute information to these management systems. [Return to Profile.](#)

Building Coalitions/Communication. Employees are focused on effective communication within the team. They use negotiation and other communication strategies to influence team members, team stakeholders, and customers in response to a specific situation or issue. They acquire an appreciation of intra-Agency dynamics. [Return to Profile.](#)

Band 4

Leading Change. Employees actively contribute to the change process. They share knowledge and information about emerging changes to better enhance the understanding of the direction of the Agency. They are aware of the impact of their efforts and reflect on their own strengths and weaknesses. They align their actions, attitudes, performance, and development with the Agency's stated goals. They contribute to NGA's transformation through their own actions and they enlist the support of others. [Return to Profile.](#)

Leading People. Employees often manage a team, project, or program. They are responsible for the climate and performance of the team, project, or program. They embrace, demonstrate, and communicate the value of diversity. They respond to team, project, or program challenges. They anticipate and work to resolve conflicts constructively. [Return to Profile.](#)

Results Driven. Employees actively manage the performance of the project or group and are accountable for the results. They set overall goals and deadlines and ensure that customer requirements are met. They make sound decisions, adjust to changes, and solve problems for the team, project, or program. [Return to Profile.](#)

Business Acumen. Employees consistently employ business management skills. They understand the Agency's financial, technical, and human capital systems and effectively use these systems to advance the team, project, or program. They provide context to others to increase their understanding of these management systems. [Return to Profile.](#)

Building Coalitions/Communication. Employees communicate effectively with all levels within the Agency. They use negotiation and other communication strategies to influence senior leaders, group members, team stakeholders, and customers. They understand and respond to Agency, inter-Agency, and customer interests. [Return to Profile.](#)

Band 5

Leading Change. Employees champion and effect change. They use knowledge and information to lead change initiatives. They communicate with a wide audience to ensure self and others understand the transformation of the Agency and its culture. They inspire and work with others, align their actions, performance, and development with the Agency's stated goals. [Return to Profile.](#)

Leading People. Employees hold leadership roles and advocate for change and improvement. They influence the climate and ensure effective performance of several teams or programs. They embrace diversity and implement initiatives and policies that reflect those values. They anticipate broad organizational issues and take steps to mitigate or resolve potential conflicts. [Return to Profile.](#)

Results Driven. Employees are responsible and accountable for the performance of groups and/or projects. They set, communicate, and ensure achievement of goals and objectives. They make difficult decisions, adjust to changes, and solve complex problems that have broad impact. [Return to Profile.](#)

Business Acumen. Employees employ critical business management skills to new and emerging issues. They are highly skilled at applying the Agency's financial, technical and human capital systems. They are familiar with emerging business trends and external benchmarks. They implement new solutions or policies for the Agency. [Return to Profile.](#)

Building Coalitions/Communication. Employees knowledgably and skillfully communicate across and outside the Agency. They build partnerships among key stakeholders or groups. They artfully use negotiation and other communication strategies to influence Agency and inter-Agency decisions and opinions. They understand and influence organizational, Agency, and National Security policy and operate effectively within that context. [Return to Profile.](#)



APPENDIX B: Descriptions of the Eight Leadership Development Activities

Self-Directed Learning Activities are the most flexible type of developmental opportunity because they enable the employee to focus on developing specific areas according to their own needs and schedule. These activities are often an effective introduction to a new and unfamiliar topic area. The Leadership Development Centers, local libraries, and bookstores offer a wide variety of individual activities, such as leadership books, Web-based training from FasTrac, audio tapes and CDs, and self-instruction manuals. [Return to Plan Your Development.](#)

Continuing Education is often a more intensive method of developing a range of leadership competencies because employees take college classes and accrue credits toward degrees. Employees can participate in a single course to develop specific, targeted competencies, or a series of courses designed to improve a number of leadership areas. [Return to Plan Your Development.](#)

Special Programs allow you to develop a range of leadership skills while you gain a better understanding of organizations and agencies in the wider community. These programs are often long-term (one-to-two years) and involve a series of courses, rotations, team assignments, and other learning opportunities that tend to be more intensive and more position focused than classroom training or continuing education. [Return to Plan Your Development.](#)

Classroom Training, under Phoenix, encourages you to gain knowledge and expertise in specific competency areas. A number of opportunities are available through the National Geospatial-Intelligence College (NGC) and the School of Leadership and Professional Studies (SLPS) as well as from government institutions such as the USDA Graduate School and other training providers. [Return to Plan Your Development.](#)

Mentoring provides an excellent opportunity for one-on-one leadership development. Mentors encourage development by 1) identifying the right kinds of developmental opportunities that you need to build your leadership skills, 2) providing ongoing feedback about strengths and weaknesses, and 3) discussing their own experiences and struggles as a leader. You can seek a mentor through the LDC Mentoring Program or informally on your own. (NOTE: We encourage mentoring by and at any Band level.) [Return to Plan Your Development.](#)



Role-Specific Training Opportunities, available to those who play a specialized leadership role, ensure that supervisors and managers have the training and instruction they need to fill these roles effectively. While every employee can be a leader, regardless of their title or position, supervisors and managers play special leadership roles that involve specific responsibilities and require special skills and knowledge. [Return to Plan Your Development.](#)

Action Learning Assignments allow you to apply your new leadership competencies you learned through other developmental activities. To be effective, the assignments must require you to apply skills or knowledge at a proficiency level which you have not previously achieved. These activities are often referred to as “stretch” assignments. Rotations are obvious action learning assignments. Taking on a new role in a working group and serving as acting team lead can be equally effective developmental opportunities that help you enhance your leadership skills during your current assignment. [Return to Plan Your Development.](#)

Cornerstone Courses are NGA-specific courses that provide a common leadership experience for Phoenix participants (based on Kouzes and Posner’s *Leadership Challenge*). The Cornerstone courses are designed to meet the specific leadership expectations of a given Band level. The courses also allow you to better understand the Agency by bringing together participants from across the organization, visiting and learning more about different locations, and bringing in leaders from the various components as guest speakers and discussion leaders. [Return to Plan Your Development.](#)

APPENDIX C: How to Develop Your EDP

Step 1 – Gather relevant information

Start by gathering the information that you need to draft your EDP. Specifically you want to know your strengths and areas to improve and the opportunities recommended for improving your knowledge and skills.

- *Take part in leadership assessments and consider your results*
- *Obtain feedback from your mentor, supervisor, or colleagues about your strengths and areas to improve*
- *Review your NGA Occupation Specialty Guide for position and Band-specific information related to leadership*
- *Review the NGA Leadership Guide for Band-specific opportunities*

Step 2 – Draft your plan

Using the information described above, draft a preliminary development plan.

- *Define your short- and long-term goals*
- *Target one to three specific areas for development*
- *Identify appropriate developmental opportunities and activities using your NGA Occupation Specialty Guide and your NGA Leadership Guide*

Step 3 – Review and revise

Review your preliminary draft with your mentor or a trusted colleague before submitting to your supervisor.

Step 4 – Enter your EDP in PeopleSoft and submit it to your Supervisor

Complete each of the EDP modules in PeopleSoft.

- *Complete the short- and long-term goals module*
- *Complete the Phoenix module*
- *Complete the desired training module*
- *Complete the desired assignments module*

Step 5 – Review your EDP and performance goals with your Supervisor

Review your EDP and the following issues during your performance planning discussion with supervisor.

- *Review your supervisor’s performance expectations for you*
- *Gain mutual approval for your final developmental plan*
- *Begin to work your plan and pursue your Leadership Development Opportunities*
- *Integrate your developmental goals into your work activities*

APPENDIX E: Getting Involved in Mentoring

What is Mentoring?

Mentoring is the process of establishing a unique developmental relationship between a more experienced/knowledgeable employee and a less experienced/knowledgeable employee. This relationship is a partnership built on mutual respect that fosters the growth and development of both participants.

How Does Mentoring Work at NGA?

Informal Mentoring

- Find someone in your organization who can help improve your leadership knowledge and skills, understand NGA's mission and its relationships with external organizations, and help you identify developmental activities that will challenge and stretch your leadership skills.

Formal Mentoring

- A formal mentoring program has been established to help employees understand the mentoring process and encourage mentoring partnerships among **all** employees, civil servants, and uniformed military alike at all Band levels. The program helps those who would feel more comfortable in a formal program.
- Participation is voluntary for both.
- Although supervisors are expected to coach staff members, mentoring relationships are outside the chain of command.
- Mentees can choose mentors who are one or two levels above them or who are more knowledgeable and experienced in their area of interest.
- Mentees also can choose mentors at their own level or even below if they want to learn more about particular aspects of an organization or share a community of interest with that person.
- Individuals can be a mentor in one relationship and a mentee in another.
- Mentors can have more than one mentee.
- Mentees can have more than one mentor.
- There is no predetermined amount of time the mentor and mentee should meet. The length of time and frequency with which they meet depend upon their goals.
- The mentor and the mentee decide the meeting times and duration.

Formal Mentoring (continued)

- Mentoring partnerships should last until the mutually agreed goals have been met but may continue at the discretion of both partners.
- Those wishing to be mentors may post their biographical profiles that are then made available to potential mentees through access to the PeopleSoft Employee Self-Service Mentoring Search function (also available in hard copy at every Leadership Development Center).
- Training workshops are offered to support program participants. Contact your local Mentoring Program Coordinator for workshop schedules:
 - Bethesda, Ruth Building, Room 270 / 301-227-7715
 - St Louis, Building 36 / 314-263-4177

Mentoring Web Site

- The Mentoring Web site provides ready access to information and serves as a guide to successful mentoring.
 - SBU: <http://osis.NGA.mil/td/ldc/mentor/mentor.html>
 - NGANet: <http://college.NGA.ic.gov/ldc/mentor/mentor.html>

Benefits of Mentoring

Benefits for Mentors

- Mentors gain a sense of pride from watching mentees develop. They understand that mentee development continues their work and contributes to strengthening the Agency.
- Mentors review and upgrade their own skills by guiding mentees.
- Mentors improve their own communication networks, sharing with others who have diverse backgrounds and talents.

Benefits for Mentees

- Mentees increase their knowledge of organizational culture, policies, goals, and values.
- Mentees develop and enhance skills and competencies.
- Mentees receive the value of one-on-one attention and support from more experienced staff.
- Mentees learn about valuable resources for obtaining information.
- Mentees also improve their communication networks, sharing with others who have diverse backgrounds and talents.

APPENDIX F: Action Learning Assignments

What are Action Learning Assignments?

Action Learning Assignments are work assignments through which you apply and grow leadership competencies. You may have learned principles of the target competencies through other developmental activities, but you can develop the skills further through use in an assignment. The assignment should require you to apply skills or knowledge at a proficiency level which you have not previously achieved.

Benefits of Action Learning Assignments

Action learning assignments and stretch assignments are essential to the growth of leaders. They:

- **Provide hands-on experience:** Though reading about a new topic or area is useful, actually performing a new task can often be the most effective way to integrate new competencies into your repertoire.
- **Enhance skills and knowledge:** Through action learning assignments, you will be compelled to raise your current skills and knowledge to higher levels.
- **Promote flexibility and adaptability:** While learning how to apply knowledge, skills, and abilities in unfamiliar situations, you will be challenged to adapt and remain flexible.

Applying for an Action Learning Assignment

1. Let your supervisor know you are interested in action learning assignments.
2. When you hear about a need for resources that would be appropriate for your goals and Band Level (see chart below), mention your interest to your supervisor.

Band-Appropriate Action Learning Assignments

Action Learning Activity	Band Level			
	Be sure you engage in activities appropriate to your Band level			
	1-2	3	4	5
<i>Example: Project Leadership</i>	Focus on learning assignments within your workgroup <i>Serve as a team lead on project within your workgroup</i>	Focus on long-term assignments within your office and program area but outside your workgroup <i>Serve as acting project manager within your office</i>	Focus on assignments at NGA outside your office in another program area <i>Manage projects on a large scale in an unfamiliar area</i>	Focus on assignments outside of NGA <i>Lead the implementation of a major project or initiative in another agency</i>

(Click on your Band level in the table above to return to Plan Your Development)



APPENDIX G: Record Your Developmental Activities

After you complete each leadership development activity, we encourage you to document your accomplishments. Use this form to log all the developmental activities you engage in throughout the year. Be sure to transfer this information to your EDP and your resume as appropriate.

Date	Topic(s)/Competency(ies) Covered	Description of Activity Completed and Impact on Your Work