



PEARL HARBOR NAVAL SHIPYARD
AND
INTERMEDIATE MAINTENANCE FACILITY

Career Pathways Guide

Rev B

Career Pathways



OPTIONS FOR

GROWTH|PURPOSE|SUCCESS



Career Options

If you would like more information on how to use these materials, please contact Constance Collins at 473-8000 x2574 or constance.collins@navy.mil.



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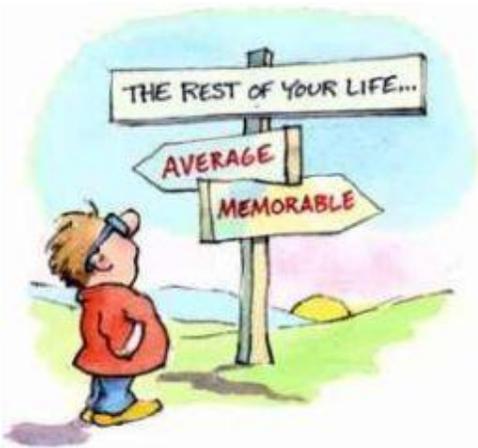
“I believe it is the duty of each of us to act as if the fate of the world depended on him. Admittedly, one man by himself cannot do the job. However, one man can make a difference...”

Hyman George Rickover (January 27, 1900 – July 8, 1986) four-star admiral of the United States Navy



Your Career: Average or Memorable?

“...helping you find the right Career Path is a priority.”



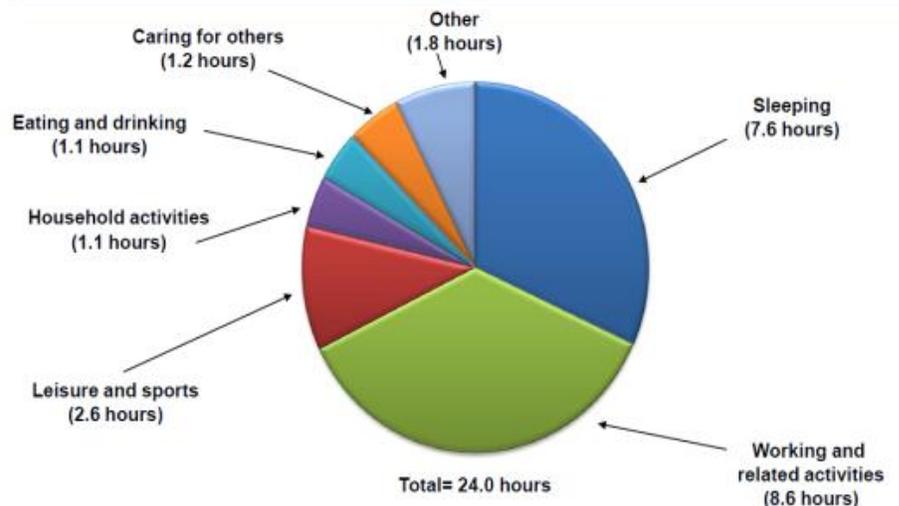
Fast forward a few years in your life.

You are surrounded by your co-workers, accepting a plaque that has your name on it, and posing for a picture as you shake the Shipyard Commander’s hand. You are being appreciated for years of meritorious service and are asked to say a few words to the crowd that has happily gathered in your honor. Flash bulbs go off, and you pause to reflect on a career that went by much faster than you anticipated. You take a deep breath and say...?

Truthfully, it is hard to know for sure what you will say on that day. It is the purpose of this Career Options guide to help you make the decisions that will allow you to look back on your career here as, not just “average”, but “memorable.”

You spend, on average, 8.6 hours a day doing what you do here at Pearl. And over the course of a 30 year career can expect to log in 7.4 years of service. It is the biggest investment of time you will make in your life, second only to the one you make to your family. So helping you find the right Career Path is a priority.

Time use on an average work day for employed persons ages 25 to 54 with children



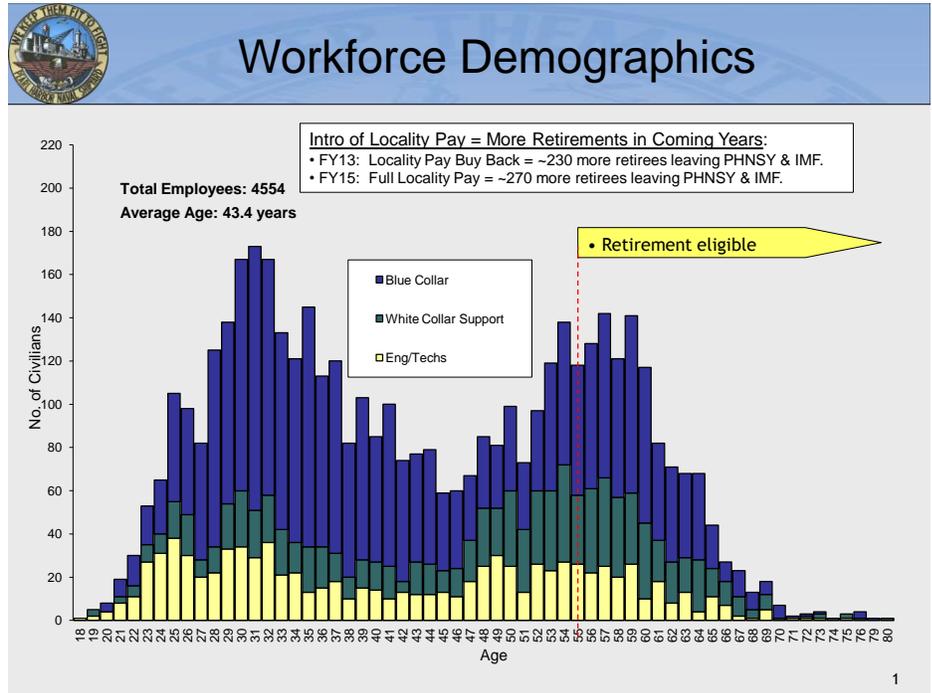
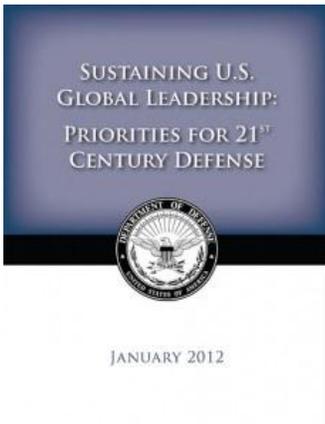
NOTE: Data include employed persons on days they worked, ages 25 to 54, who lived in households with children under 18. Data include non-holiday weekdays and are annual averages for 2010.

SOURCE: Bureau of Labor Statistics, American Time Use Survey



PHNSY: An Organization in Transition

“You are employed at a very pivotal time of transition for our command.”



Why should you be concerned about finding the right career path?

The Shipyard is in transition.

Our “Baby Boomer” generation of employees is transitioning out of the workforce into retirement at the same time our main platform of work on the 688 Los Angeles class of submarine is transitioning to the 774 Virginia class submarine.

The Nation is also in transition

As we end nearly ten years of continuous war, the President’s Strategy, released January 2012, paints a future of a “forward deployed” military that is heavily dependent on the Navy, ***in the Pacific theatre.***

Just as the generation before us left a legacy in the aftermath of the attack on Pearl Harbor, we too are being called to create our own legacy in support of today’s fleet.



***Stories
of
personal
career
journeys***

**CASE STUDIES:
CONVERSATIONS WITH THOSE
WHO FOUND THEIR PATH**

In this section you will have the opportunity to read stories of those you work with and learn of their personal journey throughout their careers here in Pearl Harbor.

As you read, keep in mind that each of these individuals came from different backgrounds and from different generations yet are all examples of people who found their voice and talents along the way, here at Pearl.

It is our hope that you are encouraged to learn more about this organization and develop your own career strategy and personal development plan.



***“You
have to
be
willing
to do
more
than you
are
asked.”***

Davilee Kahana, Nuclear Material Manager GS-14

For those that know her, Davilee Kahana is a down to earth leader whose nurturing spirit will instantly remind you of your favorite childhood aunty. Ms. Kahana has devoted her entire professional career to Pearl Harbor Naval Shipyard. A true National Asset, Ms. Kahana has played a vital role in the transition of our supply system from a localized group of suppliers to a complex corporate network. Ms. Kahana took some time to reminisce on her career pathway.

Q: When did you start your career in the civil service?

A: Back in 1967. I started as a GS-2 Warehouse Clerk working for the Army out at Pier 40 in the Kapalama Warehouse. I was the baby of the bunch working with men that were close friends with my Dad, so I was surrounded by people that were a lot older than me, at the time.

Q: So how much did a GS-2 position pay in 1967?

A: It’s funny you ask me that question; I just cleaned out my desk and saw some payroll data from back then. I earned \$8,000 dollars a year at that time.

Q: So what brought you to Pearl Harbor?

A: I came to Pearl Harbor when the Army started downsizing.

Q: What level did you start out as?

A: GS-3. From there I progressed through the steps, 5,7,9,11,12,13 and now I’m a GS-14.

Q: Wow that’s impressive, what type of attitude has helped you in that journey?

A: You have to be willing to take on more than what you are asked. Being open to doing more than what is required.

Q: Doesn’t that put pressure on family life?

A: It does. Even to this day I struggle to find that balance. When I first started, our local instructions could fit in one binder, now it takes up ten volumes. Things have grown more complex over the years.



“Do the Right Thing... We’ve got enough stress to have to worry about ‘covering our tracks’”.

Mike Carreiro, Project Superintendent

GS-14

Mike Carreiro, Project Superintendent fosters a collaborative environment with his project teams. His vision and leadership has lead his project teams to successful completion of availabilities. A true friend and leader, Mike is respected and keeps driving the shipyard forward to meet our goals.

Q: When did you start your career in the civil service?

A: I started my career on 03 October 1981

Q: What position did you start in?

A: I came into the shipyard as an Apprentice welder

Q: Was Pearl Harbor your first federal job?

A: Yes, Pearl Harbor Naval Shipyard was my first federal job.

Q: What was your career path to your present position?

A: My career path to my current position consisted of moving from Apprentice Welder → Nuclear Welder → Nuclear Welder Foreman → I left Shipyard to work at the IMF during the Regionalization Period (1996) → at the IMF, I was the Structural Supervisor → Project Zone manager (Returned to Shipyard during this period) → Non Nuclear Welder Resource Shop General Foreman → Assistant Project Superintendent → Project Superintendent.

Q: What was the most valuable lesson learned while charting your career in the shipyard?

A: I learned that moral values are the best.... never have a secret agenda this will be perceived as being deceitful, never let personal experiences/emotions dictate your actions when dealing with people, workplace or business decisions, do the right thing..... we've got enough stress to have to worry about "covering our tracks".

Q: What is the primary responsibility of a Project Superintendent? What is the most important competency that you need to be proficient in as a project sup?

A: Primary responsibility is to represent the 4500 plus people in our shipyard. Our future as a shipyard hinges on our performance.... this means we execute our assigned projects 1) Safety, 2) with the requisite quality, 3) within Budget, 4) within prescribed duration. Most important competency (according to Mike Carreiro) is the ability to build and foster team work to include our Ship Force counterparts, success on a project is the sum of all involved.

Mike Carreiro, Project Superintendent

GS-14

“I pay particular attention to areas that is not part of my background, I am not afraid to engage the right folks where I am not familiar with a subject & take calculated risks by participating in discussions & ultimately making decisions.”

Q: How do you personally develop in your career?

A: I develop personally in my career by getting out of my comfort zone, being a product of a specific trade there is so much more to ship repair and even more to supervising and managing people. I pay particular attention to areas that is not part of my background, I am not afraid to engage the right folks where I am not familiar with a subject and take calculated risks by participating in discussions and ultimately making decisions. I try to treat people with the respect they deserve and look out for their best interests, this is easy when you interact with people who are mature and engaging... then there are those times that I struggle as I've encountered people who in my perception do not value their jobs or respect others. I've learned from the training I received in the Personal Mastery workshop the meaning of Emotional Intelligence and Self Regulation. These two competencies and concepts have personally connected some dots for me to be a better person which translates into a better leader. I have not mastered these yet but am cognizant of them and am making strides.

Q: What keeps you going, how do you keep your sanity and balance your personal and work life?

A: I feel like I owe it to the 4500+ people in the shipyard whose future hinges on our doing a good job.

Q: Do you have any success stories that you would like to share?

A: Success or satisfaction is in the fact that I've been blessed with a long career. While in the trade (shop) I've had the opportunity to work on very high profile jobs. As a resource shop manager I've been privileged to participate in hiring people into the program and training/developing trade skills. Several of whom are now supervisors/managers or specialists in their trade. As a project manager I've come to respect all trades & technical codes for the knowledge/skill they bring to the table. I've had the opportunity to mentor and share my experiences with folks from all trades. It's difficult to identify a particular story as there have been so many.



***“Do more
Listening
than
Talking,
especially
with your
Direct
Reports...
Then take
Action-
Quickly.”***

Renny Akina, Production Resources Process Manager, GS-14

Renny Akina, Production Resources Process Manager from Code 970 is a leader that people enjoy working with. He truly listens to his team and does his utmost to provide for their work needs. His leadership exemplifies integrity, ownership and dedication to the shipyard and the welfare of the workforce.

Q: When did you start your career in the civil service? Where did you begin your federal career? What position did you start your federal career in?

A: I began my federal career in August 1972 as an electronic technician in Fort Shafter Army Base.

Q: What was your career path to your present position?

A: I started my career in the shipyard in 1973 as an Apprentice Boat Builder. Although I liked learning the electronics trade and was targeted to becoming a limited journeyman in 18 months, I felt it was too slow for me. At the time, I really enjoyed doing woodwork and building stuff. After graduation from the Apprentice program in 1977, I became an apprentice instructor and a year later a supervisor. I was assigned to work on surface ships, submarines and inside shop work as a supervisor. After 4 years of supervisor experience, I was promoted to General Foreman and 2 years later selected to run Shop 55. I did that for 10 yrs starting many programs in the shipyard (hazmat control, recycle, facilities construction, etc.) Since that assignment in 1985 and throughout my career, I've been selected to work in different special project programs.

Q: What was the most valuable lesson learned while charting your career in the shipyard?

A: Do more listening than talking, especially with your direct reports....then take action, quickly. Just know that even if you have the highest pay on your team, it doesn't mean that you're the smartest. Value your team members and treat all of them with the upmost respect. Performing your work with that kind of attitude will provide a smooth career for you.

Q: What is the primary responsibility of a shop General Foreman and Change agent in the shipyard? What is the most important competency that you need to be proficient in as you move up the career ladder?

A: A shop General Foreman owns the resources (workers and equipment/tools) so preparing them to execute work on the projects utilizing the latest techniques built into the streamlined processes with particular focus on the shipyards Progressive Improvement Measures (PIMs) to maintain alignment. The important competency I believe is being a good team member having the ability to work with others possessing the desire to excel and seeking creative and innovative ideas.

“...Failure is NEVER an Option in ALL Areas of My Life... It doesn't make any sense to be successful in one's career and when you go home your kids don't want to talk to you.”

Renny Akina, Production Resources

Process Manager, GS-14

Q: How do you personally develop in your career?

A: Personally develop by always improving your personal mastery in all areas of life and having the right vision and leading the team towards it.

Q: What keeps you going, how do you keep your sanity and balance your personal and work life?

A: Continuous drive to want to succeed....failure is never an option in all areas of my life, however, when setbacks arise, as they surely will cause you can't control everything, always turn those situations into positive learning events. I believe in being moderate in all things. It doesn't make any sense to be successful in one's career and when you go home your kids don't want to talk to you.

Q: You once left the shipyard and came back. Why did you leave the shipyard? What brought you back?

A : In the mid-90's the Navy announced the plan to return Kaho'olawe which has been used for target practice since 1941 (50 yrs). They hired an ordnance removal contractor (Parsons/UXB Int'l) to clean up the island which included many other subcontractors. It was a huge effort - largest in the world at that time and very dangerous. I really wanted to be part of the team and applied and luckily got on. I expected to leave the shipyard just for a year but ended up being away from the shipyard for 4 years. To leave, I volunteered for the 1996 RIF and I planned to come back to complete my career here at pearl. I lost 4 years of my service time with the Navy when I took that opportunity which was a BIG deal! I would do it again in a heartbeat, that's how much working on that job meant to me. I gave up and sacrificed a "high position" for Kaho'olawe because that was what I was passionate about. I came back to the shipyard after I fulfilled my mission on Kaho'olawe.

Q: Do you have any success stories that you would like to share?

A: There was a worker nobody liked in the shop, for various reasons, and although she was kind and friendly. They treated her mean and was very disrespectful to her. She was bullied because they knew she wouldn't retaliate. I vowed to change the situation. I had her trained on a special job that nobody else knew and she got really good at it. Every other worker needed to have that skill when it was needed on the job. She became needed a lot and eventually became well-respected for her new skill that no one else had... now they look at her much differently. I helped someone from feeling bad to feeling proud of herself.

Q: What do you like most about your job?

A: What I like about my job is the flexibility to try different ideas, many innovative/creative out-of-the box type thinking that makes solving problems fun and effective. This is what a learning organization is about when people can feel free to express problems and their solutions while possessing the desire to improve their current state.

Terry Quapaw, NEPD Resource Manager GS-13



Terry Quapaw started his career in the civil service in March of 2001 as a Ship's Maintenance Aid, WG-4 temporary hire not to exceed one year. Eleven years later Terry's career in Pearl Harbor Naval Shipyard has taken him across the country. Recently Terry completed the Shipyard's Executive Development Program. This six month program allows participants to rotate through each of the public shipyards and perform a one month tour of NAVSEA headquarters in Washington, D.C.

Q: When did you start your career in the civil service?

A: I started on March 12, 2001. I came in as a WG-04 Ships Maintenance Aid. It was a temporary position not to exceed one year. I was twenty three at the time and didn't have much of an education or direction in life, so I figured why not work at Pearl? It couldn't hurt.

Q: Why Pearl Harbor?

A: My dad used to work here in the eighties before the downsizing. As a welder he has always worked for the government and it put food on our table, so I thought I should at least check it out.

Q: You said your position was temporary, what happened after a year?

A: Well, fortunately for me I never got to finish the year. I got accepted into the apprentice program and reported for work as an Air Conditioning Equipment and Maintenance Mechanic Trainee in shop 56 on January 6th of 2002.

Q: Obviously you didn't stay in Shop 56, where did you go from there?

A: During my time as a mechanic I got involved with the Metal Trades Council Moonshine Process Improvement program. It was a gateway towards my transition to the Quality Organization and later, the Business Office. From the Business Office I eventually ended up going through QA again, this time as the Self Assessment Program Manager then making my final stop in C2301 as the NEPD Resource Manager.

***“I
wouldn’t
have
known
any of
this
about
myself
had I
given up
at the
first
“No.”***

Terry Quapaw, NEPD Resource Manager

GS-13

Q: It sounds like you had clear plan along the way.

A: No, I did not. Every time I thought I did, the exact opposite of what I wanted to happen occurred.

Q: How did you get to where you are now?

A: I had a lot of capable and “patient” mentors along the way and I took a lot of chances. When I started down this path, my immediate goal was to be the Shop Planner in X56. I built my entire Individual Leadership Development Plan around achieving that goal. But it didn’t pan out that way. Along the way I found out that I had passion for analysis, I wasn’t only good at it, I really enjoyed it. And the thing is this; I wouldn’t have known any of this about myself had I given up at the first “No.” It took a setback for me to go back to school and get my degree in Economics.

Q: What is the most important quality that has helped you on your journey?

A: You definitely need to be resilient in this business. And that’s just because the shipyard is a big machine. And it’s a big machine that’s actually a small machine in an even bigger machine of the Navy, and the Department of Defense, and the Nation. Some days events change so suddenly its months before you even get to resume what you were doing before it happened. The earthquake in Japan and events at Fukushima are just one example.

Q: You sound like you’ve already got plans?

A: I love my current job, and I want to do the best I can. If you are not thinking of the next step and helping others do what you do, and helping them do what they do better, then what’s the point of it all? Just come to work and collect a paycheck? You can do that anywhere but this is Pearl Harbor and it’s a pretty exciting place, if you open yourself up to it.

Q: Any words of advice for those interested in moving on to different career paths?

A: Never be afraid to manufacture your own destiny.



“I love this shipyard and everything about it- especially the people.”

Gregory “Kaipo” Crowell, C300N

Nuclear Operations Department Head, GS-15

Gregory Kaipo Crowell (Kaipo) started in the Shipyard in 1983 after graduating from the University of Portland in Mechanical Engineering. He started in the Radiological Technical Division of the Radiological Control Office and then eventually reassigned to a newly established Radiological Emergency Planning Division. His engineering education and background helped with communicating work processes in technical work documents and solving problems. His best memories starting in the Shipyard were establishing new relationships and friendships with his co-workers (RADCON Basketball champs!).

Q: When did you start your career in the civil service?

A: I started my career right out of college in 1983.

Q: What position did you start in?

A: I started as a nuclear engineer in Code 105 radiological technical division.

Q: Was Pearl Harbor your first federal job? If not, where did you begin your federal career?

A: Pearl Harbor Naval Shipyard was my first full time federal job. I actually worked in design (Engineering Planning Division- EPD) for a summer.

Q: What was your career path to your present position?

A: My career path to my current position (C300N) consisted of: Nuclear Engineer in Code 105 to Division Head in Code 105 to Deputy Director in Code 105 and then to Director in Code 105. I was re-assigned to Code 2300 for approximately 2 years, then re-assigned to Code 900 for over 3 years, and currently assigned to Code 300N.

Q: What was the most valuable lesson learned while charting your career in the shipyard?

A: I should have left Code 105 earlier in my career and went on a project.

People + Process + Environment = Shipyard Success

Gregory “Kaipo” Crowell, C300N

Nuclear Operations Department Head, GS-15

Q: What is the primary responsibility of a department head? What is the most important competency that you need to be proficient in as a department head?

A: My primary responsibilities as a department head are to develop future talent, remove barriers, and make decisions. I need to be proficient in business acumen and talent management.

Q: How do you personally develop in your career now that you have made it to the "top" of the organization?

A: To develop as a leader in my career, I believe in finding the right leaders to mentor me on career choices and take risks so I could learn.

Q: What keeps you going, how do you keep your sanity and balance your personal and work life?

A: I love this shipyard and everything about it especially the people. I am at the point that I focus on priorities - health, relationships and career. Personal Mastery in all aspects of my life needs to occur.

Q: What do you like most about your job?

A: Three things I most like about my job:

- Opportunity to work with some amazing people.
- Challenging problems with creative solutions.
- Purposeful achievements.

As a department head, Kaipo’s current focus areas are strategic vision for the shipyard, talent management/personnel development and removing day-to-day barriers. He finds satisfaction is addressing the workforce in various forums including New Employee Orientation, supervisor and zone manager training and each Talk 101 class. He focuses his message on command values, the equation for success (**People + Process + Environment = Success**) and work-life balance.

He has learned a lot from his various experiences within the shipyard but values most, the people he works with.



Create the Path to your “Legacy”

**“You are a
National Asset.”**

The goal of this guide is:

- To supplement existing leadership development, succession planning, mentoring, and equality of opportunity options to guide the development of employees consistent with established DON-wide goals.
- To provide you a road map for the career options that will develop your skills and organizational awareness to aid the command in meeting current and projected requirements.

So review how the seven career family’s team together to provide world class maintenance to the world’s finest Naval Fleet, and ask yourself where you would like to be at the end of your career service.

If you are in the right place at the right time doing the work you love, then use this guide as information of potential options for your future.

If you are not, then consider using this guide as a first step towards creating that path to leaving your “Legacy.”



Career Families

What Are the Six Career Families?	Is This Career Family for You?	Sample Careers in PHNSY	Education Level Required
<p>Strategic Business Management, Finance, and Technology</p> <p>Careers in this family are related to the business environment. These include, computer/ information systems, finance, accounting, resource management, program management, workload and workforce forecasting, performance management and improvement, and management.</p>	<p>Do you enjoy being a leader, organizing people, planning activities, and talking? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, or surfing the Internet? This may be your career path!</p>	<p>Program Analyst - Various Codes Cost Advocate - Code 300 Resource Manager - Various Codes Quality Assurance Specialist - Code 130 Business Agent - Code 1200 Performance Manager - C100PI LEAN/ LO Facilitator - C100PI Executive Support - C1100 IT Specialist - C1230</p>	<p>An Engineering Degree is required for certain positions. A degree is required for certain finance positions.</p> <p>Desired: Economics Strategic Management Systems Engineering Public Administration</p>
<p>Logistics and Supply Chain Management (Acquisition)</p> <p>Careers in this family are related to the flow of resources between the supplier and the point of destination in order to meet the requirements of our customers on the waterfront. This field involves the integration of information, transportation, inventory, warehousing, material handling, and packaging, and often security.</p>	<p>Do you enjoy the behind-the-scenes work that most people take for granted? Are you the type of person that wonders how all of the raw parts a factory in Michigan gets from a supplier in China? Or how the military move thousands of people and supplies from one part of the world to another? Then this may be the right career path for you!</p>	<p>Chief of Contracts - Code 410 Logistics Integration Division - Code 430 Project Engineer and Planning Manager (PEPM)- C244P Advanced Planning Manager - C244P Project Engineer - C244A, C2301 Nuclear Material Manager - C2305</p>	<p>An Engineering Degree is required for certain positions.</p> <p>Desired: Supply Chain Management Material Management Contracting DAWIA Certification</p>
<p>Project Management</p> <p>Careers in this family are related to creating clear and attainable project objectives, building project requirements, and managing the constraints of the project management triangle, which are cost, schedule, and quality.</p>	<p>Are you a natural leader, but not an office type of person? Does the idea of meeting deadlines energize you? Can you sift through large amounts of information to get to the heart of an issue faster than others can? Are you a good people person who can resolve matters and build a successful team? Then you may be interested in a career in Project Management!</p>	<p>Scheduler - C377 Work Integration Leader - C320 Project Superintendent - C300.2 Assistant Project Superintendent - C300.2 Dock Master - C345 Work Packager - C300 Zone Manager - C900</p>	<p>An Engineering Degree is required for certain project positions.</p> <p>Desired: Project Management Fundamentals Leadership Training</p>
<p>Engineering – Technician</p> <p>Careers in this family concern themselves with the utilization of science and math to resolve technical problems involving both nuclear and non nuclear work, and various support functions such as facilities management.</p>	<p>Are you curious and enjoy discovering how things work and solving problems? Do you like to use logic to examine ideas and develop theories and explanations? Are you the type of person who is always looking for better ways of doing things? Do you like science? A career in Engineering may be just for you!</p>	<p>Combat Systems - Code 290 Electrical - Code 270, Code 2330 Fluid/Mechanical - Code 260, Code 2320 Structural - Code 250 Test Engineering - C246, C2340 Chemist - C130 Crane Engineering – C710</p>	<p>An Engineering Degree is required for many positions.</p> <p>Desired: Systems Engineering Professional Engineering Certification (PE)</p>
<p>Trade Craftsperson</p> <p>Careers in this family focus on development of trade skill expertise and the maintenance of a qualified work force to accomplish our workload.</p>	<p>Are you good with your hands? Do you like putting things together and seeing a project through from beginning to end? Do you have an eye for detail? Are you creative and able to follow plans? Do you enjoy working with hand tools and computerized machines? A career in one of our trades may be the path for you!</p>	<p>Welder - Code 920 Ship Fitter - Code 920 Sheet Metal Worker - Code 920 Inside/Outside Machinist - Code 930 Electrician - C950 Pipe Fitter - C960 Fabric Worker - Code 970 Painter/Sandblaster - Code 970 Crane Operator - C700 Crane Mechanic - C700</p>	<p>Required: Completion of Apprenticeship Program or similar experience gained from vocational training, external business, or the military.</p> <p>Desired: Leadership Training</p>
<p>Regulatory Oversight and Compliance</p> <p>Careers in this family set the standards and tone for the implementation and execution of work within the Shipyard by providing independent oversight and the development of work procedures that minimize risks to quality, safety, exposure and legal requirements.</p>	<p>Do you prefer to set the standard for the group? Do the words quality, accuracy, and order interest you? Are you naturally conscientious? Then a career in one of our regulatory oversight and compliance paths may be for you!</p>	<p>Material Receipt Inspector - C130 Weld Inspector - C130 Radiological Controls Technician - C105 Auditor - C130, Code 2350</p>	<p>An Engineering Degree is required for certain positions. Certifications in Area of Responsibility</p> <p>Desired: National Certification</p>
<p>Management/Leadership</p> <p>Careers in this family represent the 1st, 2nd level supervisor, Department Head and senior management leadership across all the above career paths.</p>	<p>Do you like to lead a team? Do you enjoy the challenge of influencing and collaborating with a diverse group of individuals? Are you capable of developing and effecting policy, procedures and guidance with systems thinking approach? Then a career in management and leadership is for you!</p>	<p>All Departments, Supervisors, Execution Managers, Program Managers, and Senior Managers</p>	<p>Required: Varies According to Area of Responsibility</p> <p>Desired: Undergraduate and Graduate Degrees in Area of Responsibility</p>

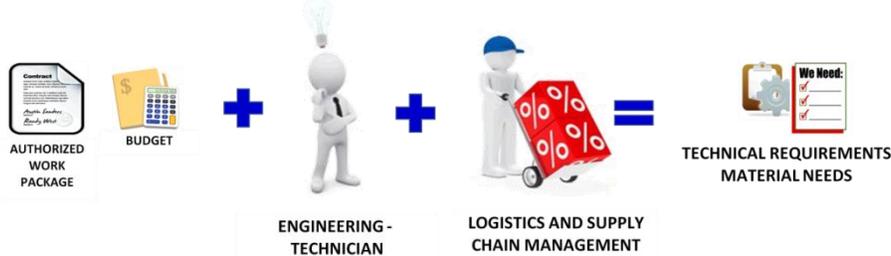


How do the Career Families interact?



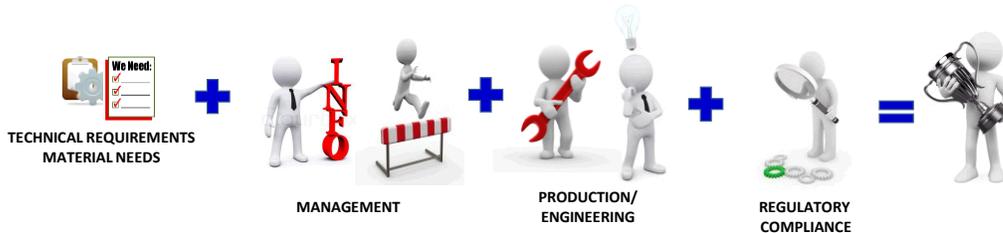
Pre-Planning

At this level various representatives from Senior Leadership will interact with the Shipyard Commander and the eventual Project Management team to determine and Authorized Work Package and Budget for executing an individual Project Availability. This part of the process is similar to negotiating with the General Manager of an Auto Repair shop on the terms and cost of your vehicle's repair.



Planning

At this level, the Engineering Codes will review the Authorized Work Package and develop the procedures and material requirements needed to accomplish the availability as agreed upon in Pre – Planning. Material and Tooling are acquired through the appropriate programs. The logistics of developing the Project Teams and specific lay down areas are finalized.



Execution and Certification

This is where the rubber meets the road. All the necessary paper work and procedures are ready, and all the required tooling and material are staged for the non-stop execution of critical path work. Once the work is completed the appropriate regulatory and compliance inspections are conducted. The Ship is certified and sent back to the fleet!

** The role of the support codes are intertwined between each interaction of the career families

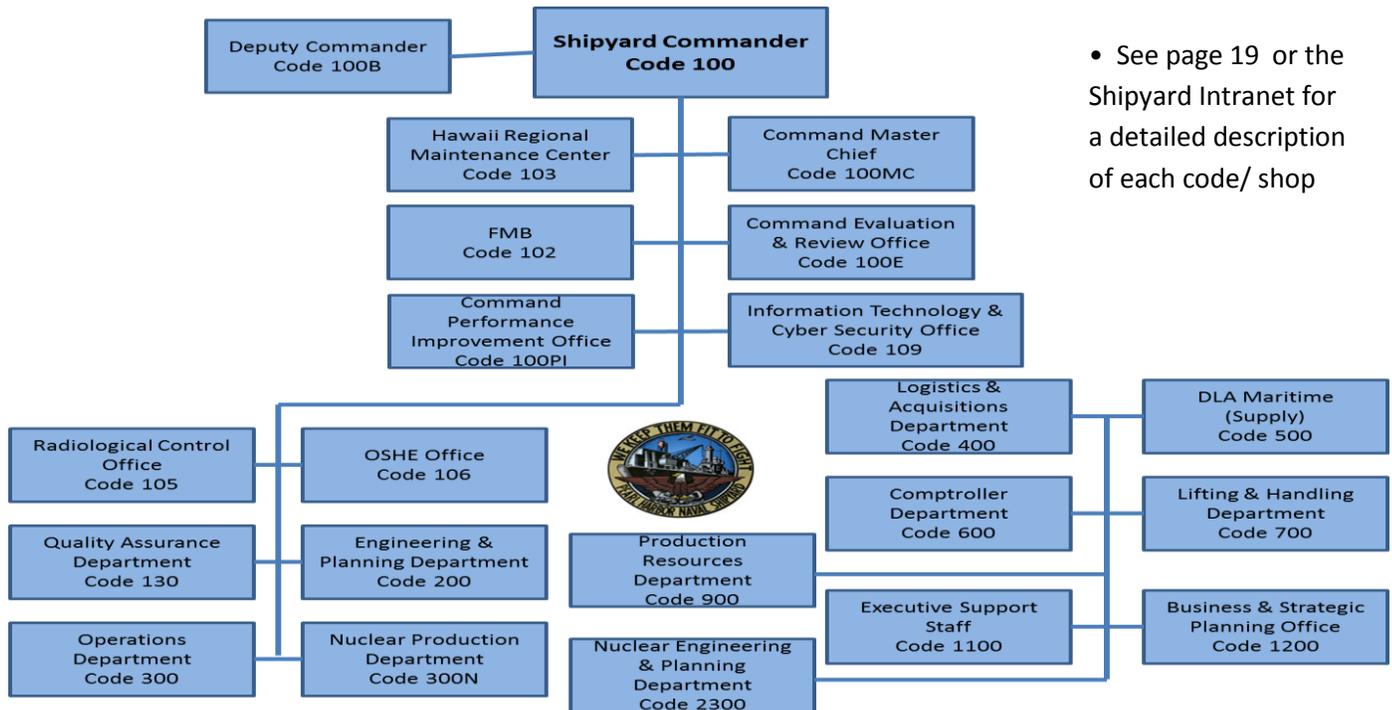
Basic Shipyard Structure



Pearl Harbor Naval Shipyard's primary mission is to provide regional maintenance, at the depot and intermediate levels, to keep the surface ships and submarines of our nation's Navy "Fit to Fight." As Hawaii's regional maintenance center we provide excellence in environmentally responsible ship repair overhaul, conversion, alteration, refurbishment of Navy vessels.

No Ka Oi – We are the model for efficiency, productivity, safety, environmental protection and continuously improve ship maintenance to meet our customers' expectations

Below is the Command Structure of the Shipyard Organization to help you understand how our operations are arranged.



- See page 19 or the Shipyard Intranet for a detailed description of each code/ shop



Career Options: Leadership and Management

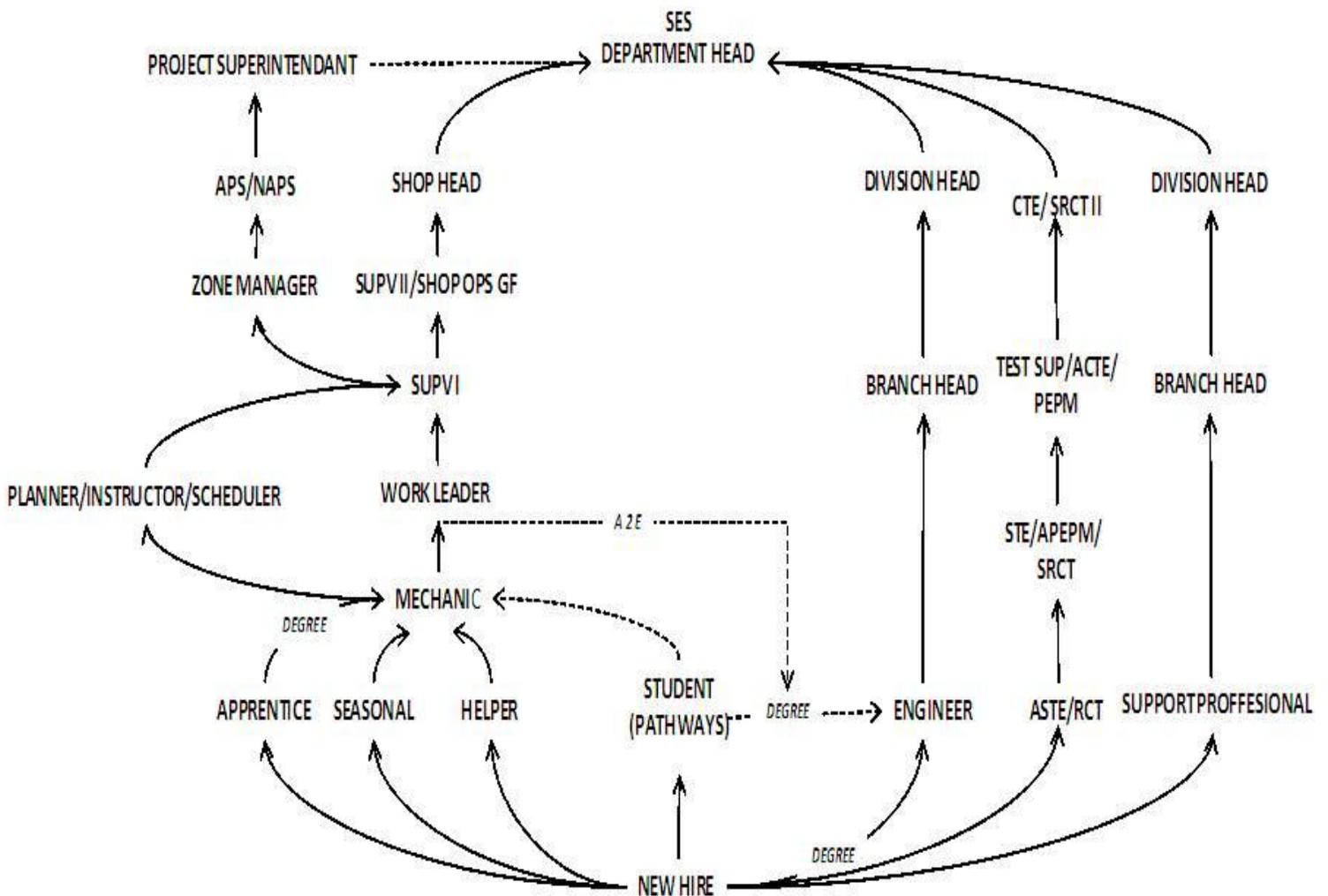
Leadership and Management can be a very rewarding part of your career path. Besides the obvious benefits that come from earning a higher income, there is both challenge and opportunity that comes from representing the agency you work for in the daily administrative and technical aspects of the operation.

The remainder of this guide will expose you to the desired paths and principles that encompass the responsibility of leadership in Pearl Harbor Naval Shipyard

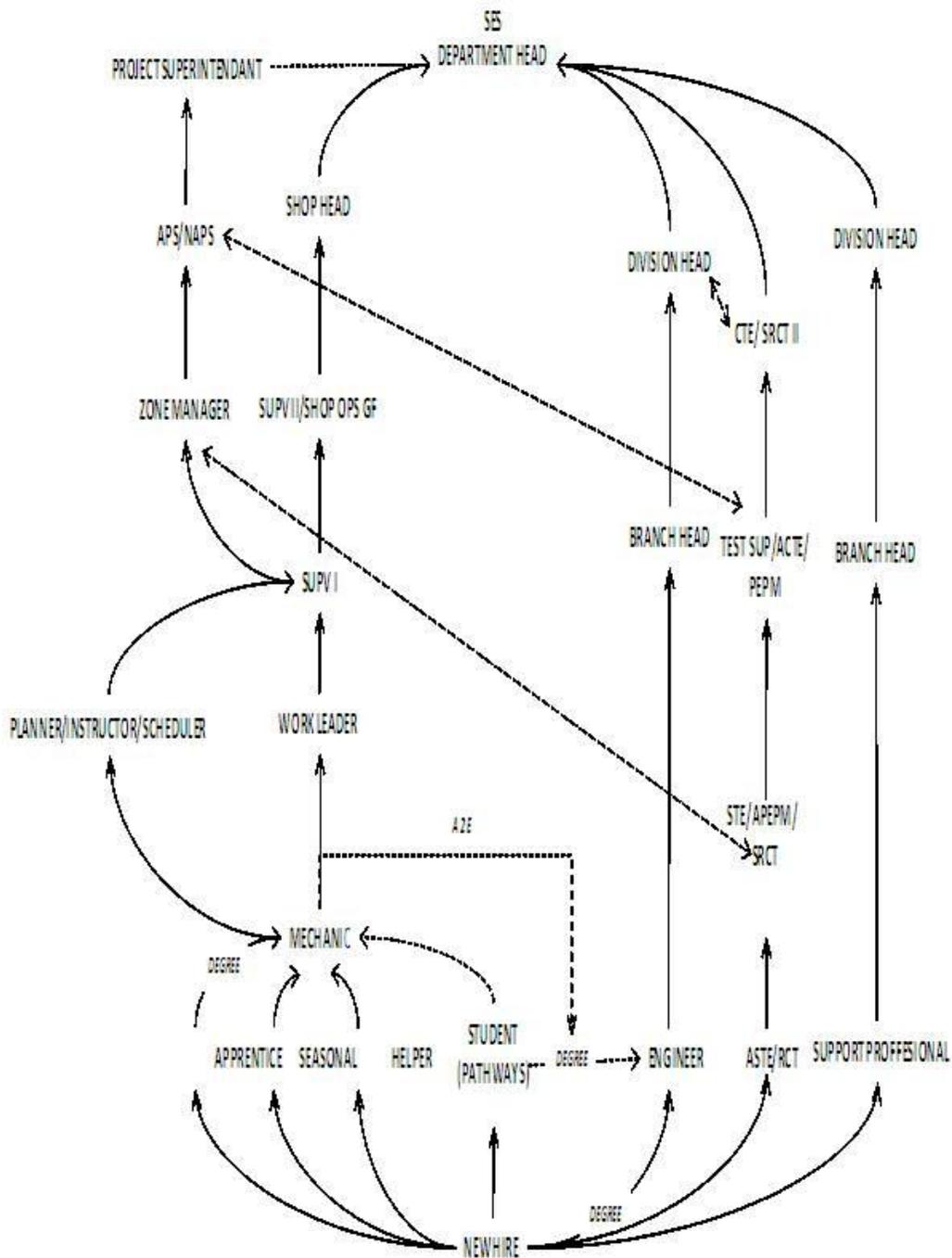
Below is a General Management Schematic. It outlines how individuals usually move into management and leader positions from their specific career family. This, like most things in life, is not applicable in every situation, but is very useful for you as you plan your own career path.

Review the chart to see where you currently are. Is this the best fit for you?

GENERAL PATHWAY SCHEMATIC



GENERAL PATHWAY SCHEMATIC



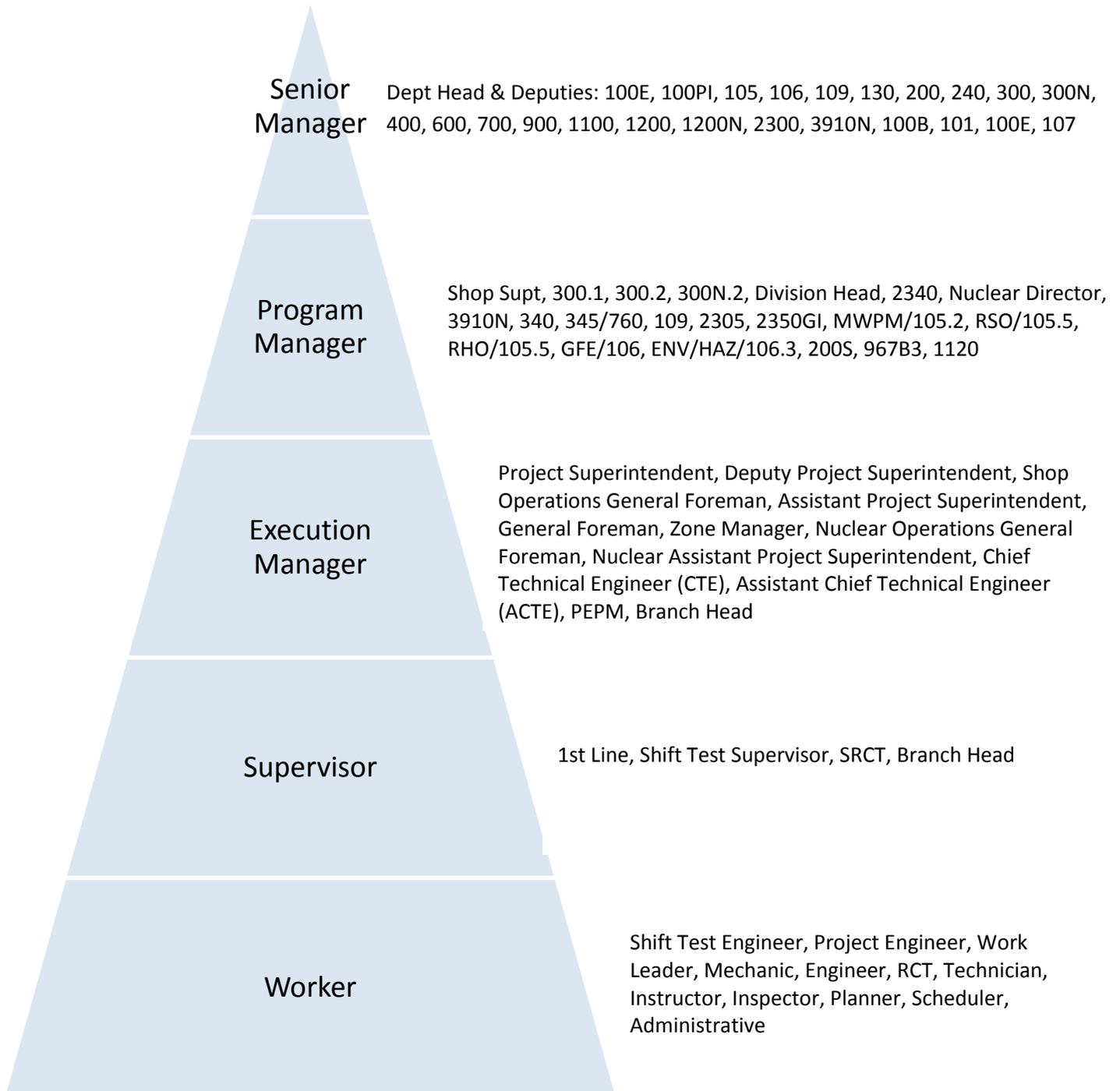
←-----→ Denotes cross over opportunities into different areas of the shipyard structure.

** Refer to the 5450 instruction for a detailed description of the organizational structure (5450 aka, "green book")



Specific Aspects of Management

Depending on your assignment you will be in charge of various aspects of day to day operations as a manager. This Pyramid provides deeper detail into the specifics roles you will find yourself in as you enter the ranks of management.



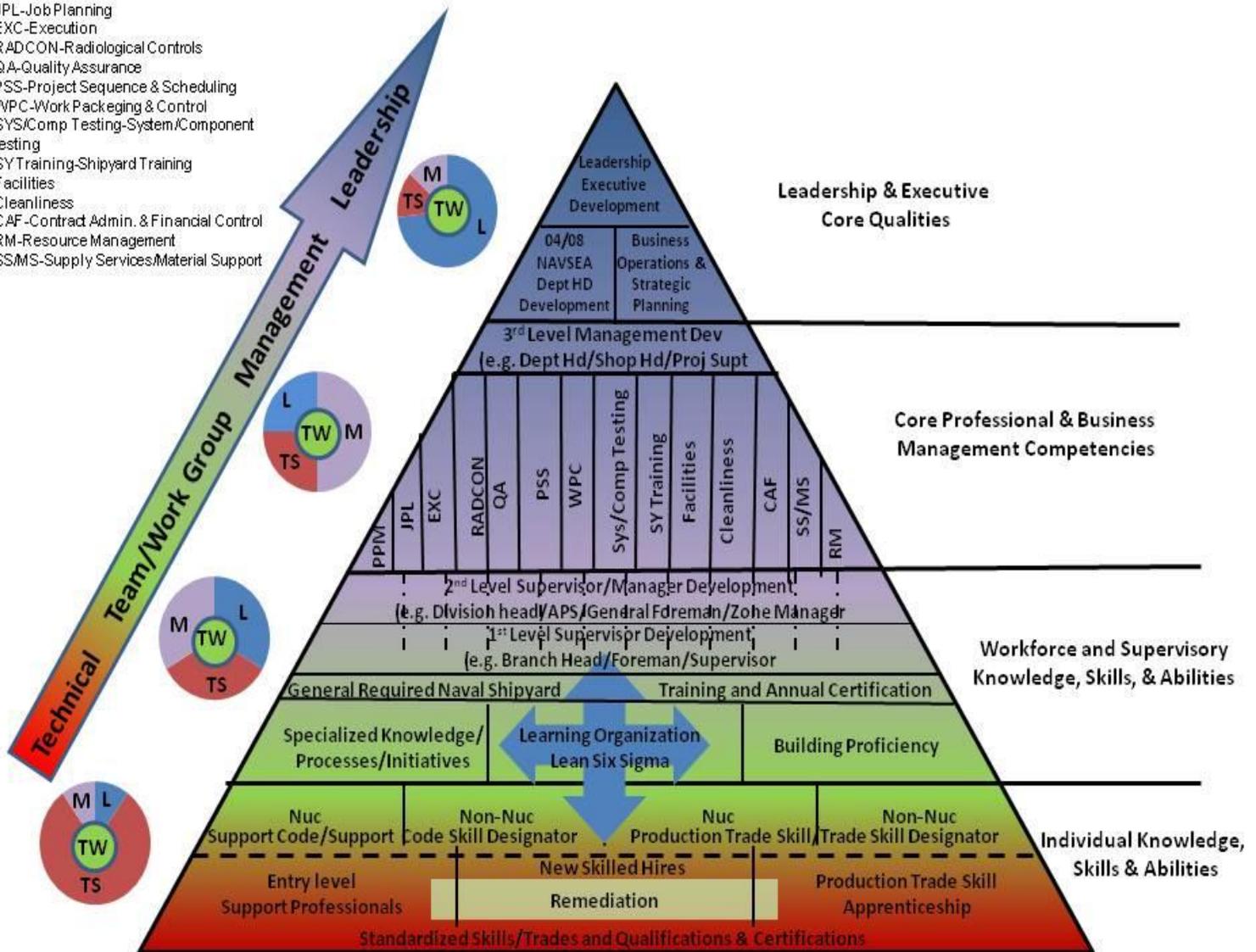


Specific Aspects of Management Continued

Effective Management and Leadership is built upon the concept of the gradual development of skills and competencies as you progress through your career. The supplementary Pyramid Below charts a potential path for you from the worker level to the leadership level

Functional Areas

- PPM-Project Planning & Management
- JPL-Job Planning
- EXC-Execution
- RADCON-Radiological Controls
- QA-Quality Assurance
- PSS-Project Sequence & Scheduling
- WPC-Work Packaging & Control
- SYS/Comp Testing-System/Component Testing
- SY Training-Shipyard Training
- Facilities
- Cleanliness
- CAF-Contract Admin. & Financial Control
- RM-Resource Management
- SSMS-Supply Services/Material Support





Learning Opportunities

** See Code 1145 for More details on training Opportunities

In order to facilitate your development you are encouraged to make use of the many learning opportunities at your disposal. The Competency Development Matrix below matches the learning opportunities with the Roles and Responsibilities and the associated Managerial levels expected to have the respective competency.

Competency Development Matrix	Worker	Supervisor	Execution Manager	Program Manager	Senior Manager
Roles & Responsibilities	Shift Test Engineer, Project Engineer, Work Leader, Mechanic, Engineer, RCT, Technician, Instructor, Inspector, Planner, Scheduler, Administrative	1st Line, Shift Test Supervisor, SRCT	Project Supt, Deputy Proj Supt, Shop Ops GF, NAPS, CTE/ACTE, PEPM, Branch Head	Shop Supt, 300.1, 300.2, 300N.2, Division Head, 2340, Nuclear Director, 3910N, 340, 345/760, 1230, 1230S, 2305, 2350GI, MWPM/105.2, RSO/105.5, RHO/105.5, GFE/106, ENV/HAZ/106.3, 200S, 967B3, 1120	Dept Head & Deputies, 100PI, 105, 106, 130, 200, 240, 300, 300N, 400, 600, 700, 900, 1100, 1200, 1200N, 2300, 3910N, 100B, 101, 100E, 107
Learning Opportunities					
New Employee Orientation	X				
TALK 101	X	X	X	X	X
L.O. Facilitator/Critique Chair	X	X	X		
TALK 201	X	X	X	X	X
Increasing Human Effectiveness	X	X	X	X	X
Shadowing	X	X	X	X	
Coaching & Mentoring	X	X	X	X	X
Individual Leadership Development Planning (ILDLP)	X	X	X	X	X
Strengths Finder Workshop	X	X	X	X	X
Self-Development Program (C1145)	X	X	X	X	X
Pacific Leadership Academy - Emerging Leaders		X	X		
Pacific Leadership Academy - Senior Leaders			X	X	X
USDA Graduate School - Various Programs	X	X	X	X	X
Public Management Certificate (Indiana Univ PMC)		X	X	X	X
Master of Public Administration (Indiana Univ MPA)		X	X	X	X
Inter/Intra Shipyard Rotational Assignments	X	X			
NAVSEA 04 Rotational (e.g. 04XO)	X	X	X		
Personal Mastery Workshop			X	X	X
1st Level Supervisor Trng		X	X		
Branch Head Basics		X	X		
Supervisor Interactive Trng		X	X		
Supervisor Interactive Trng - Nuclear		X	X		
Executive Development Program		X	X		
Zone Manager Trng			X	X	
Project Management Fundamentals		X	X	X	X
2nd Level Supervisor Trng			X	X	X
7 Habits for Managers			X	X	X
3rd Level Manager Trng			X	X	X
One Nuclear Shipyard Senior Manager Workshop (SEA04)			X	X	X
Department Head Course (SEA08)			X	X	X
Executive Coaching					X
Self-Assessment Tools (e.g. 360)	X	X	X	X	X
Self-Directed reading (C1145/C100PI)					
* see recommended reading lists	X	X	X	X	X



Learning Opportunities

As you move along your career path you will be required to broaden your experiences with various training and qualifications. The list below, although not comprehensive, will give you some feel for where you may want to apply your efforts towards preparing for the rest of your career

TRAINING/QUAL POSITIONS	
Project Management Training & Qualification Program OPS DEPT SOP04	Governs Code 300 Ops Dept Project Manager Positions Project Superintendents Deputy Project Superintendent Nuclear & Non-nuclear Assistant Project Supt Nuclear & Non-nuclear Zone Managers Work Integration Leader Ships Scheduler Ships Safety Officer Cost Advocate
Project Management Qualification Cards Established for all Project Staff Members	C130 Project Quality Engineer (PQE) C200 Project Engineer & Planning Manager (PEPM) C200 Project Engineer (PENG) C200 Chief Test Engineer (CTE) C200 Project Material Manager (PMM) C900 Project Resource Manager (PRM) C1200 Business Agent (BA) C2300 Nuclear CTE (NCTE) C2300 Nuclear Project Engineer (NPENG) C2300 Nuclear Project Quality Engineer (NPQE)
Project Team and Qualification Training	Corporate Zone Manager Training Required of all Zone Manager Candidates 7 days of briefings, on-hands project tasks & activities; emphasis on basic Project Management tools - Scheduling, PMC, Web Aim, WIPCON, Planning requirements, Material Management, Resource Planning; Quality; Risk Mitigation, Problem Solving; Contracts/contractors; Work Controls & Testing; Work Packaging; Engineering requirements 3-4 sessions per year; 20-25 students per session Training material and content integrated and aligned with Zone Manager qualification card required competencies



Roles, Responsibilities & Behaviors- Worker Level

WHO	PRIMARY RESPONSIBILITIES	AREAS OF FOCUS	PROBLEM RESOLUTION
<ul style="list-style-type: none"> • Worker • Shift Test Engineer • Project Engineer • Work Leader • Mechanic • Engineer • RCT • Instructor • Inspector • Planner • Scheduler 	<ul style="list-style-type: none"> • Responsible for the execution of day-to-day work. • Responsible for the quality of the work they execute and maintaining and encouraging a safe working environment. • Responsible to work as a team for the overall success of the command. • Participate in Performance Improvement initiatives and Knowledge Sharing events. 	<ul style="list-style-type: none"> • Executing the work. • Identifying potential improvements. • Communicating to their peers and supervisors. • Sharing, capturing and using knowledge when needed. 	<ul style="list-style-type: none"> • Kept informed of problems. • Kept informed of solution to problems. • Execute solutions to problems. • Responsible for stopping and taking immediate actions when problems occur. • Participate in problem solving and provide input to resolutions and ownership of unplanned event...



Roles, Responsibilities & Behaviors- Supervisor Level

Who	Primary Responsibilities	Areas Of Focus	Problem Resolution
<ul style="list-style-type: none"> •Supervisor •1st Line •Shift Test Supervisor •SRCT 	<ul style="list-style-type: none"> • Supervise and plan work for workers they supervise. • Coordinates the daily work schedule including with other organizations • Executes priorities established by their managers. • Directly drives day-to-day work and oversees their worker's performance and safety by frequent worksite checks. • Set and maintain for workers and establish and ensure adherence to expectations. • Participate in and ensure Performance Improvement initiatives and Knowledge Sharing events are supported. 	<ul style="list-style-type: none"> • Daily planning and execution. • Preparing team members for their work. • Completing tasks assigned to them. • Developing and training their personnel. Focus is on their AOR. • Identifying and implementing performance improvements and knowledge sharing. • Communicating to their workers, peers and supervisors. 	<ul style="list-style-type: none"> • Resolves day-to-day problems. Executing and following up on immediate actions to a problem. • Investigates level 1 and level 2 problems in a timely manner. • Provides recommendations to problems. • Execute solutions to problems. • Keeps their supervisor and other key deck plate personnel (Ship, STE, SRCT, etc) informed of problems. • Responsible for identifying and correcting problems. Also responsible for stopping when a problem occurs.



Roles, Responsibilities & Behaviors- Execution Manager

Who	Primary Responsibilities	Areas Of Focus	Problem Resolution
<ul style="list-style-type: none"> • Execution Manager • Project Superintendent • Deputy Project Superintendent • Shop Operations General Foreman • Assistant Project Superintendent (APS) • General Foreman (GF) • Zone Manager (ZM) • Nuclear Operations General Foreman • Nuclear Assistant Project Superintendent (NAPS) • Chief Test Engineer (CTE) / Assistant Chief Test Engineer (ACTE) • Project Engineer Planning Manager • Branch Head 	<ul style="list-style-type: none"> • Leads their supervisors and establishes daily and weekly priorities within their AOR. • Manages the day-to-day operations of the shipyard. Takes total ownership of performance on the waterfront and in their AOR. • Set and ensure adherence to expectations and standards for supervisors. • Promotes mutual accountability among execution managers. • Keeps their workforce informed. • Development and management of processes. • Works across shipyard boundaries to remove barriers and drive improvement. • Participates and engaged in Continuous Performance Improvement and Knowledge Sharing. 	<ul style="list-style-type: none"> • Development of their personnel including training and mentoring. Focus on big picture shipyard and their AOR. Day-to-day execution of work by enforcing job planning, time management, and timely resolution for “big picture” shipyard and their AOR. • Completion of their assigned commitments including using delegation and follow-up. • Overseeing and improving AOR processes using the self assessment process. • Enforcing expectations. • Communicating with peers and up and down the chain of command. • Performance Improvement and Knowledge Sharing within their AOR. 	<ul style="list-style-type: none"> • Initiates timely investigation of level 1 and 2 problems. • Provides recommended solutions to problems. • Prepares for critiques and conducts critiques. • Validates corrective actions and causes associated with level 1 problem matrices, incident reports, and cause maps. • Responsible for identifying and resolving level 2 & 3 problems. • Keeps their supervisor and outside agencies informed of problems.



Roles, Responsibilities & Behaviors- Program Manager

Who	Primary Responsibilities	Areas Of Focus	Problem Resolution
<ul style="list-style-type: none"> • PROGRAM MANAGER • SHOP Superintendent • Code 300.1 • Code 300.2 • Code 300N.2 • DIVISION HEAD • Code 2340 • NUCLEAR DIRECTOR • Code 3910N • Code 340 • Code 345/760 • Code 2305 • Code 2350GI • MWPM/C105.2 • RSO/C105.5 • RHO/C105.5 • GFE/C106 • ENV/HAZ/C106.3 • Code 200S • Code 967B3 • Code 1120 	<ul style="list-style-type: none"> • Responsible and accountable for the conduct, performance and output of their project, shop, area of responsibility (AOR) or department. • Manages and establishes the week-to-week priorities and identifies/addresses longer term issues with respect to the overall project, shop, AOR or department. • Establishes priorities within their areas of responsibilities and for the overall waterfront. • Demonstrates and foster teamwork, communication, and expectations of the “team” at all levels. • Promotes mutual accountability of execution managers. • Assists in executing priorities and removing barriers to Shipyard success. • Manages all aspects of programs. • Promotes and supports Continuous Performance Improvement and Knowledge Management. 	<ul style="list-style-type: none"> • Personnel development of future leaders and managers. Runs the shipyard by providing recommendations of long-term improvements and direction, establishing directives and by assisting in daily execution. • Long term planning of their AOR using the self-assessment process. This includes monitoring Shipyard level metrics to identify and address potential weak areas. Directs actions for identified weak areas. • Set and maintain standards and expectations for the Shipyard. Standard bearers. • Timely resolution of level 1 problems. • Performance Improvement and Knowledge Management within their AOR. 	<ul style="list-style-type: none"> • Enforces timely investigation of problems. • Concurs on recommended solutions or provides alternatives to problems. • Establishes when a critique will be conducted, assigning the responsible critique chair and oversees conduct. This is not as planned with revamped critique process. Dept Head will assign critique chair. • Responsible for resolving level 1 problems by concurring and providing input to level 1 problem matrices, incident reports, and cause maps. • Takes the lead on ensuring level 2 problems are corrected - critiqued, effective corrective actions, etc. • Keeps their supervisor and outside agencies informed of problems.



Roles, Responsibilities & Behaviors- Senior Manager

Who	Primary Responsibilities	Areas Of Focus	Problem Resolution
<ul style="list-style-type: none"> • SENIOR MANAGER • DEPT HEAD & DEPUTIES • Code 100PI • Code 100B • Code 105 • Code 103 • Code 102 • Code 106 • Code 109 • Code 100E • Code 130 • Code 107 • Code 200 • Code 240 • Code 300 • Code 300N • Code 400 • Code 600 • Code 700 • Code 900 • Code 1100 • Code 1200 • Code 1200N • Code 2300 • Code 3910N 	<ul style="list-style-type: none"> • Responsible and accountable for the conduct, performance and output of their department. Create & sustain a departmental vision aligned to the Shipyard's mission. • Set and maintain standards, vision and policy. Set and ensure adherence to expectations. • Manages the overall Shipyard business including establishing priorities for the command and ensuring priorities are executed. • Monitors the business and strategic plans and provides direction based on current indicators. • Responsible to ensure level 1 problems are addressed. • Demonstrates mutual accountability of departments to ensure all are focused on mission. • Communicating up and down the chain of command on current and future issues. • Enables a Culture of Continuous Performance Improvement and Knowledge Management. 	<ul style="list-style-type: none"> • Personnel development and assignment of key positions including encouraging recognition and mentoring / coaching of personnel throughout the command. Strategic planning including long-term planning with respect to budget, infrastructure, and personnel. • Assisting with daily execution priorities. • Customer interaction. • Resolving level 1 issues. • Monitoring high level metrics and functional / organizational self-assessments to ensure actions are being taken to address weak areas. • Utilizes Performance Improvement and Knowledge Management as the way of doing business. 	<ul style="list-style-type: none"> • Informed of problems and actions being taken to resolve them. • Concurs on recommended solutions or provides alternatives to problems. • Attends outbriefs of critiques. Provides guidance and assistance for problem resolution. • Final approval for level 1 problem solutions. Responsible to ensure level 1 problems are addressed in the required timeframe. • Keeps the Shipyard Commander and outside agencies informed of problems.



Leadership Principles and Competencies



“I believe it is the duty of each of us to act as if the fate of the world depended on him.

Admittedly, one man by himself cannot do the job. However, one man can make a difference...”

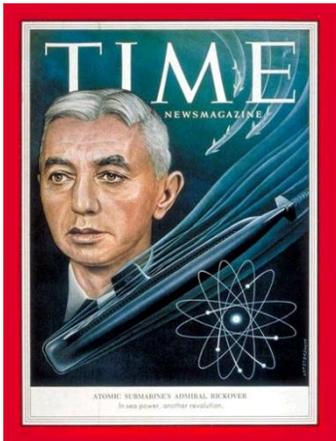
Hyman George Rickover (January 27, 1900 – July 8, 1986) four-star admiral of the United States Navy

Hyman George Rickover was a four-star admiral of the United States Navy who directed the original development of naval nuclear propulsion and controlled its operations for three decades as director of Naval Reactors. In addition, he oversaw the development of the Shipping port Atomic Power Station, the world's first commercial pressurized water reactor used for generating electricity.

Rickover is known as the "Father of the Nuclear Navy", which as of July 2007 had produced 200 nuclear-powered submarines, and 23 nuclear-powered aircraft carriers and cruisers, though many of these U.S. vessels are now decommissioned and others under construction.

It is his unique personality, responsibilities, and depth of knowledge regarding naval nuclear propulsion that underscores the remainder of this guide. The following Leadership Principles are taken from excerpts from remarks Admiral Rickover made in 1980 to a meeting of the Order of 5-48, and organization of current and retired Naval officers who were members of, or otherwise connected with the U. S. Congress.

As you progress in your career, you will need to be familiar with the principles that form the backbone of the Navy Nuclear Propulsion Program. They have served our Nation by maintaining our Supremacy on the open seas, and will serve you as you execute your own learning journey in your career.





Leadership Principles and Standards

The following Principles and Standards serve as a foundation on how we act, behave and conduct work. The principles identified below were adopted from the Radiological Controls Manual and the standards which support the principles were developed by J.G. Barber in 1987. As a learning organization, it is important that we embrace and live to these principles and standards at all levels of the workforce which will ensure we are doing what's right and making the best decisions as we continue in our journey to becoming top performing.

A **principle** is a law or rule that is followed, or can be desirably followed, or is an inevitable consequence of something, such as the laws observed in nature or the way that a system is constructed. The Principles that we uphold are indicate in the blue portion of the following tables. *(Source document: Article 113; Managing Maintenance Error, Reason & Hobbs)*

A **standard** is an agreed upon, repeatable way of doing something. It is a published document that contains a technical specification or other precise criteria designed to be used consistently as a rule, guideline, or definition. Standards help to make life simpler and to increase the reliability and the effectiveness of many goods and services we use. Standards are created by bringing together the experience and expertise of all interested parties such as the producers, sellers, buyers, users and regulators of a particular material, product, process or service. The Standards that we uphold are indicated in the column below the principles. These standards outline the behaviours and actions that we uphold. *(Source document: Barber, 1987)*

An **attribute** is a quality or characteristic inherent in or ascribed to someone or something. The attributes that we uphold and look for when we are looking for behaviors where the principles are being upheld are indicated in the column below the principles.



PRINCIPLE 1. TRUST AT ALL LEVELS OF ORGANIZATION-Establish and maintain open lines of communication at all levels in your organization recognizing the majority of deficiencies and unsatisfactory practices are not deliberate but rather are the result of the work climate, poor practices or systemic problems.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Commitments Decisions based on data • Transparency • Communication • Say-do match 	<ul style="list-style-type: none"> • Responsibility • Commitment • Candor • Integrity 	<p>We work together as a team to solve the problem. Good communication up, down, and across the organization without any hidden agendas.</p>

PRINCIPLE 2. TAKE STEPS TO MINIMIZE ERRORS-Leadership must ensure errors are minimized by robust engineering controls, skilled workers and supervision with emphasis on lessons learned. Identify eliminate repetitive errors in work practices and organizational areas as a goal.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Effective planning • Understand risks • Effective oversight • Training • Work model balance • Proactive problem solving • Responsiveness • Systems thinking • Attention to details 	<ul style="list-style-type: none"> • Integrity • Discipline • Decision Making • Technical Competence and Credibility • Doing your homework 	<p>We work on the problems when they are small to prevent larger problems from occurring. We learn from our mistakes and view critiques as opportunities to improve. We share these lessons with others so they won't make the same mistakes.</p>

PRINCIPLE 3. INDIVIDUAL OWNERSHIP- Establish individual and peer to peer ownership (work-team) of all work they engage in.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Honor commitments • Accepting responsibility • Follow up • Be prepared • Acknowledge mistakes • Capacity and support addressed proactively • Courage to disagree 	<ul style="list-style-type: none"> • Responsibility • Following Directions • Verbatim Compliance • Candor • Integrity Discipline • Commitments 	<ul style="list-style-type: none"> • People: taking leadership role in planning, execution, and problem solving. Completing commitments on schedule. Being self critical and working on opportunities for improvement. • Process: knowledgeable and responsible for their individual processes. Ensuring consistency of processes. Being disciplined to a specific process. • Environment: individual work areas meet cleanliness and safety standards.

PRINCIPLE 4. FIND YOUR OWN PROBLEMS-Establish organizational policies and practices that promote self-discovery of poor work practices or concerns. Establish measures that eliminate fear of leadership reprisal and promote development of work improvement at every level of the organization.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Effective self Assessment • Self critical • Critical thinking • Believe your indicators • Data collection • Analysis • Questioning attitude 	<ul style="list-style-type: none"> • Responsibility • Solving Problems • Candor • Integrity • Mistakes • Decision Making • Symptoms, Illnesses and Details • Data Collection • Doing Homework • Verbatim Compliance • Following Directions 	<ul style="list-style-type: none"> • First time Quality. Doing the job right the first time with the requisite workmanship, procedures and ownership. This involves finding problems within the process/ procedures/ behavior that will hinder a quality product. • SYOP (Shipyards Operations Plan), PIM (Progressive Improvement Measures): provide a shared vision of what the future looks like. • Organizational and functional assessments provide the self-critical review of current reality. • Critiques: always critically compare actual performance against standards and existing procedure.

PRINCIPLE 5. PARTICIPATION FROM ALL DEPARTMENTS-All shipyard departments are required to be involved in developing, implementing and reviewing work execution strategies including problem analysis and resolution.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Expected to have and share an informed opinion with the whole shipyard in mind • Expectation to build proficiency in core competencies • Collaborative environment • Helping outside area of responsibility • Peer to peer accountability • Systems Thinking 	<ul style="list-style-type: none"> • Decision Making • Symptoms, Illnesses and Details • Data Collection • Doing Homework • Verbatim Compliance • Following Directions 	<p>Communities of Practices are a good example of this principle. A team comprised of a diverse group of individuals who goal is to improve processes and solve problems that produces positive results in cost, quality, schedule, safety, behavior, and compliance.</p> <p>The shipyard is ONE TEAM, working together to get the job done. We succeed and fail as a team and work together to ensure shipyard success. No matter what shop/code/department we come from, we do things to help each other with the best intent for the shipyard as a whole, and not individual departments (Systems Thinking).</p>

PRINCIPLE 6. COMMITMENT TO CONTINUOUS IMPROVEMENT-Personnel at every level of the organization are required to commit resources to identify and implement work improvement practices as appropriate

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Reward and recognize continuous improvement • Dissatisfaction with status quo • Commitment to personal development • Command priority • Recognize and leverage opportunities for improvement 	<ul style="list-style-type: none"> • Integrity • Mistakes • Candor • Responsibility • Symptoms, Illnesses and Details • Discipline Bad News/Good News • Promotions/evaluations/removals 	<p>It starts within each of us and our ability to be self critical and define our current reality (where we are today). Are we following directions/requirements to ensure first time quality? Asking ourselves what can we do to make the process better? We provide feedback to improve the work, training, and processes. We embrace and support Communities of Practice and Productioneering.</p>

PRINCIPLE 7. SHARED LESSONS LEARNED-Ensure work related problems and lessons learned are routinely reviewed at high level organizational meetings. Lessons learned that are systemic in nature are implemented at organizational level not just in isolated projects.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Learning opportunity • Knowledge Sharing • Presented at upper level • Shared with the shipyard • Compiled in an organized manner • Value collecting them • Timely • Team learning 	<ul style="list-style-type: none"> • Responsibility • Solving Problems • Candor • Integrity • Mistakes • Decision Making • Symptoms, Illnesses and Details 	<p>Proactively sharing lessons learned from a job with a fellow co-worker or requisite technical code.</p> <p>Examples where this occurs:</p> <ul style="list-style-type: none"> • Waterfront Learning Center • Senior Manager Reviews • Workability Meetings • Nuclear and Non-Nuclear Focus Meetings

PRINCIPLE 8. TIMELINESS OF ACTIONS-In an environment centered on looking for problems, issues should be handled in a timely and effective manner.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • Ability to make decisions based on data • Peer to peer support and accountability • Help offered if needed • Responsiveness to cadence • Aligned with priorities • Awareness of highest impact • Balanced with quality 	<ul style="list-style-type: none"> • Decision Making • Integrity • Mistakes • Candor • Responsibility • Symptoms, Illnesses and Details Discipline 	<ul style="list-style-type: none"> • When a problem occurs we tackle it head on and resolve it in a timely manner. • We complete critiques in four days and we work together to solve the problem. • We make timely decisions based on data with urgency and quality in mind.

PRINCIPLE 9. CONSERVATIVE APPROACH TO PROBLEM SOLVING - When problems do occur, ensure the initial response is appropriately conservative considering the uncertainty of initial reports. All parties to the problem should assess the most significant potential effects based on known information and take actions to mitigate those effects. As more information becomes available, the extent of the problem response can be modified appropriately.

ATTRIBUTES:	STANDARDS:	What does this look like?
<ul style="list-style-type: none"> • To consider worst case scenarios and consequences. • Investigate true cause of the problem. • Open and honest discussions. 	<ul style="list-style-type: none"> • Solving Problems • Decision Making • Doing Your Homework • Technical Competence and Credibility • Responsibility and Discipline • Integrity 	<ul style="list-style-type: none"> • We work on the problems when they are small to prevent larger problems from occurring. • We learn from our mistakes and view critiques as opportunities to improve. • We share these lessons with others so they won't make the same mistakes. • Accept Responsibility and Ownership of the problem. Bound the problem. Correct the problem , preventing it from reoccurring.

PHNSY & IMF Leadership Competency Guide

One of the key elements of the Pearl Harbor Naval Shipyard and Intermediate Maintenance Facilities' Human Capital Plan is "Leadership Development and Succession Planning". The goal is to ensure leadership continuity through comprehensive succession planning and leadership development programs and opportunities. To accomplish this goal we want to develop core competencies in all of our employees at all levels in the organization.

The guide includes four levels of behavior examples as related to the core competencies we strive to develop in our workforce.

Behavioral Examples are "success indicators" that show what a successful employee at a particular level would be doing to demonstrate knowledge, skill, and ability in the given competency.

This guide contains behavioral examples for each of the 27 competencies in the OPM Leadership Competency Model. There are four levels of behavioral examples for each competency. Each level corresponds to a different level of leadership and shows how that competency can be demonstrated by someone at that level. Definitions of the four levels of leadership are included and indicate the position level, and scope of work found at each level.

Use these behavioral examples as a guide in planning your development by looking at typical behaviors expected in each competency at each level. They also provide a basis for assessing your current proficiency level in a particular competency and for subsequently determining developmental goals.

Each successive level builds on the prior one and establishes the type of behaviors to be mastered before moving to the next level. Employees interested in preparing for the next level of leadership can plan to work on mastering behaviors shown at their current level and can also begin to address behaviors at the next level. Supervisors and employees can use them as a common reference guide in developmental and other performance related discussions.

This model should be applicable for all leadership positions and work assignments as laid out.

The competencies and behavioral examples appear below by Executive Core Qualifications grouping:

- Leading Change
- Leading People
- Results Driven
- Business Acumen
- Building Coalitions/Communications

Listed under each grouping are the competencies that fit into that group. Each competency includes:

- 1) The definition;
- 2) General behavior indicator and
- 3) The four levels of behavior examples.

Competencies by Executive Core Qualifications (ECQ) Groupings

Leading Change

- Continual Learning
- Creativity/ Innovation
- External Awareness
- Flexibility
- Resilience
- Service Motivation
- Strategic Thinking
- Vision

The Executive Core Qualification's (ECQ) define the competencies needed to build a federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The Executive Core Qualifications are required for entry to the Senior Executive Service positions.

Leading People

- Conflict Management
- Leveraging Diversity
- Integrity/ Honesty
- Teamwork/ Team Building

The ***“General Behavior Indicators”*** indicate that all employees should be performing these behaviors.

Results Driven

- Accountability
- Customer Service
- Decision Making
- Entrepreneurship
- Problem Solving
- Technical Credibility

The four levels of leadership, the positions included in that level and the work scope with the level are:

Business Acumen

- Financial Management
- Human Resource Management
- Technology Management

Level I: Non-supervisory Worker (*those who do not supervise others*)

Level II: First-line supervisors and work team leaders (*those who lead the work groups or project teams*)

Level III: Mid-level managers/ Program and Execution Manager (*those in charge of a major function or program in an organization*)

Building Coalitions/ Communications

- Interpersonal Skills
- Influencing/ Negotiating
- Oral Communications
- Collaboration
- Political Savvy
- Written Communication

Level IV: Executive leadership/ Senior Managers (*those responsible for the overall functioning and outcomes of the organization; ex. Department heads, Senior Managers*)

ECQ: Leading Change

Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment. This involves continually striving to improve customer service and program performance with the basic government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity, and persistence, even under adversity.

Indicators of the core qualification of Leading Change are:

- Continual Learning
- Creativity/ Innovation
- External Awareness
- Flexibility
- Resilience
- Service Motivation
- Strategic Thinking
- Vision

Continual Learning

ECQ: Leading Change

Definition: Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

General Behavior Indicators:

- Realistically assesses own strengths, weaknesses, and impact on others.
- Seeks and makes use of feedback from others.
- Invests time and energy in self-development and growth.
- Integrates the acquisition of knowledge or skills (e.g., team/work unit sharing, lessons learned, and sharing information data bases) into day-to-day work.
- Develops and implements methods to distribute/share knowledge throughout the organization.

Level I: Non supervisory (Workers)

- Conducts self-evaluation to determine strengths and developmental needs.
- Proactively seeks out and invests in training and other self-development activities.
- Participates in evaluations of others and the organization.
- Demonstrates improvement in behavior and skill as needed.
- Shares learning with others.

Level II: 1st Line Supervisors

- Encourages and supports the efforts of employees to develop and grow.
- Works with employees to develop and effectively use Individual Leadership Development Plans.
- Provides feedback and coaches employees on their development.
- Challenges self and staff to share lessons learned from events and actions.
- Provides formal and informal rewards to team/work group members for self-development and continuous improvement activities.
- Facilitates the application of what is learned in training to work activity.
- Seeks feedback on supervisory/coaching skills from subordinates and peers.
- Has a sense of own career options and preferences.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Provides employees with time, resources, and opportunities to pursue self-development which will contribute to work effectiveness.
- Incorporates recognition of self-development and continuous improvement in formal and informal reward structures.
- Seeks continuous feedback about impact on others, through both formal and informal mechanisms.
- Sets aside time each week to reflect on personal/ professional development to be able to better manage the organization.

Level IV: Executive Leadership (Department Heads)

- Inspires and demonstrates a passion for excellence in every aspect of work.
- Creates a climate where continuous learning and self-development are valued.
- Assures provision of resources (e.g., budget) to enhance learning.
- Participates as an active member and shows leadership in professional organizations.

Creativity and Innovation

ECQ: Leading Change

Definition: Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

General Behavior Indicators:

- Develops insights, innovative solutions, and nontraditional approaches to improve organization effectiveness.
- Creates an environment that encourages and rewards creativity and innovation.
- Design and implements new or innovative programs/processes. Develops and implements methods to distribute/share knowledge throughout the organization.

Level I: Non supervisory (Workers)

- Seeks and listens to the ideas of others.
- Positively suggests ways to improve quality and efficiency.
- Demonstrates the willingness and capacity to resourcefully meet internal or external customer immediate needs.
- Generates new ideas and seeks ways to overcome obstacles and barriers.

Level II: 1st Line Supervisors

- Effectively conducts creative problem solving sessions with a team/work group.
- Fosters acceptance of creative ideas by others.
- Challenges assumptions and “the way we’ve always done it” by taking the lead in removing barriers and obstacles.
- Re-frames problems as opportunities.
- Reduces steps in a work process that result in time and cost savings.
- Makes and encourages suggestions that result in improvement of the department/ division/ shop/ code's processes, products, or services
- Develops strategies and techniques to encourage and collect program or project ideas from employees to improve organizational performance.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Conducts bench marking studies and applies them within the organization.
- Fosters creativity in others by example and through use of creative-thinking strategies and tools.
- Finds ways to change the “system” so new and creative ideas can be implemented.
- Helps to break down barriers, stereotypes, and impediments to achieving break- through results and quality service.
- Shares results of successful innovation efforts with other units in the organization.
- Creates short-term wins by planning for visible improvements

Level IV: Executive Leadership (Department Heads)

- Serves as champion for new ideas and approaches and articulates relationship between new behaviors and organizational success.
- Encourages demonstration projects, pilots, and other experimental approaches.
- Looks beyond current reality to prepare organization for alternative futures.
- Breaks down barriers, stereotypes, and impediments to achieving break- through results and quality service.

External Awareness

ECQ: Leading Change

Definition: Identifies and keeps up-to-date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

General Behavior Indicators:

- Maintains currency with laws, regulations, policies, procedures, trends, and developments, both international and domestic, and their impact on own organization.
- Determines how to sustain or achieve a competitive advantage for the organization by analyzing the best practices and lessons learned from other organizations.
- Integrates administration priorities and initiatives into accomplishing organizational goals and objectives.

Level I: Non supervisory (Workers)

- Keeps up-to-date and asks others about key organizational policies and priorities that might affect own area of work.
- Volunteers to participate in cross-unit activities and projects that impact own area of work.
- Understands how agency policies and priorities affect own area of work.

Level II: 1st Line Supervisors

- Keeps abreast of key organizational policies and priorities likely to affect the program area by reading internal communications, technical journals, and newspapers and by attending meetings.
- Maintains contacts with external customers and local stakeholders through formal and informal communication channels.
- Drafts correspondence, reports, and policy documents as a method of public education outreach, incorporating sensitivity to stakeholder views.
- When representing the organization, demonstrates sensitivity to the political, social, and cultural nuances of issues
- Maintains external awareness by serving as organizational representative in outside meetings/ activities.
- Collects data and performs analyses on current and potential conditions, and facilitates an understanding of external activities on organizational actions.
- Demonstrates by action an understanding of the organizational policy-making and implementation process.
- Communicates to all employees the impact of organizational policies and priorities on the teams area of work and the customers with whom they work.

External Awareness

ECQ: Leading Change

Level III: Mid-Level Managers (Program/ Execution Managers)

- Cultivates a global mind set, e.g., regularly scans a wide variety of information sources to identify political, social, economic trends which impact the organization's mission and its customers; participates in corporate meetings.
- Reviews/edits correspondence, reports, and policy documents to ensure consistency with policies, priorities, and sensitivity to stakeholder views.
- Ensures analysis of appropriate data (e.g., workload forecasting, resource requirements, technology forecasting, decision analysis) to understand the impact of external activities on organizational actions, and develops strategies.
- Develops and maintains active partnerships and networks with other public, private organizations which benefit the organization's mission, e.g., partnerships, research efforts.

Level IV: Executive Leadership (Department Heads)

- Clearly demonstrates by action an understanding of the corporate policy making and implementation process.
- When representing the organization, clearly demonstrates a sensitivity to the political, social, and cultural nuances of difficult issues.
- Translates political direction into organizational change strategies, e.g., outsourcing services
- Explains and defends the organization's policies and operations to the external world in order to gain the acceptance and support needed to assure program success.

Flexibility

ECQ: Leading Change

Definition: Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

General Behavior Indicators:

- Adapts behavior and work methods in response to new information, changing conditions, unexpected obstacles, or ambiguity.
- Remains open to new ideas and approaches.
- Works concurrently on related and conflicting priorities without losing focus or attention

Level I: Non supervisory (Worker)

- Is willing to learn and use new procedures and technology
- Is open to ideas different from one's own ideas.
- Adapts behavior and work methods as needed in response to new information, changing conditions or unexpected obstacles.

Level II: 1st Line Supervisors

- Adapts supervisory style to individual needs of employees.
- Handles multiple projects and duties simultaneously, prioritizing as needed
- Fosters flexibility through cross-training and developmental assignments.
- Actively identifies outdated standard operating procedures, and processes/ behaviors that short circuit customer service and employee motivation at the work team level, and takes actions to promote change.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Applies leadership and management skills to newly-assigned positions and duties.
- Uses change management principles and tools (including a sense of urgency) and provide needed resources to create an environment that supports and fosters change.
- Suggests changes to organizational priorities as situations change.

Level IV: Executive Leadership (Department Heads)

- Responds to changing priorities & resources with optimism & adapts, encouraging staff to respond positively and proactively.
- Stays abreast of, and educates staff about changing conditions which affect organizational programs, policies, and strategies
- Skillfully change actions based on an understanding of both organizational and environmental conditions, e.g., advocates a change to headquarters for an action as a result of learning in a timely manner.

Resilience

ECQ: Leading Change

Definition: Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even while dealing with adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

General Behavior Indicators:

- Responds constructively to reversals and setbacks (e.g., identifies lessons learned, looks for other opportunities to succeed).
- Demonstrates belief in own abilities, ideas, and self-worth and maintains a positive view of self, even during difficult times.
- Maintains a professional demeanor in stressful and difficult situations.
- Maintains a healthy balance between personal life and work.

Level I: Non supervisory (Workers)

- Balances priorities at work with personal life concerns and wellness.
- During change, assists team/work group members to handle uncertainty and to persevere.
- Deals with setbacks appropriately to bring out the positive

Level II: 1st Line Supervisors

- Determines how best to accomplish changing priorities and use team resources appropriately.
- Translates setbacks into opportunities, e.g., redistributes work to provide greater opportunities to others after losing a key team/work group member.
- Focuses work team efforts on handling challenges by helping employees identify what they can do to overcome challenges.
- During change, models behavior that helps people maintain focus and effectiveness.
- During change, assists peers and other members of the team to handle uncertainty and to persevere.
- Supports use of existing policies and programs which help employees balance work, personal life, and wellness.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Uses the organizational system and determines a course of action to deal with crises
- Translates organizational priorities and rebalances resources appropriately
- Projects energy and optimism in the face of adversity that influences organizational members
- Recognizes and rewards personnel who incorporate use of existing policies and programs which help employees balance work, personal life, and wellness.

Level IV: Executive Leadership (Department Heads)

- Maintains organizational effectiveness, stability, and morale during times of significant change.
- Defines priorities and rebalances resources appropriately.
- Directs organizational efforts to use problem solving strategies to handle challenges.

Service Motivation

ECQ: Leading Change

Definition: Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to organizational mission. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

General Behavior Indicators:

- Influences others to believe in the spirit of public service and their commitment to make a meaningful contribution.
- Creates and fosters a culture that encourages a commitment to organizational mission.
- Demonstrates a commitment to quality service in statements and actions.

Level I: Non supervisory (Worker)

- Projects a positive image of shipyard and of its people, both at work and in the community; maintain a neat, clean, and professional appearance.
- Takes the initiative to seek and suggest improvement in how work is done.
- Understands individual role in accomplishing organizational mission.

Level II: 1st Line Supervisors

- Visibly serves as a role model to reflect the commitment to serve others; leads by example before team members, e.g., Ensures services are provided quickly and efficiently
- Collects information and feedback from customers and uses that information to improve products or services.
- Focuses team on improving service, e.g., involves employees and customers/stakeholders in efforts to develop and maintain standards; improve services, products, and processes.
- Recognizes and rewards individual and work group contributions to commitment to quality public service.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Considers the impact of organizational activity on the shipyard when designing programs
- Works across unit lines involving agency employees from other departments, employees from other Federal agencies, and customers to initiate projects to improve program services and organizational performance.
- Anticipates new or changed demands for programs and services and seeks information to guide action.

Level IV: Executive Leadership (Department Heads)

- Focuses all employees on improving service, e.g., holds employee forums to initiate discussions of service quality
- Defines and directs programs so that optimum service is provided.
- Establishes standards and processes for improving products and services to increase organizational performance/service to fleet.

Strategic Thinking

ECQ: Leading Change

Definition: Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities

General Behavior Indicators:

- Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy.
- Applies a long-term perspective in analyzing policy issues and developing strategic plans.
- Develops objectives and sets priorities consistent with the organization's long-term strategies.
- Adjusts strategic policies and plans in response to change, both internal and external

Level I: Non supervisory (Worker)

- Provides ideas and information to supervisor and team members on possible enhancements or impediments to organizational performance.
- Thinks strategically and suggests processes or procedures within the unit to avert problems and accomplish goals.
- Understands and explains how work unit activities and priorities relate to the strategic goals of the organization.

Level II: 1st Line Supervisors

- Takes the initiative to understand organizational activity from the customer's viewpoint.
- Contributes to the strategic planning process by providing input on the feasibility of goals.
- Anticipates new or changed demands for programs and services and seeks information to guide action.
- Suggests appropriate measures for assessing the work plan's contribution to the strategic plan
- Applies an understanding of past situations to anticipate and deal with threats and opportunities to work plan accomplishment.
- Communicates to all employees how work unit activities and priorities relate to agency strategic goals
- Makes resource decisions supported by realistic strategic thinking.
- Thinks strategically when implementing processes or procedures within the organization to avert problems and accomplish goals
- Converts organization-wide strategies and policy direction into action items within areas of responsibility.
- Recognizes and rewards individual and work group contributions to enhancements on organizational performance

Strategic Thinking

ECQ: Leading Change

Level III: Mid-Level Managers (Program/ Execution Managers)

- Involves key stakeholders and employees in the strategic planning process for an organizational area.
- Makes realistic assessment of resource requirements and priorities for organizational area as input to strategic thinking.
- Contributes to a strategic thinking and planning process by monitoring and analyzing the impact of corporate policies, and social, economic and political trends.
- Uses information from program, financial, and performance measures in strategic thinking and planning.
- Develops alternative approaches and scenarios to accommodate potential situations
- Develops short- and long-term objectives in areas of responsibility for inclusion in strategic plans.
- Develops and monitors plans for implementing organizational strategic goals

Level IV: Executive Leadership (Department Heads)

- Involves employees and stakeholders in a strategic thinking and planning process to gain commitment and identify possible impediments.
- Transforms objectives defined by political direction into strategies and policy direction for organizational change.
- Develops strategies to integrate organizational strengths into the overall organization mission
- Pulls together resources (e.g., technical expertise, managerial support, financial, people skills) essential to effect change
- Leads the management team in developing strategic plans for which they have responsibility
- Ensures that program, financial, and performance measures are integrated to achieve desired strategic outcomes.
- Develops alternative approaches and scenarios to accommodate different potential situations during planning.

Vision

ECQ: Leading Change

Definition: Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action

General Behavior Indicators:

- Creates a shared vision of the future aligned with the organization's vision.
- Articulates and actively supports the organization's vision in a way that employees at all levels understand the organization's goals, values and strategies.
- Acts as a catalyst for organizational change based upon a strategic view of the future.

Level I: Non supervisory (Worker)

- Understands the mission, vision, and values of the organization and acts accordingly.
- Explains how one's work contributes to the agency vision and mission.

Level II: 1st Line Supervisors

- Teaches and practices the mission, vision and values of the organization.
- Stays abreast of changes in organizational goals, objectives and initiatives.
- Moves organizational team toward visionary goals through teamwork and collaboration (e.g., task forces, committees, focus groups, or special projects)
- Supports and provides input to the command leadership team involved in implementing the vision for the organization.
- Celebrates success to gain commitment toward the organization's vision.
- Motivates the work group through inspiring communication and actions.
- Recognizes and rewards individual and work group contributions to visionary goals.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Provides support and resources to staff to enable them to carry out the organizational mission and vision.
- Helps staff to understand how their function or unit relates to and complements the overall organizational vision and mission.
- Obtains resources to accomplish activities for areas of responsibility that further the organization's vision.
- Showcases small successes to gain commitment for the team's vision.

Vision

ECQ: Leading Change

Level IV: Executive Leadership (Department Heads)

- Demonstrates commitment to the organization's vision and mission.
- Provides a clear vision of the future and leads the organization through necessary changes.
- Ensures that organization's mission, vision, and values address the needs of internal and external customers.
- Communicates the vision widely, often, and well.
- Develops infrastructure, plans, and processes for translating vision into action, e.g., strategic plan.
- Obtains resources to accomplish organization's vision and invest in the future.

ECQ: Leading People

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Indicators of the core qualification of Leading People are:

- Conflict Management
- Leveraging Diversity
- Integrity/ Honesty
- Teamwork/ Team Building

Conflict Management

ECQ: Leading People

Definition: Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

General Behavior Indicators:

- Manages conflicts, confrontations, and disagreements in a constructive manner.
- Takes steps to resolve conflict situations.
- Addresses and seeks to resolve formal and informal complaints from employees, customers and stakeholders.
- Initiates and supports strategies and programs to manage conflict resulting from organizational change.

Level I: Non supervisory (Worker)

- Uses interest-based approaches to resolve conflict with colleagues and customers
- Uses available and appropriate organizational resources and processes to resolve conflict
- Uses good communication tools to proactively discuss differences with coworkers, supervisors, and the customers in an effort to create an atmosphere of positive conflict.

Level II: 1st Line Supervisors

- Keeps employees fully informed and actively listens to their concerns about work-related issues, e.g., organizational changes, quality of work life, construction, and parking.
- Actively involves employees and team or work unit in resolving differences over work issues, e.g., schedules, assignments, ensuring employee and organizational concerns are balanced.
- Establishes simple processes, e.g., on-the-job safety and security, for preventing and resolving conflict.
- Resolves a complaint or grievance and minimizes negative impact on the organization.
- Recognizes potential for violence in the workplace and takes preventive action, e.g., works with Civilian Employee Assistance Program to address problems with troubled employees.
- Takes preventive action to assure on-the-job safety and security of employees.
- Ensures employees are aware of available assistance programs for mental health or substance abuse issues, e.g., Civilian Employee Assistance Program.
- Holds staff accountable for avoiding and resolving conflicts prior to involving first level supervisor.

Conflict Management

ECQ: Leading People

Level III: Mid-Level Managers (Program/ Execution Managers)

- Actively seeks out involvement and input from key stakeholders (MTC, IFPTE, etc.) outside the agency/corporation on potentially difficult and contentious issues (e.g., major changes in procedure, program, policy or product) before deciding on a course of action
- Provides organizational support and resources, e.g., programs and training for employees to help them manage and resolve conflict in a positive and constructive manner
- Assures that on-the-job safety and security procedures are in place to prevent and respond to disruptive behaviors
- Ensures that first-level supervisors have the authority to resolve conflicts early without fear of negative impact on them or their careers.
- Provides support to supervisors in resolving grievances and EEO complaints which reach management level.

Level IV: Executive Leadership (Department Heads)

- Actively seeks out involvement and input from key stakeholders (MTC, IFPTE, etc.) outside the agency/corporation on potentially difficult and contentious issues (e.g., major changes in procedure, program, policy or product) before deciding on a course of action.
- Uses sound, balanced judgment in resolving complaints from a high-level customer or stakeholder.
- Provides resources and support to managers in resolving grievances and EEO complaints which reach the department head level.

Leveraging Diversity

ECQ: Leading People

Definition: Recruits, develops and retains a diverse high-quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

General Behavior Indicators:

- Recognizes the value of culture, ethnicity, gender, and other individual differences at all levels of the organization.
- Creates an environment in which individuals are equally respected and recognized for their perspectives and contributions.
- Provides employment and development opportunities to foster a diverse workforce.

Level I: Non supervisory (Worker)

- Respects customer and employee differences.
- Works effectively with others regardless of their backgrounds.
- Uses inclusive approaches in own area of responsibility/work.
- Arranges for reasonable accommodation for individual differences for projects within individual area of responsibility.

Level II: 1st Line Supervisors

- Implements programs, e.g., training, to promote understanding and appreciation of individual differences.
- Monitors, evaluates, and promotes broad-based diversity as a means to leverage the full range of human potential and performance.
- Proactively works with program managers to develop and implement effective recruitment, retention, and upward mobility programs that build diversity and significantly improve organizational performance.
- Develops and implements plans for assessing and dealing with concerns and needs of persons with disabilities, e.g., equipment, space, interpreters.

Leveraging Diversity

ECQ: Leading People

Level III: Mid-Level Managers (Program/ Execution Managers)

- Holds supervisors accountable, e.g., through the Interim Performance Management program (IPMS), for ensuring equality and diversity within work teams.
- Makes managing workforce diversity a performance criteria for supervisors, by holding them accountable through performance management programs and for ensuring equality and diversity within work units.
- Develops and monitors organizational policies, goals, and plans for recruiting, selecting, developing, and retaining a diverse high quality workforce.
- Assures systems are in place to have reasonable accommodations for individual differences to ensure the full potential of different persons, e.g., improve access to building and parking facilities for persons with disabilities.
- Implements organizational policies, goals, and plans by developing goals and plans for recruiting, selecting, developing, and retaining a diverse, high quality work force.

Level IV: Executive Leadership (Department Heads)

- Makes managing workforce diversity a performance criteria for managers by creating a performance management system that is aligned with and supports a commitment through performance elements and standards for teamwork, creativity, customer service, and managing diversity.
- Holds management team accountable to ensure that fairness is practiced, e.g., through performance management programs, for ensuring equality and diversity within teams or work units.
- Promotes diversity in succession planning to produce a diverse, prepared leader pool.
- Ensures that organization's vision and values fairly address all employees and other stakeholders without favoritism, e.g., customers and stakeholders.

Integrity/ Honesty

ECQ: Leading People

Definition: Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others; and demonstrates a sense of corporate responsibility and commitment to public service.

General Behavior Indicators:

- Models and encourages high standards of honesty, integrity, trust, openness, and respect for others.
- Promotes fair and ethical practices in all organizational activities.
- Demonstrates a sense of responsibility and commitment to public trust.
- Demonstrates congruence between statements and actions.

Level I: Non supervisory (Worker)

- Builds an atmosphere of trust by being trustworthy.
- Respects the rights of others while providing service.
- Keeps commitments.
- Is fair and ethical with customers and employees.
- Accepts personal responsibility and does not shift the blame to others.

Level II: 1st Line Supervisors

- Encourages employees to discuss potential ethical problems.
- Instills a climate of trust by keeping one's word and taking responsibility for one's actions.
- Models personal and professional integrity in actions.
- Prohibits retaliatory actions against employees who raise ethical issues speaking out against abuses.
- Actively promotes a climate of openness and honesty and does not penalize responsible dissent.
- Takes action to stop and correct unethical behavior and practices.

Integrity/ Honesty

ECQ: Leading People

Level III: Mid-Level Managers (Program/ Execution Managers)

- Assures that effective systems are in place to communicate regulations, programs, and guidelines about ethics.
- Assures that training systems are in place for supervisors to use with their employees regarding ethics.
- Supports supervisors in taking action to assure adherence to regulations.
- Opposes what's wrong and has the fortitude to support ethical actions that may negatively impact certain stakeholders of the organization.

Level IV: Executive Leadership (Department Heads)

- Ensures that all managers, supervisors, and employees are trained to understand and practice the Government Code of Ethics and holds self and others accountable by arranging for training and dissemination of information.
- Ensures that policies and programs for preventing fraud, waste, abuse, and mismanagement are in place and enforced.
- Models behavior, attitudes, and actions expected of all staff.

Teamwork/ Team Building

ECQ: Leading People

Definition: Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

General Behavior Indicators:

- Empowers others by sharing power and authority.
- Inspires, motivates, and guides others toward goal accomplishment.
- Fosters cooperation and teamwork within the organization.
- Creates an environment that encourages and rewards cooperation, collective problem solving, and participative decision making.
- Builds trust and open communication among team members and with stakeholders.
- Seeks consensus among diverse viewpoints to build commitment.
- Develops leadership in others through coaching, mentoring, and rewarding.

Level I: Non supervisory (Worker)

- Is open to views of others.
- Works in a collaborative, inclusive, outcome-oriented manner with colleagues
- Helps build team consensus
- Accepts team consensus.
- Actively contributes to the development of team/work group goals and works toward the accomplishment of those goals.
- Optimistically deals with negativity in presence of other employees, e.g., refusing to pass on gossip, recognizing positive contributions of coworkers by vocalizing recognition.

Level II: 1st Line Supervisors

- Deals constructively with individual or organizational problems within or across teams within the work team.
- Empowers team members to resolve issues and make changes that benefit customers.
- Helps team/work team establish and follow norms
- Fosters team identity through meaningful, formal or informal, recognition.
- Helps clarify team purpose, goals, roles, and responsibilities.
- Facilitates group process to help team members work effectively to solve problems, make group decisions, and accomplish goals.
- Serves as a formal or informal team coach and mentor for team members.
- Communicates and implements results of team efforts.

Teamwork/ Team Building

ECQ: Leading People

Level III: Mid-Level Managers (Program/ Execution Managers)

- Forms organizational work groups to improve operations, products, services, or the quality of work life for employee.
- Spearheads the use of cross-functional teams to increase organizational effectiveness.
- Creates innovative performance management and reward systems that reinforce team work.
- Actively serves as a team member at the executive/management level in furthering the organizational goals.
- Encourages & supports first-line supervisors' recognition/rewards to team members' contributions for organizational performance.

Level IV: Executive Leadership (Department Heads)

- Provides clear objectives, necessary resources, and widespread recognition of team contributions to the organization's mission.
- Implements the results of team efforts that contribute to organization goals.
- Supports decisions/ recommendations made by executive/managerial teams.
- Participates in mentoring program to support leadership development efforts.

ECQ: Results Driven

Definition This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Indicators of the core qualification of Results Driven are:

- Accountability
- Customer Service
- Decision Making
- Entrepreneurship
- Problem Solving
- Technical Credibility

Accountability

ECQ: Results Driven

Definition: Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes

General Behavior Indicators:

- Exercises management controls to ensure the integrity of the organization's processes.
- Takes responsibility for work products, services, and results.
- Identifies how organizational or program results will be measured.
- Monitors programs and activities and takes corrective action when necessary.
- Encourages others to take ownership of work products, services, and results.

Level I: Non supervisory (Worker)

- Uses internal controls and monitoring systems to protect the integrity of the organization and prevent waste, fraud, and mismanagement, reporting any instances where such problems occur.
- See that projects are completed on time, within budget, and to the customer's satisfaction
- Uses material and financial resources prudently.
- Strives to provide service and meet regulatory requirements with lowest costs.
- Sets high personal standards.
- Is results-oriented.
- Provides accurate and timely information.
- Is knowledgeable and adheres to agency and departmental regulations.

Level II: 1st Line Supervisors

- Establishes work unit plans and projects to accomplish the goals of the work unit within the deadlines identified.
- Provides constructive feedback and discusses consequences of performance with employees.
- Identifies potential problems in employee behavior and takes appropriate action within organizational guidelines.
- Creates/maintains a supportive environment for internal control systems against fraud/waste/mismanagement
- Implements process for assessing project or program performance
- Uses results-oriented performance measures (e.g., quantity, cost, and timeliness, quality of projects or services) in assessing outcomes.
- Prepared project and work unit plans with short- and long-range measurable objectives.
- Evaluates work group performance and project accomplishment to assess overall program effectiveness and efficiency.

Accountability

ECQ: Results Driven

Level III: Mid-Level Managers (Program/ Execution Managers)

- Develops and implements a system to ensure measurement of program outcomes and reporting on results.
- Identifies performance measures of organizational results and systems to affect accountability
- Assures first line supervisor identifies potential problems in employee behavior and takes appropriate action within the Collective Bargaining Agreement (unit 1 and unit 2) and NAVSHIPYDIMFINST 12000.1
- Develops project and program plans with short- and long-range measurable objectives.
- Develops fiscal year operational plans and balanced performance measures.
- Evaluates organizational plans and budgets in accordance with department and agency policies and procedures.

Level IV: Executive Leadership (Department Heads)

- Ensures effectiveness of accountability controls in a major organization (e.g., management reviews, program evaluations, audits of financial statements, etc.)
- Ensures that program, financial, and performance measures are integrated to assess and achieve strategic outcomes.
- Ensures that all managers, supervisors, and employees are trained to understand management control responsibilities by arranging for training and dissemination of information.
- Develops a framework for defining and measuring program outcomes and reporting results

Customer Service

ECQ: Results Driven

Definition: Balances interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

General Behavior Indicators:

- Identifies customers and other stakeholders.
- Integrates customer needs and expectations into the development and delivery of services or Products.
- Establishes and uses feedback systems to meet customer requirements and expectations.
- Continuously seeks to improve the quality of services, products and processes.

Level I: Non supervisory (Worker)

- Recognizes coworkers as customers and responds to them accordingly
- Is courteous in all interactions with people
- Is highly responsive to requests for help, information, and services.
- Listens to concerns of customers and resolves complaints and concerns effectively and promptly.
- Seeks to go beyond what the customer requests and do something extra to be helpful.
- Communicates the value of continuous customer feedback and input by example.

Level II: 1st Line Supervisors

- Provides employees with examples, guidelines, and training on customer service techniques.
- Recognizes and rewards employees who provide good customer service
- Effectively addresses episodes of poor customer service.
- Establishes mechanisms for ongoing customer feedback
- Designs processes and procedures that are customer-friendly.

Customer Service

ECQ: Results Driven

Level III: Mid-Level Managers (Program/ Execution Managers)

- Identifies systems barriers to providing good customer service.
- Empowers staff to resolve problems and complaints independently at the lowest level.
- Rewards creativity in the pursuit of excellent customer service.
- Ensures first line supervisors effectively address episodes of poor customer service
- Searches for and recognizes “best practices” in customer service.
- Uses customer feedback data to continuously plan, provide and improve products and services.
- Anticipates and integrates customer needs and expectations into the service delivery process or product development for work group or team (e.g., through the use of surveys, focus groups) and makes immediate corrections to improve service.
- Continuously seeks to improve the quality of products, processes, and services for an organization, e.g., bench marking against best practices.
- Ensures continuous, measurable improvement of quality of products and services, e.g., through staff training or process reengineering

Level IV: Executive Leadership (Department Heads)

- Shares resources in order to serve customers effectively and efficiently.
- Bases strategic planning on customer feedback and projected needs.
- Breaks barriers which impede good service delivery.
- Establishes a customer-oriented culture and promotes hiring of persons who fit that culture.
- Establishes and implements a customer-and market-focused business strategy for a major organization, resulting in measurable improvements in customer satisfaction
- Communicates the value of continuous customer feedback and input by serving as an example to all employees

Decision Making

ECQ: Results Driven

Definition: Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

General Behavior Indicators:

- Acts decisively on own authority when timely action is needed, even in uncertain situations.
- Makes difficult or controversial decisions when necessary.
- Exercises good judgment by making sound and well-informed decisions.

Level I: Non supervisory (Worker)

- Makes sound and timely decisions for activities within own area of responsibility, consulting others as appropriate.
- Assesses information from many sources to form decisions, weigh alternatives, and take action.

Level II: 1st Line Supervisors

- Recognizes early warning signs and opportunities and takes action.
- Recognizes opportunities for individual and organizational growth and takes action.
- Makes sound, timely decisions for a project, team or work team about technical approach, method, work process, staff, equipment, facilities, or funds.
- Recognizes and resolves controversy before it creates an adverse effect on the organizational team/work area, e.g., resolve conflict over work load distribution or work schedules.
- Ensures decisions are aligned with and support the organization's mission, vision, and strategic goals.

Decision Making

ECQ: Results Driven

Level III: Mid-Level Managers (Program/ Execution Managers)

- Makes sound, timely decisions for an organization about staff, equipment, facilities, or funds.
- Examines/considers political, financial, social, and industry and international implications and impacts before reaching final decision.
- Seeks to balance short-term gains and long-term needs of the organization when making decisions.
- Seeks and analyzes information from a variety of relevant sources both within and outside of the organization.
- Anticipates problems and takes steps to prevent them.

Level IV: Executive Leadership (Department Heads)

- Commits the organization to a course of action when negotiating with external stakeholders.
- Approves common sense exceptions and changes to policies and regulations.

Entrepreneurship

ECQ: Results Driven

Definition: Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks, initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

General Behavior Indicators:

- Initiates actions that involve risk to achieve a recognized benefit or advantage.
- Identifies new products, services, and capabilities.
- Develops new products, services, and capabilities

Level I: Non supervisory

- Makes innovative suggestions and tries new approaches within own area of work.
- Assesses potential risks while suggesting and developing modifications to products or service delivery.

Level II: 1st Line Supervisors

- Suggests and initiates modifications to specific procedures or processes to increase efficiencies
- Encourages team members to make innovative suggestions and to try new approaches within the work group.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Invests time and resources to support initiatives for improving organizational effectiveness or new product or customer satisfaction.
- Promotes a culture of innovation and a willingness to try new things without fear of reprisal.
- Takes initiative that leads to different methodologies for the organization.

Level IV: Executive Leadership (Department Heads)

- Serves as champion for innovation and drives out the fear of failure or reprisal
- Invests resources to develop useful new products, processes and approaches.
- Develops new options for delivery of customer services.

Problem Solving

ECQ: Results Driven

Definition: Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

General Behavior Indicators:

- Recognizes and defines problems and issues.
- Gathers relevant data to analyze problems and issues.
- Develops alternative solutions and plans to solve problems.
- Uses qualitative and quantitative data and analytical tools in problem solving.

Level I: Non supervisory (Worker)

- Identifies issues within the context of own job which require decisions or other action
- Arrives at recommendations in a logical and orderly manner.
- Uses interest-based problem-solving techniques.
- Evaluates and adjusts solutions when they do not meet customers' needs or fit the situation.
- Applies lessons learned to new challenges.

Level II: 1st Line Supervisors

- Investigates and analyzes the conditions that led to a problem, the actions taken for solution, and the relevant outcomes to identify lessons learned for preventive action.
- Involves employees, customers, and stakeholders in solving organizational and quality problems.
- Generates solutions to problems and takes appropriate action leading to resolution.
- Acts as trouble shooter by discovering and eliminating causes of organizational or operator error.
- Uses collaborative problem solving skills to generate solutions

Problem Solving

ECQ: Results Driven

Level III: Mid-Level Managers (Program/ Execution Managers)

- Involves appropriate personnel (stakeholders and staff) in problem solving.
- Works closely with cooperators to provide seamless resolutions from a customer's point of view.
- Determines the best way to implement new policies and programs by engaging key players in identifying the root causes of problems, possible roadblocks, and alternative solutions

Level IV: Executive Leadership (Department Heads)

- Ensures that decisions are consistent with overall goals or organizational vision.
- Achieves problem resolution between differing parties including influential individuals, constituent groups, or other external stakeholders.
- Focuses on and resolves major problems based on an understanding of current and future conditions.
- Supports managers and employees giving them freedom to solve problems on a timely basis.
- Removes organizational barriers which prevent problem resolution (e.g., outdated policies, procedures, concerns related to turf or lack of cooperation across department/ division lines, etc.)

Technical Credibility

ECQ: Results Driven

Definition: Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

General Behavior Indicators:

- Demonstrates technical proficiency and currency in areas of responsibility.
- Appropriately applies procedures, requirements, regulations, policies, and standards related to specialized area of experience.

Level I: Non supervisory (Worker)

- Performs accurate work in a timely and efficient manner.
- Keeps knowledge current and seeks opportunities to broaden and enhance cross-functional expertise.
- Applies new skills, techniques, and procedures in own area of work.
- Consults with technical experts, as needed.

Level II: 1st Line Supervisors

- Explores environment for best practices and works to implement them.
- Supports and encourages employees in maintaining and upgrading skills and knowledge related to assignments.
- Involves staff in seeking to constantly improve work processes and outcomes.
- Demonstrates knowledge of basic concepts, facts and principles of particular subject matter domain and continues to develop expertise.
- Makes presentations at meetings/ conferences within area of expertise.
- Teaches class/gives seminar in area of expertise as a Subject Matter Expert.

Technical Credibility

ECQ: Results Driven

Level III: Mid-Level Managers (Program/ Execution Managers)

- Is actively involved in one or more professional organizations.
- Is acknowledged as a subject expert in own professional area, through publication, presentations, or request for advice or consultation
- Nurtures innovations that are recognized as best practices.
- Invests in hiring and essential resources to support extension of organizational expertise.

Level IV: Executive Leadership (Department Heads)

- Uses technical or professional skill in creating new approaches to the field.
- Fosters and rewards high standards for safety, quality and continuous improvement in all areas of the organization.
- Ensures organization builds technical capacity needed to implement strategic goals
- Provides expert testimony or personal support to head of organization during corporate audits or meetings of other high-level organizations, resulting in positive action.

ECQ: Business Acumen

Definition: The ability to acquire and administer human, financial, material, and information resources in a manner which instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision making.

Indicators of the core qualification of Business Acumen are:

- Financial Management
- Human Resource Management
- Technology Management

Financial Management

ECQ: Business Acumen

Definition: Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches

General Behavior Indicators:

- Prepares budgets for own organizations, projects, and activities.
- Applies an understanding of the roles and powers of the organization, in the budgeting process.
- Explains or justifies budget requests.
- Tracks expenses and monitors against budget to ensure cost-effective resource management.
- Oversees or participates in managing procurement of equipment, facilities, supplies, or services.
- Monitors performance of contractors.

Level I: Non supervisory (Worker)

- Provides budget figures for projects in own area of work.
- Tracks and controls expenditures for assigned projects
- Completes projects within budget projections

Level II: 1st Line Supervisors

- Prepares and justifies budget for organizational area or project activities.
- Uses a systematic process for ensuring that all expenditures are recorded and considered in balancing accounts (e.g., maintains database to reconcile accounts).
- Meets budgetary goals, evaluates results, and reallocates as necessary.

Financial Management

ECQ: Business Acumen

Level III: Mid-Level Managers (Program/ Execution Managers)

- Formulates and defends budgets during budget consolidation for next higher level.
- Ensures tracking of expenditures, compliance with spending targets, and appropriate administrative control of funds.
- Supports, requests, and suggests major acquisitions and investments for inclusion in a budget to support program activity whenever feasible.
- Monitors progress on budgetary goals, evaluates results, and reallocates as necessary.

Level IV: Executive Leadership (Department Heads)

- Formulates, markets, and defends organizational budget that includes balanced outcome measures.
- Ensures appropriate administrative control of funds.
- Monitors progress on budgetary goals, evaluates results and reallocates as necessary
- Demonstrates knowledge of budget and funding process.
- Provides justification to headquarters resulting in positive action.

Human Resource Management

ECQ: Business Acumen

Definition: Using merit principles, ensures staff is appropriately selected, developed, utilized, appraised, and rewarded, as well as takes corrective action.

General Behavior Indicators:

- Plans for needed or mandated changes in size and composition of staff.
- Takes an active role in recruiting and retaining staff.
- Determines needs and provides opportunities for employee orientation and career development.
- Identifies performance expectations, assesses employee performance, gives timely feedback, and conducts formal performance appraisals.
- Recognizes and rewards performance based on standards and organizational goals.
- Takes appropriate corrective/disciplinary actions with employees.
- Uses human resources practices that further affirmative employment.
- Uses human resources practices that promote good labor-management and employee relations.
- Supports programs and activities that promote employee well being such as safety, health, and family life.

Level I: Non supervisory (Worker)

- Develops competencies in order to meet or exceed performance expectations
- Maintains communication with supervisor on developmental needs
- Makes suggestions on appropriate recognition methods.
- Displays understanding of merit principles as they relate to hiring, promotions, and performance.

Level II: 1st Line Supervisors

- Uses organization's strategic goals to identify human resource needs for the future and develop plans for recruitment, staffing and training/development to meet those needs.
- Communicates performance objectives for individuals and teams and evaluates performance against the objectives
- Recognizes and rewards people and teams based on effective performance
- Communicates awareness of the interrelationships between work activities, business plans, and the organization's strategic plan.
- Follows merit principles when selecting, developing, utilizing, appraising, and rewarding employees.
- Actively promotes and encourages employee development through on-the-job training, formal course work, and placement in developmental assignments and programs.
- Takes timely and forthright action to counsel, discipline, or remove employees as performance or conduct problems arise within the Collective Bargaining Agreement and NAVSHIPYDIMFINST 12000.1
- Involves labor partners in formulating new human resource practices.

Human Resource Management

ECQ: Business Acumen

Level III: Mid-Level Managers (Program/ Execution Managers)

- Actively involves labor partners in formulating new human resource practices.
- Initiates outcome-based measures for evaluating supervisory performance
- Identifies the need for an alternative human resource management system and involves others in its design (e.g., 360 degree appraisal, retirement).
- Establishes mechanisms to monitor workforce results.
- Encourages first line supervisor to recognize and reward people and teams based on effective performance.
- Ensures first line supervisor takes action to counsel, discipline, or remove employees as performance or conduct problems arise.

Level IV: Executive Leadership (Department Heads)

- Initiates outcome-based measures for evaluating managerial performance.
- Creates workforce planning and analysis process which is used to identify strategic human resource needs of the organization and develop strategies to meet the long-term needs of the organization.
- Serves as an advocate for organizational and public policies which contribute to attracting and retaining top people, e.g., family friendly programs
- Champions the use of pilot programs and cutting edge human resource practices

Technology Management

ECQ: Business Acumen

Definition: Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

General Behavior Indicators:

- Ensures self and staff are trained and capable in new information technology.
- Strategically integrates information technologies into the workplace to improve

Organizational effectiveness.

Level I: Non supervisory (Worker)

- Considers customers and their needs when suggesting new technology for the workplace
- Keeps technology skills up-to-date through practice as well as other continual learning approaches
- Finds opportunities to use technology to ensure work tasks are performed efficiently
- Follows established computer security procedures to protect integrity/confidentiality of records/ documents.

Level II: 1st Line Supervisors

- Uses technology to improve team or work unit effectiveness, e.g., uses organization's automated systems for communication and retrieving information, administrative management processes, and others.
- Uses technology to facilitate access to and sharing of information
- Ensures that computer security procedures are in place to protect integrity/confidentiality of records/ documents.
- Ensures that employees acquire up-to-date technology skills by arranging for training and hands-on experience as needed.

Technology Management

ECQ: Business Acumen

Level III: Mid-Level Managers (Program/ Execution Managers)

- Uses Webaim, PMC, PSS and COST database to analyze and improve mission accomplishment and organizational performance
- Ensures that recovery plans and back-up systems are in place for mission-critical records
- Ensures continuous organizational capability to exploit all facets of current corporate communication technologies in serving customers.
- Ensures that supervisors and employees acquire up-to-date technology skills by arranging for training and hands-on experience as needed.

Level IV: Executive Leadership (Department Heads)

- Develops an information technology plan for the entire organization that supports strategic goals.
- Allocates sufficient funds for technology investment for the future.
- Establishes integrated automated systems for an agency program or function by working with program managers, Code 600 (Budget), and Code 1230 (IT).
- Promotes the development of internal champions to guide technology improvements throughout the organization.
- Ensures that business processes are reengineered to be consistent with opportunities presented by changing technology.

ECQ: Building Coalitions/ Communications

Definition: This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization.

Indicators of the core qualification of Building Coalitions/
Communications are:

- Interpersonal Skills
- Influencing/ Negotiating
- Partnering
- Political Savvy
- Written Communication

Interpersonal Skills

ECQ: Building Coalitions/ Communications

Definition: Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect

General Behavior Indicators:

- Provides positive feedback in a manner that reinforces or elicits desirable behavior.
- Considers and responds appropriately to the needs, feelings, and capabilities of others.
- Provides negative feedback constructively.
- Treats all individuals with sensitivity and respect.

Level I: Non supervisory (Worker)

- Keeps commitments.
- Treats all employees with respect regardless of their level, personality, culture or background.
- Seeks accurate information, avoids jumping to conclusions, or passing on questionable information.
- Shows understanding, tact, and concern for others.

Level II: 1st Line Supervisors

- Shares information readily.
- Encourages employees to express their opinions, ideas, and concerns and listens empathetically
- Invites contact and is easy to approach
- Takes an appropriate personal interest in coworkers and employees to develop a healthy and productive working environment.
- Treats the customer with respect and tact.
- Takes control of situations where employees are being subjected to undesirable or inappropriate behavior.
- Fosters an atmosphere where employees are able to voice their concerns or ideas without fear of criticism, ridicule, or retaliation.

Interpersonal Skills

ECQ: Building Coalitions/ Communications

Level III: Mid-Level Managers (Program/ Execution Managers)

- Is open and approachable, but decisive without being arrogant or abrupt when dealing with sensitive and complex issues
- Works effectively with many different people in a variety of organizational areas and gains their support
- Maintains effective relations with external groups that are vitally affected by the organization's policies and program activities.
- Exhibits tact, restraint, and professionalism in difficult situations dealing with topics of concern to the organization.

Level IV: Executive Leadership (Department Heads)

- Works effectively with many different people in a variety of settings, e.g., headquarters, professional associations and gains their support.
- Builds organizational trust by being an effective representative in a variety of settings, e.g., corporate conferences/ meetings, etc.
- Represents organizational objectives at meetings with the corporation and other outside entities on significant issues.
- Responds appropriately and tactfully to the criticisms and concerns of external stakeholders

Influencing/ Negotiating

ECQ: Building Coalitions/ Communications

Definition: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.

General Behavior Indicators:

- Identifies and understands the interests and positions of others in the negotiation process.
- Applies appropriate negotiation approaches to find mutually beneficial solutions to problems and conflicts.
- Persuades management, employees, peers, and others to commit to a course of action.
- Uses power, authority, and influence appropriately to achieve goals.
- Gains cooperation from internal and external sources to obtain information and accomplish goals.

Level I: Non supervisory (Worker)

- Effectively employs negotiation techniques, e.g., interest-based bargaining, to facilitate “win-win” outcomes and agreements.
- Works within team to reach consensus when appropriate.
- Participates in work team activities in a cooperative way.
- Articulates interests clearly.

Level II: 1st Line Supervisors

- Effectively employs a variety of negotiation techniques, e.g., interest-based bargaining, allowing differing parties to reach mutually agreeable solutions.
- Builds consensus among groups or individuals with differing interests and opinions to solve problem or make decision.
- Successfully negotiates with internal groups to facilitate programs or partnerships.
- Effectively works with external groups, understanding the interests and positions of others in the negotiation process, and their effect on program activities

Influencing/ Negotiating

ECQ: Building Coalitions/ Communications

Level III: Mid-Level Managers (Program/ Execution Managers)

- Successfully negotiates with internal and external groups to facilitate programs or partnerships.
- Represents the organization in negotiations with employee associations/unions
- Negotiates with other groups within the organization to obtain resources and services to accomplish the mission.
- Uses knowledge and skill to increase effectiveness as an official representative in successful negotiations and discussions.

Level IV: Executive Leadership (Department Heads)

- Consistently uses effective persuasion to gain consensus with others when representing the organization in reaching strategic goals.
- Uses persuasion to gain consensus with other shipyards in the corporation.
- Commits resources appropriate to the task to resolve issues, e.g., employs outside facilitators to reach agreement.
- Uses knowledge and skill to increase effectiveness as an official representative in successful negotiations and discussions.

Oral Communications

ECQ: Building Coalitions/ Communications

Definition: Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters atmosphere of open communication.

General Behavior Indicators:

- Orally presents ideas and facts in a clear, organized, and convincing manner and in a style, tone, and level appropriate to the audience and the occasion.
- Listens to others and shows understanding of what they are saying.
- Facilitates an open exchange of ideas

Level I: Non supervisory (Worker)

- Expresses thoughts, ideas, and concerns clearly.
- Gives courteous, accurate, and complete responses
- Speaks in a concise, effective, and organized manner tailored to the audience and the situation

Level II: 1st Line Supervisors

- Encourages employees to express their opinions, ideas, and concerns and listens empathetically.
- Delivers briefings to high-level management that result in decisions or actions
- Facilitates and shares Lessons Learned.
- Effectively gains support for a position or proposal through persuasive discussion.
- Encourages open communication in work area and with other shipyards.
- Listens to others in personal discussion or in open employee forums and responds appropriately.

Oral Communications

ECQ: Building Coalitions/ Communications

Level III: Mid-Level Managers (Program/ Execution Managers)

- Identifies barriers to effective communication and identifies ways to overcome them.
- Explains and justifies organization's policies and practices to internal and external audiences
- Meets independently with external stakeholders to answer questions about the organization's policies.

Level IV: Executive Leadership (Department Heads)

- Conducts credible and prudent briefing sessions for headquarters or other national media.
- Breaks down barriers to effective communication within and outside the organization
- Meets independently with external stakeholders to answer questions/ advocate the organization's work policies, makes commitments, and negotiates agreements.

Collaboration

ECQ: Building Coalitions/ Communications

Definition: Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters atmosphere of open communication.

General Behavior Indicators:

- Orally presents ideas and facts in a clear, organized, and convincing manner and in a style, tone, and level appropriate to the audience and the occasion.
- Listens to others and shows understanding of what they are saying.
- Facilitates an open exchange of ideas

Level I: Non supervisory (Worker)

- Finds common ground with industry, customers, and employees to ensure effective working relationships
- Builds customer and employee networks and contacts to support work in own area of responsibility

Level II: 1st Line Supervisors

- Builds collaborative relationships with employees and other shipyard counterparts that help achieve work team objectives.
- Reaches out to provide information and assistance to others across organizational lines.
- Seeks out and shares appropriate information where necessary, e.g. through participation in professional associations, improvement events, etc.

Level III: Mid-Level Managers (Program/ Execution Managers)

- Builds collaborative relationships of stakeholders and decision makers, e.g., higher level managers, union officials, and counterparts at other shipyards, that help achieve organizational objectives.
- Builds organization-wide relationships that achieve mutual goals and high impact changes.

Level IV: Executive Leadership (Department Heads)

- Accomplishes organizations mission, vision and strategies by building collaborative networks of counterparts, stakeholders and decision makers, e.g., internal or external contacts, headquarters, Command Leadership Council, etc.
- Actively reaches out to sustain regular contact with essential stakeholders, e.g., peers, corporate officials, or governmental executives.

Political Savvy

ECQ: Building Coalitions/ Communications

Definition: Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

General Behavior Indicators:

- Keeps current with internal and external politics and issues that impact the work of the organization.
- Anticipates the internal and external implications of statements or actions.
- Considers political and organizational reality, the media, and special interests in decision making.

Level I: Non supervisory (Worker)

- Understands who the key stakeholders are for work in own area and keeps them informed of important situations.
- Involves stakeholders in projects within own area of responsibility and gains their support.
- Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives that affect projects.

Level II: 1st Line Supervisors

- Understands who the key stakeholders are for work area e.g., internal managers and executives, union, and other departments, and keeps them informed of important situations.
- Involves stakeholders in making decisions for work team and gains their support.
- Keeps key organizational personnel informed of important decisions concerning work team and situations
- Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives that affect the work team

Political Savvy

ECQ: Building Coalitions/ Communications

Level III: Mid-Level Managers (Program/ Execution Managers)

- Balances individual team interests with broader organizational realities to arrive at the best solution for the customer.
- Takes advantage of opportunities to build relations and political capital with industry, other federal agencies, and State and local governments.
- Keeps key stakeholders and organizational leaders informed on issues, decisions, and activities that affect or benefit them.
- Involves key stakeholders and organizational leaders in decision making or problem solving activities that may have political implications.
- Recognizes opportunities to publicize organization's or work team's programs through a variety of methods.

Level IV: Executive Leadership (Department Heads)

- Balances interests of the organization with broader government purposes and realities to arrive at the best solution for public service.
- Recognizes opportunities to publicize organization's programs through a variety of methods.
- Keeps key stakeholders, e.g., headquarters, employee associations, the union, the media, and the public informed of important situations.
- Involves key players in making decisions for the organization and gains their support.
- Recognizes when a situation or initiative is media or politically sensitive and acts with professional dispatch and wisdom.

Written Communication

ECQ: Building Coalitions/ Communications

Definition: Expresses facts and ideas in writing in a clear, convincing, and organized manner.

General Behavior Indicators:

- Expresses facts and ideas in writing in a clear, convincing, and organized manner that is appropriate to the audience and occasion.
- Reviews and critiques the writing of others in a constructive and substantive manner

Level I: Non supervisory (Worker)

- Makes written work clear, easy to follow, concise and relevant
- Conveys analysis that highlights essential points and clearly explains the essence of the subject to the intended audience at the level of the receiver
- Accurately fills in or completes forms, logs, files, etc.
- Researches, gathers, and compiles information and data for use in written correspondence to supervisors, coworkers, or stakeholders.
- Brings to attention of supervisor when customers/stakeholders may benefit from dissemination of information in writing.

Level II: 1st Line Supervisors

- Drafts, edits, revises or reviews for approval: correspondence; materials; briefing materials; technical specifications; reports and manuals; routine issue papers; program plans and project proposals; documents justifying a position on budget or program initiatives; contract-related documents.
- Writes with clarity, succinctness, persuasiveness, and facility for the intended audience, e.g., policies, issue papers, correspondence, program plans.

Written Communication

ECQ: Building Coalitions/ Communications

Level III: Mid-Level Managers (Program/ Execution Managers)

- Uses a variety of written communications, particularly within automated and networked media, to gain widespread understanding and commitment for change and action.
- Drafts/edits/revises/reviews for approval complex or sensitive materials: memoranda & issue papers; publications or informational brochures on organization/corporate programs and policies; documents communicating complex scientific, legal, or policy information; speeches; internal policies; routine corporate proposals; or scripts for communication with mass media.

Level IV: Executive Leadership (Department Heads)

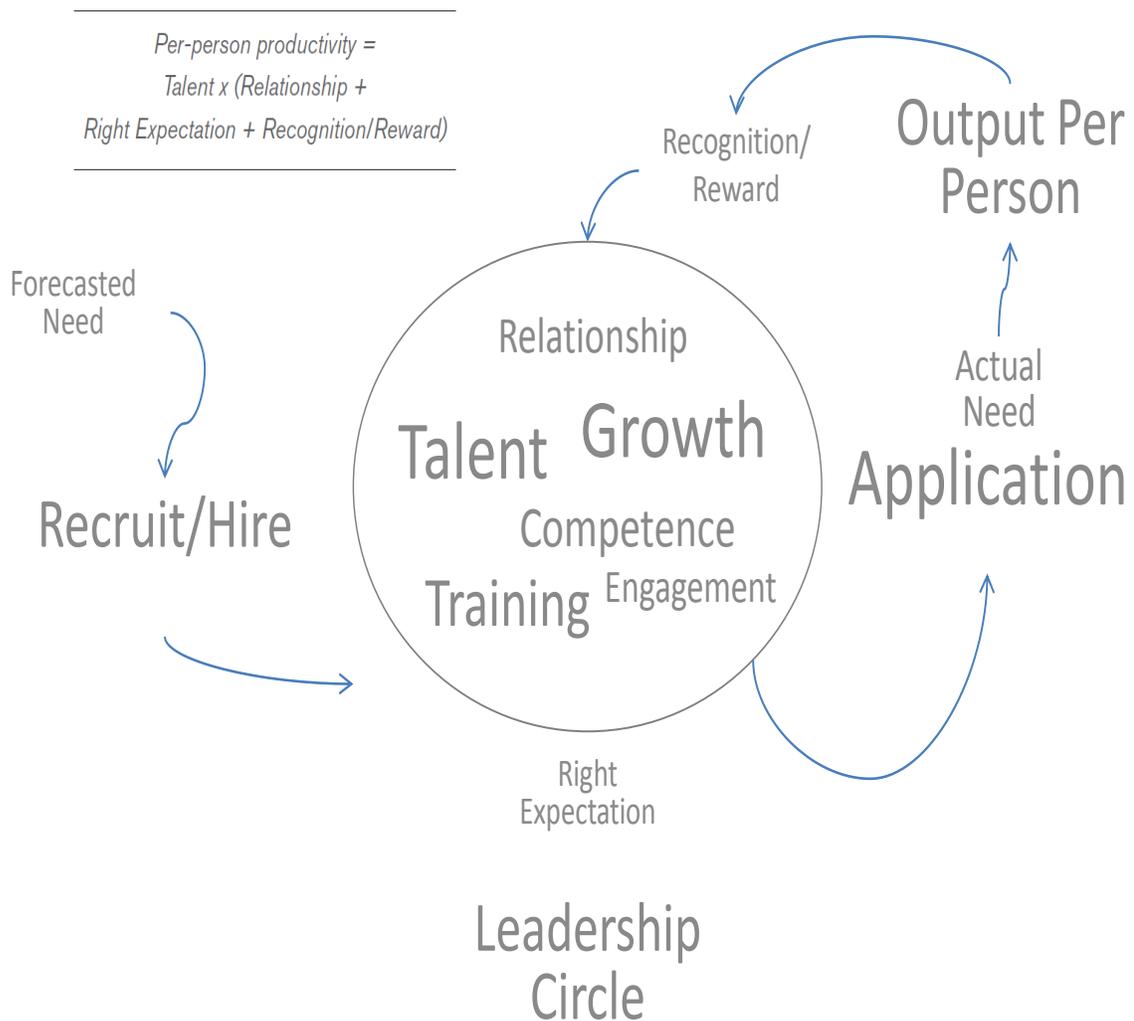
- Uses a variety of written communications, particularly within automated and networked media, to gain widespread understanding and commitment for change and action inside and outside of organization.
- Prepares sensitive or complex written materials, program plans, or media scripts.

Appendix

What is the **Human Capital Value Stream**?

Work finds good shipyards. And good shipyards are made up of great people. Our Human Capital Value Stream concept is based on this simple fact of business: To be top performing we must recruit and cultivate top performers.

The Human Capital Value Stream



The shipyard alignment to the mission involves numerous skills from the Resource Shops (900) doing just that-working together in concert to key areas as summarized below (not a complete list of shops):

1. Complex mechanical work (930-Machinists, inside and outside, mill, install, repair valves, propulsion systems, similarly 960 Pipe shop work on all the support piping associated with the ship).
2. Complex electrical work (950-Electricians, install, test any matter of electrical components from wiring to motors).
3. Complex structural/sub safe works (920-Fabricate -weld, cut out, modify anything on the ships from cabinets to foundations).
4. Nuclear work (specialized components for propulsion involving all of the above plus support shops like 970 which install temporary systems while standard ship systems (ventilation, chill water, etc.)
5. Compliance Organizations-they are those folks (105, 106, 130) who help ensure what we do as and when we do it is done in accordance with all the safety (OSHE policy, sub-safe, environmental requirements) and regulatory requirements to the highest quality standards.

LIST of ACRONYMS
Frequently Used at Pearl Harbor NSY IMF

Last updated on 22 Sept 2009

A&I Alteration and improvement
ACN Advance Change Notice
ACRE Assistant Chief Refueling Engineer
ACTE Assistant Chief Test Engineer
ACWI Acceptance of Completed Work Inspection
AIM Advanced Industrial Management
AIMxp Advanced Industrial Management Express
AMR Auxiliary Machine Room
APD Air Particulate Detector
APDRM Assistant Production Department Refueling Manager
ARCMIS Automated Radiological Controls Management Information System
ASRE Assistant Shift Refueling Engineer
ASTE Assistant Shift Test Engineer
ASW Auxiliary Sea Water
ATIS Advanced Technical Information Support System
ATMS Automated Training Management System
AWP Availability Work Package
AWS Abnormal Work Stoppage
AWS American Welding Society
BAIM Baseline Advanced Industrial Management
BAM Buoyancy Assist Module
BFPL Brittle, Fracture, Prevention Limit
BPMI Bechtel Plant Machinery, Incorporated
BPMP Baseline Project Management Plan
BSPO Business and Strategic Planning Office
CASCON Casualty Control
CB / TS Core Basket / Thermal Shield
CCW Counter Clockwise
CDM Control Drive Mechanism
CDO Command Duty Officer
CELT Current Effective List of TWDs
CIF Controlled Industrial Facility
CLC Command Leadership Council
CLL Corporate Lessons Learned
CNO Chief of Naval Operations

LIST of ACRONYMS
Frequently Used at Pearl Harbor NSY IMF

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CNPM Corporate Nuclear Power Manual
CO Commanding Officer
COI Community of Interest
CP Cost Performance
CPCR Corporate Procedure Change Request
CR/LS Control Rod / Lead Screw
CRE Chief Refueling Engineer
CSCA Controlled Surface Contamination Area
CSR Certification Signature Required
CTE Chief Test Engineer
CTP Continuing Training Program
CVLI Commissioned Vessel Liaison Inquiry
CWP Controlled Work Package
CWPP Corporate Waste Production Project
DHR Decay Heat Removal
DISR Document Issue Status Report
DL Deficiency Log
DLC or DLCA Disposable Lift Cap Assembly
DLI Direct Labor Index
DMD Dual Media Discharge
DMP Depot Modernization Period
DPL Daily Priority List
DPS Daily Production Schedule
DPW Dosimetry Placement Worksheet
DR Discrepancy Report or Deficiency Report
DRT Discharge Retention Tank
DSRA Docking Selected Restricted Availability
DSRV Deep Submergence Rescue Vehicle
ECC Emergency Control Center
ECV Effective Capture Volume
ED Engineered Drape
EDO Engineering Duty Officer
E&IT Electronic & Information Technology
EO Engineering Officer
EPD Engineering and Planning Department

LIST of ACRONYMS
Frequently Used at Pearl Harbor NSY IMF

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EPD Electronic Pocket Dosimeter
ER Engine Room
ERO, EROH Engineered Refueling Overhaul
FC, F/C Field Change
FCA Fuel Cell Assembly
FEM Facility and Equipment Maintenance
FISC Fleet and Industrial Supply Center
FMB Fleet Maintenance Submarine
FMR Fleet Maintenance Surface
FSA Fuel Storage Area
FSO Fuel Security Officer or Fuel Safety Officer
FTE Full Time Employee
G/I General Instruction
G/P General Procedure
GF General Foreman
GFE Government Furnished Equipment
GHK General House Keeping
GI Government Inspector
GPS General Purpose Service
HA High Activity
I & C Instrumentation and Control
IDD Interim Dry Docking
ILDLP Individual Leadership Development Planning
IPI Industrial Process Instruction
IPPTP Integrated Propulsion Plant Test Program
IRMD Information Resource Management Division
IRPOD Individual Repair Parts Ordering Document
ISIC Immediate Supervisor in Command
IT Information Technology
IWO Industrial Watch Officer
JEDMICS Joint Engineering Data Management Information And Control System
JFMM Joint Fleet Maintenance Manual
JML Job Material List
JRG Joint Refueling Group
JS Job Summary

LIST of ACRONYMS
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JTG Joint Test Group
LAN Local Area Network
LAR Liaison Action Request
LAW Large Area Wipe
LCDM Lover Control Drive Mechanism
LCHTA Lift Cap Handling Tool Assembly
LET Logistic Escape Trunk
LID Load Indicating Device
LL Lower Level
LLER Lower Level Engine Room
LOEP List of Effective Pages
LPT Logistic Plug Tank
LRDT Lock Ring Depressing Tool
LRGF Lead Refueling General Foreman
LS Lead Screw
LSGF Lead Shop General Foreman
LSS Lead Shop Supervisor
LTA Less Than Adequate
MAT Material Access Technology
MBT Main Ballast Tank
MCCN Material Control Center Nuclear
MCR Manual Change Request
MCR Manual for the Control of Refueling
MDA Minimum Detectable Activity
MH Material History or Machinery History
MIP Mold In Place
ML Middle Level
MLER Middle Level Engine Room
MOS Main Omega Seal
MRC Maintenance Requirement Card
MRQT Material Requirement Query
MSW Main Sea Water
MT Magnetic Particle Testing
NAPS Nuclear Assistant Project Superintendent
ND Nuclear Director

LIST of ACRONYMS
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NDT Non-Destructive Testing
NEC National Electrical Code
NEMAIS Navy Enterprise Maintenance Automated Information System
NEPD Nuclear Engineering and Planning Department
NFO Normal Fuel Oil
NGGNN Northrop Grumman Newport News
NIDHR Non-Intrusive Decay Heat Removal
NLI Nuclear Liaison Inquiry
NMCI Navy Marine Corp Intranet
NMOG Nuclear Material Ordering Group
NNSY Norfolk Naval Shipyard
NPCI NAVSEA Performance & Compliance Inspection
NPM Nuclear Power Manual
NPMT NAVSEA Project Management Team
NRMD Nuclear Regional Maintenance Department
NRRO Naval Reactors Representative's Office
NRSM Nuclear Reactor Servicing Manual
NSC Normal Supervisory Control
NSIT Nuclear Supervisor Interactive Training
NSPS National Security Personnel System
NSRO NAVSEA Shipyard Representative Office
NSSG Navy Systems Support Group
NSTEP Naval System Training & Education Program
OOC Out of Commission
OQE Objective Quality Evidence.
OSP Oversight and Surveillance Plan
OWL Outstanding Work List
PATS Pre-Arrival Test
PCA Permanent Corrective Action
PCB Polychlorinated Biphenyls
PDRM Production Department Refueling Manager
PE Project Engineer
PH Pressure Housing or Pressure Hull
PHNS &IMF Pearl Harbor Naval Shipyard & Intermediate Maintenance Facility
PI Process Instruction

LIST of ACRONYMS
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PIRA Pre-Inactivation Restricted Availability
PIT Process Improvement Team
PJBP Pre-Job Briefing Package
PJDT Pre-load Joint Disassembly Tool
PMP Performance Management Program
PNI Primary Nuclear Instrumentation
PNMC Performance Measurement Control
PNSY Portsmouth Naval Shipyard
POM Program Objective Memorandum
POT Pre-Overhaul Testing
PPE Personal Protective Equipment
PQE Project Quality Engineer
PRL Pre-Requisite List
PRSB Preliminary Refueling Station Bill
PS Project Superintendent
PSA Post Shakedown Availability
PSA Prime Standard Alignment
PSA Primary Standard Alignment
PSNY Puget Sound Naval Shipyard
PSS Project Sequencing and Scheduling
PSW Primary Shield Water
PT dye Penetrant Testing
PTM Project Target Material
PU Power Unit
PUSC Power Unit Shipping Container
PV Pressure Vessel
PVOD Pressure Vessel Operations Drape
PVSE Pressure Vessel Shielded Extension
QA Quality Assurance
QC Quality Control
QCR Quality Control Refresher
QPI Quality Performance Index
QPS Quality Performance System
Q-qual Contamination Worker
QS Qualification School

LIST of ACRONYMS
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QSC Quality, Schedule and Cost
RAE Reactor Access Enclosure
RAM Radioactive Material
RAP Resource Allocation Process
RC Reactor Compartment
RCA Removal Container Adapter
RCA Radiological Controlled Area
RCP Reactor Coolant Pump
RCR Radiological Control Refresher
RCT Radiological Controls Technician
RDD Required Delivery Date
RDR Radiological Discrepancy or Radiological Deficiency Report
RFA Removable Fuels Assembly
RFA - L Removable Fuels Assembly - Lower
RFA - U Removable Fuels Assembly - Upper
RFI Ready For Issue
RFQ Request for Quotes
RFWA Refueling Watch Area
RI Refueling Instruction
RI-A Refueling Instruction - Administrative
RIDL Receipt Inspection Deficiency Log
RIE Rapid Improvement Event
RIE Rapid Improvement Event (LEAN)
RIMS Receipt Inspection Material System
RIP Receipt Inspection Procedure
RKE Retention of Knowledge Examination
RML Refueling Monitoring Log
RMSA Radiological Material Storage Area
ROS Refueling Operations Schedule
RP Refueling Procedure
RPA Radiological Project Assistant
RPC Reactor Plant Clean or Reactor Plant Contractor
RPCCR Reactor Plant Configuration Change Report
RPCO Reactor Plant Contractor's Office
RPM Reactor Plant Manual

LIST of ACRONYMS
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RPOD Reactor Plan of the Day
RPR Reactor Plant Refresher
R-qual Radiation Worker
RSB Refueling Station Bill
RSE Reactors Safeguard Examination
RSS Refueling shipyard Support System
RT Radiographic Test
RTD Resistance Temperature Detector
RTWD Refueling Technical Work Document
S&EPM Steam and Electric Plant Manual
S&SC Shipping and Storage Container
S/A Ship Alteration
SA Support Assembly
SACPRL Ship Alteration Cross Reference Parts List
SAHRC Support Assembly / Head Removal Container
SAL Security Access List
SARC Support Assembly Removal Container
SC Shop Clean
SDI Ship Drawing Index
SF Ship's Force
SFE Shipyard Furnished Equipment
SFIS Ship's Force Integration System
SFTGI Short Form Task Group Instruction
SI Standard Identifier
SIT Suggested Isolation and Test
SME Subject Matter Expert
SMI Ship's Modification Instruction
SNM Special Nuclear Material
SOP Standard Operating Procedure
SP Schedule Performance
SPCC Steam Plant Cleanliness Control
SPMP Supervisory Performance Measurement Plan
SRA Selected Restricted Availability
SRE Shift Refueling Engineer
SRM Sustainment, Restoration & Modernization

LIST of ACRONYMS
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SSMG Ship's Service Motor Generator
SSSR Ship's System Status Report
SSTG Ship's Service Turbine Generator
STE Shift Test Engineer
STS Shift Test Supervisor
STT Shaft Turning Tool
SVFC Static Variable Frequency Controller
TA Technical Assistance Request
TAD Temporary Assigned Duty
TAMS Test And Monitoring System
TESR Tool Engineering Service Request
TDU Trash Disposal Unit
TGI Task Group Instruction
TGLO Turbine Generator Lube Oil
TI Test Instruction
TLC Temporary Local Change
TLD Thermo luminescent Dosimeter
TM Technical Manual
TOC Theory of Constraint
TPIT Test Program Improvement Team
TPRF Training Participation Record Form
TR Trouble Report
TRTT Tie Rod Turing Tool
TSD Trade Skill Designator
TSO Time Sensitive Operation
TWD Technical work Document
TWD Technical Work Document
UL Upper Level
ULER Upper Level Engine Room
URGA Universal Remote Grapple Adapter
URO-MRC Un-Restricted Operation - Maintenance Requirement Card
UT Ultrasonic Test
VLU Valve Lineup
VPI Valve Position Instrument
VRLA Valve Regulated Lead Acid batteries

LIST of ACRONYMS
Frequently Used at Pearl Harbor NSY IMF

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VSA Value Stream Analysis
VSR Verification Signature Required
WAF Work Authorization Form
WESR Work Engineering Service Request
WHAM Weight Handling Accountable Material
WHOD Whole Head Operations Drape
WPC Work Packaging and Control
XO Executive Officer
ZM Zone Manger

For Corrections, Additions, or Deletions to this list, please notify C1160, Nolan Chang at nolan.chang@navy.mil

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NOTES: