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History and Testimony of Competency- Based Development at Sandia National Laboratories

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ABSTRACT

More than ten years ago, Sandia managers defined a set of traits and characteristics that were needed for success at Sandia. Today, the Sandia National Laboratories Success Profile Competencies continue to be powerful tools for employee and leadership development. The purpose of this report is to revisit the historical events that led to the creation and adaptation of the competencies and to position them for integration in future employee selection, development, and succession planning processes.

This report contains an account of how the competencies were developed, testimonies of how they are used within the organization, and a description of how they will be foundational elements of new processes.

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1. Creation of the Sandia National Laboratories Success Profile Competencies

1.1. Strategic Planning – Identifying Needs

In the early 1990s, the SNL Laboratory Leadership Team (LLT) identified prospects of a large “baby boomer” retirement population. Succession planning, career development, and retention were critical personnel issues raised within the management team. Sustaining a world-class workforce in light of these issues became a top priority for Sandia’s leadership.

Within the same time frame, a finding of the 1993 SNL Stanek Employee Attitude Survey was that SNL needed to develop critical skill sets in managing people and programs. Among the gaps identified in the survey were business savvy, decision-making, managing diversity, and overall communication.

As part of the implementation of corporate strategy, Corporate Training and Development (now Corporate Education, Development and Training, and referred to as CEDT for the remainder of this document) after some research in the industry discovered that instituting competencies that tied to those organizational gaps could help focus development in those areas. Key findings of research into competencies are shown in Figure 1.

To begin its exploration of how and if competencies would work at Sandia, CEDT management purchased licensing from the Center for Creative Leadership Competencies to use as criteria for managerial success. The SNL Competency Timeline in Appendix 1 illustrates these beginning steps of the development of the SNL Success Profile Competencies.

Competency

A competency is a narrowly defined set of knowledge, skills, and aptitudes that enables a person to initiate, sustain, control, and support the kinds of actions that will generate results on the job. Developing a well-formulated set of competencies supports successful selection, evaluation, development, and reward systems.

Competencies can provide:

- A common and consistent language for discussing performance and potential,
- A means of matching people to work requirements and career opportunities,
- A way of mapping learning solutions to identified development needs, and
- A framework for integrating human resource development processes: assessment, selection, development centers, coaching, development planning, career development, etc.

Many progressive organizations (3M, Levi-Straus, IBM, Merck, World Bank, Disney, etc.) are implementing integrated competency-based human resource management processes, tools, and applications to support their strategic and business goals.

Figure 1. Competency Research

1.2. Tactical Measures – SNL Management Focus Groups

The next step was to begin to define a unique set of skills, behaviors, and characteristics that influenced success at Sandia. Building upon the standard leadership competencies from Center for Creative Leadership as a model, CEDT embarked upon a major effort to uncover the subtle requirements of Sandia leaders.

In conjunction with the LLT, CEDT assembled managers throughout SNL for an unprecedented large-scale focus group. At this off-site event, approximately 200 SNL managers were facilitated through identifying and prioritizing skills and attributes needed for success at Sandia.

From this two-day event, a set of competencies were distilled from the Center for Creative Leadership Competencies and adapted to SNL’s unique culture. This set of competencies was adopted and used in individual and organizational development endeavors. Most recently, in 2002, CEDT performed analysis activities to ensure the initial competencies still described Sandia’s needs. As a result, minor changes were made, ultimately creating the current set of SNL Success Profile Competencies (Figure 2).



SNL Success Profile Competency Set

Mission Success

- Results
- Strategic Perspective
- Innovation
- Business Acumen
- Customer Focus

“The ability to deliver consistently outstanding results by focusing on the customer, understanding the organization and business aspects of the programs.”

Leadership

- Dealing with Change
- Taking Responsibility
- Decision Making
- Developing Self and Others

“Having the skills and courage to step up, make a difference and build the organizational capability for the future.”

Interpersonal Skills

- Building Relationships
- Diversity and Inclusion
- Collaboration and Teamwork
- Communication

“Individual attributes that engender the trust, commitment and the followership of others.”

Core

- Sandia Values
- Professional/Technical Expertise

“Fundamental building blocks that define who we are and what we value.”



Figure 2. SNL Success Profile Competencies

1.3. Applied University Research

Concurrently with the LLT's reviewing its strategic plans, CEDT was surveying current business theories to improve the leadership and management curriculum. Acknowledging that an extensive list of competencies can become unwieldy, CEDT began looking for more strategic and specific ways of utilizing the competencies.

Networking professionally, CEDT staff members discovered a behavioral-science consulting firm working with a descriptive model of organizational contribution that identified what differentiated high and low performers in an organization. The company, Novations, based its work on original research by Dr. Gene Dalton and Dr. Paul Thompson of Harvard. Dalton and Thompson's studies of career dynamics in organizations were conducted throughout U.S. industrial and commercial companies, including Lawrence Livermore National Laboratory.

In summary, the Novations model describes careers in stages, each stage defined by an individual's contribution to the organization as determined by Influence, Perspective, Complexity, and Impact. One hallmark of the Novations model is that it is purely descriptive, meaning that it exists naturally. The main emphasis in each stage is as follows:

- **Stage I** - Helping and Learning
- **Stage II** - Contributing Independently
- **Stage III** - Contributing through Others
- **Stage IV** - Leading through Vision

Typical behaviors of each stage are shown in Figure 3.

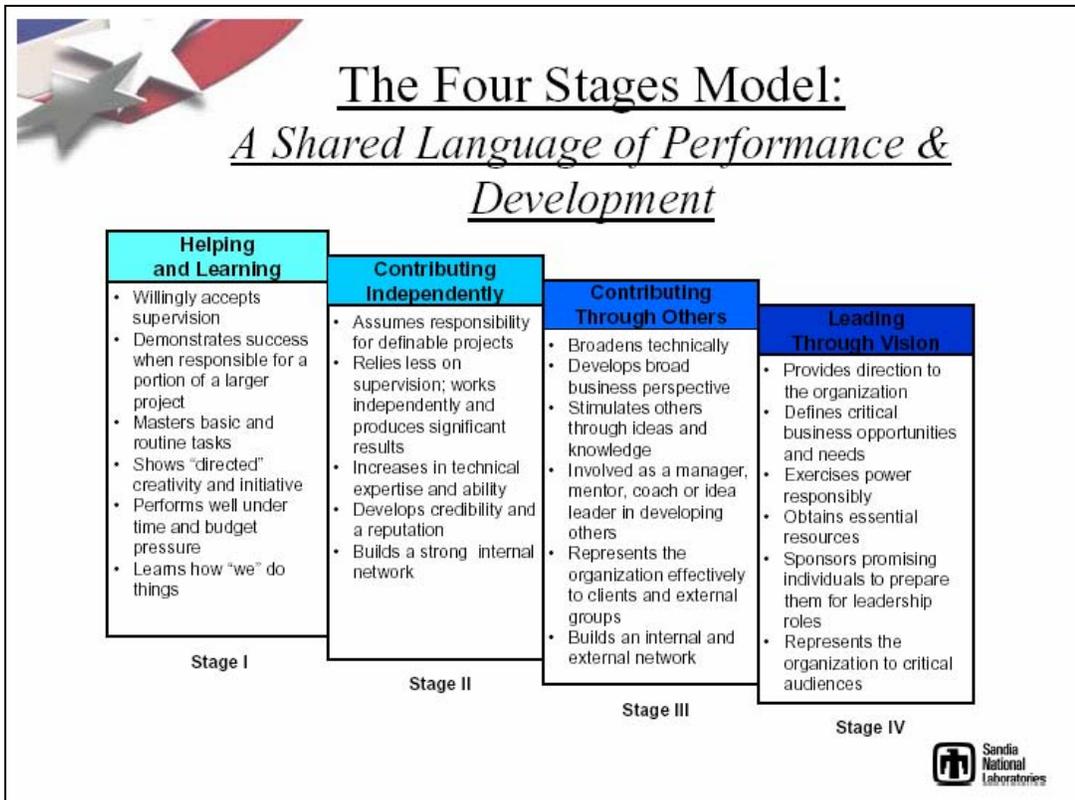


Figure 3. Four Stages Model

The value of the Four Stages model lies in describing not only the behaviors that successful individuals demonstrate in each stage, but also the behaviors that successful individuals let go of to “make a novation” or transition to the next stage. *Novation* is defined in Figure 4.

Novation (nō-vá-shun)

A legal term that describes the complex process of moving from one stage to another; it is more an informal renegotiation of expectations, obligations, and relationships that takes place as individuals move from one stage to another. Individuals must:

1. Demonstrate some new capabilities and attributes required by the new role and
2. Obtain the trust of those who will be critical in helping them get the opportunity and cooperation necessary to perform well in the new role.

Figure 4. Definition of Novation

According to the Novations model, competency expectations are different at different stages of development. As a result, staged competencies provide a clear “roadmap” for growth and development. Ultimately, a single set of competencies can potentially have organization-wide usage, particularly if behaviorally articulated using the Four Stages.

The first major achievement of Sandia’s partnership with Novations was combining the Sandia Success Profile Competencies with the Four Stages. This Staged Competency Model provides concrete behaviors for each of the 15 competencies, indicating how individuals in each stage demonstrate each competency. The Staged Competencies are included in Appendix 2.

1.4. Novations Process

To implement the competencies, CEDT and Novations worked together to tailor a multi-rater instrument called the Sandia Success Profile 360° Assessment. Based on feedback from an individual’s supervisors, peers, direct reports, and customers, the results of this survey answer the following questions:

How is my behavior aligned with the SNL Competencies?

- With the SNL norm?
- Within my group?
- With the top 10 Sandia leaders?
- On what strengths can I build?

The Sandia Success Profile 360° Assessment is recommended for individual development for all employees, every two years. The purpose of the assessment is to establish baseline levels of how an individual is behaving in relation to the competency expectations associated with his or her role in the organization and then to monitor those levels as the individual progresses in his or her career. The 360° data can become a powerful instrument for maximizing individual and organizational contribution. As a measure of organizational performance, historical and current, Sandia and industry 360° data exist that can help answer the questions below.

How does Sandia compare?

- With aggregate data from other successful corporations?
- What are our competitive strengths?
- Over time?

For both individual and organizational development, the competencies act as a benchmark or standard to aim for. Figure 6 illustrates the development cycle.

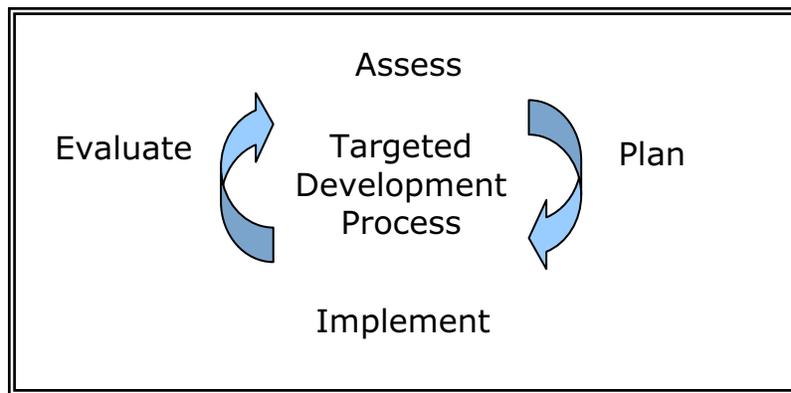


Figure 5. Targeted Development Process

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2. SNL Profiles

2.1. Dennis Miyoshi, Director of Safeguards & Security Center (4200)

Dennis Miyoshi was involved with the first all-manager's focus group that explored the attributes of a successful manager and distilled the 15 SNL Success Profile Competencies. Later that year, Miyoshi participated in CEDT's first use of the SNL Profile Competencies in its pilot Career Competencies workshop.

Inspired by the 360° Assessment tool as an opportunity to participate in performance improvement and to obtain feedback on performance, Miyoshi enrolled his entire staff. According to Miyoshi, the main impact for managers is that the information from the 360° competencies gives structure and relevance to the performance review process.

In Security Systems and Technology (4100), approximately 75% of the center (130–140 people) has gone through the program. Miyoshi's goal was to get as many of his people as possible to Stage 3: Contributing Through Others. From the early to mid 1990s, mentoring was also built into performance measures table. The emphasis of the center continues to be sharing, learning, and leveraging skills to assist others.

2.2. Al Romig, Vice President of National Security & Arms Control (5000)

Al Romig was introduced to the early Novations process and the beginnings of the Sandia Success Profile Competencies while working with Bob Eagan in Organization 1000, Science & Technology and Partnerships.

In the late 1980s, the Novations process had considerably less form and structure. In fact, a list of generic leadership competencies was bought by SNL to provide the backbone for the 360° competencies feedback tool. Still, inspired by the potential of the instrument, Eagan wanted to explore the use of the Novations model.

In the early 1990s, Al Romig and Joan Woodard chaired the Fall Leadership Forum. In conjunction with Human Resources, they arranged a Spring Leadership Day to identify SNL competencies from the list of generic leadership competencies. The large-scale focus group was held at the Albuquerque Hilton Hotel and was facilitated by an external consultant from the

Center for Creative Leadership. Over two days, 15 competencies were identified as the most significant to the success of management. This historical event became a crucial piece in the socialization of the Novations process and the SNL Success Profile Competencies.

Under the guidance and support of upper management, organizations 1700 and 1000 began going through the Novations process every 18 months to 2 years. In implementing the rigorous prototype process, the goal was to identify skill gaps and negotiate how to address them. This analysis took place on the individual level as well as the management team level.

Individuals: During the performance management process, individuals identified personal gaps with their managers and created action plans. Consulting the SNL career resource guide, they usually picked one to two courses, volunteer experience, or professional societies to address gaps.

Teams: Intact teams could also identify shared gaps with their management. With the facilitation of an internal consultant, teams could take actions to address the complex issues.

Succeeding Eagan's position as VP, Romig continued using the Novations process in organization 1000. Under his tenure, every manager (nearly 100 people) went through the program. If areas were identified in the gap analysis that required specialized attention, in certain situations, a contract consultant was employed to provide assistance. In National Security & Arms Control (5000), Romig continues to incorporate the tool into his management team.

2.3. Bob Eagan, Vice President of Energy, Information & Infrastructure Surety (6000)

Bob Eagan attended the first Novations course as part of a representative SNL team. Eagan was inspired by the simplified structure for career development and the rational approach the process offered to performance management. In particular, the 360° competencies feedback tool provided specific data points to help individuals and management to recognize their gaps in the competencies and link them to performance-improvement options. However, he found that identifying individual competencies and gaps is only one step in the process.

In his new position in organization 6000, Eagan is working to create a culture of responsibility and accountability. Teaming with Renae Perrine, the human resources representative for 6000, they oversee the integration of the Novations model and the performance-review process.

While mastering the Novations process and the 360° competencies feedback tool has been a challenge, Perrine and Eagan staunchly back their management. The managers are helped in addressing “personnel” issues. As a result, performance and productivity have increased while problems have been more effectively managed.

Eagan now uses the Novations process in an expanded way to develop his organization. By taking OM 212F Talent Development - Intact Workgroups every three years, his entire management team defines what operational strategies are needed to ensure business growth and success. They do this by examining trend data on the organization and narrowing down the SNL competencies to meet their business needs. As SNL changes, his group continues to remain focused and agile in the ever-changing business environment.

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3. Competencies in the Organization

3.1. Benefits of Using Competencies

Today, competencies have become the core foundation for many corporate strategic plans. In particular, competencies have been critical in addressing the following issues:

Developing talent – Organizations today are flatter, more efficient, more customer driven, and more cost conscious. With these significant changes, organizations must immediately communicate expectations for employee performance and contribution while also supporting the long-term career development and employability of their people.

Managing talent – With extraordinary pressure to deliver results under growing time and resource constraints, organizations must link past performance to development and future contribution through effective coaching. Implementation of programs such as this will facilitate and ensure larger numbers of employees becoming high performers.

Performance requirements – To achieve and exceed strategic business objectives, organizations must determine the critical performance requirements that connect their employees to their overall business strategy. Competencies can map the way to individual and organizational success.

These SNL Success Profile Competencies are now included in the Performance Management Form (PMF) as related to the “Attributes” of an employee. Providing the structure of 360° feedback competencies within the PMF simplifies a complex process, provides consistency, and fosters better communication between manager and employee.

In addition, the SNL Competencies have been integrated into Sandia’s interviewing and hiring processes in the form of Skilmatch, a computerized tool that helps hiring managers first define the competencies needed for a particular job, then determine interview questions, interpret answers, and make a final decision. Using this product, hiring selections are based more on evidence than on preference.

3.2. Business Leadership & Management Development

The goal of the Business, Leadership & Management Development Department (BLMD) of CEDT is to provide its customers with the best resources and tools to accomplish their work successfully. The Sandia National Laboratories Success Profile Competencies are integral tools in this enterprise.

The Sandia Success Profile competency set provides the backbone of SNL core business, leadership, and management curriculum, on-the-job assignments; and consulting services. In each arena, there is an increased emphasis on assessing, planning, implementing, and evaluating the Targeted Development process, whether it is at an individual, group, or organizational level.

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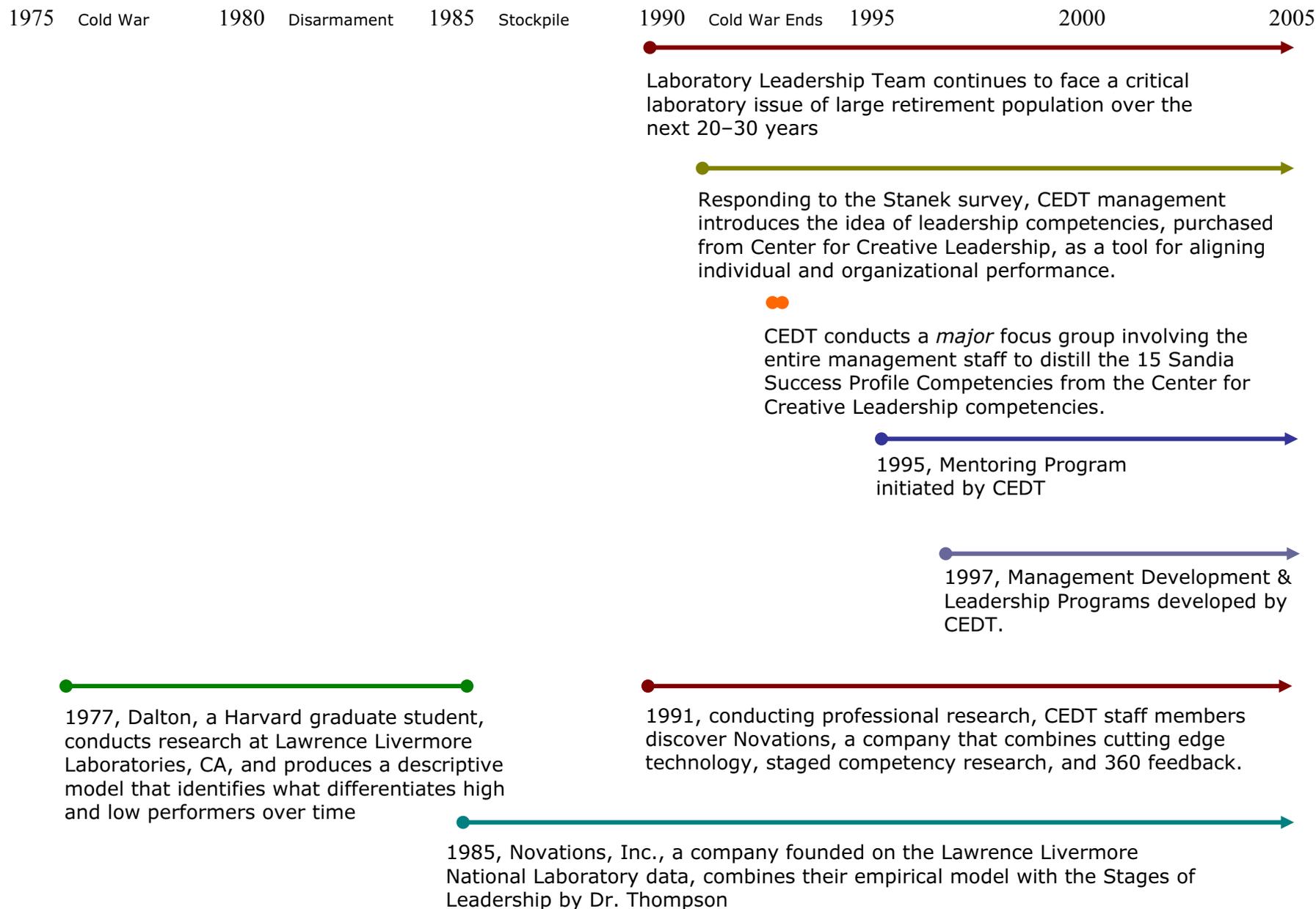
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Appendix 1. SNL Competency Timeline



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Appendix 2. SNL Staged Competencies

CORE IDENTITY	Stage 1	Stage 2	Stage 3	Stage 4
<p>Sandia Values</p> <p><i>These statements will be identical for each of the stages. This is a “non-staged” competency. Wording is taken directly from the Sandia’s Institutional Plan.</i></p>	<ul style="list-style-type: none"> - Is honest in times of disagreement. (Integrity) - Demonstrates ethical behavior despite temptations to compromise. (Integrity) - Strives to help accomplish Sandia’s cutting edge activities. (Excellence) - Makes the most of every opportunity to render exceptional service in the national interest. (Service to the Nation) <p>Note: Behaviors related to the values of “Our People” and “Teamwork” are addressed under the competencies of “Developing Self and Others,” “Diversity and Inclusion,” and “Collaboration and Teamwork”</p>			
<p>Professional/ Technical Expertise</p> <p><i>Has the professional/ technical knowledge and skills to do the job at a high level of accomplishment.</i></p>	<ul style="list-style-type: none"> - Is learning the necessary professional/ technical knowledge in his/her field - Is willing to help others on their projects in order to deepen his/her own professional/ technical expertise - Applies skills and knowledge developed through formal education and limited work experiences to solve defined problems 	<ul style="list-style-type: none"> - Has the necessary depth of professional/ technical knowledge to effectively carry out own job responsibilities - Applies his/her professional/ technical expertise to achieve significant results - Keeps up with the state-of-the-art in his/her professional/ technical discipline - Is considered an expert in his/her field 	<ul style="list-style-type: none"> - Demonstrates a breadth of professional/ technical knowledge outside his/her core specialty - Engages the professional/ technical skills of others to achieve significant results <p>Is not threatened by the professional/ technical competence of others</p> <ul style="list-style-type: none"> - Is sought out by others for his/her opinions on professional/ technical and Sandia-related issues 	<ul style="list-style-type: none"> - Identifies the technologies that are crucial to Sandia’s mission, now and in the future - Promotes the sharing of professional/ technical expertise across Sandia’s diverse organizations - Is continually reinforcing the need for professional/ technical excellence at all levels - Articulates the contributions of Sandia’s professional/ technical excellence in areas of national importance

MISSION SUCCESS	Stage 1	Stage 2	Stage 3	Stage 4
<p>Results</p> <p><i>Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very action-oriented; steadfastly pushes self and others for results.</i></p>	<ul style="list-style-type: none"> - Works under guidance to achieve the goals set for his/her work - Seeks information from others to clarify and understand desired outcomes for his/her role - Accepts assignments willingly and finishes work on time - Complies with the established business rules 	<ul style="list-style-type: none"> - Achieves agreed-upon results within the time allotted - Follows through on assignments to ensure successful completion - Produces consistent, high-quality work - Has a reputation as someone who gets things done well and on time 	<ul style="list-style-type: none"> - Sets clear expectations for others about desired results - Energizes others to follow through on assignments to completion - Solves problems - Capitalizes on opportunities - Has a strong track record in a broad set of activities - Gets people to stretch and reach goals beyond what they originally thought possible 	<ul style="list-style-type: none"> - Sets measurable standards of excellence for self and direct reports - Keeps people focused on the most important organizational goals and objectives - Balances short and long-term priorities
<p>Strategic Perspective</p> <p><i>Sees the implications of global political, technological and economic trends for the purpose of setting strategic direction for Sandia.</i></p>	<ul style="list-style-type: none"> - Is learning about Sandia and its unique strategic mission - Deepens knowledge of how his/her work relates to the project's overall goals - Cultivates relationships with senior colleagues who can provide a strategic perspective 	<ul style="list-style-type: none"> - Sets personal work priorities that reflect an understanding of the organization's mission and direction - Provides thoughtful input into the planning process - Demonstrates forward thinking about tomorrow's issues - Engages in work that will help meet organizational objectives 	<ul style="list-style-type: none"> - Coaches others to understand the organization's mission and objectives so that they can translate them into challenging and meaningful goals - Sets work group priorities based on a clear understanding of the organization's strategic direction - Maintains perspective between the overall picture and the day-to-day detail - Is able to quickly zero in on critical issues and what will help/hinder accomplishment of strategic goals 	<ul style="list-style-type: none"> - Provides a compelling sense of direction and purpose - Influences and clearly communicates the organization's vision, goals, and priorities - Is an antenna for the organization, bringing in information crucial to Sandia's long-term success - Keeps the organization aligned with its mission and guiding principles - Thinks and acts beyond the day-to-day to take a long-term view based on political, technological, and/or economic trends

MISSION SUCCESS	Stage 1	Stage 2	Stage 3	Stage 4
<p>Innovation</p> <p><i>Creates new or significantly different and useful ideas, methods, processes, products, or services to achieve</i></p>	<ul style="list-style-type: none"> - Seeks help in applying new and useful concepts to complete tasks - Is learning to explore creative ideas inside one's professional/ technical specialty - Begins to give new and creative ideas to the manager, team, or work group concerning solutions to problems 	<ul style="list-style-type: none"> - Challenges the status quo for the purpose of meeting/ exceeding job requirements - Finds new and better ways to get things done - Creates new opportunities or overcomes obstacles by rethinking situations 	<ul style="list-style-type: none"> - Encourages alternative approaches and new ideas - Works to implement new ideas rather than attack them - Provides coaching to others when they attempt to innovate, even when they fail - Integrates ideas and inputs from different sources to find innovative solutions - Supports others who take calculated risks 	<ul style="list-style-type: none"> - Fosters an environment that encourages others to question their usual way of looking at things - Thinks of applications or opportunities not apparent to others - Commits significant organizational resources to pursue new opportunities - Champions initiatives in ways that generate organization-wide understanding and support
<p>Business Acumen</p> <p><i>Knows how businesses work; knowledgeable in current and possible future policies, practices, trends, and information affecting his/her business and organization.</i></p>	<ul style="list-style-type: none"> - Demonstrates a basic understanding of business practices and actively seeks out additional information - Is beginning to build relationships within the local workgroup that will develop his/her business understanding 	<ul style="list-style-type: none"> - Demonstrates an understanding of financial/economic/ market / organizational data - Talks about technology in a way that shows he/she understands the business implications and "selling points" - Does his/her work on time and under budget - Evaluates the customer implications of professional/ technological and business advances 	<ul style="list-style-type: none"> - Stays abreast of government, industry and professional/ technological changes - Helps others understand how their work relates to the way Sandia obtains funding - Formulates effective ways to accomplish tasks even when resources are not within his/her direct control - Identifies market niches and high-payoff activities 	<ul style="list-style-type: none"> - Makes effective business decisions based on a balanced understanding of financial/economic/ professional/ technical/ organizational data - Sponsors efforts within the organization to leverage emerging business opportunities - Ensures that the organization's systems and processes are set up to efficiently achieve the business goals - Demonstrates the ability to overcome complex organizational or political barriers that impact SNL's ability to obtain funding

MISSION SUCCESS	Stage 1	Stage 2	Stage 3	Stage 4
<p>Customer Focus</p> <p><i>Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in SNL's services; acts with customers in mind.</i></p>	<ul style="list-style-type: none"> - Learns to view his/her own work in terms of how it relates to customers - Works with guidance to respond to customer needs in a timely manner - Seeks help from team or work group members in better understanding who the customers are and their needs 	<ul style="list-style-type: none"> - Has developed a broad knowledge of customer needs and requirements to allow effective customer service - Establishes goals that are directly tied to meeting customer needs - Seeks feedback to ensure customer's needs are met 	<ul style="list-style-type: none"> - Balances the needs and demands of customers with internal resources and constraints - Holds self and others accountable for meeting customer needs - Helps people understand who the customers are in Sandia's complex organizational structures - Models good customer relations - Seeks ways of improving service and building the customer base 	<ul style="list-style-type: none"> - Influences the decisions and preferences of customers due to his/her deep understanding of their needs - Ensures that programs are designed to satisfy the customer's unique needs - Establishes organizational alliances or partnerships at the highest levels of customers' organizations

LEADERSHIP	Stage 1	Stage 2	Stage 3	Stage 4
<p>Dealing with Change</p> <p><i>Engages and alerts others regarding the need to change; articulates behavioral and structural strategies for sustaining change.</i></p>	<ul style="list-style-type: none"> - Understands change as a constant and a business necessity - Participates in implementing change 	<ul style="list-style-type: none"> - Takes action to move forward when faced with incomplete information - Is willing to make changes to work schedule to meet pressing business needs - Functions effectively in vague, unexpected, or changing conditions - Acquires new skills to be successful and contribute in a changing environment 	<ul style="list-style-type: none"> - Is quick to recognize situations or conditions where change is needed - Becomes a champion for new projects or programs, presenting them so that others support them - Has the courage to make changes that will improve the work group or organization - Helps others to cope with ambiguity and uncertainty 	<ul style="list-style-type: none"> - Provides direction to help people keep work moving forward in uncertain situations - Ensures people understand the links between organizational change initiatives and the strategic business direction - Champions change initiatives in a way that helps people understand, appreciate and support them - Has the courage to make changes that will improve Sandia National Laboratories
<p>Taking Responsibility</p> <p><i>Acts accountably. Does everything in his/her power to meet objectives and agreed-upon goals. Avoids "not my job" mentality.</i></p>	<ul style="list-style-type: none"> - Does not make excuses or blame others in difficult situations - Knows when to escalate an issue to higher management 	<ul style="list-style-type: none"> - Follows through on commitments - Goes above and beyond what needs to be done without being told - Defines problems within his/her scope and initiates actions to provide solutions - Exhibits fair, ethical behavior in all situations and circumstances - Is accountable for agreed-upon goals and objectives 	<ul style="list-style-type: none"> - Faces up to difficult situations rather than avoiding or ignoring them - Addresses people problems quickly and directly - Takes appropriate disciplinary action when necessary - Ensures individuals and groups are thoroughly aware of the business rules and of the consequences for not following them 	<ul style="list-style-type: none"> - Shapes the business rules for the company and the organization - Ensures the assurance process and system are in place - Ensures the assurance process and system are being utilized - Supports those who take appropriate difficult actions to address performance problems

LEADERSHIP	Stage 1	Stage 2	Stage 3	Stage 4
<p>Decision Making</p> <p><i>Consistently, and in a timely fashion, chooses the best course of action (from a number of alternatives) to address problems and takes advantage of opportunities.</i></p>	<ul style="list-style-type: none"> - Seeks advice when unsure about choosing a course of action - Demonstrates good judgment in routine, day-to-day decision making - Knows when and how to get help 	<ul style="list-style-type: none"> - Thinks ahead to implications and consequences of decisions/actions - Makes sound, informed decisions, particularly under time pressure and non-routine situations - Uses good judgment in determining which decisions require immediate action and which ones need time - Compares related data from different sources before making a decision 	<ul style="list-style-type: none"> - Helps others understand the risks associated with choosing a specific course of action - Delegates appropriate decision-making opportunities to others rather than making all decisions him/her self - Coaches others on how to anticipate, define and solve problems - Considers valid alternatives prior to making decisions - Makes decisions with incomplete or uncertain information 	<ul style="list-style-type: none"> - Seeks accurate and crucial information as a basis for sound org.-wide decisions - Establishes strategic criteria to guide decision-making at all levels in the organization - Ensures the operational decisions are being made at the lowest level possible - Demonstrates insight by integrating key business, customer and political factors into decisions - Considers ways to mitigate negative impacts of decisions prior to implementation
<p>Developing Self and Others</p> <p><i>Recognizes and acts upon the need for continuous learning; demonstrates a genuine intent to develop employees through a variety of proven approaches (coaching, mentoring, sponsoring, delegating, etc.)</i></p>	<ul style="list-style-type: none"> - Seeks learning opportunities to advance his/her work - Knows when to ask for help and where to get it - Seeks, attends, and applies learning from training, developmental assignments, and programs - Responds positively to developmental coaching and feedback 	<ul style="list-style-type: none"> - Makes constructive efforts to change and improve based on feedback from others - Looks for ways to build challenge into his/her current assignments - Learns from both success and failure - Takes time to help junior colleagues develop the basic skills they need to get the job done - Seeks to match work situations with his/her interests and goals 	<ul style="list-style-type: none"> - Seeks opportunities to showcase the talents of the work group - Gives individual encouragement and recognition for a job well done - Provides timely constructive feedback to others - Delegates activities and projects that provide on-the-job opportunities - Coaches, mentors, and invests in individuals to help them reach their full potential 	<ul style="list-style-type: none"> - Viewed as a role model for continuing self-development - Works to provide direct reports with opportunities to grow, gain visibility, and prove themselves - Attracts and selects strong leadership talent - Provides resources for the development of self and others - Implements a succession plan for future leadership positions and job opportunities

INTERPERSONAL SKILLS	Stage 1	Stage 2	Stage 3	Stage 4
<p>Diversity and Inclusion</p> <p><i>Respects, appreciates, and leverages the perspectives and talents of a diverse workforce.</i></p>	<ul style="list-style-type: none"> - Respectfully considers diverse perspectives - Recognizes stereotypes and avoids using them to characterize individuals and/or groups - Understands his/her own culture and perspectives and how they shape personal behaviors and values 	<ul style="list-style-type: none"> - Intervenes when individuals do not demonstrate respect for differences - Works effectively with people of all backgrounds, regardless of gender, culture, ethnicity, religious or other differences - Avoids making jokes or stereotypical comments that others are likely to find offensive 	<ul style="list-style-type: none"> - Mentors and seeks to develop employees who may not think and act in the same ways that he/she does - Actively seeks out and integrates differing ideas and multiple perspectives - Takes action to correct behavior that discriminates against people in the workplace - Appropriately utilizes approaches to Diversity (EEO, AA, valuing differences, managing diversity) to meet SNL's goals - Recognizes, rewards, and/or celebrates inclusive behaviors 	<ul style="list-style-type: none"> - Promotes the benefits of diversity and inclusion throughout the organization - Develops a diverse leadership team or work group by providing high profile opportunities to all qualified candidates - Communicates respect for and confidence in the potential of all people - Challenges and changes organizational practices that inhibit the full utilization of a diverse workforce
<p>Building Relationships</p> <p><i>Builds and maintains productive business/professional relationships in the course of accomplishing individual, team, or work group objectives.</i></p>	<ul style="list-style-type: none"> - Seeks help in establishing professional/technical and business contacts - Begins developing a network of business relationships - Demonstrates a desire to acquire the interpersonal skills that help build productive relationships 	<ul style="list-style-type: none"> - Establishes rapport with peers/customers/management - Is trusted by work group members - Builds reciprocal working relationships with others in the team or work group 	<ul style="list-style-type: none"> - Balances concern for productivity and results with a sensitivity to employees' needs/problems - Stays in touch with the issues and concerns of individuals in the work group - Builds trust by keeping promises and delivering on commitments 	<ul style="list-style-type: none"> - Shares his/her extensive network of contacts to accomplish organizational goals - Builds rapport, respect, and relationships of trust inside Sandia - Creates strong working relationships with key individuals in organizations outside SNL

INTERPERSONAL SKILLS	Stage 1	Stage 2	Stage 3	Stage 4
			<ul style="list-style-type: none"> - Maintains broad network of effective internal and external working relationships - Coaches others in how to develop and maintain relationships 	
<p>Collaboration and Teamwork</p> <p><i>Demonstrates the willingness to work cooperatively with others and be part of a team or work group for the purpose of achieving shared objectives, consistent with the organization's business objectives.</i></p>	<ul style="list-style-type: none"> - Assists others in completing tasks - Understands the roles, ground-rules, norms and interdependencies within the team or work group - Cooperates with other team or work group members to achieve the team goals 	<ul style="list-style-type: none"> - Completes his/her fair share of the work - Works to support the team or work group decision once made - Takes into account how his/her actions affect colleagues and teammates - Manages conflict with others in ways that preserve the working relationship - Demonstrates commitment to the team or work group goals, vision, priorities and operating principles 	<ul style="list-style-type: none"> - Promotes a spirit of cooperation with other members of the work group - Works to resolve conflict within the team or work group - Recognizes and rewards team or work group players - Matches team or work group members' talents to tasks to maximize total team performance 	<ul style="list-style-type: none"> - Actively promotes cooperation across organizational boundaries - Models teamwork by working effectively with other leaders in and out of the organization - Establishes an environment where disagreements are recognized as necessary in enhancing creativity and innovation - Reinforces organization's efforts to reward and recognize members' contributions
<p>Communication</p> <p><i>Clearly conveys thoughts, concepts, directions and feelings both verbally and in writing. Listens attentively to others' point-of-view.</i></p>	<ul style="list-style-type: none"> - Asks questions when instructions are not clear or more information is needed - Listens and responds promptly to others - Demonstrates basic oral and written skills 	<ul style="list-style-type: none"> - Disagrees with others without shutting down the dialogue - Listens to the ideas of others - Delivers effective presentations to appropriate audiences - Is able to clearly articulate his/her position in writing 	<ul style="list-style-type: none"> - Practices and coaches others in active listening techniques - Draws out input and ideas from all team and work group members - Uses diplomacy and tact in diffusing high tension situations 	<ul style="list-style-type: none"> - Effectively advocates Sandia's vision, mission, and agenda to key stakeholders - Demonstrates candor and openness when discussing major organizational initiatives - Listens carefully and attentively

INTERPERSONAL SKILLS	Stage 1	Stage 2	Stage 3	Stage 4
			<ul style="list-style-type: none"> - Maintains broad network of effective internal and external working relationships - Coaches others in how to develop and maintain relationships 	
			<ul style="list-style-type: none"> - Influences others through effective oral communication - Influences others through written communication 	<ul style="list-style-type: none"> - Skillfully communicates new insights and unique understanding of issues and problems - Sells ideas and/or proposals using various forms of communication

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