



# National Academy of Public Administration Foundation

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September 7, 1975

Mr. James Tesler  
Deputy Contract Administrator  
Department of the Navy  
2110 G Street, N.W.  
Washington, D.C. 20037

Dear Mr. Tesler:

Enclosed is a copy of the Fourteenth Quarterly Progress Report of the National Academy of Public Administration Foundation as required under contract number NASW-2351. The report covers activities of the Academy Foundation in connection with the contract for the period from May 1, 1975 to July 31, 1975.

Sincerely,

Roy W. Crawley  
President

RWC:cac

FOURTEENTH QUARTERLY REPORT  
OF THE  
NATIONAL ACADEMY OF PUBLIC ADMINISTRATION FOUNDATION  
UNDER CONTRACT NUMBER NASW-2351

During the period from May 1, 1975 to July 31, 1975 Academy staff and project panel members submitted a report to NASA on Public Affairs Education for Scientists and Engineers in NASA titled, "Developing NASA's Future Leaders: An Assessment of Needs and Recommendations for Action," and staff conducted follow-up discussions with NASA headquarters and field officials. Data collection was continued on the Equal Opportunity Programs study, and the process of drafting a report was initiated.

Equal Employment Opportunity in NASA. During May the panel secretary continued to gather data on the equal opportunity program from headquarters and field centers. In the first week of June two panel members and the panel secretary visited Ames Research Center to conduct a site visit of the equal opportunity program and to attend the meeting of the Equal Opportunity Council. The site visit was followed by a briefing of the Center Director, Deputy Director, and Equal Opportunity staff in which the findings of the panel were conveyed.

During June the panel chairman and secretary began a series of interviews with members of the staff of the Headquarters Equal Opportunity Office. A total of ten interviews were conducted during June and July. The chairman and secretary made a visit, similar to that at Ames, to Langley Research Center on June 24-25, 1975.

The drafting of the initial version of the panel report was begun in July with a view to circulation of a comment draft to panel

members in the latter part of August. Meetings were held with the Assistant Administrator and the Deputy Assistant Administrator to discuss progress and plan for the final stages of the study.

Public Affairs Education for Scientists and Engineers in NASA. On June 13, 1975, the panel submitted its final report on this project to NASA, "Developing NASA's Future Leaders: An Assessment of Needs and Recommendations for Action." The panel's recommendations covered five areas: (1) improving staff development policy; (2) identification of development needs; (3) areas requiring special emphasis; (4) clarifying the key role of the applications/utilization function; and (5) needed organizational and policy adjustments. The highlights of the panel's findings are as follows.

The time has come for NASA to move more aggressively, and in a more organized fashion, to develop its staff for the kinds of tasks which they must perform in the near future. Increasingly, NASA managers find themselves having to work with a great variety of people, from both government and private organizations, seeking assistance in solving their problems -- and this trend will accelerate. More than ever, NASA scientists and engineers who become successful managers will be those who understand how NASA operates organizationally, how it relates to other agencies (private and public), and how to effectively relate NASA technical competence to the problems of potential users.

NASA cannot develop the kind of leadership it needs without more comprehensive, centrally monitored staff development policy and programs. Far too much of NASA's limited, but excellent, public

management training is administered in a passive "cafeteria" style. Staff development needs to be more closely integrated with NASA program planning and general policy development; and it needs to be accorded a status commensurate with its importance. A greater impact can be made if public management training resources are more consciously focused -- both in terms of their management and in terms of the target population. The Panel recommends the establishment of a NASA Management Institute as the programming focal point and operational center for public management training and development throughout NASA.

At the outset of its study the Panel was principally concerned with the action NASA might take to prepare its scientists and engineers for positions of leadership required by NASA's changing role. As the members visited headquarters, then various field centers, it became apparent that no program of development which they recommended could be effective without important changes of emphasis in NASA organization and policy. The confusion and frustration at all levels about NASA's evolving goals needs to be swept away. Many, if not most, NASA managers see the need for greater emphasis upon applying NASA technology and competence to a broader clientele -- to be enunciated as a major agency goal and implemented through supporting policy and management action.

The Panel strongly supports this view as a natural, historical progression of the NACA-NASA mission. This applications/utilization role has been well articulated, frequently by NASA's top leadership.

But it requires visible organizational and policy adjustment to give it the credibility necessary for effective action. The Panel is convinced that such change is essential if NASA is to retain the kind of competent staff required for future agency leadership and to make best use of NASA's unique technical and managerial potential.