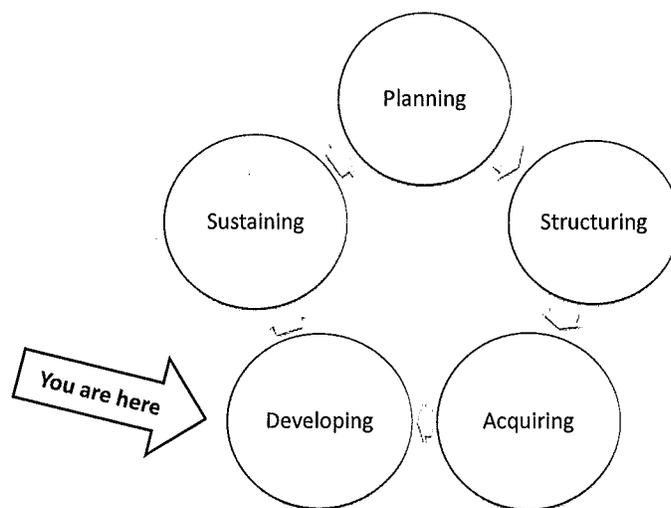


Module 4

Developing

1

CHRM Life Cycle



2

Learning Objectives

After completion of this module, participants will be able to:

1. Determine employees' training needs and identify sources to meet those needs
2. Review and approve employee training requests in accordance with established rules and regulations
3. Describe the purpose of the Civilian Education System (CES)
4. Describe some benefits of having a Mentoring Program at work.



3

Methods of Training

- On-the-Job Training (OJT)
- Professional Development
- Classroom Training
- Rotational Assignments
- Special Projects
- Distance Learning (VTT, web-based, correspondence, Defense Connect Online (DCO) etc.)



4

Purpose of Training

- To improve individual performance
- To improve organizational performance
- To assist in achieving the organization's mission and performance goals



5

Why Do We Train?

- Develop Employees
- Improve Performance / Evaluate
- Assign Training Coordinator
- Delegate Training Authority Down
- Identify & Close Competency Gaps

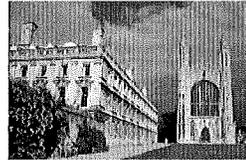
Update: 5 CFR Parts 410 and 412, Dec 10, 2009
Implementation of training and development requirements
contained in the Federal Workforce Flexibility Act

6

Sources of Training

- Government
 - ✓ DoD / Army
 - ✓ Command / Installation

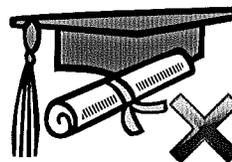
- Non-Government
 - ✓ Professional Development Organizations
 - ✓ Private Sector Training Vendors
 - ✓ Colleges / Universities



7

Unauthorized Purposes of Training

- Reward
- When it violates merit principles
- Academic Degree attainment unless program supported and approved by the proper authority (currently – ASA (M&RA))
- Approved after start date



8

Regulations & Policy

- Title 5, USC, Chapter 41
- CFR 5, Part 410, Training
- AR 350-1
- OPM Training Policy Handbook
- PERMISS / DA Policy Memorandums
- Applicable Union Agreements
- Local Training Policy Statement



9

Career Programs

Army Civilian Training, Education and Development System (ACTEDS) Training Plans

Key features

- Master Intern Training Plans
- Required and Recommended Training



<http://cpol.army.mil/library/train/acteds/>

10

Exercise 1: Stakeholders Responsibilities

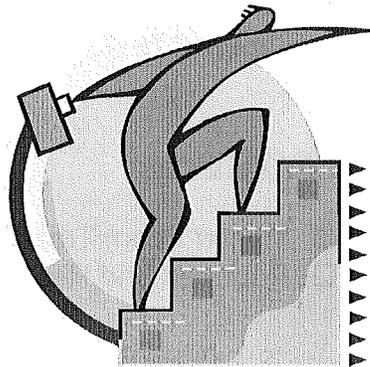
- Supervisor
- Employee
- CPAC / Regional HRD



11

Training Plans

- Individual Development Plans (IDPs) should be developed for:
 - ✓ Interns
 - ✓ Trainees (developmental positions other than Intern)
 - ✓ Veterans Recruitment Appointment (VRA) positions



12

Assessing Organizational Training Needs

Consider:

Your organization's strategic plan

New policies & regulations

New equipment

Organization structure changes

Mission changes

Personnel losses

Required Training (Computer Security, Ethics, POSH)

13

Registering & Approving Training

Use online systems where available

- CHRTAS – updates DCPDS upon completion and records the training in CPOL Portal
- ATRRS (Army Training Requirements & Resources Sys)

For any training with a funding obligation, use form SF 182 or an electronic system that handles funding requirements

- TEDS (Total Employee Development - AMC)
- CEFMS (Corps of Engineers Financial Management Sys)

All training must be updated in DCPDS upon completion to document employee records & to meet OPM and OMB reporting requirements

14

Approval Considerations

- Is the training appropriate and mission related?
- Are funds available?
- Is it practical?
 - ✓ Location, Length, Timing
- Does it require competitive selection?
- Does it require HQDA approval?
- Is there a more effective/efficient way to provide the training?
- Is training longer than 80 hours in length? If yes, a Continued Serviced Agreement is required.



15

Supervisor's Role in Transfer of Training

- Provide reinforcement of completed training
- Encourage the utilization of acquired skills in the work environment
- Provide a supportive organizational culture of continuous improvement through training and education



16

Exercise 2: Assessing Training Needs

Turn to Exercise 2 in your Binder

- Part A: Training Assessment Exercise
- Part B: Briefing on how to determine if training is the answer to a personnel problem



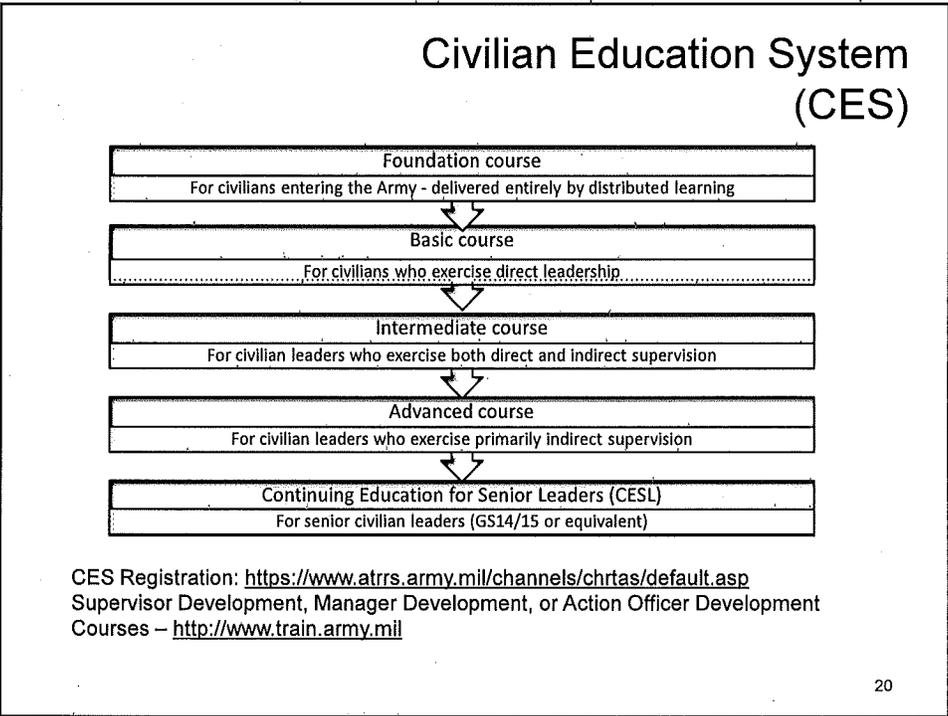
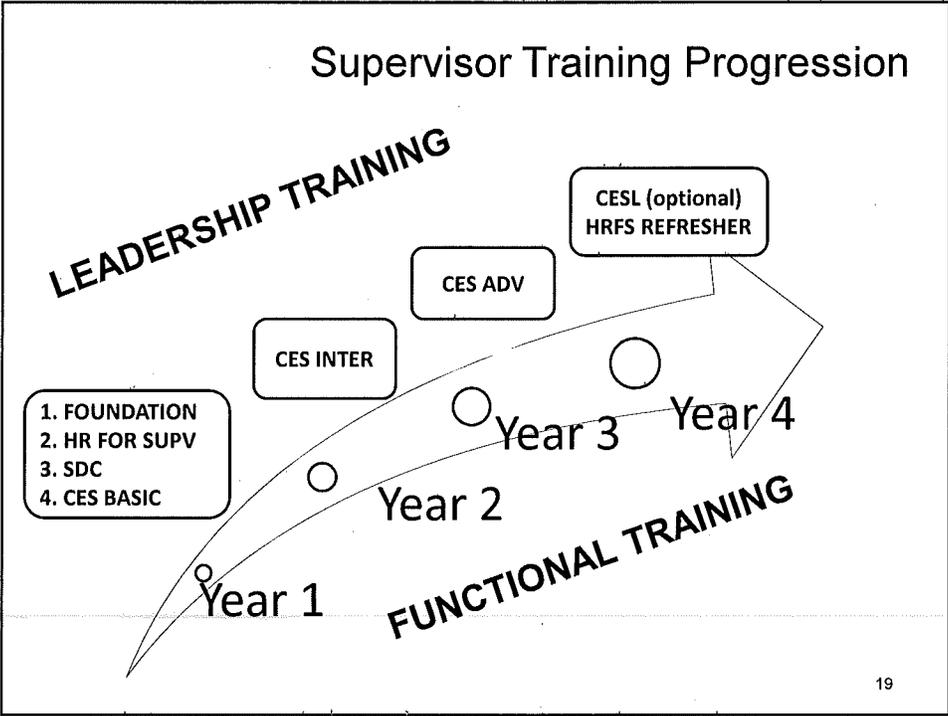
17

Army Working Toward a First-Class Civilian Education System

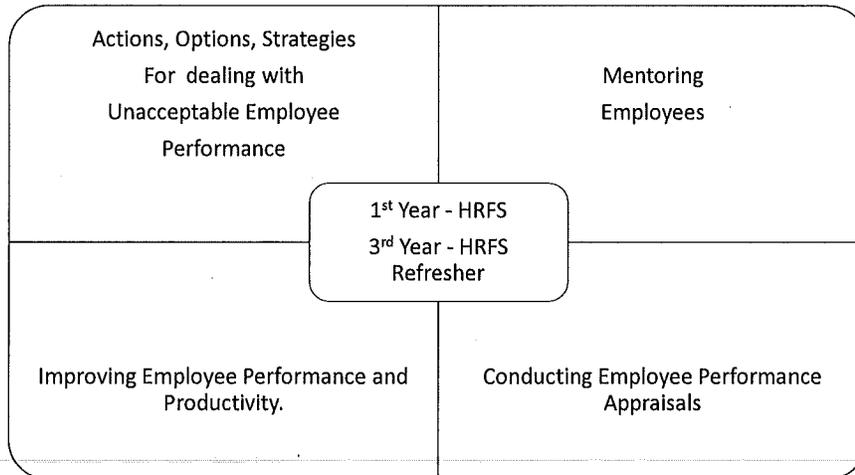
1 The Army's Training and Doctrine Command (TRADOC) developed a progressive and sequential leader development system called the Civilian Education System (CES).

2 CES provides enhanced leader development and education opportunities for Army civilians.

18

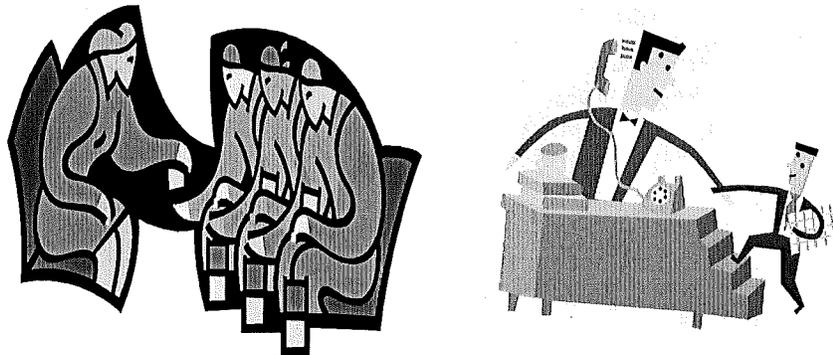


HR Supervisor Training Required



21

MENTORING



22

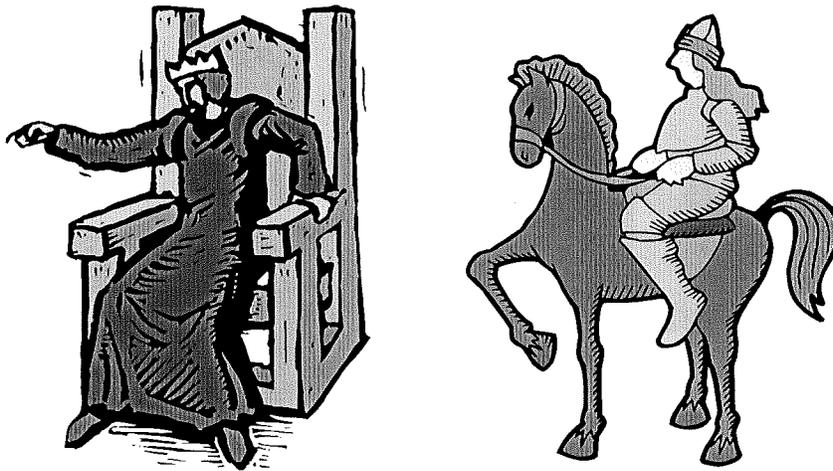
MENTORING – WHY DO WE CARE?

- Required by the 2010 National Defense Authorization Act
- Characteristic of good leadership
- Facilitates closing competency gaps
- Evidence of a caring employer and good for the organization



23

ORIGIN/HISTORY LESSON



24

MENTORSHIP/MENTORING DEFINED

- Mentor
 - Close, trusted & experienced, counselor or guide.
 - Further defined as teacher, tutor, & coach
- Mentorship
 - Voluntary developmental relationship
 - Exists between a person of greater experience & one of lesser experience
 - Characterized by mutual trust and respect

25

TYPES OF MENTORING

- Traditional Mentoring (Informal)



- Planned Mentoring (Formal)



26

EFFECTIVENESS OF A MENTORING PROGRAM

- Respect
- Trust & Loyalty
- Communication
- Availability
- Responsibility
- Time



27

SOME BENEFITS OF MENTORING

- MENTOR
 - Renews their enthusiasm for the role of expert
 - Enhances skills in coaching, counseling listening and modeling
 - Increase generational awareness
- PROTÉGÉ
 - Furthers development as a professional
 - Gains some career development opportunities
 - Demonstrates strengths and explores potential

28

LEARN MORE ABOUT MENTORING PROGRAMS

Army G-1 Resources, Mentorship
<http://www.armyg1.army.mil/civilians.asp>

DA PAM 690-46, Mentoring For Civilian Members
Of The Force
http://www.apd.army.mil/series_range_pubs.asp

29

QUALITY MENTORSHIP PROGRAMS

- Teach new employees of today to be the leaders of tomorrow

- Build a trust and confidence in personnel at all levels



30

Review

- Determine employees' training needs and sources to meet those needs
- Review and approve employee training in accordance with established rules and regulations
- Describe the purpose of the Civilian Education System (CES)
- Describe some benefits of having a Mentoring Program at work

TRAINING ASSESSMENT EXERCISE 2 (part 1)

(Part 2 of the exercise is used to brief the “Is Training the Right Solution?” material.)

Activity: In this exercise, the organization below has identified some problems. Table Groups 1-4, read the paragraph scenarios below and provide answers to the following statements and questions. Table Group 5 – review the material entitled “Is Training the Right Solution” and brief the rest of the class.

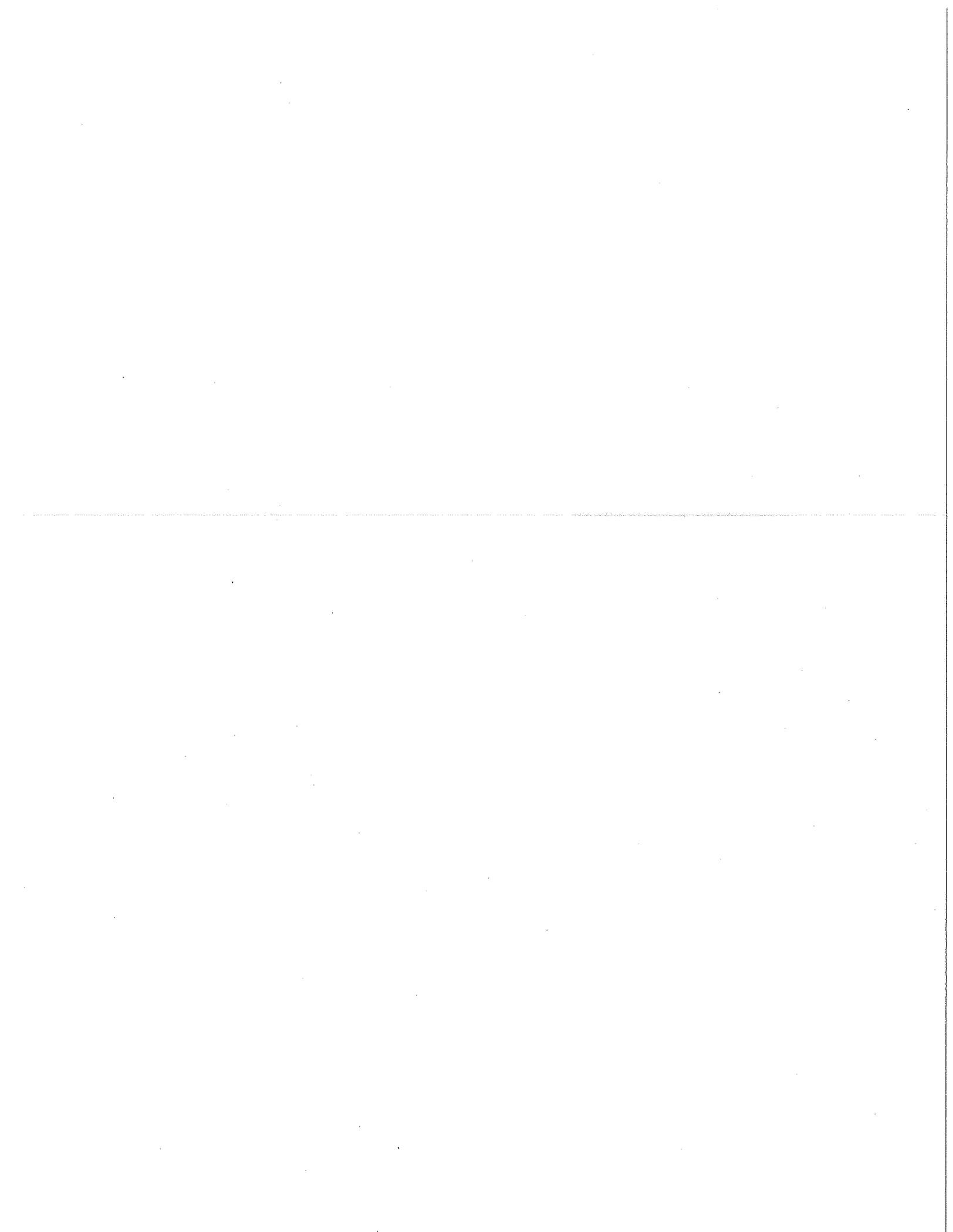
1. Identify whether the problems are organizational or individual.
2. Are the problems due to a training issue or a non-training issue?
3. Will training solve the problems? If so, identify the type of training.

Small organization of 38 employees:

1 division chief, GS-14	1 secretary, GS-5
3 branch chiefs, GS-13	9 team leaders, GS-12
12 staffing specialists, GS-11	6 staffing assistants, GS-6
6 personnel actions clerks	

This HR organization formed one year ago. They recently acquired a new mission. Many of the employees were hired with limited Human Resources experience. The division chief had extensive knowledge and was comfortable taking on the new mission. The chief said to bring the new mission on—the staff could accomplish anything. The team leaders and branch chiefs received brief instructions on the new mission.

1. Case #1: Two months ago, 1 branch chief (GS-13) got married and moved away. The position was filled by one of the team leaders (GS-12) on a temporary promotion. The individual did a conscientious job filling in. When the position was announced and filled, the employee (on temporary promotion) was not selected. Everyone seemed surprised that the position went to another applicant. This employee did not appear to be upset and went back to the previous position. Lately the quality of work coming from the team has shown many accuracy errors that should have been caught by the team leader, but were not.
2. Case #2: The team that absorbed the majority of the tasks related to the new mission is now overwhelmed. The personnel action clerks do not know how to process the actions and they keep coming to the team leader one-by-one asking the same questions. The workload is backlogged and morale is very low.
3. Case #3: One personnel actions clerk has been calling in sick every Monday. This employee has rarely called in sick in the past and the occurrence seems excessive.
4. Case #4: One personnel assistant was hired from another agency. The individual is familiar with and understands the Defense personnel policies (hiring, promotions, etc.). The basic knowledge is there, but the assistant is not familiar with Army’s automated tools.



Solution

- If your involvement as supervisor or manager is warranted because of the size of the gap, is training the best or only solution?

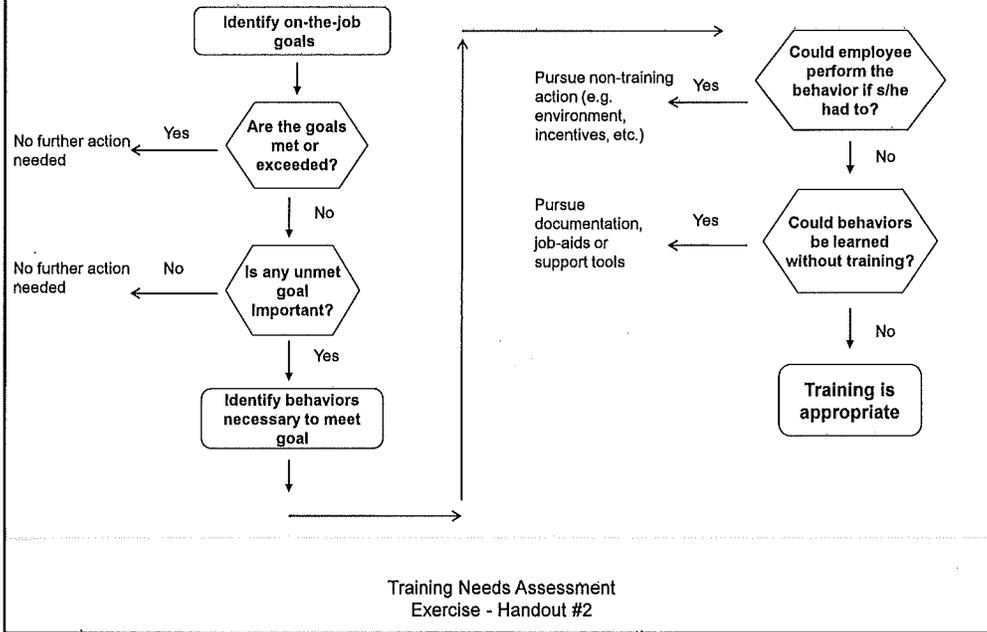
Training Needs Assessment
Exercise - Handout #2

Worth

- If training is effective and the gap is closed, what will the improvement be worth to the organization?

Training Needs Assessment
Exercise - Handout #2

Is Training the Right Solution?



Training Needs Assessment
Exercise - Handout #2

	Basic Course (BC)	Intermediate Course (IC)	Advanced Course (AC)	Continuing Education for Senior Leaders (CESL)
Method of Delivery	DL and Resident course required for course completion	DL and Resident course required for course completion	DL and Resident course required for course completion	DL and Resident course required for course completion
Eligible for resident course	Army civilians in permanent appointments; Military supv of civilians; Local Nationals; DoD leaders	Army civilians in permanent appointments; Military supv of civilians; Local Nationals; DoD leaders	Army civilians in permanent appointments; Military supv of civilians; Local Nationals; DoD leaders	Army civilians in permanent appointments; Military; Local Nationals; DoD leaders
Prerequisite for resident course	FC if hired after 30 Sept 06 BC DL	FC if hired after 30 Sept 06 BC and IC DL	FC if hired after 30 Sept 06 BC, IC, and AC DL Grade eligibility: GS13-GS15 or equivalent PB	FC if hired after 30 Sept 06 BC, IC, AC and CESL DL Grade eligibility: GS14-GS15 or equivalent PB
Equivalency Course Credit	Courses: LEAD, OBC/BOLC, WOAC and ANCOC	Courses: OLE, CCC, WOSC and FSC	Courses: AMSC/SBLM, CGSC/ILE, WOSSC and SMC	

Equivalency credit may be granted for the Army civilian legacy or military courses identified. Completion date must be within ten years of submission for credit to be granted. To submit request, individuals must register on-line through CHRTAS <https://www.atrs.army.mil/channels/chrtas/default.asp> and click on "CES Course Credit" for equivalency instructions. Employees who have graduated from Senior Service College (SSC) have completed education at a higher level than the AC. SSC completion is submitted through CHRTAS for those planning to apply for the CESL course.

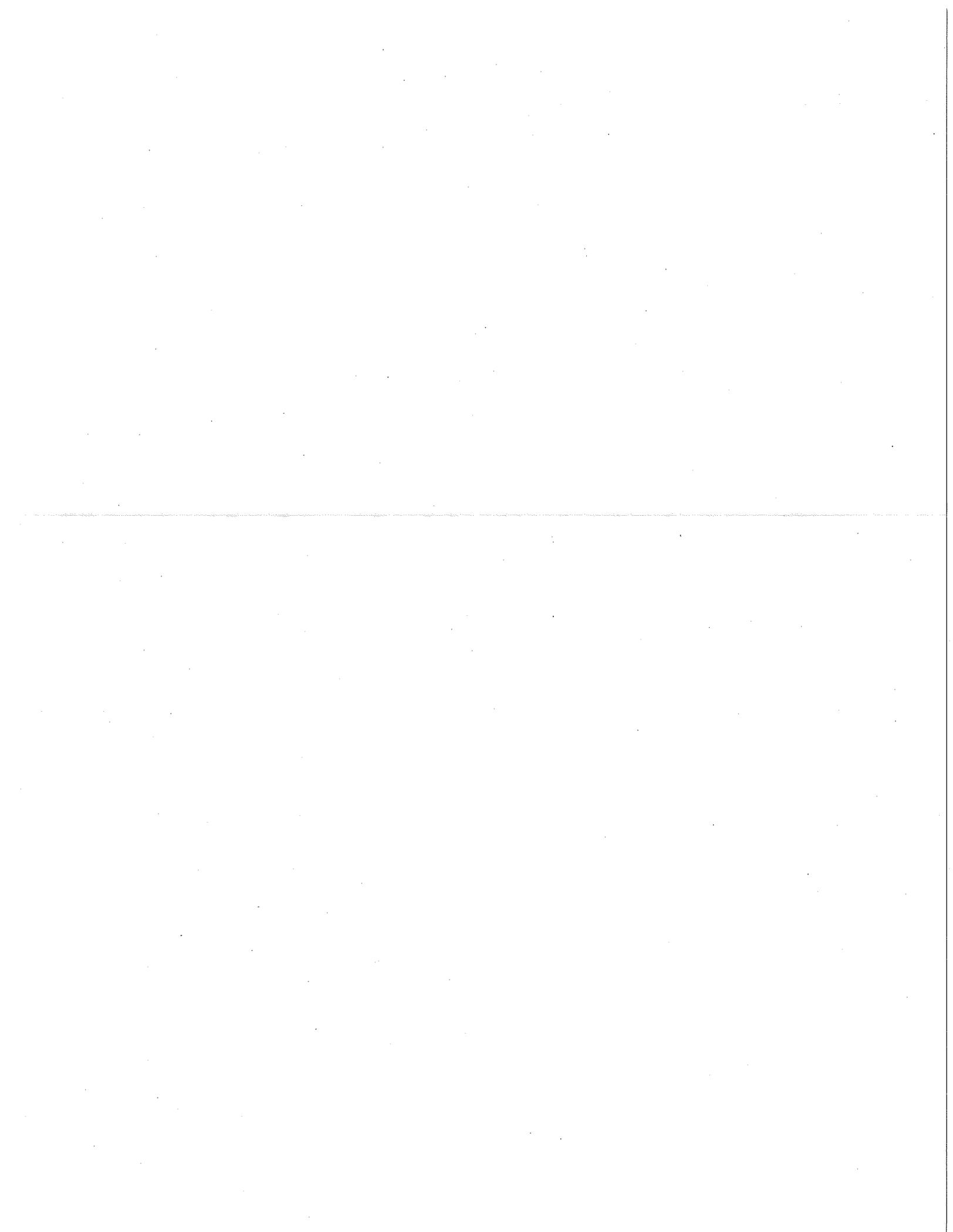
Constructive Course Credit
Constructive credit may be granted for leadership education/training completed through private industry, another military department, federal agency, university study or civilian supervisory experience (inside or outside the Federal government). Requests must be submitted through TRADOC. Log into CHRTAS and click "CES Course Credit" on the home page to submit a request.

	BC	IC	AC	CESL
Requirement for resident course	Required for Army civilians in permanent appointment, assigned as a team leader or in supv or mgr position and have not been granted course credit. Must complete course within 1 year of placement in position.	Required for Army civilians in permanent appointment to supv or mgr position and have not been granted course credit. Must complete course within 2 years of placement in position.	Required for Army civilians in permanent appointment to supv or mgr position and have not been granted course credit. Must complete course within 2 years of placement in position. Grade requirement: GS13-GS15 or equivalent PB.	Available to Army civilians in permanent appointments. Grade requirement: GS14-GS15 or equivalent PB. LNs at equivalent level; Military at the rank of LTC, COL, CW4, CW5, SGM, or CSM.
Attendance Priority 1 for resident Course	Army civilians in permanent appointment or LNs assigned as a team leader or a supv or mgr position and have not been granted course credit.	Army civilians in permanent appointment or LNs assigned to a supv or mgr position and have not been granted course credit.	Army civilians in permanent appointment or LNs assigned to a supv or mgr position and have not been granted course credit.	Army civilians in permanent appointment at GS14-GS15 or equivalent PB; LNs at equivalent level; Military at the rank of LTC, COL, CW4, CW5, SGM, or CSM.
Attendance Priority 2 for resident course	Army civilians in permanent appointment or LNs in non-supv position and have not been granted course credit; Army civilians & DoD employees in an Army endorsed supv or mgmt dev program.	Army civilians in permanent appointment or LNs in non-supv position and have not been granted course credit; Army civilians & DoD employees in an Army endorsed supv or mgmt dev program.	Army civilians in permanent appointment or LNs in non-supv position and have not been granted course credit; Army civilians & DoD employees in an Army endorsed supv or mgmt dev program.	Same as above.
Admission Priority 3 for resident course	Army civilians who have been granted equivalency credit may apply for CES if equivalency completion date is more than five years.	Active duty military who supervise Army civilians. DoD leaders who meet course eligibility and prerequisites. Term and temporary civilians responsible for leading or supervising civilians and meet course eligibility and prerequisites.		

Course	Policy
Foundation Course (FC)	Required for all interns, team leaders, supervisors and managers hired after 30 September 2006. Equivalency may be granted for ILDC. Available to all Army employees as a self development tool.
Action Officer Development Course (AODC)	Required for interns to complete before the end of their intern program. Available to all Army employees as a self development tool.
Supervisory Development Course (SDC)	Completion required for supervisors and managers within one year of placement in a supervisory or managerial position. Recommend completion before enrolling in Basic, Intermediate or Advanced Courses. Available to all Army employees as a self development tool.
Basic Course (BC) DL	Completion required before attending the Basic resident course. Available to all Army employees as a self development tool.
Intermediate Course (IC) DL	Completion required before attending the Intermediate resident course. Available to all Army employees as a self development tool.
Manager Development Course (MDC)	Recommended for all supervisors and managers. Available to all Army employees as a self development tool.
Advanced Course (AC) DL	Completion required before attending the Advanced resident course. Available to all Army employees as a self development tool.
Continuing Education for Senior Leaders (CESL) DL	Completion required before attending the CESL resident course.

To register for the AODC, SDC and MDC visit <http://www.train.army.mil/>

To register for FC, BC, IC, AC and CESL visit <https://www.atrrs.army.mil/channels/chrtas/default.asp>



Student Information for accessing Distributed Learning (dL) Courseware
Thursday, 3 January 2008

The Army Correspondence Course Program (ACCP) website has migrated to a "single sign in" using your AKO userid and password. If you have issues or problems with your AKO userid and password, you must contact AKO for assistance at COM: (703) 704-4357 or DSN: 312-654-4357.

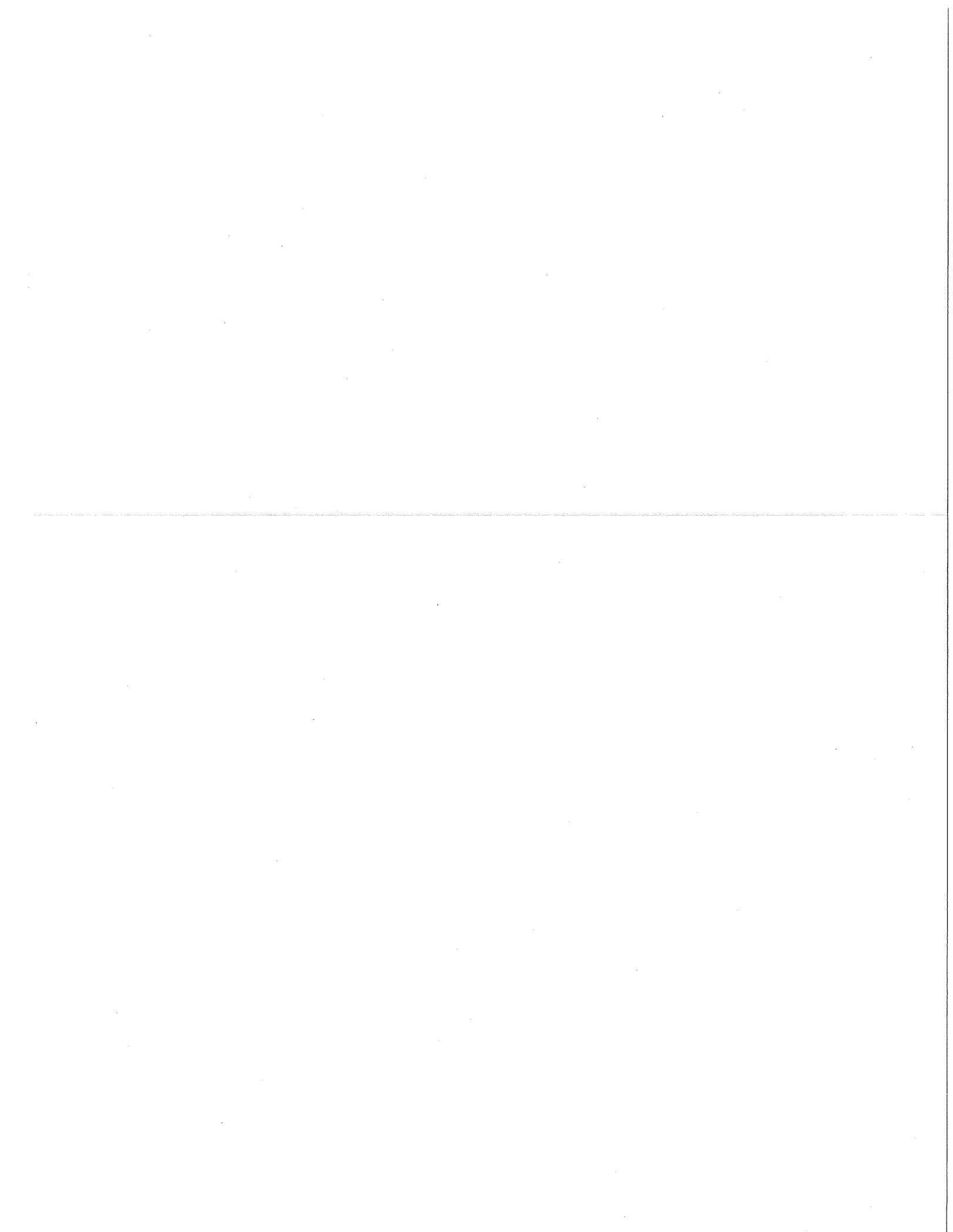
Please follow the instructions for accessing your dL records under the Army Training Information Architecture (ATIA) System.

1. GO TO THE ATIA WEB SITE: <http://www.train.army.mil>
2. Click on the [Login] button upper right.
3. Key in your AKO userid and password.
4. After a successful login, your name will appear at the top left of the page.
5. ENROLL to view the list of available courses and subcourses, *Click on the tab titled, "My Courses;" then click on the tab titled, "My Courses Home." Choose a course or subcourse from the list, and hit the "e" button to the right of your selection to initiate your enrollment. (You can view a course description and a list of subcourses within the course by clicking on the plus sign by the course title.)

The course numbers and names follow:

131 P00 ACTION OFFICERS DEVELOPMENT COURSE (AODC)
131 F21 SUPERVISOR DEVELOPMENT COURSE (SDC)
131 F31 MANAGERS DEVELOPMENT COURSE (MDC)

6. TO ACCESS YOUR ENROLLMENT RECORD(S):
 - a. Click on the tab titled, "My Active Enrollments" to view your active records.
 - b. Click on the tab titled "My Historical Enrollments" to view your inactive records.
7. TO ACCESS YOUR COURSE MATERIAL AND EXAMS (ACTIVE RECORDS)
 - a. Click on the [+] to the left of your course number. You will be able to view all subcourses/modules in that course. Click on the subcourse/module you wish to open.
 - b. Click on the exam link (to the right of the module number) to access the exam.
8. VIEWING MATERIALS: When an electronic subcourse opens, scroll down the page until you see the button marked "VIEW." Click on the "VIEW" button to see your material. Multimedia material is presented as a slide show or movie, so it will not have a "view" button.
9. RECORD COPIES: You can highlight and print copies of your records from this website.





Civilian Human Resources Agency



Motivate
Encourage
Navigate
Transition
Orient
Resource

MENTORING HANDOUT

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Process.....Page 18
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Mentoring Definitions

A developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future.

More specifically, a mentor is described as: anyone who has a beneficial life or style-altering effect on another person, generally as a result of a personal one-on-one contact; one who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship which goes beyond duty or obligation.

Reference: <http://www.mindtools.com> article, "Mentoring: An Essential Leadership Skill/Mentoring from a Mentor's Perspective"

Mentoring is a relationship between two people with a goal of professional development. The "mentor" is usually an experienced individual who shares knowledge, experience and advice with a less experienced person, or "mentee".

Mentors become trusted advisers and role models – people who have "been there" and "done that". They support and encourage their mentees by offering suggestions, both general and specific. The goal is to help mentees, improve their skills, and hopefully, advance their careers.

Mentoring Definitions (Continued)

The *Oxford English Dictionary* defines mentor as “an experienced person in a company or college, etc., who trains and counsels new employees or students.”

MENTEE/PROTÉGÉ Definition: Terms are synonymous

A mentee/protégé is a person who is willing to assume responsibility for his or her growth or development by receiving counsel and feedback from a mentor. They are often very junior colleagues new to organization needing to be taught about workplace survival.

Sometimes protégés may be seasoned or experienced personnel who were recently promoted or transferred to a new assignment and only require information on the inner workings and policies specific to their new position or new organization.

Types of Mentoring

TRADITIONAL – (Informal) Focuses primarily on the protégé, examining the career path through goal setting, with overall development of the individual as the focus. This type of mentoring is a process where the mentor and protégé join together by their own volition.

Voluntary, personal, responsive, loose, flexible; is probably the type of mentoring connection most people can relate to and have previously experienced. The relationship is built on mutual trust, respect, and sharing of ideas & experiences.

PLANNED – (Formal) Focuses primarily on the goals and needs of the organization. Organization goals increase productivity, reduce turnover and results in benefits to both the organization and the individual. Planned mentoring promotes a formal business approach to the relationship so there is little or no social interaction.

This type of mentoring is productive, long-term, institutionalized, and needs driven.

SUPERVISORY – Share valuable information about the organization and provide meaningful work and developmental learning opportunities. Expose employees to the values of the organization (i.e. who and what gets rewarded or punished) and help employees position themselves with the skills necessary for success.

SITUATIONAL – Short, random, casual, creative; is the right help at the right time. It is those spontaneous connections—a brief introduction at a conference, on an airplane or in a business meeting—just enough to help solve a problem or uncover a hidden talent.

Types of Mentoring (continued)

FLASH – New concept growing in popularity. “Thirteen L” is a leadership collective of 13 committed mid-career federal employees who have a strong interest in issues related to leadership in the Federal Government. They have worked with the National Academy of Public Administration to develop a pilot Flash Mentoring program for the Federal Government. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a whole lot of time. The only requirement is one hour or less of a mentor’s time to meet with a protégé. During the one hour session, mentors can share lessons learned, life experiences and provide advice to aspiring protégés. After this meeting, mentors and protégés can decide if they would like to continue the relationship. The matching process is simple. Mentors/Protégés are matched with little or no criteria. Protégés may recruit their own mentor or a 13L staff person can request participants’ resumes then match them at random. Once a protégé is assigned a mentor, it is the protégé’s responsibility to contact the mentor within an established timeframe. After the initial meeting, the mentor and protégé decide whether or not to continue the relationship. Some of the activities mentioned in the planned/formal mentoring program section (page 5) should be addressed in this type of program. At a minimum, basic instructions on roles and expectations should be given to both the mentor and protégé. Follow-up after the meeting and an evaluation form should also be included in this type of program.

Types of Mentoring (Continued)

GROUP – When one mentor can be teamed with several protégés who meet at the same time. As the mentor poses questions, listens, and reflects he/she engages all members of the group in conversation. Each one has their own experience and insight to share and can draw their own learning from the discussion.

PEER – Usually a relationship with an individual within the same grade, organization, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. It is not hierarchical, prescriptive judgmental or evaluative.

REVERSE – Mentoring of a senior person (in terms of age, experience, or position) by a junior (person in terms of age, experience or position) individual. Aims to help older, more senior people learn from the knowledge of younger people, usually in the field of information technology, computing, and internet communications. Key to success is the ability to create and maintain an attitude of openness to the experience and dissolve the barriers of status, power and position.

TEAM – Involves more than one mentor working with one protégé or a group of protégés. Allows mentors to work together or separately to help the protégé reach developmental goals (If mentors work separately they should communicate regularly to share information and ideas).

Types of Mentoring (Continued)

VIRTUAL – Uses videoconferencing, the Internet, and e-mail to mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities.

Virtual mentoring is usually less expensive compared to face-to-face and provides an individual with more choices for mentors. Even with virtual mentoring, it is recommended the mentor and protégé meet face-to-face at least once.

Mentor Roles

Like the marks around a compass, the roles you assume as a mentor point you in many different directions. Which role you assume depends on the needs of your protégé and on the relationship you build.

TEACHER – As a teacher, you may need to teach the protégé the skills and knowledge required to perform the job successfully. This role requires you to outline the “nuts and bolts” of the position and to share your experiences as a seasoned professional.

GUIDE – As a guide, you help to navigate through the inner workings of the organization and decipher the “unwritten office rules” for your protégé. This information is usually the “kernels of knowledge” that one only acquires over a period of time. The inner workings of the organization are simply the “behind the scenes” dynamics, or office politics, that are not always apparent, but are crucial to know.

COUNSELOR – The role of counselor requires you to establish a trusting and open relationship, you need to stress confidentiality and show respect to the protégé.

MOTIVATOR – As a motivator, you may, at times need to generate motivation in your protégé. Motivation is an inner drive that compels a person to succeed. In general, most protégés are enthusiastic about their jobs. After all, protégés tend to be characterized as highly motivated individuals with a thirst for success.

Mentor Roles (Continued)

ADVISOR – This role requires you to help the protégé develop professional interests and set realistic career goals. As the old saying goes, “If you don’t know where you are going, you won’t know how to get there.” In the role of advisor, you need to think about where the protégé wants to go professionally.

ROLE MODEL – An employee who exhibits success, confidence, exemplary behavior in achievement and style, leadership, and possesses the ability to get things done.

ESSENTIALS OF A MENTORING RELATIONSHIP

RESPECT – The first essential of a successful mentoring relationship is respect. Respect is established when the protégé recognizes knowledge, skills, and abilities in the mentor that he or she would like to possess.

TRUST/LOYALTY – Trust is another essential element of a successful mentoring relationship. Trust is a two way street. Both mentor and protégé need to work together to build trust.

COMMUNICATION – Mentors need to talk and actively listen to their protégés. It is important to value a protégé’s opinion and let the protégé know that he or she is being taken seriously. A protégé can help to build trust in a relationship by honestly relaying his or her goals and concerns and by listening to the mentor’s opinions.

AVAILABILITY – The mentor should be willing to meet with the protégé whenever needed. Remember the “open door” policy as often as possible. The protégé should also make time for the relationship.

RESPONSIBILITY – The mentor must never compromise the relationship by discussing a protégé’s problems or concerns to others. In addition, the mentor should instruct the protégé not to discuss their relationship with others.

ESSENTIALS OF A MENTORING RELATIONSHIP (CONTINUED)

TIME – During the mentoring relationship, the mentor must take time to interact with the protégé. Specifically set aside time for the protégé. Set meeting times and don't change these times unless absolutely necessary.

ESTABLISH A MENTORING PROGRAM

<http://www.opm.gov/hrd/lead/mentoring.asp>

Within the Federal Government, mentoring is often a component in developmental programs. Many agencies run formal stand-alone mentoring programs to enhance career and interpersonal development. Formal programs have structure, oversight, and clear and specific organizational goals. A supervisor must be proactive in establishing a program within the sphere of his/her influence.

- Helps new employees settle into agency
- Create a knowledge sharing environment
- Develop mission critical skills
- Help to accelerate one's career
- Improve retention

DO'S AND DON'TS OF MENTORING

- Don't make decisions for the protégé
 - Do offer options, make suggestions
 - Do give guidance when asked

- Don't do all the talking
 - Do establish a give and take dialog
 - Do ask open ended questions

- Don't judge or assume
 - Do assess personality
 - Do determine the approach

OBSTACLES IN A MENTORING RELATIONSHIP

INSUFFICIENT TIME – Other commitments in the mentor’s schedule may prevent the mentor from spending sufficient time with the protégé. Mentors must find time to devote to the protégé, otherwise, the protégé may lose faith in the mentor and the mentoring relationship will suffer. Another potential time obstacle occurs when a mentor expects too much progress from the protégé in an unrealistic amount of time. The mentor must give the protégé time to develop professionally and not be impatient with the protégé.

FRUSTRATION – The mentor must adjust mentoring techniques to stay in sync with the protégé’s development. During the early development of the mentoring process, the protégé may require detailed instructions, or certain problem solving strategies that may be considered stifling by the protégés as his or her skills, knowledge, guidance develops. The mentor must constantly evaluate how much time and guidance is needed, and what style is required by the protégé.

PROTÉGÉ’S SUPERVISOR – Unless the protégé is subordinate to you, the protégé’s supervisor may feel excluded from the mentoring relationship. Do not undermine the military chain of command or the authority of the supervisor.

OBSTACLES IN A MENTORING RELATIONSHIP (CONTINUED)

INAPPROPRIATE ATTITUDE – Some protégés expect too much from the mentoring relationship, such as demanding more time and attention than actually needed. Others may feel they do not require any mentoring and can “make their own way”. The mentor should be firm with the protégé about commitments and responsibilities.

PROTÉGÉ OBSTACLES – Sometimes a protégé may over-step their professional boundaries when working with senior personnel. Once a relationship has started a Mentor may fall from the favor of the protégé due to personality conflicts or conflicting interests.

BENEFITS OF MENTORING

➤ The Mentor

- Renews their enthusiasm for the role of expert
- Enhances skills in coaching, counseling, listening and modeling
- Obtains a greater understanding of barriers experienced at lower levels
- Develops and practices a more personal style of leadership
- Demonstrates expertise and shares knowledge
- Increases general awareness

➤ The Protégé

- Makes a smoother transition into the workforce
- Gains a capacity to translate values and strategies into productive actions
- Complements ongoing formal study and/or training and development activities
- Develops new and/or different perspectives
- Gets assistance with ideas
- Increase career networks and receives greater agency exposure
- Furthers development as a professional
- Gains some career development opportunities
- Demonstrates strengths and explores potential

EVOLUTION OF MENTORSHIP PROCESS

➤ Get Acquainted

- Observe potential protégés
- Build a rapport
- Earn trust

➤ Set Goals

- Discuss goals and expectations
- Help protégé focus goals and develop steps

➤ Meet Goals and Expectations

- Monitor progress
- Offer advice and encouragement
- Encourage protégé to now become a mentor

REFERENCES

1. Mentoring – Helping Employees Reach Their Full Potential, Gordon F. Shea, Pages 13-14.
2. Officials' Quarterly/Spring 2010, Page 8, The Value of MENTORING in Officiating.
3. Mentoring Program Handbook-A Guide for Human Resources Professionals at NASA, Page 1-2, May 2003.
4. United States Office of Personnel Management, Best Practices: Mentoring, Pages 15-16, September 2008.
5. Warrant Officer Basic Course, Mentoring, 91X10A05/Version JBM, 06 Feb 08.
6. United States Office of Personnel, Training & Development Policy – Mentoring, Page 1

FREQUENTLY ASKED QUESTIONS (FAQ)

Q. What is mentorship?

A. The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience. Mentorship is defined as the influence, guidance, or direction, exerted by a mentor.

Q. What is a mentor?

A. A close, trusted, and experienced counselor or guide. A mentor is further defined as a teacher, tutor, and coach.

Q. What is a protégé?

A. A person who is willing to assume responsibility for his or her own growth or development by receiving counsel and feedback from a mentor.

Q. What are the mentor roles?

A. Teacher, Guide, Counselor, Motivator, Advisor, Role Model

Q. What is important as a counselor?

A. Establish a trusting and open relationship.

Q. What is motivation?

A. Motivation is an inner drive that compels a person to succeed.

FREQUENTLY ASKED QUESTIONS (FAQ) (CONTINUED)

Q. What are the essential elements of a mentoring relationship?

A. Respect, Trust/Loyalty, Communication, Availability, Responsibility, Time

Q. When should a mentor be willing to meet with a protégé?

A. Whenever needed by the protégé.

Q. What are some obstacles to overcome in mentoring relationships?

A. Insufficient time, frustration, mentoring style, protégé's supervisor, and inappropriate attitude.

Q. What are some obstacles that protégés have to overcome?

A. Over stepping professional boundaries, mentor falling from favor, and personality conflicts.

Civilian Human Resources Training Application System (CHRTAS)

CPAC HRD Team

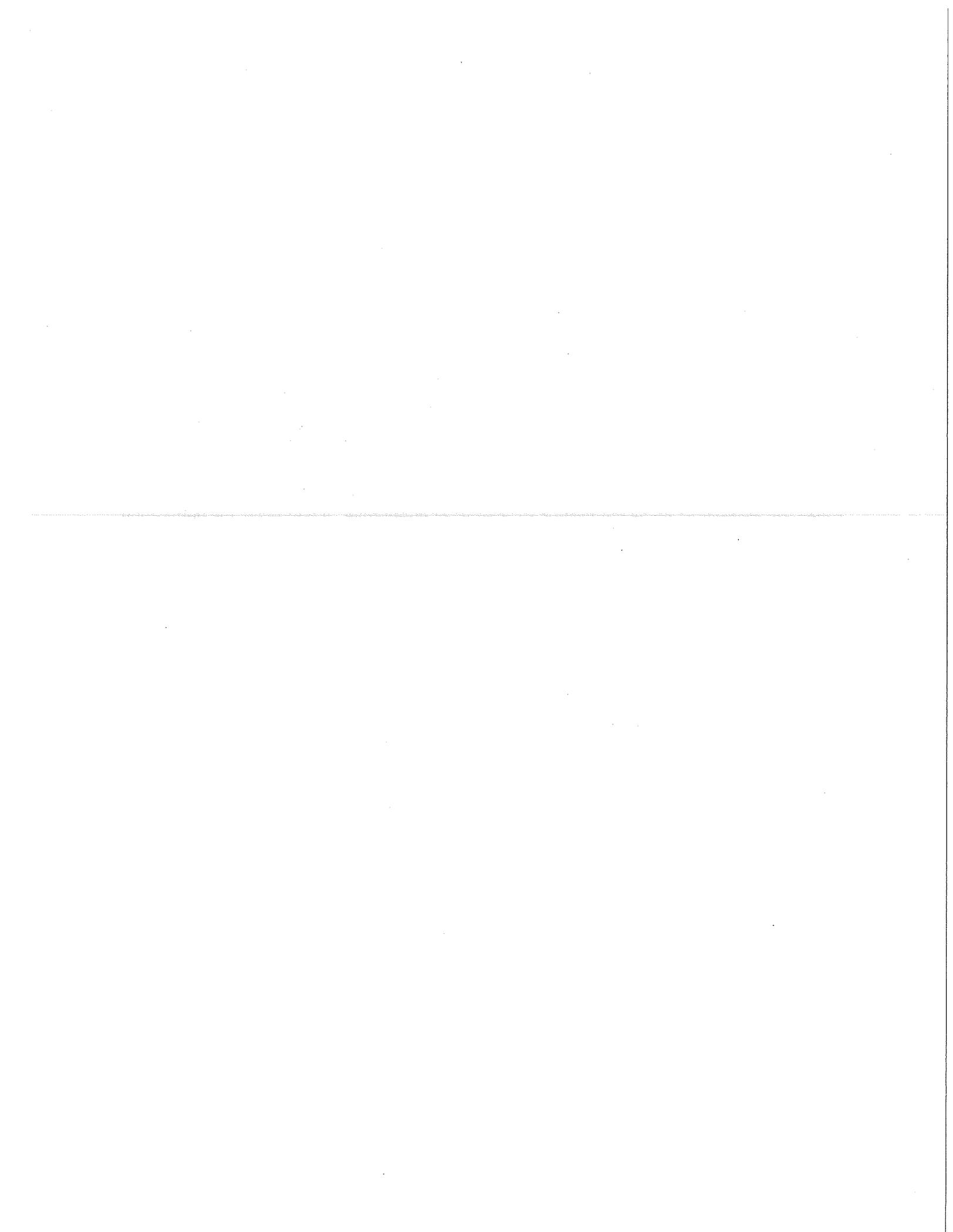
The Civilian Human Resources Training Application System (CHRTAS) is a course registration and management system that Civilian Human Resources Agency, Training Management Division (CHRA TMD) began using in October 2004. This system is utilized for applicants to register for all Regional or Regionally-sponsored training sessions. If the course is local and greater than four hours in duration, CHRTAS registration is also required.

Applying for training in CHRTAS is a two step process. The process begins with each employee creating an account (profile) in CHRTAS. This can be accomplished at the CHRTAS homepage located at: <https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1>. Once the profile is complete, employees must apply for the courses that have been scheduled in CHRTAS. The following is another link to the CHRTAS Tutorial for Student Application: https://www.atrrs.army.mil/channels/chrtas/help/chrtas_studenttutorial.pps.

Once the application is submitted, the employee will receive a confirmation notice. Their supervisor receives an email notification to approve or disapprove. If approved, the notification will read as follows: **"This is to notify you that your application for this class has been approved by your supervisor and electronically submitted to the Civilian Human Resources Agency (CHRA) for consideration of a quota"**. This is only the first step of the approval process and registrants often misconstrue their supervisor's approval to mean that they have been approved for the course. Many registrants assume that once they receive supervisory approval, they are approved for training. This is not true.

Next, the application flows to the CHRTAS course Quota Manager for approval or disapproval. CHRTAS will inform the employee if they have been approved for attendance. If selected to attend the requested training, the system will send a separate congratulatory notification from CHRA indicating approval. This final approval notification will also contain additional and specific course information and instructions. An example is as follows: **"Congratulations! You are approved to attend the ABC Course, XX Feb 10 at Bldg. XYZ, Fort Bragg, NC. This class begins at 0800. Please be seated NLT 0745"**.

For more information on CHRTAS, contact the CPAC HRD Team at (910)396-8621 or 6815.



Registration for Civilian Personnel courses is performed online in the Civilian Human Resources Training Application System (CHRTAS). If you would like to register for any of the classes listed below, simply print a copy of this page to follow the process and click on this link:

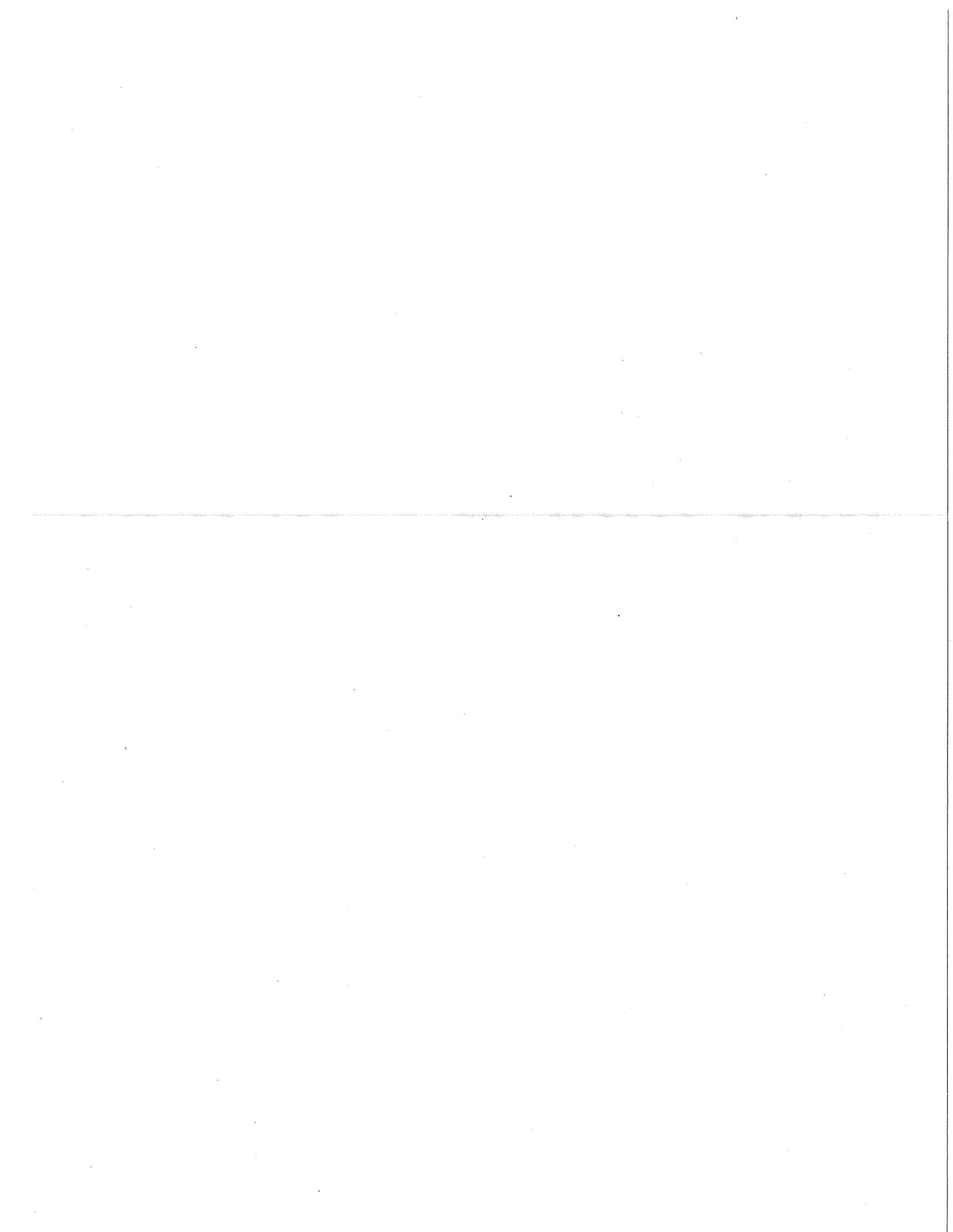
<https://www.atrrs.army.mil/channels/chrtas/default.asp>

STEP 1 - REGISTERING

- In the center of the page, under the logo, see **PLEASE SIGN IN BELOW**.
- Click on the arrow to select your category: Category to select is **ARMY**.
- See **SIGN IN OPTIONS**: Sign in using one of the three options (**CAC, AKO, DOB&SSN**).
- You will be asked to verify your data. Click **OK**, then Click **CONTINUE**.
- If you have not previously created a Student Profile, or you need to update your profile, Click on **CREATE/UPDATE STUDENT PROFILE** and complete the personal information on the student form.
- Click **CREATE/UPDATE CHRTAS RECORD**.

TO APPLY FOR A CLASS

- After you log on using the instructions above, See Student Functions - Click on **APPLY FOR TRAINING**.
- Complete Step 1 (FY 2008 or FY 2009) and Step 2.
- Step 3 - Use the Drop Down Arrow to select region (0106 - CHRA - South Central Region)
- Step 4 - Use the Drop Down Arrow to find the course. (Courses are in alphabetical order)
- Click on the course (for example, Labor/MER Tools for Supervisors) Click on Fort Bragg, NC (0106) This will show you the dates of the classes at Ft Bragg.
- Click on the Course No. to select the class you want to attend.
- This will bring you to your Student Profile to review one more time. After you review your student profile, you will see **SUBMIT THIS APPLICATION** at the bottom of the page.
- Click on Submit this Application; you will receive a confirmation. Your supervisor receives an email to approve or disapprove. Then your application flows to CHRTAS. CHRTAS will inform you if you have been approved for attendance.



Individual Development Plan (IDP)

Career planning is the process of systematically matching an individual's aspirations with opportunities for achieving them. The Individual Development Plan (IDP) is a written blueprint and serves as a non-binding contract between the supervisor and the employee. While every effort should be made by both employees and supervisors to adhere to the plan, circumstances sometimes arise that require modifying the IDP. Completing an IDP does not imply promotion; it is intended to address developmental needs and facilitate growth, while preparing the organization for future challenges.

The IDP enhances current performance and supplements annual appraisals by forecasting, training, education, and other developmental activities. IDPs are progressive and sequential and should address the training, education, and career development activities that ultimately will result in making the employee highly competitive for career advancement.

Using the performance management system, the supervisor and employee jointly develop the IDP by honestly and candidly reviewing past performance to highlight competencies needing improvement or development. Based on this analysis, plans can be developed that are consistent with long-term functional needs and employee career goals. Counseling sessions and review of IDPs should be incorporated into the regular performance appraisal cycle when performance goals, objectives, and standards are being set and evaluated.

The IDP is an ongoing, continuous process of growth and development. An IDP should be periodically reassessed to determine its effectiveness in terms of developmental objectives, methods of accomplishment, and the need to update. Additionally, semi-annual review of IDPs will allow for revisions and redevelopment of plans based on changing mission, technology, and personal career goals.

The following four-step IDP process involves continuous two-way communication between supervisors and employees:

Step One: Determine Developmental Objectives

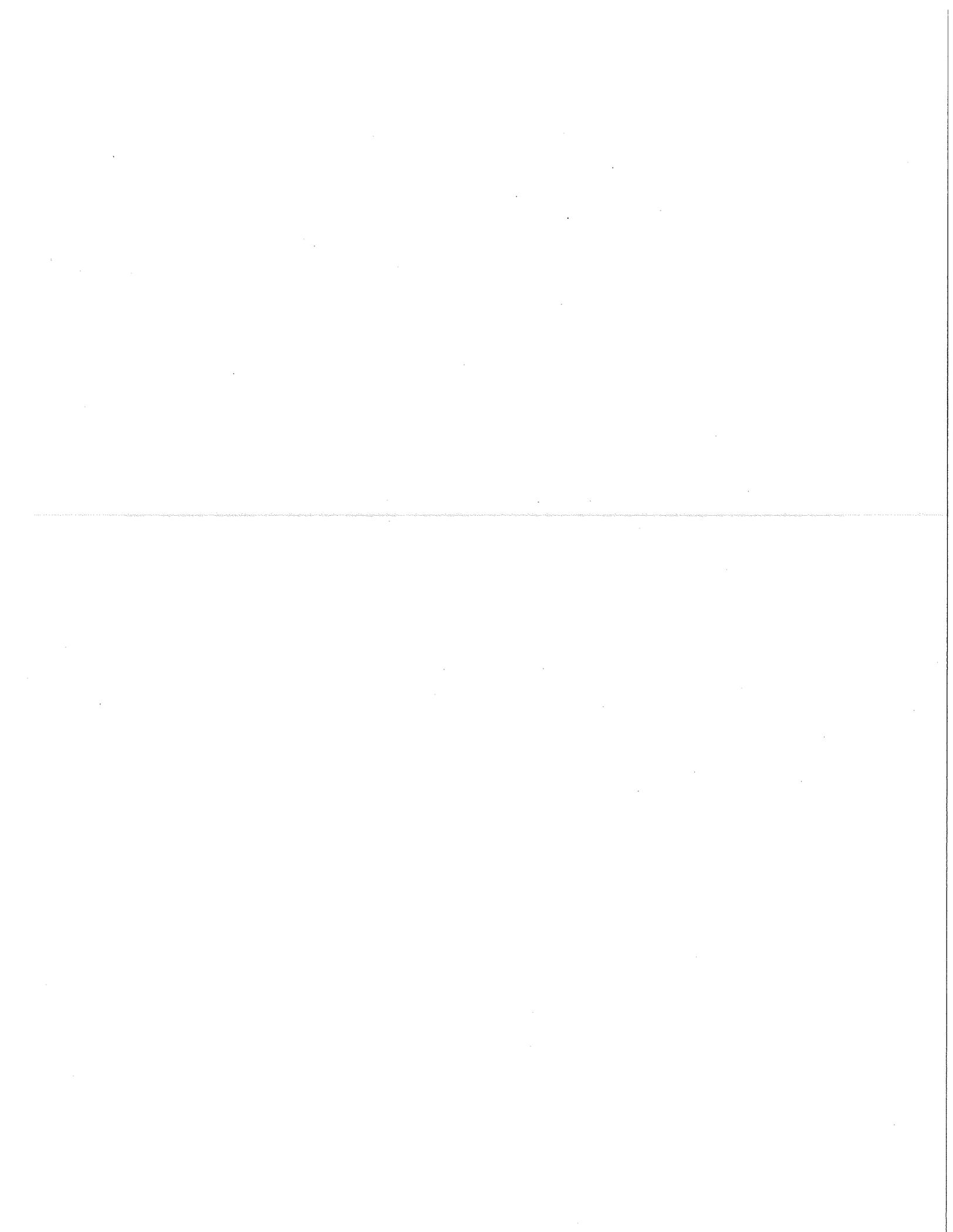
Step Two: Explore Development Options and Select Activities

Step Three: Prepare IDP and Hold Development Discussion

Step Four: Take Action and Monitor Progress

The development of an IDP, which outlines developmental objectives along with activities to achieve the objectives, will afford employees an opportunity to develop skills. IDPs may now be created and monitored within CHRTAS at:

<https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1>



Transfer of Training

CPAC HRD Team

Transfer-of-training is important to managers and HR professionals because it changes what HRD stakeholders do before, during, and after education, training, and development activities. It is based on the premise that it is not enough to show that employees learn *during* training, one must show that the training itself improves employee performance and organizational results.

Transfer-of-training is also called *generalization* of training, *training utilization*, or other similar terms. In the broad sense it refers to the ability of learners to apply effectively the knowledge and skills they gain in training, education, or development experiences to their jobs. Sometimes the application is immediate (short-term), while other times it is "down the road" (long-term). Thus, transfer-of-training means *translating knowledge, skill, or ability from one situation to another*. So in a nutshell, transfer-of-training refers to a wide range of activities related to maintaining and improving on-the-job performance by applying the results of training or development.

There are often barriers to transfer-of-training that occur before, during, and after the training. Once potential barriers are identified, a plan of action should be developed to overcome them.

Some of the transfer-of-training barriers that exist include the lack of support in the following areas:

1. on-the-job opportunities to apply new skills
2. coaches or mentors
3. objective performance feedback
4. visible recognition or encouragement for learning new skills.

So although many employees report that they enjoy learning new skills, their supervisors often do not assign new duties to help the employees practice the skills.

Some of the strategies which can be used to overcome barriers *before* training delivery are:

1. Collect baseline performance data.
2. Involve employees in task analysis and training needs assessment.
3. Orient supervisors about the training, its importance, and how it should be used.
4. Provide employees the opportunity to prepare for the training.
5. Select employees carefully for the training.

Some of the strategies which can be used to overcome barriers *during* training delivery are:

1. Let employees complete the training without interruption, and transfer their work to others.
2. Communicate management support for the training.
3. Encourage and reward employee attendance and participation.
4. Involve and recognize employee participation in the training.

Some of the strategies which can be used to overcome barriers *after* training delivery are:

1. Plan the re-entry of employees into the work site.
2. Provide opportunities to practice new skills.
3. Involve employees in transfer-related decisions.
4. Support employees with an initial reduction in job pressures as they practice new skills and duties.
5. Provide appropriate feedback and recognition.
6. Arrange refresher training; expect and deal with "relapses".

The Federal Government spends billions of dollars each year on workforce education, training, and development activities. Unfortunately, much of this investment is wasted because employees and supervisors do not use the training and education they receive. Federal agencies can no longer afford to waste scarce training funds, especially with recent downsizing, which has increased the work demands on every federal employee.

Responsibility for assuring effective transfer-of-training is shared by the learner, the learner's supervisors and co-workers, and by the trainers or educators who deliver the intervention in the first place. HRD providers must plan and deliver training effectively. Employees are responsible for trying their best to learn what is important. Finally, supervisors and co-workers must create the work environment and consequences that support training utilization.

CIVILIAN EDUCATION SYSTEM

CES provides the Army Civilian Corps self-development and institutional training (leader development) opportunities to develop leadership attributes through distance learning (DL) and resident training. CES includes the Action Officer Development Course (AODC), Supervisory Development Course (SDC), Management Development Course (MDC), Foundation Course (FC), Basic Course (BC), Intermediate Course (IC), Advanced Course (AC) and Senior Service College (SSC). Courses may be added as additional educational requirements are identified.

Army employees who have completed similar or advanced training through the legacy civilian leader development core curriculum courses will receive credit for equivalent training. In recent years retired or prior military personnel have become members of the Army Civilian Corps. To facilitate ease in identifying equivalencies, Army military training equivalencies are provided. To apply for equivalent credit, go to the CHRTAS website <https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1> and in the left margin click on CES Course credit.

Action Officer Development Course (AODC). An action officer is a staff member with subject matter expertise who "works actions" on behalf of senior staff officers or commanders. The AODC covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions. AODC is a required course for interns and completion is required before they complete the intern program. AODC is available to all Army employees as a self-development tool.

Supervisory Development Course (SDC). SDC provides supervisors or managers with civilian personnel administration skills such as work management and basic supervision. SDC is a required course for employees in supervisory and managerial positions. They must complete the SDC within one year of placement in a supervisory or managerial position. SDC is available to all Army employees as a self-development tool.

Manager Development Course (MDC). MDC assists supervisors and managers with basic skills for managing work and leading people. MDC is available as a self-development tool for all Army employees and is recommended for all civilians in supervisory or managerial positions before attending CES courses.

The Foundation, Basic, Intermediate and Advanced Courses provide leader development for Army civilian employees through DL modules and resident instruction. The Foundation Course is available in DL only. All DL phases (FC, BC, IC, and AC) are available to Army employees for individual self-development. The Basic, Intermediate and Advanced Course are a combination of a DL phase and a resident phase. Completion of both phases is required to receive credit for a course. The DL phase must be completed prior to applying for and attending the resident phase of a course. Those unable to successfully complete the DL phase will not be eligible for the resident phase.

Foundation Course (FC). The FC is designed for employees to gain an understanding of the structure of the U.S. Army, the Army's leadership doctrine, and the personnel system for Department of Army civilians. The (FC) is required for all interns, team leaders, supervisors and managers hired after 30 September 2006. For purposes of establishing training priorities, Interns are required to complete the FC before completion of the intern program. There is also a TRADOC policy stating that all TRADOC employees complete the Foundation Course within 6 months of their appointment date. Employees employed before 30 September 2006 will receive credit for and are exempt from taking the Foundation Course. However, FC is available to them as a self-development tool.

Basic Course (BC). BC is designed for civilian leaders who exercise direct leadership to effectively lead and care for teams. Training focuses on basic education in leadership and counseling fundamentals, interpersonal skills and self-awareness. Employees in supervisory and managerial positions must complete the DL and resident phase of the Basic Course within one year of placement in a supervisory or managerial position.

Intermediate Course (IC). IC is designed for civilians in supervisory or managerial positions. This target population is by necessity more adaptive, innovative, self-aware, and prepared to effectively lead and care for personnel and manage assigned resources. Employees in a permanent appointment to a supervisory or managerial position must complete the DL and resident phases of IC within two years after placement in a supervisory or managerial position

Advanced Course (AC). AC is designed for civilian leaders who exercise predominately indirect supervision and who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. Employees in supervisory or managerial positions must complete the DL and resident phase within two years after placement in a supervisory or managerial position.

Senior Service College (SSC). SSC is at the apex of the civilian education system and prepares civilians for positions of greatest responsibility in the Department of Defense. SSC provides advanced level educational opportunities for those who have completed CES training through the Advanced Course or equivalent training. Leaders who attend must have an understanding of complex policy and operational challenges and increased knowledge of the national security mission. Attendance is a competitive process and HQDA makes the selections. Like the Officer Corps, civilians graduating from SSC are centrally placed in a position of greater responsibility in another assignment or organization where they can apply the advanced education they have received.

Civilian Education System (CES) Course Credit

CPAC HRD Team

CES courses are designed using leadership competencies derived from the Office of Personnel Management (OPM) leadership competencies and competencies identified by the Center for Army Leadership in FM 6-22, Army Leadership.

CES is a structured, progressive, sequential program which broadens the targeted civilian educational training base. It provides leader training and education that supports civilian leaders' career path requirements and professional development, and promotes lifelong learning and self development as integral parts of the civilian leader development program. CES provides leader development opportunities for Army civilians. Designated courses are required for interns, team leaders, supervisors, and managers.

Employees employed before 30 September 2006 will receive credit for and are exempt from taking the Foundation Course (FC). However, FC is available to them as a self-development tool. Employees who have graduated from a Senior Service School (SSC) and Defense Leadership and Management Program (or currently enrolled) are considered at a more advanced level than the CES program. Therefore, they are exempt from CES courses.

Supervisors and Managers are required to complete the Basic Course during their first year of placement in a supervisory position; they are required to complete the Intermediate and Advanced Courses before the completion of two years in a supervisory position.

Army employees who have completed similar or more advanced training through the legacy civilian leader development core curriculum courses can receive credit for equivalent training. However, Army employees with an initial appointment date after 30 September 2006 must complete the Foundation Course prior to requesting CES Equivalent or Constructive credit.

Equivalent Credit may be granted to individuals in lieu of CES course attendance for completion of Army civilian legacy and military courses. For a list of legacy courses, go to:

<https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1> and click on the CES Course Credit Info tab. Course credit may be granted for education/training by providing DD 214s, DA 1059s, course certificates, copy of ATRRS training record, or other training forms electronically to HQDA G-3/5/7, Civilian Leader Development (CLD) at civilianleaderdevelopment@hqda.army.mil.

Constructive Credit may be granted to individuals in lieu of CES course attendance based on previous training with other services, academic training, or supervisory experiences by providing the following documentation:

1. For education/training received through private industry training programs, another military department, federal agency, or through university study, submit a transcript, certificate, or letter from an institution verifying course completion and date of completion must be

submitted. Also required is a course description or syllabus to include, as a minimum, course objectives.

2. For work experiences inside the Federal government and outside (private industry), a resume and job description(s) documenting 5 or more years of leading, supervising and/or managing employees at the appropriate level must be submitted.

To request constructive credit, go also to:

<https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1> and click on the CES Course Credit Info tab.

NOTE: Since 4 Nov 08, equivalency credit is not granted for training when the completion date is more than ten years from the submission date. If training is more than 10 years old, however, credit will be granted to the next lower level.

The Army DCS, G-3/5/7 is the final approval authority for granting constructive and equivalent credits.

Army Regulation 350-1

Training

Army Training and Leader Development

Headquarters
Department of the Army
Washington, DC
18 December 2009

UNCLASSIFIED

3-18. Course credit

a. Individuals who meet the applicable course prerequisites and are otherwise eligible to attend a course may qualify for the following types of course credit:

(1) Constructive credit may be granted to individuals in lieu of course attendance based on previous leadership experience and/or past academic/training experiences. In all cases TRADOC or the proponent school will assess the individual's past comprehensive military or civilian experience against established course critical tasks. Individuals must possess the same skills and qualifications as course graduates.

(2) Equivalent credit may be granted to individuals in lieu of course attendance based on courses possessing comparable critical tasks. Critical task assessments are performed by TRADOC or the respective proponent school. Individuals must possess the same skills and qualifications as course graduates.

(3) Operational credit may be granted to individuals in lieu of course attendance based on operational experiences (see para G-23).

b. Personnel awarded course credit will be considered for promotion, assignment, or other personnel actions on the same basis as graduates of the course concerned.

c. Military personnel: Requests for credit will be submitted on a DA Form 4187 and include an outline of the individual's prior leadership and technical training and experiences as they relate to the critical terminal learning objective, with supporting documentation. Individuals requesting course credit will submit the request through command channels and through the course proponent to be forwarded as follows:

(1) AA: Commander, HRC (AHRC-OPB-D) (officer and warrant officer courses) or (AHRC-EPT-FN) (NCOES courses). For Judge Advocate courses send the request to CG, TJAGLCS.

(2) U.S. Army Reserve: HQ, USARC, (ARRC-TRI).

(3) Army National Guard: DARNG, (NGB-ART-I) (officer and warrant officer courses) or (NGB-ARH-S) (NCOES courses).

d. Army civilians: Army civilians may be granted course credit as outlined in (1) and (2) below with exception to individuals hired after 30 September 2006. The Foundation Course is required for all interns, team leaders, supervisors and managers hired after 30 September 2006.

(1) Individuals who have completed equivalent military or civilian legacy training as described in paragraphs 3-54, 3-55, 3-57, and Table I-5 may be awarded CES course credit as outlined therein. Requests for equivalency credit must be submitted electronically providing a course completion certificate, training form or copy of ATRRS training record to HQDA G-3/5/7, Civilian Leader development at e-mail: civilianleaderdevelopment@hqda.army.mil.

(2) Requests for constructive credit must be submitted electronically to TRADOC at: monr.ces@us.army.mil.

(a) For education/training received through private industry training program, another military department, federal agency, or through university study submit a memorandum signed by your supervisor or appropriate authority, along with a transcript, certificate or letter from an institution verifying course completion date. Also required is a course description or syllabus to include, as a minimum, course objectives.

(b) For work experience inside the Federal government and outside (private industry), submit a memorandum signed by your supervisor or appropriate authority, along with a resume and job description(s) documenting 5 or more years of leading, supervising and/or managing employees.

e. The appropriate personnel command (or TRADOC for Army civilians) will forward request to the HQDA, DCS, G-3/5/7 (Training Directorate) with recommendation for action. The HQDA, DCS, G-3/5/7 is the final approval authority for granting constructive and equivalent credit.

f. NCOs promoted to their current rank prior to 1 October 1992 are considered qualified in the NCOES course commensurate with that rank. Soldiers promoted to the rank of Sergeant Major before 1 October 1992 and appointed as Command Sergeants Major after 1 October 1992 must complete SMC.

g. Individuals will be granted credit for successfully completing institutional training conducted either through a training battalion, a proponent resident school, or distributed learning when the conditions, listed below, are met. Course-completion documentation in individuals' records will not identify how instruction is presented or learning acquired.

(1) Instructors are proponent certified.

(2) Proponent-developed, -certified, and -approved TASS courseware is used. Reserve Component Soldiers will receive credit for successfully completing proponent developed, certified, and approved courses using Reserve Component Configured Courseware until TASS courseware is fielded.

(3) Proponent-developed, -certified, and -approved DL courseware is used (when applicable). Reserve Component Soldiers will receive credit for successfully completing proponent developed, certified, and approved courses in DL modality or a combination of DL and TASS.

Section VI

Army Civilian Training and Education

This section summarizes information and guidance contained in the Civilian Education System Policy and applicable Army civilian leader development policy memorandums and DA messages. These sources of information and guidance on Army civilian leader development can be found on AKO and the Civilian Personnel On-line home page (<http://cpol.army.mil>).

3-50. The Civilian Education System

a. The goal of the CES is to prepare agile and innovative Army civilians who can lead during times of change and uncertainty; are prepared for the rigors of service as multi-skilled leaders; and are armed with the values, skills and mindset to serve as competent, resilient supervisors and managers. Leader development is a continuous process that is accomplished through a blend of work assignments, formal training, and self-development opportunities as individuals progress from entry to senior level positions.

b. The CES program is progressive, sequential leader development training and education program for Army civilians at all levels. A series of course instruction is provided through blended learning - distributed learning (DL) and resident instruction. The sequence for attending these courses is as follows:

(1) The Foundation Course (FC) is a Web-based course and available to all Army civilians. It is required for all interns, team leaders, supervisors and managers hired after 30 September 2006.

- (2) The AODC is a Web-based course and required for all interns before completing the intern program. The AODC is available for all Army civilians as self-development.
- (3) The Supervisor Development Course (SDC) is a Web-based course and is a required course for supervisors and managers of Army civilians. The SDC is available for all Army civilians as self-development.
- (4) The Basic Course is a combination of DL and resident training. The DL and resident training are required for team leaders, supervisors and managers. The DL is available to all Army civilians as self-development.
- (5) The Intermediate Course (IC) is a combination of DL and resident training. The DL and resident training is required for supervisors and managers. The DL is available to all Army civilians as self-development.
- (6) The Manager Development Course (MDC) is a Web-based course and available to all Army civilians.
- (7) The Advanced Course is a combination of DL and resident training. The DL and resident training is required for supervisors and managers GS-13 - GS-15 or equivalent pay band. The DL phase is available to all Army civilians as self-development.
- (8) Continuing Education for Senior Leaders (CESL) provides sustainment training for senior civilian leaders at the GS-14/15 or equivalent pay band.
- (9) The Senior Service College (SSC) provides senior level professional education and is available through resident and distance education programs. Applications from civilians in GS-14/15 or equivalent grade level are forwarded for board consideration.
- (10) The MSAF program allows individuals designated for selected CES courses to obtain feedback about their leadership skills. Students are notified to participate in an MSAF assessment prior to starting a CES course. Individualized feedback from MSAF will allow the student to give attention to known strengths and developmental needs corresponding with course learning objectives. See appendix K for additional MSAF information.
- (11) Graduates of a SSC have completed training at a more advanced level than the Advanced Course. Employees must submit documentation to the HQDA G-3/5/7 to record training and allow application to the CESL program.

c. Training during duty day.

- (1) Approved training is authorized during duty hours reference Part 5 Code of Federal Regulations (CFR) Section 410 and Chapter 7 (Army Distributed Learning Program) of this regulation.
- (2) Supervisors and managers are responsible for setting guidelines that allow employees duty time to complete required DL portions of CES courses. Guidelines can be in the form of a written or verbal agreement and should articulate a study schedule and timeline for the employee to complete the course.
- (3) Training made available to employees as a voluntary self-development tool will be undertaken by the employee outside regular working hours and will not be considered hours of work.

d. Funding.

- (1) Most permanent Army civilians (to include appropriated funds (AF), non-appropriated funds (NAF), local nationals, and wage grade) are centrally funded by HQDA, DCS, G-3/5/7 Training Directorate.
- (2) Military members; term and temporary employees; and non-Department of the Army employees, for example, are funded through their own organizations.

e. Eligibility is subject to satisfaction of the prerequisites and requirements for the individual courses.

3-51. Foundation Course

- a.* The FC is the first in the series of courses provided to prepare the Army Civilian Corps to build their careers and become future Army leaders. The course objectives are to understand U.S. Army leadership doctrine; increase self-awareness, as it relates to their profession; understand team building, group dynamics, and effective communication; assess individual values and how they relate to professional ethics; understand how to manage professional advancement and leverage career potential; and complete administrative requirements expected of Army civilians.
- b.* The FC is available through DL only.
- c.* The FC is required for all interns, team leaders, supervisors and managers hired after 30 September 2006 and must be completed within first year of employment.
- d.* Interns are required to complete the FC before completion of the intern program.
- e.* Course equivalency: Intern Leader Development Course.
- f.* The FC is available to all Army civilians as a self development tool.

3-52. Action Officer Development Course

The AODC is a Web-based courses that focuses on "staff work" practices in the Army and covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communications; writing to the Army standard; coordinating; conducting briefings; and ethics. The course is available to all Army employees to take at any point in their careers.

- a.* The AODC is a required course for interns and completion is a prerequisite for completion of the intern program.
- b.* The is available to all employees as a self-development tool.

3-53. Supervisor Development Course

- a.* The SDC is a Web-based course with lessons that focus on managing, leading and human resources management.
- b.* The SDC is required for all Army civilians in a supervisory or managerial position. The SDC must be completed within one year of placement in a supervisory or managerial position to meet the one-year supervisory probationary period requirement. It is highly recommended for supervisors and managers to complete the SDC before enrolling in any of the CES resident training.
- c.* The SDC is available to all Army employees as a self-development tool.

3-54. Basic Course

- a.* The Basic Course develops Army civilians skilled in leading; managing human and financial resources; implementing change; directing program management and systems integration; displaying flexibility, resilience, and focus on mission.
- b.* The Basic Course is conducted through blended learning - DL and two week resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.
- c.* Eligibility for resident training.
 - (1) Army civilians in permanent appointments and have not been granted course credit.
 - (2) Military supervisors of Army civilians, DOD and all other Federal agency leaders, and term and temporary employees.
 - (3) Army civilians must have a current performance rating of successful or NSPS rating of level 2 or above, and be in good standing regarding conduct.
 - (4) Employees must have successfully completed the FC if required.
- d.* Admission priorities for resident training.
 - (1) The Basic Course is required for all employees in a permanent appointment to a leadership position with responsibilities to effectively lead and supervise employees. Employees must complete this course no later than one year from placement to a supervisory or managerial position.
 - (2) Priority 1. Army civilians in permanent appointment to team leader, supervisory or managerial position.
 - (3) Priority 2. Army civilians in permanent appointment to a non-supervisory position and have not been granted course credit. Army civilians, DOD and other Federal agency employees participating in an Army endorsed supervisory or manager development program (for example, DOD Executive Leadership Program (DELDP), the Army Fellows Program, and DA Fellows). Army civilians who are recommended by their supervisor and have completed equivalent training five or more years prior to date of course consideration.
 - (4) Priority 3. Military supervisors of Army civilians, DOD and other Federal agency leaders. Army civilians in term or temporary appointments who have responsibility for leading or supervising Army civilians. Priority 3 are funded by their organizations.
- e.* Course Credit - Equivalency and Constructive.
 - (1) Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.
 - (2) Army courses validated for Basic Course Equivalency: Leadership, Education and Development (LEAD) Course, BOLC, WOAC, ANCOC/SLC). Documentation is required for equivalency credit.
 - (3) Other training, education or experiences may be submitted for Constructive Credit approval using the approval process identified in the course credit section.

3-55. Intermediate Course

- a.* The IC target audience is Army civilians in supervisory or managerial positions. This target population is by necessity more agile, innovative, self-aware, and prepared to effectively lead and care for personnel and manage assigned resources. Training and developmental exercises focus on "mission" planning, team building, establishing command climate, and stewardship of resources.
- b.* The IC is conducted through blended learning - DL and three weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.
- c.* Eligibility for the resident training.
 - (1) Army civilians in permanent appointments.

(2) Military supervisors of Army civilians, DOD and other Federal agency leaders, and term and temporary employees.

(3) Army civilians must have a current performance rating of successful or NSPS rating of level 2 or above, and be in good standing regarding conduct.

(4) Employees must have successfully completed the FC and Basic Course or been granted course credit.

d. Admission priorities for resident training.

(1) The IC is required for all employees in a permanent appointment to a supervisory or managerial position. Employees in supervisory or managerial positions must complete this course no later than 2 years from placement.

(2) Priority 1. Army civilians in a permanent appointment to a supervisory or managerial position.

(3) Priority 2. Army civilians in permanent appointment to non-supervisory position. Army civilians, DOD and other Federal agency employees who are participating in an Army endorsed supervisor or management development program (for example, the DELDP, the Army Fellows Program, and DA Fellows). (Army civilians who are recommended by their supervisor to attend the course and have completed the legacy civilian or military leader development course equivalent 5 or more years prior to date of course consideration.)

(4) Priority 3. Military supervisors of Army civilians, DOD and other Federal agency leaders. Army civilians in term or temporary appointment who are responsible for leading or supervising Army civilians. Priority 3 are funded by their organization.

e. Course Credit - Equivalency and Constructive.

(1) Course Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.

(2) Army courses validated for IC Equivalency: Organizational Leadership for Executives (OLE), Captains Career Course (CCC), Warrant Office Senior Course (WOSC), and First Sergeant Course (FSC). Documentation required for equivalency credit.

(3) Other training, education or experiences may be submitted for Constructive Credit using the approval process identified in the course credit section (see app I).

3-56. Manager Development Course

a. The MDC is a Web-based course with lessons that focus on managing, leading and human resources management.

The MDC includes modules in organizational culture; time management; objectives and plans; problem solving and decision making; planning, programming and budgeting; manpower management; communications; information technology applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control; and Army Family team building.

b. The MDC is available as a self-development tool for all Army employees and is recommended for all Army civilians in supervisory or managerial positions before attending the Advanced Course.

3-57. Advanced Course

a. The Advanced Course focuses on Army civilians skilled in leading a complex organization in support of national security and defense strategies; integrating Army and Joint systems in support of the Joint Force; inspiring vision and creativity; implementing change; and managing programs.

b. The Advanced Course is conducted through blended learning - DL and four weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

c. Eligibility for resident training.

(1) Army civilians in permanent appointment to GS-13/14/15 or equivalent for Army non-appropriated fund (NAF), wage grade (WG) or local national (LN).

(2) Army civilians in permanent appointment to NSPS pay bands 2, 3 or 4 and current position description indicates a GS-13/14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Active duty military supervisors of Army civilians.

(4) DOD leaders in permanent appointment GS-13/14/15 or to NSPS pay bands 2, 3 or 4 and current position description indicates a GS-13/14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(5) Other Federal agency leaders in permanent appointment GS-13/14/15 or equivalent pay band.

(6) Term and temporary employees at the appropriate level of responsibility.

(7) Applicants must have a current performance rating of successful or NSPS rating of level 2 or above and be in good standing regarding conduct.

(8) Successfully completed the FC, Basic Course and IC or have received course credit for each.

d. Admission priority for resident training.

(1) The Advanced Course is required for all employees with a permanent appointment to a supervisory or managerial position. Employees must complete this course no later than 2 years from placement.

(2) Priority 1. Army civilians in permanent appointment to a supervisory or managerial position.

(3) Priority 2. Army civilians in permanent appointment to a non-supervisory position. Army civilians and DOD employees who are participating in an Army endorsed supervisor or management development program (for example, the DELDP, the Army Fellows Program, and DA Fellows). Army civilians who are recommended by their supervisor and have completed equivalent training 5 or more years prior to date of course consideration.”

(4) Priority 3. Military supervisors of Army, DOD and other Federal agency leaders. Army civilians in term and temporary appointments who are responsible for leading or supervising Army civilians. Priority 3 are funded by their organizations.

e. Course Credit - Equivalency/Constructive.

(1) Course Credit may be granted to individuals who have successfully completed similar or more advanced training and education courses when training completion date is less than 10 years.

(2) Army courses identified for Advanced Course Equivalency: Army Management Staff College (AMSC), Sustaining Base Leadership and Management (SBLM), CGSC, Intermediate Level Education (ILE), Warrant Officer's Senior Staff Course (WOSSC), and SMC. Documentation is required for equivalency credit.

(3) Other training, education or experiences may be submitted for Constructive Credit using the approval process identified in the course credit section (see app I).

3-58. Continuing Education for Senior Leaders

a. The CESL program is a continuing education sustainment program to bring senior civilian together to discuss current and relevant issues facing the Army. The program intent is for leaders to return to the program continuously to refresh and update on current Army initiatives.

b. The CESL program is conducted through blended learning - DL and four and a half days resident training. The DL consists of reading materials and written assignments. DL requirements are provided to selectees thirty days before the course start date.

c. CESL resident training consists of both small and large group activities. The course structure is a combination of guest speakers and interactive exercises on subjects like National Security Personnel Challenges, Strategic Thinking, Knowledge Management, and Cultural Well Being. Panels consisting of commanders and NCOs who recently returned from theater provide a personal perspective on events in Iraq and Afghanistan. Updates on Army initiatives like ARFORGEN and Information Engagement are included in the program.

d. Eligibility requirements.

(1) Army civilians in permanent appointment to GS-14/15 or equivalent for Army Non-appropriated Fund (NAF), Wage Grade (WG) or LN.

(2) Army civilians in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Active duty Military at the rank LTC, COL, CW4, CW5, SGM, or CSM.

(4) DOD leaders in permanent appointment GS-14/15 or to NSPS pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(5) Other Federal agency leaders in permanent appointment GS-14/15 or equivalent pay band.

(6) Successful completion of the Advanced Course or granted Advanced Course credit.

(7) A year is required between Advanced Course completion and CESL attendance.

(8) One year is required between each CESL attendance.

3-59. Senior Service College

a. SSC is at the apex of the Army civilian education system and prepares Army civilians for positions of responsibility in the Department of Defense. SSC provides advanced level educational opportunities for leaders who require an understanding of complex policy and operational challenges and increased knowledge of the national security mission. Attendance is a competitive process and selections are made by a HQDA Secretariat Board. Army

civilians graduating from SSC are centrally placed in a position of greater responsibility to an assignment or organization where they can apply the advanced education they have received.

b. Military and Army civilian positions that require Senior Service College education are defined as follows: A military member, LTC and above, or Army civilian, GS-14 and above or comparable NSPS pay band, who occupies a leadership position (both command and staff) that requires a thorough knowledge of strategy and the art and science of developing and using instruments of national power (diplomatic, economic, military, and informational) during peace and war. This knowledge is necessary in order to perform Army, Joint, or Defense Agency operations at the strategic level (ACP, ASCC, DRU, Field Operating Agency, Joint Task Force or higher).

c. Eligibility requirements.

(1) Army civilians in permanent appointment to GS-14/15.

(2) Army civilians in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(3) Three years in an Army civilian permanent appointment before application to a SSC.

(4) Possess a baccalaureate degree from an accredited college or university.

(5) CES Advanced Course or awarded CES Advanced Course credit.

(6) TOP SECRET clearance with Special Background Investigation access that will not expire during the academic year. SECRET clearance required for the USAWC Distance Education Program.

d. SSCs available to Army civilians.

(1) Army War College (USAWC)

(2) National War College (NWC)

(3) ICAF

(4) Army War College Distance Education

e. Information on the application process and forms are available on <http://cpol.army.mil>.

f. Travel guidance for Army civilians: Travel to and from the colleges listed above is centrally funded.

(1) Distance Education Program:

(a) Participant is authorized 100 percent per diem for one trip to and from the training site.

(b) Reimbursement is limited to constructive cost of common carrier transportation and related per diem as determined in the Joint Travel Regulation, Vol. 2).

(2) Resident program:

(a) Per diem is based on authorized expenses, not to exceed 55 percent of the rate established in the joint travel regulation for the training site. Reimbursement for local travel while on per diem is not authorized.

(b) Participant is authorized one trip to and from the training site at 100 percent per diem for TDY during that trip (reimbursement is limited to constructive cost of common carrier transportation and related per diem as determined in the Joint Travel Regulation, Vol. 2).

(c) Scheduled partial payment must be selected by the participant to receive monthly payments while attending long term training.

(d) Authorized expenses:

1. Retention of lodging during leave status is authorized.

2. Full per diem is authorized for field trips or New York, NY and Washington, DC.

3. Rent and utilities (covered in per diem).

(3) Resident and Distance Education non-authorized expenses:

(a) Rental cars to include U-Haul rental (rental cars are not authorized under any circumstances, regardless of quota source).

(b) Limousines.

(c) Excess baggage.

(d) In-and-around mileage costs at the TDY site.

3-60. Defense Senior Leader Development Program

a. The DSLDP is the successor program to the Defense Leadership and Management Program. It is the premiere executive development program for senior defense civilians and a key component of the DOD succession planning strategy. The DSLDP provides joint leadership academic experience through: senior-level professional military education; Defense-unique leadership seminars from an enterprise-wide perspective; and opportunities for individual development based on the participant's Individual Development Plan. The goal of DSLDP is to empower participants to think strategically, envision what is on the horizon, and formulate proactive, competitive solutions

that produce results for DOD and the nation. The DSLDP is not an SES Candidate Development Program; however, program elements are designed to enhance an individual's readiness for top leadership positions.

b. Prime candidates for the DSLDP will have demonstrated the competence, confidence, and motivation to be a bold and innovative leader; have an outstanding performance record and have been promoted ahead of his/her peers; a wide-ranging history of experience leading to increased responsibility and broad perspectives; and a commitment to public service and the passion to lead, inspire, and produce results for DOD.

c. Selection to the DSLDP is a three part process; application with command endorsement, selection for Army nomination by HQDA Secretariat Board; and DOD Selection Board. DSLDP participants continue in their current assignment with their agency or organization when not in official DSLDP training. DSLDP participation requires an extensive time commitment during a two year period. It is critical for the supervisor to agree to the time commitment for individual development which includes PME/SSC. Participants will complete all requirements within 2 years, depending on their prior education, career goals, and individual needs. Participants are expected to balance their duty related responsibilities with those of the program.

d. Army eligibility requirements.

(1) Be a permanent, full-time civilian employee of the Department of Army for a minimum of 3 years.

(2) Army civilian in permanent appointment to GS-14/15.

(3) Army civilian in permanent appointment to pay band 3 or pay band 4 and current position description indicates a GS-14/15. (In accordance with DOD Civilian Personnel Manual 1400.25-M, Subchapter 1920 all NSPS positions will indicate the equivalent GS Grade).

(4) Obtain a Top Secret clearance.

(5) Possess a baccalaureate degree from an accredited college or university, as required for admission to PME/SSC.

(6) Minimum standard for proficiency of executive core qualifications competencies.

(7) Possess a minimum of one year of significant experience in supervising or managing people in an official capacity.

(8) Have successfully completed the CES Advanced Course or awarded CES Advanced Course credit.

(9) Three years in an Army civilian permanent appointment before application to DSLDP.

e. The DSLDP participants are required to sign an SSC/Graduate Placement Program (GPP) mobility agreement, agreeing to be placed in a new position. Placement will generally occur immediately after PME completion and prior to DSLDP graduation. Participants are required to serve in the Federal government for a minimum of three times the length of the program.

f. SSCs available for DSLDP Army participants.

(1) National War College (NWC)

(2) ICAF

(3) Naval War College

(4) Air War College

g. Army DSLDP application process and forms are available at <http://cpol.army.mil/library/train/catalog/ch04dsldp.html>.

3-61. Senior Service College Graduate Placement Program

a. The VCSA established a policy of directed placement of Army civilian SSC graduates including Army DLAMP participants to increase the effectiveness of SSC education. The GPP maximizes the Army's return on investment and provides an avenue for full utilization of competencies acquired through advanced education with an assignment process paralleling to military SSC graduates. The VCSA policy memorandum is located at

<http://cpol.army.mil/library/train/tld-060503.html>.

b. Directed placement advances the goals of professionalizing leader development for the civilian workforce and provides an avenue for full utilization of leadership skills and competencies acquired. Centralized placement will strengthen the Army, ensuring SSC graduates are put to use immediately and on a continuing basis, using the benefits acquired from their development.

c. The SSC GPP applies to all Army civilian graduates. Army civilians will sign a SSC GPP Mobility Agreement as a condition of attending SSC. HQDA considers graduates for permanent placement laterally into vacancies for which they are qualified. The positions into which they are placed must be validated as requiring SSC education. Validation guidance that describes the characteristics of a position requiring SSC education is located at

<http://cpol.army.mil/library/train/catalog/valguide-ssc.html>.

d. SSC graduates are encouraged to apply competitively for promotion. These positions must also be identified as requiring/desiring SSC. If the student finds a position on their own, they must coordinate with and obtain approval of HQDA. Information on the application process is available on <http://cpol.army.mil>.

3-62. Senior Executive Service training and development

a. The Department of the Army SES members are the Army civilian equivalents of general officers (GOs), and include top managerial, supervisory, and political positions. The SES members are Army's senior leaders – individuals who are highly agile and skilled in their function, who can successfully lead a wide spectrum of operations and are adaptive to challenges and positions as the need arises.

b. The Civilian Senior Leader Management Office (CSLMO), Office of the Secretary of the Army, provides centralized life-cycle management and administration of the SES corps. Members require a broad core of executive qualifications or abilities in addition to professional, technical, and program knowledge and skills. The five Executive Core Qualifications are:

- (1) Leading change
- (2) Leading people
- (3) Results driven
- (4) Business acumen
- (5) Building coalitions

c. The CSLMO plans, manages, and executes the SES Development Program. The goal of the program is to foster a culture of a continuous learning through the enhancement of technical skills and amplification of leadership competencies, increase knowledge of how the Army runs, and equip SES members with experiences in joint, integrated and multinational environments. Highly skilled SES members demonstrate technical expertise, confidence, integrity, critical judgment, and adaptability; can operate in complex and fluid environments; build teams amid technological changes; provide vision and direction; and solve problems creatively.

d. The SES Development Program is comprised of: Leader Development, Talent Pool Management, and leadership training. The SES Leader Development Program, under development, will provide SES members with broader-based career development models. The Talent Pool Management enables senior Army leadership to target SES members for skill enhancing developmental assignments. Leadership training provides SES members with the knowledge needed to support Army's mission accomplishment at Department, joint, national and international levels.

e. While there are no required development courses for senior SES members, newly appointed SES members (with less than 3 years of SES service) are mandated to attend the following courses and seminars:

(1) *Force Integration Management Course for Senior Leaders*. The course provides a systematic overview of "how the Army runs." The SES members learn the constitutional, statutory and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational and materiel change. They will understand Army organizational roles, functions and missions, especially at the ACP and Army Secretariat/Staff levels.

(2) *Senior Executive Diversity Awareness Training*. This training is a collaboration between senior leaders and the Defense Equal Opportunity Management Institute to enhance the capability of senior leaders to successfully use equal opportunity/Equal Employment Opportunity programs to lead a diverse workforce force. Information and scenario presentations are presented to facilitate strategic discussion with Service-wide implications. The two-day seminar is divided into three phases, Awareness, Understanding, and Action.

(3) *Leadership at the Peak - Center for Creative Leadership*. This program focuses exclusively on the demands of senior-most leaders, guaranteeing a comfortable, secure environment in which they can evaluate their leadership style and effectiveness and focus on high-level challenges in the company of their peers. It blends self-discovery, self-development and fitness activities and sets it all against a backdrop of current business themes. Held at the foot of the Rocky Mountains in the Center's Colorado Springs campus, and also held in the mountains near Zurich, Switzerland, this program offers a stimulating setting for reflection and development.

(4) *Army Senior Leader Communications Workshop*. An Executive Communication Team provides media training that equips senior leaders, who may be called upon to represent the Army, with an understanding of how the media operates and the tools needed to take control of the interview. The focus is on working effectively with the media and tailoring messages to reflect a sense of control and composure during an interview. Best practices are portrayed in this program to prepare executives for that moment in time when they are thrust into the limelight of national television. Sessions are primarily one-on-one.

(5) *Department of Defense senior executive service Apex Orientation Program*. The Apex program serves Army's senior civilian leaders and political appointees as the counterpart to the general officer's CAPSTONE program. The program increases understanding of the department's structure, processes and priorities by fostering a sense of jointness. Program objectives include:

(a) Establishes jointness as the approach for interaction among the Office of the Secretary of Defense, the Military

Departments, Defense Agencies, DOD Field Activities and the private sector, thereby integrating SES responsibilities with DOD component priorities.

(b) Operationalizes the SES role in DOD transformation.

(c) Provides an overview of DOD structure and processes critical to its operation.

(d) Provides experiences that expand leadership and strategic thinking skills in the DOD context.

(e) Provides structured networking opportunities with military and civilian colleagues, to reinforce information sharing across functional areas.

f. The CSLMO SES Development Program offers SES members a wide variety of optional training opportunities that expand their understanding of Army's mission, and the impact of Army's influence in the joint, national and international arena. Exceptional Department, industry and academic offerings include: joint strategy and combined commander courses at Maxwell AFB, leadership training from the Federal Executive Institute, SES information briefings by the Office of Personnel Management, national security studies from Johns Hopkins and Syracuse Universities, and various executive development programs at the John F Kennedy School of Government Executives, Harvard University.

g. The SES members can view the CSLMO Web site for continuous updates on availability of training opportunities at <https://www.cslmo.army.mil>.

h. Programs and courses for Army civilian employees in career programs or career field positions are included in the official Army Civilian Training, Education, and Development System (ACTEDS) plans located on the Web at <http://cpol.army.mil/library/train/acteds/>. These plans address topics the functional proponents have identified and validated as a training requirement. They are offered by Army schools and other Army organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training.

i. The plans describe functional and skill training and provide professional development opportunities. The functional proponents (which include ACTEDS career program managers, career field managers, and organizations with functional responsibility) review course content and POIs with the respective schools.

3-63. The Army Civilian Training, Education, and Development System

a. The ACTEDS is patterned after the military education system in providing an orderly, systematic approach to technical and professional training. The ACTEDS identifies and documents civilian training requirements at three levels: organizational, occupational, and individual. It standardizes training to ensure that Army civilians aspiring to be either technical specialists or leaders acquire required technical and leadership competencies.

b. Career Program Functional Chiefs develop plans with a blend of progressive and sequential work assignments, formal training, and self-development opportunities as individuals' progress from entry- to senior-level positions. Career field personnel proponents develop plans for occupations specific to their career field. The ACTEDS plans designate key positions and identify required functional tasks and supporting knowledge, skills, and experience. They also provide career-progression ladders to enable individuals to enhance their experience. Each plan contains the Civilian Education System courses to ensure leader competencies are developed at each level of progression. Headquarters, DA, centrally funds intern and competitive professional development training. Commanders identify, prioritize, and fund training not centrally funded. This training is managed at installation and organizational level.

c. The Intern Program is a leader development program that supports and provides a pipeline into the professional, administrative, and technical Civilian Corps. This program shapes the Civilian Corps through planned accession of quality employees for Army civilian leadership positions. The intern program covers over 150 professional civilian occupations and all career programs. The Master Intern Training Plan, which defines the POI, provides formal classroom instruction, combined with rotational on-the-job training under close supervision. It is a comprehensive 2- or 3-year program of instruction to carry the intern from entry- to journey-level. Funding for interns is in accordance with AR 690-950.

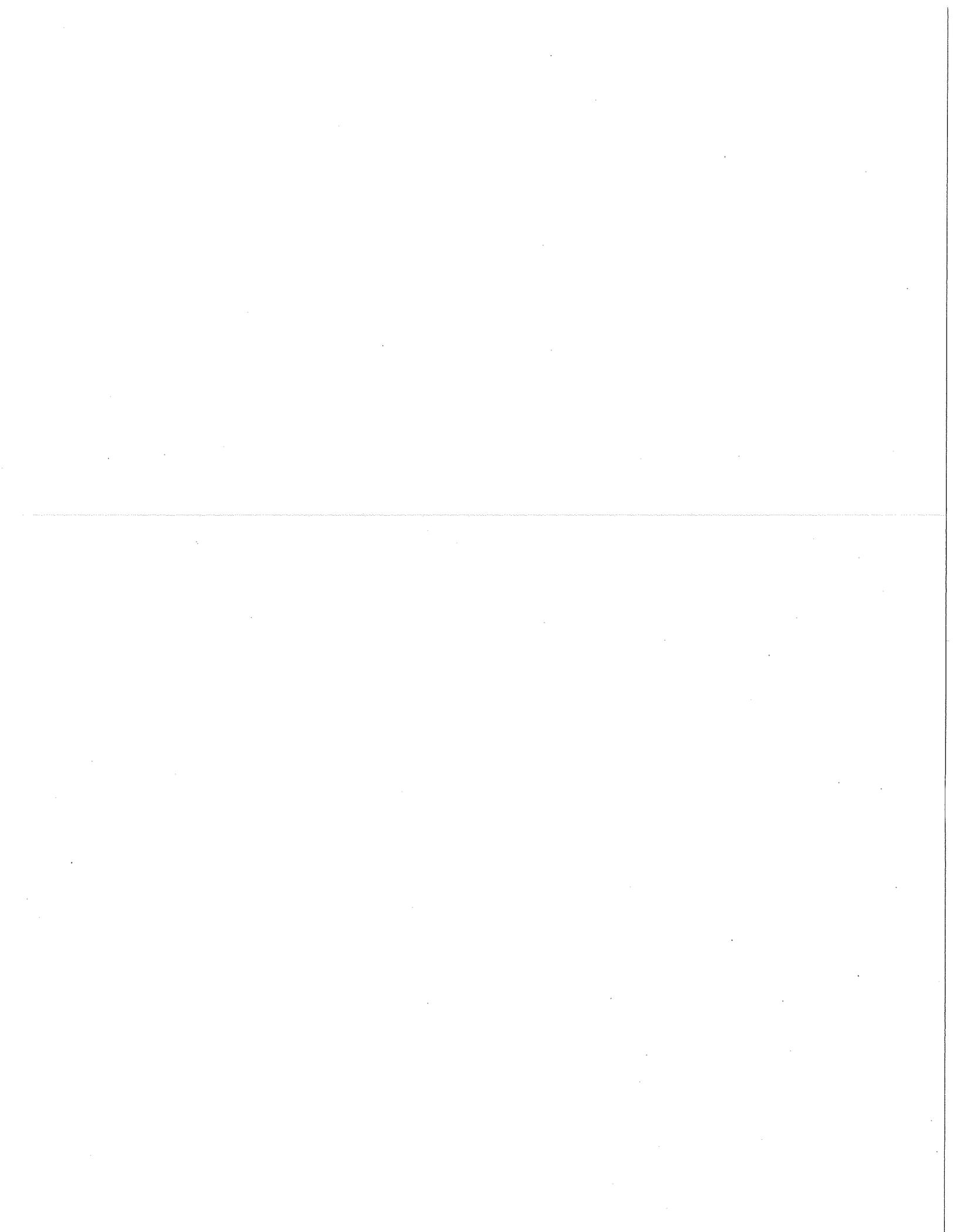
d. Civilian long-term training programs provide Army civilians valuable learning experiences and professional development. Commanders determine nominees for ACTEDS centrally funded programs, and selectees for locally funded programs based on organizational priorities. These programs are centrally administered by HQDA, proponents, and Career Program Functional Chiefs.

e. Many courses intended for the Civilian Corps may not be included in official ACTEDS plans. These courses normally address topics for which functional proponents have identified and validated a training requirement. They are offered by Army schools or organizations and address a large variety of topics in categories such as environmental protection and enhancement, logistics, ammunition operations, housing management, engineering, and medical training. These courses may fit the description of functional area or skill training or they may be provided for professional development. The functional proponents, which include career program managers, career

field managers, and organizations with functional responsibility, review course content and POIs with the respective schools.

3-64. Competitive Professional Development Program

- a.* The Competitive Professional Development Program provides training opportunities to develop, enrich, and retain top quality middle managers. The target audience is GS-11 and above.
- b.* Training includes functionally oriented, significant developmental opportunities that occur in university programs, training-with-industry assignments, and planned developmental assignments in accordance with respective ACTEDS plans. Individual career program proponents work together with Commanders to identify opportunities. Each career program proponent selects participants through an Army-wide competitive process.
- c.* A variety of long-term and part-time programs and seminars are available to the Civilian Corps. These graduate-level opportunities are offered in acquisition-related disciplines. Additional information can be found in the annual Army Acquisition Corps/Army Acquisition Workforce Civilian Training Opportunities Catalog.
- d.* Chapter 41 of Title 5 U.S. Code, Section 4107 allows, but does not require, agencies to pay for training that may lead to an academic degree when necessary to assist in the recruitment or retention of employees in shortage occupations, especially those with critical skills. Pre-determined shortage categories include members of the Army acquisition work force, special salary rate positions, positions stipulated by public laws and other authorities, and positions covered by direct hire authority from the Office of Personnel Management. The policy also covers positions determined by local installation commanders to be in a shortage category to alleviate recruitment and orientation problems.
- e.* A continued service agreement is required of all employees participating in academic-degree training programs. The policy prohibits agency training assistance for the sole purpose of enabling an employee to obtain an academic degree to qualify for or increase a competitive edge for selection into positions or occupations where no documented shortage exists.



HELPFUL WEB LINKS:

CHRTAS Homepage

<https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1>

CHRTAS Tutorial for Student Application

https://www.atrrs.army.mil/channels/chrtas/help/chrtas_studenttutorial.pps

ACTEDS Training and Development

<http://cpol.army.mil/library/train/acteds/>

ATIA Website

<http://www.train.army.mil>

Army G-1 Resources, Mentorship

<http://www.armyg1.army.mil/civilians.asp>

CHRA - The CPOC Regional Training Catalog

<http://www.chra.army.mil/catalog/>

Army Doctrine & Training Digital Library (ADTDL)

<http://www.adtdl.army.mil/>

Army Logistics Management College

<http://www.almc.army.mil/>

Army Management Staff College

<http://www.amsc.belvoir.army.mil/>

Army Reserve Readiness Training Center (ARRTC)

<https://arrtc.mccoys.army.mil>

Army Training Support Center

<http://www.atsc.army.mil>

Army War College

<http://www.carlisle.army.mil/>

Chancellor for Education and Professional Development

<http://www.cpms.osd.mil/dlamp/education/index.html>

CHRA Training Site

http://www.chra.army.mil/TMD/cpoc_dl.htm

USDA Graduate School

<http://www.grad.usda.gov/>

