



NAVY SHORE INFRASTRUCTURE TRANSFORMATION (NSIT)

Workforce Development Career Progression Program

Child and Youth Programs
Community Management Plan

July 8, 2011
Version 4.0

This page intentionally left blank.

Foreword

The Department of Defense (DoD) has issued guidance calling for a competency-based workforce. The Department of the Navy (DON) Office of Civilian Human Resources (OCHR) has established Communities for DON civilian employees with similar or allied occupational series that share common competencies. A competency is the combination of knowledge, skills, and abilities (KSAs) that contribute to individual and organizational performance.

This Community Management Plan (CMP) describes the guiding principles, management structure, and framework supporting competency-based career development for Commander, Navy Installations Command (CNIC) Child and Youth Programs. It is intended that this plan be used in conjunction with the employee's Individual Development Plan (IDP) and other guidance documents to assist with planning and managing employee career development.

Although not everyone has the same starting point or career objectives, this plan provides managers with guidelines and a process to continually assess and develop skills and competencies to achieve a rewarding and successful career for all employees.

Provide any feedback to improve this CMP to your local Community Management Representative (Community Champion [CP] or Community Advocate [CA]) who, in turn, will work with their counterparts in the Community management structure to ensure feedback is considered.

Community Manager Signature

Date

This page intentionally left blank.

TABLE OF CONTENTS

1.0	INTRODUCTION.....	1
2.0	COMMUNITY MANAGEMENT PLAN GUIDING PRINCIPLES.....	1
2.1	CNIC Mission and Vision.....	1
2.2	Shared Practices.....	2
2.3	Child and Youth Programs Vision Statement.....	2
3.0	COMMUNITY MANAGEMENT ORGANIZATION.....	2
4.0	COMMUNITY COMPETENCY/CAREER PROGRESSION FRAMEWORK....	3
4.1	Competency Progression.....	3
4.2	Competency/Career Progression Process.....	13
4.3	Community Competency/Career Progression.....	15
4.4	Child and Youth Programs Series Distribution.....	16
4.5	Career Enhancement.....	17
5.0	WORKFORCE DEVELOPMENT RESOURCES.....	20

LIST OF APPENDICES

APPENDIX A:	Acronym List.....	A-1
APPENDIX B:	Executive Director Competencies.....	B-1
APPENDIX C:	Community Population Distribution.....	C-1
APPENDIX D:	Technical Training Opportunities by Competency.....	D-1
APPENDIX E:	Leadership Training Opportunities by Competency.....	E-1

LIST OF FIGURES

Figure 1.	CNIC Workforce Development Model.....	4
Figure 2.	Competency/Career Progression Process.....	13
Figure 3.	Community Competency/Career Progression.....	15
Figure 4.	Child and Youth Programs Series Distribution.....	16

LIST OF TABLES

Table 1.	Child and Youth Programs Occupational Series.....	1
Table 2.	Technical Competencies and Associated Knowledge, Skills, and Abilities	5
Table 3.	Leadership Competencies and Associated Knowledge, Skills, and Abilities	9
Table 4.	Experience Recommendations for Service Provider	18
Table 5.	Experience Recommendations for Leadership	19
Table 6.	Assignment Recommendations for Service Provider.....	19
Table 7.	Assignment Recommendations for Leadership	19
Table 8.	Professional Certification/License Opportunities	20
Table 9.	Education Recommendations for Service Provider	21
Table 10.	Education Recommendations for Leadership.....	22
Table 11.	Professional Associations (Potential Affiliations)	23

1.0 Introduction

No successful career should be left to chance. As a Commander, Navy Installations Command (CNIC) employee, you are responsible for making decisions that increase your competencies and guide you along the road of competency progression to achieve your career goals. Your success will be achieved through strategic career planning, competency development, job monitoring, and performance rewards. Your CNIC support team is here to assist you along the way.

Within this Child and Youth Programs Community Management Plan (CMP), you will find keys to help you plan a rewarding and successful career progression. Whether this is your first assignment or you are a seasoned professional, this plan will help you map your future career. This plan will be a resource for you and your supervisor to assist in developing your competency/career progression for your career within the Navy's Communities in CNIC.

For the purposes of this Plan, the occupational series listed in Table 1 are part of the Education and Training Community. The decision to separate the Child and Youth Programs personnel in these occupational series is due to the specific skills required to be a child care provider. The traditional Education and Training Community 1701 and 1702 occupational series are captured in the Education and Training CMP.

Table 1. Child and Youth Programs Occupational Series

Series	OPM Series Title
1701	General Education and Training
1702	Education and Training Technician

2.0 Community Management Plan Guiding Principles

This CMP is guided by various policies for human resource management as directed by OPM, offices of the Secretary of Defense (SECDEF), Secretary of the Navy (SECNAV), and Chief of Naval Operations (Manpower and Personnel) (OPNAV N1). The CNIC Workforce Development Competency/Career Progression Framework described in this CMP integrates the annual performance review cycle and the Competency/Career Progression Cycle and enables employees within the Child and Youth Programs to take an active role in managing their career.

2.1 CNIC Mission and Vision

The CNIC mission and vision states:

CNIC delivers effective and efficient readiness from the shore. Be the sole provider of shore capability, to sustain the Fleet, enable the Fighter, and support the Family.

2.2 Shared Practices

CNIC Communities are focused first and foremost on all Community members. CNIC maintains a culture that embraces diversity and the importance of leveraging the distinct contributions of a workforce representative of our nation. CNIC recognizes that high levels of performance are achieved by investing in people and nurturing their well-being and development. CNIC places a high priority on practicing:

- **Teamwork** – We accomplish our mission through the use of scalable, multi-disciplined teams. Successful teams understand team goals, personally meet commitments to the team, and inspire cooperation and progress.
- **Recruitment** – We maintain a robust, vibrant, and diverse workforce by successfully recruiting personnel for all career levels, but particularly entry-level personnel, emphasizing a strategic focus. In conducting recruiting activities, we assure that equal employment opportunity (EEO) is extended to all.
- **Retention** – We maintain a positive working environment by providing positive recognition, equal opportunities for career growth, and a satisfying work experience to sustain employee morale and achieve organizational depth.
- **Career Development** – We recognize and support opportunities to learn from a variety of experiences made available through rotational or developmental assignments specifically structured to provide a broad and challenging experience that supports competency progression.
- **Leadership** – We develop trained, capable, energetic leaders to mentor and motivate our workforce.

2.3 Child and Youth Programs Vision Statement

“Child and Youth Programs professionals are dedicated to meeting the unique needs of the military mission, service members, and their families.”

3.0 Community Management Organization

The senior professional of each CNIC Community organization is responsible for communicating the vision and implementing appropriate Community practices in alignment with CNIC’s mission. The Community Management Board annually reviews this CMP, updates the future workforce competencies, and identifies employees within the Community to be leaders. Community leaders work together as a team to facilitate workforce shaping, recruitment, competency development, training, mentoring, retention, and succession planning. Leaders at each level have responsibilities as follows:

- **Echelon II Community Champions (CPs).** The senior professional of each CNIC Community is the CP. CPs are Enterprise subject matter experts (SMEs) in their respective Communities. They are responsible for communicating the Community vision and implementing appropriate practices.
- **Echelon III Community Advocates (CAs).** CAs are the senior professionals in the Region and are advocates for their respective Communities. They are responsible for developing employees within their Regional and Installation Community, including identifying the technical and functional skills needed to ensure employees are capable of performing the required work.

The current list and contact information for your CP and CA can be found at the CNIC Workforce Planning/Development and Strategy (N15) page on the CNIC Gateway at

<https://g2.cnic.navy.mil/solutions/ewd/Lists/N161%20Contacts%20Directory/AllItems.aspx>.

4.0 Community Competency/Career Progression Framework

CNIC supports career progression and encourages all employees to become more competent, capable, and versatile. To support this goal, CNIC has established the Competency/Career Progression Framework as a guide for career development. The framework integrates the CNIC Workforce Development Model with the Competency/Career Progression Process to address all aspects of career planning, development, monitoring, review, and reward.

4.1 Competency Progression

Ideally, Child and Youth Programs professionals will seek a sequence of jobs/experiences that ensure personal development to improve competencies, become more competitive, and meet the challenges of future assignments. The ultimate goal for the competency progression is two-fold: 1) develop a more professional cadre of employees; and 2) enable CNIC to become a “world-class support organization.” Competency progression must be managed to gain the knowledge, skills, and abilities (KSAs) required to perform duties both within and beyond your functional areas.

As depicted in Figure 1 below, the CNIC Workforce Development Model provides a structured approach to competency development within CNIC.

CNIC Civilian Workforce Development Model



Figure 1. CNIC Workforce Development Model

The CNIC Workforce Development Model illustrates the various tiers within the Enterprise and their primary roles. It takes into account, and aligns with, guidance from higher authority, to deliver the right person with the right skills in the right place at the right time.

- **Service Provider.** Service Providers are technical experts and are focused on delivering customer service. They are the face of the organization to the customer, regardless of whether the customer is internal or external. This tier incorporates Introductory, Functional, Intermediate, Advanced, and Expert proficiency levels.
- **Program Manager (1st Level Supervisor).** Program Managers direct the efforts of Service Providers, and they are beginning to hone their leadership skills.
- **Program Directors (2nd and 3rd Level Supervisors).** Program Directors are focused on world-class support by aligning their organization to the strategic direction of CNIC.
- **Executive Directors (EDs).** EDs develop the guiding principles and strategic direction of CNIC. They also ensure the Workforce Development Program is aligned and complies with guidance from higher authority.

The Community competency progression enables employees to identify desired career goals within CNIC. With the help of a supervisor or Community management organization, employees develop personalized Individual Development Plans (IDPs) to acquire essential training and competencies to support their career goals.

Obtaining foundational competencies is required for successful performance and career progression within the Child and Youth Programs. To meet basic performance standards, the following foundational competencies are required:

- Communication
- Cooperation, teamwork, and interpersonal relations
- Critical thinking
- Customer focus
- Resource management.

Career progression requires mastering foundational, technical, leadership, and organizational competencies at various levels throughout the Enterprise.

- **Technical Competencies:** Are specialty skills necessary for job execution and performance of specific duties in an assigned area. Technical competencies are achieved through job experience, training, and education.

Table 2. Technical Competencies and Associated Knowledge, Skills, and Abilities

Competency		
Communications	The process of clearly transferring or interchanging/exchanging thoughts, opinions, or information by speech, writing, or signs from one source to another.	
Knowledge	Skills	Abilities
Knowledge to promote, coordinate, and improve program policies, standards, and activities, in accordance with national policies and objectives Knowledge to read, write, and speak the English language	Skill in conflict management principles and techniques Skill in effective oral and written communications	Ability to cultivate “partnering” Ability to effectively communicate both orally and in writing Ability to encourage and facilitate cooperation and promote a “win-win” approach Ability to provide technical advice, guidance, and assistance on operations to organizational personnel Ability to read, write, and speak the English language Ability to recommend new or revised materials for instructional programs or curriculum

		<p>Ability to supervise, lead, and mentor/coach others</p> <p>Ability to teach young children in a preschool, early elementary school, or day care center</p> <p>Ability to use office automation such as Microsoft® Word, Excel®, and PowerPoint® and possess other basic computer skills</p>
Competency		
Compliance	Adhering to, and demonstrating adherence to, a standard or regulation.	
Knowledge	Skills	Abilities
<p>Knowledge and skill in applying applicable Federal and State laws governing prevention and detection of child abuse and neglect</p> <p>Knowledge of applicable DoD/OPNAV/CNIC instructions/manuals/accrediting agencies/ inspections</p> <p>Knowledge of the Federal Government's interrelationships with State and local educational agencies or with public and private postsecondary institutions</p>	<p>Skill in conflict management principles and techniques</p> <p>Skill to develop operating policies and procedures</p> <p>Skill to evaluate and promote improvements to program policies, procedures, curriculum, or techniques</p>	<p>Ability to audit training requirements</p> <p>Ability to conduct surveys and studies of operations to determine proper application of improved methods or approved industry techniques</p> <p>Ability to effectively communicate both orally and in writing</p> <p>Ability to promote and support the goals and initiatives of equal employment opportunity (EEO) programs</p> <p>Ability to provide technical advice, guidance, and assistance on operations to organizational personnel</p> <p>Ability to supervise, lead, and mentor/coach others</p>
Competency		
Interpersonal Relations	Building rapport through effective listening, self presentation, problem solving, decision making, negotiating, and conflict management.	
Knowledge	Skills	Abilities
<p>Knowledge of motivation principles</p> <p>Knowledge of personnel management practices, policies, and procedures</p>	<p>Skill in conflict management principles and techniques</p> <p>Skill in effective oral and written communications</p> <p>Skill to facilitate and organize a collaborative and cohesive</p>	<p>Ability to cultivate “partnering”</p> <p>Ability to effectively communicate both orally and in writing</p> <p>Ability to encourage and facilitate cooperation and</p>

	team	<p>promote a “win-win” approach</p> <p>Ability to promote and foster effective working relationships with children, youth, and co-workers</p> <p>Ability to promote and support the goals and initiatives of equal employment opportunity (EEO) programs</p> <p>Ability to serve as a liaison with other entities</p> <p>Ability to work cooperatively as a member of a team</p>
Competency		
Mentoring	A developmental relationship in which a more experienced person helps a less experienced person develop by sharing knowledge, skills, information, and perspective in a specified capacity.	
Knowledge	Skills	Abilities
<p>Knowledge of applicable DoD/OPNAV/CNIC instructions/manuals/ accrediting agencies/ inspections</p> <p>Knowledge of child/human development principles</p> <p>Knowledge of education theories, principles, processes, and practices from early childhood to adulthood</p> <p>Knowledge to manage and develop a diverse workforce and customer base</p>	<p>Skill in applying professional knowledge to instructional and administration work in Federal Government education programs</p> <p>Skill in conflict management principles and techniques</p> <p>Skill to evaluate and promote improvements to program policies, procedures, curriculum, or techniques</p>	<p>Ability to effectively communicate both orally and in writing</p> <p>Ability to encourage and facilitate cooperation and promote a “win-win” approach</p> <p>Ability to manage and develop a diverse workforce and customer base</p> <p>Ability to manage school and/or general family educational programs</p> <p>Ability to promote and support the goals and initiatives of equal employment opportunity (EEO) programs</p> <p>Ability to provide instruction and training to meet educational and occupational objectives</p> <p>Ability to provide technical advice, guidance, and assistance on operations to organizational personnel</p> <p>Ability to supervise, lead, and mentor/coach others</p>

Competency		
Program Development and Implementation	The process of identifying customer or organizational needs and establishing a means to deliver products or services to fulfill those needs.	
Knowledge	Skills	Abilities
<p>Knowledge and skill in applying applicable Federal and State laws governing prevention and detection of child abuse and neglect</p> <p>Knowledge of applicable DoD/OPNAV/CNIC instructions/manuals/ accrediting agencies/ inspections</p> <p>Knowledge of child/human development principles</p> <p>Knowledge of program management</p>	<p>Skill in applying professional knowledge to instructional and administration work in Federal Government education programs</p> <p>Skill in conflict management principles and techniques</p> <p>Skill in program planning, organizing, and coordinating to develop and implement a variety of program components</p> <p>Skill to develop operating policies and procedures</p> <p>Skill to evaluate and promote improvements to program policies, procedures, curriculum, or techniques</p>	<p>Ability to apply developmentally-appropriate child and youth programs principles and practices</p> <p>Ability to care for, and ensure the safety of, children and youth</p> <p>Ability to effectively communicate both orally and in writing</p> <p>Ability to exercise judgment and properly respond to emergency situations</p> <p>Ability to follow verbal and written instructions</p> <p>Ability to maintain records and reports</p> <p>Ability to manage school and/or general family educational programs</p> <p>Ability to plan and organize work and/or schedules</p> <p>Ability to provide technical advice, guidance, and assistance on operations to organizational personnel</p> <p>Ability to recommend new or revised materials for instructional programs or curriculum</p>
Competency		
Training and Development	Deals with the design and delivery of learning to improve performance, skills, or knowledge within organizations.	
Knowledge	Skills	Abilities
<p>Knowledge of applicable DoD/OPNAV/CNIC instructions/manuals/ accrediting agencies/ inspections</p> <p>Knowledge of child/human development principles</p> <p>Knowledge of education</p>	<p>Skill in applying professional knowledge to instructional and administration work in Federal Government education programs</p> <p>Skill to evaluate and promote improvements to program policies, procedures,</p>	<p>Ability to audit training requirements</p> <p>Ability to develop and advise on training plans, programs, concepts, policies, and procedures</p> <p>Ability to effectively communicate both orally and</p>

<p>theories, principles, processes, and practices from early childhood to adulthood</p>	<p>curriculum, or techniques</p>	<p>in writing</p> <p>Ability to maintain records and reports</p> <p>Ability to perform clerical and administrative tasks associated with child and youth</p> <p>Ability to plan and organize work and/or schedules</p> <p>Ability to provide technical advice, guidance, and assistance on operations to organizational personnel</p> <p>Ability to supervise, lead, and mentor/coach others</p> <p>Ability to teach young children in a preschool, early elementary school, or day care center</p>
---	----------------------------------	---

- Leadership Competencies:** Include skills, tools, and abilities to effectively lead at the tactical level and supervise a diverse workforce, providing a variety of products and services. Leadership development is a priority for CNIC and is critical to shape the workforce and maintain the health and vitality of the Community. These competencies are common for all Communities. See the Department of the Navy (DON) Competency Model located at <http://www.donhr.navy.mil/> (select the Training and Development navigation tab and then Developmental Resource Center from the drop-down menu).

Table 3. Leadership Competencies and Associated Knowledge, Skills, and Abilities

Competency		
Financial Management	The efficient and effective determination and allocation of an organization’s financial resources.	
Knowledge	Skills	Abilities
<p>Knowledge of budgetary and financial principles, metrics, and techniques</p>	<p>Skill in effective budget preparation, presentation, and justification</p>	<p>Ability to apply financial management principles, metrics, and techniques as they relate to short- and long-range planning of programs and objectives</p>
<p>Knowledge of Enterprise-wide resources and budget planning, tracking, and execution</p>	<p>Skill in formulating, executing, and reporting on a budget</p>	<p>Ability to develop, install, or advise on financial or other management control programs for operations</p>
<p>Knowledge of Office of Management and Budget’s long-term goals for performance measures</p>		<p>Ability to identify, plan for, and execute budgetary and</p>
<p>Knowledge of policies and</p>		

procedures to manage, plan, and develop current and future financial requirements		financial requirements
Competency		
Leadership	The discipline of motivating a group of people to act toward achieving common goals and objectives.	
Knowledge	Skills	Abilities
<p>Knowledge of coaching and mentoring tools and strategies</p> <p>Knowledge of conflict management techniques</p> <p>Knowledge of group facilitation techniques</p> <p>Knowledge of leadership development programs</p> <p>Knowledge of negotiation principles and techniques</p> <p>Knowledge of team function levels and key elements that characterize high performance teams</p> <p>Knowledge of the value of continual learning</p> <p>Knowledge of the value of diverse ideas, opinions, and insights</p> <p>Knowledge to access personal strengths and weaknesses</p> <p>Knowledge to build strong, cohesive, collaborative teams</p>	<p>Skill in conflict management to respond in a constructive manner</p> <p>Skill in innovation and cooperation to increase organizational success</p> <p>Skill to adapt others to new circumstances</p> <p>Skill to coach and mentor others by recognizing their learning style</p> <p>Skill to delegate effectively to inspire, motivate, and develop others</p> <p>Skill to demonstrate strong interpersonal skills and actively solicits feedback</p> <p>Skill to develop an inclusive workplace that fosters cooperation and teamwork</p> <p>Skill to develop networks, alliances, and strategic relationships to achieve common goals</p> <p>Skill to make well-informed, effective, and timely decisions</p> <p>Skill to manage a multi-sector workforce</p> <p>Skill to persuade others and build consensus</p>	<p>Ability and commitment to serve the public</p> <p>Ability to adapt to a changing environment and act as a change agent</p> <p>Ability to convey information to intended audience in a clear, concise, and organized manner using correct English grammar</p> <p>Ability to cultivate, encourage, and facilitate cooperation and promote a collaborative relationship</p> <p>Ability to design and implement strategies which maximize employee potential and foster high ethical standards</p> <p>Ability to encourage new ideas and innovation</p> <p>Ability to establish guideposts for decision making and action</p> <p>Ability to lead ad hoc or cross-function teams</p> <p>Ability to negotiate, persuade, influence, and collaborate with key leaders and groups</p> <p>Ability to pursue self-development</p> <p>Ability to seek opportunities to stretch skills to further professional growth</p> <p>Ability to supervise, lead, and mentor/coach others and understand cultural and generational differences</p>

Competency		
Personnel Management	The efficient and effective planning, programming, budgeting, and execution of an organization’s total force.	
Knowledge	Skills	Abilities
<p>Knowledge of guidelines and procedures for flexible work arrangements</p> <p>Knowledge of personnel management practices, policies, and procedures</p> <p>Knowledge of succession planning</p> <p>Knowledge to manage, plan, evaluate, and develop the current and future total workforce requirements</p>	<p>Skill in interviewing techniques</p> <p>Skill in recruiting, hiring, and retaining employees</p> <p>Skill in writing job announcements and individual evaluations</p>	<p>Ability to apply compensation philosophy to the total workforce strategy</p> <p>Ability to identify and address conduct and performance issues</p> <p>Ability to identify and understand current administration policy initiatives and implications</p> <p>Ability to manage human resources and/or military and civilian manpower requirements</p> <p>Ability to manage, plan, and develop current and future total workforce requirements</p> <p>Ability to project future total workforce and program requirements based on projected workload and forthcoming operations</p> <p>Ability to promote and support the goals and initiatives of equal employment opportunity (EEO) and diversity programs</p>
Competency		
Program Management	The process of managing multiple ongoing projects emphasizing coordination and prioritization of resources across projects, departments, and entities to ensure a global focus.	
Knowledge	Skills	Abilities
<p>Knowledge and application of project management principles</p> <p>Knowledge of business practices applicable to program and technical requirements sufficient to evaluate bid responsiveness, contractor responsiveness, and contractor performance</p> <p>Knowledge of command policies and procedures</p> <p>Knowledge of continual process improvement and</p>	<p>Skill in application of organizational practices and procedures</p> <p>Skill in applying professional knowledge of principles, theories, methods, or data to practical situations and problems</p> <p>Skill in formulating objectives and strategies to accomplish organizational goals</p> <p>Skill in managing, directing, or administering a program that</p>	<p>Ability to conduct surveys and studies of operations to determine proper application of improved methods or approved industry techniques</p> <p>Ability to define and integrate internal and external customer requirements, resources, and program constraints</p> <p>Ability to evaluate work, programs, or operations to determine proper application of improved industry</p>

<p>innovation</p> <p>Knowledge of current technology tools and trends</p> <p>Knowledge of customer service and customer expectations</p> <p>Knowledge of Information Technology (IT)/Knowledge Management tools and techniques</p> <p>Knowledge of Lean Six Sigma (LSS)</p> <p>Knowledge of performance management principles and techniques</p> <p>Knowledge of programmatic principles, concepts, policies, and objectives</p> <p>Knowledge of project management tools for planning and implementation</p> <p>Knowledge of the goals, principles, methods, and techniques of multiple programs in evaluating needs and in planning, organizing, advising on, and administering activities and programs</p>	<p>includes a variety of technical functions including business plan development and impact statements</p> <p>Skill in performing managerial or administrative duties associated with analyzing, developing, evaluating, or promoting improvements in the policies, plans, methods, procedures, systems, or techniques of a program</p> <p>Skill in reviewing and understanding technical proposals, contractual terms/conditions, and contract scope</p> <p>Skill in using job-relevant information systems and/or software applications</p> <p>Skill to create and manage a world-class customer service organization</p> <p>Skill to develop a Statement of Work or change an existing Statement of Work</p> <p>Skill to identify potential risks and implement control measures to minimize risks</p>	<p>techniques</p> <p>Ability to gather and analyze data</p> <p>Ability to identify and integrate best practices</p> <p>Ability to identify, develop, and analyze metrics to measure program effectiveness</p> <p>Ability to interpret and apply regulations, instructions, and procedures</p> <p>Ability to lead programs that include a variety of technical functions including development of strategic and business plans</p> <p>Ability to make risk-based decisions by using performance indicators</p> <p>Ability to manage, direct, or administer a program</p> <p>Ability to perform duties associated with managing, directing or administering a program with a variety of technical functions to include business plan development and impact statements</p> <p>Ability to perform managerial or administrative work primarily associated with analyzing, developing, evaluating, or promoting improvements in the policies, plans, methods, procedures, systems, or techniques of a program</p> <p>Ability to plan, execute, and evaluate the effectiveness of information and communications programs in furthering agency goals</p> <p>Ability to plan, organize, evaluate, and analyze work</p> <p>Ability to provide briefings and presentations to senior leadership</p> <p>Ability to provide technical advice, guidance, and</p>
---	---	--

		assistance on operations to organizational personnel
--	--	--

- Organizational Competencies:** Include those KSAs and behaviors required by senior managers/EDs to effectively oversee the operations of the various Community members. Career progression to this level requires advanced skills in situational, institutional, and team leadership.

Due to the increased level of responsibility and accountability that the ED position entails, progression to this tier requires the acquisition of additional competencies. ED competencies build off of the Community competencies described above and are summarized in [Appendix B](#).

4.2 Competency/Career Progression Process

As displayed in Figure 2 below, the Competency/Career Progression Process is a multi-phase process, integrated with the annual performance review cycle, and focused on developing competencies aligned with IDP goals.

Competency/Career Progression Process

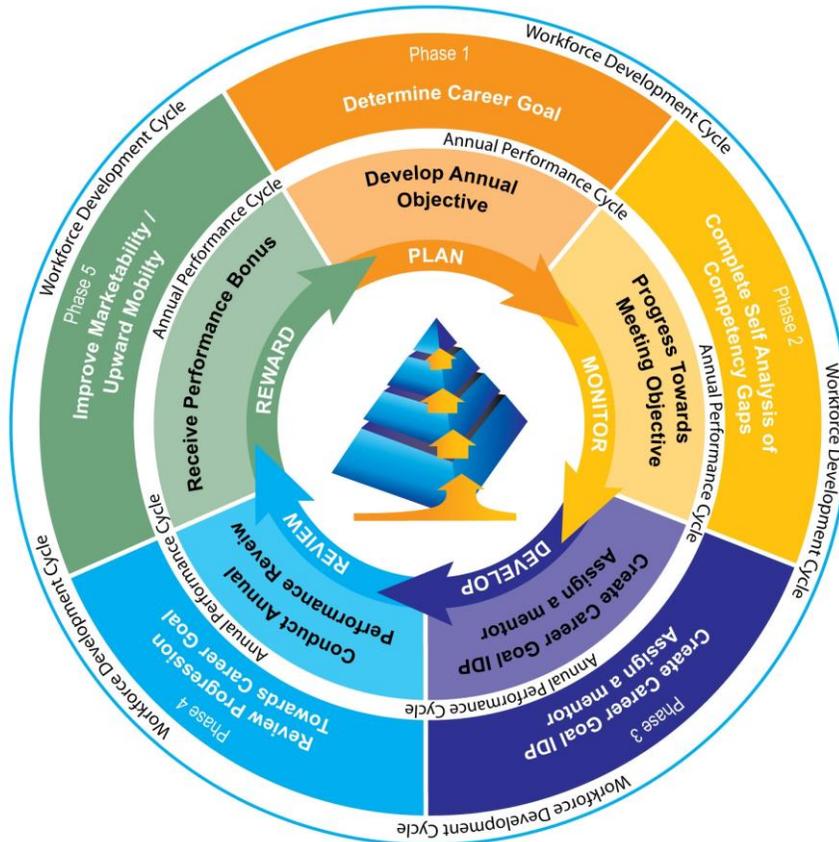


Figure 2. Competency/Career Progression Process

Career planning entails an integration of your personal career desires, needs, skills, and professional qualifications with the requirements of service. Properly done, career progression can satisfy both your individual needs and the needs of the Navy. It is also important to remember that career progression takes time, and that your advancement is earned gradually through small, incremental competency progressions, which you gain with each experience along the way.

Reaching your ultimate career goal may require several position moves over a multi-year period. In order to progress, you are expected to develop the requisite KSAs that enable you to perform successfully in your current position, as well as prepare you for the challenges of the next stage of your career.

Although the competency/career progression path varies for each Child and Youth Programs professional, there is a common approach to guide your career development. The Competency/Career Progression Process illustrated in Figure 2 includes a five-phase approach. Each phase of this iterative process is described below along with questions that you need to address and activities that you need to complete to plan and progress in your career.

Phase 1: Determine career goal. Goal setting isn't something to be taken lightly, so give it some serious thought. Are you satisfied with your current position? Do you want to become more efficient and effective? Do you want to acquire new competencies and skills that can provide opportunities for additional responsibility? Do you want to pursue other areas of interest? These are all goals, so make sure your personal career goal is what you truly desire.

Phase 2: Conduct self-analysis of competency gaps. Career planning requires a thorough understanding of your strengths and interests, as well as recognizing KSAs that you need to develop or improve. This activity involves making an honest, critical assessment of your current competencies and KSAs in relation to those of your career goal. Self-analysis also includes identifying competency gaps and establishing a list of competencies and KSAs that you need to acquire in order to be competitive in the workplace.

Phase 3: Create career goal IDP and assign a mentor. Your supervisor can assist you with developing your IDP. Your IDP details a road map for the next 3 to 5 years for your career development by specifying the necessary training, formal education, and experience to achieve the competencies, KSAs, and/or certifications identified in your self-assessment. There may be several contributors to the development of your IDP: your supervisor, N15 personnel, a mentor, or local Community management representative. In coordination with your Community management representative, you and your supervisor will identify a mentor to assist with your career development goals and objectives.

Phase 4: Review progression toward goal. Collecting feedback and reflecting on your progress toward your career goal is completed annually in conjunction with the annual Performance Review Cycle. Again, this

activity is completed with your supervisor, and any training and formal education achieved, and/or any experience or certifications acquired, are annotated in your training record.

Phase 5: Improve marketability/upward mobility. Your rewards and opportunities for advancement and upward mobility are the result of meeting and/or exceeding your performance goals. Although this is the end phase of the annual performance review cycle, it is also the starting point of an iterative process that allows you to reset or adjust your career goals. Think of this process as your personal professional improvement program and, at any time throughout this process, you have the opportunity to change or modify your career plan.

4.3 Community Competency/Career Progression

CNIC Installation, Region, Headquarters Competency/Career Progression

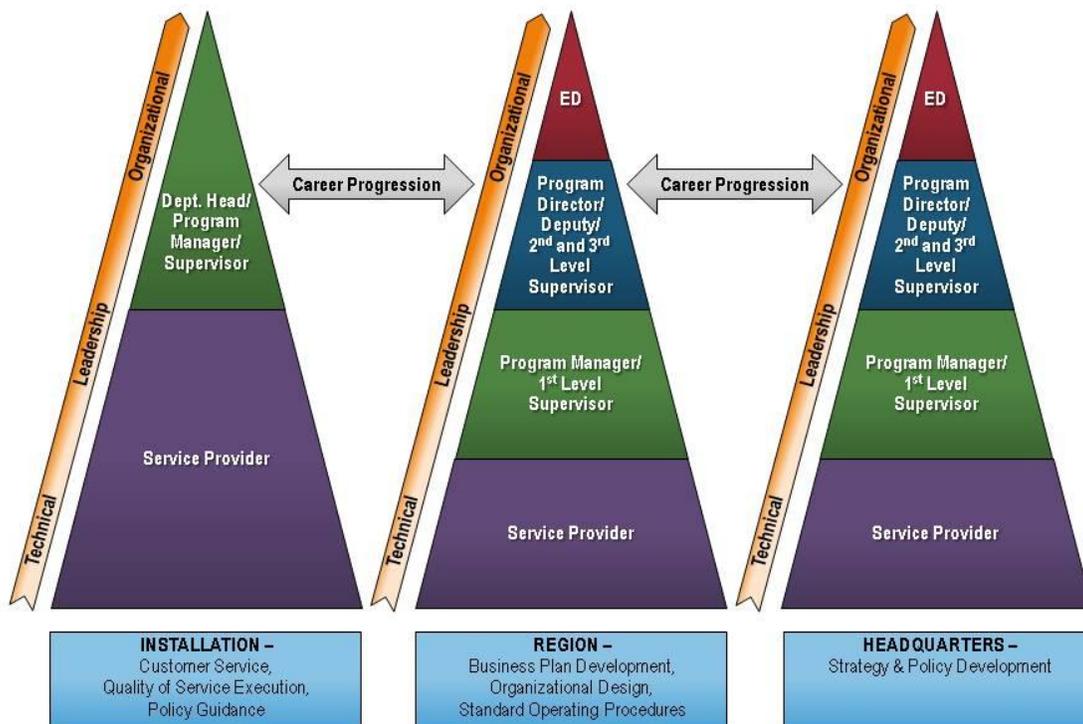


Figure 3. Community Competency/Career Progression

In reviewing the Community Competency/Career Progression pyramids in Figure 3, note that all positions within CNIC are identified by location and tier. The pyramids show the progression of competencies and KSAs from Entry level to Expert level up to Department Head, Program Manager, Program Director, and ED. The blue box below each pyramid reflects the mission and primary focus of competencies at the Installation, Region, and Headquarters (HQ) locations.

The Community Competency/Career Progression pyramids are used in conjunction with the first and second phases identified in the Competency/Career Progression Process.

Phase 1: Determine career goal. Using the interactive link on the CNIC N15 portal for the Community, select the tier of your career goal position to identify the competencies associated with that tier/position. Then select one of the competencies to identify the associated KSAs.

Phase 2: Conduct self-analysis of competency gaps. Create a list of your current competencies and KSAs through an honest, critical self-assessment. Compare those with the competencies and KSAs for your career goal position. Establish a list of competencies and KSAs that you need to acquire in order to be competitive for your career goal.

Even though the competencies and KSAs identified are at the Enterprise level, they can be used to assist with workforce planning, succession planning, recruitment actions, position description development, annual performance reviews, and IDP creation.

Note that the arrows between the Installation, Region, and HQ pyramids are multi-directional. This recognizes and emphasizes that competencies and KSAs can be gained through assignments within the three locations at any stage of your competency progression.

4.4 Child and Youth Programs Series Distribution

Figure 4 below shows the distribution of occupational series within the Child and Youth Programs. Note that in order to advance to higher levels in some series, you must change occupational series.

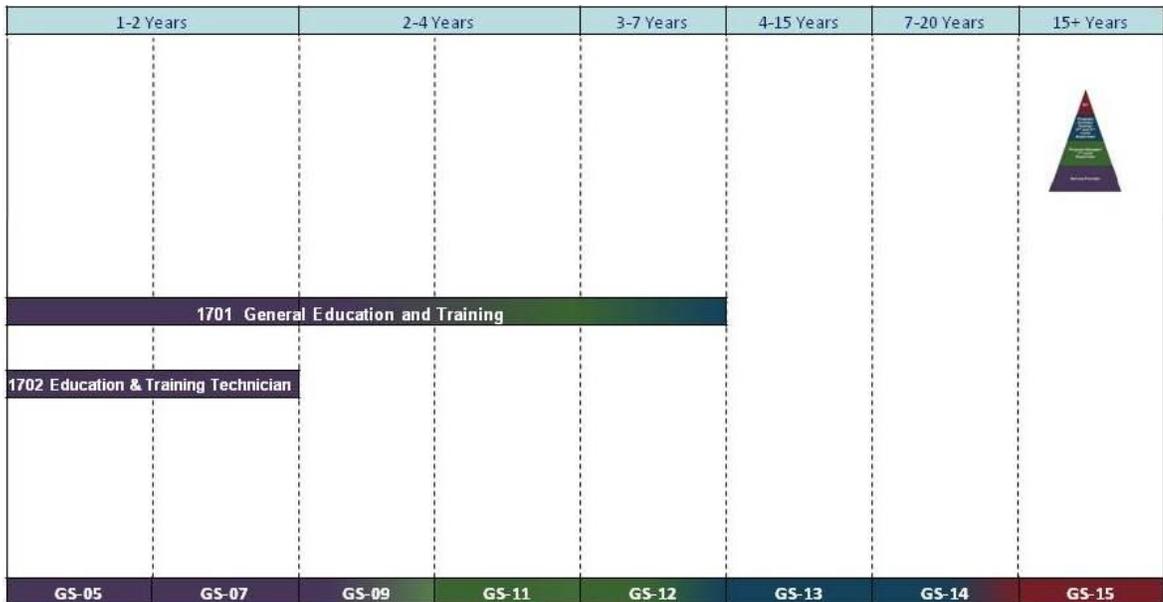


Figure 4. Child and Youth Programs Series Distribution

4.5 Career Enhancement

Your career as a Child and Youth Programs professional will evolve over time as you develop competencies through on-the-job practical experience, rotational assignments, and education and training opportunities, which could result in professional certifications. In many cases, advancement to the upper levels of the pyramids may involve a change in your occupational series.

[Appendix C](#) contains tables reflecting the population distribution for each series by pay plan and pay grade in your Community.

OPNAV N1 has identified five proficiency levels. Proficiency levels measure how well you are able to perform a task or function. You gain proficiency as you increase your skills or abilities associated with a given competency. The five proficiency levels are described below.

- **Introductory** – Basic knowledge
 - Focus is learning
 - Common knowledge or an understanding of basic techniques and concepts
- **Functional** – Limited knowledge
 - Focus is on-the-job training
 - You understand and can discuss terminology, concepts, principles, and issues related to the competencies of the position
 - You utilize the full range of reference and resource materials for the position
- **Intermediate** – Practical knowledge
 - Focus is applying and increasing knowledge and skills
 - You are able to successfully complete tasks – help from a higher-level staff member may be required – can usually perform duties of the position independently
 - You have applied competencies to situations, requiring minimal guidance to perform successfully
 - You can understand and discuss the application and implications of changes to processes, policies, and procedures for the position
- **Advanced** – Applied theory
 - Focus is broad organizational issues and how your organization supports and complements other organizations within the command
 - You have the competencies for the position and can apply them without assistance – recognized as “a person to ask” when questions arise
 - You have consistently provided practical/relevant ideas and perspectives on process or process improvements which may be easily implemented
 - You are capable of coaching others

- You participate in senior-level discussions regarding competencies required for successfully performing the position
- You assist in the development of reference and resource materials in successfully meeting the competencies of the position
- **Expert** – Recognized expert
 - Focus is more strategic, supporting the command’s strategic goals
 - You have demonstrated consistent excellence in applying competencies across multiple projects and/or organizations
 - You are considered the “go to” person in your area of expertise both internally and externally
 - You create new applications for and/or lead the development of resource materials

Experience. Experience is gained through a variety of duties and assignments, both project-specific and rotational. Within the context of other constraints (e.g., resource availability, workload, staffing constraints), CNIC recognizes and supports opportunities to learn from a variety of experiences made available through rotational or developmental assignments specifically structured to provide a broad experience. CNIC values the experience gained from assignments (including rotations) at different levels of the organization, with various business lines/support lines, and with other Commands.

Table 4. Experience Recommendations for Service Provider

Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
Job shadowing at higher grade level, same type On-the-job training – mentoring by senior to junior staff Work in specialty areas	Detail to cross-training assignments – internally and externally “Fill-in,” “acting,” in higher grade level Minimum three years performing directly applicable work at least at the next lower grade On-the-job training – mentoring by senior to junior staff Work in specialty areas	Detail to cross-training assignments (i.e., within organization in a different program area or detail outside the organization to gain more in-depth/broader perspective) Developmental assignments in other functional/program areas “Fill-in,” “acting,” in higher grade level Minimum three years applicable work experience equivalent to at least the next lower grade that enhances experience and increases overarching knowledge of Installation, Region, or HQ perspectives

Table 5. Experience Recommendations for Leadership

Department Head/ Program Manager/ Supervisor	Program Manager 1 st Level Supervisor
Developmental assignments/exposure in other functional/program areas at an Installation Minimum of three years at a Journeyman and/or Expert level Work in specialty/cross-functional areas	Developmental assignments/exposure in other functional/program areas at an Installation or Region Minimum of three years at a Journeyman and/or Expert level Work in specialty/cross-functional areas at an Installation, Region, or HQ environment

Assignments. Assignments are specific jobs within the organization appropriate for your grade, competencies, and KSAs. Assignments of increasing/varied responsibility broaden your experience, strengthen your contribution to the organization, and maximize your professional development and competitiveness for future assignments. In consultation with your supervisor, as approved by your chain of command, and within the context of other constraints (e.g., resource availability, workload, staffing constraints), you should seek assignments at different levels of the organization and with other Communities to broaden your competencies and experience.

Table 6. Assignment Recommendations for Service Provider

Introductory/Functional/ Intermediate (Entry)	Advanced (Journeyman)	Expert
Detail for cross-function assignments Job shadowing whenever possible Perform required training for advancement	Mentor junior employees Review and provide input to policy issues	Act as team leader Act as subject matter expert (SME) Lead, advise, mentor/coach junior employees

Table 7. Assignment Recommendations for Leadership

Department Head/ Program Manager/ Supervisor	Program Manager 1 st Level Supervisor
Administer a budget Manage/supervise Installation department Participate in continual process improvement and innovation	Manage a budget Participate in continual process improvement and innovation Supervise or manage Regional staff and/or program(s)

Professional Certifications/Licenses. Certifications/licenses are defined as credentials needed to perform specific job functions. Employees should take advantage of any opportunity to acquire certifications or licenses in order to enhance their marketability or upward mobility. CNIC attempts to reimburse employees for tuition and training course expenses associated with acquiring certifications or licenses within available resources.

Table 8. Professional Certification/License Opportunities

Organization	Web Site
Alliance of Information and Referral Systems (AIRS) Certification	http://www.airs.org
American Association for Higher Education and Accreditation (AAHEA)	http://www.aahea.org
American Society for Training and Development (ASTD)	http://www.astd.org
Certified Playground Safety Inspector (CPSI) Certification	http://www.nrpa.org
Certified Professional in Learning and Performance (CPLP) Certification	http://www.astd.org
Certified Youth Sports Administrator (CYSA)	http://www.nays.org
Certified Childcare Professional (CCP)	http://www.nccanet.org
Child Development Associate (CDA)	http://www.cdacouncil.org
Child Development Home (CDH)	http://www.military.com
National AfterSchool Association (NAA) Accreditation	http://www.naaweb.org
National Association for Family Child Care (NAFCC) Accreditation	http://www.nafcc.net
National Residential Child and Youth Care Professional (RCYCP) Trainer Certification	http://www.nrcys.ou.edu
National Youth Sports Coaches Association (NYSCA)	http://www.nays.org
Ten Steps to a Federal Job-Resume Writing	http://www.resume-place.com

5.0 Workforce Development Resources

There are ample resources to assist you with developing competencies as you progress in your career at CNIC.

Education. Employee education is an ongoing activity, vital to learn new concepts and develop new skills and competencies. Education is gained via coursework received from accredited colleges and universities.

Table 9. Education Recommendations for Service Provider

Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<i>Recommendations for Service Providers in General Child and Youth Programs Series (1701)</i>		
<p>Four-year degree with major study in education or subject-matter field appropriate to the position</p> <p>Or</p> <p>Combination of education and experience – courses equivalent to a major in education or field appropriate to the position plus experience or additional course work providing knowledge comparable to a four-year degree, as above</p> <p>For Child Development Training and Curriculum Specialist positions, education must be in child development or early childhood education</p>	<p>Four-year degree with major study in education or subject-matter field appropriate to the position</p> <p>Or</p> <p>Combination of education and experience – courses equivalent to a major in education or field appropriate to the position plus experience or additional course work providing knowledge comparable to a four-year degree, as above</p> <p>For Child Development Training and Curriculum Specialist positions, education must be in child development or early childhood education</p> <p>Professional organization affiliation and/or professional certifications</p>	<p>Four-year degree with major study in education or subject-matter field appropriate to the position</p> <p>Or</p> <p>Combination of education and experience – courses equivalent to a major in education or field appropriate to the position plus experience or additional course work providing knowledge comparable to a four-year degree, as above</p> <p>For Child Development Training and Curriculum Specialist positions, education must be in child development or early childhood education</p> <p>Professional organization affiliation and/or professional certifications</p>
<i>Recommendations for Service Providers in Clerical/Administrative Support Series (1702)</i>		
<p>High School diploma or equivalent</p>	<p>High School diploma or equivalent plus:</p> <p>Continued learning, such as college courses in related specialty</p>	<p>High School diploma or equivalent plus:</p> <p>Advanced learning achieved by working toward a college degree, professional organization affiliation, and/or professional certifications</p>

Table 10. Education Recommendations for Leadership

Department Head/ Program Manager/Supervisor	Program Manager 1 st Level Supervisor
<i>Recommendations for Service Providers in General Child and Youth Programs Series (1701)</i>	
<p>Four-year degree in Child Development, Early Childhood Education, Home Economics (early childhood emphasis), Elementary Education, Special Education (with concentration in early childhood education), Child Care Administration, or other fields appropriate to the position to be filled</p> <p>Or</p> <p>Combination of education and experience with courses equivalent to a major in a field appropriate to the position (see above), plus appropriate experience or additional course work that provides knowledge comparable to that normally acquired through the successful completion of the four-year course of study described above</p> <p>Professional organization affiliation</p>	<p>Four-year degree in Child Development, Early Childhood Education, Home Economics (early childhood emphasis), Elementary Education, Special Education (with concentration in early childhood education), Child Care Administration, or other fields appropriate to the position to be filled</p> <p>Or</p> <p>Combination of education and experience with courses equivalent to a major in a field appropriate to the position (see above), plus appropriate experience or additional course work that provides knowledge comparable to that normally acquired through the successful completion of the four-year course of study described above</p> <p>Professional organization affiliation and/or professional certifications</p>
<i>Recommendations for Leadership in Clerical/Administrative Support Series (1702)</i>	
<p>High School diploma or equivalent plus:</p> <p>Continued learning such as two- to four-year course of study leading to an Associate's or Bachelor's degree</p> <p>Professional organization affiliation</p>	<p>Not applicable at this time</p>

Training. Training is defined as instruction designed to provide specific skills and knowledge to attain competence and maintain professional currency. To ensure employees maintain professional currency, meet continuous learning requirements, and develop requisite skills, employees must leverage applicable continuous DoD learning events and training opportunities.

Detailed lists of training are available in two appendices:

- Technical Training Opportunities by Competency see [Appendix D](#).
- Leadership Training Opportunities by Competency see [Appendix E](#).

Professional Associations. Membership in professional associations provides an opportunity to network with other career professionals for the purpose of enhancing your skills and maintaining currency in your field. It also provides opportunities to showcase CNIC professionals and their accomplishments in a wide variety of forums.

Table 11. Professional Associations (Potential Affiliations)

Organization	Web Site
4-H	http://www.4-h.org
Alliance of Information and Referral Systems (AIRS)	http://www.airs.org
American Association for Higher Education and Accreditation (AAHEA)	http://www.aahea.org
American Management Association (AMA)	http://www.amanet.org
American Society for Training and Development (ASTD)	http://www.astd.org
Association for Career and Technical Education (ACTE)	http://www.acteonline.org
Association of Teacher Educators (ATE)	http://www.ate1.org
Boys and Girls Clubs of America (BGCA)	http://www.bgca.org
Council on Accreditation (COA)	http://www.coanet.org
Government Employee Training Association	http://www.government-portals.com
Kids Included Together (KIT)	http://www.kitonline.org
Military Child Education Coalition (MCEC)	http://www.militarychild.org
Military Youth on the Move (MYOM)	http://apps.mhf.dod.mil
National AfterSchool Association (NAA)	http://www.naaweb.org
National Alliance for Youth Sports (NAYS)	http://www.nays.org
National Association for Family Child Care (NAFCC)	http://www.nafcc.net
National Association of Child Care Professionals (NACCP)	http://www.naccp.org
National Association of Child Care Resource and Referral Agencies (NACCRRRA)	http://www.naccrra.org
National Association for the Education of Young Children (NAEYC)	http://www.naeyc.org
National Child Care Information and Technical Assistance Center (NCCIC)	http://www.nccic.acf.hhs.gov
National Network for Child Care (NNCC)	http://www.nncc.org
National Recreation and Park Association (NRPA)	http://www.nrpa.org
National Youth Sports Coaches Association (NYSCA)	http://www.nays.org

Mentoring. Mentoring is a type of leadership program designed to promote employee development and improve the career health of every employee. It is people helping people to grow and develop. It enhances leadership abilities and provides a framework for growth. Mentoring creates relationships between people to foster personal and professional development. Mentoring requires people to work together to establish specific goals and to provide each other with sufficient feedback to ensure the goals are reached. All CNIC professionals are encouraged to seek and become mentors.

Workforce Development Gateway Page. A variety of general and specific Workforce Development information including topics, such as professional development, Community management, diversity, and recruiting/retention are located within the N15 Gateway site at

<https://g2.cnic.navy.mil/solutions/ewd/default.aspx>. You are highly encouraged to become familiar with this site.

IDP. Your IDP translates and personalizes the Child and Youth Programs Competency/Career Progression. It is a “living document,” jointly developed between you and your supervisor. IDPs provide you and your supervisor with a plan of action to help gain essential skills and identify training that may enhance your competencies and KSAs. Your IDP charts your developmental objectives in the short-term (1 to 2 years) and long-term (3 to 5 years). These objectives are reviewed and updated at least annually.

The following IDP resources are available on the N15 Workforce Development Gateway site IDP Web page at

<https://g2.cnic.navy.mil/solutions/ewd/WDPages/IDP.aspx>:

- Overview Video – short video introduction
- Overview – text version of the video introduction
- IDP – template to begin creating your IDP
- Brief – IDP brief online lesson
- Form Guide – IDP tools and process online lesson.

APPENDIX A

Acronym List

This page intentionally left blank.

Acronym List

AAHEA	American Association for Higher Education and Accreditation
AC	Advanced Course
ACTE	Association for Career and Technical Education
AIRS	Alliance of Information and Referral Systems
AMA	American Management Association
ASTD	American Society for Training and Development
ATE	Association of Teacher Educators
BC	Basic Course
BGCA	Boys and Girls Clubs of America
CA	Community Advocate
CCP	Certified Childcare Professional
CDA	Child Development Associate
CDH	Child Development Home
CES	Civilian Education System
CMP	Community Management Plan
CNIC	Commander, Navy Installations Command
COA	Council on Accreditation
CP	Community Champion
CPLP	Certified Professional in Learning and Performance
CPSI	Certified Playground Safety Inspector
CTC	Concurrent Technologies Corporation
CYSA	Certified Youth Sports Administrator
DoD	Department of Defense
DON	Department of the Navy
DRMC	Defense Resources Management Course
ED	Executive Director
EEO	Equal Employment Opportunity
GS	General Schedule
HQ	Headquarters
IC	Intermediate Course
IDP	Individual Development Plan
IT	Information Technology
KIT	Kids Included Together
KSA	Knowledge, Skill, and Ability
LDP	Leadership Development Program
LEAD	Leadership Education and Development
LSS	Lean Six Sigma
MCEC	Military Child Education Coalition

MYOM	Military Youth on the Move
N15	Workforce Planning/Development and Strategy
NAA	National AfterSchool Association
NACCP	National Association of Child Care Professionals
NACCRRRA	National Association of Child Care Resource and Referral Agencies
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NAYS	National Alliance for Youth Sports
NCCIC	National Child Care Information and Technical Assistance Center
NNCC	National Network for Child Care
NRPA	National Recreation and Park Association
NSIT	Navy Shore Infrastructure Transformation
NYSCA	National Youth Sports Coaches Association
OCHR	Office of Civilian Human Resources
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPNAV N1	Chief of Naval Operations (Manpower and Personnel)
POM	Program Objective Memorandum
PR	Program Review
RCYCP	Residential Child and Youth Care Professional
SECDEF	Secretary of Defense
SECNAV	Secretary of the Navy
SME	Subject Matter Expert
TWMS	Total Workforce Management Services

APPENDIX B

Executive Director Competencies

This page intentionally left blank.

Executive Director Competencies

The Executive Director (ED) level of the pyramid is aligned with the Office of Personnel Management (OPM) leadership competency model, which provides a strategic, future-oriented framework for management-level positions. The model includes a set of 27 competencies grouped into five clusters based on similarities of importance and content. Commander, Navy Installations Command (CNIC) has identified knowledge, skills, and abilities (KSAs) that, in combination, support those leadership competencies.

Competency	KSAs
<p>Leading Change: Creativity and Innovation External Awareness Flexibility Resilience Strategic Thinking Vision</p>	<ul style="list-style-type: none"> • Ability to develop budget requirements and create the Program Objective Memorandum (POM) and Program Reviews (PRs) • Ability to manage budget execution • Ability to monitor organizational performance to improve achievement of program objectives • Ability to define business and financial requirements • Ability to develop policies and procedures ensuring continuous business process improvement
<p>Leading People: Conflict Management Leveraging Diversity Developing Others Team Building</p>	<ul style="list-style-type: none"> • Ability to use business analysis methodologies in a multi-layered/diverse organization • Ability to manage human resources and/or military and civilian manpower requirements and manning
<p>Results Driven: Customer Service Accountability Decisiveness Entrepreneurship Problem Solving Technical Credibility</p>	<ul style="list-style-type: none"> • Ability to explain, advocate, and express facts and ideas in a convincing manner and negotiate with individuals and groups internally and externally • Ability to develop expansive professional network with others • Ability to interact/communicate with higher command echelons in support of operational requirements • Ability to effectively manage external command expectations
<p>Business Acumen: Financial Management Human Capital Management Technology Management</p>	<ul style="list-style-type: none"> • Ability to apply technical processes to infrastructure/base operations support issues • Ability to balance change and continuity
<p>Building Coalitions: Political Savvy Influencing/Negotiating Partnering</p>	<ul style="list-style-type: none"> • Ability to design and implement strategies which maximize employee potential and foster high ethical standards • Ability to create an environment that fosters creative thinking • Ability to manage, lead, and mentor/coach others

This page intentionally left blank.

APPENDIX C

Community Population Distribution

This page intentionally left blank.

Community Population Distribution

Pay Plan	Occupational Series	Pay Grade												
		02	03	04	05	06	07	08	09	10	11	12	13	14
GS	1701						2		68	2	15	9	4	
GS	1702	21	40	322	117	6	14							

Source: Total Workforce Management Services (TWMS) report dated May 4, 2011

This page intentionally left blank.

APPENDIX D

Technical Training Opportunities by Competency

This page intentionally left blank.

Technical Training Opportunities by Competency

Communications		
Introductory/Functional/ Intermediate (Entry)	Advanced (Journeyman)	Expert
<p>Communication http://www.graduateschool.edu Learn to develop strong organization and clear presentation of ideas for both speaking and writing situations and become aware of nonverbal communications.</p> <p>Fundamentals of Writing http://www.graduateschool.edu Learn how to spot common writing errors, use outlines to organize thoughts, write clearly and concisely, and combine ideas into effective communication.</p> <p>Microsoft® Word (Introduction) http://www.graduateschool.edu Explore the fundamentals of word processing and learn to create professional-looking documents in Microsoft Word.</p>	<p>Entry-level courses plus:</p> <p>Communication Skills http://www.graduateschool.edu Discover how to analyze verbal and nonverbal communications, write clearly and concisely, organize and deliver an oral presentation, and break down communication barriers to work better with others.</p> <p>Conflict Resolution in Child Care http://www.carecourses.com This course presents effective ways to help children resolve conflicts and methods for teaching these concepts to very young children.</p> <p>How to Communicate with Diplomacy, Tact, and Credibility http://www.amanet.org Learn how to choose and use the most appropriate words and emotional tone for every business situation.</p> <p>Interpersonal Communications http://www.graduateschool.edu Learn proven techniques to work more productively and improve your everyday interactions with others. Discover conflict resolution strategies and negotiation techniques, as well as tips on tact and diplomacy.</p> <p>Stress Management http://www.graduateschool.edu Manage your stress and reap the rewards, including fewer job errors, reduced absenteeism, improved decision making, and lowered hostility.</p> <p>Writing for Results http://www.graduateschool.edu</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Briefing Techniques http://www.graduateschool.edu Briefing confidently, how to organize a briefing logically, how to analyze and deal with any type of audience, manage hostile or negative questions, and manage a question and answer period.</p> <p>Communicating Strategically http://www.managementconcepts.com Leaders, managers, team leaders, project managers, and others interested in taking a more strategic approach when communicating with others.</p> <p>Constructive Conflict Resolution http://www.graduateschool.edu Discover constructive approaches to positive resolution – develop the tools for quickly analyzing and responding to difficult situations to create practical positive outcomes.</p> <p>Teaching Nonverbal Language Skills http://www.carecourses.com Gain a variety of techniques adults can use to help children improve their nonverbal communication skills.</p> <p>Technical Writing (3 days) http://www.graduateschool.edu Master proven techniques for writing clear, concise technical documents by applying proven readability formulas and incorporating an easy six-step writing process. Learn how to conduct an audience analysis, eliminate common writing mistakes, organize your document and employ other</p>

	Learn practical techniques for adding power to written reports, executive summaries, and briefings.	methods to produce a reliable, readable technical document.
Compliance		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p>Introduction to Family Child Care http://www.nafcc.org Learn the basics on operating a child care business.</p> <p>Safe and Healthy Environment http://www.nexportsolutions.com Learn about safety and security procedures.</p>	<p>Entry-level courses plus:</p> <p>Abuse and Neglect http://www.carecourses.com Learn ways to recognize child abuse and neglect, reasons for child abuse and neglect, the caregiver’s responsibility in reporting child abuse and neglect, and ways caregivers can help children who are the victims of child abuse and neglect.</p> <p>The Anti-Bias Approach http://www.childcarelounge.com Gain guidance for teachers and child care providers in implementing an anti-bias, multicultural approach in the class or program and learn to meet standards set by state quality initiatives and accreditation programs.</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Accreditation Program Training http://www.naeyc.org Understand and navigate the National Association of Education of Young Children (NAEYC) Accreditation Process.</p> <p>Children with Special Needs: Physical Disabilities http://www.carecourses.com Understand the rights of children with special needs that are protected by Federal law; what is meant by an Individualized Educational Program; what is meant by an Individualized Family Services Plan; and general goals of early education for children with special needs.</p> <p>Measurement and Evaluation, Volume 4 http://www.astd.org Learn essentials for measuring training success.</p> <p>Recordkeeping: A Program Manager’s Survival Guide https://nara.learn.com Discover a practical guide to policies, procedures, and legal requirements for managing program information.</p>

Interpersonal Relations		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p>First Steps in Child Care: An Orientation http://www.carecourses.com Learn appropriate techniques for supervising and interacting with young children, standards for workplace professionalism in early care and education settings, and appropriate ways for interacting with parents.</p> <p>Fundamental Interpersonal Relations Orientation – Behavior http://www.graduateschool.edu Gain quick insights into ways to contribute to, influence, and participate in individual, group, and team relationships.</p>	<p>Entry-level courses plus:</p> <p>Conflict Resolution in Child Care http://www.carecourses.com Learn effective ways to help children resolve conflicts and methods for teaching these concepts to very young children.</p> <p>Interpersonal Communications http://www.graduateschool.edu Learn proven techniques to work more productively and improve your everyday interactions with others. Discover conflict resolution strategies and negotiation techniques, as well as tips on tact and diplomacy.</p> <p>Positive Relationships with Families http://www.nexportsolutions.com Learn about encouraging parental involvement.</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Commitment to Professionalism http://www.nexportsolutions.com Learn about child abuse, physical and sexual abuse awareness, professional practices, stress management, and conflict resolution for adults.</p> <p>Observing and Recording Progress and Behavior of Children http://www.nexportsolutions.com Covers assessing child care programs; identification and prevention of bullying and documenting behaviors.</p> <p>Teaching Nonverbal Language Skills http://www.carecourses.com Gain a variety of techniques adults can use to help children improve their nonverbal communication skills.</p>
Mentoring		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p>Learn to Mentor http://apps.mentoring.org Learn about mentoring and the mentoring life cycle. Prepares you to be a mentor.</p>	<p>Entry-level courses plus:</p> <p>Essentials of Coaching SMEs to Facilitate Learning http://www.astd.org Explore methods to uncover your SMEs' issues and concerns and learn techniques to help them excel.</p> <p>Mentoring Effectively http://www.golearn.gov Learn effective ways to help induct a new employee or how to provide guidance to a junior colleague.</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Achieving Success: The Help of a Mentor http://www.golearn.gov Learn about the value of a mentor and how to enlist the support and guidance of an expert in your field or organization.</p> <p>Mentoring Strategies for the 21st Century http://www.golearn.gov Find out how mentoring strategies can benefit your organization in the current business environment.</p>

Program Development and Implementation		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p>Child Development through Play http://www.carecourses.com Learn the function and importance of play in the lives of young children.</p> <p>Developmentally Appropriate Practice: Choosing Toys and Art Activities http://www.childcarelounge.com Learn about developmentally-appropriate practices and to apply this approach by selecting appropriate toys and art activities.</p> <p>First Steps in Child Care: An Orientation http://www.carecourses.com Learn appropriate techniques for supervising and interacting with young children, standards for workplace professionalism in early care and education settings, and appropriate ways for interacting with parents.</p> <p>Great Beginnings http://www.carecourses.com Gain an overview of information that adults should understand before working with young children.</p> <p>Introduction to Family Child Care http://www.nafcc.org Learn basics on operating a child care business.</p> <p>Principles of Child Growth and Development http://www.nexportsolutions.com Learn about language development, stages of cognitive development in infants, preschoolers, and toddlers.</p> <p>Safe and Healthy Environment http://www.nexportsolutions.com</p>	<p>Entry-level courses plus:</p> <p>Abuse and Neglect http://www.carecourses.com Learn ways to recognize child abuse and neglect, reasons for child abuse and neglect, the caregiver's responsibility in reporting child abuse and neglect, and ways caregivers can help children who are the victims of child abuse and neglect.</p> <p>Cultural Diversity in Early Childhood Programs http://www.carecourses.com Understand cultural differences and the role of cultural identity in children's development.</p> <p>Day by Day with Toddlers http://www.carecourses.com Learn the nature, purpose, and components of an appropriate curriculum for toddlers including numerous activities to facilitate toddlers' learning and development.</p> <p>Positive Discipline http://www.childcarelounge.com Learn to identify common misbehaviors and how to prevent them; learn the goals and guidelines of positive discipline and design a list of preschool classroom rules.</p> <p>Positive Relationships with Families http://www.nexportsolutions.com Learn about encouraging parental involvement.</p> <p>The Art of Childcare http://www.carecourses.com Gain current information on excellent care giving, including meeting children's needs, helping children learn problem solving, and facilitating their</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Advancement of Physical and Intellectual Development http://www.nexportsolutions.com Learn about discovering math, physical, and science activities for young children.</p> <p>Commitment to Professionalism http://www.nexportsolutions.com Learn about child abuse, physical and sexual abuse awareness, professional practices, stress management, and conflict resolution for adults.</p> <p>Early Childhood Stress: Serious Stress in Children's Lives http://www.carecourses.com Learn strategies for helping children cope with serious stresses including a parent's military deployment, natural disasters, hospitalization, and homelessness.</p> <p>Effective Program Operation http://www.nexportsolutions.com Learn to assess child care programs and early childhood programs for multilingual children.</p> <p>Observing and Recording Progress and Behavior of Children http://www.nexportsolutions.com Learn to assess child care programs; identification and prevention of bullying and documenting behaviors.</p>

<p>Learn about safety and security procedures.</p> <p>The Military Child Education Coalition (various training) http://www.militarychild.org Focus on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition.</p>	<p>social, emotional, and intellectual growth.</p>	
<p>Training and Development</p>		
<p>Introductory/Functional/Intermediate (Entry)</p>	<p>Advanced (Journeyman)</p>	<p>Expert</p>
<p>Basic Train the Trainer Skills http://www.businesstrainingworks.com Learn the basics of facilitation and what it takes to effectively deliver a program.</p> <p>Foundations and Delivery, Volume 1 http://www.astd.org Learn the basics to becoming a successful trainer.</p>	<p>Entry-level courses plus:</p> <p>Essentials of Coaching SMEs to Facilitate Learning http://www.astd.org Explore methods to uncover your SMEs' issues and concerns and learn techniques to help them excel.</p> <p>Federal Employee Development http://www.graduateschool.edu Learn to use a systematic approach to improving individual and organizational performance, as well as the importance of a creating a continuous learning environment in creating a high performing workforce.</p> <p>Instructional Design and Implementation Volume 2 http://www.astd.org Gain the tools for creating training program curriculum.</p> <p>Instructor Training http://www.graduateschool.edu Sharpen and improve your instructional skills and become a more polished presenter. Discover proven training techniques for large and small groups.</p> <p>Microsoft® PowerPoint® (Intermediate) http://www.graduateschool.edu Go beyond the basics of presentations and learn professional style</p>	<p>Advanced (Journeyman) level courses plus:</p> <p>Accreditation Program Training http://www.naeyc.org Understand and navigate the National Association of Education of Young Children (NAEYC) Accreditation Process.</p> <p>Measurement and Evaluation, Volume 4 http://www.astd.org Learn essentials for measuring training success.</p> <p>Training Programs, Volume 3 http://www.astd.org Learn a compilation of basic workplace training programs.</p>

	<p>enhancements to slide shows. Customized color schemes, special animations, effective transitions, picture files, sound and video clips, hyperlinks, and action buttons.</p> <p>Microsoft PowerPoint (Introduction) http://www.graduateschool.edu Explore the functions of PowerPoint to develop dynamic slide shows for effective presentations.</p> <p>Train the Trainer http://www.businesstrainingworks.com Learn how to determine the needs of an audience, improve classroom charisma, handle hecklers, use activities effectively, and more.</p> <p>Training Activity Design http://www.businesstrainingworks.com Learn techniques for cooking up interactive, instructor-led training.</p> <p>Training Essentials http://www.businesstrainingworks.com Learn all elements of designing and delivering effective training.</p>	
--	--	--

APPENDIX E

Leadership Training Opportunities by Competency

This page intentionally left blank.

Leadership Training Opportunities by Competency

Financial Management	
Department Head/ Program Manager/Supervisor	Program Manager/ 1st Level Supervisor
<p>Budget Analysis Workshop http://www.graduateschool.edu Designed for employees who need to develop analytical skills in analyzing budgets. Learn how to relate goals, objectives, and priorities to program resource performance; develop meaningful workload, efficiency, and effectiveness measures.</p> <p>Defense Resources Management Course (DRMC) http://www.nps.edu Orientation on the overall functioning of the defense management process.</p> <p>Federal Budgeting for Non-Budgeting Personnel http://www.graduateschool.edu Gain an understanding of how key legislation is changing, how the Federal budget is developed and executed, and the resulting impact on the nation's financial and program resources.</p> <p>Fixed Asset Accounting http://www.amanet.org Learn to maximize their bottom line by discovering everything they need to know about their fixed assets.</p> <p>Fundamentals of Finance and Accounting for Nonfinancial Managers http://www.amanet.org Learn to be financial savvy and be held accountable for the bottom line.</p> <p>Introduction to Federal Budgeting http://www.graduateschool.edu Receive a solid foundation in the Federal budget process.</p>	<p>Department Head courses plus:</p> <p>Budget Execution http://www.graduateschool.edu Learn the steps and strategies in preparing to execute the budget, including contingency planning.</p> <p>Budget Preparation, Execution, and Accountability Course http://www.nps.edu Examine the preparation, execution, and accountability of defense budgets.</p> <p>Business Financial Management Integration into Programs http://www.dau.mil Learn what makes a program cost estimate realistic and defensible using policies and practices.</p> <p>Federal Budgetary Policies and Processes https://www.leadership.opm.gov Gain insight into the Federal budget process.</p> <p>Understanding Federal Financial Statements http://www.graduateschool.edu Learn how to prepare Federal financial statements that meet the Office of Management and Budget (OMB) guidelines.</p>
Leadership	
Department Head/ Program Manager/Supervisor	Program Manager/ 1st Level Supervisor
<p>Army Civilian Education System (CES) Basic Course (BC) http://cpol.army.mil Designed for civilian leaders who exercise direct leadership to effectively care for teams. Focuses on basic education in leadership and counseling fundamentals, interpersonal skills, and self-awareness.</p> <p>Conflict Resolution Skills</p>	<p>Department Head courses plus:</p> <p>Advanced Leadership Communication Strategies http://www.amanet.org Learn superior leadership communication skills and the ability to adapt them to constantly changing circumstances.</p> <p>Army Civilian Education System (CES) Intermediate Course (IC)</p>

<p>https://www.leadership.opm.gov Effective approaches to handling difficult people or circumstances.</p> <p>Critical Thinking http://www.amanet.org Master and apply critical thinking skills to make better business decisions.</p> <p>High-Impact Decision Making http://www.amanet.org Decide crucial matters with clarity and confidence.</p> <p>Interpersonal Skills for Managers http://www.amanet.org Improve your communication skills and every aspect of your work relationships.</p> <p>Interpersonal Skills: Developing Effective Relationships http://www.managementconcepts.com Increase productivity and become more successful on the job by improving the quality of working relationships with peers, employees, supervisors, customers, and others.</p> <p>Introduction to Supervision http://www.graduateschool.edu Learn the basics of coaching, delegation, communication, and motivation.</p> <p>Leadership Education and Development (LEAD) Certificate Program http://www.leadership.opm.gov Gain recognition of achievement at a given level of leadership. LEAD provides a complete leadership development curriculum for current and aspiring Government leaders.</p> <p>Leadership Essentials: Motivating Employees http://www.golearn.gov Develop an understanding of why motivating strategies are important as a leader and practical techniques for encouraging motivation among employees in your organization.</p> <p>Leading Teams and Groups http://www.graduateschool.edu Acquire the knowledge and skills you need to be an outstanding team/group leader.</p> <p>Leading with Emotional Intelligence http://www.amanet.org Learn how to apply emotional intelligence to specific leadership situations to gain the authority and success you strive for as a leader.</p> <p>Management Skills for New Managers http://www.amanet.org Gain crucial foundational skills to shift from</p>	<p>http://cpol.army.mil Designed for supervisory or managerial positions – focuses on planning and team building.</p> <p>Crisis Leadership Workshop https://www.leadership.opm.gov Plan for and respond to unexpected challenges.</p> <p>Decision Making http://www.managementconcepts.com Identify and apply strategies to manage decision making.</p> <p>Developing Executive Leadership http://www.amanet.org Deepen your self-awareness with executive leadership training and empower your staff to improve performance.</p> <p>Facilitation Skills for Leaders https://www.leadership.opm.gov Learn time-tested facilitation skills to develop and maintain effective group processes and optimize the contributions of others.</p> <p>Facilitator Workshop http://www.graduateschool.edu Learn how to facilitate complex human interactions in group settings.</p> <p>Improving Employee Performance http://www.graduateschool.edu Learn to handle performance issues effectively to maximize employee performance and build greater involvement and cooperation among staff.</p> <p>Leadership Development Program (LDP) http://www.ccl.org Designed to offer mid-level to upper-level managers an opportunity to stimulate a process of growth to help them become more successful and productive.</p> <p>Leadership Education and Development (LEAD) Certificate Program http://www.leadership.opm.gov Gain recognition of achievement at a given level of leadership. LEAD provides a complete leadership development curriculum for current and aspiring Government leaders.</p> <p>Leadership Essentials http://www.graduateschool.edu Learn the difference between leading and managing; explore proven techniques to communicating effectively; think strategically; and move from a reactive environment to a proactive one.</p> <p>Leading People</p>
--	--

<p>being an individual contributor to a well-respected manager who can achieve team synergy and drive bottom-line performance.</p> <p>Management Skills for New Supervisors http://www.amanet.org Develop the crucial management tools to help fully lead and motivate your team to higher productivity.</p> <p>Stress Management in the Workplace http://www.worklifebalance.com Learn stress management tools that are unmatched in the measured results they will produce for you and your organization.</p> <p>Supervisory Development Seminar Week 1: Fundamentals https://www.leadership.opm.gov Learn the "nuts and bolts" of frontline supervision and give you the tools you need to transition successfully into the supervisory role.</p> <p>Team Development Seminar Week 1: Team Building https://www.leadership.opm.gov Develop fundamental skills for effective team participation, as well as provide a deeper understanding of teams - including the types, uses, and interpersonal dynamics of teams.</p> <p>Time Management for Supervisors http://www.graduateschool.edu Learn new organization habits and become a more effective manager. Learn to spend your time now, how to work smarter, and how to make every minute productive.</p>	<p>http://www.graduateschool.edu Develop insight and increase your awareness of leadership styles and how to adapt them to the needs of your organization.</p> <p>Mastering Employee Performance Conversations http://www.managementconcepts.com Learn to use various communication approaches to reach shared understanding of expectations and deliver performance-focused feedback.</p> <p>Mentoring as a Manager http://www.golearn.gov Acquire expertise as a mentor that will benefit your employees, your organization, and your own career.</p> <p>Negotiating Techniques http://www.graduateschool.edu Focus on issues of negotiation, including using multiple strategies, applying the no-fault formula and interest-based methods, and assessing the roles of truth-telling and empathy in the negotiation process.</p> <p>Negotiation Skills http://www.managementconcepts.com Learn proven tools to plan for various negotiation types and strategies for conducting successful multiparty negotiations.</p> <p>Persuading Others http://www.dau.mil Master the art and science behind successful persuasion.</p> <p>Supervisory Development Seminar Week 2: Learning to Lead https://www.leadership.opm.gov Develop a deeper understanding of conflict resolution, the motivations and values of successful leaders, and the personal preferences that guide your behavior as well as the behavior of your direct reports.</p>
Personnel Management	
Department Head/ Program Manager/Supervisor	Program Manager/ 1st Level Supervisor
<p>Coaching http://www.golearn.gov Learn how to strengthen your coaching skills by using a four-step process to facilitate professional growth of the employees you coach.</p> <p>Defense Resources Management Course (DRMC)</p>	<p>Department Head courses plus:</p> <p>Coaching and Mentoring for Excellence https://www.leadership.opm.gov Maximize employee development and performance.</p> <p>EEO for Supervisors and Managers http://www.graduateschool.edu Gain and understand diversity issues presented</p>

<p>http://www.nps.edu Orientation on the overall functioning of the defense management process.</p> <p>EEO in the Federal Sector http://www.graduateschool.edu Understand the basics of EEO laws as they affect Federal employment. Learn about theories of discrimination, Federal sector EEO process, techniques for identifying and avoiding workplace discrimination, harassment and retaliation, and responsibilities for affirmative employment in the Federal sector.</p> <p>Introduction to Human Resource Management for Supervisors http://www.graduateschool.edu Overview of human resource management issues, including staffing, classification, pay administration, employee labor relations, employee relations, and EEO.</p>	<p>in the workplace and how to implement management’s role in the EEO program, how to prevent sexual harassment, EEO complaint process, special emphasis programs, etc.</p> <p>Federal Position Management http://www.graduateschool.edu Discover how to use position management tools, techniques, and methods to support a high-performing organization.</p> <p>Strategic Human Capital Management http://www.graduateschool.edu Develop the necessary tools you need to successfully accomplish organizational objective and abide by human resources laws and regulations.</p>
Program Management	
Department Head/ Program Manager/Supervisor	Program Manager/ 1st Level Supervisor
<p>Installation Logistics Management http://www.almc.army.mil Coverage includes all functional areas of logistics responsibilities, practices, and problems at all levels of the organization to develop and increase effectiveness in logistics support at the Installation.</p> <p>Program Management Tools http://www.dau.mil Learn application skills needed in a program office as an integrated product team lead.</p> <p>Program Manager’s Course http://www.dau.mil Strengthen the analytical, critical thinking and decision-making skills of potential leaders of major defense acquisition programs and program support organizations.</p> <p>Program Manager’s Skills http://www.dau.mil Learn skills needed for handling key programmatic issues.</p> <p>Project Communications Management http://www.graduateschool.edu Learn the tools and techniques that project teams can use to build an effective communications plan.</p> <p>Project Management http://www.golearn.gov Learn how to use the tools and techniques of</p>	<p>Department Head courses plus:</p> <p>Data Analysis and Modeling Techniques http://www.managementconcepts.com Improve analytical skills and refine approach to analyzing data for decision making.</p> <p>Evaluating and Presenting Analysis Results http://www.managementconcepts.com Learn to effectively communicate the implications of analysis results.</p> <p>Lean and Six Sigma http://www.golearn.gov Learn this data-driven improvement philosophy that views all activities within an organization as processes whose inputs can be controlled to effect significant improvements in process outputs.</p> <p>Program Management Office Course, Part A http://www.dau.mil Learn key program management office knowledge and skills.</p> <p>Program Management Tools Course, Part I http://www.dau.mil Learn application skills needed in a program office as an integrated product team lead.</p> <p>Project Management Course http://www.graduateschool.edu Organize your project, track costs and time expenditures, manage quality and risk, evaluate</p>

<p>basic project management.</p> <p>Project Management Principles https://www.leadership.opm.gov Learn and apply key concepts about managing a project.</p> <p>Recordkeeping: A Program Manager's Survival Guide https://nara.learn.com Discover a practical guide to policies, procedures, and legal requirements for managing program information.</p>	<p>human resources requirements, and overcome obstacles.</p> <p>Writing a Business Case http://www.golearn.gov Learn the principles for preparing an effective business case, including defining your business need, gathering relevant information, assessing the financial impact, and the writing process.</p>
--	--