



NAVY SHORE INFRASTRUCTURE TRANSFORMATION (NSIT)

# Workforce Development Career Progression Program

Education and Training  
Community Management Plan

July 8, 2011  
Version 3.0

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## Foreword

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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) Education and Training Community. 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.

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Community Manager Signature

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Date

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## TABLE OF CONTENTS

1.0	INTRODUCTION.....	1
2.0	COMMUNITY MANAGEMENT PLAN GUIDING PRINCIPLES.....	1
2.1	CNIC Mission and Vision.....	2
2.2	Shared Practices.....	2
2.3	Education and Training Community 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	Education and Training Community Series Distribution.....	16
4.5	Career Enhancement .....	17
5.0	WORKFORCE DEVELOPMENT RESOURCES.....	21

## 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.	Education and Training Community Series Distribution .....	16

## LIST OF TABLES

Table 1.	Education and Training Community 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 .....	20
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 Education and Training 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.

Table 1 below lists the U.S. Office of Personnel Management (OPM) occupational series and series titles for positions in the Education and Training Community.

**Table 1. Education and Training Community Occupational Series**

Series	OPM Series Title
1701	General Education and Training (non-Child and Youth Programs)
1702	Education and Training Technician (non-Child and Youth Programs)
1710	Educational and Vocational Training
1712	Instruction
1720	Education Program
1740	Education Services

## 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 Education and Training Community 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 Education and Training Community Vision Statement

*“Education and Training professionals are dedicated to meeting the unique needs of the military mission, service members, and their families.”*

## 3.0 Community Management Organization

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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, Education and Training Community 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 (1<sup>st</sup> Level Supervisor).** Program Managers direct the efforts of Service Providers, and they are beginning to hone their leadership skills.
- **Program Directors (2<sup>nd</sup> and 3<sup>rd</sup> 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 Education and Training Community. 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		
Advisor/Consultant	To provide professional or expert-level information to other personnel.	
Knowledge	Skills	Abilities
Knowledge of all applicable DoD/OPNAV/CNIC instructions, manuals, accrediting agencies, and inspections	Skill in applying full professional knowledge of instructional theories, principles, and techniques to Federal Government education programs	Ability to cultivate “partnering” Ability to develop and advise on training plans, programs, concepts, policies, and procedures
Knowledge of Instructional Systems Development (ISD)	Skill in conflict management	Ability to effectively communicate both orally and in writing
Knowledge of the Federal Government's interrelationships with State and local educational agencies or with public and private post-secondary institutions	Skill to determine the need for organizational change	Ability to encourage and facilitate cooperation and promote a “win-win” approach
Knowledge to perform work in professional education that involves promoting, coordinating, and improving education policies, programs, and standards		Ability to ensure the accurate review of evaluation data Ability to perform professional educational duties to administer, promote, conduct, or evaluate programs and activities designed to provide

		<p>education plans</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> <p>Ability to supervise, lead, and mentor/coach others</p>
<b>Competency</b>		
<b>Communications</b>	The process of clearly transferring or interchanging/exchanging thoughts, opinions, or information by speech, writing, or signs from one source to another.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge and application of the organization’s mission, vision, policies, procedures, and objectives</p> <p>Knowledge of personnel management practices, policies, and procedures</p> <p>Knowledge to perform work in professional education that involves promoting, coordinating, and improving education policies, programs, and standards</p>	<p>Skill in conflict management</p> <p>Skill in effective oral and written communications</p>	<p>Ability to cultivate “partnering”</p> <p>Ability to encourage and facilitate cooperation and promote a “win-win” approach</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> <p>Ability to supervise, lead, and mentor/coach others</p> <p>Ability to use office automation such as Microsoft® Word, Excel®, and PowerPoint® and possess other basic computer skills</p>
<b>Competency</b>		
<b>Compliance</b>	Adhering to, and demonstrating adherence to, a standard or regulation.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge of all applicable DoD/OPNAV/CNIC instructions, manuals, accrediting agencies, and inspections</p> <p>Knowledge of the Federal Government’s interrelationships with State</p>	<p>Skill in conflict management</p> <p>Skill in effective oral and written communications</p> <p>Skill to determine the need for organizational change</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>and local educational agencies</p> <p>Knowledge to perform work in professional education that involves promoting, coordinating, and improving education policies, programs, and standards</p>		<p>Ability to cultivate “partnering”</p> <p>Ability to encourage and facilitate cooperation and promote a “win-win” approach</p> <p>Ability to monitor the overall effectiveness of annual operational training objectives in conjunction with current directives</p> <p>Ability to project future total force 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> <p>Ability to provide technical advice, guidance, and assistance on operations to organizational personnel</p>
<b>Competency</b>		
<b>Training Program Delivery</b>	Conveying goods and/or services producing results for customers, operations, and programs.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge of all applicable DoD/OPNAV/CNIC instructions, manuals, accrediting agencies, and inspections</p> <p>Knowledge of education theories, principles, processes, and practices</p> <p>Knowledge of project management</p> <p>Knowledge to manage and develop a diverse workforce</p> <p>Knowledge to perform work in professional education that involves promoting, coordinating, and improving education policies, programs, and standards</p>	<p>Skill in applying professional knowledge to instructional and administration work in Federal Government education programs</p> <p>Skill in conflict management</p> <p>Skill to determine the need for organizational change</p> <p>Skill to evaluate and promote improvements to program policies, procedures, curriculum, or techniques</p>	<p>Ability to assist in the planning, coordination, and execution of all training and exercise program requirements</p> <p>Ability to audit training requirements</p> <p>Ability to cultivate “partnering”</p> <p>Ability to develop and advise on training plans, programs, concepts, policies, and procedures</p> <p>Ability to develop lesson plans, curricula, and programs to enhance the versatility of the training and increase its effectiveness</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 instruct a training</p>

		<p>program</p> <p>Ability to perform professional educational duties to administer, promote, or evaluate programs designed to provide individualized career-related or self-development education plans</p> <p>Ability to project future total force 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> <p>Ability to provide instruction and training to meet educational and occupational objectives</p> <p>Ability to provide student counseling services to establish educational and occupational objectives</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> <p>Ability to supervise, lead, and mentor/coach others</p> <p>Ability to use office automation such as Microsoft Word, Excel, and PowerPoint and possess other basic computer skills</p>
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- 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**

<b>Competency</b>		
<b>Financial Management</b>	The efficient and effective determination and allocation of an organization's financial resources.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge of budgetary and financial principles, metrics, and techniques</p> <p>Knowledge of Enterprise-wide resources and budget planning, tracking, and execution</p> <p>Knowledge of Office of Management and Budget's long-term goals for performance measures</p> <p>Knowledge of policies and procedures to manage, plan, and develop current and future financial requirements</p>	<p>Skill in effective budget preparation, presentation, and justification</p> <p>Skill in formulating, executing, and reporting on a budget</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>Ability to develop, install, or advise on financial or other management control programs for operations</p> <p>Ability to identify, plan for, and execute budgetary and financial requirements</p>
<b>Competency</b>		
<b>Leadership</b>	The discipline of motivating a group of people to act toward achieving common goals and objectives.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<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</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,</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-</p>

<p>personal strengths and weaknesses</p> <p>Knowledge to build strong, cohesive, collaborative teams</p>	<p>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>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>
<b>Competency</b>		
<b>Personnel Management</b>	The efficient and effective planning, programming, budgeting, and execution of an organization's total force.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<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>
<b>Competency</b>		
<b>Program Management</b>	The process of managing multiple ongoing projects emphasizing coordination and prioritization of resources across projects, departments, and entities to ensure a global focus.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge and application of project management</p>	<p>Skill in application of organizational practices and</p>	<p>Ability to conduct surveys and studies of operations to determine proper application of improved</p>

<p>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 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>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 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>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 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</p>
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		presentations to senior leadership Ability to provide technical advice, guidance, and assistance on operations to organizational personnel
<b>Competency</b>		
<b>Strategic Management</b>	The process of specifying the organization’s mission, vision, and goals; developing policies and plans designed to achieve these goals, and maximizing the allocation and utilization of resources and tools to implement required policies, plans, projects, and programs.	
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>
<p>Knowledge and application of the organization’s mission, vision, policies, procedures, and objectives</p> <p>Knowledge of all applicable DoD/OPNAV/CNIC instructions, manuals, accrediting agencies, and inspections</p> <p>Knowledge of current challenges and the evolving role of Government in addressing them</p> <p>Knowledge of external factors that affect the organization and shape stakeholders’ views</p> <p>Knowledge of how services, stakeholders, partners, and customers integrate toward accomplishing the organization’s goals</p> <p>Knowledge of initiatives and effective strategies for dealing with conflicting priorities</p> <p>Knowledge of national and international policies and trends that affect the organization</p> <p>Knowledge of strategic concepts of the national security policy</p>	<p>Skill in strategic analysis</p> <p>Skill in strategic development including formulation, management, measurement, and execution</p> <p>Skill in strategic planning and implementation</p> <p>Skill to communicate how the local organization partners with the larger organization</p> <p>Skill to determine the need for and management/execution of organizational change, including recommendations on most effective organization, implementation of new/revised policies/procedures, and realignment and/or transfer of functions in support of command goals and initiatives</p> <p>Skill to develop collaborative partnerships across organizational lines</p>	<p>Ability to advocate the use of standardized procedures and practices in support of an organization</p> <p>Ability to anticipate national security needs</p> <p>Ability to communicate a clear mission and set of values</p> <p>Ability to develop methodologies for synthesizing organizations to execute complex missions</p> <p>Ability to envision, develop, coordinate, and implement strategic change to meet organizational goals</p> <p>Ability to formulate objectives and priorities, and implement plans consistent with organizational interests</p> <p>Ability to identify and set organizational goals</p> <p>Ability to interpret requirements and implement solutions in support of mission goals</p> <p>Ability to negotiate strategies and tactics to influence situations</p>

- **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 Education and Training Community 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.

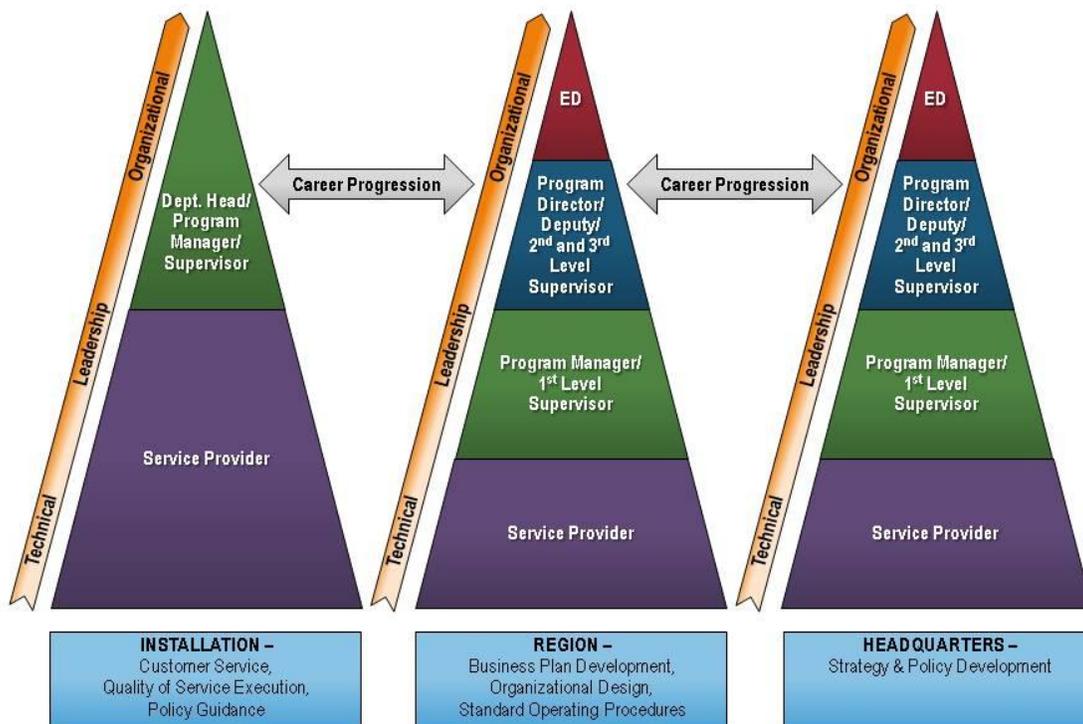
**Phase 4: Review progression toward goal.** Collecting feedback and reflecting on your progress toward your career goal is completed annually in conjunction with the annual Performance Review Cycle. Again, this

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 Education and Training Community Series Distribution

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

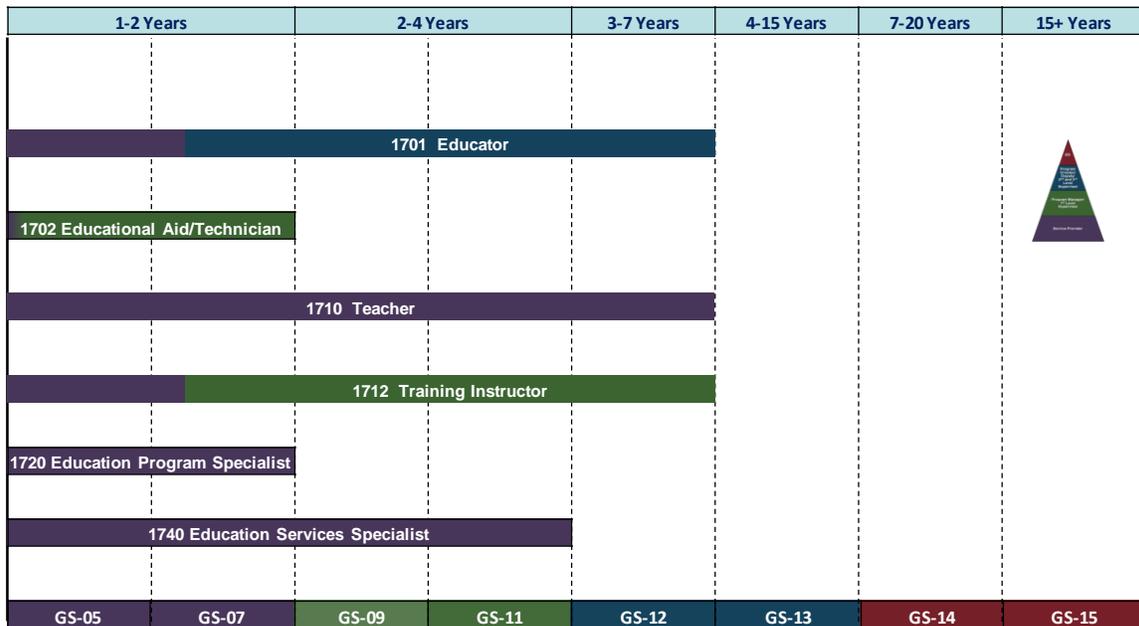


Figure 4. Education and Training Community Series Distribution

## 4.5 Career Enhancement

Your career as an Education and Training Community 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 <sup>st</sup> Level Supervisor	Program Director/Deputy/ 2 <sup>nd</sup> /3 <sup>rd</sup> 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	Developmental assignments/exposure in other functional/program areas at an Installation, Region, or HQ  Minimum of one year directly supervising or managing staff and managing program(s)  Work in specialty/cross-functional areas

**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 <sup>st</sup> Level Supervisor	Program Director/Deputy/ 2 <sup>nd</sup> /3 <sup>rd</sup> 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)	Develop and implement human capital strategy plan Develop, formulate, and execute a budget Direct functional program area(s) Lead change Supervise and manage Regional or HQ 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
American Association for Higher Education and Accreditation (AAHEA)	<a href="http://www.aahea.org">http://www.aahea.org</a>
American Society for Training and Development (ASTD)	<a href="http://www.astd.org">http://www.astd.org</a>
Certified Professional in Learning and Performance (CPLP) Certification	<a href="http://www.astd.org">http://www.astd.org</a>
Leadership Education and Development (LEAD) Program	<a href="http://www.leadership.opm.gov">http://www.leadership.opm.gov</a>
Lean Six Sigma (LSS) Certification	<a href="http://www.6sigma.us">http://www.6sigma.us</a>
National Board Certification	<a href="http://www.nbpts.org">http://www.nbpts.org</a>
National Board Certification Renewal	<a href="http://www.nbpts.org">http://www.nbpts.org</a>
National Board Certification for Educational Leaders (NBCEL)	<a href="http://www.nbpts.org">http://www.nbpts.org</a>
Professional Team Building	<a href="http://www.amanet.org">http://www.amanet.org</a> <a href="http://www.teambuilders.com">http://www.teambuilders.com</a> <a href="http://www.professionalt teambuilding.com">http://www.professionalt teambuilding.com</a>
Project Management	<a href="http://www.pmi.org">http://www.pmi.org</a> <a href="http://www.golearn.gov">http://www.golearn.gov</a>
Teacher's Certification (50 States' Certification)	<a href="http://education.uky.edu">http://education.uky.edu</a>

Organization	Web Site
Requirements)	
United States Distance Learning Association (USDLA)	<a href="http://www.usdla.org">http://www.usdla.org</a>

## 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
<b>Recommendations for Service Providers in Administrative and Management Series (1712)</b>		
High School diploma or equivalent	High School diploma or equivalent plus:  Continued learning such as college courses in related specialty	High School diploma or equivalent plus:  Advanced learning achieved by working toward a college degree, professional organization affiliation, and/or professional certifications
<b>Recommendations for Service Providers in Professional and Scientific Series (1710, 1720, 1740)</b>		
High School diploma or equivalent	High School diploma or equivalent plus:  Continued learning such as college courses in related specialty	High School diploma or equivalent plus:  Advanced learning achieved by working toward a college degree, professional organization affiliation, and/or professional certifications

**Table 10. Education Recommendations for Leadership**

Department Head/ Program Manager/ Supervisor	Program Manager 1 <sup>st</sup> Level Supervisor	Program Director/Deputy/ 2 <sup>nd</sup> /3 <sup>rd</sup> Level Supervisor
<b>Requirements for Leadership in Administrative and Management Series (1712)</b>		
High School diploma or equivalent plus:  Continued learning such as two- to four-year course of study leading to an Associate’s or Bachelor’s degree  Professional organization affiliation	High School diploma or equivalent plus:  Continued learning such as two- to four-year course of study leading to an Associate’s or Bachelor’s degree  Professional organization affiliation	High School diploma or equivalent plus:  Advanced learning such as undergraduate to post-graduate study leading to a Bachelor’s degree, Master’s degree, or higher  Professional organization affiliation and/or professional certifications
<b>Recommendations for Service Providers in Professional and Scientific Series (1710, 1720, 1740)</b>		
High School diploma or equivalent plus:  Continued learning such as two- to four-year course of study leading to an Associate’s or Bachelor’s degree  Professional organization affiliation	High School diploma or equivalent plus:  Continued learning such as two- to four-year course of study leading to an Associate’s or Bachelor’s degree  Professional organization affiliation	High School diploma or equivalent plus:  Advanced learning such as undergraduate to post-graduate study leading to a Bachelor’s degree, Master’s degree, or higher  Professional organization affiliation and/or professional certifications

**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
American Association for Higher Education and Accreditation (AAHEA)	<a href="http://www.aahea.org">http://www.aahea.org</a>
American Society for Training and Development (ASTD)	<a href="http://www.astd.org">http://www.astd.org</a>
Association for Career and Technical Education (ACTE)	<a href="http://www.acteonline.org">http://www.acteonline.org</a>
Association of Teacher Educators (ATE)	<a href="http://www.ate1.org">http://www.ate1.org</a>
Government Employee Training Association	<a href="http://www.government-portals.com">http://www.government-portals.com</a>
United States Distance Learning Association (USDLA)	<a href="http://www.usdla.org">http://www.usdla.org</a>

**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 Education and Training Community’s 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 <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.

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# **APPENDIX A**

## **Acronym List**

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## Acronym List

AAHEA	American Association for Higher Education and Accreditation
AC	Advanced Course
ACTE	Association for Career and Technical Education
ASTD	American Society for Training and Development
ATE	Association of Teacher Educators
BC	Basic Course
CA	Community Advocate
CES	Civilian Education System
CMP	Community Management Plan
CNIC	Commander, Navy Installations Command
COOP	Continuity of Operations Planning
COR	Contracting Officer Representative
COTR	Contracting Officer Technical Representative
CP	Community Champion
CPLP	Certified Professional in Learning and Performance
CSP	Candidate Support Provider
CTC	Concurrent Technologies Corporation
DoD	Department of Defense
DON	Department of the Navy
DRMC	Defense Resources Management Course
DSLDP	Defense Senior Leader Development Program
ED	Executive Director
EEO	Equal Employment Opportunity
ELDP	Executive Leadership Development Program
ESAMS	Enterprise Safety Application Management System
FAC-COTR	Federal Acquisition Certification for Contracting Officer Technical Representatives
GAO	Government Accountability Office
GPRA	Government Performance and Results Act
GS	General Schedule
HCAAF	Human Capital Assessment and Accountability Framework
HQ	Headquarters
IC	Intermediate Course
IDP	Individual Development Plan

ISD	Instructional Systems Development
IT	Information Technology
KSA	Knowledge, Skill, and Ability
LDP	Leadership Development Program
LEAD	Leadership Education and Development
LSS	Lean Six Sigma
MIC	Manager's Internal Control
N15	Workforce Planning/Development and Strategy
NARA	National Archives and Records Administration
NBCEL	National Board Certification for Educational Leaders
NBCT	National Board Certified Teacher
NSIT	Navy Shore Infrastructure Transformation
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
SECDEF	Secretary of Defense
SECNAV	Secretary of the Navy
SES	Senior Executive Service
SME	Subject Matter Expert
SOH	Safety and Occupational Health
TWMS	Total Workforce Management Services
USDLA	United States Distance Learning Association

# **APPENDIX B**

## **Executive Director Competencies**

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

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# **APPENDIX C**

## **Community Population Distribution**

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### Community Population Distribution

Pay Plan	Occupational Series	Pay Grade														
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
GS	1701							1		32		7		1		
GS	1702		2	1	68	31	1	41	1	1			1			
GS	1712							4		18		6	2	2	1	
GS	1720						1						2			
GS	1740										1					

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

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# **APPENDIX D**

## **Technical Training Opportunities by Competency**

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## Technical Training Opportunities by Competency

Advisor/Consultant		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p><b>Communication</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            Learn to develop strong organization and clear presentation of ideas for both speaking and writing situations and become aware of nonverbal communications.</p>	<p><b>Entry-level courses plus:</b></p> <p><b>Communication Skills</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            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><b>Essentials of Coaching SMEs to Facilitate Learning</b>  <a href="http://www.astd.org">http://www.astd.org</a>            Explore methods to uncover your SMEs' issues and concerns and learn techniques to help them excel.</p> <p><b>Federal Employee Development</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            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><b>Interpersonal Communications</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            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><b>Advanced (Journeyman) level courses plus:</b></p> <p><b>Briefing Techniques</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            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><b>Communicating Strategically</b>  <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a>            Leaders, managers, team leaders, project managers, and others interested in taking a more strategic approach when communicating with others.</p> <p><b>Constructive Conflict Resolution</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            Discover constructive approaches to positive resolution – develop the tools for quickly analyzing and responding to difficult situations to create practical positive outcomes.</p>
Communications		
Introductory/Functional/Intermediate (Entry)	Advanced (Journeyman)	Expert
<p><b>Communication</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            Learn to develop strong organization and clear presentation of ideas for both speaking and writing</p>	<p><b>Entry-level courses plus:</b></p> <p><b>Communication Skills</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            Discover how to analyze verbal and nonverbal communications, write clearly and concisely, organize and deliver an oral presentation, and</p>	<p><b>Advanced (Journeyman) level courses plus:</b></p> <p><b>Briefing Techniques</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>            Briefing confidently, how to organize a briefing logically,</p>

<p>situations and become aware of nonverbal communications.</p> <p><b>Fundamentals of Writing</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Learn how to spot common writing errors, use outlines to organize thoughts, write clearly and concisely, and combine ideas into effective communication.</p> <p><b>Microsoft Word (Introduction)</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Explore the fundamentals of word processing and learn to create professional-looking documents in Word.</p>	<p>break down communication barriers to work better with others.</p> <p><b>How to Communicate with Diplomacy, Tact, and Credibility</b>  <a href="http://www.amanet.org">http://www.amanet.org</a>                  Learn how to choose and use the most appropriate words and emotional tone for every business situation.</p> <p><b>Interpersonal Communications</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  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><b>Stress Management</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Manage your stress and reap the rewards, including fewer job errors, reduced absenteeism, improved decision making, and lowered hostility.</p> <p><b>Writing for Results</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Learn practical techniques for adding power to written reports, executive summaries, and briefings.</p>	<p>how to analyze and deal with any type of audience, manage hostile or negative questions, and manage a question and answer period.</p> <p><b>Communicating Strategically</b>  <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a>                  Leaders, managers, team leaders, project managers, and others interested in taking a more strategic approach when communicating with others.</p> <p><b>Constructive Conflict Resolution</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Discover constructive approaches to positive resolution – develop the tools for quickly analyzing and responding to difficult situations to create practical positive outcomes.</p> <p><b>Technical Writing (3 days)</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  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 methods to produce a reliable, readable technical document.</p>
<b>Compliance</b>		
<b>Introductory/Functional/Intermediate (Entry)</b>	<b>Advanced (Journeyman)</b>	<b>Expert</b>
<p><b>Basic Records Operations</b>  <a href="https://nara.learn.com">https://nara.learn.com</a>                  Learn what to file, how to file it, and how to remove files no longer needed for current business. It covers the</p>	<p><b>Entry-level courses plus:</b></p> <p><b>Electronic Records Management</b>  <a href="https://nara.learn.com">https://nara.learn.com</a>                  Learn the skills and knowledge needed to manage electronic</p>	<p><b>Advanced (Journeyman) level courses plus:</b></p> <p><b>Advanced Electronic Records Management</b>  <a href="https://nara.learn.com">https://nara.learn.com</a></p>

<p>variety of activities involved in the maintenance and use, as well as the disposition, of Federal records.</p> <p><b>Data Collection and Analysis</b>  <a href="http://graduateschool.edu">http://graduateschool.edu</a>                  Learn how to collect and analyze data for a management study or audit. Discover how the data shapes the results and reliability of the management study or audit.</p> <p><b>Enterprise Safety Application Management System (ESAMS)</b>  <a href="https://esams.cnic.navy.mil">https://esams.cnic.navy.mil</a>                  Learn CNIC's safety management software program for Safety and Occupational Health (SOH) data management of mishap reports, training, direct and indirect costs, medical surveillance, hazard analysis, etc.</p>	<p>records throughout the records life cycle, and to take steps required to transition from a paper to an electronic records environment.</p> <p><b>Manager's Internal Control (MIC) Program Training for Coordinators</b>  <a href="http://www.fmo.navy.mil">http://www.fmo.navy.mil</a>                  Get an overview of the DON MIC Program. It is designed for MIC coordinators and alternates with management control responsibilities for their units in the DON.</p>	<p>Learn the special considerations for creating and managing electronic records, investigate issues, people, and tools related to electronic records management and look at emerging technologies and their implications for records management.</p> <p><b>Measurement and Evaluation, Volume 4</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Learn essentials for measuring training success.</p> <p><b>Recordkeeping: A Program Manager's Survival Guide</b>  <a href="https://nara.learn.com">https://nara.learn.com</a>                  Discover a practical guide to policies, procedures, and legal requirements for managing program information.</p>
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**Training Program Delivery**

<b>Introductory/Functional/Intermediate (Entry)</b>	<b>Advanced (Journeyman)</b>	<b>Expert</b>
<p><b>Aspiring Leader Program</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Practice core leadership skills and competencies which are essential to the success of an organization.</p> <p><b>Basic Train the Trainer Skills</b>  <a href="http://www.businesstrainingworks.com">http://www.businesstrainingworks.com</a>                  Learn the basics of facilitation and what it takes to effectively deliver a program.</p> <p><b>Candidate Support Provider (CSP) Training Program</b>  <a href="http://www.nbpts.org">http://www.nbpts.org</a>                  Learn the roles and responsibilities of CSPs to prepare for National Board Certification process.</p> <p><b>Foundations and Delivery, Volume 1</b>  <a href="http://www.astd.org">http://www.astd.org</a></p>	<p><b>Entry-level courses plus:</b></p> <p><b>Certified Professional in Learning and Performance (CPLP)</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Prove your knowledge as a learning and performance professional through the ASTD Certification Institute.</p> <p><b>Essentials of Coaching SMEs to Facilitate Learning</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Explore methods to uncover your SMEs' issues and concerns and learn techniques to help them excel.</p> <p><b>Federal Employee Development</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  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</p>	<p><b>Advanced (Journeyman) level courses plus:</b></p> <p><b>Achieving Success: The Help of a Mentor</b>  <a href="http://www.golearn.gov">http://www.golearn.gov</a>                  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><b>Measurement and Evaluation, Volume 4</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Learn essentials for measuring training success.</p> <p><b>Mentoring Strategies for the 21st Century</b>  <a href="http://www.golearn.gov">http://www.golearn.gov</a>                  Find out how mentoring strategies can benefit your organization in the current business environment.</p>

<p>Learn the basics to becoming a successful trainer.</p> <p><b>Learn to Mentor</b>  <a href="http://apps.mentoring.org">http://apps.mentoring.org</a>                  Learn about mentoring and the mentoring life cycle. Prepares you to be a mentor.</p> <p><b>Microsoft PowerPoint (Introduction)</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Explore the functions of PowerPoint to develop dynamic slide shows for effective presentations.</p>	<p>workforce.</p> <p><b>Instructional Design and Implementation, Volume 2</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Gain the tools for creating training program curriculum.</p> <p><b>Instructor Training</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Sharpen and improve your instructional skills and become a more polished presenter. Discover proven training techniques for large and small groups.</p> <p><b>Mentoring Effectively</b>  <a href="http://www.golearn.gov">http://www.golearn.gov</a>                  Learn effective ways to help induct a new employee or how to provide guidance to a junior colleague.</p> <p><b>Microsoft PowerPoint (Intermediate)</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Go beyond the basics of presentations and learn professional style enhancements to slide shows. Customized color schemes, special animations, effective transitions, picture files, sound and video clips, hyperlinks, and action buttons.</p> <p><b>National Board Certification</b>  <a href="http://www.nbpts.org">http://www.nbpts.org</a>                  National Board Certification is an advanced teaching credential.</p> <p><b>Train the Trainer</b>  <a href="http://www.businesstrainingworks.com">http://www.businesstrainingworks.com</a>                  Learn how to determine the needs of an audience, improve classroom charisma, handle hecklers, use activities effectively, and more.</p> <p><b>Training Activity Design</b>  <a href="http://www.businesstrainingworks.com">http://www.businesstrainingworks.com</a>                  Learn techniques for cooking up interactive, instructor-led training.</p> <p><b>Training Essentials</b>  <a href="http://www.businesstrainingworks.com">http://www.businesstrainingworks.com</a>                  Learn all elements of designing and delivering effective training.</p>	<p><b>National Board Certification Renewal</b>  <a href="http://www.nbpts.org">http://www.nbpts.org</a>                  National Board Certification renewal process begins after eighth or ninth year as a National Board Certified Teacher (NBCT).</p> <p><b>Training Programs, Volume 3</b>  <a href="http://www.astd.org">http://www.astd.org</a>                  Learn a compilation of basic workplace training programs.</p>
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# **APPENDIX E**

## **Leadership Training Opportunities by Competency**

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## Leadership Training Opportunities by Competency

Financial Management		
Department Head/ Program Manager/ Supervisor	Program Manager 1 <sup>st</sup> Level Supervisor	Program Director/Deputy/ 2 <sup>nd</sup> /3 <sup>rd</sup> Level Supervisor
<p><a href="http://www.graduateschool.edu">Budget Analysis Workshop</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> <u>u</u> 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><a href="http://www.nps.edu">Defense Resources Management Course (DRMC)</a> <a href="http://www.nps.edu">http://www.nps.edu</a> Orientation on the overall functioning of the defense management process.</p> <p><a href="http://www.graduateschool.edu">Federal Budgeting for Non-Budgeting Personnel</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> <u>u</u> 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><a href="http://www.amanet.org">Fixed Asset Accounting</a> <a href="http://www.amanet.org">http://www.amanet.org</a> Learn to maximize their bottom line by discovering everything they need to know about their fixed assets.</p> <p><a href="http://www.amanet.org">Fundamentals of Finance and Accounting for Nonfinancial Managers</a> <a href="http://www.amanet.org">http://www.amanet.org</a> Learn to be financial savvy and be held accountable for the bottom line.</p> <p><a href="http://www.graduateschool.edu">Introduction to Federal Budgeting</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a></p>	<p><b>Department Head courses plus:</b></p> <p><a href="http://www.graduateschool.edu">Budget Execution</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> <u>u</u> Learn the steps and strategies in preparing to execute the budget, including contingency planning.</p> <p><a href="http://www.nps.edu">Budget Preparation, Execution and Accountability Course</a> <a href="http://www.nps.edu">http://www.nps.edu</a> Examine the preparation, execution, and accountability of defense budgets.</p> <p><a href="http://www.dau.mil">Business Financial Management Integration into Programs</a> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn what makes a program cost estimate realistic and defensible using policies and practices.</p> <p><a href="https://www.leadership.opm.gov">Federal Budgetary Policies and Processes</a> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> <u>ov</u> Gain insight into the Federal budget process.</p> <p><a href="http://www.graduateschool.edu">Understanding Federal Financial Statements</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> <u>u</u> Learn how to prepare Federal financial statements that meet the Office of Management and Budget (OMB) guidelines.</p>	<p><b>1<sup>st</sup> Level Supervisor courses plus:</b></p> <p><a href="http://www.graduateschool.edu">Management's Responsibility for Internal Control (OMB Circular A-123)</a> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Learn and follow the requirements of the Federal Manager's Financial Integrity Act and OMB's Implementing Circular A-123.</p> <p><a href="https://www.leadership.opm.gov">Performance Budgeting Seminar</a> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Discover how to align budgets, financial management and performance can lead to improved organizational effectiveness and productivity.</p>

<p><u>u</u> Receive a solid foundation in the Federal budget process.</p>		
<b>Leadership</b>		
<b>Department Head/ Program Manager/ Supervisor</b>	<b>Program Manager 1<sup>st</sup> Level Supervisor</b>	<b>Program Director/Deputy/ 2<sup>nd</sup>/3<sup>rd</sup> Level Supervisor</b>
<p><b>Army Civilian Education System (CES) Basic Course (BC)</b> <a href="http://cpol.army.mil">http://cpol.army.mil</a> 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><b>Conflict Resolution Skills</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Effective approaches to handling difficult people or circumstances.</p> <p><b>Critical Thinking</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Master and apply critical thinking skills to make better business decisions.</p> <p><b>High-Impact Decision Making</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Decide crucial matters with clarity and confidence.</p> <p><b>Interpersonal Skills for Managers</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Improve your communication skills and every aspect of your work relationships.</p> <p><b>Interpersonal Skills: Developing Effective Relationships</b> <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a> 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><b>Introduction to Supervision</b></p>	<p><b>Department Head courses plus:</b></p> <p><b>Advanced Leadership Communication Strategies</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Learn superior leadership communication skills and the ability to adapt them to constantly changing circumstances.</p> <p><b>Army Civilian Education System (CES) Intermediate Course (IC)</b> <a href="http://cpol.army.mil">http://cpol.army.mil</a> Designed for supervisory or managerial positions – focuses on planning and team building.</p> <p><b>Crisis Leadership Workshop</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Plan for and respond to unexpected challenges.</p> <p><b>Decision Making</b> <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a> Identify and apply strategies to manage decision making.</p> <p><b>Developing Executive Leadership</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Deepen your self-awareness with executive leadership training and empower your staff to improve performance.</p> <p><b>Facilitation Skills for Leaders</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn time-tested facilitation skills to develop and maintain effective group processes and optimize the contributions of others.</p> <p><b>Facilitator Workshop</b></p>	<p><b>1st Level Supervisor courses plus:</b></p> <p><b>Army Civilian Education System (CES) Advanced Course (AC)</b> <a href="http://cpol.army.mil">http://cpol.army.mil</a> Designed for supervisory or managerial positions.</p> <p><b>Defense Senior Leader Development Program (DSLDP) (multiple sources)</b> <a href="http://www.cpms.osd.mil">http://www.cpms.osd.mil</a> Designed to develop future civilian leaders by enabling them to assume broader responsibility in an increasingly complex environment; gain an Enterprise-wide perspective needed to lead organizations and programs, and achieve results in the Joint interagency, and multi-national environments.</p> <p><b>Developing Employees</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Gain strategies for maximizing return on management, growing competent employees, and keeping star performers.</p> <p><b>Executive Development Seminar: Leading Change</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Enhance your ability to communicate and interact positively with constituencies. Identify and plan for internal and external politics that impact your vision, mission, and organization.</p> <p><b>Harvard University Program for Senior Executive Fellows</b> <a href="http://ksgexecprogram.harvard.edu">http://ksgexecprogram.harvard.edu</a> Learn improve problem solving, strategic analysis, persuasion, and negotiation skills.</p>

<p><a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u Learn the basics of coaching, delegation, communication, and motivation.</p> <p><b>Leadership Education and Development (LEAD) Certificate Program</b> <a href="http://www.leadership.opm.gov">http://www.leadership.opm.gov</a> 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><b>Leadership Essentials: Motivating Employees</b> <a href="http://www.golearn.gov">http://www.golearn.gov</a> 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><b>Leading Teams and Groups</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u Acquire the knowledge and skills you need to be an outstanding team/group leader.</p> <p><b>Leading with Emotional Intelligence</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Learn how to apply emotional intelligence to specific leadership situations to gain the authority and success you strive for as a leader.</p> <p><b>Management Skills for New Managers</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Gain crucial foundational skills to shift from being an individual contributor to a well-respected manager who can achieve team synergy and drive bottom-line performance.</p> <p><b>Management Skills for New Supervisors</b> <a href="http://www.amanet.org">http://www.amanet.org</a></p>	<p><a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u Learn how to facilitate complex human interactions in group settings.</p> <p><b>Improving Employee Performance</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u Learn to handle performance issues effectively to maximize employee performance and build greater involvement and cooperation among staff.</p> <p><b>Leadership Development Program (LDP)</b> <a href="http://www.ccl.org">http://www.ccl.org</a> 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><b>Leadership Education and Development (LEAD) Certificate Program</b> <a href="http://www.leadership.opm.gov">http://www.leadership.opm.gov</a> v 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><b>Leadership Essentials</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u 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><b>Leading People</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> u Develop insight and increase your awareness of leadership styles and how to adapt them to the needs of your organization.</p> <p><b>Mastering Employee</b></p>	<p><b>Industrial College of the Armed Forces</b> <a href="http://www.ndu.edu/ica">http://www.ndu.edu/ica</a> Focus on broad-based national security decision making for senior policymakers in a dynamic world environment with emphasis on postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events.</p> <p><b>Leadership Education and Development (LEAD) Certificate Program</b> <a href="http://www.leadership.opm.gov">http://www.leadership.opm.gov</a> 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><b>Leading Change</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Gain the knowledge and skills to help shape your future organization and explore tools for understanding and facilitating change and strategies for managing and shaping change.</p> <p><b>Leading Through Constructive Conflict</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn to lead your organization in developing conflict competency by using instruments and tools grounded in emotional intelligence concepts.</p> <p><b>Management Development Seminar I: Leading from the Middle</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn to think critically and develop your communication skills as a manager.</p> <p><b>Management Development Seminar II: Leading Organizations</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Gain a systems understanding of managing organizations.</p>
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<p>Develop the crucial management tools to help fully lead and motivate your team to higher productivity.</p> <p><b>Stress Management in the Workplace</b>  <a href="http://www.worklifebalance.com">http://www.worklifebalance.com</a>                  Learn stress management tools that are unmatched in the measured results they will produce for you and your organization.</p> <p><b>Supervisory Development Seminar Week 1: Fundamentals</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  Learn the "nuts and bolts" of frontline supervision and give you the tools you need to transition successfully into the supervisory role.</p> <p><b>Team Development Seminar Week 1: Team Building</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  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><b>Time Management for Supervisors</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  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><b>Performance Conversations</b>  <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a>                  Learn to use various communication approaches to reach shared understanding of expectations and deliver performance-focused feedback.</p> <p><b>Mentoring as a Manager</b>  <a href="http://www.golearn.gov">http://www.golearn.gov</a>                  Acquire expertise as a mentor that will benefit your employees, your organization, and your own career.</p> <p><b>Negotiating Techniques</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  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><b>Negotiation Skills</b>  <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a>                  Learn proven tools to plan for various negotiation types and strategies for conducting successful multiparty negotiations.</p> <p><b>Persuading Others</b>  <a href="http://www.dau.mil">http://www.dau.mil</a>                  Master the art and science behind successful persuasion.</p> <p><b>Supervisory Development Seminar Week 2: Learning to Lead</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  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>	<p><b>Negotiating to Win</b>  <a href="http://www.amanet.org">http://www.amanet.org</a>                  Develop an effective plan and strategy for any negotiation using the principles of persuasion.</p> <p><b>Resiliency Advantage</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  Develop the five levels of resiliency, learn how to be flexible and thrive during times of constant change and increase the adaptability of your workforce.</p> <p><b>Senior Executive Service (SES) Developmental Program</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Enhance executive competencies at the SES and GS-14/15 levels.</p> <p><b>Strategic Agility and Resilience: Embracing Change to Drive Growth</b>  <a href="http://www.amanet.org">http://www.amanet.org</a>                  Enhance your ability to respond to complex and unpredictable business changes by mastering the competencies of agile leadership.</p> <p><b>Team Development Seminar Week 2: Team Leadership</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  Learn practical leadership techniques, and explore ways of engaging, motivating, and holding team members accountable.</p> <p><b>The DoD Executive Leadership Development Program (ELDP)</b>  <a href="http://www.cpms.osd.mil">http://www.cpms.osd.mil</a>                  Increase your understanding and appreciation for today's war-fighters.</p>
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<b>Personnel Management</b>		
<b>Department Head/ Program Manager/ Supervisor</b>	<b>Program Manager 1<sup>st</sup> Level Supervisor</b>	<b>Program Director/Deputy/ 2<sup>nd</sup>/3<sup>rd</sup> Level Supervisor</b>
<p><b>Coaching</b> <a href="http://www.golearn.gov">http://www.golearn.gov</a> Learn how to strengthen your coaching skills by using a four-step process to facilitate professional growth of the employees you coach.</p> <p><b>Defense Resources Management Course (DRMC)</b> <a href="http://www.nps.edu">http://www.nps.edu</a> Orientation on the overall functioning of the defense management process.</p> <p><b>EEO in the Federal Sector</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> 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><b>Introduction to Human Resource Management for Supervisors</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Overview of human resource management issues, including staffing, classification, pay administration, employee labor relations, employee relations, and EEO.</p>	<p><b>Department Head courses plus:</b></p> <p><b>Coaching and Mentoring for Excellence</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Maximize employee development and performance.</p> <p><b>EEO for Supervisors and Managers</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Gain and understand diversity issues presented 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><b>Federal Position Management</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Discover how to use position management tools, techniques, and methods to support a high-performing organization.</p> <p><b>Strategic Human Capital Management</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Develop the necessary tools you need to successfully accomplish organizational objective and abide by human resources laws and regulations.</p>	<p><b>1<sup>st</sup> Level Supervisor courses plus:</b></p> <p><b>Coaching: A Strategic Tool for Effective Leadership</b> <a href="http://www.amanet.org">http://www.amanet.org</a> Learn skills for coaching employees to improve the effectiveness of individuals and teams.</p> <p><b>Developing Customer-Focused Organizations</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Focus on critical customer-service tactics and explore the vital skills of planning, implementing, and sustaining strategic change to better manage citizen engagement.</p> <p><b>Hiring Reform for Managers</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Understand the hiring process and ensure new employees have a "successful transition into Federal service."</p> <p><b>Leaders Growing Leaders</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Build your organization by developing leaders at every level.</p> <p><b>Leading Across Generations</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn to use generational differences to improve the workplace and increase productivity.</p> <p><b>Strategic HR Management</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn how to use OPM's Federal Human Capital Assessment and Accountability Framework (HCAAF) to plan, guide, and measure your human capital efforts.</p>

Program Management		
Department Head/ Program Manager/ Supervisor	Program Manager 1 <sup>st</sup> Level Supervisor	Program Director/Deputy/ 2 <sup>nd</sup> /3 <sup>rd</sup> Level Supervisor
<p><b>Installation Logistics Management</b> <a href="http://www.almc.army.mil">http://www.almc.army.mil</a> 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><b>Program Management Tools</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn application skills needed in a program office as an integrated product team lead.</p> <p><b>Program Manager’s Course</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Strengthen the analytical, critical thinking, and decision-making skills of potential leaders of major defense acquisition programs and program support organizations.</p> <p><b>Program Manager’s Skills</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn skills needed for handling key programmatic issues.</p> <p><b>Project Communications Management</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Learn the tools and techniques that project teams can use to build an effective communications plan.</p> <p><b>Project Management</b> <a href="http://www.golearn.gov">http://www.golearn.gov</a> Learn how to use the tools and techniques of basic project management.</p> <p><b>Project Management Principles</b> <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a> Learn and apply key concepts</p>	<p><b>Department Head courses plus:</b></p> <p><b>Data Analysis and Modeling Techniques</b> <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a> Improve analytical skills and refine approach to analyzing data for decision making.</p> <p><b>Evaluating and Presenting Analysis Results</b> <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a> Learn to effectively communicate the implications of analysis results.</p> <p><b>Lean and Six Sigma</b> <a href="http://www.golearn.gov">http://www.golearn.gov</a> 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><b>Program Management Office Course, Part A</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn key program management office knowledge and skills.</p> <p><b>Program Management Tools Course, Part I</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn application skills needed in a program office as an integrated product team lead.</p> <p><b>Project Management Course</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Organize your project, track costs and time expenditures, manage quality and risk, evaluate human resources requirements, and overcome</p>	<p><b>1<sup>st</sup> Level Supervisor courses plus:</b></p> <p><b>Comprehensive Contracting Officer Technical Representative (COTR) Workshop</b> <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a> Master the position of COTR or contracting officer representative (COR) from requirements determination through contract closeout. Cover all technical and professional business competencies required by the Federal Acquisition Certification for Contracting Officer Technical Representatives (FAC-COTR).</p> <p><b>Executive Program Manager’s Course</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn through the extensive use of open, interactive dialogue with senior DoD, congressional, Government Accountability Office (GAO), and industry leaders; tailored sessions on contemporary topics and issues.</p> <p><b>Managing Stakeholder Expectations and Relationships</b> <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a> Learn to use a stakeholder-based approach to actively and successfully build and manage relationships.</p> <p><b>Program Management Office Course, Part B</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Become effective leaders in a program office by honing analysis, synthesis, and evaluative skills.</p> <p><b>Program Management Tools Course, Part II</b> <a href="http://www.dau.mil">http://www.dau.mil</a> Learn application skills needed in a program office as an integrated product team lead.</p>

<p>about managing a project.</p> <p><b>Recordkeeping: A Program Manager's Survival Guide</b>  <a href="https://nara.learn.com">https://nara.learn.com</a>                  Discover a practical guide to policies, procedures, and legal requirements for managing program information.</p>	<p>obstacles.</p> <p><b>Writing a Business Case</b>  <a href="http://www.golearn.gov">http://www.golearn.gov</a>                  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>	
<b>Strategic Management</b>		
<b>Department Head/ Program Manager/ Supervisor</b>	<b>Program Manager 1<sup>st</sup> Level Supervisor</b>	<b>Program Director/Deputy/ 2<sup>nd</sup>/3<sup>rd</sup> Level Supervisor</b>
<p><b>Strategic Management</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Understand and obtain practice in interpreting strategic management concepts, processes, and procedures.</p> <p><b>Strategic Planning</b>  <a href="http://www.amanet.org">http://www.amanet.org</a>                  Develop the best strategic planning to support your company's goals.</p> <p><b>Strategic Planning for Government Organizations</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Establish a solid framework with strategic planning, lessons learned from Government Performance and Results Act (GPRA) implementation and practical guidance to meet your organization's challenges.</p> <p><b>Strategic Sourcing</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Learn to build a comprehensive strategic sourcing plan to transform your organization.</p>	<p><b>Department Head courses plus:</b></p> <p><b>Strategic Execution: Getting It Done</b>  <a href="http://www.amanet.org">http://www.amanet.org</a>                  Learn the skills to develop a flexible and achievable blueprint to execute your strategic plan.</p> <p><b>Strategic Human Capital Management</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>  <u>u</u>                  Develop the necessary tools you need to successfully accomplish organizational objective and abide by human resources laws and regulations.</p> <p><b>Strategic Leadership</b>  <a href="http://www.ndu.edu">http://www.ndu.edu</a>                  Focus on broad-based national security decision making for senior policymakers in a dynamic world environment.</p> <p><b>Strategic Planning and Performance Measurement</b>  <a href="http://www.managementconcepts.com">http://www.managementconcepts.com</a>                  Learn how to set performance goals and objectives and how strategic planning impacts the organization and the individual.</p>	<p><b>1<sup>st</sup> Level Supervisor courses plus:</b></p> <p><b>Center for Global Leadership Series: Leadership for a Global Society</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  Lead your organization in an interconnected world.</p> <p><b>Congressional Operations Workshop</b>  <a href="http://www.graduateschool.edu">http://www.graduateschool.edu</a>                  Receive a comprehensive review of Congress, its culture and the legislative process.</p> <p><b>Continuity of Operations Planning (COOP)</b>  <a href="http://www.fema.gov">http://www.fema.gov</a>                  Learn to build a comprehensive and viable COOP program that an organization needs to continue essential operations following a disaster.</p> <p><b>Leading Strategically: From Vision to Performance</b>  <a href="https://www.leadership.opm.gov">https://www.leadership.opm.gov</a>                  Learn practical skills for leaders in rapidly changing environments.</p>