



SUPERVISOR DEVELOPMENTAL TRAINING GUIDE



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Introduction

The Army is boldly moving to define readiness in terms of people. The Army People Strategy states, “Our vision is to build cohesive teams for the Joint Force by maximizing the talents of our people, the Army’s greatest strength and most important weapon systemⁱ.” The approach to achieving readiness is by “defining, driving, and aligning our culture with our vision of cohesive teams.” This means developing Civilians who “treat one another with dignity and respect, retaining the trust and confidence of both the American people and each other,” and who are “people of character, presence, and intellect, committed to reflective practice and continuous learningⁱⁱ.”

While everyone of us contributes to this goal, the magnitude of each supervisor’s impact in meeting it cannot be overstated. A culture based on cohesive teams is largely driven by the supervisor who sets the conditions for a thriving environment within and around the team. When we set a negative example or even ignore this critical aspect of our jobs, we contribute to the degradation of the team, culture, and inevitably - our mission. The adage that “people don’t leave their job; they leave their manager”ⁱⁱⁱ has validity^{iv}.

Poor engagement, and lack of attention to development of self and of Army Civilians will stall the progress on teams. Toxic behaviors can destroy teams. Conversely, a supervisor who intentionally tailors engagement to each person on the team, establishes a trusting environment, works to steer the team effectively, and takes intentional time to continually develop (or “upskill”) the individuals on the team, cultivates deep loyalty and people who will gladly give of their discretionary effort.

“Interestingly enough, upskilling itself is seen as an incentive in today's workforce. A 2021 Gallup poll of more than 15,000 U.S. adults found that when it came to upskilling, 57% of workers characterized themselves as "extremely interested." The number one motivation cited for participating in upskilling programs was the potential for career advancement (59% of respondents). The data supports their perception; three in four survey participants reported some type of advancement in their career post upskill.

The availability of upskilling is especially important to young adults entering the workforce for the first time. They want to know that their chosen place of business has a path to develop them in their careers. In fact, Gallup found that for young adults aged 18-24, " upskilling was named as the third most important benefit when evaluating a new job, behind only health insurance and disability and ahead of retirement, life insurance, sick leave, parental leave, and vacation."^{*}

- Defense Business Board: Strengthening Defense Department Civilian Talent Management. Submitted May 12, 2022 (DBB FY 22-03)

[*The American Upskilling Study: Empowering Workers for the Jobs of Tomorrow, Gallup Inc.](#)

Finally, a consequence of people feeling valued and successfully meeting goals helps build momentum and a foundation for a positive and trusting environment. The studies looking at why people have left their job due to their supervisor often point to a lack of personal development towards career goals^v. By focusing on developing self and others, a supervisor unleashes the full power of the team.

Therefore, the Army has made one of the specified cross-cutting objectives of the Civilian Implementation Plan to build *world-class supervisors* who are adept at enabling cohesive teams and a culture of engagement to achieve mission success. In addition, the Army is creating its first ever supervisor certification program. This guide supports all supervisors in their developmental journey, but specifically aids supervisors seeking recertification to create a structured Supervisor Development Plan in striving for continuous improvement.

World-Class Supervisors

How can we define “world-class”? The most effective supervisors have transitioned from a “doer” mindset to a leader mindset; understanding that their role is to accomplish the mission *through other people*. The best supervisors lead (inspire, influence, and motivate) people and manage priorities and processes for successful outcomes. They strive to engage and develop their team and provide resources for and remove obstacles from mission accomplishment. Finally, they embrace the primary responsibility for developing the individual people in their care. A supervisor can measure cohesion success by whether everyone feels like a valued member of a successful team, doing meaningful work, in a trusted environment.

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The competencies to accomplish all the above are vast and no supervisor could expect to master all of them - perhaps ever. Thankfully, there are some essential competencies upon which to focus to form the foundation for creating and maintaining cohesive teams. These competencies are explained in detail in the “Bringing More Clarity to Talent Assessment” section. These essential competencies build over time, and world-class supervisors are self-aware of their own developmental journey and continually strive for improvement their entire career.

Managers of Supervisors (‘Supervisors of Supervisors’)

The Army requires “world-class managers” of supervisors who understand development and they also require organizations who are effective at talent management, talent development, and who are properly resourced and actively engaged. This enables a supportive development “ecosystem”.

For this reason, the Army has provided a recertification structure and is defining policy for existing supervisors and managers of supervisors to support continual development – not only in traditional human resource policies and practices, but in areas that will help supervisors to create and maintain cohesive teams.

Purpose of This Guide

This guide provides the developmental context for the 72-hours of training required to attain Army Civilian Supervisor recertification every three years (24-hours/year). There is a section on Development, Competencies (including a diagnostic framework to aid in clarity and an associated assessment tool), and a list of some recommended courses that fit the requirements for Army Civilian Supervisors. The companion supervisor resource documents "Supervisor Coaching and Mentoring Guide for New and Existing Supervisors" and "Developing Army People" provide additional important information.

As part of your own development, all managers and supervisors should read both documents in addition to this guide.

Development

The "Develop Army People" guide describes the developmental triad as training/education, application of learning, and feedback. It also alliterates a talent development partnership with the developmental roles of the Army, Army supervisors, and Army Civilians (pp. 6-9). Supervisors should consult that guide.

It cannot be overstated that to be an effective developer of others, supervisors must develop themselves. The "Develop Army People" guide also describes how to effectively promote your own supervisory development by leveraging adult learning theory (pp. 7-8).

Learning Goes Beyond the Classroom

Army doctrine reminds us that we must take advantage of learning from every avenue.^{vi} For example, communities of practice are essentially a group of people self-organizing to help support one another in development by sharing resources and best practices and bringing in speakers or training. If your organization does not have one, you can show leadership and create informal "communities of practice" for supervisors to support one another. You can start your own learning right now by reading "Developing Army People," Chapter 1 for more information.

Self-Directed Development

A key aspect of supervisory development is our own ability to self-assess and proactively take steps to grow in areas that need strengthening in our current situation. This comes in many forms from building relationships throughout the Army, seeking mentors and coaches outside of our command, to volunteering for projects outside of the scope of our duties to obtain a larger perspective on the Army enterprise. By being self-directed in our learning we have the freedom to learn what we want, when we want, and how we want to develop professionally, while also positively contributing to organizational performance.

Once we know generally what development we might need, it takes considerable and consistent effort to plan for our development at a more detailed level. Once again, it is

helpful to consult the “Develop Army People” guide in this area. There is also a sample assessment tool within this document to use.

Competencies: Where do I start? Bringing More Clarity to Your Self-Assessment

Before highlighting competencies for supervisors who wish to run cohesive teams, here is some important information to aid in your own assessment. You must understand what a competency is, consider a different, more accurate, descriptive way to frame competencies for targeted learning focus, and then view the emphasized competencies in the recertification process.

First: How Do we Define Competency?

The Office of Personal Management (OPM) defines competency this way:

A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully.

Competencies are discussed in terms of *proficiency level*. It is awkward to state that someone is “proficient” in a competency, because this implies a binary on/off or static state of “arrival”. There are variations in the number and labels of the levels and the proficiency descriptors. However, the main point is to realize that we measure proficiency in terms of a gradient...a gradual continuing maturation. Each competency model creates its own proficiency levels.

Confusion – “Soft Skill Terminology”

Creating effective competency models is challenging for many reasons. The “technical” or “functional” arena for competencies is extremely complex. But the competencies required for running cohesive teams do not fit into that category. For many years the workforce development community has suffered from a lack of clarity in binning skills that don’t fit into the classical “functional areas”. Terms like “soft skills” were created to contrast with “technical skills” to try to talk about something that everyone knew intrinsically was important and different while they couldn’t quite put their fingers on what to call it.

"The research makes a clear case that we should stop using the term 'soft skills' to describe what are really critical leadership skills. How leaders manage their emotions and how they make other people feel are the strongest drivers of talent retention."

- Stephanie Neal, director of DDI's Center for Analytics and Behavioral Research (CABER)

Additionally, there was no agreement on those competencies across the Army, DoD, or even industry. There were no standard ways to assess the “non-technical” skills across organizations. OPM, DoD, and the Army Requirements Model all dealt with this challenge, and each took a different approach. Everyone knows communication is important, but it is a very broad term. When we get feedback in a survey that suggests “we need better communication,” it is difficult to really assess which communication problem is occurring, under what circumstances. Hence, the action to take or the behavior to address is often just a guess.

Thankfully, the tide is turning. The Army and industry^{vii} are eliminating the term “soft skills” to replace it with more clarity. There is a trend towards framing two more discrete legs upon which to stand as Army Civilians and as human beings: ‘personal’ (emotional intelligence-related) competencies and ‘thinking’ (cognitive-related) competencies. And there is nothing “soft” about them.

Questions Drive Outcomes

Another problem is the confusion around leadership competencies themselves. The questions we ask can limit us. Researchers and competency model developers identified “leadership competencies” by naturally asking research questions such as “what makes a good leader” and then they compiled the answers and organized them to the best of their ability into leadership competency frameworks. The Army, DoD, and OPM each landed on different framing. Since these were all tagged as “leadership competencies”, one consequence is that people not in formal leadership positions were often overlooked for development. The result is that we do not address the development of many essential human competencies that support creating cohesive teams until people ‘formally’ become leaders, if at all.

The Solution: Not all Requirements of Leaders are “Leadership Competencies”

We understand that everything required of a leader is not a “leadership competency.” What we often list as requirements for a great leader (or “leadership”) are effective cognitive processes, self- and social-awareness management (emotional intelligence), effective communicating, and development of self and others. These are arguably crucial requirements for every Army Civilian. Essentially, what we really mean when we describe a world-class supervisor is “*first, they are a caring, decent and effective human being.*” Framing competencies from this paradigm of effective adult human development provides more clarity to competency assessments and improves workforce development for supervisors and for Army Civilians. So now we can ask better research questions, like “what makes a good or effective person” and build upon that.

Essentially, what we are really saying when we describe a world-class supervisor is “*first, they are a caring, decent and effective human being.*” Framing these as fundamental competencies of normal adult human development has the power to provide more clarity to competency assessments and improve workforce development.

Overwhelming Supervisors

Why strive for more clarity in competency assessments? Because the current situation creates a bottleneck in the developmental “supply chain” and prevents important development of employees earlier in their career. (That may describe you!) Tagging adult competencies as leadership competencies has resulted in new supervisors arriving on the job to find that they must develop **many competencies all at once**. Having to learn human resource processes while transitioning to a mindset of performing work “through people” can be overwhelming and require a great deal of attention. Adding a broad range of emotional intelligence courses on top of that is a significant burden. This situation requires a supervisor to rapidly complete a lot of training, in a short time, to “check the box.”

Having to learn human resource processes while transitioning to a mindset of performing work “through people” can be overwhelming and require a great deal of attention. Adding a broad range of emotional intelligence courses on top of that is a significant burden.

Training this way does little to develop us or our Army Civilians. Realistically, given a finite window, the emotional intelligence courses will always be put on an endless back burner. The key is to start focusing the organization on these skills earlier in the developmental journey. It may seem late for you, but as a supervisor, you can change this pattern for your people.

The Army Civilian Education System (CES) courses attempt to fill this gap. With the pace of change being what it is today, we must not rely solely on these courses, but emphasize the development of these competencies - particularly emotional intelligence - as soon as people enter our workforce. Simply attending CES classes is not a guarantee that people will apply the information and develop in these critical areas. There must be more effective follow-up and a culture that expects and rewards emotionally intelligent behaviors.

What Does Any of This Have to Do with Me?

If you have benefited from working on emotional intelligence-based competencies in the past, you will still profit from continual maturity and mastering in this area. If not, you will want to target some key fundamental areas that can offer success in many areas, such as self-awareness, personality assessments, empathy, and active listening. You can also benefit from rejecting the temptation to just “check the box” by using the assessment process to target focused areas to avoid becoming overwhelmed.

To aid you in that process, in the next section, this guide presents a holistic competency framing that depicts general adult competencies as separate from leading and managing, which eliminates the branding problem. It should help regardless of where you are developmentally. It will also allow you and your organizations to encourage development of some essential competencies from the moment an Army Civilian enters the workforce. As you continue to read the explanation below, you will gain insight into a new way of looking at yourself as a person and as a supervisor (leader and manager). It should become more apparent as to which competencies drive cohesive teams.

The Holistic Employee Development Framework

Why?

This holistic or whole person framework was created by and for Army Civilians as a diagnostic tool in their development arsenal. It seeks to address the concerns above and works in parallel with advancing thought in the Army and industry. It aligns with current efforts such as Project Athena (<https://capl.army.mil/athena/>) in the Center for Profession and Leadership (CAPL) and the much more detailed Army Talent and Attributes Framework (<https://talent.army.mil/ataf/>). This concept sits between the two in terms of number of competencies. Instead of a “leadership” competency model, it seeks to create a holistic (whole person) approach with commonsense competency framing that would be immediately understandable to every Army Civilian. The high-level framework categories are shown in **Figure 1**. It depicts a top-down rather than bottoms-up approach. The foundational element of values/standards of conduct is at the top.

The Underpinning Philosophy

The framework takes the Army doctrinal position that everyone leads and manages from where they are in the organization (informal) and that some are in formal leadership positions. It also takes the position that in addition to (or even before) leaders focus on leading and managing competencies, they would do well to create a practice of continually developing as a caring, decent, and effective adult. Just as inferred in Army doctrine, becoming more proficient in doing so will impact not just your work life, but your personal life as well.

Every Army Civilian does not require every competency to be effective, nor needs to be (or could be) highly proficient in every competency. But every Army Civilian requires some competency in each of the areas.

It is important to note that every Army Civilian does not require every competency in the framework to be effective, nor needs to be (or could be) highly proficient in every competency. But every Army Civilian requires some competency in each of the areas.

Competencies Exist in a Hierarchy

The framework rests on the notion that “Leadership Competencies” are dependent upon several underlying competencies that are always maturing. The assumption is that in the workplace, every person is continually developing – firstly as adult human beings, then as professionals, and in leading and managing.

The Stages of the Framework Explained

Standards: At the top, the model contains ethical and intellectual *standards*. As in the Army Leadership Requirements Model, there is an assumption that before discussing competencies (knowledge, skills, abilities) there is acknowledgement of certain standards in every culture that define “good” or “effective.” We should embrace these and measure ourselves against them. The standards in this model are categorized as “personal,” which are simply the Army Values and then “cognitive”, which are drawn from the Foundation for Critical Thinking. The model reconciles the redundancy between the two.

As in the Army Leadership Requirements Model, there is an assumption that before we discuss competencies...that there are certain *standards* in every culture that define “good” or “effective” that we should embrace these and measure ourselves against them.

Personal and Cognitive: The standards are followed by a set of foundational interdependent competency cluster areas of personal and cognitive definitions. Relying on and interdependent with them is effective communication. Many of the “communication” problems in organizations and relationships stem from emotional intelligence or critical thinking issues and are not due to how well we speak or write.

Communicating: Apart from building trust, communication is one of the most mentioned competency gaps.^{viii} Using the term “communicates” as a competency to measure or even “written” and “oral” do not get at the fidelity required to effectively build cohesive teams. This model breaks down communication into: Message Development, Oral, Written, Direct, Active Listening, Difficult conversations, and Strategic communication. To continue to show the thread of dependency, active listening is built on top of emotional intelligence and critical thinking, and handling difficult (crucial) conversations leverages active listening as well as additional emotional intelligence and critical thinking skills.

Developing: In the old way of thinking, because good leaders develop themselves and others, people thought developing only came with being a leader or manager. In this holistic way of thinking, everyone needs to be developing themselves and participates in developing others. Providing constructive feedback, coaching questions, mentoring, and teaching are all ways to develop others. It can be done sideways and even upwards by people who are not in traditional “leadership” roles.

Professional: The Professional category includes the Functional (or career field area) competencies as well as what the model refers to as “Administrative.”

The **functional** areas are addressed by the Army career fields.

Administrative processes are a critical set of competencies for any supervisor. This sub-category refers to all the areas required to run any organization; the people-related processes and the operations-related processes.

The **people**-related processes are the core responsibilities of a supervisor. Every supervisor needs to have the knowledge, skills, and abilities to understand and execute the local and enterprise policies and processes in their human resources world. The competencies are spread across acquiring, developing, employing, and retaining people as described in the Army People Strategy. These include time and attendance/leave, suitability, telework, training and development, performance management, talent management, workforce planning, overtime, furloughs, adverse/disciplinary actions, negotiations, collective bargaining units, ethics, personal security, SHARP, EEO, etc.

Examples in the **Operational** side are competencies that include business acumen, travel, purchasing, IT, office equipment, software, protocols, graphics, information security and privacy, etc.

Holistic Employee Development Framework	
Adult (Human) Development	
<i>(Personal and Cognitive Interdependent Competencies)</i>	
Personal Standards	Cognitive Standards
Personal	Cognitive
Communicating	
Developing	
Professional	
Functional Area	Administrative Processes
Competencies in Career Field(s)	People - Business Operations
Leading and Managing	
Leading	Managing
Leadership	
<p>The art of combining leading and managing competencies (and the underpinning competencies) towards successful achievement of goals in the short and long term. It is dimensional (self, team, org, enterprise) as well as stylistic. (e.g., directing, supportive, coaching, delegating, participative, transformational...)</p> <p>Includes: Situational Leadership (choosing appropriate leadership style to a situation) Style Mastering: Directing, supportive, coaching, delegating, participative, transactional, transformational</p>	

Figure 1 - High-Level HEDF (Major category areas and subcategories)

Leading and Managing are two different but interdependent areas. It is important to clarify what is required of leading and what is required of managing to accurately target development needs. The simplest distinction often used is that we “lead people and manage processes.” The model expands on that in more detail and utilizes the very precise definition of “leading” from ADP 6-22. Meanwhile, managing is decomposed into several facets and is dimensional in scope. There are additional competencies required of managing an organization (Division or higher) over and above managing a team. The same is true of managing at the enterprise level (the Army).

Leadership is the last competency area. It counters the instinct that “everything is a leadership competency” by stating that “leadership is the art of combining all the other competencies towards the achievement of goals. Leadership is dimensional (self, team, organization, enterprise) and stylistic (tailoring the most effective style to a given situation).” Using this approach, leadership is the ultimate meta-competency relying on all the rest and using them in a particular way for a particular outcome. The additional competencies over and above all the rest revolve around bringing the right leadership “style” to a given situation, being able to master that style, and applying the right actions to the right level of leadership (self, team, organization, enterprise).

With this holistic competency framing approach, there is a more precise description of leadership and all the underlying components. It should increase the effectiveness of your self-analysis, so you can target effective training, and further develop your skills.

Competencies for Creating and Maintaining Cohesive Teams

Army doctrine states that trust is at the core of cohesive teams^x. Pat Lencioni in his work, the Five Dysfunctions of a Team^x makes the case that a “vulnerability-based trust” (or more accurately *psychological safety*) is at the very foundation of every other aspect of creating a cohesive team.

ADP 6-22 states “Understanding the different backgrounds, qualifications, experiences, and potential of each of the individuals in an organization is an important part of being an effective leader. It is fundamental to knowing your people and harnessing their diverse skills and perspectives to build cohesive teams. Good leaders create conditions where subordinates know they are valued for their individual talents, skills, and perspectives that contribute to mission accomplishment.”

Supervisors should realize the importance of their role in building cohesive teams.

2022 Spotlited Competency Areas for Supervisors

Supervisors must be proficient in the People or Human Resources processes relevant to our organization. There are many places to look for guidance: Army doctrine, the Army People Strategy and Civilian Implementation Plan, the Federal Employee Viewpoint Survey (FEVS), other climate survey data, and the guidance memorandum from the Army on “Expectations and Practices for Supervisors to Create and Foster a High-Performance Culture (See Appendix B). These all support supervisor focus to develop competencies that build cohesive teams in a culture of engagement.

The following are relevant competencies and competency elements for supervisors so they can build cohesive teams:

Adult

- **Emotional Intelligence:** emphasis on *self-awareness, flexibility, empathy, collaboration, managing trust, group dynamics, conflict management*
- **Cognitive:** emphasis on critical thinking and the sub-competencies of *exploring points of view and assessing implications*
- **Communicating:** Emphasis on *active listening, direct communication, difficult (crucial) conversations*
- **Developing:** emphasis on *self-development, constructive feedback, coaching, mentoring, teaching, and counseling.*

Professional

- **People (Supervising) Processes:** Organization and Manager determine emphasis

Leading & Managing:

- **Leading:** emphasis on **clear purpose and direction, leading by example**
- **Managing:** *building and maintaining cohesive teams (virtual/hybrid/collocated) and a positive environment. Emphasizes managing team dynamics, empowering individuals, implementing strategy, and providing holistic control.*

The courses at the end of this guide align to these competencies. Any courses you, your supervisor or manager, and your organization deem applicable to these areas count towards the 24-hour annual training requirement for recertification hours.

Using the Holistic Framework for Self-Assessment

Start developing now

You can practice self-awareness and meta-cognition (thinking about thinking) right this minute. What are your paradigms (mindsets, stories, judgements) around assessments? Do you tighten up? Are you excited and curious? What story is behind your thought(s)? Is there a situation from your past that is triggered? Was it positive for you? What was the outcome? What ideas run through your head when you think about assessing yourself or having others fill out an assessment for you? Take a moment to mentally picture a scenario involving assessments and simply observe your thoughts and how they make you feel.

Our paradigms around assessments affect how well we execute them and ultimately how useful they are in our development. Stopping to examine our paradigms and choosing to be open and curious to learn about ourselves has proven to significantly aid our growth. When we make our own decisions about why and when we learn and grow from a positive standpoint, the learning is more effective.^{xi}

Also, the way we frame questions around assessments to support our growth matters. If we get into a binary mindset of “good or bad” or even “strengths or weaknesses”, that creates a mental trap that might impede our growth. A binary mindset can also shut down constructive feedback opportunities.

A more effective approach is to frame this exercise to *grow proficiency in targeted situations that are important to us now or just around the corner*. Often there are situations that require us to be more proficient in a certain area that we haven’t had to practice before. Something might not be in what we would call a “strength” category or an area for development, but we might only perceive that we need more of it.

A simple and practical approach to competency assessment

Refer to pages 17-20 of this guide and begin your learning journey. To avoid the trap of binary thinking and to allow people (including yourself) to be more honest in their feedback, here are some more effective questions to consider:

Personally: Think about your own observations and feedback you have received. Review the framework competency cluster categories and the associated competency elements, while posing the question: “**what areas do I want more support in right now?**” This approach bypasses the “shame” game that often occurs (and why you sometimes tense up) when you are approaching assessments and allows the brain to simply assess growth areas in your current situation.

Ask others: Asking people to “rate” you on all the competencies can be overwhelming for others and could also create a dilemma around truthful feedback. You can practice establishing psychological safety in this situation by thinking of the following question: **How can I ask someone to help me grow without them feeling awkward and my getting defensive?**

Choose people that you work with and with whom you want to have optimal interactions, where trust is high. Then, simply ask **"Would you mind going over the development framework and just circle areas where you would appreciate me being stronger during our interactions?"** Or **circle the things where you would like more from me.** We often behave differently with different people and getting feedback from multiple people with this specific question can provide a new level of self-awareness. It helps us to see "what is important" without stepping into a situation that triggers defensiveness. Once you've done this with people you know and trust, consider stepping outside of your comfort zone and seek the same feedback from those who may not be your biggest fan. This transparency on your part can free you. It will provide you a broader spectrum of feedback from which to grow.

Competency Definitions: Many of the competencies will be understandable by their names. Due to space, definitions of the competencies are not included in this guide. They are continually being updated and will be found in the ACCMA Army Supervisor Resource Center Collaborative MS Teams site.

Pages 17-20 include tools/templates for you to utilize the Holistic Employee Development Framework (HEDF) to assess where you want to focus your development and capture it in a document. Page 21 provides a worksheet template for you to document your self-discovery needs as you consider the descriptions on pages 17-20.

Note: Should you wish, this HEDF can also be used in conjunction with other frameworks such as the OPM MOSAIC, and the OPM Supervisor Development Framework, the tools available in Project Athena, and the ATAF. Use what is most helpful to you.

Holistic Employee Development Framework (Detailed View)

The Foundation: Adult (Human Development) Competency Area

<p>Holistic Employee Development Framework (Categories and Elements for Holistic Development)</p> <p><i>This holistic framework depicts Leadership Competencies as being built upon underlying competencies that are always maturing. In the workplace, every person is continually developing – firstly as adult human beings, then as professionals, and in leading and managing. The framework illustrates how the competency area for Leadership rests on the competency areas of leading, managing, and professional. These three are powered by the interdependent adult (human) competence areas of developing, communicating, emotional intelligence, and cognitive. At the very core of the foundation are standards that our culture deems ethically and cognitively necessary for establishing trust in life. The framework takes the Army doctrinal position that everyone leads and manages from where they are in the organization (informal) and that some are in formal leadership positions. Every Army Civilian does not require every competency to be effective, nor needs to be highly proficient in every competency. But every Army Civilian requires some competency in each of the areas. It also assumes that leadership is dimensional (self, team, organization, enterprise) and stylistic (tailoring the most effective style to a given situation).</i></p>	
<p>Adult (Human) Development (Personal and Cognitive Interdependent Competencies)</p>	
<p style="text-align: center;">Personal Standards <i>(Army Values) Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage</i></p>	<p style="text-align: center;">Cognitive Standards** <i>Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance</i></p>
<p style="text-align: center;">Personal (Emotional Intelligence*)</p> <p><u>Self</u></p> <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation <i>(accountability, flexibility, self-control)</i> • Self-Motivation <i>(results driven, resilience, initiative)</i> <p><u>Social</u></p> <ul style="list-style-type: none"> • Social Awareness <i>(Empathy, group dynamics, external awareness)</i> • Social Management <i>(Influence/Negotiation, Cultural Intelligence, Mastering Conflict, collaboration, Partnering, customer and public service, managing trust)</i> <p><i>(*Source: Emotional Intelligence Consortium, reconciled with OPM/DoD/Army competencies)</i></p>	<p style="text-align: center;">Cognitive</p> <ul style="list-style-type: none"> • Managing Attention • Critical Thinking** <i>(Validating information, analytical reasoning, exploring points of view, assessing implications, developing inferences)</i> • Advanced Thinking <ul style="list-style-type: none"> ○ Creative/Innovative Thinking ○ Strategic Thinking ○ Systems Thinking ○ Managing Polarities Thinking • Problem Solving • Decision Making <i>(Deductions, evaluation, induction, sound decision execution)</i> <p>Meta Cognition (Awareness of how one thinks)</p> <p><i>(**Source: Critical Thinking Foundation's Intellectual Standards)</i></p>

Adult (Human) Development (cont)
Communicating Message Development, Oral, Written, Direct, Active Listening, Difficult (Crucial) conversations, and Strategic communication
Developing Self-development, Constructive feedback, Coaching, Mentoring, Teaching, Counseling

The Professional Competencies Area

Professional
Functional Area Competencies in Career Field(s) - <i>See Career Field Competency Models</i>
<p>Administrative Processes (People and Business Operations) <i>Agency, organization, and unit specific formal processes and associated business systems in service of People and Business. In each of these topics, there is a supervisor component and an Army Civilian component and often, both need to be aware of each other's roles. Supervisors are responsible for working within their chain of command to be trained and developed in these areas and understand and execute to specific policies and procedures. See Agency, Organization, or Unit for specific information.</i></p> <p>People competencies are spread across acquiring, developing, employing, & retaining people lines of effort as described in the Army People Strategy, Civilian Implementation Plan. They include Time and attendance/leave, suitability, telework, training & development, performance management, talent management, overtime, furloughs, adverse/disciplinary actions, negotiations, collective bargaining units, ethics, personal security, SHARP, EEO, etc.</p> <p>Cross cutting business operations competencies include business acumen, travel, purchasing, IT, office equipment, workforce planning, and software, protocols, graphics, information security and privacy, etc.</p>

Leading and Managing competency area

Leading and Managing	
Leading	Managing
<p>Army Definition: <i>Influencing people by providing purpose, direction, and motivation to accomplish a mission and improve the organization/team.</i></p> <p>Includes: Influential leadership, developing clear purpose and strategy, effective vision development and communication, leading by example</p>	<p style="text-align: center;"><i>Getting work done via building & maintaining cohesive teams (virtual/collocated) and a positive environment.</i></p> <p>1) <u>Managing Teams:</u></p> <p>a) <i>managing team dynamics</i> - leveraging foundational, comms, and dev competencies to manage relationships and focus within a team to create an environment of trust that mines for conflict, creates commitment and mutual accountability, and drives toward common team results</p> <p>b) <i>empowering individuals</i> through clarity, thoughtful work assignments, and continual development;</p> <p>c) <i>implementing strategy</i>, setting goals, tracking progress</p> <p>d) <i>providing holistic control</i> over processes, projects, and programs through: planning, organizing, prioritizing, directing, staffing and resourcing, monitoring, risk management, and driving efficiency and effectiveness.</p> <p>2) <u>Managing Organizations</u> - Managing Organizational capability and alignment for excellence and sustainability. Organization Collaborative Governance and Strategy Implementation assuring alignment across Mission, Talent, Resources, Operations, & Improvements. <i>Builds upon Managing Teams competencies.</i></p> <p>3) <u>Managing Enterprises</u> (Commands and Higher) Same as 2) Managing Organizations, but at the Enterprise level across Organizations. Managing Enterprise capability and alignment for excellence and sustainability. Enterprise Collaborative Governance and Strategy Implementation assuring alignment across Mission, Talent, Resources, Operations, & Improvements. <i>Builds upon Managing Teams competencies and managing organizations.</i></p>

Leadership competency area

Leadership

The art of combining leading and managing competencies (and all the underpinning competencies and standards) towards successful achievement of goals in the short and long term.

It is dimensional (self, team, org, enterprise) as well as stylistic. (e.g. directing, supportive, coaching, delegating, participative, transformational...)

Competencies include:

Situational Leadership: (choosing appropriate leadership style to a situation

Style Mastering: Knowing what style to use when and executing it effectively.

Holistic Employee Development Framework Work Sheet	
Adult (Human) Development	
Personal Standards	Cognitive Standards
El: self- awareness	Cognitive
El: self-regulation	
El: self-motivation	
El: social awareness	
El: social management	
Communicating	
Developing	
Professional	
Functional Area Competencies in Career Field(s)	Administrative Processes People - Business Operations
Leading and Managing	
Leading	Managing
Leadership	
The art of combining leading and managing competencies (and all the underpinning competencies and standards) towards successful achievement of goals in the short and long term. It is dimensional (self, team, org, enterprise) as well as stylistic (e.g. directing, supportive, coaching, delegating, participative, transformational...)	

Documenting your findings and creating a plan

Once you identify areas of focus, whether they are already strengths for which you desire to go further, or whether something is new to you, create a plan for your development. Review the Develop Army People guide for additional planning information, consult with your supervisor or manager, and consider using a personal coach, and/or other key stakeholders to help you to complete your personal developmental plan.

Don't attempt everything at once

With the help of your support network, choose no more than three areas upon which to focus. For a plan to be effective there are several elements to address. This guide uses the Project Athena template.

Figure 2 below is an example of a plan to facilitate ongoing development of a team (one of the top areas to build a cohesive team). The “**associated competency**” used “develops others” is taken from the Army Leadership Requirements model. You could also use the competencies from the HEDF. Here is a breakdown of the terms in **Figure 2**:

It seeks **underlying causes** for obstacles or current counter-productive behaviors you want to address or that caused you to believe you want to improve more in this area.

Then, set your target or **desired outcome**.

Next, brainstorm with your network what **developmental activity** you will engage in to grow this competency. Is it simply practicing a behavior or is there another step involved first?

What **method** will you use? How are you going to accomplish this developmental activity? What resources do you need? Is this an area where additional training or leadership coaching would be useful? Do you choose training from the list or from another source?

How will you **monitor** your progress?

What are the **challenges** or some factors that might hinder your success in carrying out this plan?

How can you mitigate the risk with **Controls**? What can you do to minimize or control the factors that might hinder your success?

Once you have this plan, you can attach it to your IDP and regularly check in with your supervisor or manager to implement and monitor progress.

To try this for yourself, the Supervisor Development Action Plan Template on page 24 offers you a chance to plan your personal supervisory development in one area.

Sample Plan from Project Athena use Army Leadership Requirements Model Competency^{xii}

Behavior: Facilitates ongoing development

Associated Competency:

Develops Others

Underlying Cause(s):

I tend to allow other tasks and demands to get in the way of dedicating time to support the development of my subordinates.

Desired Outcome:

Gain more experience or practice at doing this behavior.

Developmental Activity:

1) Hold frequent development discussions with key subordinates.

Method:

I will meet regularly with each of my five subordinates to discuss their development. I will provide brief feedback on each subordinate's recent accomplishments and ask them about their professional goals and the types of roles and experiences that interest them.

Timing:

Meet with each subordinate separately for 20-30 minutes once every other week. Key opportunities for these sessions include before or after PT and over the lunch hour.

Monitoring:

Keeping track of the subordinates I speak with and their short-term and long-term professional goals as well as areas of interest. Delegating tasks and providing opportunities that help subordinates achieve their goals.

Challenges:

Subordinates not being available. An increase or fluctuation in the section's workload or other demands.

Controls:

Schedule/plan these sessions with subordinates well-enough in advance (the week prior).
Remain flexible as to when these sessions occur.

Figure 2 – Sample Developmental Plan

Supervisor Development Action Plan Template

Behavior: _____

Associated Competency(ies): _____, _____,

Underlying Cause(s): *Why do you want to work on this behavior? If the behavior is an area for improvement, why is it an issue? If a strength, what are you looking to build on?*

Desired Outcome: *What is your goal? What do you hope to achieve?*

Developmental Activity: *What do you want to do?*

1. _

2. _

Method: *How are you going to accomplish this developmental activity? What resources do you need?*

Timing: *When will you do this?*

Monitoring: *How will you monitor your progress?*

Challenges: *What are some factors that might hinder your success?*

Controls: *What can you do to minimize or control the factors that might hinder your success?*

Recommended Supervisor Development Training List

Finding Courses for Development

For Army supervisors, there are many places to look for training to complete 24-hours of supervisory-related training each year. On pages 28-57, there is a table of courses for supervisor development from a variety of sources. These sources are sorted based upon the key concepts described throughout this guide. Once areas for growth are identified, use this table to search for available training.

Note: Some sources such as UDEMY, Army E-learning (SkillPort), and others provide many more courses than those listed on this initial version of the list.

The Training Table Columns Explained

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
-----	---------	-----	-----	-------	-----	-------	------	-------

- **Framework Competency Category (Cat): High-level framework areas**
 - Cognitive (Cog)
 - Emotional Intelligence (EI)
 - Communication (CM),
 - Developing (DV)
 - Leading and Managing (LM)
 - Supervisor Processes (SP) [a segment of the Professional Administrative section of the model]
 - Multiple Categories (M) [when a course covers multiple areas]
- **Framework Competency Element:** Thematic area.
- **OPM competency:** Relationship to OPM guidance.
- **Hours:** Where easily obtained, the number of hours of the course are included.
- **Topic:** The general topic of the course. Sometimes this field overlaps with a competency area, but other times it is an additional helpful keyword for searching.
- **Source Category (Src):** Who hosts or runs this course. Government (G), Government Sponsored (S) [such as SkillPort], Commercial (C), Academia (A), or some combination (M) [such as when a course can be taught by a licensed government facilitator or commercial facilitator].
- **Title:** The course title as given by the provider.
- **Link:** The link to the course or for more information and often the name of the vendor or portal through which the course can be obtained.
- **Notes:** Some helpful information regarding the course.

Using the Course List

This is not a comprehensive or exclusive list. The emphasized competencies listed below align with the strategic vision of the Army People Strategy. If your supervisor or manager agrees that a particular training course meets the developmental intent and it is not on this list, you might seek and procure the needed training elsewhere.

Additional Notes on the list:

1. **SkillPort:** The course numbers are listed and there is a link to summaries. There are a significant number of additional courses available on the recommended topics. The contact for SkillPort is Program Administration Email: Leslie A. York: leslie.a.york.civ@army.mil; Kimberly Berry: kimberly.e.berry2.civ@army.mil
2. **Multiple Delivery Options:** Some of the commercial training products from Ken Blanchard, Franklin Covey, and VitalSmarts have a variety of delivery options. Organizations might bring in an outside facilitator to provide the course and pay for the facilitator and materials. There may be online versions. In the case of Franklin Covey, for example, organizations might purchase all access passes where employees have an unlimited access to all material for one year. Students can use the electronic workbooks, print them out, or order them for only \$35 (normally \$300). Finally, each of these companies has the option of government personnel being trained and certified to deliver courses.
3. **UDEMY:** There are a significant number of additional courses available in UDEMY that cover the recommended competencies.

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Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
Cog	Critical Thinking	Problem Solving	0.4	Critical Thinking	S	Confronting Your Assumptions apd_17_a01_bs_enus	https://usarmy.skillport.com/ Course Number: apd_17_a01_bs_enus	Summary: https://library.skillport.com/coursedes/apd_17_a01_bs_enus/summary.htm
Cog	Critical Thinking	Problem Solving	0.45	Critical Thinking	S	Investigating Arguments apd_17_a02_bs_enus	https://usarmy.skillport.com/ Course Number: apd_17_a02_bs_enus	Summary: https://library.skillport.com/coursedes/apd_17_a02_bs_enus/summary.htm
Cog	Critical Thinking	Problem Solving	0.3	Critical Thinking	S	Reaching Sound Conclusions apd_17_a03_bs_enus	https://usarmy.skillport.com/ Course Number: apd_17_a03_bs_enus	Summary: https://library.skillport.com/coursedes/apd_17_a03_bs_enus/summary.htm
Cog	Critical Thinking	Problem Solving	0.3	Critical Thinking	S	Outwitting Your Cognitive Bias bs_apd28_a01_enus	https://usarmy.skillport.com/ Course Number: bs_apd28_a01_enus	Summary: https://library.skillport.com/coursedes/bs_apd28_a01_enus/summary.htm
Cog	Managing Polarities	Conflict Management		Polarity Management	M	Paradox & Polarity	https://www.ccl.org/leadership-solutions/leadership-topics/leadership-paradox/	Leaders can learn a process to better understand and respond to issues that don't have fixed solutions: Articulate two "poles" that are competing or at odds. Look at the potential positive results (as well as the negatives). Explore the drawbacks or fears related to over-emphasizing one or the other.
Cog	Critical Thinking	Leveraging Diversity	0.5	Inclusion	S	Moving from Bias to Inclusion in a DEI Journey bs_apd39_a02_enus	https://usarmy.skillport.com/ Course Number: bs_apd39_a02_e	Summary: https://library.skillport.com/coursedes/bs_apd39_a02_enus/summary.htm
Cog	Critical Thinking	Interpersonal Skills	0.4	Unconscious Bias	S	Understanding Unconscious Bias apd_14_a01_bs_enus	https://usarmy.skillport.com/ Course Number: apd_14_a01_bs_enus	Summary: https://library.skillport.com/coursedes/apd_14_a01_bs_enus/summary.htm
Cog	Critical Thinking	Interpersonal Skills	0.4	Unconscious Bias	S	Overcoming Your Own Unconscious Biases apd_14_a02_bs_enus	https://usarmy.skillport.com/ Course Number: apd_14_a02_bs_enus	Summary: https://library.skillport.com/coursedes/apd_14_a02_bs_enus/summary.htm

Cog	Critical Thinking	Interpersonal Skills	0.4	Unconscious Bias	S	Overcoming Unconscious Bias in the Workplace apd_14_a03_bs_enus	https://usarmy.skillport.com/ Course Number: apd_14_a03_bs_enus	Summary: https://library.skillport.com/coursedescribe/apd_14_a03_bs_enus/summary.htm
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Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
CM	Active Listening	Oral Communication	0.6	Active Listening	S	Using Active Listening in Workplace Situations cm_14_a02_bs_enus	https://usarmy.skillport.com/ <u>Course Number:</u> cm_14_a02_bs_enus	Summary: https://library.skillport.com/coursedescribe/acm_14_a02_bs_enus/summary.htm
CM	Active Listening	Oral Communication	0.6	Active Listening	S	Active Listening Skills for Professionals comm_43_a03_bs_enus	https://usarmy.skillport.com/ <u>Course Number:</u> comm_43_a03_bs_enus	Summary: https://library.skillport.com/coursedescribe/comm_43_a03_bs_enus/summary.htm
CM	Active Listening	Oral Communication	0.4	Active Listening	S	Trust Building through Effective Communication acm_07_a03_bs_enus	https://usarmy.skillport.com/ <u>Course Number:</u> acm_07_a03_bs_enus	Summary: https://library.skillport.com/coursedescribe/acm_07_a03_bs_enus/summary.htm
CM	Difficult Conversations	Conflict Mgmt		Difficult Conversations	G	DBACCN - Crucial Conversation	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/c/hrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
CM	Difficult Conversations	Interpers. Skills		Difficult Conversations	M	Conversational Capacity	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	Teaches people how to engage in constructive, learning-focused dialogue when challenging topics or conflicts arise so they can make informed decisions and find the best solutions, even under high pressure. That's where difficult exchanges turn into learning opportunities and unfocused meetings become innovation incubators.
CM	Active Listening	Oral COMMS	0.4	Active Listening	S	Become a Great Listener bs_apd39_a04_enus	https://usarmy.skillport.com/ <u>Course Number:</u> bs_apd39_a04_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd39_a04_enus/summary.htm
CM	Active Listening	Oral COMMS	0.5	Active Listening	S	Mastering Active Listening in the Workplace bs_amg09_a01_enus	https://usarmy.skillport.com Course Number: bs_amg09_a01_enus	Summary: https://library.skillport.com/coursedescribe/bs_amg09_a01_enus/summary.htm
CM	Oral	Oral COMMS	0.5	Oral Communication	S	Planning an Effective Presentation bs_ald11_a01_enus	https://usarmy.skillport.com Course Number: bs_ald11_a01_enus	Summary: http://library.skillport.com/coursedescribe/bs_ald11_a01_enus/summary.htm
CM	Difficult Conversations	Interpers. Skills	0.5	Difficult Conversations	S	How to Manage Difficult Conversations amg_06_a03_bs_enus	https://usarmy.skillport.com/ Course Number: amg_06_a03_bs_enus	Summary: https://library.skillport.com/coursedescribe/amg_06_a03_bs_enus/summary.htm

CM	Active Listening	Interpers. Skills	Up to 24	Personal and Interpersonal Effectiveness and Team Synergy	M	7 Habits of Highly Effective People/7 Habits for Managers/The 7 Habits Leader Implementation	Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	This foundational and classic course for effective living for all employees contains frameworks, tools, and practices for strengthening self-awareness and management, interpersonal behaviors and creating team synergy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass and create a culture for continual application of the concept for effective development. Less effective models are one time courses, especially via sources such as American Management Association type model of ~\$2500 per student, but this may be useful if an organization is just beginning their developmental journey in this area. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
CM	Difficult Conversations	Interpers. Skills		Crucial Conversations	M	Crucial Conversations®	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	This is a classic body of knowledge for engaging in difficult conversations more effectively. Builds off of and Leverages the concepts in 7 Habits of Highly Effective People. This version is online and available for individuals to take. Self-paced (2–3 hours a week over four weeks) 10-12 hours 10 eLearning points plus assessments
CM	Difficult Conversations	Interpers. Skills		Crucial Conversations	M	Crucial Conversations® Online	VitalSmarts online https://training.vitalsmarts.com/courses/crucial-conversations-online-2018	This is a classic body of knowledge for engaging in difficult conversations more effectively. Builds off of and Leverages the concepts in 7 Habits of Highly Effective People.
CM	Difficult Conversations	Interpers. Skills		Crucial Conversations for Accountability	M	Crucial Conversations® for Accountability	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	Tailoring of the Crucial Conversations towards accountability-based conversations.

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
DV	Coaching	Developing Others		Coaching Introduction	M	Coaching Essentials	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	teaching managers how to communicate effectively, set goals, be empathetic, and give feedback. The Four Core Conversations model provides a highly effective framework for understanding the important conversations needed to manage people and performance: goal setting, redirecting, praising, wrapping up. Communication Essentials: Listen to Learn (Set aside distractions and concentrate on understanding all that is being expressed.) Inquire for Insight , (Ask questions that draw out insights and ideas from the other person.) Tell Your Truth (Share information that is needed to help move the person forward. Express Confidence (Build self-assurance and enthusiasm.)
DV	Coaching	Developing Others		Coaching Introduction	S	Coaching for Growth and Success	https://armyciv.udemy.com/course/coaching-for-growth/	And introductory course for understanding more about coaching. 1.5 hours on-demand video, 13 downloadable resources. Target: Supervisors who want to get better at coaching others to succeed/develop their team members. Example topics: Why and when to use a coaching approach (because it's not always the best strategy), Four skills for effective coaching conversations (Listening to Learn, Asking Powerful Questions, Demonstrating Empathy, and Summoning Strengths), How to help your team members set goals and take action (Motivational Goal-Setting, Action Planning, Anticipating and Overcoming Obstacles, and Creating Commitment and Accountability)
DV	Coaching	Developing Others		Coaching Introduction	C	Fundamentals of Organizational-Coaching	https://www.coachtrainingalliance.com/fundamentals-of-organizational-coaching/	A solid introduction to coaching. Self-paced video presentations, coaching demonstrations, learn from others, tools for the organization. Other tailored coaching-related courses are available at this site.
DV	Coaching	Developing Others	0.4	Coaching Introduction	S	Coaching Techniques That Inspire Coachees to Action bs_amg09_a01_enus	https://usarmy.skillport.com/ Course Number: bs_amg09_a01_enus	Summary: https://library.skillport.com/coursedescribe/bs_amg09_a01_enus/summary.htm
DV	Coaching	Developing Others	0.3	Coaching Introduction	S	Keeping Your Coachee Committed and Accountable bs_amg09_a02_enus	https://usarmy.skillport.com/	Summary: https://library.skillport.com/coursedescribe/bs_amg09_a02_enus/summary.htm

						Course Number: bs_amg09_a02_enus	
DV	Developing (Broad)	Developing Others	0.5	Employee Development	S	Managing Employee Development amg_02_a02_bs_enus	https://usarmy.skillport.com/ Course Number: amg_02_a02_bs_enus Summary: https://library.skillport.com/coursedescrip/amg_02_a02_bs_enu nus/summary.htm
DV	Coaching	Developing Others		Full ICF Certified Coaching Program	A	e-Co Leadership Coaching Certification Program George Washington University https://cepl.cps.gwu.edu/leade rship-coaching	A trusted source for International Coaching Federation (ICF) Accredited Coach Training. participants work to develop an integrated worldview of coaching in systems while practicing with real-world clients, in organizations that are deeply committed to the Sustainable Development Goals, and who care to make a positive difference in the world.
DV	Coaching	Developing Others		Full ICF Certified Coaching Program	A	e-Co Leadership Coaching Foundations George Washington University https://cepl.cps.gwu.edu/leade rship-coaching	Online two-day introductory program. Audience: anyone who is interested in coaching or simply wants to explore transformational leadership and building coaching skills in their work. Get introduced to the foundations of e-Co Leadership Coaching and practice using a simple model for your work and life, connect and step into the capacities of e-Co Leadership Coaching, practice using coaching skills and application tools for organizational and systems change
DV	Coaching	Developing Others		Full ICF Certified Coaching Program	A	Leadership Coaching for Organizational Well- Being George Mason University https://cpe.gmu.edu/public/ca tegrity/courseCategoryCertifica teProfile.do?method=load&cer tificateId=1002544	A trusted source for International Coaching Federation (ICF) Accredited Coach Training. One of the Army's chosen vendors in the competitive and funded coaching program (before it developed its own pilot program). The Professional Certificate in Leadership Coaching for Organizational Well-Being program is designed for supervisors striving for positive change in team and organizational culture. It has been created and developed by The Center for the Advancement of Well-Being's Leading to Well-Being education experts in collaboration with George Mason University's Executive and Professional Education.
DV	Coaching	Developing Others		Full ICF Certified Coaching Program	C	ICF Coaching Certification Program https://www.coachtrainingalliance.com/programs/certified-coach-program/	An ICF accredited program. Army, George Washington, and George Mason have an Army proven track record. But Coach Training Alliance provides a good set of training and tools to develop Army coaches. Other tailored coaching-related courses are available at this site.

DV	Coaching	Developing Others		Fully Army Certified Coaching Program	G	Army Coaching Program	US Army in partnership with other services https://talent.army.mil/acp/training/	79 hour cohort course over 16 weeks (5 months) with 1 or 2 hour modules Tues, Wed, Thursday. The Army Talent Management Task Force has partnered with the United States Air Force and United States Navy in piloting a certified training course to become an Army Coach. Civilians and military are combined in training cohorts.
DV	Developing (Broad)	Developing Others	0.3	Keeping Top Performers Challenged	S	Keeping Top Performers Challenged amg_01_a02_bs_enus	https://usarmy.skillport.com/ <u>Course Number:</u> <u>amg_01_a02_bs_enus</u>	Summary: https://library.skillport.com/coursedescript/amg_01_a02_bs_enus/summary.htm
DV	Developing (Broad)	Interpersonal Skills/ developing others/ accountability		Leadership	M	4 Essential Roles of Leadership	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Built around the notion that everyone wants to be a valued member of a successful team, doing meaningful work, in a trusted environment and explores the supervisor's roles in helping achieve those outcomes. Recommend organizations train government facilitators as a sustainable model and use All Access Pass. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
DV	Developing (Broad)	Interpersonal Skills		Team Leading	M	6 Critical Practices of Leading a Team	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Tailored to first line supervisors, especially early in the career. Changing from a doer mindset to getting work done through others, setting the team up for success, effective 1-on-1s, creating a culture of mutual feedback, leading change, and managing our own energy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
DV	El (Broad)	Developing Others		Developing Approachability	S	Be Approachable & Coach as a Manager	https://armyciv.udemy.com/course/be-approachable-coach-as-a-manager/	Assess your own approachability, Recognize the non-verbal vibes you're sending, Be more interactive with better listening & understanding, Establish credibility with your team, Set expectations to assess performance, Give your team meaningful feedback

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
EI	Managing Trust	Interpersonal Skills		Building Trust	M	Building Trust	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	Building Trust workshop teaches your managers how to build trust to increase engagement, creativity, and commitment. Model of A, B,C,D. Able (demonstrate competence), Believable (Acts with Integrity), Connected (Cares about others), Dependable (Honors Commitments)
EI	EI (Broad)	Team Building		Courage-based emotional intelligence for individuals and teams	M	Dare To Lead	Dare To Lead: Government facilitators can be trained or utilize Dare To Lead Consultants and hub. https://brenebrown.com/hubs/dare-to-lead/	Breakthrough researcher and author Brene Brown has brought clarity to the essence of emotional intelligence and building trust within ourselves and team by addressing the Army Value of Personal Courage. By addressing courage through the lens of vulnerability Dare To Lead concepts have been effectively used in military and civilian cultures. Organizations can use outside facilitators to tailor cohort learning or simply organize around the tools provided at the Dare To Lead hub for assessments, videos, books, workbook, and read along Select a book read-along schedule that meets your team's needs. There are 4-hour, 8-hour, and 10-hour options broken down into one-hour modules for group learning of cohorts within the organization or intact teams. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
EI	Influencing and Negotiating	Interpersonal Skills	0.5	Creating a Positive Environment	S	Building a Win-win Relationship with Your Manager bs_apd40_a03_enus	https://usarmy.skillport.com/Course Number: bs_apd40_a03_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd40_a03_enus/summary.htm
EI	EI (Broad)	Interpersonal Skills		Emotional Intelligence	S	Emotional intelligence in practice	https://armyciv.udemy.com/course/emotional-intelligence-in-practice/	Understand the basics of emotional intelligence, Know the importance of emotions and how to use them to your advantage, Know what triggers certain emotions in you and how to get rid of them, Improve your relationships and build stronger relationships, Become a good leader by developing your Emotional Quotient EQ. Very short modules. 26 lectures , 1h 27m total length

EI	El (Broad)	Interpersonal Skills		Emotional Intelligence	A	Empathy and Emotional Intelligence at Work	BerkeleyX Free online courses from Univ of California, Berkeley https://www.edx.org/course/empathy-and-emotional-intelligence-at-work?index=product&queryID=832c25ce1894505d5213a131af274d0c&position=1	Learn research-based skills to strengthen empathy and trust, improve collaboration, and create more innovative, productive, and satisfying experiences at work. Discover the psychological and biological roots of empathy, trust, and cooperation. Self-paced 1-2 hours a week for 4 weeks. There is an audit track for free or a verified track for a fee.
EI	El (Broad)	Interpersonal Skills		Emotional Intelligence	A	The Science of Happiness	BerkeleyX Free online courses from Univ of California, Berkeley https://www.edx.org/course/the-science-of-happiness-3	Learn science-based principles and practices for a happy, meaningful life. Self-paced 4-5 hours a week for ~11 weeks. There is an audit track for free or a verified track for a fee.
EI	El (Broad)	Interpersonal Skills		Emotional Intelligence	A	The Foundations of Happiness at Work	BerkeleyX Free online courses from Univ of California, Berkeley https://www.edx.org/course/the-foundations-of-happiness-at-work	Learn why happiness at work matters and how to increase it within yourself and across your organization. series of research-backed, practical ways to boost happiness at work. Strategies for evaluating levels of happiness within an organization. Self-paced 2-3 hours per week ~ 4 weeks. There is an audit track for free or a verified track for a fee.
EI	El (Broad)	Interpersonal Skills		Emotional Intelligence	A	Managing Conflicts on Projects with Cultural and Emotional Intelligence	https://www.edx.org/course/MCOMM03	understand and heal bad communication habits and conflicts that arise within project teams and stakeholders. Learn how by leveraging emotional and cultural intelligence using the Coordinated Management of Meaning (CMM). Cultural intelligence and the four steps. Emotional intelligence and its five components. Self-paced 3-5 hours per week ~5 weeks. There is an audit track for free or a verified track for a fee.
EI	El (Broad)	Interpersonal Skills	0.4	Emotional Intelligence	S	Navigating the Workplace with Emotional Intelligence acm_13_a03_bs_enu	https://usarmy.skillport.com/Course Number: acm_13_a03_bs_enu	Summary: https://library.skillport.com/coursedescribe/acm_13_a03_bs_enu/summary.htm
EI	El (Broad)	Interpersonal Skills	0.4	Emotional Intelligence	S	Developing Emotional Intelligence bs_ald14_a04_enu	https://usarmy.skillport.com/Course Number: bs_ald14_a04_enu	Summary: https://library.skillport.com/coursedescribe/bs_ald14_a04_enu/summary.htm
EI	El (Broad)	Interpersonal Skills	0.4	Emotional Intelligence	S	Navigating Other People's Emotions acm_13_a02_bs_enu	https://usarmy.skillport.com/Course Number: bs_apd43_a04_enu	Summary: https://library.skillport.com/coursedescribe/bs_apd43_a04_enu/summary.htm

EI	El (Broad)	Interpersonal Skills		Emotional Intelligence, Managing relationships	M	Get Better: 15 Proven Practices to Build Effective Relationships at Work	Franklin Covey: Self-development available through All Access Pass https://www.franklincovey.com/	Created from the best-selling book, Get Better15 Proven Practices to Build Effective Relationships at Work this video collection will help you build effective relationships and improve business results. Pulls from both 7 habits and speed of trust content. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
EI	El (Broad)	Interpersonal Skills		Extensive Emotional Intelligence program	S	OAA Emotional Intelligence lp_OAA_Emotional_Intelligence	https://usarmy.skillport.com/Course Number: lp_OAA Emotional Intelligence	Extensive packaging of emotional intelligence courses for total of over 6 hours.
EI	Cultural Intelligence	Interpersonal Skills	0.4	Inclusion	S	Recognizing and Addressing Micro-behaviors in the Workplace bs_apd39_a03_enus	https://usarmy.skillport.com/Course Number: bs_apd39_a03_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd39_a03_enus/summary.htm
EI	Managing Trust	Interpersonal Skills/ developing others/ accountability		Leadership	M	4 Essential Roles of Leadership	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	Built around the notion that everyone wants to be a valued member of a successful team, doing meaningful work, in a trusted environment and explores the supervisor's roles in helping achieve those outcomes. Recommend organizations train government facilitators as a sustainable model and use All Access Pass. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.

EI	Managing Trust	Interpersonal Skills		Managing Trust	M	Speed of Trust Foundations/Leading at the Speed of Trust	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	This is a seminal work in demystifying Trust and a foundational course to build upon. Concrete models ((decomposing Trust into Character (Integrity and Intent) and Competence (capabilities and results), behaviors, and tools for managing intra and interpersonal trust. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
EI	Influential Leadership	Interpersonal Skills		Managing Trust	M	Speed of Trust Foundations/Leading at the Speed of Trust	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	This is a seminal work in demystifying Trust and a foundational course to build upon. Concrete models ((decomposing Trust into Character (Integrity and Intent) and Competence (capabilities and results), behaviors, and tools for managing intra and interpersonal trust. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
EI	EI (Broad)	Interpersonal Skills	0.5	Navigating Your Own Emotions	S	Navigating Your Own Emotions acm_13_a01_bs_enus	https://usarmy.skillport.com/Course Number: acm_13_a01_bs_enus	Summary: https://library.skillport.com/coursedescript/acm_13_a01_bs_enus/summary.htm :
EI	Mastering Conflict	Conflict Management		Polarity Management	M	Paradox & Polarity	https://www.ccl.org/leadership-solutions/leadership-topics/leadership-paradox/	Leaders can learn a process to better understand and respond to issues that don't have fixed solutions: Articulate two "poles" that are competing or at odds. Look at the potential positive results (as well as the negatives).

							Explore the drawbacks or fears related to over-emphasizing one or the other.
EI	Flexibility	Conflict Management		Polarity Management	M	Paradox & Polarity	https://www.ccl.org/leadership-solutions/leadership-topics/leadership-paradox/ Leaders can learn a process to better understand and respond to issues that don't have fixed solutions: Articulate two "poles" that are competing or at odds. Look at the potential positive results (as well as the negatives). Explore the drawbacks or fears related to over-emphasizing one or the other.
EI	Results Driven	Accountability		Productivity	G	DBAGTD - Getting Things Done	https://www.atrrs.army.mil/chrtas/ Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
EI	EI (Broad)	Resilience		Resilience	G	Master Resilience Training	https://www.armyresilience.army.mil/ard/R2/Master-Resilience-Training.html https://www.armyresilience.army.mil/ard/R2/I-Want-to-Schedule-Training.html A foundational Army Program on resilience and supportive of emotional intelligence self-work. A course in preparing, sustaining, and enhancing resilience. Modules include Building Mental Toughness, Identifying Character Strengths, & Strengthening Relationships. Organizations are encouraged to develop internal trainers and offer this in practical-sized modules to cohorts spread out over time, for application and feedback to create effective learning. https://positivepsychology.com/master-resilience-training-mrt/
EI	Self Regulation	Resilience		Resilience	G	Master Resilience Training	https://www.armyresilience.army.mil/ard/R2/Master-Resilience-Training.html https://www.armyresilience.army.mil/ard/R2/I-Want-to-Schedule-Training.html A foundational Army Program on resilience and supportive of emotional intelligence self-work. A course in preparing, sustaining, and enhancing resilience. Modules include Building Mental Toughness, Identifying Character Strengths, & Strengthening Relationships. Organizations are encouraged to develop internal trainers and offer this in practical-sized modules to cohorts spread out over time, for application and feedback to create effective learning. https://positivepsychology.com/master-resilience-training-mrt/
EI	EI (Broad)	Interpersonal Skills		Self Awareness, Accountability, Collaboration	M	Developing and Implementing an Outward Mindset	https://arbinger.com/Workshop/Publicdiom.html https://arbinger.com/OutwardMindsetOnline.html A foundational program and a good prerequisite to broader self-work like 7 Habits of Highly Effective People. Develop self-awareness and move from reactive blame tunnel vision created by an "inward focused" mindset to one of awareness, collaboration and accountability of an "outward

						https://arbinger.com/Workshop/OnsiteDIOM.html	focused" mindset. Online, public offerings, or hosted on site options.
EI	Managing Trust	Interpersonal Skills	Team Leading	M	6 Critical Practices of Leading a Team	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	Tailored to first line supervisors, especially early in the career. Changing from a doer mindset to getting work done through others, setting the team up for success, effective 1-on-1s, creating a culture of mutual feedback, leading change, and managing our own energy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
EI	Empathy	Interpersonal Skills	Treating others with Respect, Dignity	G	DBACTE - Civil Treatment for Employees	https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
EI	Empathy	Interpersonal Skills	Treating others with Respect, Dignity	G	DIACTL - Civil Treatment for Leaders	https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
EI	Self Awareness	Interpersonal Skills	Unconscious Bias	M	Unconscious Bias: Understanding Bias to Unleash Potential	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	Unconscious biases are how our brains compensate for overload which can inhibit performance and lead to poor decision-making. Helping your leaders and team members address bias will let them thrive, increasing performance across your entire organization. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.

EI	EI (Broad)	Interpersonal Skills	Up to 24	Personal and Interpersonal Effectiveness and Team Synergy	M	7 Habits of Highly Effective People/7 Habits for Managers/The 7 Habits Leader Implementation	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	This foundational and classic course for effective living for all employees contains frameworks, tools, and practices for strengthening self-awareness and management, interpersonal behaviors and creating team synergy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass and create a culture for continual application of the concept for effective development. Less effective models are one time courses, especially via sources such as American Management Association type model of ~\$2500 per student, but this may be useful if an organization is just beginning their developmental journey in this area. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
EI	Accountability	Accountability / Team Building/ Interpersonal Skills	Up to 24	Personal and Interpersonal Effectiveness and Team Synergy	M	7 Habits of Highly Effective People/7 Habits for Managers/The 7 Habits Leader Implementation	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass. https://www.franklincovey.com/	This foundational and classic course for effective living for all employees contains frameworks, tools, and practices for strengthening self-awareness and management, interpersonal behaviors and creating team synergy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass and create a culture for continual application of the concept for effective development. Less effective models are one time courses, especially via sources such as American Management Association type model of ~\$2500 per student, but this may be useful if an organization is just beginning their developmental journey in this area. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
EI	Self-Awareness	Interpersonal Skills	0.5	Inclusion	S	Moving from Bias to Inclusion in a DEI Journey bs_apd39_a02_enus	https://usarmy.skillport.com/Course Number: bs_apd39_a02_enus	Summary: https://library.skillport.com/coursedescript/bs_apd39_a02_enus/summary.htm
EI	Self-Awareness	Interpersonal Skills	0.4	Unconscious Bias	S	Understanding Unconscious Bias apd_14_a01_bs_enus	https://usarmy.skillport.com/Course Number: apd_14_a01_bs_enus	Summary: https://library.skillport.com/coursedescript/apd_14_a01_bs_enus/summary.htm

EI	Self-Awareness	Interpersonal Skills	0.4	Unconscious Bias	S	Overcoming Your Own Unconscious Biases apd_14_a02_bs_enus	https://usarmy.skillport.com/Course Number: apd_14_a02_bs_enus	Summary: https://library.skillport.com/coursedes/apd_14_a02_bs_enus/summary.htm
EI	Self-Awareness	Interpersonal Skills	0.4	Unconscious Bias	S	Overcoming Unconscious Bias in the Workplace apd_14_a03_bs_enus	https://usarmy.skillport.com/Course Number: apd_14_a03_bs_enus	Summary: https://library.skillport.com/coursedes/apd_14_a03_bs_enus/summary.htm
EI	Accountability	Accountability	2	Accountability	S	Working for Your Inner Boss: Personal Accountability pd_05_a01_bs_enus	https://usarmy.skillport.com Course Number: bs_ald09_a01_enus	Summary: https://library.skillport.com/coursedes/bs_ald09_a01_enus/summary.htm
EI	EI (Broad)	Interpersonal Skills	0.4	Multigenerational Workforce	S	Maintaining a Cohesive Multigenerational Workforce amg_05_a01_bs_enus	https://usarmy.skillport.com/Course Number: amg_05_a01_bs_enus	Summary: https://library.skillport.com/coursedes/amg_05_a01_bs_enus/summary.htm
EI	EI (Broad)	Interpersonal Skills		Developing Approachability	S	Be Approachable & Coach as a Manager	UDEMY https://armyciv.udemy.com/course/be-approachable-coach-as-a-manager/	Assess your own approachability, Recognize the non-verbal vibes you're sending, Be more interactive with better listening & understanding, Establish credibility with your team, Set expectations to assess performance, Give your team meaningful feedback
EI	Accountability	Accountability		Getting Things Done	M	Getting Things Done	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	VitalSmarts adaptation of David Allen's Getting Things Done. learn a personal workflow management system through instruction, application, and coaching.
EI	Results Driven	Accountability		Getting Things Done	M	Getting Things Done	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	VitalSmarts adaptation of David Allen's Getting Things Done. learn a personal workflow management system through instruction, application, and coaching.
EI	Mastering Conflict	Interpersonal Skills		Team Building and Facilitation	C	The Five Behaviors	https://www.fivebehaviors.com/Solutions.aspx	Pat Lencioni content on effective teams packaged and delivered specifically by The Five Behaviors (a subset of Wiley) in partnership with Lencioni's Table Group. There are versions for individuals working in a course individually or for intact Teams. The Team version contains a robust group and individual assessment and tip guide that leverages the DISC personality profile. This content is highly relevant to the topic of building and maintaining cohesive teams.

EI	Managing Trust	Interpersonal Skills		Team Building and Facilitation	C	The Five Behaviors	https://www.fivebehaviors.com/Solutions.aspx	Pat Lencioni content on effective teams packaged and delivered specifically by The Five Behaviors (a subset of Wiley) in partnership with Lencioni's Table Group. There are versions for individuals working in a course individually or for intact Teams. The Team version contains a robust group and individual assessment and tip guide that leverages the DISC personality profile. This content is highly relevant to the topic of building and maintaining cohesive teams.
EI	Mastering Conflict	Interpersonal Skills		Team Building and Facilitation	M	Five dysfunctions of a team	https://www.tablegroup.com/store/	Pat Lencioni content on effective teams (from his organization The Table Group) that can be delivered by internal Government facilitators in different configurations. Videos, workbooks, and assessments/tip guides are all available. This content is highly relevant to the topic of building and maintaining cohesive teams.
EI	Managing Trust	Interpersonal Skills		Team Building and Facilitation	M	Five dysfunctions of a team	https://www.tablegroup.com/store/	Pat Lencioni content on effective teams (from his organization The Table Group) that can be delivered by internal Government facilitators in different configurations. Videos, workbooks, and assessments/tip guides are all available. This content is highly relevant to the topic of building and maintaining cohesive teams.
EI	Mastering Conflict	Conflict Management		Crucial Conversations	M	Crucial Conversations®	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	This is a classic body of knowledge for engaging in difficult conversations more effectively. Builds off of and Leverages the concepts in 7 Habits of Highly Effective People. This version is online and available for individuals to take. Self-paced (2–3 hours a week over four weeks) 10-12 hours 10 eLearning points plus assessments
EI	Mastering Conflict	Conflict Management		Crucial Conversations	M	Crucial Conversations® Online	VitalSmarts online https://training.vital-smarts.com/courses/crucial-conversations-online-2018	This is a classic body of knowledge for engaging in difficult conversations more effectively. Builds off and Leverages the concepts in 7 Habits of Highly Effective People.
EI	Mastering Conflict	Conflict Management		Crucial Conversations for Accountability	M	Crucial Conversations® for Accountability	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	Tailoring of the Crucial Conversations towards accountability-based conversations.
EI	Accountability	Accountability		Crucial Conversations for Accountability	M	Crucial Conversations® for Accountability	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	Tailoring of the Crucial Conversations towards accountability-based conversations.

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
LM	Developing vision, purpose and strategy	Interpersonal Skills /developing others /accountability		Leadership	M	4 Essential Roles of Leadership	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Built around the notion that everyone wants to be a valued member of a successful team, doing meaningful work, in a trusted environment and explores the supervisor's roles in helping achieve those outcomes. Recommend organizations train government facilitators as a sustainable model and use All Access Pass. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
LM	Providing holistic control	Interpersonal Skills /developing others /accountability		Leadership	M	4 Essential Roles of Leadership	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Built around the notion that everyone wants to be a valued member of a successful team, doing meaningful work, in a trusted environment and explores the supervisor's roles in helping achieve those outcomes. Recommend organizations train government facilitators as a sustainable model and use All Access Pass. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment. Warning: Open Portal content solutions need structure to support engagement and learning to be successful. Simply purchasing licenses has proven ineffective.
LM	Developing vision, purpose and strategy	Interpersonal Skills		Team Leading	M	6 Critical Practices of Leading a Team	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Tailored to first line supervisors, especially early in the career. Changing from a doer mindset to getting work done through others, setting the team up for success, effective 1-on-1s, creating a culture of mutual feedback, leading change, and managing our own energy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.

LM	Providing Holistic Control	Interpersonal Skills		Team Leading	M	6 Critical Practices of Leading a Team	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Tailored to first line supervisors, especially early in the career. Changing from a doer mindset to getting work done through others, setting the team up for success, effective 1-on-1s, creating a culture of mutual feedback, leading change, and managing our own energy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
LM	Managing Teams	Interpersonal Skills		Team Leading	M	6 Critical Practices of Leading a Team	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Tailored to first line supervisors, especially early in the career. Changing from a doer mindset to getting work done through others, setting the team up for success, effective 1-on-1s, creating a culture of mutual feedback, leading change, and managing our own energy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass vs American Management Association type model of ~\$2500 per student. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
LM	Creating Positive Environment	Team Building	Up to 24	Personal and Interpersonal Effectiveness and Team Synergy	M	7 Habits of Highly Effective People/7 Habits for Managers/The 7 Habits Leader Implementation	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	This foundational and classic course for effective living for all employees contains frameworks, tools, and practices for strengthening self-awareness and management, interpersonal behaviors and creating team synergy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass and create a culture for continual application of the concept for effective development. Less effective models are one time courses, especially via sources such as American Management Association type model of ~\$2500 per student, but this may be useful if an organization is just beginning their developmental journey in this area. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.

LM	Influential Leadership	Interpersonal Skills	Up to 24	Personal and Interpersonal Effectiveness and Team Synergy	M	7 Habits of Highly Effective People/7 Habits for Managers/The 7 Habits Leader Implementation	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	This foundational and classic course for effective living for all employees contains frameworks, tools, and practices for strengthening self-awareness and management, interpersonal behaviors and creating team synergy. Recommend organizations train government facilitators as a sustainable model and use All Access Pass and create a culture for continual application of the concept for effective development. Less effective models are one time courses, especially via sources such as American Management Association type model of ~\$2500 per student, but this may be useful if an organization is just beginning their developmental journey in this area. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
LM	Managing Team Dynamics	Team Building	0.5	Inclusion	S	Moving from Bias to Inclusion in a DEI Journey bs_apd39_a02_enus	https://usarmy.skillport.com/ Course Number: bs_apd39_a02_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd39_a02_enus/summary.htm
LM	Lead&Mng-Multiple	Team Building	0.4	Multigenerational Workforce	S	Maintaining a Cohesive Multigenerational Workforce amg_05_a01_bs_enus	https://usarmy.skillport.com/ Course Number: amg_05_a01_bs_enus	Summary: https://library.skillport.com/coursedescribe/amg_05_a01_bs_enus/summary.htm
LM	Team Building	Team Building		Cohesive Teams	S	Conscious Business: Building Collaborative & Engaged Teams	UDEMY https://armyciv.udemy.com/course/module-2-chapter-2-fulfilling-relationships-great-teams/	Creating a culture of Accountability & Responsibility, Creating a safe environment, Stop managing people, Unleash the power in your people,5 steps for creating collaboration in any team. Very short modules. 18 lectures, 1h 31m total length

LM	Empowering team members	Developing Others	0.5	Delegating as a Manager	S	Effectively Directing and Delegating as a Manager amg_02_a01_bs_enus	https://usarmy.skillport.com/Course Number: amg_02_a01_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_02_a01_bs_enus/summary.htm
LM	Lead&Mng-Multiple	Multiple		Emerging Leadership	G	Defense Civilian Emerging Leader Program (DCELP)	https://www.dcpas.osd.mil/learning/civilianleaderdevelopment/defensecivilianemerging	The program consists of a series of 4 one-week in-resident sessions, assessment tools, knowledge transfer activities, participant writing and briefing projects, and individual coaching. The program concentrates on the five terminal learning objectives of Know Self, Express Self, Build Teams, Manage Organizations and Understand the DoD. Centrally funded by DoD
LM	Lead&Mng-Multiple	Multiple		Executive Leadership	S	Harvard Senior Executive Fellows (SEF)	JFK School of Government, Harvard University USARMY.BELVOIR.CHRA-HQS.MBX.ACCMA-CIVILIAN-TALENT-DEVELOPMENT (ACCMA)	Centrally funded by ACCMA
LM	Lead&Mng-Multiple	Multiple		Executive Leadership	S	Senior Manager Course (SMC)	George Washington University SARMY.BELVOIR.CHRA-HQS.MBX.ACCMA-CIVILIAN-TALENT-DEVELOPMENT (ACCMA)	Centrally funded by ACCMA
LM	Lead&Mng-Multiple	Multiple		Executive Leadership	S	President's Management Council Interagency	Virtual SARMY.BELVOIR.CHRA-HQS.MBX.ACCMA-CIVILIAN-TALENT-DEVELOPMENT (ACCMA)	No Cost
LM	Multiple	Multiple	0.4	First Time Manager	S	The Reality of Being a First-time Manager amg_01_a01_bs_enus	https://usarmy.skillport.com/Course Number: amg_01_a01_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_01_a01_bs_enus/summary.htm
LM	Multiple	Multiple	0.3	First Time Manager	S	Facing Challenges as a First-time Manager amg_01_a02_bs_enus	https://usarmy.skillport.com/Course Number: amg_01_a02_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_01_a02_bs_enus/summary.htm

LM	Providing Holistic Control	Accountability		Getting Things Done	M	Getting Things Done	Government facilitators can be trained. Or utilize VitalSmarts online https://cruciallearning.com/	VitalSmarts adaptation of David Allen's Getting Things Done. learn a personal workflow management system through instruction, application, and coaching.
LM	Creating Positive Environment	Team Building		Inclusion	M	Inclusive Leadership/Exploring Unconscious Bias	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/ https://www.kenblanchard.com/KBCPublic/media/PDF/DEI-Verna-Myers-Overview.pdf https://www.kenblanchard.com/KBCPublic/media/PDF/DEI-Prism-Overview.pdf	Partnering With Ken Blanchard Company, the Vernā Myers Company and PRISM International offer a variety of diversity and inclusion training on Exploring Unconscious Bias and Inclusive Leadership . 760.233.6725 Blanchard Sales
LM	Managing Team Dynamics	Leveraging Diversity	0.4	DEI	S	Adopting an Inclusion Mindset at Work bs_apd39_a04_enus	https://usarmy.skillport.com/ Course Number: bs_apd39_a04_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd39_a04_enus/summary.htm
LM	Managing Team Dynamics	Leveraging Diversity	0.5	DEI	S	Embedding Inclusion into Everyday Experiences bs_apd43_a04_enus	https://usarmy.skillport.com/ Course Number: bs_apd43_a04_enus	Summary: https://library.skillport.com/coursedescribe/bs_apd43_a04_enus/summary.htm
LM	Influential Leadership	Team Building	0.4	Influential Leadership	S	Influencing through Positive Leadership bs_ald14_a03_enus	https://usarmy.skillport.com/ Course Number: bs_ald14_a03_enus	Summary: https://library.skillport.com/coursedescribe/bs_ald14_a03_enus/summary.htm
LM	Developing (Broad)	Developing Others		Inspirational leadership, coaching, development	M	Multipliers: How the Best Leaders Ignite Everyone's Intelligence	Franklin Covey: Government Facilitators can be trained. Some Self development available through All Access Pass https://www.franklincovey.com/	As part of an all access pass: Created from the best-selling book, Get Better15 Proven Practices to Build Effective Relationships at Work this video collection will help you build effective relationships and improve business results. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.

LM	Lead&Mng- Multiple	Multiple		Leadership (Broad)	G	Leadership for a Democratic Society (LDS)	OPM USARMY.BELVOIR.CHRA-HQS.MBX.ACCMA-CIVILIAN-TALENT-DEVELOPMENT (ACCMA)	Centrally funded by ACCMA
LM	Multiple	Resilience		Leading and managing change	M	Change: How to Turn Uncertainty Into Opportunity	Franklin Covey: Government Facilitators can be trained. Some Self-development available through All Access Pass https://www.franklincovey.com/	Help individuals and leaders understand the human experience of change and develop the skills to successfully navigate any workplace change. And equip leaders to engage their teams in not only managing change but embracing it and unleashing their potential to achieve even greater possibilities beyond initially targeted results. Organizations can purchase All Access Passes to unlock all of Franklin Covey content plus Jhana learning library. Highly Tailorable to a microlearning environment.
LM	Multiple	Team Building		Management conversations	M	Blanchard Management Essentials	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	
LM	Creating Positive Environment	Conflict Management	0.3	Managing in a Crisis	S	Managing in a Crisis Course Number: bs_ald09_a01_enus	https://usarmy.skillport.com/Course Number: bs_ald09_a01_enus	Summary: https://library.skillport.com/coursedescribe/bs_ald09_a01_enus/summary.htm key initial actions to take for effective crisis management, planning crisis communications before a crisis occurs, guidelines for assembling an effective crisis communications team, the key components of an effective public response to a company crisis, the actions required to resolve and close a crisis incident.
LM	Creating Positive Environment	Interpersonal Skills	0.3	Managing in a Crisis	S	Managing in a Crisis Course Number: bs_ald09_a01_enus	https://usarmy.skillport.com/Course Number: bs_ald09_a01_enus	Summary: https://library.skillport.com/coursedescribe/bs_ald09_a01_enus/summary.htm key initial actions to take for effective crisis management, planning crisis communications before a crisis occurs, guidelines for assembling an effective crisis communications team, the key components of an effective public response to a company crisis, the actions required to resolve and close a crisis incident.

LM	Creating Positive Environment	External Awareness	0.4	Managing in a Crisis	S	Managing in a Crisis Course Number: bs_ald09_a01_enus	https://usarmy.skillport.com/ Course Number: bs_ald09_a01_enus	Summary: https://library.skillport.com/coursedescribe/bs_ald09_a01_enus/summary.htm key initial actions to take for effective crisis management, planning crisis communications before a crisis occurs, guidelines for assembling an effective crisis communications team, the key components of an effective public response to a company crisis, the actions required to resolve and close a crisis incident.
LM	Creating Positive Environment	Conflict Management	0.4	Managing using Personality Traits	S	Individual Behavior in Organizations Course Number: ahr_02_a04_bs_enus	https://usarmy.skillport.com/ Course Number: ahr_02_a04_bs_enus	Summary: https://library.skillport.com/coursedescribe/ahr_02_a04_bs_enus/summary.htm how personal characteristics and abilities affect an individual's performance, match personality traits to expected individual's performance, determine the factors driving an individual's perceptions, recognize ways to improve an individual's perceptions, determine the factors influencing an individual's attitude towards work, identify the appropriate actions to take.
LM	Creating Positive Environment	Interpersonal Skills	0.4	Managing using Personality Traits	S	Individual Behavior in Organizations Course Number: ahr_02_a04_bs_enus	https://usarmy.skillport.com/ Course Number: ahr_02_a04_bs_enus	Summary: https://library.skillport.com/coursedescribe/ahr_02_a04_bs_enus/summary.htm how personal characteristics and abilities affect an individual's performance, match personality traits to expected individual's performance, determine the factors driving an individual's perceptions, recognize ways to improve an individual's perceptions, determine the factors influencing an individual's attitude towards work, identify the appropriate actions to take.

LM	Creating Positive Environment	External Awareness	0.4	Managing using Personality Traits	S	Individual Behavior in Organizations Course Number: ahr_02_a04_bs_enus	https://usarmy.skillport.com/	Summary: https://library.skillport.com/coursedescribe/ahr_02_a04_bs_enus/summary.htm how personal characteristics and abilities affect an individual's performance, match personality traits to expected individual's performance, determine the factors driving an individual's perceptions, recognize ways to improve an individual's perceptions, determine the factors influencing an individual's attitude towards work, identify the appropriate actions to take.
LM	Lead&Mng-Multiple	Multiple		Preparing To Lead	G	FCGAMPPSL - Preparing To Lead	Army Civilian Career Management Activity - ACCMA https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
LM	Lead&Mng-Multiple	Public Service Motivation		Public Service Leadership Program	G	FCGAMPPSLP1 - Public Service Leadership Program	Army Civilian Career Management Activity - ACCMA https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
LM	Lead&Mng-Multiple	Team Building		Situational Leadership, Performance and Development	M	Situational Leadership II: Powering Inspired Inspiring	Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	Situational leadership is a proven framework to understand the role of a supervisor in choosing the right style for the right situation in managing work of individuals on the team. Goal setting, diagnosing development levels, and matching leadership styles (directing, coaching, supporting, delegating) to development needs—with opportunities to practice skills throughout the learning experience.
LM	Developing Vision, Purpose and Strategy	Accountability		Team Building and Facilitation	C	The Five Behaviors	The Five Behaviors (a subset of Wiley) https://www.fivebehaviors.com/Solutions.aspx	Pat Lencioni content on effective teams packaged and delivered specifically by The Five Behaviors (a subset of Wiley) in partnership with Lencioni's Table Group. There are versions for individuals working in a course individually or for intact Teams. The Team version contains a robust group and individual assessment and tip guide that leverages the DISC personality profile. This content is highly relevant to the topic of building and maintaining cohesive teams.

LM	Implementing Strategy	Team Building		Team Building and Facilitation	C	The Five Behaviors https://www.fivebehaviors.com/Solutions.aspx	Pat Lencioni content on effective teams packaged and delivered specifically by The Five Behaviors (a subset of Wiley) in partnership with Lencioni's Table Group. There are versions for individuals working in a course individually or for intact Teams. The Team version contains a robust group and individual assessment and tip guide that leverages the DISC personality profile. This content is highly relevant to the topic of building and maintaining cohesive teams.
LM	Developing Vision, Purpose and Strategy	Accountability		Team Building and Facilitation	M	Five dysfunctions of a team Pat Lencioni's The Table Group https://www.tablegroup.com/store/	Pat Lencioni content on effective teams (from his organization The Table Group) that can be delivered by internal Government facilitators in different configurations. Videos, workbooks, and assessments/tip guides are all available. This content is highly relevant to the topic of building and maintaining cohesive teams.
LM	Implementing Strategy	Team Building		Team Building and Facilitation	M	Five dysfunctions of a team Pat Lencioni's The Table Group https://www.tablegroup.com/store/	Pat Lencioni content on effective teams (from his organization The Table Group) that can be delivered by internal Government facilitators in different configurations. Videos, workbooks, and assessments/tip guides are all available. This content is highly relevant to the topic of building and maintaining cohesive teams.
LM	Team Building	Team Building		Team Building and Facilitation	A	Team Building and Facilitation Weber University (eWeber) https://catalog.weber.edu/preview_course_nopop.php?catid=19&coid=76711	MPC 6100-This course examines the impact that different structures and communication processes have on group and team collaboration effectiveness, as well as the central role competent communication plays in effective group and team facilitation. It investigates structural and process issues of team building, interpersonal and group communication, and effective problem solving and decision-making skills in collaborative environments.
LM	Team Building	Team Building		Team Leadership	M	Team Leadership Ken Blanchard Company: Government facilitators can be trained or open enrollment, enterprise licensing, coaching options along with yearlong access to their portal https://www.kenblanchard.com/	Team Leadership training program teaches managers to diagnose their team's development and apply the right leadership style to build and sustain high-performance teams. Team Leadership is a skills-based, practical training program that can be delivered face-to-face, virtually, or online. It's designed to give team leaders the process, tools, and leadership skills they need to empower team members, improve productivity, and increase the success of your team initiatives. Based on years of research that analyzes the nature of great teams, teaches managers the predictable

							stages of team development and the team leadership styles needed to move them forward quickly and successfully.
LM	Managing Team Dynamics	Team Building	0.5	Virtual Teams	S	Establishing Effective Virtual Teams ald_06_a01_bs_enus	https://usarmy.skillport.com/Course Number: ald_06_a01_bs_enus Summary: https://library.skillport.com/coursedescribe/ald_06_a01_bs_enus/summary.htm
LM	Managing Team Dynamics	Team Building	0.5	Virtual Teams	S	Facing Virtual Team Challenges ald_06_a02_bs_enus	https://usarmy.skillport.com/Course Number: ald_06_a02_bs_enus Summary: https://library.skillport.com/coursedescribe/ald_06_a02_bs_enus/summary.htm
LM	Team Building	Leveraging Diversity	0.5	DEI	S	Your Role in Workplace Diversity apd_01_a02_bs_enus	https://usarmy.skillport.com/Course Number: apd_01_a02_bs_enus Summary: https://library.skillport.com/coursedescribe/apd_01_a02_bs_enus/summary.htm

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
M	Multiple	Multiple	N/A	Multiple	S	Multiple	https://www.pdmatis.army.mil/e-Learning_Catalog.pdf	The SkillPort eLearning Catalog can be found at: https://www.pdmatis.army.mil/e-Learning_Catalog.pdf
M	Multiple	Multiple	N/A	Multiple, heavy focus on D,E, I	M	Multiple	Traliant https://www.traliant.com/course-library/	Interactive eLearning videos tailored to a compliance situation on a multitude of topics, particularly around Diversity, Equity, and Inclusion. Covers the broad area from unconscious bias to difficult conversations, to hiring practices.
M	Multiple	Multiple	N/A	Multiple, heavy focus on D,E, I	A	Multiple	eCornell https://ecornell.cornell.edu/portal/us-fed/	University courses covering multiple areas. Certificate programs around topics such as leading remote teams, performance leadership, leadership essentials, are all available.
M	Multiple	Multiple	N/A	Portal of Multiple Solutions	M	Multiple	Manager Advantage by CyberFEDS plus Organization Facilitators https://www.manageradvantage.com/SA2/	Manager Advantage is a portal with an entire catalog of options. Organizations could tailor directed cohort or microlearning using videos, articles and group/peer coaching.
M	Multiple	Multiple	N/A	Portal of Multiple Solutions	M	Multiple	Government or Outside Facilitators/ Franklin Covey https://resources.franklincovey.com/mkt-avv1/franklincovey-all-access-pass	Franklin Covey has portal with an entire catalog of options. Organizations could tailor directed cohort or microlearning using videos, articles and group/peer coaching.

Cat	Element	OPM	Hrs	Topic	Src	Title	Link	Notes
SP	Acquiring	HR-Centric	0.5	Acquire: Applicant Screening	S	Applicant Screening: The First Step in Hiring the Best Course Number: ahr_01_a02_bs_enus	https://usarmy.skillport.com/	Summary: https://library.skillport.com/coursedescribe/ahr_01_a02_bs_enus/summary.htm identify the elements of an effective job analysis, the key components of a good job description, the process for screening resumes, time-saving techniques for screening resumes, resume red flags, match resume red flags with the categories used to highlight them, screening techniques to select applicants to interview.
SP	Acquiring	HR-Centric	0.25	Acquire: Effective Hiring Interview	S	Conducting an Effective Hiring Interview Course Number: bs_ald11_a01_enus	https://usarmy.skillport.com/	Summary: http://library.skillport.com/coursedescribe/bs_ald11_a01_enus/summary.htm
SP	Acquiring	HR-Centric		Acquire: Onboarding	S	Ensuring Onboarding Success Course Number: ahr_01_a03_bs_enus	https://usarmy.skillport.com/	Summary: https://library.skillport.com/coursedescribe/ahr_01_a03_bs_enus/summary.htm . Identify methods of effectively onboarding employees, distinguish between employee orientation and onboarding, identify actions to take to align onboarding with the organization's mission, strategy, and culture, recognize how to use networks, technology, and measurement in onboarding, select examples of managers welcoming new employees and facilitating knowledge transfer during onboarding, select examples of actions managers take when developing working relationships and assigning buddies during onboarding, use techniques to successfully onboard new employees. ~30 min
SP	Retaining	Influencing/Negotiating		Basic Mediation	G	MBAMED - Basic Mediation	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
SP	Acquiring	Human Capital Management		Hiring-Qualification Analysis	G	SBAQLA - Qualification Analysis	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC

SP	Supv Proc-Multiple	Human Capital Management		HR Training for Supervisors	G	XBAHRS - HR Training for Supervisors	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
SP	Acquiring	Human Capital Management		Job Analysis with competencies	G	SBAJAC - Job Analysis with competencies	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
SP	Supv Proc	HR-Centric		Multiple	G	Multiple	Federal Labor Relations Authority (FLRA) https://www.flra.gov/resources-training/training	The FLRA offers courses and video training (FLRA on YouTube and FLRA Video Library). These would be very useful trainings for supervisors who work with unions.
SP	Supv Proc	HR-Centric		Multiple	G	Multiple	Federal Mediation and Conciliation Service (FMCS) https://www.fmcs.gov	FMCS is the Federal agency that supplies arbitrators list to the Federal government (and private sector), as well as offer mediation services. They offer services/training in Relationship Development (see their Virtual Services). A local mediator or Executive Manager would need to be contacted for more information. Each training would need to be individually organized.
SP	Supv Proc	HR-Centric		Multiple	G	Multiple: Overview of Federal Sector Labor Relations, Labor-Management Dispute Resolution, Unfair Labor Practices, Collective Bargaining, Contract Administration, Negotiations, Bargaining Unit Determinations	OPM's Professional Development Series I https://www.opm.gov/policy-data-oversight/labor-management-relations/training/#url=PDS-I	Professional Development Series I, or PDS I, is developed for management representatives who have three years or less of experience in Employee or Labor Relations. For more information, please contact AWR@opm.gov. PDS I is held two or more times per year in Washington, D.C., and often included the following topics: Overview of Federal Sector Labor Relations, Labor-Management Dispute Resolution, Unfair Labor Practices, Collective Bargaining, Contract Administration, Negotiations, Bargaining Unit Determinations
SP	Supv Proc	HR-Centric		Multiple	G	Multiple: Negotiability II, , representation before a Third Party, Unfair Labor Practices, Unit Determinations, Collective Bargaining	OPM's Professional Development Series II, or PDS II https://www.opm.gov/policy-data-oversight/labor-management-relations/training/#url=PDS-II	Professional Development Series II, or PDS II, is developed for management representatives who have three years or more of experience in Labor Relations. For more information, please contact AWR@opm.gov. PDS II is held two or more times per year in Washington, D.C., and often includes the following topics: Negotiability II, , representation before a Third Party, Unfair Labor Practices, Unit Determinations, Collective Bargaining

SP	Supv Proc	HR-Centric		Multiple-Varies	C	Multiple (EEO, Employee Relations)	LRP Federal Webinars https://www.lrpfederalwebinars.com/register	Multiple relevant offerings
SP	Supv Proc-Multiple	Human Capital Management		NAF HR for Supervisors	G	XBNHRS - NAF HR for Supervisors	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC
SP	Supv Proc	HR-Centric		Negotiations	C	Negotiations	Society of Federal Labor and Employee Relations Professionals https://sflerp.org/	Currently offers FMCS Online Negotiations Training
SP	Developing	Developing Others	0.4	Performance Appraisal	S	Planning an Effective Performance Appraisal amg_03_a02_bs_enus	https://usarmy.skillport.com/ Course Number: amg_03_a02_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_03_a02_bs_enus/summary.htm
SP	Developing	Developing Others	0.4	Performance Management	S	Creating a Plan for Performance Management amg_03_a03_bs_enus	https://usarmy.skillport.com/ Course Number: amg_03_a03_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_03_a03_bs_enus/summary.htm
SP	Developing	Developing Others	0.4	Performance Problems	S	Detecting and Dealing with Performance Problems amg_03_a04_bs_enus	https://usarmy.skillport.com/ Course Number: amg_03_a04_bs_enus	Summary: https://library.skillport.com/coursedescript/amg_03_a04_bs_enus/summary.htm
SP	Supv Proc-Multiple	Human Capital Management		Portal of Multiple Solutions	G	Multiple EEO Related	EEO Training Institute https://eeotraining.eeoc.gov/profile/web/index.cfm?PKWebId=0x2547b105	Temporarily down due to COVID-19 (Apr 2022). EEOC provides a variety of training programs specifically for the Federal Sector. Their training is through the EEOC training Institute, as well as they offer customized training to meet particular needs. Their Federal training is fee-based
SP	Acquiring	Human Capital Management		Strategic Workforce Planning	G	HAASWP - Strategic Workforce Planning - Certification	Civilian Human Resources Agency, APM, MD https://www.atrrs.army.mil/chrtas/	Use Edge or Chrome to follow link. Sign in with CAC. Click Apply for Training. Choose Civilian HR Training. Then select a course. This is the same location to choose CES, Supervisor 101, SDC, OLDC, AODC, and MDC

Summary

The Army People Strategy, operationally displayed within the Civilian Implementation Plan, boldly defines readiness in terms of people – our Army Civilians. It is defined in terms that emphasize the importance of embodying a culture of engagement, building and supervising (leading and managing) cohesive teams. The supervisor’s role in reaching this goal is critical!

Supervisors are at the nexus of Army talent management – how we acquire, develop, employ, and retain Army Civilians is the job of our supervisors. Therefore, supervisory development is not “one-and-done.” Continuous learning is key to ongoing personal and professional development. Our supervisors manage organizational processes and lead Army Civilians.

This Supervisor Developmental Training Guide provides some of the theory behind our supervisors’ personal and professional development and describes some of the training resources available for supervisory development. Being a supervisor is a privilege and an honor. To be *world-class supervisors*, who are the very best in Government, we must almost continuously refresh our knowledge and skills. *Development is continuous learning.*

The journey to becoming *world-class* through development begins with taking a single course. Happy Learning!

Appendix A: Competency-based Definitions

Competency: A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully.

Competencies are used for:

- assessing and selecting candidates for a job;
- assessing and managing employee performance;
- workforce planning; and
- employee training and development.

(Office Personnel and Management)

Competency: An (observable) measurable pattern of knowledge, skills, abilities, and other characteristics that individuals need in order to successfully perform their work. **(DoDI 1400.25, Volume 250)**

Competency-Based Activities: Training, education and professional development activities that have been approved by an employee's supervisor, organization or command or the Army as contributing to a strategy designed to support the closure of identified competency gaps. Activities may be HQDA centrally or command locally funded. **(AG-1(CP))**

Competency Based Career Development Program: A program that focuses on the development of competencies so that employees acquire the critical skills and knowledge needed to perform their jobs and advance in their careers. Competencies define the clusters of knowledge and skills collectively needed for successful job performance and are directly related to achieving the agency's mission and goals. Through competency-based career development programs, agencies ensure they cultivate the skills and knowledge needed by the workforce to carry out mission requirements. (<http://www.opm.gov/policy-data-oversight/human-capitalmanagement/reference-materials/#url=Glossary>)

Competency Gap: The difference between the projected or actual availability of mission-critical competencies and the projected or actual demand for such competencies. Identification of current or future gaps typically addresses the size, composition, and competency proficiency levels of the workforce. (<http://www.opm.gov/policy-data-oversight/human-capitalmanagement/referencematerials/#url=Glossary>)

Self-Development: A planned, continuous, lifelong process individual leaders use to enhance their competencies and potential for progressively more complex and higher-level assignments. **(FM 6-22)**

Appendix B: ASA(M&RA) Memorandum



DEPARTMENT OF THE ARMY
OFFICE OF THE ASSISTANT SECRETARY
MANPOWER AND RESERVE AFFAIRS
111 ARMY PENTAGON
WASHINGTON DC 20310-0111

SAMR (690)

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Expectations and Practices for Supervisors to Create and Foster a High-Performance Culture

1. References:

- a. Army People Strategy, October 2019.
- b. Army People Strategy, Civilian Implementation Plan, 14 May 2020.
- c. Army Regulation (AR) 672-20 (Incentive Awards), 17 September 2020.
- d. 2021 Employee Engagement Guide for Army Leaders.
- e. 2021 Employee Engagement Strategy.

2. Applicability: This memorandum applies to all civilian and military Department of the Army supervisors of civilian personnel.

3. The Army continues to see positive trends across civilian perceptions of their work experiences, organizations, and supervisors/leaders as evidenced by the annual Federal Employee Viewpoint Survey (FEVS)¹. This is an important trend to watch as the United States' labor force has far more choices in employment now than in the past, and Civilians often seek fulfilling careers where they have a positive impact on the mission. When these aspirations cannot be fulfilled, Civilians are likely to depart their organizations to work elsewhere. While FEVS trends show the Army is moving in the right direction, the results also indicate room for continued growth and improvement in the areas of employee engagement, performance management, rewards and recognition, and general supervision.

4. Supervisors play a critical role in creating and fostering a high-performance culture where Army civilians feel motivated, engaged, and productive to contribute to the Army mission. The Army reported 76.1% positive responses when asked "Overall, how good a job do you feel is being done by your immediate supervisor" in the 2020 FEVS; which represents an 8.6% increase in positive perceptions of supervisors since the 2016

¹ Trends are based on the past five years of Federal Employee Viewpoint Survey results (from 2016 to 2020)

SAMR (690)

SUBJECT: Expectations and Practices for Supervisors to Create and Foster a High-Performance Culture

FEVS (67.5% positive responses). This also indicates the Army still has room for improvement as we continue to prioritize building and sustaining an enterprise of world-class supervisors. Setting a foundation for the Army to support supervisors to accomplish key responsibilities requires the attention of leaders and supervisors – both civilian and military – at all echelons of the Army.

5. As such, in support of the Civilian Implementation Plan to the Army People Strategy, I am calling upon all supervisors of Army Civilians to adhere to the following expectations and practices listed in Enclosure 1 when leading, engaging, managing employee performance, and recognizing the vital talents of the Army Civilian Corps. The annual Federal Employee Viewpoint Survey measures referenced above, and in Enclosure 1, will continue to be monitored over the next five years for continued growth and improvements in Army civilian perceptions of supervisors.

6. To the extent that this guidance impacts bargaining unit employees' conditions of employment, commands and activities are reminded to fulfill applicable labor relations obligations before implementation.

7. This memorandum will remain in effect for five years from the date of signature, unless prior superseded.

BOURCICOT.YVET
TE.K
W.1028286925



Digitally signed by
BOURCICOT.YVETTE.K
W.1028286925
Date: 2022.02.10 09:24:47 -0500

Enclosure

YVETTE K. BOURCICOT
Acting Assistant Secretary of the Army
(Manpower and Reserve Affairs)

References and Endnotes

ⁱThe Army Civilian Implementation Plan

ⁱⁱIbid

ⁱⁱⁱ This has been an often-quoted line attributed to Marcus Buckingham in his book “First Break All the Rules”.

^{iv} <https://www.prnewswire.com/news-releases/new-ddi-research-57-percent-of-employees-quit-because-of-theirboss-300971506.html>, accessed 23Jun22

^v Ibid

^{vi} Rothwell, 16

^{vii} DDI PR, <https://www.prnewswire.com/news-releases/new-ddi-research-57-percent-of-employees-quit-because-of-theirboss-300971506.html> and The Frontline Leader Project Exploring the Most Critical Segment of Leaders, Development Dimensions International, Inc., 2019.

^{viii} “Army Acquisition Workforce Competency Assessment – Supervisor Feedback”, US Army DACM Office, 2019 and PEO CS&CSS Leadership Survey 2020.

^{ix} ADP-6-22 (2019), 1-31, 1-36, 1-69

^x Lencioni, P. M. (2002). The five dysfunctions of a team. Jossey-Bass.

^{xi} Rothwell, 23, 63

^{xii} Project Athena Interactive Leader Development Guide, [Sample Completed Form.pdf \(army.mil\)](#)