DEVELOP ARMY PEOPLE!

September 2022

Table of Contents

Introduction

Army supervisors play a critical role in meeting the Army mission. They are responsible for ensuring that Army Civilians understand mission requirements and that our people are developing to enable mission success. While a world-class supervisor's primary responsibility is to accomplish the Army's mission, supervisors accomplish that mission through people. Supervisors manage processes and lead people to achieve the Army mission. They provide resources for and remove obstacles from mission accomplishment. To have the greatest effect, Army supervisors must see their next most important responsibility as developing Army Civilians.

Developing the right person in the right place at the right time ensures an organization is ready with the right capabilities when needed. Development involves releasing the innate talent of each person, channeling their abilities and appealing to their desire to learn new things and providing timely opportunities for them to do so.

Supervisors are the crux of organizational talent development. Supervisors drive organizational results by creating the processes, systems, and frameworks that advance training and development strategies, succession planning, and learning opportunities for Army Civilians. Supervisors must not only accomplish the mission, but must also build the knowledge, skills, behaviors, and preferences (KSBPs) of its civilian members, both current and future, so that Army Civilians can have fulfilling and purposeful careers. The key to achieving this is intentionally establishing clear, navigable pathways so Army Civilians can pursue career advancement and fulfillment with visibility and access to the necessary developmental opportunities for their current and desired civilian roles.

This guide describes some key people development concepts, considerations, and resources for supervisors so that they can become force-multipliers as they "Develop Army People!"

How To Use This Guide

This guide is intended for use by all Army supervisors and personnel looking to maximize the talent on their team through people development. It is a companion guide to the "Supervisor Developmental Training Guide" – the two are complementary. Most supervisors already have some form of people development within their organization; however, we recommend reading the first chapter, so you have a good foundation on what people development means within the Army Civilian community. Moreover, the topic covering "Development vs. Training" is a good starting point to understanding the future process of how the Army is developing world-class supervisors. From there, we provide multiple examples assessing Civilian readiness and planning for people's development.

Since every Army command has a different mission and objective, starting with the one that is most critical to your organization would be ideal to implement first. Although the starting point is critical, a lot of the elements of people development are interconnected so remember to address all assessment needs when implementing your plan and utilize the different resources given in the guide.

As you embark on developing the people on your team, you will need checkpoints to see if you're making the desired progress. The guide provides several ways to gauge your progress, including pre-and post-assessments that will help track performance informally and formally through our Defense Performance Management and Appraisal Program (DPMAP) evaluation system. We encourage experienced supervisors to not limit the measuring or rewarding of their team's progress to our guide but to stay abreast of industry standards on how to effectively develop the future workforce.

Chapter 1 – People Development

The Civilian Implementation Plan (CIP) to the Army People Strategy (APS) states that improving civilian readiness, is "transforming our outdated approaches to civilian human resources management and replacing them with modernized approaches focused upon holistic talent management."[i]

A Holistic Talent Management Vision

Our collective path forward to implement holistic talent management must support the vision and intent of the APS to achieve readiness 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 learning."

The APS also instructs the Army to drive engagement by employing Civilians with positions that "unleash their passions and talents, maximizing performance and productivity." Taken all together, we will know we are operating with cohesive teams in a culture of engagement when every Civilian sees themselves as a valuable member of a successful team, doing meaningful work, in a trusted environment.[ii]

The Importance of the Supervisor

The magnitude of the supervisor's impact in meeting that goal cannot be overstated. The suggestion that "people don't leave their job; they leave their manager" [iii] has validity[iv] and the Army has made one of the four specified cross-cutting objectives of the CIP to build world-class supervisors[v].

> *We will know we are successfully creating cohesive teams and a culture of engagement when every Civilian sees themselves as a valuable member of a successful team, doing meaningful work, in a trusted environment.*

The world-class supervisor goal encapsulates the culture the APS and CIP strive to create and implies the importance of the responsibilities that world-class supervisors have in creating that culture. World-class supervisors ask themselves: 1) How am I facilitating members' feeling valued? 2) Am I working with the team to create and focus on goals and meet them? 3) Am I assuring that team members are engaged in meaningful work? 4) What am I intentionally doing to create a positive and trusting environment?

The CIP lays the foundation for world-class supervisors' responsibilities by declaring that "Supervisors will acknowledge and accept their responsibility to engage and develop their team" and be trained why and how to inspire, lead, and motive people and manage priorities and processes for successful outcomes.

Engagement and Development: Keystones of Cohesive Teams

At the center of these responsibilities is "engaged development", a catalyst that activates the rest. When a supervisor commits to taking the time to be an intentional and engaged developer of talent, the positive encounters begin to create a culture of engagement. In this way, supervisors can improve the overall talent and engagement of the team. Next, developing people heavily influences how people see their value. Army Civilians might think, "If my supervisor is taking an interest in me and taking the time to develop me, I sense care for me and my career," and they would respond accordingly. Undoubtedly, effectively developing individuals increases the likelihood of success of the team. 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[vi]. By focusing on developing others, a supervisor unleashes the power of the team.

Development Starts With 'Self'

While it may seem obvious, it should be stated that in order to be an effective developer of others, supervisors will have to take the time to develop themselves by working with their manager, the organization, and trusted mentors. (See the "Supervisor Developmental Training Guide" for more detailed information on supervisor self-development and training resources to consider and use.) When supervisors have a challenging exchange or situation, the first question shouldn't be "What's wrong with this person", but instead "How can I coach this person more effectively? What do I need to learn? Is there an underlying issue here that needs to be addressed?" A world-class supervisor demonstrates the attribute of humility by being open and curious.

This guide supports that effort, because in the process of learning to develop others, we will naturally begin to look at ourselves. It is critical to your success to become proficient in some fundamental competencies[vii] such as:

- The emotional intelligence competencies of self-awareness, flexibility, empathy, collaboration, managing trust

- The critical thinking competencies of exploring points of view and assessing implications

- The communications competencies of active listening and difficult conversations

- And the development competencies of self-development, constructive feedback, coaching, mentoring, teaching, and counseling.

The chapters in this guide aid supervisors in becoming excellent talent developers (of self and others) in service of creating and maintaining successful and cohesive teams in a culture of engagement.

As indicated earlier, crucial to the role of the supervisor and to the health of overall civilian talent readiness, is that of developing others on a day-to-day basis. But what does that mean exactly? How does one "develop people?" This chapter gives a comprehensive perspective for supervisors who wish to excel at development.

Development vs. Training

First, what is "development?" Development is more than just sending someone to training. According to Army Field Manual 6-22 (FM 6-22), "Development is a process of change. Developmental growth is the same as learning."

The Developmental Triad

Outside of experience alone, for development to occur there must be training/education, plus application of the learning, and then feedback[viii]. True development happens over time through a process of moving from awareness, to understanding, to application, then to integration. Therefore, while having someone read, watch a video, listen to a speaker, or take a class is essential in creating awareness and understanding, until the knowledge is applied and feedback is received, the learner will not integrate the learning and 'develop' in their abilities.

It is the responsibility of the supervisor to ensure that development is taking place by promoting both effective learning and facilitating practice and feedback.

Rothwell in "Adult Learning Basics (2012)" breaks down the differences between training, learning, and the act of talent development.

Training – "Telling"
"Training is something done to others. It 'pushes' knowledge, skill, and attitude that are essential to successful work performance."[ix]

Learning – "Seeking"
Learning however is a pull strategy that learners do on their own. "Learners 'pull' knowledge, skills, and attitudes – such as values, ethics, behaviors, preferences and much more."[x] It is a life-long process of applying knowledge, skills, and attitudes towards developing mastery.

Talent Development – "Facilitating and Asking"
Talent development is the intentional effort to foster learning and employee development to drive team performance, productivity, and results towards the mission. While supervisors can sometimes act as trainers, the process of *talent development* actually facilitates the learning process by creating an environment where people want to learn and provides the necessary resources to assist in learning, using coaching skills such as when posing questions to encourage learners to seek their own answers.[xi]

Promoting Development using Adult Learning Theory and Purposeful Learning

To be effective, supervisors need to understand some basics about how adults actually learn.

Everyone does not learn in the same way. There are many theories about adult learners, and types of learning, but there are some common factors that supervisors need to be aware of that differentiate how we learn as adults vs. when we were younger[xii]: Below are some of those factors and tips on how to leverage them.

- **A preference for self-directed learning.** While younger learners are dependent on instruction, adult learners are more self-directed.

- o Supervisor Tip: Facilitate self-directed learning by asking questions or giving tasks or assignments along with references to consult that require the Army Civilian to investigate.

- **An ability to draw on life experience to assist with learning.** Adult learners tap into their vast experience to contextualize and to build new knowledge and skills.

  - o Supervisor Tip: Facilitate connecting the dots on new information using Army Civilians' past experiences.

- **A willingness to learn when transitioning into new roles**: Adults tend to focus their learning around roles and responsibilities.

  - o Supervisor Tip: Be proactive when onboarding or moving people to new roles. Consider the developmental needs.

- **A focus on immediately applying new knowledge to real-life situations and problems.**

  - o Supervisor Tip: Facilitate "just in time" learning based on immediate application vs "whole subject" training that can be forgotten.

- **A tendency to be internally motivated (rather than externally)**

  - o Supervisor Tip: Get to know your Army Civilians and what motivates them, and then use that to create opportunities for development.

Purposeful Learning

FM 6-22 speaks of purposeful learning and is the Army's way of encouraging effective adult learning. Purposeful learning starts when learners are challenged to know more and to do better. Purposeful learning occurs when practice at mastery of tasks and skills is integrated into the learner's day-to-day activities. Applying the learning principles (Table 1) results in Army Civilians who actively engage in learning, quickly retain and recall information, and transfer learning to novel situations.[xiii]

The Learning Principles

Again, from FM 6-22, "Knowing ways to promote learning is key to those who develop others. Applying learning principles throughout development practices accelerates and improves learning". Table 1 presents the common principles presented in FM 6-22 used to promote effective, efficient, and appealing learning.

Learning Principles	
Principles	**How each principle works to encourage development**
Being task- or problem-centered	Learners are engaged in solving real-world problems. Real situations engage the learner to think and act in ways that are relevant to future outcomes.
Activation	Knowledge the learner already has is activated as a foundation on which to add new knowledge.
Demonstration	New knowledge is demonstrated to the learner.
Application	The learner applies new knowledge. Repetition and practice across varying conditions enhances application—through interaction with role models and mentors, from feedback and reflection, and by studying other leaders.
Integration	New knowledge is integrated into the learner's world.

<div align="center">TABLE 1</div>

Formal, Informal, Nonformal and Incidental Learning

Supervisors need to understand all of the tools at their disposal in terms of learning[xiv].

- *Formal learning:* planned event(s) such as courses or workshops or prescribed developmental journeys.

- *Informal:* this occurs during the normal (unplanned) interaction with others through observation, and hands-on experiences.

- *Nonformal:* This innovative approach lies between formal and informal where groups of people come together and learn but without a deliberate detailed plan. Examples are a community of practice with online chat or book reviews, etc.

- *Incidental:* "accidental" learning as a byproduct of experiences. A person may be put into a developmental role for a specific purpose, but there will always be serendipitous learning as well.

The Talent Development Partnership - Roles in Development

While the supervisor's role in development is crucial, it is most effective when it is part of an effective talent development partnership. Therefore, it is important to distinguish between the different roles within a developmental system.

Role of the Supervisor

The role of the supervisor is to create a culture of engagement and development within the team and to be the primary talent developer towards the Army People vision as described in the introduction. The engaged supervisor meets regularly with the Army Civilian (more than once or twice a year) to discuss development aspirations, goals, and progress, which are based on an effective Individual Development Plan (IDP) created by the Army Civilian, with the Supervisors input.

Since development occurs both organically on a day-by-day basis (informal, non-formal and incidental) and in intentional focused (formal) periods, the role of the supervisor is to work with the employee and the organization to create a holistic developmental experience for employees, which can be documented in the IDP. To be most effective, any formal training that is undertaken should be done in conjunction with the supervisor as an engaged developer of talent, before and after the formal training. This engagement could be as simple as asking about goals of learning before training and then asking what was learned from the training afterwards, then, helping to develop application goals. Subsequently, the supervisor needs to provide opportunities for application of the training and also constructive feedback on progress while encouraging reflective learning. The supervisor also works to create informal and nonformal learning opportunities and provides coaching and mentoring on a regular basis. (For managers of supervisors see the Supervisor Coaching and Mentoring Guide - for New and Existing Supervisors)

Finally, the supervisor works with the organization to create synergy across the organization as it aggregates gaps and creates learning opportunities.

Role of the Organization

Organizations are responsible for creating a learning culture across the organization, resourcing, and fostering cohort learning where possible. Many organizations create cohort learning experiences for employees that exercise the full development triad: training, coaching and mentoring, and time for practicing and reflecting over a period of months. This is executed with a bundle of training opportunities carefully selected. The organization is responsible for supporting supervisors in the development of their employees through supportive infrastructure. Examples include centralized expertise, web portals, centrally managed training opportunities, communities of practice, guides, town hall/all-hands meetings, speaker series, etc.

Role of the Army Civilian

Ultimately, we are all responsible for our own development. Army Civilians work with their supervisor and the organization to assess strengths and areas for growth and actively seek opportunities for development and advocate for themselves for coaching and mentoring, training, and developmental assignments. They are responsible for reflecting on their career aspirations and communicating those needs to the supervisor and informal mentors that they seek. Then, they are responsible for creating realistic and effective IDPs that are discussed with the supervisor regularly.

From this overview of developing Army people, let's move next to some considerations when trying to determine what kinds of development our people need.

Chapter 2 – Assessing Army People's Developmental Needs

Developing Army Civilians for professional growth is an individualized process and supervisors should acknowledge that there is no one size fits all. Assessing people, specifically adult learners can be challenging because all have unique work and life experiences, along with varying levels of understanding on what it means to develop. Then how can we meet everyone where they are?
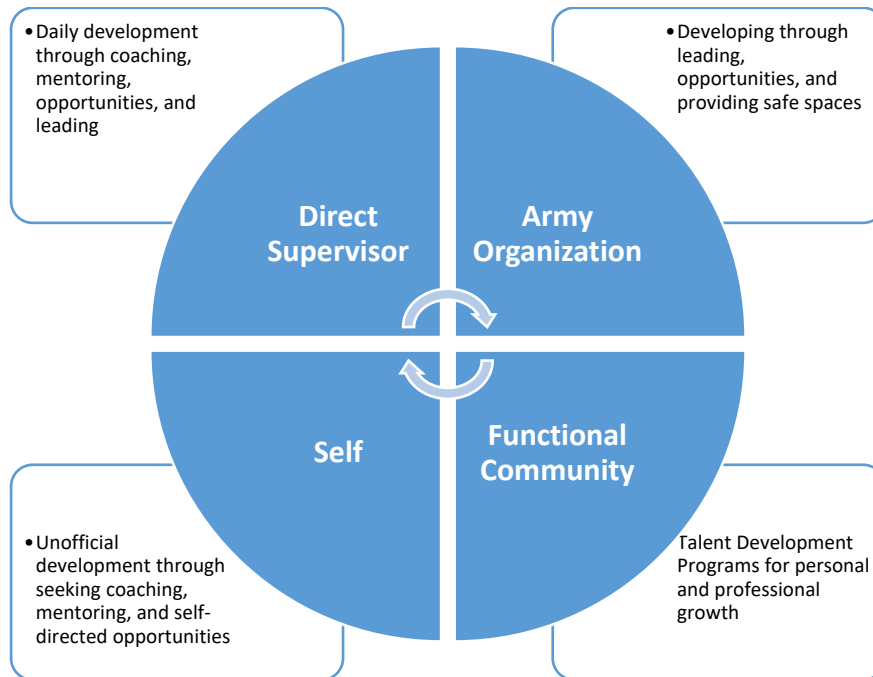
We should endeavor to create a culture of learning where everyone is responsible for *assessing*, *training/educating*, *applying*, and *sharing* knowledge within the Army as described in the above cyclical process of an Army learning culture.

Army Organization

Assessing development is the first element for creating cultural learning within the Army enterprise at every level. An updated regulation with policy manuals that align with the Army People Strategy's vision and describe the attributes of a "Ready Army Civilian" is needed, to provide a clear picture of what the expectation is from an organization view. An effective Civilian Readiness model will need to add to its resourcing and effectively maximize current programs. Before adding additional resources, assess the current programs in place by adjusting learning objectives (if needed), mandating & tracking progress at the senior level with each command, providing opportunities to exercise new skills, then senior leaders can evaluate the programs for sustainment or modification.

Army Management Staff College (AMSC) is the premier institution for development within the Army. Using their model of grade level training that is appropriate to the Army Civilian duties can still be effective when assessing development but making exceptions if the Army Civilian is in a supervisory position or has greater levels of responsibility where the higher grade level trainings may be applicable. Table 2 below uses the AMSC courses to show how we can assess development at the Army Organization level:

Army GS Level	Assessment	Trainer/Facilitator	Follow-ups/Reflection
GS 5-9 or New Hire	Emotional Intelligence	AMSC	DPMAP/OJT/IDP
GS 5-9 or New Hire	CES/Army Professional	AMSC	DPMAP/OJT/IDP
GS 9-12 or New Hire	CRTCL THINK/TEAMS	AMSC/UFMCS Training	DPMAP/OJT/IDP/DEV ASSIGN/COACHING
GS 9-12 or New Hire	CES/Army Professional	AMSC	DPMAP/OJT/IDP/DEV ASSIGN/COACHING
GS 13-15 or New Hire	CES/Sec Army LDR DEV	AMSC	OJT/DEV ASSIGN/COACHING
GS 13-15 or New Hire	CESL	AMSC	OJT/DEV ASSIGN/COACHING
GS 14-SES or New Hire	Future LDR Warfare	AMSC	OJT/DETAIL ASSIGN

TABLE 2

Direct Supervisor

A direct supervisor for the Army has the task of managing and leading their team on a day-to-day basis and is often the primary source of information for development. Coaching and mentoring should be continuous during the Army Civilian's tenure in that position to ensure opportunities for development are supported while also transferring occupational series knowledge. One way to effectively assess development at this level is to ensure the direct supervisor is actively pursuing lifelong development through the Army's Supervisor Development program and up to date on their Supervisor Development training. Evaluating their performance through supervisory DPMAP elements and yearly 360 feedback assessments can be helpful in determining if the Army Civilian has any gaps in their development.

Functional Community

Functional Communities for the Army take on the cultural learning role by being a part of the community of practice in which the Army Civilian works. Typically, both parties will have an in-depth knowledge of the field or related field in which they work and can provide formal or informal development opportunities. Each functional community has an array of technical and non-technical programs that Army Civilians can participate in to include mentorship programs, short-term training related to their occupational series, credential programs, academic training programs, and developmental assignment programs. An assessment from a functional community manager or a colleague can provide insight into what development opportunities are available and be a consistent resource for dialogue and information.

Self-Development

The most important aspect of assessing development in Army Civilians is their own ability to self-assess and proactively take steps to develop in areas they have identified as needing improvement. This can come in many forms from building relationships throughout the Army, seeking mentors and coaches outside of their command, or volunteering for projects outside of the scope of their duties to obtain a larger perspective on the Army enterprise. By being self-directed in their learning it gives Army civilians the freedom to learn what they want, when they want, and how they want to develop professionally, while also positively contributing to organizational performance.

Once we know generally what development might be needed, it takes considerable and consistent effort to plan for Army Civilian development at a more detailed level. Let's look at what's involved in the details.

Chapter 3 – Planning for People Development

Developmental planning is an on-going, future-focused activity utilized to achieve long- and short-term career goals and objectives. Developmental planning helps define realistic timelines and required resources and, most importantly, is outcome based. It provides a framework that actions career and lifelong learning, requires a commitment to growth and development, and seeks opportunities in everyday activities as well as formal training and educational opportunities.

Developmental planning *identifies a civilian professional's development goals in the context of their organization's strategic plan or mission.* Individual development planning benefits the organization by aligning employee training and development efforts with its mission, goals, and objectives. *This ensures that development includes training, education, and activities that enable the civilian professional to acquire or enhance the knowledge, skills and abilities needed to maximize job performance. When approached as a joint effort between supervisor and subordinate, both understand the identified areas of development and have a shared vision of the desire outcome.*

Getting Started

All developmental planning begins with determining the end state. *To grow and develop in this position, what does my subordinate need to improve, learn, enhance, and/or change in terms of knowledge, skills, and/or abilities?* While it is impossible to describe *all* the actions or attributes that will make a civilian professional successful in the future, it is possible to identify specific *competencies* that will help the subordinate perform

successfully in their position and in support of the organization's mission and/or strategic plan.

Competencies are a means to define and communicate requirements in organizationally relevant terms and are essential to all Army professionals. The Office of Personnel Management (OPM) defines a competency as: "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" (OPM, 2022). Core leadership competencies, occupational series competencies and position- and level-specific competencies are some of the areas to focus on and there are multiple sources available for reference:

- OPM Competency Definitions (Competencies (opm.gov))
- DoD Competency Dictionary (CompetencyDefinitions_0619.pdf (osd.mil))
- Army Civilian Career Fields (Community: Army Civilian Career Management Acti... |milBook Home (milsuite.mil))

Describe the Future

Once desired competencies for development are identified, the subordinate writes a narrative statement that describes the future state. The narrative statement is important because it begins the process of narrowing down the proposed topics and subsequent training opportunities for the foreseeable future. For example:

- **Competency:** Creativity and Innovation
- **Focus Statement:** As a leader and member of my team, I champion an environment where new ideas and innovations are encouraged and rewarded.

Generate Goal Statements

Goal statements collectively support the achievement of the Focus Statement. Goal statements focus on skills and in conjunction with goal words provide a more logical path to the development of a competency. They describe *how* the subordinate intends to reach the future state. Goal words include *develop*, *sustain*, *generate*, and *create* to name just a few. For example:

- I will develop new insights into situations
- I will design and implement a new or cutting-edge program, process, or solution
- I will advocate for unconventional solutions to improve results
- I will integrate diverse but complementary ideas

Create Objective Statements

Objective statements describe, in measurable terms, specific demonstratable behaviors that collectively support the achievement of one or more goals. Objective statements purposefully describe how well and not how often a behavior is conducted such as:

- In first quarter of this FY, join a cross-functional team on a new initiative
- In meetings, encourage others to look beyond the status quo
- Begin each team meeting with brainstorming session

Identify Training Opportunities

At this point in the planning process, the individual has generated a future-focused end state that provides a description of a level of competence at some point in the future. They have developed goals as indicators of progress and objectives that are the metric for the development. Developmental opportunities must be addressed as part of the planning process. In Army doctrine there are three complementary domains (Institutional/Operational/Self-Development) in which learning / development occurs.

- The **Institutional** domain is described as those learning opportunities that are a part of formal education or training events. It includes Army centers and schools that provide career field-specific functional training and professional training such as leader development courses.
- The **Operational** domain is development by working in real settings - solving real problems with actual team members – and provides challenges and conditions where individuals can see the direct link and impact of practicing the new technical, supervisory, interpersonal or leadership skill or behavior.
- The **Self-Development** domain are those opportunities that are identified and pursued by an individual to either broaden or deepen their personal or professional abilities.

Pulling it all together – the Individual Development Plan (IDP)

An IDP captures all the developmental planning work into an organized, comprehensive document with both near- and long-term goals. Supervisors develop a better understanding of subordinate professional goals, strengths, and developmental needs resulting in more realistic resourcing and training plans; subordinates take personal responsibility and accountability for their career development, acquiring or enhancing the skills they need to stay current in required skills and participate in development opportunities that supports the organization's mission, goals, and objectives. In best practice, this is a partnership between supervisor and subordinate and is most useful in a format that is valuable to both. The Army's current authoritative source for an IDP is the Army Career Tracker (https://actnow.army.mil) and is a single aggregated source for

career program training and leadership courses. For the competency-based development plan, however, many other formats are readily accessible and useful with several examples provided at:

OPM Training and Development Policy Wiki: [Individual Development Plan - Training and Development Policy Wiki](#)

From a workforce planning perspective, IDPs also become excellent source documents from which to update Position Descriptions (PD) to ensure that they better reflect the work in a given position. With a more detailed understanding of the developmental planning, let's turn our attention to actually implementing development for our Army people.

Chapter 4 – Implementing Development

In order to develop people and teams, individuals must have access to the resources and support necessary to enable that development. Supervisors play a critical role in advocating for and ensuring that resourcing and support is available to their Army Civilians.

There are a number of avenues available to supervisors and Army Civilians to acquire training resources. Supervisors should first consider established programs that are already funded and therefore available at no additional cost to the organization. This includes training opportunities funded through the U.S. Army Civilian Career Management Activity (ACCMA) career fields, and the Army Management Staff College. Army Functional Areas, such as Acquisition, may also have resourced training opportunities, such as courses available through the Army Acquisition Center of Excellence.

For outside training programs, supervisors should leverage the annual budget process to request funding for development. The ACCMA Talent Development office coordinates career field definition of training requirements and provides resources such as Udemy Business as a training resource. Supervisors should have an understanding of the training and development plans and requests of their Army Civilians from the planning phase. This allows supervisors to plan and budget for annual training requests. When other programs don't provide what's needed, supervisors should seek command funding and alternate sources of funding to support civilian development.

Developmental programs are another way for members of the Army team to strengthen and expand their skills. Developmental programs may include a designated set of time, typically 90 to 179 days, working outside their current job assignment. These types of assignments provide the employee with hands-on experience that enables them to gather knowledge, skills, and abilities outside their common experience. Typically, funding for

these assignments remains with the owning organization. Shadow assignments from a few hours to some number of days are another means to provide a less formal opportunity for Army Civilians to 'try on' work in another career field, by sitting side-by-side with an expert. This is often much shorter than a developmental assignment and can be very impactful.

In addition to requesting funding for training and developmental opportunities, supervisors should advocate on behalf of their Army Civilians to organizational leadership. Supervisors have the opportunity to influence decisions and should use that power to emphasize the importance of individual development and the positive impact that development has on the organizational mission, and overall morale and retention.

Most importantly, as a supervisor, you should proactively support the time Army Civilian development takes. Reinforce that development is a priority and will only benefit the team. Be flexible and adaptable with projects and tasks to adjust for those who may be out for training and development; allow the Army Civilian to be fully immersed in the training and development event. Recognize the value and look forward to the return on investment.

MANAGING EXPECTATIONS

Once your Army Civilian has secured resourcing and support for a training and development event, you should make a plan for management and expectations and discuss that plan with your Army Civilian.   The plan should include roles and responsibilities before, during, and after the training and development event:

Before
  ➢ Outline desired goal(s) and objectives for the individual, the team, and the organization
  ➢ Identify and plan to manage or adjust projects and tasks if out of the office
  ➢ Establish battle rhythm for touchpoints
During
  ➢ Hold scheduled touchpoints: discuss training status and progress towards goal(s)/objectives
After
  ➢ Army Civilian update Individual Development Plan (IDP)
  ➢ Army Civilian out-brief on training and development event, including an assessment of the event and initial metrics towards meeting set goal(s)/objectives

Following conclusion of the training and development event, the supervisor should meet with the Army Civilian to discuss the event's impact: what was learned; what were the key

take-aways; how will this knowledge or experience benefit the organization in a meaningful and tangible way?

The Army Civilian's development does not stop at the conclusion of a training and development event. The supervisor should continue the conversation through IDP quality checks and inquire as to how to use the skill(s) learned. Through the IDP process, the supervisor should work to continue to expand a development plan that builds on previous training and development events, setting the Army Civilian up for continued success and increased responsibility.

Implementation continues when Army Civilians return from a training or developmental event. We must ensure that we measure (quantify and qualify) the value of Army Civilian development.

Chapter 5 – Measuring Development

During the planning phase of people development, measuring development is an important facet to consider. Regardless of the type of training or development opportunity in which the Army Civilian participates, assessments and observations will assist in determining if the desired outcomes were achieved. One way to accomplish this is through pre- and post-assessments.

A pre-assessment should be completed by the Army Civilian, and a pre-assessment by the supervisor to provide a baseline on where the Army Civilian's level of competency lies (*How to measure training effectiveness using training evaluation metrics,* 2021). The supervisor will review and compare both pre-assessments and discuss goals and objectives to attain at the completion of training. (See Chapter 3 for goals generation). Examples of these assessments can be found in the appendix. A goals worksheet (also included in the appendix), can be used in tandem with the pre-assessment, to help define the Army Civilian's goals. The supervisor should align these goals with the desired outcome(s), and if possible, track progress throughout the training. During the final week or day of training or shortly thereafter, the Army Civilian can use the results of the post-assessment to craft goals they would like to accomplish with their new skillset. This discussion will assist the supervisor in determining how this will line up with the desired outcomes provided prior to the training.

The Office of Personnel Management (OPM) maintains a list of competencies along with their definitions:
https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/ .

For enterprising supervisors who would like to develop competencies, OPM provides "Quick Tips for Writing Competencies:" https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/writing-competencies.pdf.

The OPM list may assist in determining specific learning targets. The post-assessment assists in measuring how the Army Civilian feels that they learned from the training. The Defense Civilian Personnel Advisory Service (DCPAS) maintains a milSuite page which provides competencies by career field and in some instances, functional community at: https://www.milsuite.mil/book/groups/dcpas-competency/activity.

In addition to these assessments, supervisors should observe the Army Civilian to see if there was a change, comparing before and after training behaviors. Supervisors will determine if the training was successful by considering these factors (*Training Evaluation Guide,* 2022):

- New skills and knowledge
- Learning experience
- Employee happiness

When observing post training, supervisors should consider an appropriate time period that affords the Army Civilian time to implement their learned skills and apply them in the workplace. Preparing a "map for success" to assist in achieving desired outcomes will also provide the supervisor another tool to measure development. Expectations should be communicated prior to the training.

After the training concludes, supervisors should observe to see if they are applying new skills, procedures or thought processes from the training (*How to measure…,* 2021):

- Are Army Civilians implementing what they have learned?
- Is their performance improving?
- Do they seem more confident?
- Has their behavior changed?

Tracking performance over time, once the training is completed, could enable noticeable improvements that might be tied to the training, demonstrating training effectiveness. Tying the competencies learned is important in both measuring development and subsequently to performance. Communicate to Army Civilians the value of the training and the value of the investment made to them (Van Vuplen, n.d.). An investment in learning is expected to pay returns in terms of improved performance, such as greater

productivity, enhanced customer satisfaction, and higher quality retention (Pollock, Jefferson, & Calhoun, 2015).

An additional consideration to assessments is to know what the Army Civilian will know or be able to do at the end of the program, on the job, and how it will benefit the organization. This is the tie-in to performance. There is not a one-size-fits-all when it comes to measuring performance, although the supervisor should be able to define outcomes.

Supervisors need to determine what to measure but also ensure that the evaluation has a relationship with what was communicated prior to the training taking place. Other evaluation strategies include peer observations and surveys. The Army Civilian's participation in a survey is a source of self-reflection, although this may be biased and may not be an objective assessment. Sample questions may include (Deller, 2019):

- Briefly describe the training you completed.
- Did the training provide any lessons related to your on-the-job roles?
  If yes, please provide them.
- Did the training provide you the ability to perform your job?
  If so, please describe how.

Planning and managing what happens before and after instruction should be handled with the same care as the instruction itself. Pre- and post-training environments profoundly impact the outcome. Learning needs to be managed as a process and as continuous improvement (Pollock, Jefferson, & Calhoun, 2015). With the supervisor's help, the Army Civilian can reorganize how the training will benefit the individual, work unit, and organization, long after the training has ended. Communicating expectations and desired outcomes are critical, as is the connection of the relationship of the learning experience to the Army Civilian's performance.

It is beneficial to provide the Army Civilian the opportunity to provide feedback on their training, to see if the tools provided helped them to achieve their goals and improve their knowledge on competencies discussed between them and the supervisor prior to the training. Supervisors can use this feedback to understand the impact on the Army Civilian's success. An example of an after-action survey is provided in the appendix.
Training should not be considered a one-time event. Supervisors needs to engage the developmental triad of training/education, practice, and feedback over time for development to take root. While the training may be one time, the real expectation is to transfer what was learned to the work environment, on-the-job, and use it to improve performance (Pollock, Jefferson, & Calhoun, 2015). Therein one will see results. Measuring development includes both intentional oversight and support from the

supervisor, allowing the Army Civilian to implement their new skills. Performance support also increases the probability of success.

Measuring development increases the likelihood of recognizing the impact on the individual, the unit, and the Army. Rewarding development, should not be overlooked, as supervisors know, "you get what you measure and what you reward…"

Chapter 6 – Rewarding Development

Throughout Department of Defense and Department of Army doctrine is a recurring theme that people are our most valuable resource. While there are numerous specific occupations or positions, like supervisors and individuals in acquisition positions, who require prescribed training and continuous learning, there are many more personnel who only complete annual mandatory training. The intent of this chapter is to provide some context to rewarding those that seek out and complete additional training and development.

As a supervisor it is important to note that not every Army Civilian is available or can participate in training outside of work hours that involves travel or that requires assignments or duties that extend their duty day. The key is ensuring that all programs are made available to all, regardless of ability or situation, equally, promoted with details clearly published, and that participation is supported by the supervisor and leadership.

RECOGNIZING RECOGNITION BOUNDARIES

One of the key success points as a supervisor is understanding your Army Civilians and their preferences. Some prefer one-on-one feedback on contributions, behaviors or other recognition. Others may express that they are comfortable with small group or team audiences up to a global town hall or organization wide event. A smaller segment may state that they don't want public recognition at all.

Performance and special Acts are covered under Army Regulation 672-20 Incentive Awards, but it does not provide for recognition of training and development. This guide is meant to provide a few options in working to recognize training and development efforts that can be modified for all staff.

INDIVIDUAL RECOGNITION

- One-on-one e-mail: Recognition could take the form of an e-mail directly to the Army Civilian or one that copies a higher-level supervisor.

- Verbal: Congratulating an employee in an informal setting or before or after a meeting.
- Certificate: If the training does not have an official certificate such as a developmental assignment, you can develop a standardized certificate to allow the employee to document the completed training.
- Continuous Learning Points: many occupations require continuous learning points (CLPs) or continuing education units (CEUs). Examine the training prior to participation to consider awarding CLPs or CEUs.
- Elevate to Senior Leaders: During conversations or meetings with senior leaders, mention informally, or use a formal slide format, to share achievements.

TEAM OR GROUP RECOGNITION

- MS Teams Group Meetings: An informal way to recognize achievements in front of co-workers or peers to bring attention to their completed training.
- Division weekly or monthly meetings: Mentioning during larger meetings demonstrates that not only does the supervisor support the training but celebrates their achievements with others.
- Team Designated Award: There could be an opportunity to have the team develop their own award or 'special badge' for delivery from leadership – this not only provides recognition but further helps the team to see the value of recognition.

ORGANIZATIONAL OR OTHER RECOGNITION

- Group Wall: Hosting a central area of photos where Army Civilians who achieve certain milestones in training, supervisor certification, or other prescribed training or development are listed for others to see.
- Town Hall or Organizational Meeting: During these events work with the coordinator to add segments on unique or specialized training such as achievement of a degree or certification.
- Sharing Lunch and Learns: Suggest having individuals who have completed developmental assignments or specialized training provide mentoring sessions or lunch and learn sessions on what they experienced and lessons they learned.
- Newsletters: Have participants write up short articles on their experiences and/or training and why they would recommend the opportunity to others.
- Career Spotlights: Many career fields or organizations have newsletters, spotlights and social media platforms. Depending on the achievement and the individuals' preference using these mediums to recognize training and development goals or stories helps to market the opportunities to others.

MANAGING EXPECTATIONS

Understanding and recognizing the best way to reward Army Civilians is an ongoing effort as people change over time and people change out over time. Actively working and showing support of training efforts, whether recognition is individually given, in a group or team, or across the organization, demonstrates that as a supervisor, you actively support the People First culture of the Army.

NOTE: US Code Title 5, Chapter 1, Subpart B, Parts 410 and subparts provides guidance on the selection and assignment of Army Civilians to training, the use of training for promotion, and training to obtain an academic degree.

Summary

A world-class supervisor's primary responsibility to accomplish the Army's mission and their need to build cohesive teams is best achieved when supervisors deliberately develop Army Civilians. Balancing mission accomplishment with people development is not so daunting as it seems when the considerations of this guide are taken into account.

Supervisors become force-multipliers when they provide developmental opportunities to our people, quantify and qualify those opportunities in terms of both mission success and Army Civilian success, and celebrate developmental achievement. An organization whose people cannot learn is not standing still, it is actually falling behind. To be a world-class supervisor, you must "Develop Army People!"

Appendix – Employee Self-Assessment

Employee Name:

Date:

The below listed competencies are extracted from the DCPAS Technical Competency Model or Office of Personnel Management Multipurpose Occupational Systems Analysis Inventory – Close-Ended (MOSAIC) Competencies.

Please indicate, on the scale below, your present skill level or ability for each of the competencies by placing an X through the appropriate number. 1 represents low and 7 represents high.

1=low proficiency 2-3=developing 4=acceptable 5-6=successful 7=highly successful

Developmental Competencies

1. Enter in competency description from the provided by supervisor (from the DCPAS Technical Competency Model or Office of Personnel Management (OPM) https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/mosaic-studies-competencies.pdf

_____
   1   2   3   4   5   6   7

2. Enter in competency description from the provided by supervisor (from the DCPAS Technical Competency Model or OPM.

_____
   1   2   3   4   5   6   7

3. Enter in competency description from the provided by supervisor (from the DCPAS Technical Competency Model or OPM.

_____
   1   2   3   4   5   6   7

4. Enter in competency description from the provided by supervisor (from the DCPAS Technical Competency Model or OPM.

_____
   1   2   3   4   5   6   7

5. Enter in competency description from the provided by supervisor (from the DCPAS Technical Competency Model or OPM.

_____
   1   2   3   4   5   6   7

Appendix – Employee Self-Assessment

To be completed prior to the training/developmental opportunity.
Using the results from the self-assessment, craft a set of goals you would like to accomplish during your training/developmental opportunity. Discuss these goals with the your supervisor and track progress along with the designated learning objectives and key tasks.

It is recommended when creating goals to use the SMART (Specific, Measurable, Attainable, Realistic, Time-based) format, but not required.

Goal 1:
_____

_____

_____

Goal 2:
_____

_____

_____

To be completed in the final week of the training or developmental opportunity.
Using the new results from the self-assessment, and any other coaching and feedback tools used throughout the training/developmental opportunity, craft a set of goals you would like to accomplish using your new skillset in after completion of the training. Discuss these goals with your supervisor to help guide future training and developmental opportunities.

Goal 1:
_____

_____

_____

Goal 2:
_____

_____

_____

Appendix – Employee Self-Assessment

Employee Name:

Name of Training/Developmental Opportunity:

Duration of training _____ days

1. I was provided the self-assessment prior to the training/developmental opportunity. **Y/N**

2. The self-assessment was used in establishing goals for the training/developmental opportunity. **Y/N**

3. The self-assessment was helpful throughout the duration of the training/developmental opportunity, my supervisor and I periodically reviewed the self-assessment over the course of the training. **Y/N**

    a. If no, what was this due to? **Y/N**

    b. If yes, what can be improved?

4. At the end of the training/developmental opportunity, I was provided the self-assessment to measure progress toward goals set at the beginning of the assignment. **Y/N**

5. Other remarks:_____

_____

_____

References and Endnotes

"DCPAS Competency Management." (n.d.). Defense Civilian Personnel Advisory

Service. Retrieved June 19, 2022, from https://www.milsuite.mil/book/groups/dcpas-competency/activity

Deller, J. (2019, March 09). *How to measure training effectiveness in 4 simple steps.* Kodo survey. https://kodosurvey.com/blog/how-measure-training-effectiveness-4-simple-steps

How to measure training effectiveness using training evaluation metrics. (2021, February 15). Unboxed Training & Technology. Retrieved June 11, 2022, from https://www.unboxedtechnology.com/blog/what-are-some-metrics-for-evaluating-training-and-development/

"Policy, Data, Oversight: Assessment & Selection." (n.d.). Office of Personnel Management. Retrieved June 14, 2022, from https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/

Pollock, R. V., Jefferson, A. M., & Calhoun W. W. (2015). *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results.* (Third Edition). Wiley.

Training Evaluation Guide, (2022, April 28). Safety Culture. Retrieved June 11, 2022, from https://safetyculture.com/topics/training-evaluation/

Van Vulpen, E. (n.d.). *10 Employee Training Metrics You Should Know.* Academy to Innovate HR. https://www.aihr.com/blog/training-metrics/

"Writing Competencies." (n.d.). Office of Personnel Management. Retrieved June 14, 2022, from https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/writing-competencies.pdf

---

[i] The Army Civilian Implementation Plan

[ii] A version of this phraseology has been popularized by Stephen R. Covey and is and reflects basic human needs, such as those outlined in Maslow's needs model.

[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-their-boss-300971506.html, accessed 23Jun22.

[v] There is a proposed fifth objective for CIP 2.0

[vi] Same as iv

[vii] The Holistic Development Framework introduced in the Supervisor Certification Program. See the Army Supervisor Resource Center in MS TEAMS.

[viii] ADP-6-22 (2019), 6-2

[ix] Rothwell, W.R, "Adult Learning Basics, 2nd ed", 2020 ATD Press, p4

[x] Rothwell, p4

[xi] Galagan, Hirt, and Vital, "Capabilities for Talent Development: Shaping the Future of the Profession (What Works in Talent Development)" Association for Talent Development; 1st edition (December 7, 2019)

[xii] Knowles, M, "Andragogy in Action". San Franciso,: Josey-Bass, 1984, https://www.phoenix.edu/blog/adult-learning-theories-principles.html, accesses 23Jun22.

[xiii] FM 6-22 (Final Draft as of 20210415), 2-11

[xiv] Rothwell, P 16