TRAINING AND DEVELOPMENT OF NEWLY APPOINTED SUPERVISORS AND MANAGERS IN A PROBATIONARY PERIOD

CAREER DEVELOPMENT DIVISION
TOTAL FORCE STRATEGY AND MANAGEMENT DEPARTMENT
NAVAL AIR WARFARE CENTER AIRCRAFT DIVISION
PATUXENT RIVER, MARYLAND

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PURPOSE

This handbook provides a foundation for the operation and management of training and development activities of newly appointed supervisors and managers serving in a probationary period at the Naval Air Warfare Center Aircraft Division (NAVAIRWARCENACDIV), Patuxent River, Maryland.

POLICY

NAVAIRWARCENACDIV policy is to provide newly appointed supervisors and managers with the skills necessary to direct and coach the activities of their employees. This will be accomplished by establishing and defining the elements of good supervision and by ensuring that the newly appointed supervisor and/or manager has a thorough understanding of these elements through training and developmental opportunities.

HANDBOOK ORGANIZATION

Part I describes authorizing guidelines, instructions, and resources that support the required training and development activities for newly appointed supervisors and managers.

Part II describes the responsibilities of the Total Force Strategy and Management Department, managers, and the newly appointed supervisors and/or managers.

Part III is devoted to the operational and administrative processes of training and development activities for the newly appointed supervisors and managers.

Questions on the information contained in this handbook may be directed to a Career Development Division (CDD) Specialist at 301-757-4122.

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PART I: STATUTORY REQUIREMENTS

1. **GOVERNMENT EMPLOYEES TRAINING ACT (GETA)**
   The GETA, passed in 1958, created the framework for agencies to plan, develop, establish, implement, evaluate and fund training, education, and development programs designed to improve the quality and performance of our workforce.

2. **TITLE 5 UNITED STATES CODE CHAPTER 41**
   The Title 5 United States Code Chapter 41 is a codification of legislative acts dedicated to human resource issues. It is organized in various chapter headings with Chapter 41 addressing "Training" in the Federal service.

3. **EXECUTIVE ORDER 11348 (1967)**
   Executive Orders provide agency heads with additional presidential direction on how the law is to be used. Executive Order 11348 (1967) provides Federal agencies with additional information on how GETA is to be carried out.

4. **EXECUTIVE ORDER 12107 (1978)**
   Executive Order 12107 (1978) amended Executive Order 11348. The order emphasizes the importance of using effective interagency training programs to meet common needs across Government.

5. **TITLE 5: CODE OF FEDERAL REGULATIONS (CFR) PARTS 315, 410 AND 412**
   Title 5 CFR Part 315 establishes policy for a period of probation before initial appointment as a supervisor or manager in the competitive service becomes final. **Title 5 CFR Part 410** addresses the general and specific policies and requirements for training in Government agencies. **Title 5 CFR Part 412** addresses executive, management and supervisory development.

6. **Department of Defense Civilian Personnel Manual**
   Department of Defense Civilian Personnel Manual, Chapter 410 addresses the general and specific policies and requirements for training in the Department of Defense.

7. **ASD Policy Memo (17 Jun 2002)**
   Assistant Secretary of Defense (Civilian Personnel Policy) memo of 17 June 2002, addresses payment of expenses to obtain professional credentials.

8. **ASD Policy Memo (15 Aug 2001)**
   Assistant Secretary of Defense (Force Management Policy) memo of 15 August 2001 addresses civilian academic degree training.

9. **COMPTROLLER GENERAL DECISIONS**
   General Accounting Office issues decisions and opinions on training law through Comptroller General Office decisions and opinions on training law.

10. **OFFICE OF PERSONNEL MANAGEMENT TRAINING POLICY HANDBOOK**
This handbook is a single reference to legal information impacting employee training and management decisions on training and implementation of training programs for Command personnel.

11. **NAVAL AIR SYSTEMS COMMAND INSTRUCTION 12410 SERIES**
Command policies on the training and development of civilian employees.

PART II: RESPONSIBILITIES

- **DIRECTOR, TOTAL FORCE STRATEGY AND MANAGEMENT DEPARTMENT (TFSMD) (73000A)**
The Director, TFSMD shall be responsible for implementing progressive supervisory and managerial training and career development programs in keeping with Office of Personnel Management, Department of Defense, Department of the Navy and Naval Air Systems Command regulations. Responsibilities include integrating such programs with strategies for planning, programming, budgeting and other personnel management areas and ensuring that the newly appointed supervisors and managers are equipped to perform their current and projected duties in an effective manner.

- **MANAGERS**
Managers shall support the newly appointed supervisors and managers training and development program activities to:

  - ensure that program requirements are met,
  - make available the necessary resources to successfully accomplish the development of the supervisors and managers,
  - develop career plans in the form of an Individual Development Plan (IDP),
  - assist appointees in developing plans to gain required knowledge and skills,
  - review IDPs and certify the completion of all basic training and developmental requirements of the newly appointed supervisors or managers, and
  - establish a work environment that clearly supports good management practice.

- **CAREER DEVELOPMENT DIVISION (CDD) (733000A)**
The CDD Head or his/her designee ensures that all approved training and developmental activities are in full compliance with governing laws and directives. The CDD staff shall:

  - Provide training courses for both new and experienced supervisors and managers that meet the competencies established in attachment (2),
  - assist and act as internal consultants to management officials on appointees training and development matters,
  - conduct surveys and analyze annual training requirements for newly appointed supervisors and managers,

- review and monitor training requirements of new supervisors and managers serving in a probationary period,
- administer, measure and evaluate effectiveness of training and development activities of the newly appointed supervisors and managers,
- evaluate and recommend solutions for adequate recording and reporting systems
- prepare an annual activity training plan (on-site courses) for supervisors and managers, and
- participate in communities of interest networks, in which best practices can be shared.

- **NEWLY APPOINTED SUPERVISORS AND MANAGERS**

  Civilian employees have the ultimate responsibility for their own training and development and will:

  - play an active role in managing their own career,
  - develop, maintain, and enhance skills and competencies in alignment with strategic business plans, and
  - notify the CDD of failure to enroll in/complete course for which approved and follow appropriate policy for course withdrawal.

PART III: OPERATING PRINCIPLES BY SUBJECT AREA

- **PROGRAM REQUIREMENTS**

  A person selected into a supervisory or managerial position for the first time must successfully serve a probationary period as determined by their appropriate pay system. A probationary period provides their supervisors with an opportunity to assess the new appointee's supervisory or managerial performance (not technical ability of program knowledge). Their performance should be monitored and carefully documented by their supervisor as well.

  - **Individual Development Plan**

    In order to ensure the success of the new supervisor/manager, it is suggested that the new appointee, in conjunction with his/her immediate supervisor, prepare an Individual Development Plan (IDP) (attachment (1)) within 45 calendar days of appointment to their new position. The IDP should reflect the five training courses that are program requirements (see below). Completion of National Security Personnel System (NSPS) training and initial supervisory safety training during the probationary period is also required. Development assignments should be considered as part of the appointee's IDP and be based on the requirements of the job and their individual supervisory or managerial training needs.

    Supervisors of newly appointed supervisors and managers should meet periodically to review progress of the appointees in the probationary period. These sessions should be viewed as developmental experiences in which knowledge and skills are specifically discussed and documented, as appropriate, on the IDP. A CDD specialist will monitor completed training requirements and will take prompt follow-up action when necessary to alert the new supervisor or manager and their supervisor of outstanding training completion issues.

Required Training Courses – To be completed within First Year of Appointment.

- **NAVAIR Supervisory Personnel Management**
  This course is required for employees recently appointed to supervisory positions. Topics include: Staffing and Recruitment, Position Classification, Drug Free Workplace Program, Telework, Awards Program, Worker's Compensation, Disciplinary and Adverse Actions, Leave Administration, Labor Relations, Employee Assistance Program, Workplace Violence, Performance Management, Equal Employment Opportunity, Security, Privacy Act, Records Management and Employee Development.

- **Supervision 1**
  This 3-Day interactive workshop is designed to meet the transition and development needs of new supervisors. Identify, explore, and apply the knowledge, skills and behaviors of an effective supervisor and leader. Interact with peer leaders and an experienced manager/instructor to refresh/develop core perspectives, responsibilities, purposes and actions in the leading of individuals and teams and the shaping of work performances and results. This is a skills development workshop for people leading and shaping the work performances of others. Workshop content and practice activities provide orientation, insight, and tools for influencing desired performance. Participants are encouraged to expand their personal "tool" box of strategies and tactics in practices of leadership, interpersonal communications, stakeholder alliance forming, and positive engagement of individuals and teams.

  Leadership competencies supported:
  Fundamental Competencies: Interpersonal Skills, Integrity/Honesty, Written Communications and Oral Communications.
  Leading Change: Flexibility and Resilience.
  Building Coalitions: Partnering and Influencing/Negotiating.
  Leading People: Conflict Management, Developing Others and Team Building.

- **Supervision 2**
  This 3-Day interactive workshop will affirm and develop practices to positively shape the performances of individuals, teams and organizations in ways that accomplish the purposes of the organization, the mission of the teams, and that leverage and recognize everyone's contributions. Identify and apply strategies for creating and sustaining a "best practices" work environment relative to your personal leadership style and the mission responsibilities. Distinguish between performance problem and motivation problems. Learn procedures for performing the major functions of leading and managing: Planning, Organizing, Directing, and Controlling.

Leadership Competencies supported:
Fundamental Competencies: Integrity/Honesty, Written Communications, Oral Communications, Continual Learning and Public Service Motivation.
Leading Change: Flexibility, Resilience, Strategic Thinking and Vision.
Building Coalitions: Partnering and Influencing/Negotiating.
Results Driven: Accountability, Decisiveness, Entrepreneurship and Problem Solving.
Leading People: Conflict Management, Leveraging Diversity, Developing Others and Team Building.
Business Acumen: Human Capital Management.

- **Current Training Schedule**.
  Training schedules for the three required courses may be found at http://www.navair.navy.mil/TFSMD/training/indextraining.html . The requirement for initial supervisory safety training may be viewed at https://esams.cnic.navy.mil/esams_gen_2/loginesams.aspx . Appointees must select course "Safety Orientation for Supervisors (1077)", print certificate from web site and annotate the completion date on their IDP. Completion will be noted in ESAMS system for future upload to DCPDS.

- **Completion Documentation**
  Supervisors and managers serving in a probationary period will be awarded a Certificate of Completion after successfully completing each course. Training records and probationary period successfully completed are stored in the Department of Defense system of records.

- **Continued Training and Development**
  Supervisors and managers should design a training and/or development program which focuses on their own and corporate developmental needs based on the core competencies in attachment (2). Continued training courses that match or compliment the competencies in attachment (2) may be found at the CDD web site http://www.navair.navy.mil/TFSMDtraining/indextraining.html under Training Catalog.

ATTACHMENT 1

INDIVIDUAL DEVELOPMENT PLAN (IDP)

Name Series/Grade Social Security # Organization

Position Title Mentor Name/Org

Developmental Experience Needed for: A or B?
A. More effective performance in present/future position.
B. No further career development desired/needed at present time.
The IDP is drafted by the employee and supervisor to address training needs and career plans. It should be generated in conjunction with the performance management review, and may be revised at any time. This tool can provide you with the opportunity to continuously improve in current job performance, opportunities for future career growth, and the ability to further contribute to the organization and to NAWCAD. This tool will be used as a basis for prioritizing the training funds available to you as an individual and to the organization as a whole.

Privacy Act Statement.

The Government Employees Training Act of 1958 (U.S. Code, Title 5, Section 4101 to 4118). Purposes and Uses. The information is used to administer the Federal Training Program. The purpose is to document the nomination of trainees and training completion. The SSN is used to identify the person completing the training and is necessary to accumulate government-wide statistical information. The use of the SSN is necessary because of the large number of Federal employees with identical names and birth dates and whole identities can only be distinguished by the SSN. Affect of Nondisclosure - Personal information given on a voluntary basis. Failure to provide this information may result in ineligibility in training programs.

Short term (1 year) career/development goals:

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Long term (3 year) career/developmental goals:

I realize that this IDP is an informal document designed to help me focus, communicate to my supervisor, and achieve my developmental objectives. I understand that the IDP is not a binding contract, either to the organization, my supervisor, or me.

Employee Signature Date Remarks

The career/development goals defined above are achievable and serve the interests of this organization. The IDP contained herein is approved. Approval signifies agreement to implement the plan to the extent that workload and funding allow. Any assignments postponed due to unusually heavy workload should be rescheduled for completion. The employee must apply through normal procedures for each training course/activity listed. Modifications to this IDP can be made to accommodate changing circumstances but must be approved by the supervisor.

Authorizing Official Date Remarks

PREPARE ONE SHEET FOR EACH FISCAL YEAR

FY_____

DEVELOPMENTAL OBJECTIVES AND PLANNED ACTIVITIES

Developmental Objectives (Knowledge, skills and abilities) Please Number	Planned Developmental Activities	Date Planned	Date Completed
example #1- Skill in writing FDs	*Rotational assignment to Program Office Classification Function*	*June 1994*	

PLANNED TRAINING - PRIORITY 1 = ESSENTIAL; PRIORITY 2 = NEEDED; PRIORITY 3 = HELPFUL

Course Code	Course Title, Source & Location	Travel $$ Est	Tui-tion $	Hours	Prior-ity	Date Planned	Date Complete	Dev Obj #
example C123	*Introduction to Position Classification, OCPM, Washington, D.C.*	*$00.00*	*$00.00*	*40*	*2*	*4/94*	*4/94*	*#1*
	1.							
	2.							
	3.							
	4.							
	5.							
	6.							
	7.							
	8.							
	9.							
	10.							
	11.							

ATTACHMENT 2
LEADERSHIP DEVELOPMENT COMPETENCIES

LEADING CHANGE

Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Creativity and Innovation

Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

External Awareness

Understands & keeps up-to-date on local, national, & international policies & trends that affect the organization & shape stakeholders' views; is aware of the organization's impact on the external environment.

Flexibility

Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience

Deals effectively with pressure; remains optimistic and persistent, even under adversity; recovers quickly from setbacks.

Strategic Thinking

Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.

Vision

Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.

LEADING PEOPLE

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Conflict Management

Encourages creative tension and differences of opinions; anticipates & takes steps to prevent counter-productive confrontations; manages & resolves conflicts & disagreements in a constructive manner.

Leveraging Diversity

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Developing Others

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building

Inspires and fosters team commitment, spirit, pride, and trust; facilitates cooperation and motivates team members to accomplish group goals.

RESULTS DRIVEN

Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Accountability

Holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.

Customer Service

Anticipates and meets the needs of both internal and external customers; delivers high-quality products and services; is committed to continuous improvement.

Decisiveness

Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions

Entrepreneurship

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; takes calculated risks to accomplish organizational objectives.

Problem Solving

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

BUSINESS ACUMEN

Definition: This core qualification involves the ability to manage human, financial, and information resources strategically.

Financial Management

Understands the organization's financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; monitors expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs; ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems; manages a multi-sector workforce and a variety of work situations.

Technology Management

Keeps up-to-date on technological developments; makes effective use of technology to achieve results; ensures access to and security of technology systems.

BUILDING COALITIONS

Definition: This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

Partnering

Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy

Identifies the internal and external politics that impact the work of the organization; perceives organizational and political reality and acts accordingly.

Influencing/Negotiating

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

FUNDAMENTAL COMPETENCIES

Definition: These competencies are the foundation for success in each of the core competencies.

Interpersonal Skills

Develops and maintains effective working relationships, engages and inspires others; treats others with courtesy, sensitivity and respect; considers and responds appropriately to the needs and feeling of different audiences/situations and cultures; builds trust and commitment.

Integrity/Honesty

Nurtures ethically-minded organizations through personal discipline, values, self-control and policies that reinforce ethical behavior.

Written Communications

Writes to convey information in a clear, concise, organized, and convincing manner for the intended audience, using correct English grammar, punctuation and spelling.

Oral Communications

Demonstrates ability to clearly and effectively articulate, present and promote varied ideas and issues (to include sensitive or controversial topics) before a wide range of audiences.

Continual Learning

Assesses and recognizes own strengths and weaknesses; pursues self-development; pursues chances to stretch skills to further professional growth.

Public Service Motivation

Shows a commitment to serve the public; ensures that actions meet public needs; aligns organizational objectives and practices with public interest.