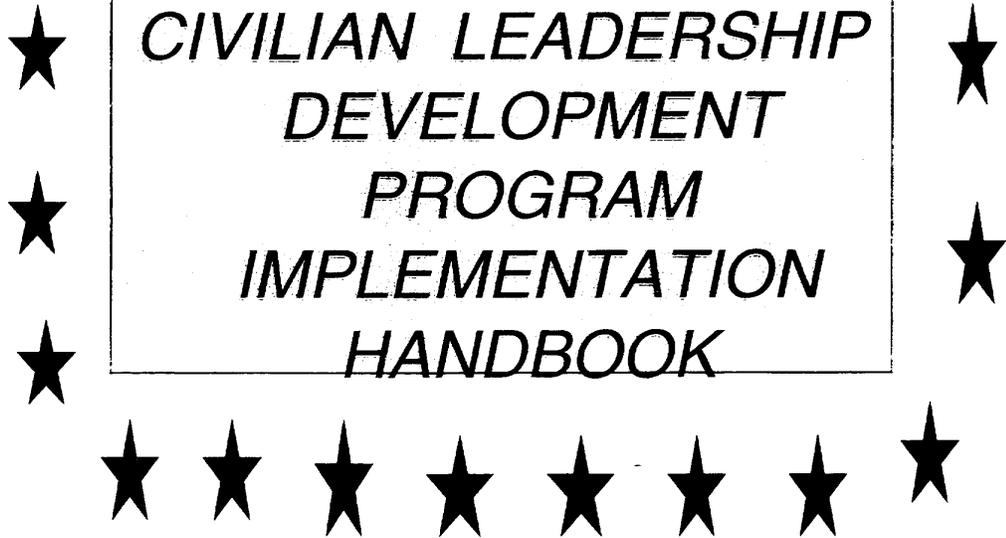


*CHIEF OF NAVAL
EDUCATION AND*

★ ★ TRAINING ★ ★

*CIVILIAN LEADERSHIP
DEVELOPMENT
PROGRAM
IMPLEMENTATION
HANDBOOK*



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PART I. CLD PROGRAM FRAMEWORK

I-1. Introduction

a. Civilian leadership development is a critical issue facing DON. Challenges of downsizing, changing technology, under representation of women and minorities, and changes to departmental roles and missions serve to underscore the significance of preparing for the future by effectively managing and developing our workforce.

b. CNET's framework goal is to improve leadership skills and competencies of all current and develop the potential of future civilian managers. This instruction establishes guidelines that serve as the program design for providing leadership training to civilian employees in grades GS-05 through GS/GM-15. The cornerstone for CLD is mentoring, training, and developmental assignments. CLD participant requirements include having a mentor and an ILDP.

c. The CLD Program provides a systematic and coherent framework in which to clarify career goals, develop managerial potential, and enhance functional expertise. While participation in CLD is not a prerequisite for career advancement, participants are afforded significant opportunities to develop and demonstrate their qualifications for managerial positions at mid, senior, and executive levels.

c. CLD selection, development, and evaluation procedures are based on competencies common to all managerial/supervisory positions within the DON. While core developmental activity requirements exist, NAVEDTRACOM recognizes the diversity of career paths and individual needs; each CLD participant will have a development plan tailored to their specific goals and needs. CLD competencies are outlined in paragraph II-3 of this handbook.

I-2. Objectives

a. To support mission accomplishment through enhancement of current and potential supervisory and managerial talent, in technical, functional, and educational fields within NAVEDTRACOM's civilian ranks.

b. To identify and develop skilled employees consistent with their individual goals and future needs of the command.

c. To ensure the availability of qualified candidates for mid, senior, and executive level managerial and supervisory positions in technical, functional, and educational series.

I-3. Eligibility. All NAVEDTRACOM civilian employees in grades GS-05 through GS/GM-15, or equivalent wage grades, are eligible to participate.

I-4. Policy

a. Consistent with the Secretary of the Navy's policy, CLD emphasizes the systematic identification and development of employees who have demonstrated the capacity to assume broader technical/functional/educational supervisory and managerial responsibilities.

b. The identification, training, and development of CLD participants will conform to merit and equal employment principles and will be administered in an open and impartial manner.

c. Program participants who transfer from one NAVEDTRACOM component to another will be allowed to continue with developmental training that has been documented in their ILDP.

d. The provisions of the Privacy Act of 1974 must be followed throughout this program. The following requirements must be strictly adhered to:

(1) Only information directly pertinent to program administration will be requested. The confidentiality of this information will be protected. Only authorized officials involved in CLD implementation or oversight will have access to it without the written authorization of the employees concerned.

(2) CLD records may be destroyed after 2 years.

(3) Employees will be informed of the authority for solicitation of any personal information, the principal purposes for which the information is needed, the routine uses to be made of the information, the voluntary nature of the information, and the consequences of not providing the information.

I-5. Program Management

a. CNET is responsible for central management of the program as well as administration of the program at headquarters. CNET will:

(1) Provide oversight by a CNET CLB;

(2) Monitor implementation by a CLD Working Group;

(3) Provide program management by CCLDA;

(4) Promulgate CLD policies, procedures, and guidance;

(5) Implement CLD at headquarters and assure consistent implementation throughout NAVEDTRACOM;

(6) Collect program data and evaluate program effectiveness;

(7) Assist subordinates with program development and implementation;

(8) Ensure adequate resources are identified and invested to support CLD;

(9) Develop and coordinate core courses.

b. The CLD Working Group will:

(1) Monitor implementation throughout NAVEDTRACOM;

(2) Develop and monitor implementation of the mentoring program. If applicable, coordinate with other activities to develop a supporting mentoring system;

(3) As required, approve nominations for competitive training opportunities and develop and monitor a system to track the success of selectees for competitive training opportunities;

(4) Coordinate with other activities to create developmental assignments, which can be used in developing leadership competencies of CLD participants;

(5) Conduct annual reviews of participant progress and decisions on retention, removal, or graduation from the program;

(6) Oversee administration of the 360-degree assessment.

c. CCLDA will:

(1) Prepare implementation plan;

(2) Coordinate implementation of NAVEDTRACOM program;

(3) Coordinate administration of 360-degree assessment tool;

(4) Coordinate mentor training;

(5) Track/monitor/report program implementation and participation;

(6) Serve as technical advisor to CLB and CLD Working Group;

(7) Provide CLD advice and assistance to NAVEDTRACOM activities;

(8) Serve as point of contact for interested employees and mentors;

(9) Provide guidance/assistance to mentors and participants with ILDP development and in locating training opportunities;

(10) Track and provide CLD data for reporting requirements;

(11) Announce the program to all eligible personnel and ensure application and selection procedures are followed;

(12) Provide guidance/assistance to participants, mentors, evaluation boards, supervisors, and management officials;

d. Commanding Officers will:

(1) Establish CLD program;

(2) Issue appropriate guidelines;

(3) Provide adequate program resources;

(4) Disseminate information to workforce;

(5) Appoint an activity CLD Administrator (may be assigned as a collateral duty dependent upon activity size, requirements, etc.)

e. Activity CLD Administrator (ACLDA) will:

(1) Provide oversight and evaluation of CLD implementation and effectiveness;

(2) Announce the program to all eligible activity personnel and ensure application and selection procedures are followed;

(3) Provide guidance/assistance to participants, mentors, evaluation boards, supervisors, and management officials;

(4) Track/maintain CLD information on participants and mentors;

(5) Monitor participant progress;

(6) Advise CNET of local issues affecting programmatic or operational effectiveness.

f. HROs will:

(1) Assist CLD administrators, mentors, and participants with training needs and requirements;

(2) Maintain training information in the DCPDS and provide reports as needed;

(3) Include CLD in supervisory and managerial training;

(4) Include CLD in new employee orientation;

(5) Link leadership competencies to knowledge, skills, and abilities in vacancy announcements for supervisory and managerial positions.

g. Managers/Supervisors will:

(1) In concert with mentors, assist employees and mentors in development of ILDP goals;

(2) Create opportunities for all employees, concomitant with their abilities and desire to participate in the CLD program, to take part in working groups, special projects, and training opportunities;

h. Mentors. Each CLD participant will select a mentor from within NAVEDTRACOM, other commands, or government agencies who has the technical and institutional knowledge, personal interest, and interpersonal skills necessary to serve successfully in this capacity. In concert with the participant, his or her supervisor, and other officials responsible for program administration, the Mentor will:

(1) Assist development and implementation of an effective and realistic ILDP;

(2) Coach and assist participants in achieving their developmental objectives;

(3) Advise CNET/local officials on progress and recommend retention or removal from the program when personnel actions or problems arise that impact participation in developmental opportunities;

(4) Attend mentor training;

(5) Act as a role model and counselor;

(6) Identify and facilitate growth opportunities with the participants' supervisor;

(7) Help assess the attainment of specific leadership competencies;

(8) Help achieve personal and professional growth.

i. Employees will: Accept personal responsibility for growth and for charting self-development through consultation with mentors and supervisors.

j. All participants shall ensure that the principles of equal employment opportunities are adhered to.

PART II. CLD ELEMENTS

II-1. Marketing. The first step is to strategize and develop a plan of action and milestones (POA&M) chart of specific actions that will be taken to promote the CLD program. The following information provides some basic ideas on where to start.

a. Provide briefs to senior military and civilian leaders and all hands on the objectives and goals of the CLD framework.

b. Prepare promotional packages that may include brochures, pamphlets, articles, flyers, and mentoring information.

c. Publicize in local command-type publications.

d. Link CLD to promotion potential. Stress that while advancement is not guaranteed, participants will be more competitive for promotion opportunities when they complete the program.

e. Advertise CLD attributes (i.e., possible advancement, training, self-improvement, satisfaction in helping others, etc.) in local command or facility papers, plans of the day, e-mail, and discussions at departmental, union, and all-hands meetings.

f. Keep managers involved in the CLD process.

g. Explain information packets highlighting the basic precepts of CLD, such as ILDPs.

h. Emphasize the competencies and demonstrate how they will be integrated into supervisory and managerial CLD positions in the form of knowledge, skills, and abilities.

i. Publicize benefits of CLD to the following groups:

(1) PARTICIPANTS gain:

- Increased leadership ability and opportunities
- Clarification of career path methods
- Career guidance by mentors
- Improved promotion potential

(2) MANAGEMENT gains:

- Pool of multi-qualified employees
- Increased leadership competence in the activity
- Opportunity to develop diverse workforce
- Increased overall productivity and morale

(3) MENTORS gain:

- Pride in improvement of individuals and command
- Chance to practice and improve counseling skills
- Forming and building lifetime relationships

II-2. Mentoring

a. Mentoring links employees with experienced professionals for career development. A mentor facilitates personal and professional growth in an employee by sharing knowledge and insights that have been learned through the years. It is an integral part of CLD. For many years it has been utilized to develop executives and managers.

b. Types of mentoring vary from individual (one-on-one) to group (usually 3 to 6 employees with one mentor). Some mentors prefer to use a formal structured relationship with defined expectations while others choose a more informal unstructured method. Typically, mentoring relationships are born out of circumstances where an employee asks for guidance from a senior manager or executive without establishing a formal, structured relationship. Situations such as traveling with, carpooling with, taking a class with, or just being introduced to a senior manager can be cultivated into a very fruitful relationship where an individual can seek out advice, direction, etc.

c. Mentors should be senior enough to the mentored employee to have knowledge and expertise that will be beneficial and help with career development. With the rapid change of today's technology and innovations, the mentor's knowledge and experience in areas of interest to the mentored employee should be reasonably current.

d. CLD Mentoring Concepts:

* Mentors will, generally, be not more than 2 or 3 grades (or military equivalent) above the mentee.

* Below GS-9 can utilize supervisor as mentor; GS-9-12 may use group mentoring; GS-13-15 should use individual mentors.

* CLD participant will select mentor and obtain mentor's concurrence to serve.

e. Mentoring Characteristics:

- | | |
|-------------------|----------------------|
| * Supportive | * Professional Pride |
| * Patient | * Achiever |
| * Respected | * Good Motivator |
| * People-oriented | * Communicator |

f. Mentoring Roles:

- | | |
|-------------|------------------|
| * Teacher | * Referral Agent |
| * Guide | * Door Opener |
| * Counselor | * Role Model |
| * Motivator | * Advisor |
| * Sponsor | * Coach |

g. Mentor Selection. Time and thought should go into the selection of a mentor. After all, this person is going to advise, encourage, help develop and execute an ILDP, assist with clarification of career goals, and help transition from a relatively narrow focus of technical work to the more complex field of management and leadership. Typically, mentors and mentees will "self-select" each other. When looking for a mentor, employees should spend considerable time reflecting on what is expected in the

mentor/mentee relationship and should then interview several potential mentors to discuss aspirations and expectations and to learn more about each other. Mentors/mentees should be compatible in personalities and focus. Select a mentor who is:

- * Not mentee's first or second level supervisor (if GS-09 or above)
- * About two grade levels above the individual
- * Working with civilians (if military)
- * Able to work with several individuals and their supervisors.

h. A mentoring handbook, reference (b), provides information on the mentoring process to potential mentors and CLD participants. It describes the roles and responsibilities of mentors and participants, so that both parties will know what is expected of each other in a mentor/mentee relationship.

i. Mentor training workshops will be offered to build a core group of mentors and mentor instructors for the field. Contact the CNET CLD Administrator, Code T2416, and/or HRO Training for information on mentoring workshop schedules.

j. A NAVEDTRACOM mentor directory will be compiled from trained volunteers in the field. Periodic follow up workshops will be held in Pensacola and strategic field locations where trained and experienced mentors can present feedback on lessons learned and provide guidance and recommendations.

II-3. CLD Competencies. Unlike traditional "check-in-the-box" training that is generic for everyone, CLD training and development centers on the key competencies or skill areas (identified in following charts) specific to each participant based on individual assessments. These leadership competencies can be acquired through various formal and informal methods such as training courses, rotational/developmental assignments, participation in working groups, and assignments to specific projects. Once specific competency needs are identified, development and/or training will be documented in the individual's ILDP. Possession of leadership competencies will be considered in the selection for supervisory and managerial positions. They will be reflected as knowledge, skills, and/or abilities in vacancy announcements, and applicants will be encouraged to address how they acquired the individual competencies.

Civilian Leadership Development Continuum



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24 AUG 1995

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM
Competency Definition

COMPETENCY	DEFINITION
Change Management	Serves as a positive agent for changes in the organization's structural alignment, climate, or operational processes. Learns about and proactively advocates and influences the adoption of promising new ideas, methods, services, and products from knowledge of best practices in government and industry.
Coaching/Counseling	Develops skills in observation, listening, and one-on-one teaching; applies them to assist others to learn and continually improve their performance and provides effective feedback.
Conflict Management	Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.
Customer Orientation	Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.
Decisiveness	Takes action and risks when needed; makes difficult decisions when necessary.
Demonstrate Core Values	See Navy Core Values
Diversity of Awareness	Respects and values the differences and perceptions of different groups/individuals.
DON Mission, Organization Awareness	Possesses knowledge of the mission and organization of the DON including an understanding of how the organization fits into the entire DON.
External Awareness	Stays informed on laws, policies, politics, administration priorities, trends, special interests, and other issues; considers external impact of statements of actions; uses information in decision making.
Flexibility	Adapts to change in the work environment; effectively copes with stress.

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM
Competency Definition

COMPETENCY	DEFINITION
Human Resources Management	Ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee well being.
Influencing/Negotiating	Networks with, and provides information to, key groups and individuals; appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals.
Innovative Thinking	Develops insights and solutions; fosters innovation among others.
Interpersonal Team Skills	Considers and responds approximately to the needs, feelings, capabilities, and interests of others; provides feedback; treats others equitably.
Joint Service Perspective	Demonstrates an understanding of the role of the Department of Defense (DOD) and the importance of the support roles and missions of all the military DOD agencies and how they contribute to the success of DOD overall.
Managing Diverse Workforce	Recognizes the value of cultural, ethnic, gender, and other individual differences; provides employment and development opportunities for a diverse workforce.
Mentoring	Develops the ability to counsel others to help them to achieve personal and professional growth.
Model/Reinforce Core Values	See Navy Core Values.
Navy Core Values	Exhibits through personal performance the principles of honor (ethical behavior), commitment (technical) excellence and quality of work), and courage (mental strength to do what is right).
Oral Communication	Listens to others; makes clear and effective oral presentations to individuals and groups. (Note: Use of a sign language interpreter may be appropriate for persons who are deaf or hard-of-hearing.)
Organizational Representation and Liaison	Establishes and maintains relationships with key individuals/ groups outside immediate work

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM
Competency Definition

COMPETENCY	DEFINITION
	unit and serves as spokesperson for the organization.
Presentation/Marketing Skills	Demonstrates the ability to clearly articulate, present, and promote ideas and issues before a wide range of audiences, including senior officials, in such a manner as to ensure program credibility.
Problem Solving	Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.
Process Oversight Management	Develops/demonstrates the ability to examine systems and workflows within the organization to facilitate process improvement.
Program Development/Planning and Evaluating	Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.
Quality Principle	Understands and applies quality principles such as teamwork, quantitative decision-making, and continuous process improvement to meet or exceed customer expectations.
Resource Management	Prepares and justifies budget; monitors expenses; manages procurement and contracting.
Risk Management	Identifies potential risks to product/program/processes early and implements effective abatement or control measures; defines evaluation criteria early and continuously collects, assesses, shares, and responds to data appropriately.
Self-Direction	Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; works persistently towards a goal; demonstrates self-confidence; invests in self-development; manages own time efficiently.
Situational Leadership	Demonstrates and encourages high standards of behavior; adapts leadership style to situations and people; empowers, motivates, and guides others.

CIVILIAN LEADERSHIP DEVELOPMENT CONTINUUM Competency Definition	
COMPETENCY	DEFINITION
Strategic Vision	Creates a shared vision of the organization; promotes wide ownership; champions organizational change.
Team Building	Fosters cooperation, communication, and consensus among groups.
Technical Competence	Demonstrates technical proficiency and an understanding of its impact in areas of responsibility.
Technology Management	Encourages staff to stay informed about new technology; applies new technologies to organizational needs; ensures staffs are trained and capable.
Written Communication	Communicates effectively in writing; reviews and critiques others' writing.

II-4. Benchmarking

a. Benchmarking is a way of determining progress. Initially the focus will be internal by benchmarking individual leadership skills. Personnel will be assessed upon entry into the program, and their progress will be periodically measured throughout their participation.

b. This will be accomplished by using a 360-degree questionnaire and providing feedback to the participant and the activity/ command. It allows superiors, peers, subordinates, and internal and external customers to indicate how they perceive an individual CLD participant's performance in several behavioral areas. This evaluation tool is available from and administered by the Office of the Deputy Assistant Secretary of the Navy (DASN) for CIVPERS/EEO, Executive Personnel and Leadership Development Section. Contact the CNET CLD Administrator, Code T2416 to order assessment instruments and to schedule sessions to interpret results.

c. The 360-Degree Leadership Assessment is tied to the CLD competencies, which identify strengths and areas for improvement as well as provide a baseline for measuring improvement in leadership competencies. It is important to note: It is voluntary!

d. To benchmark individual leadership using the 360-degree leadership assessment, the following actions are required:

- CLD participants request the 360-degree assessment
- Activity requests assessment forms from DASN Office
- Activity schedules assessment date(s)
- Participants identify assessment partners (peers, customers, subordinates,

- supervisors, and mentors)
- Activity conducts assessment
- Sealed results returned to CCLDA
- CCLDA coordinates with ACLDAs to schedule group sessions, at Employee' activity to interpret results
- Participant develops ILDP with mentor and supervisor
- Command aggregates data from all 360-degree assessments received (anonymous statistical data from DASN)
- Supervisor approves ILDP
- Participant completes continuum
- Participant retakes 360-degree assessment
- Evaluation process repeated

II-5. Interest Survey. An interest survey may be used to determine which employees are interested and eligible for leadership development. An interest survey is also a valuable tool for identifying mentors as well as potential mentors. The survey should allow for a positive response to both categories of participation and should emphasize the opportunity for personal and professional growth. Adequate information should be included in the survey to allow employees to make an informed decision. Participation is voluntary; however, employees shall be advised that possession of leadership competencies will be considered when filling supervisory and managerial positions but that promotions are not a guaranteed outcome of completion of the CLD continuum.

II-6. ILDP Development. The goal of the CLD continuum is to improve leadership skills and competencies of potential civilian managers. The CLD program is specifically designed to meet the requirement of each individual; therefore, specific step-by-step guidance cannot be given. Commands are responsible for training costs, but many innovative approaches to employee development may incur little cost. Commands may consider tuition assistance to eligible employees with specific guidelines for completion of courses. While there is no specific outline or curriculum that must be followed to achieve CLD goals, there are several basic training guidelines that should be followed:

a. Focus training on development of leadership skills. These skills have been defined by specific foundation competencies in paragraph II-3 CLD Competencies.

b. Evaluate employees' skills in critical leadership categories using the skills inventory (360-degree assessment) described in paragraph II-4 Benchmarking.

c. Develop meaningful, tailored ILDPs. Employees, supervisors, and mentors work together to develop ILDPs based on results of the skills inventory. Enclosure (2) is an ILDP form. To develop the ILDP, the foundation competencies are listed and compared with results from the skills inventory to determine areas the employee needs to develop. Next, list several competencies and specific developmental activities to complete the competency on a blank ILDP form. Developmental activities may involve formal training, on-the-job training (OJT), long-term schooling, or a combination of sources. Developmental resources available in local areas may be used to fulfill developmental requirements, whether within the DON, DOD, other

Federal agency, or the private sector. List reasonable target dates for accomplishment of competencies but maintain a vital ILDP, which is reviewed and updated periodically.

d. Since this program is tailored for each individual, only guidelines can be provided. Employees, supervisors, and mentors must determine the means to accomplish each competency. The following strategies can be used as a guide in identifying training and developmental opportunities for CLD competencies:

II-7. Developmental Training. A sufficient investment of time, effort, and dollars will be made available to provide civilian employees an opportunity to develop professionally and to acquire and improve leadership competencies. Training and developmental opportunities will be addressed through self-developmental assignments, special projects, rotational assignments, as well as formal training. The following training and development strategies may be considered in satisfying the CLD competencies.

a. OJT. OJT is an economical and productive method of acquiring new and/or enhancing current skills through assignments initiated by the supervisor, employee, or other means.

(1) Assignments that are supervisor-initiated may include actions such as reassignment, appointing the employee as lead for a specific group of employees or project, covering/filling in for higher-graded employees for short periods of time, delegation of certain authorities, representing the supervisor at meetings, coaching, job redesign, or personnel management evaluation.

(2) Assignments that are initiated by the employee may include job rotation, job sharing, understudy, mentoring, site visits, cross training, or external assignments.

(3) Other OJT may include research, authoring or rewriting directives, conducting interviews, providing performance feedback, making presentations, sharing information, developing and tracking courses, working on special projects, serving on teams (e.g., focus groups, process action teams, management boards, task force advisory groups).

b. Rotational Assignments

(1) Like OJT, rotational assignments are valuable developmental tools for enhancing/broadening technical and functional competence through hands-on experience. Rotational assignments provide:

- Cross training and development
- Increased inter-organizational understanding, communication, and cooperation
- Greater corporate knowledge/perspective
- Development of external awareness
- Advanced managerial and executive experience
- Highly capable staffing for special projects and/or temporary vacancies

(2) Rotational assignments do present challenges for supervision/management as well as for the recipient. However, workable solutions are found with up-front planning and discussion. Some potential barriers and solutions are:

Challenges

Possible Solutions

Loss of key personnel for an extended period of time

Rotate personnel in to fill behind, possibly with reciprocal arrangements

Salary/per diem expenses borne by parent organization

Establish central funds and/or create special billets/establish special agreements with commands/agencies

Concerns about return on Investment for parent organizations

Up-front planning and discussion objectives

Potential loss of employee permanently to assignment sponsor organization

Consider long-term benefit to organization in terms of improved inter-organizational understanding, communication cooperation, and reputation

(3) Rotational assignments are typically for longer periods of time and must be filled using merit principles. They are announced, rated, ranked, and forwarded to the selecting official for the ultimate selection. Some announcements will establish pools (a rotational assignment clearing house) of candidates at various levels, in various series, and for various time frames to fill and back-fill rotational assignments enabling a domino effect. Rotational assignments are typically used to accommodate spike workloads, special projects or to fill vacant positions while recruitment takes place. Opportunities may be found in other divisions, headquarters, other commands/agencies, and in staff offices. Assignments that involve travel and per diem must be negotiated and approved by both the losing and gaining supervisor prior to negotiating the funding aspect.

c. Formal Training. Formal training can include a variety of classroom training, courses of instruction, seminars, college enrollment, and workshops. In most cases, a cost is associated with formal training. The following is a partial list of formal training sources:

- Mentor training
- College/university courses
- Professional military education
- Workshops and seminars
- Teleconferencing

- CLD orientation
- Individual correspondence courses
- Symposiums
- Computer-assisted training
- Fellowships
- Interactive video training
- Formal classroom training
- Residential seminars

d. Personal Development. Personal development includes a variety of means to satisfy competencies undertaken by the individual. These include, but are not limited to, reading specific management-related books/papers/documents/regulations, participation in community service or volunteer programs, conducting research, personal experience, joining professional organizations (e.g., Toastmasters), providing or receiving professional counseling, and through networking.

e. Developmental Programs

(1) Developmental programs are programs already in existence. The following list of available programs is not all-inclusive but represents those most often used by DoD personnel. Contact the CLAD or HRO for more information.

- Office of the Deputy Assistant Secretary of the Navy for CIVPERS/EEO Development Center
- Executive Management Development Program
- OPM Federal Executive Institute
- National Defense University
- National War College
- Industrial College of the Armed Forces
- Armed Forces Staff College
- Naval Postgraduate School
- Congressional Fellowship Program
- LEGIS Fellows Program
- Women's Executive Leadership Program
- DOD Executive Leadership Program
- Financial Management Intern Program
- New Leader Program
- Senior Executive Service Candidate Development Program
- Executive Potential Program
- The Brookings Institute
- National Institute of Public Affairs
- Program for Senior Executive Fellows
- JFK School of Government, Harvard University
- Sloan School of Management, MIT
- Senior Executive Seminar

- Princeton Mid-Career Fellows in Public Affairs
- Alfred P. Sloan Fellows Program
- Education for Public Management (Universities participating are: Cornell, Harvard, Indiana, MIT, Princeton USC, University of Virginia, and University of Washington)
- Defense Management Education and Training Program
- Probationary Supervisory Training Program

(2) Strive for creativity in identifying developmental and training opportunities, to enable interested employees to develop and execute effective ILDPs. The final result will be a larger, more diverse population of better, qualified future civilian leaders.

II-8. Evaluation, Tracking, and Reporting

a. Activity Reports

(1) Six months after program implementation, activities are to provide data on program participation. Data requirements are:

- (a) Number of personnel briefed about CLD
- (b) Number of personnel enrolled
- (c) Number of employees with a mentor identified
- (d) Number of mentors
- (e) Number of mentors trained in CLD
- (f) Series/grade/sex/race/ethnicity/disabling condition of enrolled employees and mentors
- (g) Number of 360-degree assessments completed
- (h) Number of ILDPs developed
- (i) Number of internal/external rotational assignments accomplished and planned for CLD participants

(2) Mid-term (12 months after implementation) requirements include above data plus:

- (a) Number of participants on internal and external projects or assignments, including any Joint Service ventures
- (b) Grade level of managers actively participating as mentors
- (c) Travel/per diem dollars used for developmental efforts

(3) Long-term (24 months after implementation) requirements include one and two above plus:

(a) Number of supervisory/managerial appointments made, and whether or not the selectee participated in or completed the continuum

(b) Progress/percentage of participants successfully executing ILDP

(c) Retakes of 360-degree feedback instrument for benchmarking

(d) Diversity improvement in leadership positions

(4) Submit program evaluations to CNET, Code T2416. First submissions are due 6 months after official "startup" date of the CLD program. Attachment #1 provides a standardized reporting format.

(5) Surveys may be conducted periodically to assess the "corporate climate" and effectiveness of the CLD program from a manager, mentor, participant, and employee perspective.

b. HRO Reports. HROs will use DCPDS to the maximum extent possible to track participation in CLD; however, it may be necessary to supplement the system with some manual reporting.

(1) The following data will be captured:

CLD participants by series and grade

Mentors trained by series and grade

ILDPS developed

Courses enrolled

Courses completed

Rotational assignments

Selections made using defined competencies as selection criteria

Advancement of participants

Dollars expended on leadership development (excluding technical)

(2) Frequency of reporting HRO DCPDS data will be determined at a later date.

II-9. Announcements

a. Information regarding the CLD program should be disseminated to the widest possible audience. Particular effort should be made to notify special emphasis groups and those employees who are geographically detached from their activities or on extended temporary duty assignments.

b. Rotational assignments will be announced by HRO using merit staffing principles. A supervisory endorsement will be required for all rotational assignment applications (format will be included in announcement), in addition to an explanation of why the applicant desires this assignment, what competencies this assignment might develop/enhance along with a copy of their latest performance appraisal. Applications will be rated, ranked, and forwarded to the selecting official for selection.

c. HRO will include the following or similar language in announcements for supervisory/managerial vacancies: "The knowledge, skills, and abilities (KSAs) identified below contain civilian leadership competencies that will be used in the evaluation and selection process of this position. Applicants are strongly encouraged to submit a narrative relating their experience, education, and training to the KSAs listed below".

II-10. Selection Process. Selection criteria will be linked to leadership competencies through the candidate evaluation process. The following procedures will be used to link selection criteria to leadership competencies:

- a. Identify managerial/supervisory positions to be announced under the CLD framework;
- b. Conduct a job analysis of CLD positions to identify pertinent CLD competencies;
- c. Review existing KSAs for compliance prior to announcing supervisory or managerial CLD positions and/or, develop KSAs that incorporate the appropriate position-related leadership competencies;
- d. Include language in vacancy announcements advising applicants that possession of CLD competencies will be considered in the selection criteria and encouraging applicants to relate their experience and training to leadership competencies identified in the announcement;
- f. Develop crediting plans to evaluate an applicant's experience and training as it relates to the position-related leadership competencies.

II-11. Grievance Process. An employee who is dissatisfied with their rating or other activity action pertaining to competition under the CLD program may file a grievance by following their activity's administrative/negotiated grievance procedures.

II-12. Progress Reviews

- a. At a minimum, supervisors and mentors will review participant progress at mid- and year-end intervals of each performance cycle. Supervisors should ask mentors for input when compiling annual performance appraisals for CLD participants. A sample progress review format is included as attachment #2.
- b. Mentors may, depending on circumstances, the type, or the nature of the CLD assignment, require frequent reviews; for example, monthly reviews may be warranted when

working on a special project to ensure work is on target, meeting expected time frames, and following appropriate procedures. Review intervals may be established at the beginning of an assignment. Review discussions should focus on the ILDP developmental objectives and on the skill enhancing tasks designed to serve that purpose.

c. The twice annually documented progress reviews will be forwarded to the CCLDA or the ACLDA. Participant progress will be assessed on the basis of the progress review, the current ILDP, performance appraisal if engaged in a developmental detail and consultations with the participant, mentor, and supervisor if appropriate. The headquarters CLB and the CLD Working Group will receive a minimum of biannual briefs on CLD participant status from the CCLDA.

d. The CLD Working Group will recommend and the CLB will approve the appropriate actions to remove, suspend, or retain a participant in a developmental status when personnel actions or problems, arise that impact participation in developmental opportunities. Careful review of every circumstance surrounding the specific problem will be made prior to rendering a corrective decision. A CLB decision will be promptly communicated to the participant, mentor, supervisor, CLD Administrator, and HRO if appropriate.

e. A participant may be removed from the program in the following circumstances:

(1) The participant leaves the command or develops new career goals that would not be furthered by participation;

(2) The participant is unable to maintain a high level of professional performance (doesn't adhere to rules (i.e. safety, security, EEO); neglects to meet with mentor, etc.);

(3) Little or no progress is being made in completing developmental activities (barring extenuating circumstances); or

(4) The individual requests removal.

f. Once removed from the program, individuals must wait for a specified (will be given with removal decision) period of time prior to reinstatement. Individuals requesting removal must wait for a period of 6 months before seeking reinstatement.

g. A participant who anticipates a prolonged increase in workload or other circumstances that will negatively impact program progress may petition to voluntarily withdraw from the program. The CLD Working Group will review and the CLB will approve such requests. There is no guarantee, however, individuals who elect to leave the program will be reinstated at a later date.

h. Participants will normally be restricted to the program length stipulated in their ILDPs. The CLB may, however, grant extensions if extraordinary workload or a change in assignment prevented the completion of required activities. Recommendations of supervisor and mentor must be considered by CLB.

i. Participants will complete the program when all required developmental activities have been completed and the mentor and supervisor certify the accomplishment of developmental objectives. A certificate of achievement, recognizing program completion, will be awarded upon the recommendation of the CLB. Certificates will be issued once a year.

II-13. Administrative Controls. ACLDAs are required to maintain the following information for program oversight and periodic reporting to CNET as stipulated in paragraph II-8 Evaluation, Tracking and Reporting.

- a. Names and titles of CLB and CLD group members;
- b. Program participants by gender, grade, ethnicity, education, and career promotions;
- c. ILDPs of program participants and approved revisions;
- d. Mentors' names, titles, grades, and training incidents;
- e. A record of biannual participant progress reviews;
- f. Statistics on series, grade, gender, and ethnicity of applicants and selectees; and
- g. A list of individuals who have completed, been separated, or removed from the program including, retirees or individuals who have transferred to other activities.

II-14. What To Do First

a. What to do first will vary depending upon each specific activity's size, commitment, resources, and location. The following suggestions provide ideas that can be used.

- (1) Charter a top-level group for oversight of the program;
- (2) Charter a working group to monitor implementation efforts;
- (3) Develop an activity specific CLD instruction or guidelines;
- (4) Compile a library of CLD material/information;
- (5) Develop a Marketing POA&M with achievable actions and dates;
- (6) Provide opportunities for interested employees to view the "CLD" tape;
- (7) Provide opportunities for interested employees to view the "Mentoring Film";
- (8) Commence executing Marketing Plan: Briefing, distributing flyers/information;

(9) Plan for mentor "train-the-trainer" training;

(10) Establish financial profile;

(11) Survey supervisors/managers to find those individuals who are willing to become "Mentor Training" trainees as well as how many are interested in serving as a mentor;

(12) Schedule mentor "train-the-trainer" training;

(13) Develop/start tracking program statistics as required by paragraph II-8 Evaluation, Tracking, and Reporting;

(14) Distribute fact sheets on what, how, and why of the 360-degree assessment tool;

(15) Survey workforce to determine who is interested in taking the 360-degree assessment;

(16) Contact CCLDA for information/guidance on administration of the assessment and follow guidelines provided in paragraph II-4 Benchmarking;

(17) Continue executing Marketing Plan.

b. Each activity's implementation plan will differ depending on size, nature, and climate of specific work environment. The best implementation plans are well thought out workable tools that identify what will work when for that activity. Commands are required to have program implemented within 18 months of official "kick-off".

II-15. Assistance. Assistance and/or guidance, will be provided by the CNET CLD Administrator:

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