COMNAVRESFOR INSTRUCTION 12410.4A

From: Commander, Navy Reserve Force

Subj: COMMANDER, NAVY RESERVE FORCE CIVILIAN PROFESSIONAL DEVELOPMENT PROGRAM

Ref: (a) 5 U.S.C. §4103
(b) 5 C.F.R. 410
(c) 5 C.F.R. 412
(d) DoD Instruction 1400.25 of 25 September 2013
(e) SECNAVINST 12410.25
(f) SECNAVINST 5210.16

Encl: (1) Commander, Navy Reserve Force Civilian Professional Development Program Guide

1. Purpose. The Commander, Navy Reserve Force (COMNAVRESFOR) Civilian Professional Development Program (CPDP) demonstrates commitment to developing employees with leadership potential. The program is designed to broaden participants' knowledge and understanding of COMNAVRESFOR operations and prepare employees for potential placement in key leadership positions within the Force.

2. Cancellation. COMNAVRESFORINST 12410.4.

3. Background. References (a) through (f) establish program requirements for developing the CPDP. The bi-annual program combines a variety of professional development and experiential learning opportunities supplemented by leadership workshops, briefings, and seminars tailored to meet the needs of the organization and participants. Enclosure (1) provides guidance for implementing the program.

4. Responsibilities

   a. Commander, Navy Reserve Force (COMNAVRESFOR) N00B Executive Director (ED) shall:

      (1) Select board chairperson.

      (2) Approve CPDP training budget and schedule.
b. COMNAVRESFOR (N00CP) Civilian Personnel shall:

(1) Provide assistance in arranging the required shadowing assignments (30-60 days).

(2) Update training completions in CPDP system and provide reports as needed.

(3) Determine the number of civilians eligible for each program level within COMNAVRESFOR to determine the percentage of applicants selected for the programs.

(4) Ensure program is advertised to all COMNAVRESFOR civilians employees.

c. COMNAVRESFORCOM N7 Training/Program Coordinator shall:

(1) Facilitate the CPDP.

(2) Coordinate selection board and acceptance.

(3) Establish program budget and manage execution of funding for orientation, leadership training, and team building session attendance.

(4) Track individual’s progress in the program.

(5) Establish procedure for selection and training of mentors.

(6) Establish, schedule, and facilitate orientation and team building programs.

(7) Work closely with participating employees and mentors in the development and achievement of CPDP goals.

(8) Periodically brief COMNAVRESFORCOM ED (N00B) and N00CP on program status.

(9) Ensure program is advertised to COMNAVRESFOR civilian employees.

d. COMNAVRESFORCOM Deputy Chiefs of Staff shall:

(1) Develop and present a brief for the CPDP orientation on code functions to include information on external organizations with which they interact.
(2) Appoint two rotating Deputy Chiefs of Staff or equivalent representatives to participate as selection board members.

f. Mentors shall:

(1) Provide advice and guidance to CPDP participants.

(2) Work with the program coordinator and employee to develop an Individual Leadership Development Plan (ILDP) that leads to the attainment of specific leadership competencies.

g. Employees:

(1) Participants will select from a variety of leadership training programs to fulfill their formal training requirement during participation in the CPDP.

(2) Responsible for scheduling and completing all CPDP training requirements and leadership development in consultation with their mentor, supervisor, and CPDP Manager.

5. Action. Provisions and policies of this instruction and enclosure (1) is effective upon the date of issuance.

6. Forms. NAVRES 12410/1 Rev (3-14), Professional Development Program Application may be obtained via COMNAVRESFOR Website.

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Electronic copy via COMNAVRESFOR website
https://navyreserve.navy.mil
COMMANDER, NAVY RESERVE FORCE

CIVILIAN PROFESSIONAL DEVELOPMENT PROGRAM GUIDE

April 2014

Enclosure (1)
# COMMANDER, NAVY RESERVE FORCE CIVILIAN PROFESSIONAL DEVELOPMENT PROGRAM GUIDE

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Enclosure (1)
1. **Purpose.** The Commander, Navy Reserve Force (COMNAVRESFOR) Civilian Professional Development Program (CPDP) demonstrates commitment to developing employees with leadership potential. The program is designed to broaden the knowledge and understanding of Reserve operations and to prepare employees for potential placement in key leadership positions within COMNAVRESFOR. The program combines a variety of professional developmental and learning opportunities that include leadership workshops, briefings and seminars tailored to meet organizational and participant needs. This program targets individuals who generally exceed their current position objectives and demonstrate the potential to be successful in a program of this magnitude. The program requires a considerable time investment by the participant and supervisor/command endorsements.

2. **Program Duration.** Although program duration will vary depending on individual program assignment, the average length is expected to be 18 to 24 months.

3. **Core Activities.** The following activities are core and must be successfully completed by all CPDP participants:

   a. Complete application.
   
   b. Successful participation in a grade-appropriate leadership program (Aspiring Leader, New Leader, etc.).
   
   c. Select a program approved mentor.
   
   d. Develop an ILDP (with mentor assistance).
   
   e. Attend two COMNAVRESFORCOM professional development seminars.
   
   f. Volunteer to mentor new program participants after program completion.
   
   g. Be proactive by addressing possible problems with program assignments and mentor.
   
   h. Complete Program Assessment Questionnaire.

Enclosure (1)
4. **Professional Development Seminars.** The first professional development seminar serves as the CPDP orientation designed to familiarize participants with the Reserve mission, vision, core values, organizational structure, and the CPDP requirements, policies and expectations. The final developmental seminar provides the participant with an overview of team building strategies specific to COMNAVRESFOR that will enable the participants to lead effectively, and achieve meaningful and lasting results.

5. **Application Process.** The CPDP application will be available on the COMNAVRESFOR SharePoint web site. Applications with all endorsements must be received by the posted due dates. In addition, applicants will provide email addresses for their supervisor and at least two peers to complete confidential questionnaire evaluating the participant’s leadership potential.

   a. Application packages will include:

      (1) Completed COMNAVRESFOR Professional Development Program Application.

      (2) Supervisor and Command Endorsements.

      (3) Copy of most recent Annual Performance Appraisal.

      (4) Confidential Supervisor and Peer Review Questionnaire.

   b. The CPDP is opened to full-time permanent COMNAVRESFOR employees who meet the following criteria:

      (1) Generally exceed position requirements.

      (2) Minimum of 2 years of Federal employment.

      (3) Committed to furthering professional development.

      (4) Willing to invest the time and energy needed for professional and personal growth and development.

      (5) Supported by their supervisors and commands as evidenced by supervisory and command endorsements.

6. **Individual Leadership Development Plan.** During the orientation, all CPDP participants will complete a needs assessment. This assessment will serve as basis for the ILDP.

Enclosure (1)
The ILDP will be a living document that will begin during the participants’ leadership training. Because it is a working plan, it will outline the participants’ strategies for achieving professional and personal success. The plan will be further developed by participants in coordination with their mentor and supervisor. All plan variations must be reviewed for approval by COMNAVRESFOR CPDP Manager to ensure alignment with individual and organizational needs. Selection into the program is considered provisional until the ILDP is received and approved by the supervisor, mentor, and the CPDP Manager.

7. Mentorship. All CPDP participants must work with a mentor during program participation. The mentor’s purpose is to encourage and assist the participant in achieving identified goals, charting a course for improvement for areas identified through the ILDP, and completing the leadership training course assignments.

8. Program Levels. The CPDP contains four programs covering employees at the GS-05 through GS-15 and equivalent wage grades. Requirements and developmental opportunities are similar for each level, but features of the program and areas of emphasis vary.

   a. Program I - GS-05 through GS-07 or equivalent wage grades.

   b. Program II - GS-08 through GS-11 or equivalent wage grades.

   c. Program III - GS-12 and GS-13 or equivalent wage grades.

   d. Program IV - GS-14 and GS-15 or equivalent wage grade.

   (1) Program I. Program I focuses on strengthening leadership and interpersonal skills and stimulating the participant’s commitment to professional development. The following basic competencies are developed as a result of completing Program I:

      (a) Understanding the Reserve mission and core values.

      (b) Interpersonal skills.

      (c) Leadership skills.

      (d) Flexibility.

      (e) Oral and written communication. Enclosure (1)
(f) Problem Solving.

(g) Customer focus.

(h) Self-direction.

(i) Technical/functional competency.

1. To achieve these basic competencies, Program I selectees will maintain satisfactory participation in a grade appropriate leadership development program (GS-05 through GS-07) of their choice, examples are given in Appendix A. In addition to the Core Activities (listed in paragraph 3), Program I participants will participate in a one-month rotational assignment. Although it is highly recommended, this requirement does not have to be completed consecutively. Participants will be allowed to complete two 2 week assignments. Because rotational assignments may be located in any organization within the Reserve force, participants completing rotational assignments outside of a 50 mile commuting radius will have to perform a consecutive 30-day assignment. Participants are responsible for contacting offices where he or she would like to complete rotational assignments and negotiate the objectives and specifics of the assignment with the host supervisor under the guidance of the CPDP Program Manager.

(2) Program II. Program II focuses on assessment of participants’ needs, experiential learning, and individual development. The following competencies are strengthened because of completing Program II:

(a) Understanding the Reserve mission and core values.

(b) Decision making/problem solving.

(c) Team building.

(d) Conflict management.

(e) Leveraging diversity.

(f) Customer focus.

(g) Oral communication.

(h) Written communication.
1. To achieve these basic competencies, Program II selectees will maintain satisfactory participation in a grade appropriate Leadership Program (GS-08 through GS-11), examples given in Appendix A.

2. If the selected leadership program lacks a rotational assignment, participants will participate in a 1 month rotational assignment under the CPDP Program Manager’s guidance. Although it is highly recommended, this requirement does not have to be completed consecutively. Participants will be allowed to complete two 2 week assignments. Because rotational assignments may be located in any organization within COMNAVFOR, participants that will be completing rotational assignments outside of a 50 mile commuting radius will have to perform a consecutive 30-day assignment. Participants are responsible for contacting offices where he or she would like to complete rotational assignments and negotiate the objectives and specifics of the assignment with the host supervisor.

3) Program III and Program IV. Program III and IV emphasis focuses on executive level exposure and practices. In addition to the core activities, the five Executive Core Qualifications (ECQ), as described by the Office of Personnel Management, provide the structure for the Program III and IV levels:

(a) Leading Change. This core qualification stresses the ability to develop and implement an organizational vision, which integrates key national and program goals, priorities, values, and other factors.

(b) Leading People. The ability to design and implement strategies, which maximize employee potential and foster high ethical standards in meeting the organization’s vision, mission, and goals.

(c) Results Driven. This core qualification stresses accountability to make timely and effective decisions that will produce results through strategic planning and effective program implementation and evaluation.

(d) Business Acumen. The ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization’s mission. The ability to perform decision-making tasks using new technology.

Enclosure (1)
(e) Building Coalitions/Communication. The ability to explain, advocate and express facts and ideas in a convincing manner. In addition, this competency involves the ability to negotiate with individuals and groups internally and externally. Further, the ability to build an effective networking relationship with other organizations that will identify factors that affect the work of the organization.

1. To achieve these basic competencies, Program III and IV selectees will maintain satisfactory participation in a grade appropriate Leadership Program (GS-12 through GS-15), examples given in Appendix A.

2. The training must include interaction with a wide mix of employees outside the participant’s command or claimant, but may also include managers from the private sector, the state, and local government. The nature and scope of the training must have multi-agency applicability. Participants may select from a variety of interagency training alternatives to fulfill this requirement.

(4) In addition to the Core Activities (listed in paragraph 3), participants will:

(a) Serve as a member of a working group on a corporate project.

(b) Serve as a mentor to provide guidance and assistance to other employees in their career and professional development.

(c) Pursue other professional development activities (such as education, training, on-the-job-experience, etc.) designed to update and enhance professional competencies. Such may include attendance at professional conferences, meetings and lectures, involvement in professional societies, community activities, executive interviews, professional readings, lecturing and publications.

9. Selection Process. The application process begins with a bi-annual professional development opportunity announcement inviting qualified COMNAVRESFOR employees to compete for the program. Applicants will be rated on their experience, training, knowledge, skills and abilities. Performance ratings, education, and awards will also be considered in the rating process.
Eligible candidates will be rated and ranked by an evaluation panel composed of Headquarters and Regional senior staff personnel. The panel refers and recommends candidates who have distinguished themselves to the ED or designee. The ED or designee reviews the recommendations of the panel and approves the selections. Once selection has been made, applicants will be notified by telephone and/or E-MAIL. Selectees will receive participant packages via E-MAIL (if applicable).

10. Program Participant Packages. Will include:
   a. Welcome letter.
   b. Participant checklist.
   c. Mentor request.
   d. ILDP sample.
   e. Rotational assignment checklist.

11. Command-Sponsored Program Participants. Employees currently participating in Capstone Programs; i.e., Aspiring Leaders, New Leaders, Executive Leadership Program for Mid-Level Employees, commands may apply for the CPDP following the instructions in paragraph 6 of this guide. If selected, the employing command will continue to fund the requirements of the Capstone Program. However, any requirements specific to the CPDP will be funded by the program. This includes such requirements as the Civilian Professional Development Orientation Seminar, CPDP rotational assignments, and CPDP Team Building Session.

12. Funding. Funding is shared by the employing command, the organization(s) hosting rotational assignments and COMNAVRESFOR Headquarters. The employing command continues to pay salary and benefits. Participants will only be funded for one grade appropriate Leadership Program per selection cycle. Funding of supplemental training for Program III and IV participants will be determined on a case-by-case basis. The organizations hosting the rotational assignment pay travel and per diem expenses for trips incidental to the developmental assignments. Headquarters will pay tuition, travel and per diem expenses for core activities, including travel to and from Headquarters orientation seminar, interagency and other training events and rotational work assignments(s) at host command(s).

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SUGGESTED LEADERSHIP PROGRAMS

1. Participants will select from a variety of leadership training programs to fulfill their formal training requirement during participation in the CPDP. The lists provided below are suggestions for leadership programs available to participants, which meet the selection criteria of over 80 hours of instruction in leadership training. This list is not all-inclusive. It is the CPDP participant’s responsibility to identify and register for a leadership training opportunity. Other training opportunities not listed, but identified by participants for attendance must be evaluated and approved for program inclusion by the CPDP Program Manager.

   a. The Aspiring Leader Program: GS-4 - GS-6 and equivalent.

      (1) Designed to challenge participants to increase the capacity of their current skills and abilities. Participants will engage in a variety of learning activities and planning efforts, which will result in key learning and practical applications. These learning activities prepare participants to continue to add value to their organizations and contribute to the success of the federal workforce.


      (1) The Defense Civilian Emerging Leader Program: Recruits and develops the next generation of innovative leaders with the technical competence to meet the future needs of the Department.

   c. New Leader Program: GS-7 - GS-11 and equivalent.

      (1) The New Leader Program introduces employees to core leadership competencies and provides practice in the team skills that are central to modern management. This program covers basic leadership and ECQ, and includes several residential sessions and preparation of a personal leadership action plan.


Enclosure (1)
(1) Though occupations vary greatly across the federal government, the responsibilities of the frontline supervisor do not. Every Federal supervisor needs to know how to implement an effective human resource and performance management process to achieve high performance. New supervisors will gain valuable insights into the fundamental skills, behaviors and attitudes that define the successful Federal supervisor and maximize personal performance.

(2) Supervisors will gain valuable insights into workplace motivation and employee engagement and adapt skills on these insights into their leadership approach. This seminar will develop your capacity to move employees from performance compliance to commitment for excellence. This week-long seminar can be combined with the Supervisory Development Seminar I for a 2 week immersion experience that will integrate leadership with the nuts and bolts of supervision.

e. Leadership Assessment Program Level 1 for Team Leaders and Emerging Supervisors and Leadership Assessment Program Level 2 for Supervisors and Managers (Must be schedule together).

(1) Proper management skills are essential in the Federal government and identifying and nurturing new managers is essential to the future of good government. This course will give you new insights to create a personal learning plan for continued leadership growth. Designed for those who have 1 year or less of supervisory experience, you will receive personalized feedback from assessment specialists, superiors, peers, and subordinates, and gain a greater understanding of how personal behaviors affect workplace interactions.

(2) This course will give supervisors and managers who have at least 1 year of current supervisory experience the critical strategies needed to improve your leadership performance and achieve organizational success.

(3) All participants meet for a private half-day session with a professional executive coach to discuss strengths, areas of development and next steps on your government career path.

f. Management Development: Leading from the Middle: A Powerful, Interactive Learning Experience.
(1) This course is designed to teach attendees to development communication skills and think more critically. It's an ideal experience, whether you are a new middle manager or an experienced first-line supervisor. During the course you will study essential management competencies through individual assessments, readings, small group activities, real-world experiences and stimulating class discussions.


(1) This seminar offers an unmatched overview of your systems and best practices, and a useful framework for leading your organization into the future. Experienced mid-level managers can assess and improve their organizations' overall effectiveness by learning how to help guide your organization during time of unprecedented change, challenge and uncertainty. Through presentations, small-group work and practice, you will learn how to engage your workers and foster innovative thinking and action.

h. Collaborative Leadership Seminar: Working With Others.

(1) The challenges of today's government environment require collaborative leadership skills more now than ever before. This 2 week seminar offers invaluable skill-building interpersonal relationships, managing difficult conversations, and group problem-solving and decision-making. It is a key step to excellence in collaborative, interdependent leadership.

(2) Set in the context of peer-to-peer leadership, this seminar will define and shape your mandate for leadership and collaboration regardless of your formal or informal position of authority and leadership.


(1) The Executive Leadership Program provides residential training, developmental work opportunities, needs assessment and career planning tailored to the Federal environment and providing skills, experience and exposure. The program is designed to enhance the competencies you need to become a successful government leader and manager.

j. Executive Leadership Development Program: GS-12 - GS-14 and equivalent.
(1) The Executive Leadership Development Program offers participants with extensive exposure to the roles and missions of the Department of Defense (DoD). In addition, the program helps participants develop a greater understanding and appreciation of what war fighters refer to as being "at the tip of the spear".


(1) The Executive Potential Program provides the training and developmental experiences high-potential employees need for moving into executive leadership positions.

l. Defense Senior Leader Development Program: GS-15 (and GS-14/equivalent civilians with tremendous advancement potential) with at least 1 year of recent supervisory experience are eligible to apply.

(1) The Defense Senior Leader Development Program (DSLDP) is the premier civilian leader development program for the DoD. DSLDP institutes a competency-based approach to the deliberate development of senior civilian leaders with the enterprise-wide perspective needed to lead organizations and programs, and achieve results in the joint, interagency, and multi-national environments.


(1) The Industrial College of the Armed Forces is a U.S. military educational institution that prepares military officers and civilian government officials for leadership and executive positions in the national security field.


(1) At the Federal Executive Institute, you will build your knowledge and skills in personal leadership, transforming public organizations, the policy framework in which government leadership occurs, and the broad global context of international trends and events that shape government agendas.


Enclosure (1)
(1) This seminar will help take you from technical, division-level work to strategic, agency-level leadership positions. The focus is on development and transition for senior managers and the payoff is getting tomorrow right today. Designed for senior federal and other public sector managers, this 2 week program offers new awareness of various aspects of your agency. Thinking strategically, you will gain new knowledge, skills and understanding that will take you even further in your career.
SUGGESTED SUPPLEMENTAL PROGRAMS

1. The training in Program III and IV must include interaction with a wide mix of employees outside the participant’s command or claimant, but may also include managers from the private sector, the state, and local government. The nature and scope of the training must have multi-agency applicability. Participants may select from a variety of interagency training alternatives to fulfill this requirement. The following are examples of courses that have been used in other agencies to satisfy these requirements:


      (1) Preparing Federal Leaders to Drive Innovation, Inspire Employees and Deliver Results. The Excellence in Government Fellows program strengthens the leadership skills of GS-14 and GS-15 federal employees through a proven combination of innovative coursework, best practices benchmarking, challenging action-learning projects, executive coaching and government-wide networking. Our program meets the interagency training requirements for Office of Personnel Management-approved candidate development programs. During the year-long program, Fellows remain in their full-time jobs, meet every six weeks and spend a total of approximately 20 days in session. Fellows also devote up to 5 hours per week to their projects.


      (1) The Government Affairs Institute, Georgetown University, provides opportunities for Department of the Navy (DON) employees to receive a first-hand understanding not only of congressional process and procedure, but also the unique culture surrounding the United States Congress. Over the 4 days, participants will hear from, and be afforded the opportunity to ask questions of Members of Congress, congressional staff, academic observers, interest group representatives, news media representatives and DON Legislative Liaison staff.

(1) The Capitol Hill Fellowship Program is designed for executives and managers who require a high-level working knowledge of Congress. It may be used to fulfill requirements in certain management or executive development programs.


(1) The Presidential Management Fellows Program is considered the Federal government’s premiere management development program. This program enables agencies to bring highly qualified candidates into their management ranks through direct hire authority.

e. Leadership for a Global Society: Leading Your Organization in an Interconnected World.

(1) In this program offered by the Federal Executive Institute, you will assess the role of the United States in the world and explore the institutional and policy framework that supports our interactions with other countries. You will focus on best practices in dealing with issues having international implications, the negotiation and teamwork skills that have proven to be the most effective in global interactions.

f. Leading Across Generations: Learn to use Generational Differences to Improve Your Workplace and Increase Productivity.

(1) Diversity of today’s Federal workforce encompasses a variety of individual characteristics—including the often overlooked area of generational differences. These differences can cause conflict or dysfunction in the workplace, but if they are recognized, understood, valued and leveraged, they can result in greater productivity and harmony. Four distinct generations work in the Federal workplace:

(a) Veterans (born before 1945)

(b) Baby Boomers (1946-1964)

(c) Generation X (1964-1979)

(d) Millennials (1979-2000)

(2) Although these groups share some of the same outlooks and beliefs, each generation possesses unique work values and
attitudes which significantly affect workplace styles, preferences, behaviors, and expectations. You will learn how to lead, manage, recruit, and retain colleagues by understanding the strengths and challenges of the generational differences.