Supervisor Coaching and Mentoring Guide
For New and Existing Supervisors

June 2022

Introduction

Purpose

Congratulations on your selection as an Army supervisor! Army civilians are a critical component of the Army team and are essential to accomplishing the Army's mission. In support of the Army People Strategy (APS) and the Civilian Implementation Plan (CIP), the Army will acquire, develop, employ, and retain the best talent among all government agencies. The APS strategic vision is to focus more on the Army's greatest asset—its people—by developing supervisors and all personnel to a readiness level that sustains both the current and future Army enterprise. The *develop* component of the CIP is essential to the success of our enterprise by providing education, training, and gradual development that produces high performers. Supervisors are the cornerstone to developing the next generation of Army leaders with coaching and mentoring throughout the Army civilian career lifecycle.

How to Use This Guide

This Supervisor Coaching and Mentor Guide is designed to assist in navigating common supervisory challenges and to help guide existing supervisors with engaging new supervisors during their developmental and/or probationary period.

The onboarding discussion is a time to go over the key systems, policies, and organizational culture to ensure success in the initial months as a supervisor. You will also provide points of contact specific to your organization so the new supervisor knows who to contact for additional information or support.

The 11 recommended topics derived from the Office of Personnel Management (OPM) leadership competencies (Appendix A). Supervisors should develop increasing proficiency levels throughout every echelon of supervision. You do not need to complete the 11 topics in any specific order. Feel free to start with areas of interest of the new supervisor or topics most important for the supervisor's development. Included with each topic are Army and private sector resources to learn more about the topic; vignettes and role play scenarios to practice skills with feedback from the supervisor; and discussion questions to think about how the new supervisor would react in certain situations and incorporate what they learned from the resources and role plays. Experienced supervisors and leaders are encouraged to add topics, competencies, and resources to meet their unique mission and meet the Army's vision of developing world-class supervisors supporting our civilian workforce. The overarching goal is to create an open dialogue and build trust between the new supervisor and their supervisor.

Coaching and Mentoring Initial Discussion

For this initial discussion, please review the topics and systems below. Please provide the new supervisor with the key points of contact in your organization. At the end of the session review the discussion questions.

Topics to Cover	
Topic	**Information/POC for Your Organization**
- Army Databases - Amy Benefits - EEO - Employee Awards and Incentives - Time and Attendance - Local Command Culture - Resources	
System	**Information/POC for Your Organization**
- MS Teams - ATAAPS - DCPDS - DTS - GTC - EEO/LMER - E-Benefits/TSP - FASCLASS	

Key POCs
ATAAPS: _____
Defense Travel System: _____
Government Travel Card: _____
LMER: _____
EEO: _____
SARC/SHARP: _____
Training Coordinator: _____
Functional Community Managers (for each series you supervise):
_____
_____
_____
_____

Discussion Questions
1. Do you have access to personnel systems? 2. Do you feel confident in your ability to effectively work and navigate through the system? 3. What coaching topic would you like to focus on next month?

Human Capital Management

What is Human Capital Management?

Human capital management is building and managing the workforce based on organizational goals, budget considerations, and staffing needs. It is ensuring that staff is appropriately recruited, selected, appraised, and rewarded. It includes taking action to address performance problems. It involves managing a multi-sector workforce in a variety of work situations.

Topics Include:

- Coaching subordinates during performance appraisals
- Acquiring the right talent for the position
- Managing employees

Human Capital Management
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Professional in HR: Performance Management Coaching
Army eLearning Professional in Human Resources: Performance Management (skillport.com)
Army Skillport: Professional in HR: Talent Acquisition (Best Practices for Hiring)
Army eLearning Senior Professional in Human Resources: Talent Acquisition (skillport.com)
Army Skillport: Professional in HR: Recruiting
Army eLearning Professional in Human Resources: Recruiting (skillport.com)
Army Skillport: Managing Employee Development
Army eLearning Managing Employee Development (skillport.com)
Center for the Army Profession and Leadership
the_army_people_strategy_2019_10_11_signed_final.pdf (usgovcloudapi.net)
Business News Daily: Improving Human Capital Management
How to Improve Human Capital Management - businessnewsdaily.com
Harvard Business Review: Managing People
What If Companies Managed People as Carefully as They Manage Money? (hbr.org)
Washington Post: We don't reward top performers: and it's costing us
We don't reward top military performers—and it's costing us - The Washington Post
Vignette/Role Play Scenario
You supervise an employee that you have a good personal relationship with, and you have been colleagues for years. However, you notice that over the last three months their performance has decreased significantly with missed deadlines and limited communication. How would you approach and ultimately work through this challenge?
Discussion
1. Are you comfortable discussing positive and negative impacts of your employee's performance with them?
2. How would you describe the process to request, recruit, and hire talent within your command?
3. In what areas can you motivate each employee? Some areas to think about: various types of awards, development opportunities, and/or verbal praise.

Leveraging Diversity

How do you Leverage Diversity?

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

Topics Include:

- Understanding the importance of Diversity
- Unconscious Biases
- Effective Communication with different cultures

Leveraging Diversity
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Your Role in Workplace Diversity
Army eLearning Your Role in Workplace Diversity (skillport.com)
Army Skillport: Workplace Diversity, Equity, and Inclusion in Action
Army eLearning Workplace Diversity, Equity, and Inclusion in Action (skillport.com)
Army Skillport: Understanding Unconscious Bias
Army eLearning Understanding Unconscious Bias (skillport.com)
Army Skillport: Overcoming Unconscious Bias in the Workplace
Army eLearning Overcoming Unconscious Bias in the Workplace (skillport.com)
Army Skillport: Maintaining a Cohesive Multigenerational Workforce
Army eLearning Maintaining a Cohesive Multigenerational Workforce (skillport.com)
Linkedin TED Talk: Top 5 TED Talks on Inclusion and Diversity
5 Top TED Talks on Inclusion & Diversity (linkedin.com)
Vignette/Role Play Scenarios
Army Training- Beyond People Skills: Leveraging Your Understanding of Others
Beyond People Skills: Leveraging Your Understanding of Others (army.mil)
Discussion
1. How can you better communicate with a team comprised of people from different backgrounds or cultures?
2. When diversity challenges come up on your team, what local resources and people can help you better handle the situation?
3. How does emotional intelligence, unconscious biases, and communication play a role in effectively leveraging diversity within our organization?

Strategic Thinking

What is Strategic Thinking?

Strategic thinking is formulating objectives and priorities and implementing plans consistent with the long-term interests of the organization in a global environment. It includes capitalizing on opportunities and managing risk.

Topics Include:

- How to think strategically
- Understanding the macro view of your organization
- How to develop or enhance current strategic thinking abilities

Strategic Thinking
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Using Strategic Thinking to Consider the Big Picture Army eLearning Using Strategic Thinking to Consider the Big Picture (skillport.com) Army Skillport: Thinking Strategically as a Manager Army eLearning Thinking Strategically as a Manager (skillport.com) Army Skillport: Professional in HR: Strategic Management Army eLearning Senior Professional in Human Resources: Strategic Management (skillport.com) Army Skillport: Big Data Strategic Planning Army eLearning Big Data Strategic Planning (skillport.com) Harvard Business Review: How to Demonstrate Your Strategic Thinking Skills https://hbr.org/2019/09/how-to-demonstrate-your-strategic-thinking-skills Indeed Career Guide – Complete Guide to Setting Strategic Goals Complete Guide To Setting Strategic Goals (With Examples)	Indeed.com Simon Sinek: YouTube- How to Improve Strategic Thinking Simon Sinek on How to Improve Strategic Thinking - YouTube
Vignette/Role Play Scenarios
Create an outline of a workforce development plan for your team. List some of the goals you would like to accomplish in the short term (1–3 years), midterm (3–7 years), and long term (7 years or more). Use the mission and vision of your organization to help you construct your plan and include key stake holders, resourcing, modernization efforts, SWOT analysis, and innovative thinking to propel your thoughts.
Discussion
1. Once you have a good understanding of strategic thinking, what type of long-term goals (7 years or more down the road) do you want to set for your team? 2. How can you learn more about the strategic goals of your command and where you fit into the overall mission and vision?

Conflict Management

How can Army Supervisors Manage Conflict in the Workplace?

Supervisors can manage conflict by encouraging creative tension and differences of opinions. They can anticipate and take steps to prevent counter-productive confrontations. Supervisors can manage and resolve conflicts and disagreements in a constructive manner.

Topics Include:

- Strategies for engaging with employees regarding conflict
- How to take action and address behavioral issues to ensure all team members are treated with respect
- Managing conflict among team members by utilizing mediation techniques

Conflict Management
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
ATP 6-22.6, Army Team Building, Manage Conflict (4-5 to 4-17)
Army Team Building, Manage Conflict ATP 6-22.6
Army Skillport – Facing and Resolving Conflict in the Workplace (30 min. course)
Facing and Resolving Conflict (skillport.com)
Graham Winfrey, *Brene Brown On the Right Way to Argue at Work*, Inc. (Mar. 26 2015)
Inc.com Brene Brown on the Right Way to Argue at Work
Ashley Stahl, *How To Address Conflict At Work (And Get What You Want)*, Forbes (Apr. 8 2020)
How to Address Conflict at Work (forbes.com)
Root Cause Analysis – Tracing a Problem to its Origins
http://www.mindtools.com/pages/article/newTMC_80.htm
At-A-Glance Conflict Resolution Aids:
Army Skillport – The Conflict Resolution Process (Job Aid)
Conflict Resolution Aids (skillport.com)
Army Skillport – Six Techniques for Resolving Conflict (Job Aid)
Six Techniques for Resolving Conflict (skillport.com)
Vignette/Role Play Scenario
Your team has been given a short-notice tasker. It quickly becomes apparent that two of your employees, Barbara and Stan, are not able to agree on the best approach. Their disagreement is becoming even more problematic as you observe that they are trying to find allies among their colleagues, Barbara and Stan are not speaking to one another, and you overhear conversations among your employees that Barbara and Stan have resorted to name calling and speaking negatively about one another. What are some possible approaches you can take to resolve this conflict?
Discussion
1. Have you ever been in a professional situation where you identified a source of conflict and later discovered the source of conflict was not what you expected? What are some strategies you might use as a supervisor to avoid this situation?   2. What approach(es) to resolving conflict have you observed in your employees?   3. How have you/would you set the stage for facilitating conflict resolution among your employees?   4. If you have remote workers on your team, what are some strategies for managing conflict virtually?

Creativity and Innovation

What is Creativity and Innovation?

Creativity and innovation include developing new insights into situations, questioning conventional approaches, encouraging new ideas, and designing and implementing new or cutting-edge programs/processes.

Topics Include:

- Recognizing creativity in your work environment
- Considering innovative ideas generated by others
- Creating a new quality control system to monitor unit processes
- Using cutting-edge ideas to develop business unit services
- Working with colleagues to coordinate projects using creative processes

Creativity and Innovation
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)

Resources
Army Skillport: Leadership Innovation: Leading Innovation (1 hr. course)   Leadership Innovation Leading Innovation (skillport.com)   Army Skillport: Building Innovation Cultures and Leaders (30 min. course)   Building Innovation Cultures and Leaders (skillport.com)   Army Skillport: At-A-Glance Resources, Characteristics of Innovation Cultures and Leaders (Job Aid)   Characteristics of Innovation Cultures and Leaders (skillport.com)   Army Skillport: Best Practices for Innovation Leaders (Job Aid)   Best Practices for Innovation Leaders (skillport.com)   Dr. Linda Hill, *How to Manage for Collective Genius*, TEDTalk (Mar 2015) (17:17 mins.)   https://www.ted.com/speakers/linda_hill   Forbes Coaches Council, *15 Ways Leaders Can Promote Creativity In The Workplace* (Dec 2017)   15 Ways Leaders Can Promote Creativity (forbes.com)   NPR Life Kit, *Creativity can't be forced. Take restorative breaks, zone out to find new inspiration*   https://www.npr.org/2021/12/06/1061925009/creative-rut-burnout-getting-out

Vignettes/Role Play Scenarios
1. Your employee, Lucy, recently stopped by to discuss an idea she has for streamlining an essential process of your team. Lucy's idea, if successful, has the potential to be a significant means of saving time/steps. Because of the nature of the process she is seeking to revise, the failure of Lucy's idea poses a significant threat to your team's overall productivity and service to your clients. How do you handle this situation?   2. Lucy's idea was approved by leadership and your team has worked for six months getting it off the ground. However, it has recently become clear that the proposal simply cannot successfully be implemented. How do you handle this situation with Lucy? How do you handle this situation with your team? How do you handle this situation with your supervisors?

Discussion
1. Dr. Linda Hill remarked in her TED Talk "Innovation is not about solo genius—it is about collective genius." What do you think about that statement? In your professional experience, how have you found this to be accurate/inaccurate?

2. Is your organization one where innovation is encouraged? How can you, as a supervisor, foster innovation and encourage creativity on your team? In what ways would you manage any risk associated with those innovations?

3. How can you reward creativity and work that leads to innovation among your employees?

4. Consider your team—do you have a team from diverse professional and personal backgrounds? How do you think that your team's diversity or absence of diversity impacts its performance?

Customer Service

What is Customer Service?

Customer service includes anticipating and meeting the needs of both internal and external customers, delivering high-quality products and services, and demonstrating commitment to continuously improving customer service.

Topics Include:

- Addressing customer questions in a timely manner
- How to handle customer complaints
- Developing guides and user manuals for customers
- Ensures products and services comply with customer requirements
- Streamlining procedures based on customer feedback

Customer Service
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Dealing with Customer Service Incidents and Complaints (30 min. course) Dealing with Customer Service Incidents and Complaints (skillport.com) Army Skillpoirt: At-A-Glance Resources, Internal Customer Service Guidelines (Job Aid) Internal Customer Service Guidelines (skillport.com) Micah Solomon, *13 Ways Leadership Can Lead Employees to Provide World-Class Customer Service*, Forbes 13 Ways Leadership Can Lead Employees to Provide Customer Service (forbes.com) Jenn Lofgren, Forbes, *Leadership is a Customer Service Job — For Your Team And Beyond*, Forbes Leadership is a customer service job (forbes.com)
Vignettes/Role Play Scenarios
1. Think about a time you experienced exceptional customer service. What did the representative do to exceed your expectations? What lessons can be drawn from that experience and implemented within your own team? 2. Think about a time you experienced substandard customer service. What did the representative do/not do that failed to meet your expectations? What lessons can be drawn from that experience and implemented with your own team?
Discussion
1. Identify the customers your team serves. In what ways does your team assist customers? Do you think that your team's approach to customer service could improve? If so, how? 2. How can you, as a leader, encourage your team to value customer service—both internally and externally?

Team Building

What is Team Building?

Team building is inspiring and fostering team commitment, spirit, pride, and trust. It includes facilitating cooperation and motivating team members to accomplish group goals.

Topics Include:

- Transitioning from team member to team leader
- Building trust
- Conducting effective meetings
- Motivating and recognizing employees

Team Building
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Keeping Top Performers Challenged Keeping Top Performers Challenged (skillport.com) Army Skillport: Managing a Cohesive Multigenerational Workforce Managing a Cohesive Multigenerational Workforce (skillport.com) Army Skillport: Establishing Effective Virtual Teams Establishing Effective Virtual Teams (skillport.com) Building Trust (60:00) Building Trust (army.mil) Harvard Business Review: Building Trust https://hbr.org/podcast/2019/03/building-trust Transform Your Workplace: Preventing Workplace Burnout https://podcasts.apple.com/us/podcast/preventing-workplace-burnout-with-charlotte-wiseman/id533673516?i=1000501702628 The Bright Side: Building Trust in a Hybrid World https://podcasts.apple.com/us/podcast/building-trust-in-a-hybrid-world/id580319259?i=1000546958563 TED Talk: Let them Trust You (15:06) https://www.ted.com/talks/frances_frei_how_to_build_and_rebuild_trust
Vignette/Role Play Scenario
A few minutes before the meeting starts (virtually or in person), Steve, a member of the team, is talking about his recent vacation—where he went, what he did, little mishaps here and there—going on well past the start of the meeting. Others are giving signals like coughing, looking at their watches, or shifting in their seats. Steve does not read the room and continues his passionate retelling of his vacation. This meeting is now 7 minutes past the start time. What do you do? How do you get this meeting back on track?
Discussion
1. What is something you can do this month to build trust with your team? 2. Think about your employees. They are not all motivated by the same things. How can you learn what motivates your employees? What are one or two things you can do to motivate specific people? 3. What is one thing you can do to increase the effectiveness of the next meeting you organize?

Talent Management

What is Talent Management?

Talent management is a way to enhance Army readiness by maximizing the potential of the Army's greatest asset—it's people. There are four guiding principles in Army Talent Management: acquire, develop, employ, and retain.

Topics Include:

- Employee development
- Work-life balance
- Employee engagement

Talent Management
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A- Developing Others)
Resources
Army Skillport: Applicant Screening: Taking Stock of Your Work-Life Balance
Applicant Screening Taking Stock of Your Work-life Balance (skillport.com)
Army Skillport: Managing Employee Development
Managing Employee Development (skillport.com)
Army Skillport: Taking the Lead with Workplace Motivation and Engagement
Taking the Lead with Workplace Motivation and Engagement (skillport.com)
Army Skillport: Maintaining a Cohesive Multigenerational Workforce
Maintaining a Cohesive Multigenerational Workforce (skillport.com)
Army Skillport: Staying Balanced in a Shifting World
Staying Balanced in a Shifting World (skillport.com)
HR Happy Hour: Supporting Neurodiversity in the Workplace (32:32)
https://www.hrhappyhour.net/episodes/hr-happy-hour-496-supporting-neurodiversity-in-the-workplace/
Manage Smarter Podcast: How to Boost Employee Engagement and Recognition
How to Boost Employee Engagement (Manage Smarter Podcast)
Talk Talent to Me: What motivates different people
https://talktalenttome.com/episodes/ownbackup-director-of-people-ops-and-total-rewards-shane-long/
The Bosshole Chronicles: A Tandem of Talent Optimization (36:00)
A Tandem of Talent Optimization (Bosshole Chronicles Podcast)
TED Talks Daily: 3 Rules for Better Work-Life Balance
3 Rules for Better Work-Life Balance (TED Talks Daily)
Vignettes/Role Play Scenarios
1. Role play giving feedback to an employee who does not take initiative. Follow the model of noting the behavior, discuss the outcome of the behavior, and end with next steps to move forward.
2. Role play a discussion with an employee whose performance has declined. Follow the model of noting the behavior, discuss the outcome of the behavior, and end with next steps to move forward.
3. Develop a list of behavior-based interview questions and run through them with your supervisor.
Discussion

1. What is something you can do this month to model work-life balance to your team?
2. Think about when you were new to your organization. What did you like about your onboarding and what would you change about your onboarding?
3. Do you know who your Functional Community Manger (ACCMA-career programs) is for the Army?

Financial Management

What is Financial Management?

Financial Management is understanding the business principles executed within your organization to establish common understanding of POM planning, spend plans, and when personnel internal operating budgets are established and your role within the process.

Topics Include:

- Establishing functional spend plans and tracking execution
- Developing a clear and concise validation for each budget requirement
- Personnel Internal Operating Budget processes

Financial Management
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Harvard Business Review-Building Trust
https://hbr.org/podcast/2019/03/building-trust
DAU CLP: HBS 401 Budgeting
HBS 401 Budgeting (dau.edu)
DAU CLP: BFM 0040 Budget Policy
BFM 0040 Budget Policy (dau.edu)
DAU CLP: BFM 0050: Planning, Programming, Budgeting & Execution
BFM 0050 Planning, Programming, Budgeting & Execution (dau.edu)
DAU CLP: PMT 3400 Leadership and Organization
PMT 3400 Leadership and Organization (dau.edu)
Harvard Business Review: 4 Organizational Design Issues that Most Leaders Misdiagnose
4 Organizational Design Issues That Most Leaders Misdiagnose (hbr.org)
Vignettes/Role Play Scenarios
• As the supervisor of a team, a direct report has identified a concern with resourcing to execute a specific mission. What are the next steps you would take to support the request?   • The Program Office/Directorate is executing SPAR/POM/spend planning activities. How does your role support that activity?
Discussion
1. How do you see your role in the internal budget planning and resourcing? How would you approach resourcing challenges, either not enough resources or more resources than the budget supports?   2. As a supervisor, resourcing is a key component to success and addressing concerns your team or peers identify as critical. How are you establishing relationships with your peers to discuss methods to close the resource gap? How are you establishing relationships with your team to foster those discussions?   3. Budget Execution is a critical activity. How do you see your role supporting budget execution and what specific actions are within your area of responsibility for personnel and program specific activities?

Developing Others

What is Developing Others?

Developing others is providing coaching, support, and recognition to enhance employee performance, development, and motivation. An important step in developing others is to understand which areas are already strong and which areas can be improved and how to encourage that development.

Topics Include:

- Tools available to support career development including individual development plans, career models, leadership training, and Army Civilian Education System
- Providing feedback aligning performance, performance assessment, and training
- Understanding your employees' career goals

Developing Others
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: Managing Employee Development
https://library.skillport.com/coursedesc/amg_02_a02_bs_enus/summary.htm
Army Skillport: Planning an Effective Performance Appraisal
https://library.skillport.com/coursedesc/amg_03_a02_bs_enus/summary.htm
Civilian Career Models
https://asc.army.mil/web/career-development/civilian/career-models/
Acquisition Workforce Qualification Initiative
https://www.dau.edu/tools/awqi/
ADP 6-22, Army Leadership and the Profession
https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN20039-ADP_6-22-001-WEB-0.pdf
FM 6-22 Leader Development
https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/fm6_22.pdf
Harvard Business Review: Managing Older Workers
https://hbr.org/podcast/2019/08/managing-older-workers
Harvard Business Review: How to Support Employees' Learning Goals While Getting Day-to-Day Stuff Done
How to Support Employees' Learning Goals While Getting Day-to-Day Stuff Done (hbr.org)
Harvard Business Review: How to Help Someone Discover Work that Excites Them
How to Help Someone Discover Work That Excites Them (hbr.org)
Harvard Business Review–Women at Work: The Essentials: Giving Feedback
https://hbr.org/podcast/2021/05/the-essentials-giving-feedback
TED Talk: How to find the Person who can Help You Get Ahead at Work
https://www.ted.com/talks/carla_harris_how_to_find_the_person_who_can_help_you_get_ahead_at_work/transcript?language=en
Vignettes/Role Play Scenarios

- An employee indicates that they want to understand why they have not been selected for promotion. How do you facilitate the discussion?
- A star employee often identifies concerns with the lack of upward movement in the organization. What are some ways to address the lack of upward mobility?
- How do you recommend training when you notice an area of improvement is needed for one of your employees?

Discussion
- How would you field a request by an employee or supervisor who may ask if a developmental program is the right fit for them and your thoughts on opportunities?   - How would you address a knowledge gap with an employee who is required to execute at a higher level within their current job or the next level up?   - How would you engage with your employee to identify career goals and provide feedback on behaviors that may make achieve their goals?   - What is the approach that you use to provide positive feedback and how do you approach constructive feedback?

Communication

What is communication?

Communication is the ability to make clear and convincing oral presentations, written documents, listen effectively, and clarify information as needed.
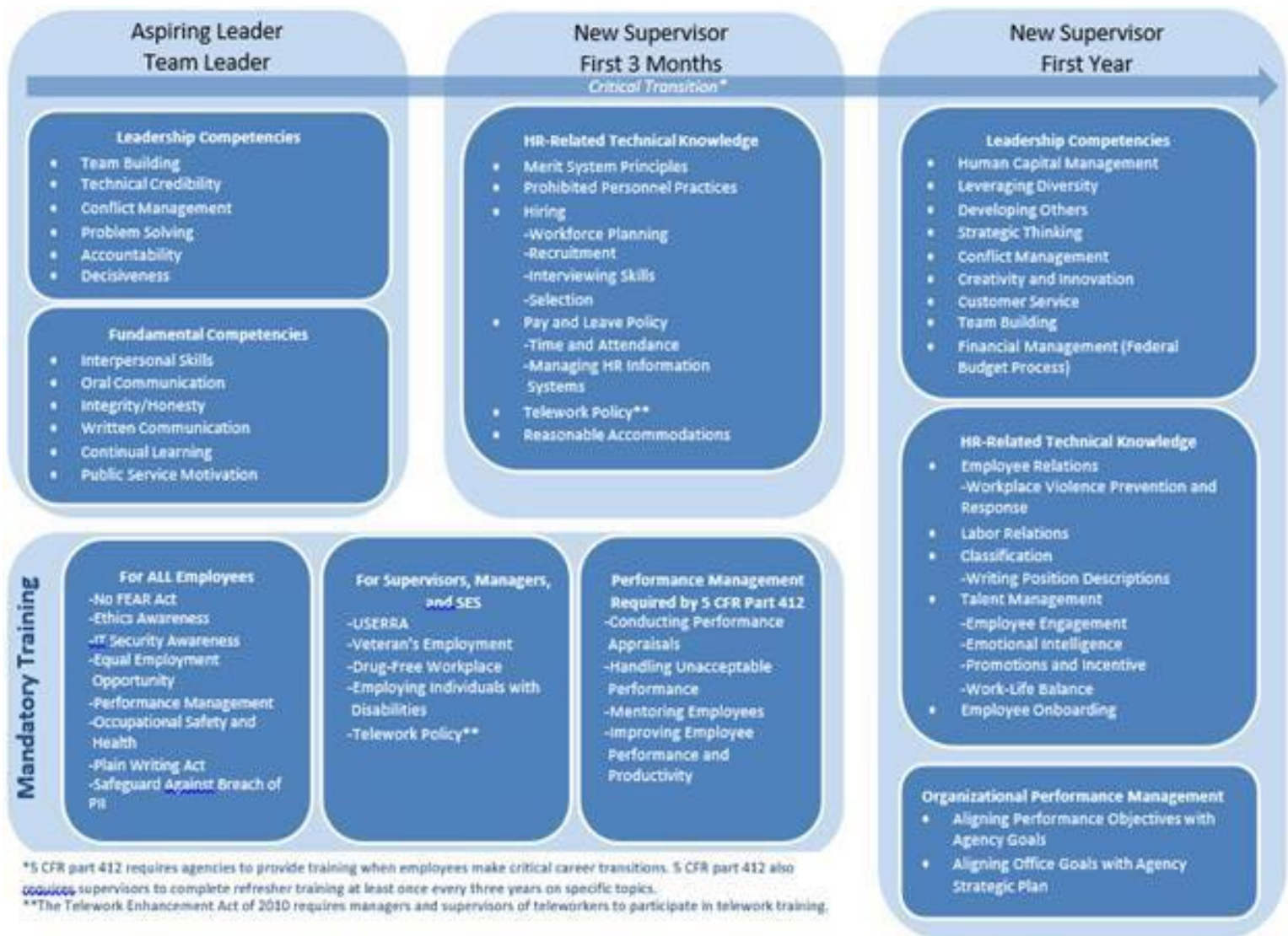
Topics Include:

- Verbal communication
- Non-verbal cues
- Active listening

Communication
Leadership Competency: Level 1 Awareness – Level 3 Intermediate (Appendix A)
Resources
Army Skillport: How Culture Impacts Communication
How Culture Impacts Communication (skillport.com)
Army Skillport: Making an Impact with Non-verbal Communication
Making an Impact with Non-verbal Communication (skillport.com)
Army Skillport: Planning an Effective Presentation
Planning an Effective Presentation (skillport.com)
Army Skillport: Listening Even When It's Difficult to Listen
Listening Even When It's Difficult to Listen (skillport.com)
Army Skillport: Using Active Listening in Workplace Situations
Using Active Listening in Workplace Situations (skillport.com)
TED Talk: How Miscommunication Happens (and How to Avoid it)
How Miscommunication Happens and How to Avoid it (ted.com)
The Science of Happiness: What Does it Take to Really Listen to Someone?
What Does it Take to Really Listen to Someone? (Science of Happiness podcast)
Coaching for Leaders: The Way to Get People Talking
The Way to Get People Talking (Coaching for Learning podcast)
Coaching for Leaders: Four Habits That Derail Listening
Four Habits That Derail Listening – Coaching for Leaders
TED Talk: How to Speak so that People Want to Listen
https://www.youtube.com/watch?v=eIho2S0ZahI
Vignettes/Role Play Scenarios
1. You encounter two coworkers gossiping about another employee. What do you do?   2. An employee comes to you to ask advice. Practice active listening skills.
Discussion
1. How can you employee active listening techniques (paraphrase, eye contact, asking open ended questions) this month? What do you see as the benefits of active listening?   2. What is one area of communication you would like to improve?   3. When have you experienced poor communication? How did it make you feel?

Appendix A: Supervisor Competencies

Below is an excerpt from the supervisor evaluation criteria that outlines the Army required training and the associated OPM leadership competencies to include an overview of each one. In this framework, new supervisors have mandatory trainings and learning objectives as they progress throughout the first level of supervisor certification.

Federal Supervisory Training Framework

Aspiring Leader / Team Leader

Leadership Competencies
- Team Building
- Technical Credibility
- Conflict Management
- Problem Solving
- Accountability
- Decisiveness

Fundamental Competencies
- Interpersonal Skills
- Oral Communication
- Integrity/Honesty
- Written Communication
- Continual Learning
- Public Service Motivation

New Supervisor / First 3 Months
*Critical Transition**

HR-Related Technical Knowledge
- Merit System Principles
- Prohibited Personnel Practices
- Hiring
  - Workforce Planning
  - Recruitment
  - Interviewing Skills
  - Selection
- Pay and Leave Policy
  - Time and Attendance
  - Managing HR Information Systems
- Telework Policy**
- Reasonable Accommodations

New Supervisor / First Year

Leadership Competencies
- Human Capital Management
- Leveraging Diversity
- Developing Others
- Strategic Thinking
- Conflict Management
- Creativity and Innovation
- Customer Service
- Team Building
- Financial Management (Federal Budget Process)

HR-Related Technical Knowledge
- Employee Relations
  - Workplace Violence Prevention and Response
- Labor Relations
- Classification
  - Writing Position Descriptions
- Talent Management
  - Employee Engagement
  - Emotional Intelligence
  - Promotions and Incentive
  - Work-Life Balance
- Employee Onboarding

Organizational Performance Management
- Aligning Performance Objectives with Agency Goals
- Aligning Office Goals with Agency Strategic Plan

Mandatory Training

For ALL Employees
- No FEAR Act
- Ethics Awareness
- IT Security Awareness
- Equal Employment Opportunity
- Performance Management
- Occupational Safety and Health
- Plain Writing Act
- Safeguard Against Breach of PII

For Supervisors, Managers, and SES
- USERRA
- Veteran's Employment
- Drug-Free Workplace
- Employing Individuals with Disabilities
- Telework Policy**

Performance Management Required by 5 CFR Part 412
- Conducting Performance Appraisals
- Handling Unacceptable Performance
- Mentoring Employees
- Improving Employee Performance and Productivity

*5 CFR part 412 requires agencies to provide training when employees make critical career transitions. 5 CFR part 412 also requires supervisors to complete refresher training at least once every three years on specific topics.
**The Telework Enhancement Act of 2010 requires managers and supervisors of teleworkers to participate in telework training.

New Supervisor: First Three Months (Basic Level)			
Competency	**Definition**	**Performance Conditions**	**Evaluation (Performance) Criteria**
Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks • Forms teams to identify and address agency concerns • Informs team members of issues requiring resolution and considers input
Technical Credibility	Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Provides staff with feedback and support on technical issues • Makes technically sound recommendations to develop effective work products
Conflict Management	Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Implements changes to ensure work environment is fair and equitable based on employee concerns • Ensures employees receive mediation to resolve issues affecting the workgroup • Resolves issues by meeting one-on-one with team member

Problem Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Addresses routine organizational problems by leading a team to brainstorm solutions • Establishes guidelines to clarify complex and/or controversial processes
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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Investigates claims of employee violations and encourages staff to take responsibility for actions • Outlines goals and assesses workgroup progress towards goal achievement • Plans and researches safety issues and contacts agency to ensure safety standards are fully utilized • Distributes workload among staff to ensure staff meet key deliverables
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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Makes sound and timely decisions for a project, team, or work unit • Seeks out best practices to make organizational decisions

Interpersonal Skills	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Shows employees empathy and respect • Welcomes new employees into organization by explaining mission and agency goals
Oral Communication	Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Communicates effectively with staff by conducting regular meetings to discuss initiatives and current events • Explains and clarifies policy to affected parties • Provides status updates to management team during quarterly division meeting
Integrity / Honesty	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Provides staff with accurate information about the vision of the agency and outlines changes in an upfront manner • Remains fair and objective when determining skill set needed for projects to select effective team members

Written Communication	Writes in a clear, concise, organized, and convincing manner for the intended audience.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Writes daily briefs or guidelines to ensure employees are provided with updated information • Develops press releases to ensure important issues are addressed
Continual Learning	Assesses and recognizes own strengths and weaknesses; pursues self-development.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Solicits periodic feedback to continually improve quality of own work • Visits other work sites to gain understanding of staff functions and daily tasks
Public Service Motivation	Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Reviews unit's policies and procedures on a regular basis to ensure they are consistent with public needs • Determines community needs by surveying citizens

New Supervisor: First Level (Basic Proficiency)			
Competency	**Definition**	**Performance Conditions**	**Evaluation (Performance) Criteria**
Human Capital Management	Builds and manages workforce based on organizational goals, budget considerations, and employees' 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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Recognizes and addresses deficiencies of human resources processes or tools • Provides positive feedback to high-performing staff and rewards exceptional performance • Considers impact of personnel decisions on current staff
Leveraging Diversity	Fosters an inclusive workplace where individual similarities and differences are valued and leveraged to achieve the vision and mission of the organization.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Adheres to EEO policies, goals, objectives, and philosophies of valuing diversity in performing everyday duties and responsibilities • Builds teams leveraging diverse capabilities of staff

Developing Others (Talent Management)	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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Encourages employees to participate in mentoring programs and other learning opportunities • Pairs new staff with seasoned employees to facilitate understanding of the position and organization • Provides orientation to new employees
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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Considers customer needs and trends in the development of strategic plans • Implements strategic objectives and develops metrics to assess attainment of work unit goals
Conflict Management	Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Implements changes to ensure work environment is fair and equitable based on employee concerns • Ensures employees receive mediation to resolve issues affecting the workgroup • Resolves issues by meeting one-on-one with team member

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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Creates a new quality control system to monitor unit processes • Uses cutting-edge ideas to develop business unit services • Works with coworkers to coordinate a project using a creative process
Customer Service	Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services, and commits to continuous improvement.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Develops guides and user manuals for customers • Ensures products and services comply with customer requirements • Streamlines procedures based on customer feedback
Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Encourages staff to share skills and abilities within work group to facilitate completion of challenging tasks • Forms teams to identify and address agency concerns • Informs team members of issues requiring resolution and considers input

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.	• Applies the competency in somewhat difficult situations • Requires frequent guidance	• Justifies requested budget allocation to management in relation to program objectives • Allocates program budget across multiple projects

Appendix B: Additional Resources

Army Training and Development Resources

- Army Skillport
  https://usarmy.skillport.com/skillportfe/custom/login/usarmy/login.action
- Human Resources University
  https://www.opm.gov/blogs/Director/hr-university/
- Defense Acquisition University (DAU)
  https://www.dau.edu/
- DOD Civilian Cool
  Welcome to DOD Civilian Credentialing Opportunities Online (COOL) (osd.mil)
- Army University
  https://armyuniversity.edu/
- ArmyU Library
  https://armyuniversity.edu/resources/auls/auls.aspx
- Center for the Army Profession and Leadership (CAPL)
  https://capl.army.mil/interactive-leader-development-guide/#/resources
- MWR Army Library
  MWR Online Resources (armybiznet.com)

Army Career and Professional Development

- Army Civilian Career Management Activity (ACCMA)
  Group: ACCMA - Army Civilian Career Manageme... |milBook Home (milsuite.mil)
- Army Leader Up, Army Management Staff College Podcast
  Leader Up - Army Management Staff College (AMSC) Podcast | US Army Combined Arms Center
- Army Career Tracker (ACT)
  ACT - Army Career Tracker
- Civilian Human Resources Training Application System (CHRTAS)
  CHRTAS (army.mil)
- TRADOC Civilian Leader Development
  Group: TRADOC, DCS G-1/4, Civilian Leader Devel... |milBook Home (milsuite.mil)

Appendix C: Frequently Asked Questions

- **Why are we performing coaching and mentoring?**

NDAA 2010, which is codified in USC 9902, mandates that new supervisors must be coached and mentored by their own supervisors during the probationary period.

- **How will coaching and mentoring be executed?**

This Coaching and Mentoring Guide is intended as a resource for supervisors to use as they coach new supervisors during the probationary period. It contains training vignettes and discussion resources that can be used each month.

- **Where is coaching and mentoring addressed in CIP 2022?**

Task D-2.3 reinforces that supervisors need to have effective performance management skills (crucial conversations and constructive feedback) and that they need to be able to coach and mentor our Army Civilians through recurring, meaningful conversations for development (tied to task R-1.6). The CIP addresses additional training, coaching/mentoring, and developmental experiences throughout a supervisor's career.

- **Where do I find additional coaching and mentoring resources?**

Resources will be available through the Supervisor Talent Management repository located in the Army Supervisor Resource Center (ASRC) teams page. They are both standalone and exemplary, and supervisors may also develop their own resources based on the requirements of their unique missions and organizations.