

Mandatory Supervisory Training Factsheet

IAW AFI 36-401 Mandatory Supervisory Training must be completed within 6 months of starting the supervisory appointment

POC – Christina Switzer

Employee Development Specialist

DSN 238 4063

To register for USAF Supervisors Course, Civilian Personnel Management Course & Military Personnel Management Course please see information attached for self registration

To schedule MOD Supervisory Training please contact Douglas Bramham

Douglas.bramham@mildenhall.af.mil

1 day classes are scheduled at all bases

To schedule Direct Hire Supervisory Training please contact Pat Hall

DSN 238 2587

Each HRO office will provide training to those requiring NAF Personnel Management Course

Attachment 2

SUPERVISORY TRAINING PROGRAM

A2.1. Training Needs of Supervisors. Initial training for all newly assigned supervisors helps to bridge the gap between the skills required at the working level and those required at the supervisory level. Various training technologies are available to accomplish supervisory training (i.e., Computer Based Instruction (CBI), web-based training, etc...). Before they assume their new duties or within 6 months after assignment to a supervisory position, first-level supervisors will be provided initial training consisting of:

A2.2. USAF Supervisor 's Course. This course is primarily designed to provide first-level supervisors, regardless of organizational component, with leadership and management skills required in supervisory positions. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at <http://www.au.af.mil/au/cpd/>, then clicking on the Human Resources Division (HRD).

A2.2.1. Equivalent Courses. The following courses may be accepted as equivalent training for the Air Force Supervisor's Course:

A2.2.1.1. Management Course I, Part I

A2.2.1.2. Air Command and Staff College

A2.2.1.3. NCO Academy or NCO Leadership Course

A2.3. USAF Civilian Personnel Management Course (CPMC). This course is primarily designed to provide military and civilian first-level supervisors with background information and an understanding of applicable personnel laws and regulations needed to effectively carry out their civilian personnel management responsibilities. NOTE: This training is not required for those supervisors who gained substantial experience through an assignment in a professional civilian personnel specialist position or have completed Management Course I, Part II, or the Civilian Personnel Policies, Practices, and Procedures (4-Ps) course. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at <http://www.au.af.mil/au/cpd/>, then clicking on the Civilian Personnel Division (CPD).

A2.4. USAF Military Personnel Management Course (MPMC). This 16-hour course is designed to provide first-level civilian supervisors the basic skills, knowledge, and abilities required to supervise military personnel. First-level civilian supervisors who supervise military members must attend this course. This training is not required for those supervisors who have gained substantial experience through assignment in a professional position at a base or staff-level military personnel office or function. In addition to contacting your Employee Development Manager/Specialist, further information is available about CBI on the web at <http://www.au.af.mil/au/cpd/>, then clicking on the Human Resources Division (HRD).

A2.5. Nonappropriated Fund (NAF) Civilian Personnel Management Course (NPMC). First-level military and civilian supervisors of NAF employees must receive training in NAF policies, practices, and procedures as required by AFMAN 34-310. The NAF Human Resource Office offers the NPMC course.

A2.6. Overseas. MAJCOMs and servicing civilian personnel flights (CPF) in overseas areas develop and present training courses for military and civilian supervisors of local national (LN) employees to meet local needs. No standard Air Force course will be developed due to the wide diversity in LN personnel programs.



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, DC

MEMORANDUM FOR ALL MAJCOM A1s

OCT 19 2010

FROM: AF/A1
1040 Force Pentagon
Washington D.C. 20330-1040

SUBJECT: Supervisory Training

The Code of Federal Regulation requires that each agency provide for the initial and continuing development of individuals in supervisory positions. Air Force policy requires this training within 180 days after assignment to a supervisory position. This policy letter updates initial policy guidance dated 3 Nov 2009 (attached) and applies to all civilian employees who occupy a supervisory position and military personnel who supervise civilian employees. To meet the initial and continuing development requirement, the AF uses the following three courses to train personnel:

1. **USAF Supervisors Course** – provides first-level supervisors, regardless of organizational component with leadership and management skills required in supervisory positions (mandatory for all new supervisors)
2. **USAF Civilian Personnel Management Course (CPMC)** – provides military and civilian supervisors with background information and an understanding of applicable laws and regulations needed to carry out their civilian personnel management responsibility (mandatory for all new supervisors of civilian personnel)
3. **USAF Military Personnel Management Course (MPMC)** – provides first-level civilian supervisors with the basic knowledge and understanding required to supervise military personnel (mandatory for all new civilian supervisors of military personnel)

In FY 09 and 10 the focus was on the redesign, development, proof of concept and phase in of the redesign of the above mentioned courses. The USAF Supervisor's Course was the first to be redesigned and a policy memo announcing the redesign and delivery method was sent out on 3 Nov 09 (attached). This memo directed MAJCOMs to use the new version/delivery method. Starting in FY11, the CPMC and MPMC will be delivered through the same venue as the USAF Supervisors Course: a blended e-learning virtual classroom environment via the Blackboard Learning Content and Management System. Methodologies include distance learning material, videos, and student interaction contained in the Blackboard System.

The information and skills covered in these courses are critical to a supervisor's understanding and application of knowledge, skills and abilities needed for successful performance of their supervisory duties and are aligned to the Air Force Institutional Competencies. Please ensure that students are free from all other distractions on class days and consider allowing students to access training from training centers, libraries, home or other suitable locations. You will need to comply with locally negotiated provisions for tele-working/utilizing alternative workplace assignments. To register for supervisory training employees can go to the AF Human Resources Management School Virtual Campus at:

<https://wwwd.my.af.mil/afknprod/ASPs/CoP/OpenCoP.asp?Filter=AF-ED-00-38>.

Although we strongly encourage prior military members to complete the course to refresh their

supervisory skills, the USAF Supervisors Course is not required for prior military personnel who have completed the below listed Air Force or other Service equivalent courses in residence within the last five years:

1. Airman Leadership School
2. NCO Academy
3. Senior NCO Academy
4. Squadron Officer School
5. Air Command and Staff College
6. Air War College

Members must present a certificate of completion or already have one of the courses listed above coded as completed training in DCPDS in order to not be required to complete the USAF Supervisory Course. In addition, MPMC is not required for prior Air Force military personnel who have retired within the last five years. For individuals not required to complete training, DCPDS should be updated showing the supervisory course (s) as completed.

Effective with this policy letter, the expenditure of local resources to design and/or deliver a course to take the place of or give equivalency to these three courses is prohibited. Force Development Flight and Civilian Personnel Section have the flexibility, based upon valid identified requirements, to design and offer programs which enhance, but do not duplicate or replace the above mentioned courses.

In order to ensure for the continuing development of not only supervisors, but all personnel, the Air Force developed a Supervisory Resource Center (SRC) which is now available for use by the entire workforce. The SRC is the Air Force's resource for practical knowledge and tools to support supervision and leadership development. This open Community of Practice (CoP) is a virtual clearinghouse of leadership development resources appropriate for emerging leaders, new supervisors and experienced supervisors seeking continuous learning. We encourage use of the SRC by all personnel. The SRC can be accessed at: <https://afkm.wpafb.af.mil/src>.

The Force Development Flight and Civilian Personnel Section are responsible for implementation of this policy and ensuring personnel are aware of development resources. A list of Initial Supervisory Training Program Roles and Responsibilities is attached for your use. My POC is Mr. Mike Hameroff, AF/A1DD. He may be reached at DSN 225-3594 or at michael.hameroff@pentagon.af.mil.



TIM BEYLAND
Asst DCS, Manpower and Personnel

2 Attachments:

1. Interim Policy Guidance, 3 Nov 2009
2. Initial Supervisory Training Program, Roles and Responsibilities



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, DC

OCT 29 2010

MEMORANDUM FOR ALL MAJCOM A1s

FROM: AF/A1
1040 Force Pentagon
Washington D.C. 20330-1040

SUBJECT: Supervisory Probationary Period

Supervisors play a critical role in ensuring we are able to lead people and meet mission requirements. All supervisors and leaders must ensure that new supervisors receive the training, feedback, mentoring and development needed to succeed. Part of ensuring we have given our new civilian supervisors the tools they need is addressed in AFI 36-1001, *Managing the Civilian Performance Program, Chapter 4, Probation for New Supervisors and Managers*, which requires that "New supervisors and managers must serve a probationary period the first time they start a permanent supervisory or managerial position in the competitive service". The probationary period allows the supervisor to determine if the employee has the skills necessary for continued service as a supervisor and provides an opportunity to improve performance deficiencies or, if warranted, return or reassign an employee to a nonsupervisory position.

The Code of Federal Regulations requires that each agency provide for the initial and continuing development of individuals in supervisory positions. This mandatory supervisory training, as outlined in AFI 36-401, must be completed within 180 days to assist supervisors in determining if additional development is required. The Air Force provides the mandatory training with the USAF Supervisors Course, the USAF Civilian Personnel Management Course (CPMC) and the USAF Military Personnel Management Course (MPMC).

The mandatory training is just one aspect of employee supervisory probation period. During this period the supervisor should also document communications with the employee, and as appropriate, make entries regarding additional training and development. Development communications between a supervisor and employee should be recorded in the AF 971, Supervisors Employee Brief.

The Force Development Flight and Civilian Personnel Section are responsible for ensuring supervisory training is completed and that personnel are aware of development resources. My POC is Mr. Mike Hameroff, AF/A1DD. He may be reached at DSN 225-3594 or at michael.hameroff@pentagon.af.mil.

TIM BEYLAND
Asst DCS, Manpower and Personnel

USAF SUPERVISOR COURSE REDUX



04 JANUARY 2010



AN INNOVATION IN AIR FORCE EDUCATION

The revolution in information technology that started in earnest in the 1970's precipitated significant changes in almost every aspect of our lives. Business, education, and social interaction processes continue to evolve as information technology changes how we communicate and share knowledge. In this "Information Age" Drucker (1989) observed that in a knowledge society, all members must learn how to learn. Yet questions remain on how best to use emerging technologies to solve a continuous problem facing organizations, the education and training of personnel. In this article we will outline the scope of the education challenges facing Air Force supervisors and discuss how the Air Force Human Resource Management School at the Eaker Center for Professional Development is answering these challenges.

According to Air Force Doctrine Document 1-1, Appendix C, education and training differ in that education prepares personnel to understand and adapt to complex, dynamic operational environments, while training develops specific skill sets to operate complex systems. When the desired outcome is for the learner to gain critical thinking skills and be adaptive in an uncertain environment, then education is required vice training.

This is certainly the case for today's Air Force supervisors, who must learn how to lead a dynamic workforce in a challenging and fiscally restricted environment. Air Force

supervisors need access to educational resources, not training courses.

The previous model for introductory supervisor education had several limitations. Over \$1.2 million dollars were spent each year to provide newly assigned supervisors with an opportunity to attend a one-week course to help them become more effective in their new jobs. The contractor-led course was available once or twice a year at each base resulting in some of the new supervisors not attending the required course in the time mandated by Air Force regulations. Additionally, because a multitude of contractors provided the supervisor course, standardization of course delivery and material provided suffered, and assessments of learner success were inconclusive. Finally, the one-week course model was based on being cost efficient rather than educationally effective. By bringing the contracted instructor and the new supervisors together for one intense week of lectures, the idea was to limit contractor cost, time away from work for the learner, and associated TDY costs.

Unfortunately, a one-week, instructor driven course is not the best model for adult learning. Andragogy, the theory of adult learning, suggests that adults are more assertive regarding their learning experience. Theories on adult learning suggest that adults need to know why they need particular knowledge

(i.e., that the knowledge is relevant to their needs), need to be self-directed, will bring work-related experience, use a problem-centered approach to learning, and are motivated by extrinsic and intrinsic factors (Knowles, 1990). In other words, for effective learning to occur, new supervisors need to be able to tailor their learning experience to their needs and need time for reflection, application, and interaction with the new material and with other learners. The deficiencies and cost of the previous supervisor course required a new approach.

The innovative Air Force Supervisor Course is meeting the need for effective and timely supervisory education by leveraging existing Air Force information technology investments, like Defense Connect Online (DCO) and Blackboard, with an effective curriculum and a dedicated staff. Addressing the needs of adult learners and being fiscally responsible required a different perspective. The remainder of this article highlights how the new USAF Supervisor Course is addressing these challenges, the learner response to the new course, and concludes with recommendations for future improvements.

First, to address the need for adult students to understand why they need certain knowledge, there is an orientation and pre-course assessment the learner must complete so they understand why they need the course, how the education they receive will help them better do their jobs, and how much time they will need to complete the course. Part of

this pre-course work is addressing the expectations of the new supervisors and ensuring they understand the expected outcomes of the course. In completing the orientation, the learners are trained on how to connect via DCO, how to navigate in Blackboard, and get to explore the virtual learning environment.

The course is constructed to build on earlier material in a scaffolding manner, so that each week reinforces the knowledge gained from previous learning opportunities. The first day of the course exposes the new supervisors to coaching skills (e.g., effective communications, goal setting, and providing feedback). The second day provides ideas on how to develop others, and the third day on building teams. Day four focuses on negotiation and conflict management, and the fifth day is centered on helping the supervisor transition to a leadership mentality.

Throughout the course, self-direction and time for reflection are provided by stretching the five-day course over a five-week period. One day of the course is covered each week giving supervisors ample time to consider new ideas, apply new concepts, and assimilate new behaviors. This is a luxury provided by the fact that the students are TDY-In-Place and attend the course during their normal work hours. While there are weekly scheduled sessions for which the supervisors must be online (synchronous), much of the material can be covered at the student's own pace, at a time of their choosing (asynchronous). This is a

"ADULTS USE A
PROBLEM-
CENTERED
APPROACH TO
LEARNING."

powerful concept because the material is available when the student is ready to learn, rather than when the instructor is ready to teach. This puts the power of learning into the hands of the adult learner.

Finally, many opportunities to bring work related experience to the course are provided by reflective Discussion board time and "Wingman Triad" where supervisors practice skills with two other supervisor course students in real-time. In this setting, the learners get an opportunity to try new behaviors, apply new skills, and get feedback from peers providing motivation.

This new approach to educating Air Force supervisors requires a cultural change from traditional educational settings of an instructor lecturing to students in a classroom to a virtual environment where the learning is the focus, not the teaching. This shift in perspective is enabled by the aforementioned investments in Air Force information technology which have been leveraged to provide an effective virtual classroom. Many newer members of the Air Force may already have received exposure to distance learning techniques and used them in a "blended e-learning" environment where they receive material in both computer based and lecture type settings. For those personnel, this method of learning is both comfortable and preferable. Currently, this course can be provided to the same number of personnel, more often, for less than \$500,000, saving over half the original budget. This means that newly assigned supervisors can enroll in the course within the

required time limit and that experienced supervisors can refresh their skills with new ideas and concepts by taking the course. The end result is Air Force supervisors have access to more knowledge more often and are taking a step toward a "continuous learning" environment where each individual is offered the opportunity to learn and grow in their careers daily. As a result of the significant money saved, the Air Force Human Resource Management School spent \$80,000 on 1500 plug and play web cameras (webcams) which are currently being distributed to students, enabling them to perform their "Wingman Triad" exercises with other students regardless of location. The process of setting up and operating virtual teams with webcams is part of the education. After the course, students keep the webcams and use their virtual teaming knowledge to collaborate with others in place of going TDY, again saving money from local budgets. Finally, supervisors are networking with other supervisors. The networking not only continues the informal learning process, but provides resources to resolve various issues long after the supervisor course is over.

A sample of some of the student feedback indicates that the innovative approach to providing supervisory education is being well received. Based on their comments and quantitative responses, the 126 new supervisors that participated in the Air Force Supervisor Course distance learning classes 09-1 through 09-6 are enthusiastic about the course and the instructors. The average student response for the question "how well

"THIS CLASS WOULD BE LESS EFFECTIVE (AND POSSIBLY NOT WORTHWHILE) IF THE INTERACTIVE PORTION WAS NOT THERE. TAKING THE CLASS IN PERSON WOULD BE GOOD, BUT I LIKE THE ABILITY TO LET THE INFORMATION SINK IN AND USE IT OVER THE WEEK BETWEEN SESSIONS."

Student comment

"THIS PUTS THE POWER OF LEARNING INTO THE HANDS OF THE ADULT LEARNER."

did the course accomplish its mission?" is 3.52 on a scale of one to four where one is less than satisfactory and four is excellent. The student's average response to the question of whether the course was "a highly valuable experience" of 4.32 on a scale of one to five with five being strongly agree indicates that the majority of learners appreciate the opportunity to participate in this new learning environment. Finally, the student's response indicates that the virtual classroom environment compares well to the traditional environment, earning an average rating of 3.88 on a scale of one to five with five being "Compares Very Well." All of the measures have modest, but positive trends.

Care has been taken to ensure that the focus of the class remains faithful to the desired Air Force Institutional Competencies. By mapping the course outcomes to these guideposts, the instructors are better able to guide discussions and comment on student posts. Brief descriptions for eleven specific competencies addressed by the USAF Supervisor Course are listed below:

Strategic Thinking: Sub competency: Decision Making: The ability to use listening, effective questioning, and goal setting for solving problems and developing alternatives.

Leading People: Sub competency: Develops and Inspires Others: Motivates others to improve their skills and enhance their performance by using feedback and coaching.

Leading People: Sub competency: Takes Care of People: Develops options, selects actions and resources when confronted with a personnel problem or situation.

Leading People: Sub competency: Diversity: Uses leadership skills to lead across diverse groups and personalities to maximize individual and group performance.

Fostering Collaborative Relationships: Sub competency: Builds Teams and Coalitions: Builds effective teams for goal and mission accomplishment.

Fostering Collaborative Relationships: Sub competency: Negotiation: Able to persuade and influence others, build consensus, gain cooperation, and effectively collaborate to attain goals.

Embodies Airman Culture: Sub competency: Ethical Leadership. Models ethical leadership behaviors with others in a way that gives them confidence in one's intentions.

Embodies Airman Culture: Sub competency: Followership: Establishes own job performance standards in conjunction with supervisor.

Embodies Airman Culture: Sub competency: Develops Self: Proactively seeks feedback from others and demonstrates a willingness to consider the feedback.

Communicating: Sub competency: Speaking and Writing: Able to communicate effectively both verbally and in writing.

Communicating: Sub competency: Active Listening: Able to correctly interpret and synthesize messages from others and respond appropriately.

Bottom line, the new USAF Supervisor Course developed and delivered by the Air Force Human Resource Management School at the Eaker Center for Professional Development is effectively educating more new supervisors while using fewer resources. Table 1 is a list of each competency and the average student self-assessed improvement. The overall average improvement on key competencies is 63%, an excellent indicator of success. Figure 1 on page 6 displays the average self-assessed improvement for the last seven Air Force Supervisor Course classes (09-1 to 10-1).

Even though the first year has enjoyed a great deal of success, there are still opportunities for improvement. Specifically, students are frustrated that time at work for education interferes with other priorities. When you are TDY, you are away from the office and unavailable for emergent taskings. However, if you are sitting at your desk involved in a virtual learning environment, it is harder to remain "unavailable" to your office mates. Unfortunately, this will take a cultural change to remedy. As more of our education is delivered in virtual environments, we will collectively need to find a way to provide time for learning to occur. This may require intervention from senior Air Force leadership to promote this new perspective on military education. Secondly, as social beings, we prefer to learn in the company of our peers, sharing the learning experience, having face-to-face conversations, and learning from the "more knowledgeable others," but that geographic collocation comes at a steep resource cost. By leveraging virtual education environments when appropriate, we save those resources for use when face-to-face meetings are required. Finally, information technology has come a long way in the last few years, but problems with access and bandwidth persist, especially when navigating through the layers of security required on military bases. These technological problems continue to be addressed and will become less prevalent as ubiquitous computing becomes a reality.

Table 1 — Self-Assessed Post Course Improvement

Competency	Post-Course Improvement
Strategic Thinking:	
Decision-making	62%
Leading People:	
Develops and Inspires Others	67%
Takes Care of People	64%
Diversity	62%
Fostering Collaborative Relationships	
Builds Teams and Coalitions	64%
Negotiation	63%
Embodies Airman Culture	
Ethical Leadership	63%
Followership	63%
Develops Self	64%
Communicating	
Speaking and Writing	63%
Active Listening	62%
Overall Average Improvement	63%

"I FOUND THE INSTRUCTOR TO BE VERY WELL QUALIFIED AND HE DID AN OUTSTANDING JOB OF TAKING US THROUGH THE LESSONS. I ALSO BELIEVED HE DEMONSTRATED THOSE SAME LEADERSHIP TRAITS THAT HE WAS TEACHING, POSITIVE ATTITUDE, ENTHUSIASM, GOING THE EXTRA MILE AND MOST IMPORTANTLY, HE GAINED OUR TRUST. I CAME AWAY FROM THIS EXPERIENCE THINKING THAT MR. HAGEN AND HIS ORGANIZATION REALLY WANT US TO BECOME BETTER SUPERVISORS AND LEADERS AND IT JUST WASN'T A JOB TO HIM. THE TOOLS THAT WERE PROVIDED IN THIS CLASS WERE ALSO OUTSTANDING -- THEY WERE SUCCINCT AND TO THE POINT."

Student comment

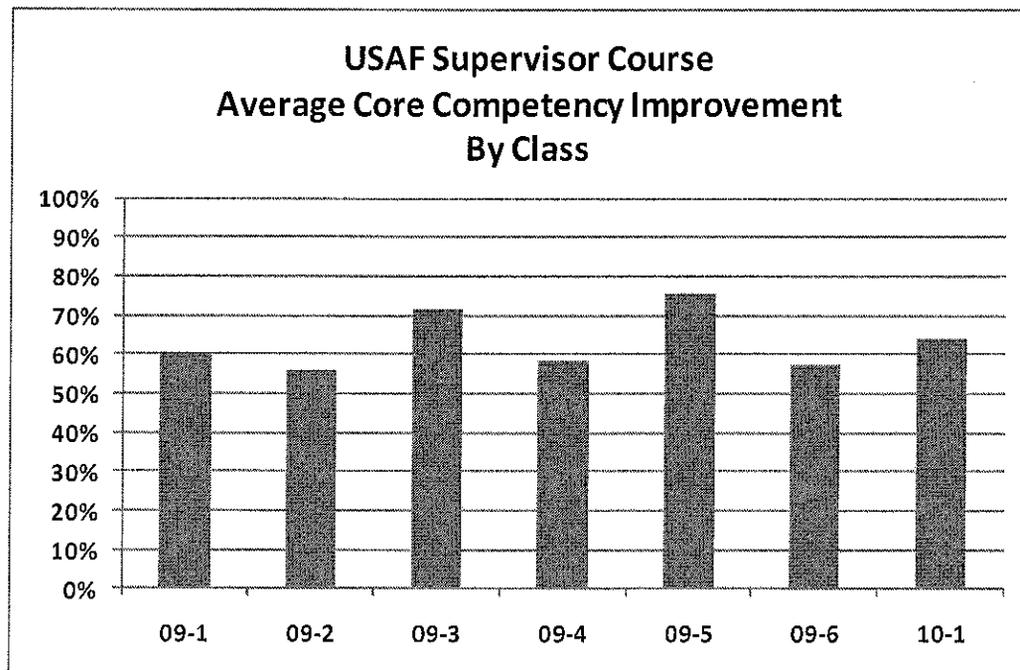


Figure1 — Average Self-Assessed Improvement By Class on Eleven AF Competencies

To conclude this discussion, a few thoughts are offered on the way ahead for the USAF Supervisor Course. First, more analysis of what is working and what needs to be improved from the learner's perspective.

One of the questions asked of students in the End of Course (EOC) Survey is: "How do you feel your learning in this distance learning course compares to learning you've received from in residence courses." Figure 2 on page 7 graphically displays the results for the 156 students that responded, indicating that the majority (73%) of the students that answered this question believe that the current distance learning methods employed by the HR school are providing a learning environment comparable to that of in residence training that they have received in the past.

It is important to understand that each learner has their own preferred learning style, with attendant learning needs. Thus, it would be almost impossible to engineer a learning environment that can cater to every learner, all of the time. However, using emerging distance learning research and application of lessons learned from delivery of this Supervisor's Course, a learning environment can be constructed that provides the learner with a flexible environment

that can be readily adapted to their individual needs.

Applying Kirkpatrick's learning evaluation model or similar theories will help identify areas for improvement that can be addressed using the resources available at the Air Force Human Resource Management School. For example, by identifying appropriate metrics, and by using objective pre and post assessments of student knowledge and understanding, course developers can better provide for the specific needs of the learners (the tactical battle if you will), but by getting better feedback from the supervisors in the field, ensuring that learners are leaving the course with the requisite skills, will determine if the effort is on target (the strategic battle).

Improving the virtual learning environment tools (i.e., DCO and Blackboard) will be facilitated if a concerted effort is made to provide feedback to the organizations providing those resources. Last, a better understanding of the cost and cost avoidance opportunities that are enabled by using virtual classrooms must be clearly understood by decision-makers so that learning effectiveness is not compromised by insufficient funding.

This article has reviewed the need for an innovative approach to Air Force supervisor education, how the Air Force Human Resource Management School at the Eaker Center has addressed the need for Professional Development, and highlighted some of the success and remaining challenges to improving the effective education of new Air Force supervisors.

The future is here; blended e-learning is a proven, cost effective methodology to deliver consistent, interactive supervisory education to provide the adult learner with the necessary competencies to supervise in today's high performance Air Force.

Works Cited:

Castells, M. (1999). *The Information Age: Economy, Society and Culture Volumes I, II, and III. Journal of Planning Education and Research, 19, 211.*

Drucker, P. F. (1989). *The New Realities.* New York: Harper & Row.

Knowles, M. (1990). *The Adult Learner: A Neglected Species* (4th ed.). Houston: Gulf Publishing Company.

Vygotsky, L.S. (1978). *Mind and Society: The Development of Higher Mental Processes.* Cambridge, MA: Harvard University Press.

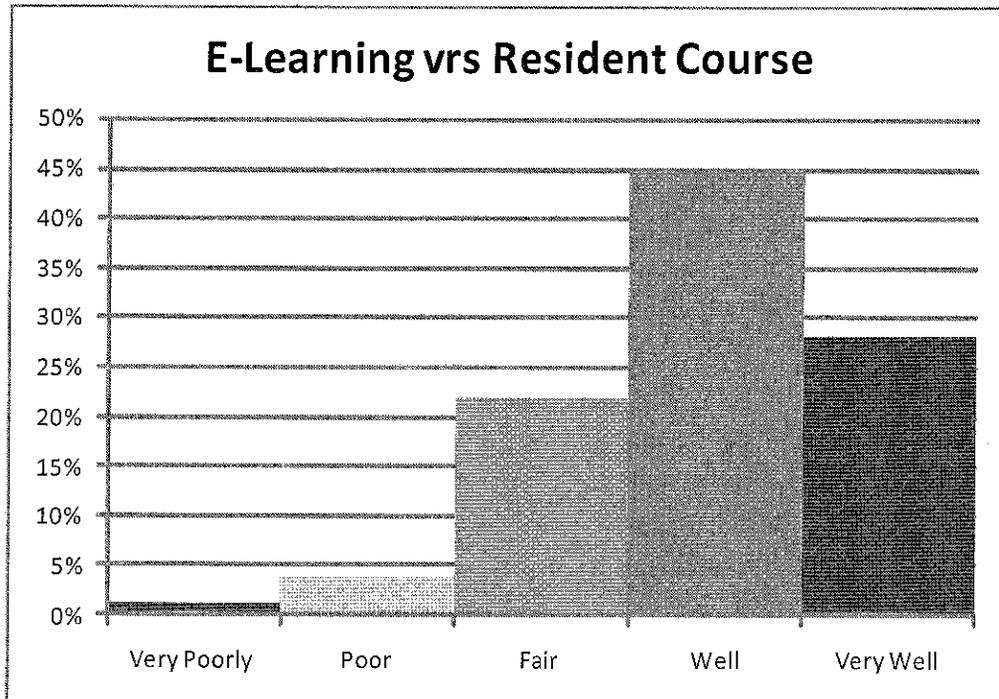


Figure 2 — Student Comparison of Supervisor's Course Delivery Method

2010 USAF Civilian Personnel Management Blended eLearning Course Fact Sheet

The future of USAF Civilian Personnel Management Supervisor education is here...

Why New Method?

- Learner focused but balanced with needs of the AF through Institutional Competencies Listing
- Self-directed and interactive but with specific weekly milestones to ensure course progress
- More cost effective and efficient especially in light of budget realities
- Centralized content allowing rapid change and tracking of data enabling research
- More convenient...students can take the course quicker than waiting for the vendor
- Requires more interactivity...introduces new technologies for supervisors to leverage on the job
- Students establish working relationships with local LMR representatives during the course

How do we sign up?

Copy and paste to your browser (requires CAC card):

<https://www.my.af.mil/afknprod/ASPs/CoP/OpenCoP.asp?Filter=AF-ED-00-38>

Click Register Online for Civilian Personnel Management Course and select desired class start date.

What does the class look like?

Pre-class: 2 hour introduction and orientation and pre-course assessment to socialize concepts and new technologies and to assess the supervisor's level of comprehension one week before the start date.

The course is a 30-hour, self-directed course, with 60-90 minute on line guest speaker presentations each week. CONUS students are expected to attend presentations "live." If CONUS students are unable to attend the "live" session, instructors should be notified. Information contained in the presentations is testable. OCONUS students are not expected to be online for the live sessions. They automatically receive the recording.

Students are required to coordinate class work and location with their supervisor. Location options are office, home, the Education Center, or any other location where work is done uninterrupted and students can access the internet, on or off base. As an official Air Force course, students are considered TDY "in-place" with course work authorized during official duty time. Students can expect to spend 6.5 – 8 hours on coursework each week. Course directors monitor student participation and effort in the course through the Blackboard learning management system to ensure the student allocates the appropriate amount of time. Students must receive a 70% or better on all coursework and participation is another of the requirements to pass this course.

Classes will start the first week of each month (220 students per start thru CY10), through November. There will not be a December 2010 class. Courses become available on the first scheduled workday of the regularly scheduled administrative work week each month. Registration closes on the 10th of the preceding month.

Overview of class topics released and completed each week over the 4 week course:

Week 1: Sources of Guidance and Authority & Basic Labor Management Relations

Week 2: Basic Classification and Position Management & Basic Affirmative Employment and Staffing

Week 3: Basic Employee Management Relations

Week 4: Basic Employee Development

Each week will contain 3 main elements:

1. Readings, Videos, & Interactive Exercises in Blackboard Learning Content/Mgmt System.
2. On-line Webinar with a subject matter expert presentation delivered and recorded on Defense Connect On-line (DCO) to provide students with listening/viewing options if unable to attend live forum. Webinars will occur on Tuesdays, Wednesdays or Thursdays each week depending on SME availability.
3. Cybersphere. The students discuss new skills/concepts with peers via a message board.

Change Management

We need your marketing and positive approach to launching this new course methodology. Keep HRMS informed of any ideas for improvements to make this a valuable learning experience for the students.

Brought to you by the AF Human Resource Management School, Supervisor Development and Leadership Support Division. Contact Melissa Hill: Email: melissa.hill.ctr@maxwell.af.mil Phone: Commercial: 334-224-6848 for registration or more information.

2010 USAF Military Personnel Management Blended eLearning Course Fact Sheet

The future of USAF Military Personnel Management Supervisor education is here...

Why New Method?

- Learner focused but balanced with needs of the AF through Institutional Competencies Listing
- Self-directed and interactive but with specific weekly milestones to ensure course progress
- More cost effective and efficient especially in light of budget realities
- Centralized content allowing rapid change and tracking of data enabling research
- More convenient...students can take the course more quickly than waiting for a vendor
- Requires more interactivity...introduces new technologies for supervisors to leverage on the job
- Students share challenges and resources with peers throughout the course and beyond

How do we sign up?

Copy and paste to your browser (requires CAC card):

<https://wwwd.my.af.mil/afknprod/ASPs/CoP/OpenCoP.asp?Filter=AF-ED-00-38>

Click Register Online for Military Personnel Management Course and select desired class start date.

What does the class look like?

Pre-class: 2 hour orientation, course introduction and pre-course assessment to socialize concepts and new technologies and to assess the supervisor's level of comprehension one week before the start date.

The course is self-directed, with one hour on line guest speaker presentations each week. While students are not required to attend presentations "live," it would be in their best interest to do so in order to hear hot topics and ask questions they have from the modules. Presentations are recorded and watched at the convenience of the student if they are unable to attend the actual meeting, and information contained in the presentations is testable.

Students are required to coordinate class work and location with their supervisor. Location options are office, home, the Education Center, or any other location where work is done uninterrupted and students can access the internet, on or off base. As an official Air Force course, students are considered TDY "in-place" with course work authorized during official duty time. Course directors monitor student participation and effort in the course through the Blackboard learning management system to ensure the student allocates the appropriate amount of time. Student participation is one of the requirements to pass this course.

Classes will start the week of 1 Feb (33 students per start thru FY10), 1 Mar, 1 Apr, 3 May, 1 June, and every 4 weeks for FY10. Courses become available on the first scheduled workday of the regularly scheduled administrative work week each month. Slots are limited, so get students to register early. Registration closes on the 15th of the preceding month.

Overview of class topics released and completed each week over the 4 week course:

Week 1: Sources of Guidance and Authority & The Military Airman

Week 2: Career Management

Week 3: Education and Training

Week 4: Performance Management

Each week will contain 3 main elements:

1. Readings, Videos, & Interactive Exercises in Blackboard Learning Content/Mgmt System.
2. On-line Webinar with a subject matter expert presentation delivered and recorded on Defense Connect On-line (DCO) to provide students with listening/viewing options if unable to attend live forum. Webinars will occur on Tuesdays, Wednesdays or Thursdays each week depending on SME availability.
3. Cybersphere. The students discuss new skills/concepts with peers via a message board.

Change Management

We need your marketing and positive approach to launching this new course methodology. Keep HRMS informed of any ideas for improvements to make this a valuable learning experience for the students.

Brought to you by the AF Human Resource Management School, Supervisor Development and Leadership Support Division. Contact Edgar Omar Rodriguez: Email: Edgar.Rodriguez.ctr@maxwell.af.mil Phone: DSN 493-3451 for registration or more information.