

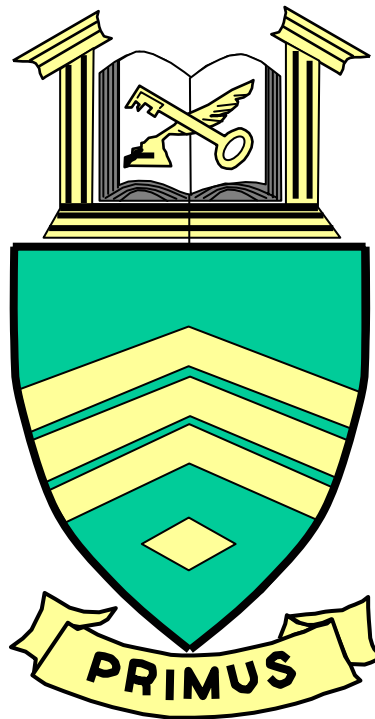
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L660

JUN 06

CIVILIAN/MILITARY WORKGROUPS

**PRERESIDENT TRAINING SUPPORT PACKAGE**



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## PRERESIDENT TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L660 / CIVILIAN/MILITARY WORKGROUPS
<b>Effective Date</b>	01 Jun 2006
<b>Supersedes TSP(s) / Lesson(s)</b>	L660, Civilian/Military Workgroup, Jun 05
<b>TSP Users</b>	521-SQIM (DL), First Sergeants Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

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**Purpose**

This Training Support Package provides the student with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

158-100-1183

Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

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This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data .....	4
Section II Introduction.....	7
Terminal Learning Objective - Compare key tasks performed in a civilian/military workgroup. ....	7
Section III Presentation .....	9
Enabling Learning Objective A - Determine the differences between civilian and military methodologies of supervision, training, and evaluation. ....	9
Enabling Learning Objective B - Interpret chain of command, manpower mix, and civilian/military duty relationship. ....	10
Enabling Learning Objective C - Interpret military and civilian job/duty descriptions. ....	11
Enabling Learning Objective D - Determine military and civilian discipline procedures. ....	12
Enabling Learning Objective E - Compare military and civilian duty time.....	13
Enabling Learning Objective F - Determine military and civilian promotion procedures. ....	14
Section IV Summary.....	15
Section V Student Evaluation.....	16
Appendix A - Viewgraph Masters (N/A) A - .....	1
Appendix B - Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C - Practical Exercises and Solutions C - .....	1
Appendix D - Student Handouts D - .....	1

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**CIVILIAN/MILITARY WORKGROUPS**  
**L660 / Version 1**  
**01 Jun 2006**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM (DL)	1	First Sergeant Course

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
158-100-1183	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

**Academic Hours**

The academic hours required to teach this lesson are as follows:

<u>Distance Learning Hours/Methods</u>	
	1 hr 20 mins /Practical Exercise (Performance)
	1 hr 30 mins /Study Assignment
Test	0 hrs
Test Review	0 hrs
<b>Total Hours:</b>	<b>3 hrs</b>

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E651 version 1

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance Access**

Security Level: Unclassified  
 Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 600-20	ARMY COMMAND POLICY	1 Feb 2006	
AR 690-400	TOTAL ARMY PERFORMANCE EVALUATION SYSTEM	16 Oct 1998	
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

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**Student Study Assignments**

- Read SH-1.
- 

**Instructor Requirements**

None

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**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
MSG, FSC graduate, ITC, and SGITC graduate (Enlisted)	1:14	1	3 hrs

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**Equipment Required for Instruction**

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

\* Before Id indicates a TADSS

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**Materials Required**

**Instructor Materials:**  
None

- Student Materials:**
- L660.
  - Pen or pencil and writing paper.
- 

**Classroom, Training Area, and Range Requirements**

None

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**Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

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**Instructional Guidance**

None

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**Proponent  
Lesson  
Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Gaskin, John	CIV	Training Specialist	
Smith, Sandra	SGM	Chief Instructor, FSC	
Estrada, Manuel	SGM	USASMA, CI	
Salcido, Benjamin	GS-09	Chief, FSC	
Todd, Raymond L.	SGM	Chief, Functional Courses	
Bennett-Green, Agnes D.	SGM	Chief, CMDD	



**SECTION II. INTRODUCTION**

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

Civilian employees are an indispensable part of the Army. Only through the integrated efforts of civilians and soldiers can the Army accomplish its assigned missions and make the most effective use of resources. Success is determined by the relationship and interplay that takes place between each member of America's Army. As leaders, it is important for us to know and understand how civilian and military work together to contribute to the successful accomplishment of the Army's mission.

The several thousand Army civilian employees and contractor personnel who served with the armed forces in DESERT SHIELD and DESERT STORM demonstrated that civilians, and the soldiers they support, share the same sense of commitment and selfless service to the Army and to the Nation.

Throughout your career, you will serve in organizations that include civilians. An understanding of their role will enable you to maximize time and energy in your assignment. Many of you will supervise civilian employees sometime during your careers. Similarly, some civilians will supervise military personnel. How well you discharge your responsibility depends upon how well you understand the role of civilian members of the Army team, the policies and systems that govern the military and civilian components of the Army, and your overall leadership responsibilities.

**Terminal Learning Objective**

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Compare key tasks performed in a civilian/military workgroup.
<b>Conditions:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>Standards:</b>	Compare key tasks performed in a civilian/military workgroup IAW civilian workforce handbook (SH-1).

**Safety Requirements**

None

**Risk Assessment Level**

Low

**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

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**Evaluation**

At the end of your phase I training and before entering phase II, you will take an on-line, multiple choice examination. It will test your comprehension of the learning objectives from this and other lessons in phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

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**Instructional  
Lead-In**

None

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**SECTION III. PRESENTATION**

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the differences between civilian and military methodologies of supervision, training, and evaluation.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Determine the differences between civilian and military methodologies of supervision, training, and evaluation IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Civilian and Military Differences

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 20 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Civilian and Military Differences

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 15 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 15 minutes to complete the questions.
- Complete questions 1 thru 8 of Practical Exercise 1, pp C-2 and C-3.
- Compare your responses with the solutions on pp C-5 and C-6 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The practical exercise serves as a check on learning for this ELO.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Interpret chain of command, manpower mix, and civilian/military duty relationship.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Interpret chain of command, manpower mix, and civilian/military duty relationship IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Determine Civilian and Military Duty Relationship

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Determine Civilian and Military Duty Relationship

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 15 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- • This is a self-graded exercise.
- • It should take you approximately 15 minutes to complete the questions.
- Complete questions 9 thru 12 of Practical Exercise 1, p C-3.
- Compare your responses with the solutions on p C-6 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The practical serves as a check on learning for this ELO.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Interpret military and civilian job/duty descriptions.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Interpret military and civilian job/duty descriptions IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Military and Civilian Duty Descriptions

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Military and Civilian Duty Descriptions

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 10 minutes to complete the questions.
- Complete questions 13 thru 16 of Practical Exercise 1, p C-3.
- Compare your responses with the solutions on pp C-6 and C-7 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The practical exercise serves as a check on learning for this ELO.

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine military and civilian discipline procedures.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Determine military and civilian discipline procedures IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Military and Civilian Discipline Procedures

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Military and Civilian Discipline Procedures

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 10 minutes to complete the questions.
- Complete questions 17 and 18 of Practical Exercise 1, p C-4.
- Compare your responses with the solutions on p C-7 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The practical exercise serves as a check on learning for this ELO.

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Compare military and civilian duty time.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Compare military and civilian duty time IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Military and Civilian Duty Time

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Military and Civilian Duty Time

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 10 minutes to complete the questions.
- Complete questions 19 and 20 of Practical Exercise 1, p C-4.
- Compare your responses with the solutions on p C-7 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The practical exercise serves as a check on learning for this ELO.

**F. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine military and civilian promotion procedures.
<b>CONDITIONS:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).
<b>STANDARDS:</b>	Determine military and civilian promotion procedures IAW civilian workforce handbook (SH-1).

1. Learning Step / Activity 1. Military and Civilian Promotion Procedures

Method of Instruction: Study Assignment  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Read Civilian Workforce Handbook (SH-1), pp SH-1-2 thru SH-1-21.

2. Learning Step / Activity 2. Military and Civilian Promotion Procedures

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Individualized, self-paced Instruction  
Instructor to Student Ratio: 1:14  
Time of Instruction: 10 mins  
Media: None

Try to answer the questions without referring to the student handout or the solution when you complete the questions. Write your answer in the space provided.

- This is a self-graded exercise.
- It should take you approximately 10 minutes to complete the questions.
- Complete questions 21 thru 23 of Practical Exercise 1, p C-4.
- Compare your responses with the solutions on p C-7 for Practical Exercise 1.
- If your response does not agree, review the appropriate reference/lesson material.

**CHECK ON LEARNING:** The check on learning serves as a check on learning for this ELO.



**SECTION IV. SUMMARY**

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

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The practical exercise serves as a check on learning for this lesson.

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**Review / Summarize Lesson**

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None

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**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

At the end of your phase I training and before entering phase II, you will take an on-line, multiple choice examination. It will test your comprehension of the learning objectives from this and other lessons in phase I. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

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**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Please complete the student questionnaire and mail to USASMA.

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## QUESTIONNAIRE

### L660

Complete the following blocks:

- Enter your name, your rank, and the date you complete this questionnaire.

Name:

Rank:

Date:

- Answer items 1 through 6 below in the space provided.
- Fold the questionnaire so the address for USASMA is visible.
- Print your return address, add postage, and mail.

**NOTE:** Your response to this questionnaire will assist the Academy in refining and improving the course. When completing the questionnaire, answer each question frankly. Your assistance helps build and maintain the best Academy curriculum possible.

**Item 1:**

Do you feel you have met the learning objectives of this lesson?

**Item 2:**

Was the material covered in this lesson new to you?

**Item 3:**

Which parts of this lesson were most helpful to you in the learning objectives?

**Item 4:**

How could we improve the format of this lesson?

**Item 5:**

How could we improve the content of this lesson?

**Item 6:**

Do you have additional questions or comments? If you do, please list them here. You may add additional pages if necessary

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COMDT USASMA  
ATTN ATSS DCF  
BLDG 11291 BIGGS FLD  
FT. BLISS, TX 79918-8002

**Appendix A - Viewgraph Masters (N/A)**

**Appendix B - Test(s) and Test Solution(s) (N/A)**

## Appendix C

### PRACTICAL EXERCISE 1

<b>Title</b>	CIVILIAN/MILITARY WORKGROUPS						
<b>Lesson Number / Title</b>	L660 version 1 / CIVILIAN/MILITARY WORKGROUPS						
<b>Introduction</b>	The intent of this practical exercise is to acquaint you with the differences of the military and civilian workgroups and how they are governed by regulations.						
<b>Motivator</b>	Throughout your career you will serve in organizations that include civilians. An understanding of their role will enable you to maximize time and energy in your assignment. Many of you will supervise civilian employees sometime during your careers. Similarly, some civilians will supervise military personnel. How well you discharge your responsibility depends upon how well you understand the role of civilian members of the Army team, the policies and systems that govern the military and civilian components of the Army, and your overall leadership responsibilities. This practical exercise will aid you in identifying the different aspects of the civilian workgroups.						
<b>Terminal Learning Objective</b>	At the completion of this lesson, you [the student] will: <table border="1"><tr><td><b>Action:</b></td><td>Compare key tasks performed in a civilian/military workgroup.</td></tr><tr><td><b>Conditions:</b></td><td>As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).</td></tr><tr><td><b>Standards:</b></td><td>Compare key tasks performed in a civilian/military workgroup IAW civilian workforce handbook (SH-1).</td></tr></table>	<b>Action:</b>	Compare key tasks performed in a civilian/military workgroup.	<b>Conditions:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).	<b>Standards:</b>	Compare key tasks performed in a civilian/military workgroup IAW civilian workforce handbook (SH-1).
<b>Action:</b>	Compare key tasks performed in a civilian/military workgroup.						
<b>Conditions:</b>	As a first sergeant in a self-study environment given civilian workforce handbook (SH-1).						
<b>Standards:</b>	Compare key tasks performed in a civilian/military workgroup IAW civilian workforce handbook (SH-1).						
<b>Safety Requirements</b>	None						
<b>Risk Assessment</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	This is a self-graded exercise. It should take you approximately 1 hour to complete the PE. It should take you about 20 minutes to self-grade the PE using the solutions found at Appendix C.						
<b>Instructional Lead-In</b>	None						

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**Resource Requirements**

**Instructor Materials:**  
None

**Student Materials:**

- Practical exercise and solution.
  - Pen or pencil and paper.
- 

**Special Instructions**

You should try to score 80 percent on this practical exercise. If you do not score 80 percent, you should go back and review the material presented in this lesson. Each answer has the reference where you can find the correct answer to the question. Some of the material covered in this lesson will appear on the Phase I final examination.

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**Procedures**

QUESTIONS 1 thru 7: List one difference or one similarity between civilian and military programs and requirements.

1. Supervisory requirements

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2. Training system

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3. Evaluation system

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4. Chain of command

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5. Job descriptions

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6. Work schedules

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7. Promotion procedures

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**Procedures,  
continued**

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QUESTION 8: What occupations do you usually find a high concentration of civilians?

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QUESTION 9: What are the benefits of hiring civilians?

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QUESTION 10: Do civilians have the authority to command?

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QUESTION 11: What is the equivalent military rank of a senior executive?

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QUESTION 12: What is the basic role of the DA civilian?

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QUESTION 13: What is one general responsibility for DA civilians?

- A. Primarily involved with units and unit operations.
- B. Maintains, administers, and manages the Army's equipment, support activities, and technical systems.
- C. Is primarily involved with individual soldier and team leading.
- D. Assure continuity of administration and operations.

QUESTION 14: What do civilians use performance ratings for?

- A. Deciding who keeps or loses a job during a reduction in force
- B. Promotions, performance awards
- C. Training, and reassignments
- D. All of the Above

QUESTION 15: What does the acronym ACTEDS mean?

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QUESTION 16: What are the six sources for civilian training?

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**Procedures,  
continued**

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QUESTION 17: What are the DA standards for evaluating senior performance?

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QUESTION 18: Who is responsible for individual civilian training?

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QUESTION 19: How are civilian grades/ranks determined?

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QUESTION 20: Where is the source of civilian authority?

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QUESTION 21: How much annual leave does a full-time GS civilian employee receive every pay period until the third year?

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QUESTION 22: How long can a civilian be detailed for assignments outside their normal duties?

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QUESTION 23: ACTEDS is a sequential and progressive training system modeled after?

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**Feedback  
Requirements**

None

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## **SOLUTION TO PRACTICAL EXERCISE 1**

QUESTIONS 1 thru 7: List one difference or one similarity between civilian and military programs and requirements.

ANSWER:

### 1. Supervisory requirements

- Similarity: Management functions within both systems address the same issues and concerns of policy, planning, budgeting and evaluating.
- Similarity: Leading and caring for subordinates are paramount to both systems.
- Difference: Major disciplinary actions are conducted through The military chain of command for military and Civilian personnel for civilians.

Ref: FM 22-100 (SH-1), p SH-1-8, fig A-1

ANSWER:

### 2. Training system

Difference: Training for military members focuses on leadership and common military skills and most is mandated by regulation. The specific duties of the position in which employed and leadership requirements dictate the training a civilian will receive, and it is not necessarily mandatory.

Ref: Civilian Workforce Handbook (SH-1), p 1-21a(5), summary

ANSWER:

### 3. Evaluation system

Similarity: The NCOER and the OER are models for the civilian TAPES.

Ref: Civilian Workforce Handbook (SH-1), p 1-10, evaluations

ANSWER:

### 4. Chain of command

Similarity: The organizational levels in the staff chain are the same for both systems, i.e., from the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army to the installation level.

Ref: Civilian Workforce Handbook (SH-1), p 1-21b(3), summary

ANSWER:

### 5. Job descriptions

Difference: Military members carry their grade with them regardless of the job they perform. The position occupied may not affect the military members grade. However, the position a civilian occupies, determines their grade or rank. If they move to a new position they assume the rank of the position. Their eligibility to hold the position will determine if they can move to that position.

Ref: Civilian Workforce Handbook (SH-1), p 1-21a(2), summary

ANSWER:

### 6. Work schedules

Difference: Normally civilians work 80 hours in two weeks (40 hours a week), military work 24 hours a day, to meet mission requirements

Ref: Civilian Workforce Handbook (SH-1), p 1-20, civilian work schedule concepts

ANSWER:

7. Promotion procedures

Difference: Civilian promotion depends solely on the position or job they occupy. Civilians do not have a predetermined up or out method of hiring and retiring. A civilian move is dependent on the job, not the number of years in service.

Difference: Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. However, civilians are recruited to fill established position vacancies. Civilian recruiting is conducted primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

Ref: Civilian Workforce Handbook (SH-1), p 1-21, civilian promotions

QUESTION 8: What occupations do you usually find a high concentration of civilians?

ANSWER: Logistics, research & development and base operations.

Ref: Civilian Workforce Handbook (SH-1), p 1-14, percentage of the work force

QUESTION 9: What are the benefits of hiring civilians?

ANSWER: More economical, costs are lower for civilians; free resources for uniquely military missions; provide support so military can focus on military tasks. APPENDIX D, PAGE SH-1-11.

Ref: Civilian Workforce Handbook (SH-1), p 1-14, economy of civilian vs military

QUESTION 10: Do civilians have the authority to command?

ANSWER: No, only the President of the United States can command.

Ref: FM 22-100 (SH-1), p 1-7, A-5 and Civilian Workforce Handbook (SH-1), p 1-18, source of authority

QUESTION 11: What is the equivalent military rank of a senior executive?

ANSWER: General Officer.

Ref: Civilian Workforce Handbook (SH-1), p 1-14, percentage of the workforce

QUESTION 12: What is the basic role of the DA civilian?

ANSWER: They support and serve in mission accomplishment.

Ref: Civilian Workforce Handbook (SH-1), p 1-14, role of the civilian

QUESTION 13: What is one general responsibility for DA civilians?

ANSWER: D, assure continuity of administration and operations.

Ref: Civilian Workforce Handbook (SH-1), p 1-14, role of the civilian

QUESTION 14: What do civilians use performance ratings for?

ANSWER: D, All of the above.

- A. Deciding who keeps or loses a job during a reduction in force
- B. Promotions, performance awards
- C. Training, and reassignments
- D. All of the Above

Ref: Civilian Workforce Handbook (SH-1), p 1-10, performance ratings

QUESTION 15: What does the acronym ACTEDS mean?

ANSWER: Army Civilian Training and Education Development System.

Ref: Civilian Workforce Handbook (SH-1), p 1-11, the civilian leader development action plan

QUESTION 16: What are the six sources for civilian training?

ANSWER:

- CPAC and CPOC sponsored courses
- Army Education Centers
- Army correspondence courses
- In-house expertise
- On-the-job training
- Government and non government training and schools

Ref: Civilian Workforce Handbook (SH-1), p 1-12, sources for civilian training

QUESTION 17: What are the DA standards for evaluating senior performance?

ANSWERS:

- Technical competence
- Innovation and initiative
- Responsibility and accountability
- Working relationship
- Communication

Ref: Civilian Workforce Handbook (SH-1), p 1-10, evaluation forms, DA Form 7222-1

QUESTION 18: Who is responsible for individual civilian training?

ANSWER: The employee, the supervisor, agency management, and the agency human resources development office.

Ref: Civilian Workforce Handbook (SH-1), p 1-12, individual training

QUESTION 19: How are civilian grades/ranks determined?

ANSWER: By the position they permanently hold

Ref: Civilian Workforce Handbook (SH-1), p 1-16, civilian work force

QUESTION 20: Where do civilians derive their authority from?

ANSWER: unit or organization commanders, Army Regulations, and Title 5 U.S. Code

QUESTION 21: How much annual leave does a full-time GS civilian employee receive every pay period until the third year?

ANSWER: 4 hours.

Ref: Civilian Workforce Handbook (SH-1), p 1-20, leave

QUESTION 22: How long can a civilian be detailed for special assignments outside their normal duties?

ANSWER: Up to 120 days.

Ref: Civilian Workforce Handbook (SH-1), p 1-21, civilian promotions

QUESTION 23: ACTEDS is a sequential and progressive training system modeled after?

ANSWER: Military System.

Ref: Civilian Workforce Handbook (SH-1), p 1-12, ACTEDS, 5th bullet

## Appendix D

### HANDOUTS FOR LESSON 1: L660 version 1

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This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Extracted Material from various sources	SH-1-2 thru SH-1-21

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## Student Handout 1

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This student handout contains 20 pages of material from the following publications:

AR 600-20, Army Command Policy, 1 February 2006

Paragraph 1-5, Command p SH-1-2

AR 690-400, Chapter 4302, Total Army  
Performance Evaluation System, 16 October 1998

Paragraph 1-5, Components of the Total Army  
Performance Evaluation System (TAPES) pp SH-1-3 thru SH-1-6

FM 22-100, Army Leadership, 31 August 1999

Appendix A pp SH-1-7 thru SH-1-9

Civilian Personnel On Line PERMISS web-site pp SH-1-10 thru SH-1-21

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## 1-5. Command

*a. Privilege to command.* Command is exercised by virtue of office and the special assignment of members of the United States Armed Forces holding military grade who are eligible to exercise command. A commander is, therefore, a commissioned or warrant officer who, by virtue of grade and assignment, exercises primary command authority over a military organization or prescribed territorial area that under pertinent official directives is recognized as a "command." The privilege to command is not limited solely by branch of Service except as indicated in chapter 2. A civilian, other than the President as Commander-in-Chief (or National Command Authority), may not exercise command. However, a civilian may be designated to exercise general supervision over an Army installation or activity (for example, Dugway Proving Ground).

*b. Elements of command.* The key elements of command are authority and responsibility. Formal authority for command is derived from the policies, procedures, and precedents presented in chapters 1 through 3.

*c. Characteristics of command leadership.* The commander is responsible for establishing leadership climate of the unit and developing disciplined and cohesive units. This sets the parameters within which command will be exercised and, therefore, sets the tone for social and duty relationships within the command.

Commanders are also responsible for the professional development of their Soldiers. To this end, they encourage self-study, professional development, and continued growth of their subordinates' military careers.

(1) Commanders and other leaders committed to the professional Army ethic promote a positive environment. If leaders show loyalty to their Soldiers, the Army, and the nation, they earn the loyalty of their Soldiers. If leaders consider their Soldiers' needs and care for their well-being, and if they demonstrate genuine concern, these leaders build a positive command climate.

(2) Duty is obedient and disciplined performance. Soldiers with a sense of duty accomplish tasks given them, seize opportunities for self-improvement, and accept responsibility from their superiors. Soldiers, leader and led alike, work together to accomplish the mission rather than feed their self-interest.

(3) Integrity is a way of life. Demonstrated integrity is the basis for dependable, consistent information, decision making, and delegation of authority.

(4) Professionally competent leaders will develop respect for their authority by—

(a) Striving to develop, maintain, and use the full range of human potential in their organization. This potential is a critical factor in ensuring that the organization is capable of accomplishing its mission.

(b) Giving troops constructive information on the need for and purpose of military discipline. Articles in the Uniform Code of Military Justice (UCMJ) that require explanation will be presented in such a way to ensure that Soldiers are fully aware of the controls and obligations imposed on them by virtue of their military service (see Art 137, UCMJ).

(c) Properly training their Soldiers and ensuring that both Soldiers and equipment are in the proper state of readiness at all times. Commanders should assess the command climate periodically to analyze the human dimension of combat readiness. Soldiers must be committed to accomplishing the mission through the unit cohesion developed as a result of a healthy leadership climate established by the command. Leaders at all levels promote the individual readiness of their Soldiers by developing competence and confidence in their subordinates. In addition to being mentally, physically, tactically, and technically competent, Soldiers must have confidence in themselves, their equipment, their peers, and their leaders. A leadership climate in which all Soldiers are treated with fairness, justice, and equity will be crucial to development of this confidence within Soldiers. Commanders are responsible for developing disciplined and cohesive units sustained at the highest readiness level possible.

(d) Requirement of Exemplary Conduct (Section 3583, Title 10, United States Code (10 USC 3583)). All commanding officers and others in authority in the Army are required—

1. To show in themselves a good example of virtue, honor, patriotism, and subordination.

2. To be vigilant in inspecting the conduct of all persons who are placed under their command.

3. To guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Army, all persons who are guilty of them.

4. To take all necessary and proper measures, under the laws, regulations, and customs of the Army. 5. To promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge.

*d. Assignment and command.* Soldiers are assigned to stations or units where their services are required.

The commanding officer then assigns appropriate duties. Without orders from proper authority, a Soldier may only assume command when eligible according to chapter 2.



## **1-5. COMPONENTS OF THE TOTAL ARMY PERFORMANCE EVALUATION SYSTEM (TAPES)**

All civilian employees except those excluded in paragraph 1 – 3 above will be included under either the Base or the Senior systems, which provide for:

### *a. Written Performance Plans.*

Employees will have written performance plans which document expectations that are based on organizational mission and goals and that reflect the types of duties and responsibilities listed in their job descriptions. Plans consist of preprinted Responsibilities (Base system only) and performance standards and individual job-related expectations set forth during performance-related discussions.

(1) The plans, representing joint efforts of Ratees and their rating chains, should be in place within 30 days from the beginning of each rating period.

(2) The plans must be reviewed and approved by the rating chain at least at the beginning of the rating period and any other time that expectations change significantly.

(3) Performance plans are recorded on the Counseling Checklists, DA Form 7223-1 (Base System Civilian Performance Counseling Checklist Record), in the Base System; on the Support Form, DA Form 7222-1 (Senior System Civilian Evaluation Report Support Form), in the Senior System; and on the ICD for Ratees whose job descriptions are so generated.

(4) Performance plans become effective on the day they are approved by the Senior Rater. If a Senior Rater is not utilized, the effective date is the day they are approved by the rater.

*b. Annual Rating Periods.* All Ratees will have pre-established 12-month rating periods. MACOMs or local activities establish rating periods for Ratees in the Base System. Ratees in the Senior System are rated in standard annual rating cycles based on pay plan and grade, as follows:

1 JUL - 30 JUN - ST, SL, GM, WS/GS-13 and above, employees at equivalent levels in other pay plans. 1 NOV - 31 OCT - WS/GS-9 through 12 and employees at equivalent levels in other pay plans (except

WL and WG).

NOTE: CAREER INTERNS are rated 6 months after their entry into the position and again at the end of 12 months. This first rating (at 6 months) is considered a Special Rating. The first annual rating is rendered at the end of 12 months. Interns continue on their unique annual rating cycles (based on their entry into the positions) until they complete the Intern Program - at which time they are phased into the DA cyclic rating periods.

*c. Official Rating Chain.* Each Ratee will have an identified rating chain consisting of at least a Rater and a Senior Rater. If a level of supervision exists between the Rater and the Senior Rater or if circumstances require an additional rater (e.g. someone who is not in the Ratee's official supervisory chain but who frequently or consistently assigns work and observes the Ratee's performance), an Intermediate Rater is included in the chain. If the commander or equivalent leader is the Rater, he/she may serve as Senior Rater also. The utilization of a Senior Rater and Intermediate Rater in the review of performance plans and appraisals is optional except in the situation in which an employee fails one or more of the objectives/responsibilities. In that situation, the Senior Rater must review the rating assigned by the Rater.

*d. Minimum Rating Period.* Army's minimum rating period is 120 days. Ratees cannot be rated until they perform under approved performance plans for at least 120 days.

*e. Special Requirements for Performance Plans and Ratings.* Some positions include specific requirements for which clearly defined performance expectations should be developed for each rating period. Among these requirements are Supervision and/or Leadership and Equal Employment Opportunity/Affirmative Action (EEO/AA) planned efforts for all supervisors and managers; plans to increase competition and achieve cost savings in contracting and of contracting officers to make awards to small business concerns (10 USC 2301); individual efforts to eliminate wasteful practices and achieve cost savings in inventory management (Section 323 of Public Law 101-510); and discharge of

security, internal control, safety, and other relevant responsibilities of the position.

*f. Written Performance Appraisals.* Written performance appraisals with Overall Performance Ratings assigned will be completed and recorded on DA Form 7223 (Base System Civilian Evaluation Report) for the Base system and on DA Form 7222 (Senior System Civilian Evaluation Report) for the Senior system. There are two types of written appraisals: annual and special.

*g. Objective Ratings.* The ratings assigned to Objectives that are rated in the Senior System. Objectives ratings define the level of performance achieved for that Objective as follows:

EXCELLENCE - Consistently exceeds level described by standards and documented expectations; frequently produces more and/or better than expected.

SUCCESS - Usually performs at the level described by the standards and documented expectations. Quality/quantity of accomplishments are generally at expected levels. Strengths clearly outweigh weaknesses.

NEEDS IMPROVEMENT - Sometimes performs at level described by standards and documented expectations. However, fails enough so that weaknesses slightly outweigh strengths.

FAILS - Frequently fails to perform at levels described by standards and documented expectations. Rarely achieves expected results. Weaknesses clearly outweigh strengths.

*h. Responsibilities Ratings.* The ratings assigned each of the Responsibilities in the Base system which define the level of performance achieved for that Responsibility, as follows:

EXCELLENCE - Consistently exceeds level described by standards and documented expectations; frequently produces more and/or better than expected.

SUCCESS - Usually performs at the level described by the standards and documented expectations. Quality/quantity of accomplishments are generally at expected levels. Strengths clearly outweigh weaknesses.

NEEDS IMPROVEMENT - Sometimes performs at level described by standards and documented expectations. However, fails enough so that weaknesses slightly outweigh strengths.

FAILS - Frequently fails to perform at levels described by standards and documented expectations. Rarely achieves expected results. Weaknesses clearly outweigh strengths.

*i. Overall Rating Formulas.* Overall Performance Ratings are derived from formulas that establish how Objectives and Responsibilities ratings determine the Overall Performance Rating. These formulas are defined below:

BASE SYSTEM

SUCCESSFUL

LEVEL 1 - Ratee with No Supervisory Duties is rated EXCELLENCE in 3 or more of the no supervisory Responsibilities and SUCCESS in the remaining nonsupervisory Responsibilities. Ratee with Supervisory Duties is rated EXCELLENCE in 4 or more Responsibilities - at least one of which must be either Supervision/Leadership or EEO/AA - and SUCCESS in the remainder. (This is Level 5 in 5 CFR, Part 430.)

LEVEL 2 - Ratee with No Supervisory Duties is rated EXCELLENCE in either two or one of the nonsupervisory Responsibilities and SUCCESS in there remaining nonsupervisory Responsibilities. Ratee with Supervisory Duties is rated EXCELLENCE in either two or three Responsibilities - one must be either Supervision/Leadership or EEO/AA—and SUCCESS in the remainder. (This is Level 4 in 5 CFR, Part 430.)

LEVEL 3 - Ratee with no supervisory duties is rated SUCCESS n ALL rated responsibilities. Ratee with supervisory duties is rated EXCELLENCE in one or more nonsupervisory responsibilities but SUCCESS in both Supervision/Leadership and EEO/AA or who is rated SUCCESS in all nonsupervisory responsibilities and EXCELLENCE in either Supervision/Leadership or EEO/AA. (This is Level 3 in 5 CFR 430.)

FAIR - Ratee is rated NEEDS IMPROVEMENT in 1 or more Responsibilities and NOT RATED FAILS IN ANY. (This is Level 2 in 5 CFR 430.)

UNSUCCESSFUL - Ratee is rated FAILS in 1 or more Responsibilities - regardless of ratings assigned remaining Responsibilities. (This is Level 1 in 5 CFR 430.)

SENIOR SYSTEM

SUCCESSFUL

LEVEL 1 - Ratee with No Supervisory Duties is rated EXCELLENCE in 75 percent or

more of the Objectives and SUCCESS in the remaining nonsupervisory Objectives. Ratee with Supervisory Duties must also be rated EXCELLENCE in 75 percent or more of ALL Objectives - which must include EXCELLENCE ratings for either Organizational Management/Leadership Objective(s) or EEO/AA Objective(s) - and SUCCESS in the others. (Level 5 in 5 CFR, Part 430.)

LEVEL 2 - Ratee with No Supervisory Duties is rated Excellence in 25-74 percent of rated Objectives and SUCCESS in the remaining Objectives. Ratee with Supervisory Duties must be rated EXCELLENCE in 25-74 percent of ALL Objectives - which must include EXCELLENCE ratings for either Organizational Management/Leadership Objective(s) or EEO/AA Objective(s) and at least SUCCESS in others. (Level 4 in 5 CFR, Part 430.)

LEVEL 3 - All Ratees who are rated SUCCESS in ALL rated Objectives or EXCELLENCE in 1% through 24% and SUCCESS in remaining Objectives. Ratees with Supervisory Duties who were rated EXCELLENCE in any number of Objectives but SUCCESS in those Objectives for both Organizational Management and Leadership and EEO/AA. (Level 3 in 5 CFR 430.)

FAIR - All Ratees who are rated NEEDS IMPROVEMENT in 1 or more Objective(s) and are NOT RATED FAILS IN ANY. (Level 2 in 5 CFR 430.)

UNSUCCESSFUL - All Ratees rated FAILS in 1 or more Objective(s) - regardless of ratings assigned other Objectives. (Level 1 in 5 CFR 430.)

*j. Ratings for Temporary Promotions and Details.* Temporary promotions and details for 120 days or more require performance plans and normally are documented by special appraisals.

(1) The exception to preparing a special rating involves temporary promotions which are ongoing at the end of the Ratee's annual rating cycle. A Ratee temporarily promoted officially occupies the position to which promoted. Therefore, if the Ratee's scheduled annual rating cycle ends while the Ratee is on temporary promotion which has lasted at least 120 days, the Rater of the position to which temporarily promoted prepares the annual appraisal.

(2) Conversely, a Ratee who is detailed

continues to occupy the position from which detailed for official purposes. Thus, the Rater of the detailed position prepares a special appraisal if the Ratee's annual rating cycle ends during the detail. The Rater for the position from which the Ratee is detailed may either attach the special appraisal to the annual appraisal he/she prepares or, if the detailed lasted for most of the rating period, adopt the special appraisal as the annual appraisal.

*k. Reconsideration Processes.* Ratees who have dissatisfactions with their performance appraisals that they cannot resolve informally may request formal reconsideration. The formal request for reconsideration should be submitted in the form of a grievance, either through a negotiated procedure or through locally-established procedures required by DOD CPM 1400.25M, subchapter 771.

*l. Performance Which Fails to Meet Expectations.* Ratees who fail to meet Responsibilities/ Objectives must be so informed in writing, provided guidance and assistance, and given a reasonable opportunity to improve performance. Nonprobationary Ratees who do not improve after being given formal opportunities to do so under Performance Improvement Plans (PIPs) will be reassigned, reduced in grade, or removed in accordance with procedures set forth by 5 CFR 432 and AR 690-400, Chapter 432. In certain circumstances, adverse actions for performance may be effected under AR 690-700, Chapter 751. In these cases, the requirements for notice and a PIP are encouraged but not mandated. Management, the Labor Counselor and the Civilian Personnel Office representative should let the facts of the case direct the best course of action.

*m. Performance Which "Needs Improvement."* At any time during the rating cycle that the Ratee is determined to "Need Improvement" in one or more Responsibilities or Objectives, the Rater should notify the Ratee and consider providing assistance. Such assistance may include but is not limited to formal training, on the job training, counseling, and closer supervision.

*n. Inability to Rate.* When annual ratings cannot be prepared at the end of the

scheduled rating cycles (e.g. extended illness or Long-Term classroom training of the Ratee), rating periods are extended for the time necessary to meet the minimum 120-day requirement, at which time annual ratings will be prepared. Until current ratings can be prepared, the most recent ratings of record remain in effect for all purposes except Reduction in Force (RIF). For RIF, a Ratee without a current rating of record will be assigned a presumed Successful Level 3 to adjust Service Computation Date unless he/she has three actual ratings which were

assigned during the four year window established by the activity for the RIF.

*o. Forced Distribution.* Activities may not prescribe a distribution of rating levels. Ratees must be rated against written, communicated performance expectations and not ranked among others.

*p. Transfer of Rating.* When Ratees leave their positions during the rating period for details, temporary promotions or permanent transfers, they should be rated in accordance with guidance set forth in Appendix A.

## Appendix A

### Roles and Relationships

A-1. When the Army speaks of soldiers, it refers to commissioned officers, warrant officers, noncommissioned officers (NCOs), and enlisted personnel—both men and women. The terms commissioned officer and warrant officer are used when it is necessary to specifically address or refer to a particular group of officers. All Army leaders—soldiers and DA civilians—share the same goal: to accomplish their organization's mission. The roles and responsibilities of Army leaders—commissioned, warrant, noncommissioned, and DA civilian—overlap. Figure A-1 summarizes them.

A-2. Commissioned officers are direct representatives of the President of the United States. Commissions are legal instruments the president uses to appoint and exercise direct control over qualified people to act as his legal agents and help him carry out his duties. The Army retains this direct-agent relationship with the president through its commissioned officers. The commission serves as the basis for a commissioned officer's legal authority. Commissioned officers command, establish policy, and manage Army resources. They are normally generalists who assume progressively broader responsibilities over the course of a career.

A-3. Warrant officers are highly specialized, single-track specialty officers who receive their authority from the Secretary of the Army upon their initial appointment. However, Title 10 USC authorizes the commissioning of warrant officers (WO1) upon promotion to chief warrant officer (CW2). These commissioned warrant officers are direct representatives of the president of the United States. They derive their authority from the same source as commissioned officers but remain specialists, in contrast to commissioned officers, who are generalists. Warrant officers can and do command detachments,

units, activities, and vessels as well as lead, coach, train, and counsel subordinates. As leaders and technical experts, they provide valuable skills, guidance, and expertise to commanders and organizations in their particular field.

A-4. NCOs, the backbone of the Army, train, lead, and take care of enlisted soldiers. They receive their authority from their oaths of office, law, rank structure, traditions, and regulations. This authority allows them to direct soldiers, take actions required to accomplish the mission, and enforce good order and discipline. NCOs represent officer, and sometimes DA civilian, leaders. They ensure their subordinates, along with their personal equipment, are prepared to function as effective unit and team members. While commissioned officers command, establish policy, and manage resources, NCOs conduct the Army's daily business.

A-5. As members of the executive branch of the federal government, DA civilians are part of the Army. They derive their authority from a variety of sources, such as commanders, supervisors, Army regulations, and Title 5 USC. DA civilians' authority is job-related: they normally exercise authority related to their positions. DA civilians fill positions in staff and base sustaining operations that would otherwise have to be filled by officers and NCOs. Senior DA civilians establish policy and manage Army resources, but they do not have the authority to command.

A-6. The complementary relationship and mutual respect between the military and civilian members of the Army is a long-standing tradition. Since the Army's beginning in 1775, military and DA civilian duties have stayed separate, yet necessarily related. Taken in combination, traditions, functions, and laws serve to delineate the particular duties of military and civilian members of the Army.

## **THE COMMISSIONED OFFICER**

- **Commands, establishes policy, and manages Army resources.**
- **Integrates collective, leader, and soldier training to accomplish missions.**
- **Deals primarily with units and unit operations.**
- **Concentrates on unit effectiveness and readiness.**

## **THE WARRANT OFFICER**

- **Provides quality advice, counsel, and solutions to support the command.**
- **Executes policy and manages the Army's systems.**
- **Commands special-purpose units and task-organized operational elements.**
- **Focuses on collective, leader, and individual training.**
- **Operates, maintains, administers, and manages the Army's equipment, support activities, and technical systems.**
- **Concentrates on unit effectiveness and readiness.**

## **THE NONCOMMISSIONED OFFICER**

- **Trains soldiers and conducts the daily business of the Army within established policy.**
- **Focuses on individual soldier training.**
- **Deals primarily with individual soldier training and team leading.**
- **Ensures that subordinate teams, NCOs, and soldiers are prepared to function as effective unit and team members.**

## **THE DEPARTMENT OF THE ARMY CIVILIAN**

- **Establishes and executes policy, leads people, and manages programs, projects, and Army systems.**
- **Focuses on integrating collective, leader, and individual training.**
- **Operates, maintains, administers, and manages Army equipment and support, research, and technical activities.**
- **Concentrates on DA civilian individual and organizational effectiveness and readiness.**

Figure A-1. Roles and Responsibilities of Commissioned, Warrant, Noncommissioned, and DA Civilian Leaders

## AUTHORITY

A-7. Authority is the legitimate power of leaders to direct subordinates or to take action within the scope of their positions. Military authority begins with the Constitution, which divides it between Congress and the president. (The Constitution appears in Appendix F.) Congress has the authority to make laws that govern the Army. The president, as commander in chief, commands the armed forces, including the Army. Two types of military authority exist: command and general military.

### Command Authority

A-8. Command is the authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources to organize, direct, coordinate, employ, and control military forces so that they accomplish assigned missions. It also includes responsibility for health, welfare, morale, and discipline of assigned personnel.

A-9. Command authority originates with the president and may be supplemented by law or regulation. It is the authority that a commander lawfully exercises over subordinates by virtue of rank or assignment. Only commissioned and warrant officers may command Army units and installations. DA civilians may exercise general supervision over an Army installation or activity; however, they act under the authority of a military supervisor. DA civilians do not command. (AR 600-20 addresses command authority in more detail.)

A-10. Army leaders are granted command authority when they fill command-designated positions. These normally involve the direction and control of other soldiers and DA civilians. Leaders in command-designated positions have the inherent authority to issue orders, carry out the unit mission, and care for both military members and DA civilians within the leader's scope of responsibility.

### General Military Authority

A-11. General military authority originates in oaths of office, law, rank structure,

traditions, and regulations. This broad-based authority also allows leaders to take appropriate corrective actions whenever a member of any armed service, anywhere, commits an act involving a breach of good order or discipline. AR 600-20, paragraph 4-5, states this specifically, giving commissioned, warrant, and noncommissioned officers authority to "quell all quarrels, frays, and disorders among persons subject to military law"--in other words, to maintain good order and discipline.

A-12. All enlisted leaders have general military authority. For example, dining facility managers, platoon sergeants, squad leaders, and tank commanders all use general military authority when they issue orders to direct and control their subordinates. Army leaders may exercise general military authority over soldiers from different units.

A-13. For NCOs, another source of general military authority stems from the combination of the chain of command and the NCO support channel. The chain of command passes orders and policies through the NCO support channel to provide authority for NCOs to do their job.

### Delegation of Authority

A-14. Just as Congress and the president cannot participate in every aspect of armed forces operations, most leaders cannot handle every action directly. To meet the organization's goals, officers delegate authority to NCOs and, when appropriate, to DA civilians. These leaders, in turn, may further delegate that authority.

A-15. Unless restricted by law, regulation, or a superior, leaders may delegate any or all of their authority to their subordinate leaders. However, such delegation must fall within the leader's scope of authority. Leaders cannot delegate authority they do not have and subordinate leaders may not assume authority that their superiors do not have, cannot delegate, or have retained. The task or duty to be performed limits the authority of the leader to which it is assigned.

## Evaluations

The OER and NCOER evaluation systems are the model for the civilian system. The Total Army Performance Evaluation System (TAPES) is a first step towards merging civilian and military evaluation systems.

### TAPES

TAPES, mirrors the military evaluation form, prompting a supervisor (rater) and subordinate employee (ratee) partnership; expanding ratee's roles in the evaluation and organizational goal setting process.

TAPES is divided into two levels, Senior and Base Systems.

The Senior System covers civilians in GS/WS grades 9 and above and their equivalent in other pay plans (Career Interns are rated under the senior system).

Base System covers GS/WS grade 8 and below and their equivalent pay plans.

Every Army civilian employee has to have a current performance plan and receive an annual evaluation.

*Counseling must occur within the first 30 days of each rating period and during a midyear review. (AR 690-400)*

### Performance Ratings

Performance ratings affect promotions, performance awards, demotions, removals, training, and reassignments. In addition, performance ratings are used as a factor to decide who keeps a job during a reduction in force.

#### Evaluation Forms, DA Form 7222-1

DA Form 7222-1, Senior System Civilian Evaluation Report Support Form helps the rater and ratee:

- define objectives
- link individual and organizational goals
- plan professional development

Ratees may start the process by recommending objectives they would like to accomplish. By working together to establish goals the rater and ratee define work objectives.

The support form becomes the performance plan once initiated and dated by the senior rater. The form summarizes position responsibilities:

- records performance objectives and discussions
- documents the ratee's significant accomplishments at the end of the rating period

DA standards for evaluating senior performance are:

- Technical competence
- Innovation and initiative
- Responsibility and accountability
- Working relationship
- Communication



Supervisors also are rated on:

- EEO and affirmative action
- Organizational management and leadership
- Evaluating contributions
- Reinforcing values
- Documenting potential
- Documenting performance awards, SES pay increases/bonuses

### **The Base System**

The BASE System covers General Schedule (GS) and Wage Grade (WG) 8 and below (we will discuss GS and WG later in this lesson). The system focuses on performance counseling and evaluation. Records of counseling and the performance plan are maintained on the Counseling Checklist/Record, DA Form 7223-1.

### **Performance Counseling**

Performance counseling emphasizes dialogue between rater and ratee by identifying and explaining job requirements and standards, determining training needs, promoting successful performance and discussing Army values. DA standards for evaluating performance for Base System employees are:

- Technical competence
- Adaptability and initiative
- Working relationships and communications
- Responsibility and dependability

Supervisors are also rated on:

- EEO and affirmative action
- Leadership and supervision

### **Training requirements**

In the late 1980's senior leaders began evaluating civilian leadership training. When comparing leadership training between civilians and soldiers, Army leaders noted some obvious differences.

Soldiers have standard, progressive and sequential training systems. Assignments with greater responsibility follow each training level. Career advancement has a set pattern. Therefore, when a soldier reports to his commander or leader, the leader already knows the soldier's training history and what he can expect the soldier to do.

In contrast, civilians come to a job with a variety of training, education and experiences. There is no standard training program ensuring competencies for specific grade levels.

### **The Civilian Leader Development Action Plan**

Training and developing future leaders is vital to the Army. In 1990, The Army's Chief of Staff approved the Civilian Leader Development Action Plan, an outgrowth of the Army Civilian Training and Education Development System (ACTEDS).

The Officer and Noncommissioned Officer Leader Development plans, serve as the model for civilian development and focuses on improving civilian leader development. ACTEDS provides a model to assist leaders to determine training needs, counsel employees, assist in employee's career development and develop training budgets.

## **ACTEDS**

ACTEDS is:

- Sequential and progressive
- Blends formal training and developmental assignments
- Is a career progression road map
- Identifies positions and recommends how employees prepare
- Parallels the military system
- Provides an orderly and systematic approach to technical, professional and leadership training
- Requires both individual and command commitment

## **Individual Training**

Individual training is the responsibility of the employee, the supervisor, agency management, and the agency human resources development office.

ACTEDS plans show formal courses a careerist may take. They list both mandatory and recommended training courses. These plans also show core training courses' civilians should take regardless of their career programs.

## **Sources for Civilian Training**

Sources for civilian training (besides the Civilian Core Leadership training program) include installation Civilian Personnel Advisory Center (CPAC) and Civilian Personnel Operations Center (CPOC) sponsored courses, Army Education Centers, Army correspondence courses, in-house expertise, on-the-job training, government and non-government training and schools.

The installation CPAC serves as the main point of contact for civilian training. Check with them on local procedures and to obtain information on employee training.

## **Awards**

Civilians earn awards for individual performance derived from yearly performance evaluations, or for special acts. They may be honorary or monetary.

An annual appraisal may authorize two types of monetary awards:

- Performance Awards (bonus for above average performance) and
- Quality Step Increase (fast forward step (pay) increase of the employee's annual salary)

(Army Regulation 672-20, Incentive Awards for Army civilians)

## **Other Awards**

Other awards are:

- Special Acts or Service Awards (can be monetary)
- On the Spot Cash Award – monetary
- Time off awards; one day, supervisor approval; higher authority approves 40 to 80 hours for a single contribution ( without charge to leave or loss of pay for an achievement) to the Army mission
- Career Service Awards – Time in service starting at 10 years,15 years, 20 years
- Honorary awards – The Army has a hierarchy of awards to recognize long term high level performance or truly outstanding achievements of civilian employees

## Public Service Awards

Public Service awards:

- Certificate of Appreciation for Patriotic Service
- Letters of Appreciation and Commendation.
- “Awards ideas for Excellence Program” (monetary award) – Employees who submit outstanding ideas for improvement to Army services, operations, procedures, or facilities.

## Comparison of military and civilian awards as follows:

### Civilian Awards

Decoration for Exceptional Service  
Meritorious Civilian Service  
Superior Civilian Service  
Commanders Award for Civilian Service  
Achievement Medal for Civilian Civil Service  
Civilian Award for Humanitarian Service

### Military Awards

Distinguished Service Medal  
Legion of Merit  
Meritorious Service Medal  
Army Commendation Medal  
Army Achievement Medal  
Humanitarian Service

## The Chain of Command

The Chain of Command is the most important organizational channel of communication and supervision technique used by the Army. The chain of command assists commanders and supervisors at all levels in accomplishing the unit's mission and caring for the personnel and property in their charge.

The chain of command, also known as the “Command Channel,” extends from the President, as Commander-in-Chief, down through the various grades of rank to the lowest enlisted person leading the smallest Army element.

Use of the chain of command facilitates the transmission of orders and information from the highest to the lowest levels and vice versus, in a minimum period of time and with the least chance of misinterpretation.

## Subordinate Responsibility and Authority

Commanders are responsible for everything their command does or fails to do. However, commanders subdivide responsibility and authority and assign portions of both to various subordinate commanders, supervisors, leaders and staff members.

In that way, a proper degree of responsibility becomes inherent in each level of command. Thus each person in the chain of command has sufficient authority to accomplish their assigned duties and is held accountable for their actions.

Proper use of the chain of command is vital to the effectiveness of the unit, the organization and the Army. Therefore, every effort must be made to acquaint all personnel with its existence and proper function.

## Right to Command

The office, and the special assignment of members of the armed forces holding military rank who are eligible, determine who will exercise command. A civilian, other than the President as Commander in Chief, **may not exercise command**. However, a civilian may be designated to exercise general supervision over an Army installation or activity under the command of a military superior. (AR 600-20 Army Command Policy, para 1-5a)

## **Manpower Mix**

Civilians are an integral part of America's Army with the same ethics, values and dedication as the military. *America's Army cannot accomplish its mission without the effort of all parts of the Army team; soldier and civilian.*

Civilian employees of the Department of the Army are members of the Executive Branch of the Federal government. They are subject to the same laws, regulations, and systems, as all other federal employees, and to the policies and regulations that are unique to DOD and DA.

## **The Role of the Civilian**

The basic role of DA Civilians is to support and serve in mission accomplishment. DA civilians perform highly technical, specialized, and professional functions as well as support and service assignments to help carry out the Army's complex mission.

Civilians ensure continuity of administration and operations, provide critical technical skills often not available by military personnel, and allow military personnel to concentrate their efforts primarily on military duties and functions.

## **Civilian Career Management**

AR 690-950 identifies a civilian career management system for over 20 civilian career, professional, technical, and administrative fields. The civilian management system has aligned itself with the Army personnel proponent system and is integrating the systems, as stated in AR 600-3, Personnel Proponent System.

## **Percentage of the Workforce**

Civilians make up about 70% of the Army's sustaining base operations work force, 85% of the Army's research and development staff, and 97% of the logistics force. Of this work force, over 10% are supervisors and managers, and more than 350 are senior executives (equivalent to general officers) who provide leadership to every function the Army performs, except combat.

## **Appropriated Fund Employees**

The majority of civilians are appropriated fund employees (usually referred to as civil service). This means they are paid by funds appropriated by the Congress of the United States and managed by the Department of Defense (Army). The Office of Personnel Management (OPM) administers federal civil service laws that govern appropriated fund employees.

## **Nonappropriated Fund Employees**

The other category of civilians are nonappropriated fund employees, which include Army clubs and messes, guest houses, child care centers, bowling centers, etc.

Nonappropriated fund (NAF) activities generate the funds required to pay their employees. Department of the Army policies and regulations, rather than federal law govern NAF employment

## **Economy of Civilian vs Military**

Total costs for a civilian employee, including salary, benefits and training costs, make it more economical to employ civilians in support positions freeing vital military resources for uniquely military missions.

## **General Civilian/Military Responsibilities and Relationships**

To be an effective leader you need to know your mission, assess your soldiers, provide feedback and discipline, provide a means to improve performance for your area, and lead by example.

That is what you need to do for your civilian employees too.

However, how you do that is somewhat different. There are regulations governing civilian personnel management just as there are for the military (Title 5 and Title 10, Code of Federal Regulations). The rules under which civilians are paid, hired, promoted, trained, appraised, given awards, disciplined and retired are different from those governing military personnel.

This is because of the different fund sources, laws and regulations, personnel policies and practices for Army civilian employees.

## **Soldier/Civilian Role Difference**

There should be few problems if you treat civilian and soldier subordinates fairly; but this does not mean you should treat them alike. Soldiers may "work" for a civilian supervisor in a staff environment, but they also "serve" in the Army. Civilians need to consider this situation when assigning tasks and judging performance.

For civilians, supervising soldiers entails a few more responsibilities because the civilian supervisor must consider military aspects of the soldier performance, such as appearance and additional military duties.

The local installation Civilian Personnel Administration Center (CPAC) and the regional Personnel Operating Center (CPOC) perform personnel administration functions.

The CPAC and CPOC are a supervisor resource for help and advice on personnel issues, position and pay management, recruitment and placement, training and development, employee relations, technical services, and labor management relations.

However, it is up to the military or civilian supervisor to learn the rules of the game for day to day implementation, especially in today's environment of downsizing.

## **Differences in Civilian and Military Personnel Policies**

Although the Army is moving closer to integrating some common military and civilian personnel policies, differences continue to exist. Normally soldiers consult their military leaders about military actions.

Civilians consult their immediate supervisor or the Civilian Personnel Advisory Center.

## **Military and Civilian Personnel Systems**

Civilians have played an important role in our country's military since the colonial period. How the army is organized, trained and equipped to fight, affect the role of the civilian.

*There are fundamental differences between the military and civilian personnel systems, but more importantly, there are many similarities in the way we lead and manage soldiers and civilians.*

"It is this common ground that provides an opportunity for all Army leaders to improve their leadership capabilities and to create an organizational climate in which the soldiers and civilians know they're important members of our team". (Written by Lt. GEN Robert M. Elton, US Army Ret., former Deputy Chief of Staff for Personnel, Department of the Army)

(ARNEWS, 1987. Updated April 92)

## **Civilian Work Force**

The Army recruits civilians to fill established position vacancies. Civilian recruitment occurs primarily at the local installation level. Positions may be filled either by internal promotion from local workforce or external hire.

Civilian grades or ranks are determined solely by the position they permanently occupy. Eligibility to hold the position determines if a civilian can move to a position. Most civilians are mobile based on their interests or desires.

Since the civilian program is decentralized, the commander has maximum authority.

## **Civilian Job Categories**

There are three broad categories of civilian jobs.

- General Schedule (GS) positions include administrative, technical, and professional jobs.
- Wage Grade (WG) positions are trade jobs. GS and WG positions have a number grade level assigned within major job categories.
- Senior Executive Service positions which are the equivalent of General Officer positions.

There are separate standards for supervisory and managerial jobs. Every position in the federal government is classified by the Office of Personnel Management (OPM) classification standards, which defines the title, series, and grade level. For example, an Accountant (title) grade 11 would be GS (General Schedule) 510 (Series) 11 (grade), written as; Accountant, GS-510-11.

## **Duties and Job Classification**

Civilians' duties differ depending upon their job classification and grade level. The supervisor assigns the duties and responsibilities, and considers the qualification requirements for the specific position and compares these to the classification standards.

The person and grade define military duties. However, Civilians and Officers do take the same oath upon entry to the Army.

"Duty" for civilians relates directly to the job position and its requirements as determined by the supervisor. For example, a civilian secretary's duties might include filing, typing, coordinating schedules and answering incoming phone calls. For a supervisor, it could entail performance ratings, counseling, and delegating actions. Job classification and grade level differ depending on the job duties.

## **Additional Duties for Civilians**

Assignment to additional duties of long duration, must relate to a DA civilians job position. For example, DA civilians are not normally assigned additional duties as Charge of Quarters (CQ), or Staff Officer of the Day (SDO).

## **Civilian Personnel Management responsibilities**

Classifying a civilian job means deciding a position's pay plan, title, series, and grade. Classifying a position sounds simple enough. Obviously, we would not have any trouble classifying a butcher or a baker, but jobs may not always be quite that clear cut.

The Army has over 800 different job series. Closely related jobs may overlap or sound similar, making classification difficult. For example, some clerical positions are similar, and determining precisely which job series best fits a given position can be a close call.

## **Classifying Civilian Jobs**

Classification of civilian jobs is a team effort. As a supervisor or leader of civilians, you usually work with a variety of people in classification decisions.

The commander, the position management officer, resource manager, civilian personnel specialist, and you, the supervisor, determine how your organization looks and what type of people you need in the organization.

## **Alignment of Duties and Responsibilities**

In addition to having an efficient organizational structure, you must also have a proper alignment of duties and responsibilities for each position. The correct design and alignment will contribute to organizational effectiveness.

For more information about managing positions, read DA Pamphlet 690-45, Position Classification Guidance, on how to design jobs.

## **Grade Level and Type of Work**

The higher the grade the more complex and demanding the work performed. Examples of grade levels and the type of work performed:

### **GS-1**

- GS-1 includes those classes of positions the duties of which are to perform, under immediate supervision, with little or no latitude for the exercise of independent judgment.

### **GS-5**

- GS-5 include those classes of positions the duties of which are to perform, under general supervision, difficult and responsible work in office, business, or fiscal administration, or comparable subordinate technical work in a professional, scientific, or technical field. To perform, under immediate supervision, and with little opportunity for the exercise of independent judgment, simple, and elementary work.

### **GS-12**

- GS-12 include those classes of positions the duties of which are to perform, under general administrative supervision, with wide latitude for the exercise of independent judgment, work of a high order of difficulty and responsibility along special technical, supervisory or administrative lines in office, business, or fiscal administration.

### **GS-15**

- GS-15 include those classes of positions the duties of which are to perform, under general administrative direction, with very wide latitude for the exercise of independent judgment, work of outstanding difficulty and responsibility along special technical, supervisory, or administrative lines which has demonstrated leadership and exceptional attainments.

As pointed out earlier, all members of America's Army contribute to the overall success of the Army's mission. We have just discussed how each member contributes within their role to the overall goal of mission accomplishment.

## **Source of Authority**

The sources of authority for Civilians are as follows:

Civilians are part of the total federal work force and are members of the Executive Branch of the federal government. They derive their authority from a variety of sources, such as the unit or organization commander, Army Regulations, and Title 5 U.S. Code.

Because authority of DA Civilians is primarily job related, they normally exercise authority in matters relating to the position they hold in the organization.

Except for the President of the United States as the Commander in Chief, *a DA civilian does not have the authority to command.*

## **Disciplinary Responsibility**

As a military or civilian supervisor, you need to be alert and aware of what is going on around you. Civilian supervisors of military personnel can take limited disciplinary action directed at soldiers under their supervision. These actions include reminders, warnings, and/or corrective training or counseling to correct poor job performance, minor breeches of conduct such as lateness, lack of cooperation, and poor appearance.

## **Soldiers and Serious Offenses**

If a soldier commits a serious offense while under civilian supervision. The civilian supervisor notifies the chain of command.

A serious offense is one that could violate the Uniform Code of Military Justice (UCMJ). Remember civilian supervisors do not have authority to administer punishment - only the military chain can do that.

## **Civilian Discipline Principles**

The Army believes civilian discipline should be progressive and corrective. Progressive discipline and corrective discipline impose more severe penalties as the seriousness of the offense and the number of times the offense is committed increases.

Title 5 of the U.S. Code, 7508 and 7513, (disciplinary actions) state's discipline cannot be arbitrary or capricious. It emphasizes the penalty must not be excessive in relation to the offense or prior practice. Penalties must not be unreasonable.

## **Disciplinary Procedures and Recourse**

Civilians have protection for tenured competitive service. When it is necessary to discipline a civilian employee the supervisor must adhere to a system of rules and follow the appropriate process.

Supervisors must use their installation Civilian Personnel Administration Center (CPAC). The CPAC has the experts to assist supervisors through the process.

## **Performance or Conduct Problems**

Is the problem performance - doing the job right; or conduct - following the organization's rules and standards? If the problem is performance, an opportunity has to be given to the employee to improve. Actions taken related to performance problems include demotion to a less demanding level of work, reassignment to another position, or even removal.



## **Misconduct**

If the problem is misconduct, then disciplinary action can be taken. Some examples of misconduct are leaving early, causing disruptions, and refusing to follow directions or orders. Examples of disciplinary actions include:

- Reprimands
- Suspensions
- Removal

*A fundamental concept in civil service is that discipline is to correct unacceptable behavior not punish the employee.*

Upon reviewing a case, this is one of the first aspects reviewing authorities check. When determining discipline, several factors, such as frequency and seriousness, should be considered. Remember, actions often-illicit grievances and third party reviews. Ensure the employee knows the rules; that discipline is consistent and fits the offense; that you can prove the misconduct occurred; and that you thoroughly document the incident.

Most importantly, use your CPAC. They will guide you through the process.

## **Grievances**

All DA civilian employees who are U.S. citizens and paid from appropriated funds may submit a grievance at any time they feel they aren't treated fairly.

Civilian employees have a right to: prompt consideration of their grievance; fair decisions; representation; file without fear of reprisal or unfavorable treatment, any concern or dissatisfaction related to employment, except matters specifically excluded.

## **Organizational Grievance Policy**

Each organization has a policy for handling civilian grievances. The established policy ensures an objective review of conditions. A simplified version of the grievance process is as follows; step one, try to resolve, informally, at the employee's immediate level.

If the grievance cannot be resolved informally, the employee will submit a written notice explaining the issues and desired outcome. Grievances are then investigated by a higher authority and are reported to the commander.

The commander can grant or deny relief. As always, consult your CPAC for help with any issues concerning civilians.

## **Requirement for Performance Standards**

Employees participate in establishing the critical elements and performance standards for their jobs. Under Chapter 43 of Title 5 of the U.S. Code, action taken against employees because of poor performance must be based on a formal agency performance appraisal system.

## **Requirement for Written Warnings**

OPM also requires agencies to provide written warnings to employees at least 30 days before initiation of demotion or removal actions based on poor performance.

If that employee's performance becomes acceptable and remains acceptable for one year, the record of poor performance is removed from agency files.

## Civilian Work Schedule Concepts

Usually, the basic civilian workweek is 40 hours, 8 hours a day, Monday through Friday. Agencies establish their own start and stop times. In contrast to military personnel, civilians are not on duty 24 hours a day, 7 days a week.

At some installations, locally negotiated agreements identify the work hours for their agencies. Lunch breaks are in addition to the actual eight hours worked. A normal situation in some agencies may require it to operate six or seven days a week, or to use shifts.

Tours of duty should be announced in writing, and scheduled in advance of the administrative workweek. The schedule should cover at least one workweek. Do not change tours of duty to avoid paying overtime, night differential, Sunday or holiday pay.

## Types of Civilian Work Schedules

**Flextime:** Flextime provides optional times of arrival and departure. It also establishes a core time during which all employees must be present. Employee participation in flextime is voluntary.

Flextime gives employees the opportunity to adjust start and stop times to suit their personal schedules. The intent is not to shorten workweeks from 5 to 4 days.

**Compressed Work Schedule (CWS):** Compressed Work Schedules enable employees to fulfill their basic work requirements in less than 10 days during the (two week) pay period (e.g., employee works eight 9 hour days, one 8 hour day and off the 10th day).

Check local policy to verify how CWS works in your organization.

**Compensatory Time:** Wage grade employees do not get compensatory time, they must be paid overtime.

Exempt GS employees whose salary exceeds GS-10 step 10 can be required to take compensatory time instead of overtime. Officially record compensatory time when it is earned and taken.

## Leave

**Annual:** GS employees receive 4 hours leave every pay period until the third year. For 3 - 15 years in service, they earn 6 hours leave for every pay period and then 8 hours a pay period over 15 years.

Employees can accrue up to 30 days leave that they may carry over to the next calendar year. Leave earned during the year above the 30 days, must be used in that leave year or forfeited.

**Sick Leave:** Sick leave accrues at the rate of 4 hours a pay period (two weeks) for full time employees regardless of their grade. Part time employees accrue sick leave at the rate of 1 hour for 20 hours worked.

There is no limit to the number of hours' employees may accrue. Only supervisors or a designated substitute can approve sick leave.

## Miscellaneous Leave

- Leave without pay
- Military leave for reservists
- Court leave
- Maternity leave
- Administrative leave

## Civilian Promotions

Unlike the military, who are promoted or are separated from service, civilians are promoted when they are selected for a specific job. Civilians do not have a predetermined up or out method of hiring and retiring.

Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. However, civilians are recruited to fill established position vacancies. Civilian recruiting is conducted primarily at the local installation level, and the position may be filled either by internal promotion or external hire.

Civilians can also be detailed for special assignments usually up to 120 days or be temporarily promoted.

## SUMMARY

a. Differences exist between the military and civilian work force. Law and mission requirements determine the differences between the two systems. Some of the *differences* are as follows:

- (1) As mentioned before different laws within the United States Code establishes the two work forces, Title 10 for the military and Title 5 for the civilian.
- (2) Military members carry their grade with them regardless of the job they perform. The position occupied normally will not affect the grade of the military member. The position they permanently occupy will determine the grade or rank of a civilian worker. If they move to a new position, they assume the grade of the position. Their movement to a position is determined by their eligibility to hold the position.
- (3) Recruiting for the military force is centrally managed, conducted to fill the military force structure, and generally conducted at entry level. Civilians are recruited and hired primarily at the local installation level, and the position may be filled either by internal promotion or external hire.
- (4) Mobility of military members is mandatory. However, in general mobility for civilian members is voluntary.
- (5) The focus of training for military members is on leadership and common military skills. Army regulation and law govern the training requirements. Civilian training for civilians focuses on related leadership and specific duties of the position in which employed. Civilian training is not necessarily mandatory. Supervisors approve training for civilian employees.

b. Just as there are differences between the military force and the civilian force there are also some important *similarities* between the systems.

- (1) There are legislative and congressional imposed size limitations on both forces.
- (2) The working relationships within the two forces are based on a superior/subordinate concept.
- (3) Organizational levels in the staff chain are the same for both systems, i.e., from the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army to the installation level.
- (4) Management functions within both systems address the same issues and concerns of policy, planning, budgeting and evaluating.
- (5) Leading and caring for subordinates are paramount to both systems.
- (6) Civilians and Officers take the same oath upon entry to the Army.