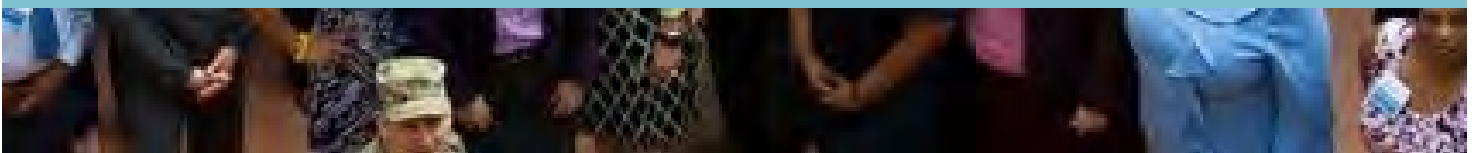




Civilian Leadership Development School



PROGRAM AND STAFF GUIDE



A stack of several books is shown in the top right corner of the page. The books have various titles related to technology and networking, including "3G Evolution", "Control Techniques for Complex Net", "Security and Quality of Service in Ad Hoc Wireless", and "Emerging Technologies in Wireless LANs".

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Why We Exist...

Mission: Provide civilian undergraduate and professional continuing education and workforce development integrated with the Total Force.

Vision: The first choice for developing and executing Department of the Air Force Civilian force development education and training.

“A modern, agile, information-advantaged Department requires a motivated, diverse, and highly skilled civilian workforce.”

2018 National Defense Strategy

Civilian Leadership Development School

The blue symbolizes thinking and truth.

The green leaves symbolize wisdom.

The yellow accent symbolizes elevation of mind.

The building, vaguely reminiscent of Greek architectural style, symbolizes a site of wisdom and learning.

The 2022 represents the year the school was activated.



OVERVIEW

HISTORY OF THE SCHOOL

History of Air University and the Ira C. Eaker Center for Leadership Development

The Wright brothers established the first United States civilian flying school in Montgomery, Alabama, in 1910. By the 1920s, Montgomery was an important link in the growing system of aerial mail service. In the early 1930s, the Army Air Corps Tactical School (ACTS) moved to Montgomery, establishing Maxwell Field as the country's intellectual center for airpower education. Air University (AU) was established in 1946 and continues the proud tradition of educating tomorrow's leaders in air and space power for the Air Force, other branches of the United States armed forces, federal government civilians, and many international organizations. AU's worldwide reach enriches the careers of every Air Force member.

The Eaker Center for Leadership Development was originally activated on 1 October 1975 as the USAF Leadership and Management Development Center.

It was later re-designated as the Leadership and Management Development Center in April 1976, and then named after General Ira C. Eaker in December 1987. It assumed its current name on 1 October 2019.

History of the Civilian Leadership Development School (CLDS)

The establishment of the CLDS was initially approved by the Air Force Chief of Staff on 1 October 2019 as a directorate of the Ira C. Eaker Center for Leadership Development and was formally named a school on 1 March 2022. This is the second time in history a school was dedicated to DAF Civilians. The school received its heritage from the USAF School for Civilian Personnel which was established in 1948 at Kelly AFB as a direct report to HQs Air Force, and then moved to Denver University in 1951. The school moved to Maxwell AFB in 1957 and was re-designated the USAF Personnel Development Center. In 1977, the school became part of AU's College of Professional Development, and in 1979, it was renamed the USAF Civilian School. It merged as a division within the Air Force Human Resource Management School, Workforce Development Division in 2000, which

ultimately became the Force Support Professional Development School (FSPDS).

In 2007, after an approved Air Force suggestion recommended the centralization and transformation of mandatory civilian supervisory training into online courses, the Civilian Force Development Panel and AF/A1D placed the responsibility for development, centralization of curriculum, and delivery of the initial mandatory supervisory learning within the Workforce Development Division in the FSPDS.

In 2009 and 2011, AF/A1 released policy stating the FSPDS was the only provider for the supervisory courses to meet 5 CFR 412.202 requirements. In 2012, the New Employee Orientation Course was transferred from Air Force Materiel Command to FSPDS along with the Supervisor's Resource Center (later re-designated as the virtual Force Development Center) under AF/A1D direction. The Workforce Development Division continually evolved with the addition of foundational leadership courses for Civilian Airmen, as well as institutional competencies with an undergraduate degree to complement their professional continuing education program.

The Associate of Applied Science Degree in Leadership and Management Studies began in 2017. In addition, the division provided courses as directed by AF/A1 for foundational competency development and academic research under the Civilian Force Development Panel's direction.

For over 19 years, the civilian development mission grew in FSPDS with supervisory, leadership, and coaching courses until it was ready once again to separate into a school for enterprise-wide civilian development while keeping the Civilian Personnel functional mission in the FSPDS.

Today, the CLDS moves forward in this proud tradition. The CLDS projects it will offer education and training opportunities and website resources to over 50,000 Civilian Airmen and Guardians per year. The data derived from student feedback and their engagement with the academic material provides a basis for the school's research efforts to think critically, act strategically, and support the force development of the Air Force in a fact-based manner.

WHO IS THE DAF CIVILIAN?

161K
GS and WG
DAF Civilians

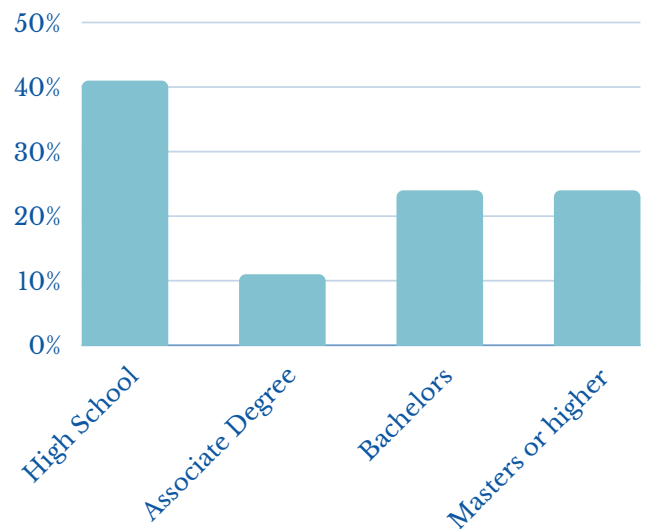
A look at current DAF Civilian education levels and developmental opportunities.

41%

NO COLLEGE DEGREE

Currently 41% of all DAF civilians have a HS degree or some college classes, but no college degree.

Per Oct 2023 MyPers statistics

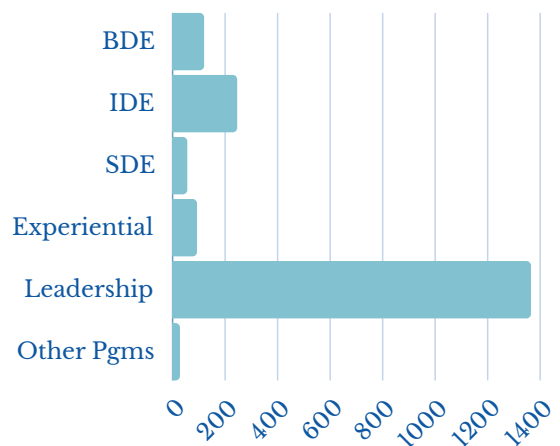


1%

FORMAL DEVELOPMENT

1,908 total AY24 Civilian Development Education developmental primary and alternate slots available for approximately 161,000 DAF civilians translates into 1% of civilians developed each year - *we plan to provide development opportunities to increase this number.*

Per Oct 2023 MyPers statistics



DEVELOPMENT CHALLENGES...

52% of civilians have no prior military experience.

Per Oct 2023 MyPers statistics



71% of field-grade officer equivalent positions filled by civilians. Number has risen 21% in the last three decades.

FS CFM 2019



Only 37% of Wage Grade employees surveyed have an Individual Development Plan or similar plan created to chart career development.

DAF FWS 2019 Survey



46% of DAF civilians agree poor performers in their unit remain in the work unit and continue to under perform.

2022 FEVS



FOUR GOALS FOR THE SCHOOL



The establishment of the Civilian Leadership Development School (CLDS) culminated in over 15 years of our involvement in innovative civilian education and training. With the introduction of online learning, we can develop and deliver learning that meets the force development requirements for DAF Civilians around the world.

01

MEET FEDERALLY-MANDATED REQUIREMENTS

Our School delivers courses supporting over 30,000 managers and supervisors to meet federally-mandated requirements through a centralized development and delivery process. Our efforts originally resulted in DAF Civilians meeting DoD required learning on-time at approximately 50% cost avoidance for these mandatory courses. An additional mandatory course, New Employee Orientation (NEO) Course, extended the reach of our learning to all new DAF Civilians. Our efforts keep the Department of the Air Force in both legal and DoD policy standards for supervisory, managerial, and onboarding requirements.

28,000+
MANAGERS AND
SUPERVISORS

50%
COST AVOIDANCE

02

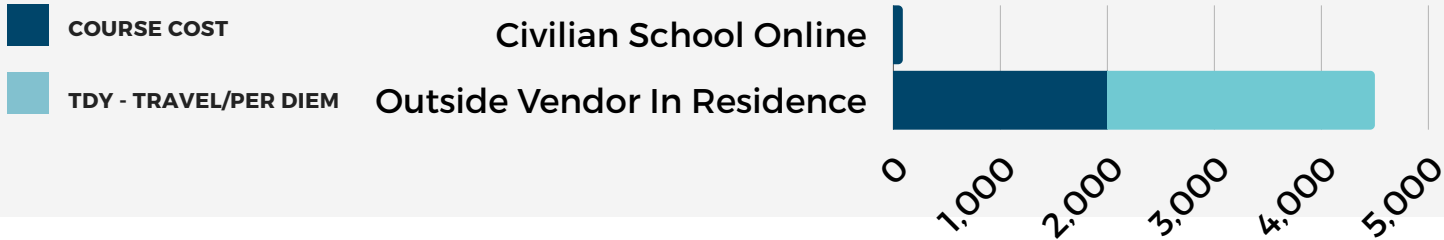
ACHIEVE EXCELLENCE BY LEVERAGING ONLINE LEARNING METHODOLOGY

We achieved excellence in the synchronous learning methodology by using webinar technology to simulate the in-resident classroom. Our instructors can teach to specific time zones, meeting students at their point of academic need. We furthered academic

relevance by using the workplace as a learning laboratory. Students learn concepts in the online classroom through webinars and self-paced readings while using their workplace for observation and project-based learning. These new insights allow students to reflect their practical learning back to the online classroom, sharing a diversity of thought with other students across the Department of the Air Force. Courses employing this learning methodology include the Emerging Leader Course, Developing Team Leader Course, the Civilian Associate Degree Program, and our Performance Management Coaching courses. Since inception of our programs, we have facilitated over 200,000 course completions, and the students rated our courses with a cumulative 98% satisfaction rate.

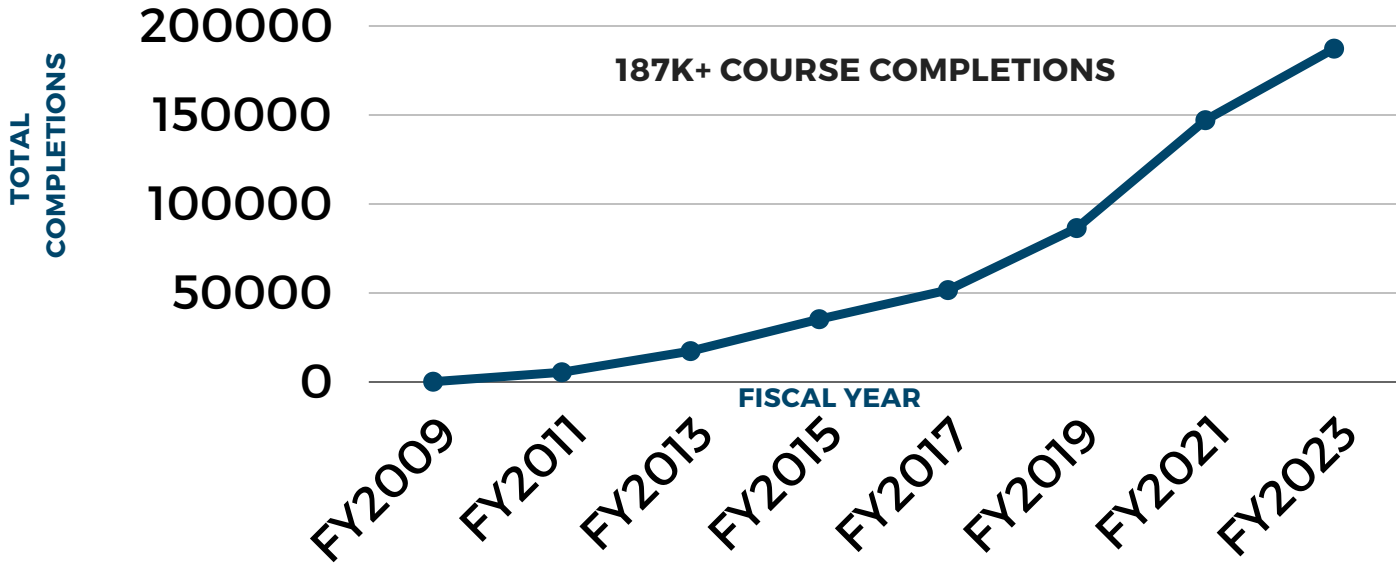
COST COMPARISON

IN RESIDENCE VERSUS ONLINE COURSES



SCHOOL'S STUDENT THROUGHPUT

DELIVERING COURSES USING ONLINE METHODOLOGY

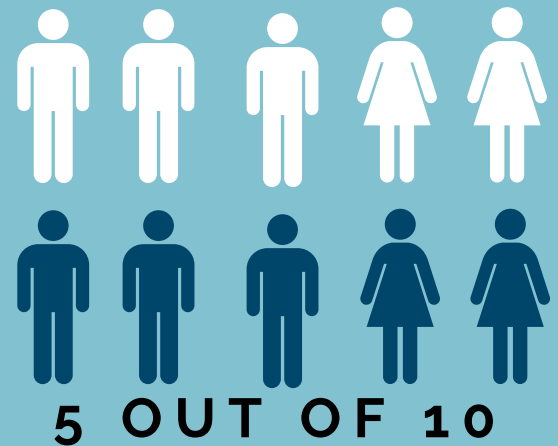


03

SUPPORT PERFORMANCE MANAGEMENT

Performance Management Coaching serves as an emerging trend in both the workplace and as a leadership skillset. Our focus centers on coaching skills in the workplace as a leadership competency and is also tied to the performance management system. The idea for workplace coaching stems from the initiation of the Defense Performance Management and Appraisal Program which encourages employee engagement as measured by the Federal Employee Viewpoint Survey. This approach also aligns with other performance management systems such as AcqDemo, Defense Civilian Intelligence Personnel System (DCIPS), and Cyber Workforce.

Our School has a total force capability with overall responsibility for 161,000 civilians and approximately 2,000 military supervisors and managers of civilians, although our niche is the 72,000+ DAF GS 1-12 and equivalent pay system civilians who are not eligible to develop through civilian developmental education.



GS 12 and under civilians have a HS or associate degree level of education

Per Oct 2023 MyPers statistics

04

PROVIDE RESEARCH-BASED EDUCATION AND TRAINING

As the Air Force engages in a changing and challenging environment, our focus on research and workforce development helps us navigate this evolving space. Our research covers Professionalism, Leadership, Management, and Behavioral/Interpersonal studies tied to our curriculum. In addition, our Workforce Development Department will offer agile learning, which is short, targeted, and focused on the DAF Civilian and is produced in a timely manner for the emerging needs of the workforce. Our professionals have over 300 years of civil service experience with thirteen terminally degreed faculty showcasing the experience and talent to positively affect DAF Civilians now and in the future.

THREE LINES OF EFFORT

1

CIVILIAN ASSOCIATE DEGREE PROGRAM

Provides Civilian Airmen quality professional development through an Associate of Applied Science degree in Air Force Leadership and Management Studies.

2

MANAGERIAL AND SUPERVISORY TRAINING DEPARTMENT

Delivers federally-mandated managerial and supervisory courses. Introduces civilians to leadership and management concepts at tactical, operational, and strategic levels. Performance Management Coaching integrates coaching skills with the performance management process.

3

WORKFORCE DEVELOPMENT DEPARTMENT

Provides new employee orientation and foundational employee development. Oversees the “Supervisor and Employee Resource Center” website.



GUIDANCE & AUTHORITY

The school's three lines of effort support the Department of the Air Force's 161,000 GS and WG civilian employees, which comprises 24 percent of the total force. The primary target population is GS-12 and below and Federal Wage Service and equivalent employees who do not qualify for DAF Civilian enterprise developmental education.

However, it should be noted the CLDS offers courses and programs which include senior civilians and military personnel. To accomplish these lines of effort, the CLDS has structured its programs in alignment with and in preparation for Officer Professional Military Education (OPME) and other civilian developmental education centrally managed by the Air Force Personnel Center, yet our education is tailored to the specific needs of the Civilian Airman. These needs fall into

three broad categories: competency training, guidance awareness, and educational development.

A critical challenge facing the Air Force is providing leadership education to its current workforce and sustaining this training for future generations of DAF Civilians. A Rand Study (*Support for DoD Supervisors in Addressing Poor Employee Performance*, 2018), the Interim 2021 National Security Strategy (NSS), and the

161K

DAF Civilians Supported

24%

of total force

FY 2022-2023 DAF Civilian Human Capital Operating Plan (HCOP) all noted similar conclusions supporting this challenge. This focus on refining civilian workforce talent and expertise as a strategic imperative supports several human capital strategies. For example, one of the key findings in the 2018 Rand Study noted a lack of an integrated and deliberate education model for civilian supervisors in the federal system. The 2021 Interim NSS noted the importance of a skilled workforce to the United States. Finally, the 2022-2023 DAF HCOP provided desired outcomes and performance indicators of employee development. When considered together, these studies and plans support a program that leverages the talents of the civilian workforce. Due to the ever-increasing complex environments in which we operate, everyone in the DAF must learn to think more strategically while leaders simultaneously create high performing organizations where all employees feel valued and engaged. The CLDS can help the DAF face this challenge through in-sourced learning, developed, and delivered through a program that is both efficient and effective.

Competency Focus

Competency learning mainly addresses needs in the interpersonal domain. It is designed to enhance the skills of the civilian employee so they can continue to perform at a high level to enhance the mission of their current organization and thereby the Air Force at large. The CLDS assists in this endeavor by offering interpersonal skills enhancement and employee engagement learning through coaching, mediation, and foundational skills courses and events.

Guidance Awareness

Guidance awareness ensures each Civilian Airman/Guardian and supervisor understands the various regulations and guidance across the spectrum of the federal government. This guidance comes from the Office of Personnel Management (OPM), the Department of Defense (DoD), Department of the Air Force Instructions (DAFIs), and other sources. The New Employee Orientation (NEO) and mandatory Managerial and Supervisory Training courses fit into this category.

Educational Development

Educational development addresses the broader professional developmental needs of the Civilian Airman/Guardian. In this regard, the CLDS provides high quality professional and undergraduate education designed to enhance the professional civilian force and to create future civilian strategic leaders through the associate degree program and leadership development courses.

SCHOOL MISSION BACKED BY:

- Law
- Department of the Air Force Instructions
- Air Staff (AF/A1) guidance and direction with Air University approval

FEDERAL MANDATES

5 United States Code (USC) 412.202, NDAA 2010, as codified in Public Law 111-84, and the 2019 Department of Defense (DoD) Supervisory and Managerial Framework outlines the requirement for each agency to provide mandatory supervisory and managerial training for all supervisors, managers, and executives that supervise a civilian workforce.

DAFI 36-2670 TOTAL FORCE DEVELOPMENT

Provides the guidance for the Civilian Associate Degree Program, Leadership Development, Workforce Development and Research. Following are applicable excerpts from the instruction which lay out the requirements for the CLDS.

1

UNDERGRADUATE DEGREE

Develops and manages an accredited undergraduate degree focused on Department of the Air Force Leadership and Management studies as it relates to the civilian workforce.

2

INITIAL AND CONTINUING TRAINING

Provides initial and continuing civilian training, education, and professional development courses for the civilian workforce that will increase an individual's proficiency level of AF institutional competencies and accomplish the AF mission. Provides initial and continuing civilian training, education, and professional development courses for the civilian workforce that will increase an individual's proficiency level of AF foundational competencies and accomplish the AF mission. (Also stated in the AF/A1 Mandatory Supervisory and Managerial Training Policy memo, dated 8 March 2018.)

3

ACADEMIC RESEARCH

Faculty will provide academic research based on criteria established by the Civilian Force Development Panel to provide insight into future development needs of civilians.

4

SUPERVISOR AND EMPLOYEE RESOURCE CENTER PLATFORM

(From FY23 Program Guidance Letter - Civilian Leadership Development School) Transform Supervisors and Leaders We Need MilSuite platform to incorporate foundational competency learning for all civilian employees and add civilian development to redesign of transformed platform. The site's transformation will also include mentoring opportunities for both supervisors and employees.

STAKEHOLDERS

AETC

Force
Development
Command

AFPC

CDE Partner/
Career Field
Mgrs / SMEs

**Staff
General
Counsel
Mediation**

DoD

Supervisor/
Managerial
Framework

HQAF

A1/A1D
Functional
Manager

OPM

Competencies
and Federal
Guidelines

SACSCOC

Accreditation
for associate
degree

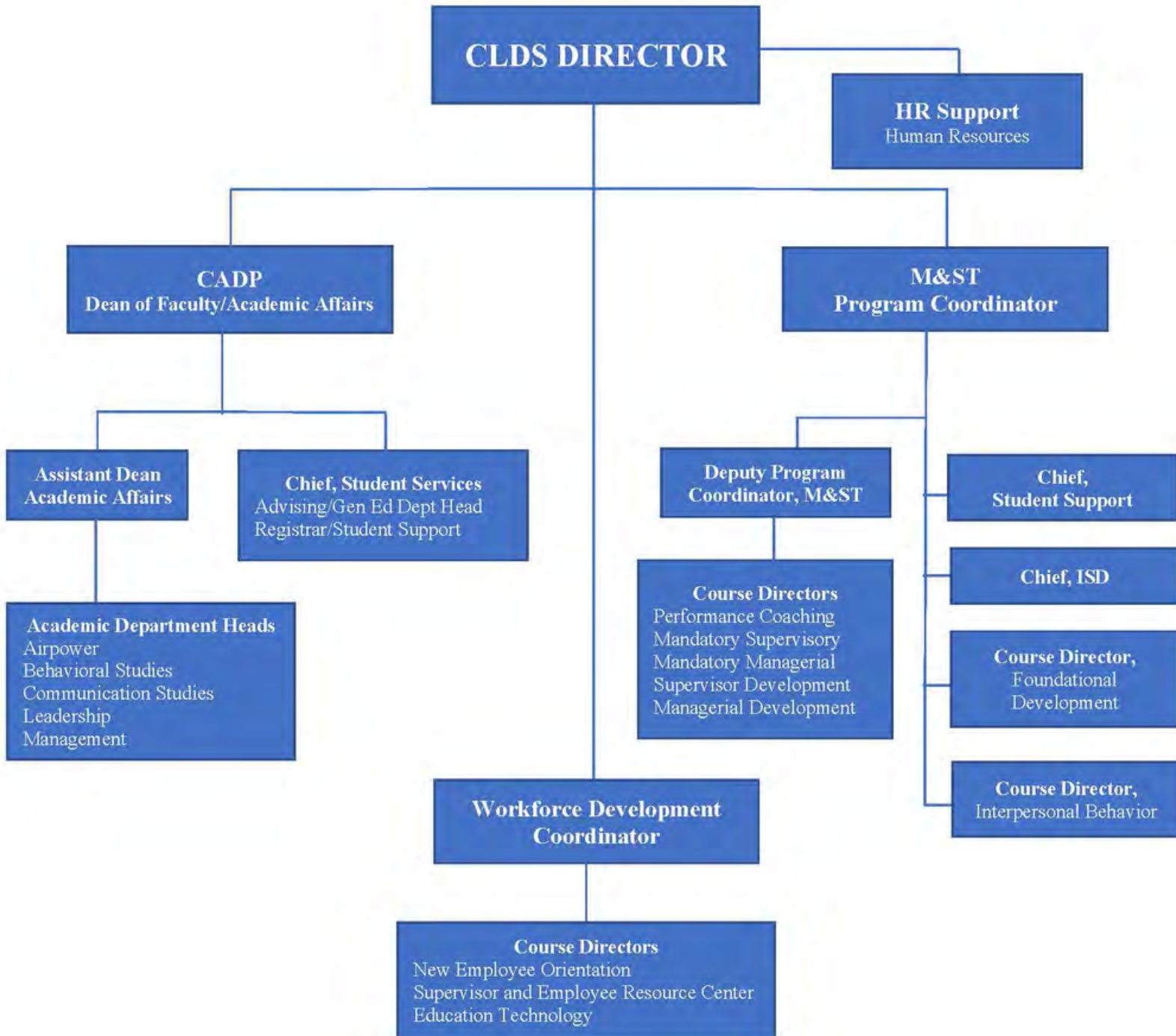
MAJCOM

Subject
Matter
Experts

**Unit Level
Leadership**

CCs/Directors,
Supervisors

CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL



SCHOOL COURSE LISTING

Civilian Associate Degree Program

Orientation/Preparatory Classes

Student Orientation and Academic Readiness
DSST and CLEP Preparation
Air Force Academic Writing

Academic Courses

Professionalism in the Air Force
Foundations of Leadership
History/Heritage of the Air Force
Introduction to Management
Principles of Leadership 1
Thinking, Logic, and Decision Making
Conflict Resolution
Organizational Culture
Process Improvement
Principles of Leadership 2

****Students transfer the remaining 30 credits***

Written Communication
Oral Communication
College Math
Humanities
Social Sciences
Introduction to Computing
Introduction to American Government
Program Related Electives (9 credits)

Managerial and Supervisory Training

Mandatory Courses

New Supervisor Course
Experienced Supervisor Course
New Manager Course
Experienced Manager Course
Military Personnel Management Course

Coaching Courses

Intro to Performance Management Coaching
Performance Management Coaching for Supervisors and Leaders
Performance Management Coaching for DAF Organizations

Leadership Development Courses

Emerging Leader Course
Developing Team Leader Course
Basic Mediation Course

Workforce Development

New Employee Orientation Course

For more information on course schedules and how to apply, please visit our website:
<https://www.airuniversity.af.edu/Eaker-Center/CLDS/>

CIVILIAN ASSOCIATE DEGREE PROGRAM (CADP)

PROGRAM OVERVIEW

CADP represents a transformation in the Air Force's approach to career development for its civilian employees. The program's goal is to help DAF Civilians reach their full leadership potential. Courses have been designed to teach skills and competencies deemed critical to the Air Force and are based upon the Air Force's foundational competencies. Many class projects involve work-related activities. As a result, the program allows students to provide a positive impact to their work center as well as their own professional development. Completion of the program results in an Associate of Applied Science Degree in the Department of the Air Force Leadership and Management Studies. The degree is awarded by Air University and accredited by the Southern Association of Colleges and Schools (SACSCOC). Eligible DAF Civilians can complete the program at little or no cost to the student.

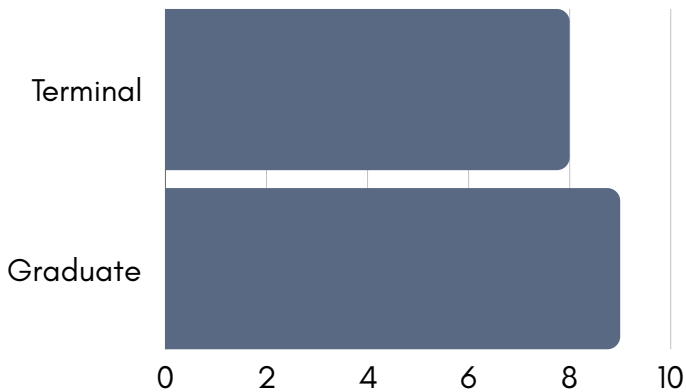
The program was established in 2016, and after SACSCOC accreditation, pilot classes began in March 2017. Following are the four primary drivers for the development of the program.

1. Title 5 CFR, Part 412, requires a "continuum of leadership development... develop[ing] the competencies needed by supervisors, managers and executives... [and] foster[ing] a broad agency and Government-wide perspective to prepare individuals for advancement, thus supplying the agency and the Government with an adequate number of well-prepared and qualified candidates to fill leadership positions."
2. By law, civilians cannot participate in the Community College of the Air Force (CCAF) degree programs; thus, an alternative force development program focused on DAF Civilians was needed.
3. Approximately 70,000 (41 percent) of the current Air Force civilian workforce has no college degree.
4. Civilians in certain career areas comprise up to 71 percent of middle-management positions and need to be developed in comparable ways to their military counterparts.

CIVILIAN ASSOCIATE DEGREE PROGRAM

WHO WE ARE

DEGREE LEVELS



YEARS IN THE EDUCATION FIELD



Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



Total Years of Civilian and Military Experience

YEARS OF STUDENT SERVICES EXPERIENCE



CIVILIAN ASSOCIATE DEGREE PROGRAM

This 60 credit-hour program builds knowledge and skills in four distinct program areas: leadership, management, behavioral studies, and airpower studies. Following are the program's priorities:

- ***Deliver academically grounded and relevant undergraduate education***
- ***Support students in achieving their educational goals***
- ***Recruit, retain, and develop accomplished and talented faculty***
- ***Meet or exceed Air University and SACSCOC standards***
- ***Conduct relevant research on Air Force civilian leadership, management, airpower, behavioral science, and communication focus areas***

The program employs expert faculty members to accomplish its mission and goals. The Eaker Center gives primary consideration to the highest earned relevant degree, related work experience in the field, certifications, documented excellence in teaching, and achievement of student outcomes when selecting faculty members to teach in the program.

ELIGIBILITY

Permanent, full-time, Appropriated Fund and Non-Appropriated Fund Air Force civilians in any grade are eligible to apply. Applicants may not have already earned a post-secondary degree from an accredited institution. Applicants must also have a high school diploma, GED or equivalent, 1st level and 2nd level supervisor endorsement, and supervisor coordination with agreement to provide access to a government computer and determination whether the applicant can be provided up to 3 hours per week of duty time for class attendance (subject to mission requirements). See the CADP webpage for how to apply.



CIVILIAN ASSOCIATE DEGREE PROGRAM

DURATION AND PROGRAM DYNAMICS

The academic program consists of ten 9-week courses (30 semester hours) taught by CADP faculty plus 30 semester hours of general education and elective credit fulfilled through credit by examination or transfer credit for a total of 60 semester hours of credit. Credit examination can be accomplished via the College-Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST). Students have up to three years from the start date of their first course to complete the program. Although the typical student can complete the program in approximately two years, the program's rigor requires a significant time commitment to meet that goal.

Students begin the program with an orientation term which includes Academic Writing and CLEP/DSST preparation. After the orientation program, students complete ten core classes taught by CADP faculty over a two-year timeframe. The students will also complete their general education and elective requirements during the same period. The CADP's core classes consist of a mix of scheduled live classes along with out-of-class readings and assignments. Students attend live webinar sessions at scheduled times, which are available before, during, and after the duty day depending upon geographic location. All other coursework can be done during evenings or weekends, whenever it works best in the student's schedule.

Students can transfer previous college credit(s) into the program. Academic advisors review transcripts of selected students and help them develop a degree plan during the initial orientation phase. Students needing to complete requirements will be guided to select the best CLEP, DSST, or available local/online course from an outside college or university to transfer into the program. Air Force Civilian Tuition Assistance (civTA) will pay for one attempt of credit by exam for each of the ten general education and elective course requirements. CADP students may also receive 100 percent civTA for courses taken to complete CADP requirements. The amount of civTA used each year cannot exceed the annual civTA cap; therefore, using CLEP and DSST may help students best accomplish this portion of the degree requirement in the most cost effective manner.

CIVILIAN ASSOCIATE DEGREE PROGRAM

KEY INFORMATION AND LESSONS LEARNED

CADP has graduated more than 150 students since the program started in 2018 with a combined graduation rate of 85%. This graduation percentage significantly exceeds the graduation rate of public university associate degree programs which is 13 percent at the two year mark to complete the program, and 22 percent at the three year mark.

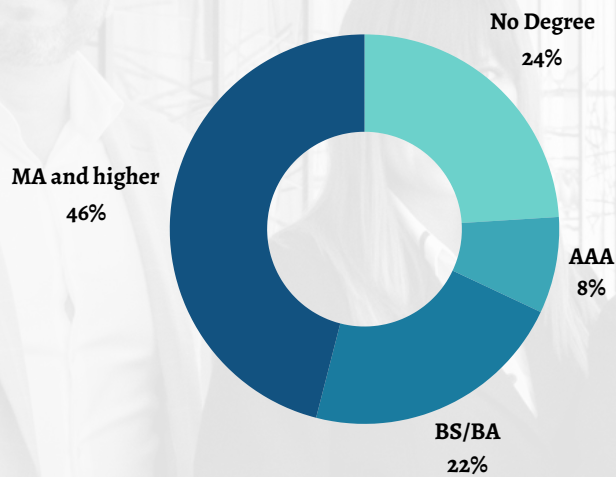
The initial cohort provided valuable lessons and indicated a need for refinement. Overall, students did well in the core classes and progressed through the program; however, many students were having difficulty completing the general education and electives requirements. To assist students, CLEP/DSST learning was included in the Student Orientation, Resources, and Advising (SOAR) Course. There were several other enhancements including the AF/A1D approval to raise civTA for CADP students to 100 percent. Also, an Air Force Academic Writing Course was added, access to Tutor.com for 24/7 support was included, and in October 2019, academic advisors were sourced to help with planning. These changes resulted in a significant increase in completion of requirements for students in Cohort 2. More student focused enhancements are under consideration with an aim to reduce the time it takes for students to graduate.

RETURN ON INVESTMENT

CIVILIAN ASSOCIATE DEGREE PROGRAM

Without a BS/BA degree, 40% of DAF civilian supervisors do not have the opportunity to develop through OPME. CADP can be the first step in an educational path, and a developmental path, for many DAF civilians.

28.690 DAF Civilian Supervisors



Per Oct 2022 MyPers statistics

STUDENT TESTIMONIALS

"CADP has enabled my employee to start conversations that she would not have had with us a year ago. She is amazing now! Thank you for what you are doing for our civilians!"- WG/CC & CADP Student Supervisor

"It is very demanding but it is well worth pursuing because I have learned so much while attending CADP that has made me a better co-worker and leader."- CADP Student

1,720

Contact hours per student devoted to leadership & management development

86%

Student retention rate
41% higher than national average

12,600

Student - Supervisor mentoring discussions initiated

73%

More cost effective than other degree programs

97%

Student satisfaction rate

CADP COURSE DESCRIPTIONS

Orientation and Preparatory Courses

MSOAR3000 - Student Orientation, Advising, and Readiness (SOAR)

Course: Provides an overview of the degree program and what students should expect while in the program. The SOAR Course occurs after students are initially accepted into the program and before they begin their first class. The course discusses the roles of the offices within the program and contact information. It also demonstrates how to access the learning management system used by the school and how to access online library support throughout the program. The course also provides initial academic advising information and explores academic program resources. It also assesses personal and academic skills that will support success in the program. Also incorporated into SOAR are CLEP and DSST Prep classes. These classes walk students through the process of requesting Air Force civTA, identifying resources to support studying for CLEP/DSST exams,

registering for the exams, and ensuring exam scores are sent to the AU Registrar so the student receives academic credit for all passing scores. Students may work on the assigned credit by exam, or if the student has already completed the corresponding CADP requirement, may work on a credit by exam still outstanding in the student's academic degree plan.

Air Force Academic Writing: This class is designed to deliver writing instruction and provide opportunities for writing practice for CADP students. The central premise is that writing is a skill to be acquired through practice and feedback rather than lecture only. Students are expected to understand writing as a process. They will receive both written and verbal feedback to guide the development process. The written assignments mimic the products required during regular courses.

CADP COURSE DESCRIPTIONS

CADP Core Courses

APW1001 – History and Heritage of the Air Force: Provides a foundation for DAF Civilians to understand and value the history and heritage of the Air Force through a study of the events, leaders, and technical developments that led to the evolution and employment of USAF airpower to include the significance of the Civilian Airman. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terrorism and beyond. Provides students with a knowledge-level understanding of the general employment of airpower, from an institutional, doctrinal, and historical perspective.

APW1002 – Professionalism in the Air Force: Explores the concept of what it means to be a professional Civilian Airman. The course discusses the history and purpose of the civil service, as well as the valuable and evolving role DAF Civilians play within the Air Force. Students study Air Force foundational competencies and

practices identified to develop professional Airmen. Students also explore how every Airman contributes to the creation of a professional Air Force environment. Surveyed areas include the Air Force Core Values, the concepts of commitment, right-mindedness in the Air Force, professional relationships, and Air Force culture.

LDR1001 – Foundations of Leadership: Explores current and historical leadership styles and theory. The emphasis is placed upon effective civilian leadership within the Air Force. The course focuses on how leaders emerge and assume responsibility. As a foundational course, this academic study provides the basis for all leadership concepts in the program.

MGT1001 – Introduction to Management: Provides an overview of management theory and functions, organizational structure, daily management responsibilities, organizational ethics, and current management tools and resources as they relate to the Air Force civilian environment. Theoretical concepts are illustrated with practical

CADP COURSE DESCRIPTIONS

application to real-world Air Force management problems and scenarios. From the curriculum and exercises in the course, the student develops the ability to identify the roles which they are fulfilling in their work as a manager or potential manager within their organization, and the ability to identify managerial activities that contribute to managerial effectiveness.

LDR1500 – Principles of Leadership:

Enhances development of leadership skills and traits in DAF Civilians. This course will reinforce students' understanding of basic leadership principles and theory by identifying practical leadership skills and traits identified by the Air Force's foundational competencies to support the development of self and others, to include interpersonal communications, coaching and mentoring, and goal setting. This course also introduces students to topics explored in year two of the program.

LDR2001 – Thinking, Logic and Decision Making:

Introduces various decision-making models, with primary focus on a decision-

making model and problem solving steps often used throughout the Air Force. Additional models and thinking and logic skills introduced in this course are based on theory, practice, or cultural relevance. Students explore which model best fits their civilian work environment and adapt models as necessary to make better decisions. The course is designed to help develop critical and creative thinking skills.

MGT 2001 – Conflict Resolution:

Explores a variety of theories and frameworks for understanding and responding to conflict within the Air Force environment. Students move from conflict analysis to exploring techniques, process models, and third-party roles as ways to intervene constructively in conflict within the large and complex social environment of the Air Force. Students learn key communication skills for resolution negotiations, with a special emphasis on interpersonal and small group conflicts as the building blocks for conflict resolution. General theories are taught as a foundation to support students understanding of

CADP COURSE DESCRIPTIONS

the Air Force Mediation Model, the Air Force Negotiation Model, and cross-cultural negotiation strategies developed by the Air Force Negotiation Center.

MGT2002 – Organizational Culture:

Provides students with practical knowledge of principles and practices to effectively manage and enhance civilian organizational culture in the Air Force. The course provides basic knowledge of theories and organizational culture and an understanding of how these concepts affect Air Force mission success. Students explore how structures and processes created within the Air Force organizational culture influence the behavior of individuals working within it, as well as how DAF Civilians influence the culture of the organization. The course explores variables that affect the productivity, effectiveness, and efficiency of the organization with an emphasis on understanding how these concepts apply to the Air Force culture.

MGT2003 – Process Improvement:

Provides an in-depth introduction to the Air Force's 8-Step Process Improvement Method and how it is

applied within the Air Force. Students learn how the 8-step method guides Airmen to identify a process that is not efficiently achieving the mission, and then develop and implement improvements to the efficiency and effectiveness of that process. The course reinforces the students' understanding of process improvement concepts by using a faculty-led Air Force-specific case study throughout the duration of the course.

LDR2500 – Principles of

Leadership 2: Functions as a capstone for the degree program, linking and reinforcing concepts learned throughout the first two years of the program. The course builds on previous courses by taking the leadership, management, and airpower theories, principles, and competencies previously learned and explores them in greater depth. Students consider what theories, principles, and competencies they think best allow DAF Civilians to effectively lead and manage within today's Air Force.

CADP COURSE DESCRIPTIONS

Listing of General Education and Electives Requirements

GE101 - Written Communication: English composition. Applicable written communication courses must satisfy the school's writing and composition requirements.

GE102 - Oral Communication: Speech/Public Speaking. Courses that prepare students to present effective public speeches to persuade, debate, or argue in a clear, concise, and logical manner.

GE103 - College Mathematics: College-level mathematics that satisfy the school's requirement for graduation or an Intermediate Algebra that is not developmental, preparatory, remedial, or review.

GE104 - Humanities: Courses in fine arts, literature, philosophy, and religion are acceptable.

MGE105 - Social Sciences: Anthropology, archaeology, culture, economics, geography, government, history, political science, psychology, and sociology courses are acceptable.

GE106 - Introduction to Computing: Courses that cover standard concepts for understanding computer issues and components (hardware, software licensing, data management, etc.).

GE107 - Introduction to American Government: Introductory courses in American government and politics at the college level in the United States.

PE200 - Program Related Electives: Preferred electives are related to leadership, management, or airpower. General education areas are permissible and are reviewed on a case-by-case basis.

MANAGERIAL AND SUPERVISORY TRAINING (M&ST)

PROGRAM OVERVIEW

Our two other lines of effort, Managerial and Supervisory Development and Workforce Development, focus on a program (or Learning Path) of continuing education for DAF Civilians. Both lines of effort provide educational opportunities and meet federal guidelines for succession and talent management of supervisors, managers, and candidates for those positions, as well as provide critical civilian learning needs. Defined in law and policy, our M&ST program prepares the DAF Civilians for functional and enterprise success.

Law: The courses are developed based on federally-mandated requirements from 5 CFR, Para 412 for systematic training and development of supervisors, managers, and executives. 5 CFR identifies, *“All agencies must provide for the development of individuals in supervisory, managerial, and executive positions, as well as individuals whom the agency identifies as potential candidates for those positions, based on the agencies’ succession plans.”*

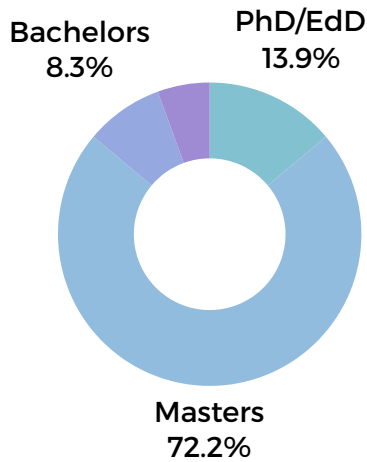
Policy: Per DAFI 36-2670, *Total Force Development*, the CLDS is responsible for providing professional development courses for the civilian workforce that will increase an individual’s proficiency level of Air Force Foundational Competencies and accomplish the Air Force mission. When taken together as a program, our courses provide a systematic development correlated to the learning objectives of both the Office of Personnel Management and Department of Defense frameworks for the respective categories of leadership, management, and supervisory development.

Foundational Competencies and Officer PME Preparation: The CLDS is chartered to help DAF Civilians understand foundational competencies at the basic and intermediate levels. Compared to their officer counterparts, DAF Civilians may have a developmental gap before entering the appropriate level of Officer PME. Taking a corresponding course could prepare them for academic success, and the CLDS provides courses that can help prepare DAF Civilians at the tactical and operational levels. As we collect more data, we will uncover the truly unique contributions civilians make in the National Strategic context.

MANAGERIAL AND SUPERVISORY TRAINING (M&ST)

WHO WE ARE

DEGREE LEVELS

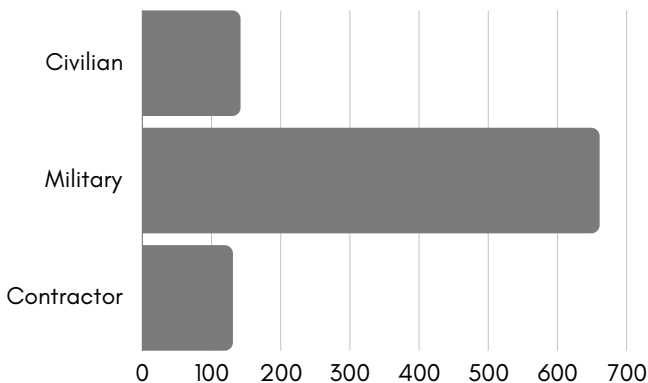


YEARS IN THE EDUCATION FIELD



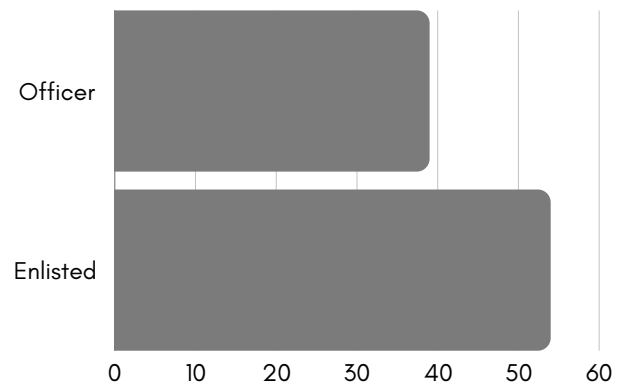
Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



Total Years of Faculty Experience

PROFESSIONAL MILITARY EDUCATION



Number of Courses Taken

LEADERSHIP DEVELOPMENT

Leadership development is both functional and enterprise based. Individuals who are pursuing leadership roles or future supervisory, managerial, or executive positions should consider our Leadership Development courses prior to assuming these positions. This part of the M&ST Learning Path provides a solid foundation in both self and team competencies for both talent and succession management planning. The CLDS assists and supports DAFMAN 36-142, *Civilian Career Field Management and Centrally-Managed Positions*, by providing education and training for DAF personnel. Our learning path of courses and learning opportunities provides DAF functional experts/leaders and enterprise leaders, skills development aligned with both the DoD Framework and OPM competencies. Our courses directly support the “Civilians We Need” Career Model in DAFMAN 36-142.

According to DAFMAN 36-142, the Functional Expert/Leaders path is designed to help civilians who aspire to become deep technical experts the necessary leadership skills in basic, intermediate, and advanced levels. The CLDS provides education and training for these individuals throughout their career and mirrors the path of the Enterprise leader ensuring a commonality of expertise across the DAF for civilians.

Likewise, DAFMAN 36-142 notes, the Enterprise path is a more traditional approach; one that recognizes DAF civilian supervisors, managers, or senior executives can enter these roles at any point in their career. Individuals appointed leadership positions should complete the appropriate mandatory course within prescribed timeframes. In addition, these same individuals should seek out competency assessment and be vectored towards corresponding officer PME courses as identified by their career field managers.

M&ST development is intentionally connected to civilian force development and both talent and succession management, where it provides DAF Civilians an opportunity to assess their interest in being an enterprise leader. It also affords civilians the experience of team leadership and helps them to discover what it means to be a leader in today’s Air Force. In fact, when included in an Individual Development Plan, the courses can provide a vehicle to develop individuals self-identified and/or identified by supervisors as potential candidates for future leadership positions.

HISTORY

While programs existed for emerging leaders at the DoD level and in the Air Force, there were significantly limited quotas for civilians. To expand opportunities for development in a cost-conscious manner and in response to an AF/A1D request based on the 5 CFR requirements, the School developed the Emerging Leader Course in 2014 as an online course which combined lessons and activities that could be accomplished asynchronously and supplemented with weekly live webinars.

In lockstep with AETC's Learning Transformation, one of the guiding principles used in the development of the course was the desire to have an immediate transfer of learning and to make students responsible for their learning. The course provided core management skills, such as foundational leadership, communication, problem solving, and project management, to pre-supervisory civilian personnel pursuing future supervisory assignments. Additionally, it covered several current high-visibility topics relevant to the Air Force including Sexual Assault Prevention, creating a Culture of Respect, and Diversity/Inclusivity in the workforce.

The ELC ran two highly successful pilot tests in 2014 and was officially approved in 2015. The course established the framework for future course development which directly led to the next course in the continuum of learning: the Developing Team Leader Course (DTLC). Developed as a follow-on to the ELC, DTLC also added the school's first in-resident learning experience. After working together as teams for four weeks of online learning, DTLC students joined together to apply the lessons learned in the online segment of the course for a one-week component at Maxwell AFB. The various teams presented final projects during the resident week, which typically targeted Air Force problems such as hiring, retention, education, and other A1-related topics. While ELC students work mostly on an individual basis, the DTLC has a significant team approach. When faced with COVID-related constraints, the flexibility of the learning approach proved DTLC can run the resident week in a fully online format with similar results.

LEADERSHIP DEVELOPMENT

THE WORKPLACE AS A LEARNING LABORATORY

Going beyond hypothetical scenarios, Leadership Development courses link the lesson material to the students' respective work centers and organizations. Each activity and practical exercise are crafted for the student to relate the material within their work environment. This educational design not only reinforces the learning objectives in a strong and meaningful way, but also heightens student awareness of their organization's leadership culture. Using a capstone methodology, students then complete final projects focused on actual problems in their respective work centers. This approach provides an immediate return on investment not only for the student, but also the various Department of the Air Force units from which the students serve.

FUTURE DEVELOPMENT

The CLDS continues to seek ways to meet the needs of civilian development in lock step with broader DAF goals. The DAF Civilian Human Capital Operating Plan FY2022 -2023 states, "...our talent development strategy must ensure gaps in skills and competencies are addressed...DAF organizations at every level must maintain workforce capabilities through education, training and experiential development, hold employees and supervisors accountable for their performance; and develop the leaders and managers we need for both current future requirements." Our leadership development approach is integrated across the school in providing a continuum of opportunities not only for incumbents or those selected for supervisory or managerial positions, but also employees who are considering advancing into those positions. In this way, the CLDS can not only meet federal mandated training requirements but also fill gaps in succession management strategies.

Towards this effort, the CLDS is mapping new strategies to provide courses that complement the DoD Supervisory and Managerial Frameworks and the Air Force's foundational competencies. Integral to the design approach is skills evaluation and experiential exercises as well as introducing coaching and mentoring skills for each level of development. Future courses will continue to highlight the need to leverage diversity and inclusion. This upward glide scope of developmental opportunities will strengthen our existing leaders while also grooming future leaders for success.

RETURN ON INVESTMENT

EMERGING LEADER AND DEVELOPING TEAM LEADER COURSES

OBJECTIVES MET

A few of the skills students leave our courses with include the ability to:

- Self-Coach
- Think critically
- Listen actively
- Resolve conflict in a healthy manner
- Self-manage emotions to be an engaged, positive team player

COMPETENCIES MET

- “Intermediate” proficiency for “People/Team” categories of the AF Foundational Competencies
- “Intermediate” proficiency for “Aspiring Leader/Team Leader” category of the OPM Manager & Supervisory Framework.

STUDENT TESTIMONIALS

"My training program (PALACE ACQUIRE) is a leadership development program, and this has been the best course for leadership training that the Air Force has offered." – ELC student

"...the very best training class that I have ever attended in my almost 39 years of military and civilian service..."
- DTLC student

"This was my first exposure to coaching of any type, and I feel that I walked away with a very valuable new tool in my leadership/management tool kit. I want to know more!" - DTLC student

8,000+

DAF Problems Addressed
Since Inception

116

Contact Hours per student
devoted to Leadership
Development

30K+

Student - Supervisor
Mentoring Discussions
Initiated To Date

98%

Student Satisfaction Rate

MANAGERIAL AND SUPERVISORY TRAINING

PROGRAM OVERVIEW

The CLDS is the Department of the Air Force's (DAF) sole provider for federally-mandated civilian supervisory and managerial courses. The M&ST learning path provides students knowledge of the laws, police, regulations, and labor contracts that govern the supervisor's or manager's role, as well as pivotal performance management rules of engagement. To help increase employee engagement, the learning path also includes coaching skills training for supervisors and managers.

Legal sources:

Title 5 CFR, Section 412.402: Requires providing initial training as an individual makes the critical transition to becoming a new supervisor or manager. 5 CFR Section 412.202b specifically states, *"Provide training within one year of an employee's initial appointment to a supervisory position and follow up periodically, but at least once every three years, by providing each supervisor and manager additional training on the use of appropriate actions, options, and strategies to: (1) Mentor employees; (2) Improve employee performance and productivity; (3) Conduct employee performance appraisals in accordance with agency appraisal systems; and (4) Identify and assist employees with unacceptable performance."*

2010 NDAA as Codified in 5 U.S.C. § 9902: Requires the development of a comprehensive succession program to develop managers and a program to provide training to supervisors and managers on use of the applicable performance management systems including the actions, options, and strategies a supervisor may use in:

- *Developing and discussing relevant goals and objectives with the employee communicating and discussing progress relative to performance goals and objectives, and conducting performance appraisals*

MANAGERIAL AND SUPERVISORY TRAINING

- *Mentoring and motivating employees, and improving employee performance and productivity*
- *Fostering a work environment characterized by fairness, respect, equal opportunity, and attention to the quality of the work of employees*
- *Effectively managing employees with unacceptable performance*
- *Addressing reports of a hostile work environment, reprisal, or harassment of or by another supervisor or employee*
- *Otherwise carrying out the duties and responsibilities of a supervisor*

It also specified providing training to supervisors on the prohibited personnel practices, employee collective bargaining and union participation rights, and the procedures and processes used to enforce employee rights; and a program under which experienced supervisors mentor new supervisors by sharing knowledge and advice in areas such as communication, critical thinking, responsibility, flexibility, motivating employees, teamwork, leadership, and professional development; and pointing out strengths and areas for development. Each supervisor shall be required to complete a program at least once every 3 years.

There is also a provision in Title 5 for senior executives. 5 CFR 412.401 (a) states, “Each agency must establish a program or programs for the continuing development of its senior executives in accordance with 5 U.S.C. 3396(a). Such agency programs must include preparation, implementation, and regular updating of an Executive Development Plan (EDP) for each senior executive.”

The department’s role in providing this mandatory training is further codified in policy in DAFI 36-2670, *Total Force Development*, in which it states the School is responsible for providing initial and continuing training, education, and professional development courses for the civilian workforce that will increase an individual’s proficiency level of DAF foundational competencies and accomplish the DAF mission. This is also stated in the AF/A1 Mandatory Supervisory and Managerial Training Policy memorandum, dated 8 March 2018. As stated later in DAFI 36-2670, the supervisory and managerial courses are part of a comprehensive management succession program.

RETURN ON INVESTMENT

MANAGERIAL AND SUPERVISORY DEPARTMENT

STUDENTS IN FY2023

8,983

THE DEPARTMENT MEETS LEGAL TRAINING REQUIREMENTS WHILE USING A MINIMUM AMOUNT OF STUDENT TIME TO INCLUDE USING TEST-OUT OPPORTUNITIES.

FY2022 COST PER STUDENT

\$150

BY TRAINING ONLINE, SCHOOL AVOIDS TDY COSTS. IT ALSO HONORS AIRMAN'S TIME BY ALLOWING STUDENTS TO COMPLETE CLASSES WHEN BEST FITS THEIR SCHEDULE

STUDENT SATISFACTION RATE

98%

DEPARTMENT HAS MAINTAINED A CONSISTENT 98% SATISFACTION RATE WITH STUDENTS FOR THE LAST FIVE YEARS

ACHIEVEMENTS

1ST

FIRST AGENCY IN DOD TO DEVELOP AND EXECUTE TRAINING TO COMPLY WITH MANAGERIAL AND SUPERVISORY LEGAL REQUIREMENTS

MANAGERIAL AND SUPERVISORY TRAINING

HISTORY

The Air Force centralized the instruction of the Air Force supervisory courses in 2008 and agreed on using a distance learning methodology. Previous to that, Air Force installations would pay contractors or use in-house training staff to provide the education. This led to a lack of standardization and substandard accounting of course completions. Some installations would only offer one or two classes a year, and this resulted in many students not receiving the required training in a timely manner. By 2011, the School was named the sole provider of supervisory education for the Air Force. This centralization saved money, created a standardized transfer of learning into the workplace, helped gather data from the courses for supervisory research, and aligned the courses to supervisory competencies.

The School initially offered three courses: USAF Supervisor Course (USAF SC), Civilian Personnel Management Course (CPMC), and Military Personnel Management Course (MPMC). The courses were presented in a Blended eLearning format in which students would attend weekly webinars at a scheduled time while accomplishing the bulk of their coursework in a learning management system. The USAF SC and CPMC satisfied the initial supervisor training requirement, while MPMC met Air Force requirements for civilians who supervised military members. The courses were taught throughout the year and across time zones, providing ample opportunities for new supervisors to meet federal requirements. To meet the federal mandate for refresher training, the Supervisor Refresher Course was introduced in 2014. It would later be renamed the Experienced Supervisor Course (ESC).

In an effort to value Airman's time and align initial supervisory education with the DoD's Managerial and Supervisory Training Framework, AF/A1D requested the development of the Air Force New Supervisor Course (NSC) as a replacement course for the USAF SC and the CPMC. The NSC was designed to cover all of the DoD Supervisory Skills Track topics from the DoD's Managerial and Supervisory Learning and Evaluation Framework, as well as other federally and DoD-mandated training topics. It also included topics considered

MANAGERIAL AND SUPERVISORY TRAINING

to be successful practices by the DoD from CPMC and USAF SC. The course was launched in 2018 and significantly reduced the training hours required for initial supervisory training.

To meet the federal requirements for managerial training, the New Manager Course debuted in 2018 and the Experienced Manager Course was developed for future implementation. Between FY2009 to 2023, the managerial and supervisory courses graduated over 100,000 students. Additionally, the School began introducing performance coaching skills courses into the inventory in 2021.

BACKGROUND AND CURRENT METHODOLOGY

The demographics of the approximately 30,000 DAF Civilian supervisors indicate a wide disparity in educational levels and prior military experience. Approximately 50 percent of supervisors do not have a military background, which can present different developmental challenges compared to their prior-military counterparts. Additionally, over 30 percent of personnel coded as a supervisor have no academic degree. This adds to the need for a proactive and novel approach to developing DAF supervisors and managers as indicated with the following objectives:

- Provide minimum education based upon DoD Manager/Supervisory Framework topics
- Centralize online delivery to create timely/consistent education across the DAF
- Create awareness of key process, policies, and procedures; and who to reach for help
- Honor experienced supervisor's time with a competency assessment with immediate remediation on questions missed
- Provide opportunity for pre-supervisory courses in the CLDS to build up interpersonal skills needed for supervision

MANAGERIAL AND SUPERVISORY TRAINING

In response to AETC learning transformation and to meet the previously mentioned objectives, the School reshaped its civilian supervisory and managerial courses. To ensure credit for previous knowledge was given, the courses were changed from Blended eLearning to a more flexible, student-centric option to complete the training. Implemented in FY2020, the initial and refresher courses for supervisory and managerial courses began rolling enrollment opportunities and longer timeframes for students to complete the requirements. Students now progress at their own pace, while still having live webinars available for areas in which they may need additional education. The new format more closely follows the DoD frameworks for supervisory and managerial training. The MPMC and the coaching courses still employ the Blended eLearning approach.



The New and Experienced Supervisor Courses and the New and Experienced Manager Courses focus more on the awareness of key issues that can keep them out of trouble. This will be true of the Senior Executive Course when officially approved. To add breadth to the development approach, the Emerging Leader Course and the Developing Team Leader Course previously mentioned in the Leadership Development section of this guide, and the Introduction to Performance Coaching Course serve as excellent interpersonal/leadership skills-based courses for pre-supervisory development. This blend of mandatory supervisor and manager courses and voluntary pre-supervisor courses provide a flexible, time-saving, and targeted approach to holistically develop supervisors and managers while honoring the skills and experience of our experienced force.

MANAGERIAL AND SUPERVISORY TRAINING

Performance management coaching is addressed in a continuum of courses: Introduction to Coaching, Coaching for Leaders and Supervisors, and Coaching for USAF Organizations. These courses provide valuable coaching skillsets to leaders in support of employee engagement initiatives. DAF senior leadership appreciated this approach and established a working group in 2020 to develop a DAF Coaching Culture; CLDS continues to provide course content and support for these initiatives.



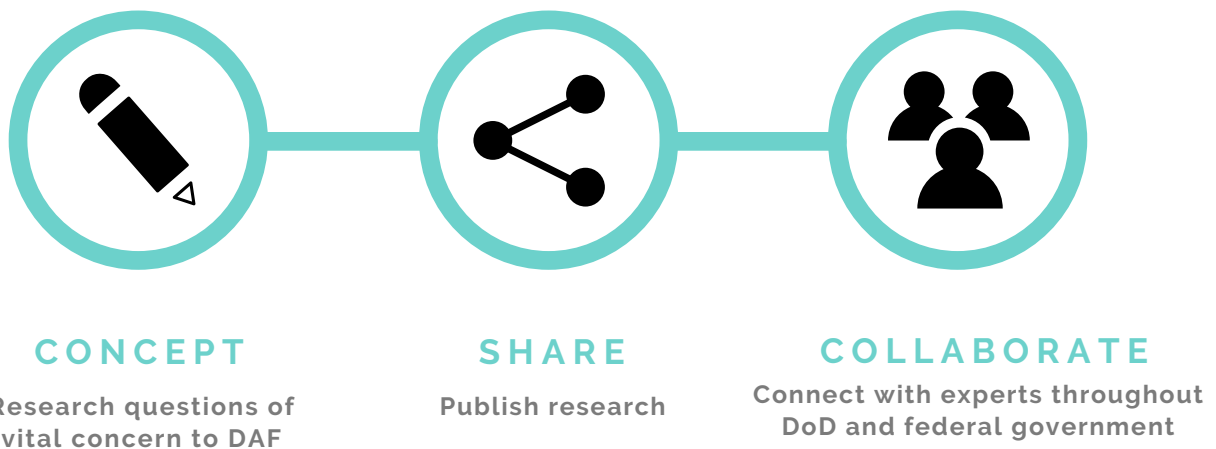
As our society and the DAF directly confronts diversity challenges, the skills for supervisors to effect proactive and positive dialog is found in coaching skills, but if tension proves too difficult, then the interpersonal studies area provides both supervisors and employees skills for navigating conflict. Performance Management Coaching for Supervisors provides excellent skills for leadership and interpersonal skills for making the process, policies, and procedures come to life in a more meaningful manner for the novice supervisor. Coaching serves as the proactive attempt in managing conflict/performance, while mediation offers a reactive approach. The DAF Mediation Course and Mediation Skills will partner in the continuum of conflict with the more proactive coaching skills to holistically deal with the crucial conversations that need to take place to ensure unity and purpose towards a more diverse and inclusive DAF.

MANAGERIAL AND SUPERVISORY TRAINING

RESEARCH MISSION

The CLDS conducts research focused on DAF civilian development as outlined in DAFI 36-2670, *Total Force Development*: "Faculty will provide academic research based on criteria established by Civilian Force Development Panel to provide insight into future development needs of civilians."

DAF Civilians must operate at the same level as their Enlisted and Officer counterparts. Currently, DAF civilian professional development and education requires coherence in alignment with OPM, DoD, and DAF guidelines to prepare civilians to operate in complex environments. To achieve this, DAF Civilians must be formally developed and trained to become strategic leaders. This includes deliberate development that continuously upgrades their functional skills while simultaneously offering education and training to ensure every DAF Civilian is able to assume positions of greater responsibility.



The initial efforts at research include understanding our developmental history/heritage, professionalism of the DAF Civilian, and diversity and inclusion principles to infuse throughout the curriculum for the Civilian Associate Degree Program and Managerial and Supervisory Training courses. Future areas for research will be determined in coordination with AF/A1D and the Civilian Force Development Panel.

MANAGERIAL AND SUPERVISORY TRAINING COURSE DESCRIPTIONS

Mandatory Courses

DAF New Supervisor Course: Gives supervisors of civilian employees a foundation in supervisory skills and fundamentals. The course covers topics included in the DoD Supervisory Learning and Evaluation Framework including performance goals, objectives, and appraisals, merit system principles, mentoring and motivating employees, fairness, respect, equal opportunity, quality of work, handling unacceptable performance, hostile environment, reprisals, harassment, prohibited personnel practices, labor relations and employee rights, hiring principles and authorities, and workforce incentives.

Eligibility: DAF civilians who are coded in DCPDS with supervisory responsibility level codes 1, 2, and 4, as well as Military Service members who supervise civilians. Meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time supervisors of civilian employees to complete within one year of becoming a supervisor.

DAF Experienced Supervisor

Course: Refreshes supervisors of civilian employees in supervisory skills and fundamentals. The course covers topics mandated by the DoD Supervisory Learning and Evaluation Framework. Those topics include the following: performance goals, objectives, and appraisals, merit system principles, mentoring and motivating employees, fairness, respect, equal opportunity, quality of work, handling unacceptable performance, hostile environment, reprisals, harassment, prohibited personnel practices, labor relations and employee rights, hiring principles and authorities, and workforce incentives.

Eligibility: DAF civilians who are coded in DCPDS with supervisory responsibility level codes 1, 2, and 4 as well Military Service members who supervise civilians. This course must be completed every three years as long as individual maintains supervisory classification. Meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010.

MANAGERIAL AND SUPERVISORY TRAINING COURSE DESCRIPTIONS

It satisfies the federal requirement for supervisory refresher training at least once every three years after completing the initial supervisory courses.

DAF New Manager Course: Gives managers of civilian employees a sound foundation in supervisory skills and manager fundamentals. The course covers topics mandated by the DoD Managerial and Supervisory Learning and Evaluation Framework. Those topics include the following: manage self, manage others, manage organizational systems, mentor employees, improve employee performance and productivity, conduct performance appraisals, and handle unacceptable performance.

Eligibility/Target Population: DAF Civilians who are coded in DCPDS with supervisory responsibility level code 3. Meets federal requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It is a federally-mandated requirement for all first-time managers of civilian employees to complete within one year of becoming a manager.

DAF Experienced Manager Course: Refreshes managers of civilian employees in supervisory skills and manager fundamentals. The course covers topics mandated by the Department of Defense (DoD) Managerial and Supervisory Learning and Evaluation Framework. Those topics include the following: manage self, manage others, manage organizational systems, mentor employees, improve employee performance and productivity, conduct performance appraisals, and handle unacceptable performance.

Eligibility: Civilians who are coded in DCPDS with supervisory responsibility level code 3. This course must be completed every three years as long as individual maintains managerial classification. Meets requirements contained in Title 5 of the Code of Federal Regulations and the National Defense Authorization Act of 2010. It satisfies the federal requirement for managerial refresher training at least once every three years after completing the initial manager course.

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

Military Personnel Management

Course: Provides essential knowledge-based training to civilian personnel who are entering supervisory assignments over military personnel. The training covers sources of authority governing military personnel management, performance and career management issues, education and training, and unique aspects of the military Airman. This course provides the essential information, policies, and procedures, as well as information on resources pertinent to the students' MAJCOM, Wing, Group, Squadron, or Functional areas.

Eligibility: Regulatory requirement for all DAF civilian supervisors of military employees who have not had equivalent training or experience. This course is primarily designed for Federal Civilian employees who are entering supervisory assignments as supervisors of military personnel. Civilians who also currently serve in the Air National Guard or Air Force Reserve, or retired from the Air Force active duty, Guard, or Reserve within the past five years from

course start are eligible for equivalency credit. Additionally, supervisors with three years or more experience supervising DAF military members may be eligible to take the MPMC Challenge Exam, and if successfully accomplished, will receive credit for course completion.

Coaching Skills Courses

Introduction to Performance Management Coaching:

Provides an introductory overview of performance management coaching in the workplace. Introductory coaching concepts will be examined along with real-world Air Force examples relating to the employee performance management process. Students are introduced to the fundamentals, competencies, principles, and philosophy of coaching necessary to become a coaching-leader, foster a coaching culture, and improve both individual and organizational performance.

Performance Management Coaching for Supervisors and Leaders:

This course is a continuation of Intro to Performance Management Coaching

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

(prerequisite) and is designed to teach and develop performance coaching skills for use in a performance management setting for supervisors. Students will apply the necessary coaching philosophy and competencies for improving performance planning, goal setting, and outcomes.

Performance Management Coaching for DAF Organizations: Provides an intensive performance coaching workshop designed to teach and develop performance coaching skills for use in a performance management setting. The course uses real-world coaching and problem-solving exercises, and it requires active participation from all participants. It also promotes the development of interpersonal skills; therefore, students are encouraged to observe and explore coaching as it relates to the Air Force and take the knowledge learned back to their workplace and share with their coworkers.

Leadership Development Courses

Emerging Leader Course (ELC): This foundational leadership course helps develop interpersonal communication and leadership skills for Department of the Air Force civilians pursuing future leadership roles. This course builds on DAF foundational competencies and enables the transition from being a follower to a leader.

Eligibility: Enrollment is intended for non-supervisors in the grades GS-9-12, with exceptions for higher-graded civilians when appropriate. The student and supervisor must sign a learning contract agreeing to the time and work commitment required to complete the course.

Developing Team Leader Course (DTLC): Provides the knowledge and skills of a developing team leader. The Developing Team Leader Course (DTLC) is designed to provide foundational and fundamental team leadership skills for civilian personnel who are being developed or are being considered for present or future leadership assignments. The course is facilitated over five weeks in an eLearning environment and concludes with four days of experiential exercises.

Eligibility: Enrollment targets GS-12 and below with exceptions for higher-graded civilians when appropriate. The student and supervisor must sign a learning contract agreeing to the time and work commitment required to complete the course.

MANAGERIAL AND SUPERVISORY COURSE DESCRIPTIONS

Basic Mediation Course (BMC):

Provides basic training to individuals who will serve as mediators for the Department of the Air Force. Curriculum includes the presentation of current DAF policy, the mediation process, interest-based negotiations, DAF ethical guidelines for mediators, confidentiality in mediations, standards of conduct for mediators and understanding settlement drafting guidelines. This course is intended for civilian or military individuals who will mediate civilian disputes.

Eligibility: This course is intended for civilian or military individuals who will mediate civilian disputes.

WORKFORCE DEVELOPMENT DEPARTMENT

PROGRAM OVERVIEW

The objective of the Workforce Development Department is to enhance the DAF Civilian workforce and their ability to effectively contribute to the mission. Offerings will focus on foundational and interpersonal skills that help address work challenges common to many, if not all, employees. The department's reach begins with orienting all new DAF Civilians to the organizational environment and continues acculturation and development by focusing on civilian Airmanship, AF Foundational Competencies and workplace engagement.

There are several directives which guide the department's initiatives.

- 5 U.S. Code § 2301 - Merit system principles (b) (7) Employees should be provided effective education and training in cases in which such education and training would result in better organizational and individual performance.
- 5 CFR § 410.303 - Employee responsibilities. Employees are responsible for self-development, for successfully completing and applying authorized training, and for fulfilling continued service agreements. In addition, they share with their agencies the responsibility to identify training needed to improve individual and organizational performance and identify methods to meet those needs, effectively and efficiently.
- DAFI 36-2670, *Total Force Development*, 5.3.6.1.: Mandatory Training, New Employee Orientation Program. New Employee Orientation program is designed to assist new civilians in adjusting readily to their jobs and work environments via approved AF learning management system within 90 days of hire. Supervisors must release civilians for attendance of appropriate orientations.
- Title 5 CFR 724.203: Each agency must develop a written plan to train all of its employees on Antidiscrimination Laws and Whistleblower Protection Laws as part of its agency orientation program.



WORKFORCE DEVELOPMENT DEPARTMENT

FOUR FOCUS AREAS

1

FOUNDATIONAL TRAINING

Beginning in New Employee Orientation, civilians explore both the AF organization as well as what it means to be a Civilian Airman.

2

FOUNDATIONAL DEVELOPMENT

Developing civilians in DAF Foundational Competencies with a goal to develop dynamic employees

3

EMPLOYEE ENGAGEMENT

Helping DAF Civilians connect to the attitudes and behaviors critical in creating an engaged, dedicated workforce that finds fulfillment and satisfaction in being members of the DAF team

4

MENTORING AND COACHING

Live as well as self-paced learning events help employees identify their own Individual Development Plan that guides their professional development now and for years to come within the DAF

POINTS OF INTEREST

By offering short, micro-courses that highlight key learning concepts, Workforce Development offers Airmen the ability to voluntarily self-develop in DAF Foundational Competencies.

Such Total Force development opportunities can create greater common grounds for understanding, collaboration, and synergy among the military and civilian populations.

WORKFORCE DEVELOPMENT DEPARTMENT

The first focus area, Civilian Airmanship, centers around expanding the civilian acculturation process to better support a smooth and successful transition into the Air Force organization. NEO is now envisioned to be one component of a more strategic year-long opportunity for new hires to both better understand the DAF as well as better develop themselves. NEO will continue to remain the essential, required piece of new employee training. Once new hires complete NEO, they will be offered the opportunity to voluntarily continue self-development in one or more areas identified by research as needed or desired by newer civilian employees.

The second focus area, Foundational Development, particularly targets the population of GS 1 - 9 (and equivalent pay grades). One key component is building effective communication skills. These skills lessen gaps in connecting with others through active communication, checking for understanding, nonjudgmentally exploring the other person's position, and using appreciative inquiry with curiosity. Through voluntary developmental paths such as this, civilians self-identify as being dedicated to career progression by developing and enhancing the skills needed to succeed at higher levels within the DAF. By offering short, micro-courses that highlight key learning concepts, educational benefits can spread to a larger percentage of the civilian population. This venue also allows the possibility for military Airmen to self-develop alongside Civilians. Such Total Force development opportunities can create greater common grounds for understanding, collaboration, and synergy among the military and civilian populations.

The third focus area is Employee Engagement, which is aligned with the Office of Personnel Management and the Civilian Force Development Panel's initiative 18.1 (Improving Supervisor and Leadership Engagement). DAF Civilian engagement is evaluated primarily through the Federal Employee Viewpoint Survey (FEVS). Research suggests an engaged workforce is more productive, cost effective, innovative, accountable, and has less turnover and absenteeism. To assist with this initiative, the Workforce Development Department supports the "CLDS Supervisor and Employee Resource Center" and its two learning paths: (1) "Supervisors and Leaders Resource Center" and (2) "Civilians We Need Resource Center". These vital resources provide tips, tools, and resources to help understand various leadership concepts and employee engagement principles, as well as foundational tools for civilian employees.

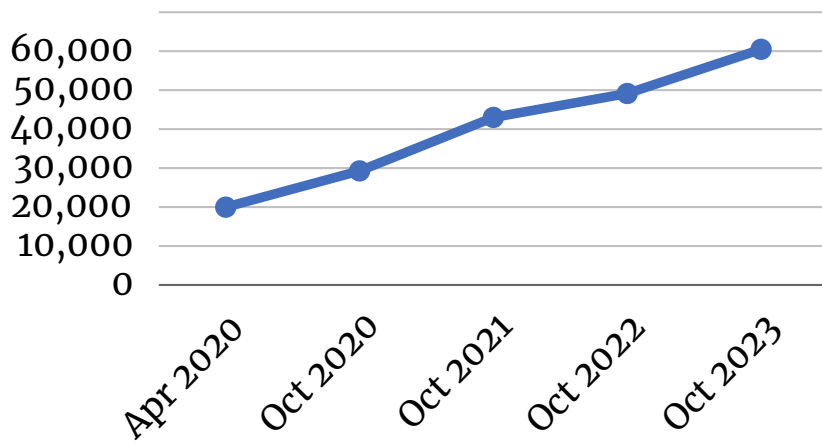
WORKFORCE DEVELOPMENT DEPARTMENT

The final focus area revolves around Mentoring and Coaching. Per AFH 36-2643, *“Mentoring is an essential ingredient in developing well-rounded, professional, and competent future leaders. The overall goal of mentoring is to help Airmen (civilian, enlisted, and officer) maximize their full potential.”* Workforce Development guides civilians in understanding the purpose and goal of mentoring and coaching relationships, as well as the skills sets critical in developing successful mentoring and coaching relationships.

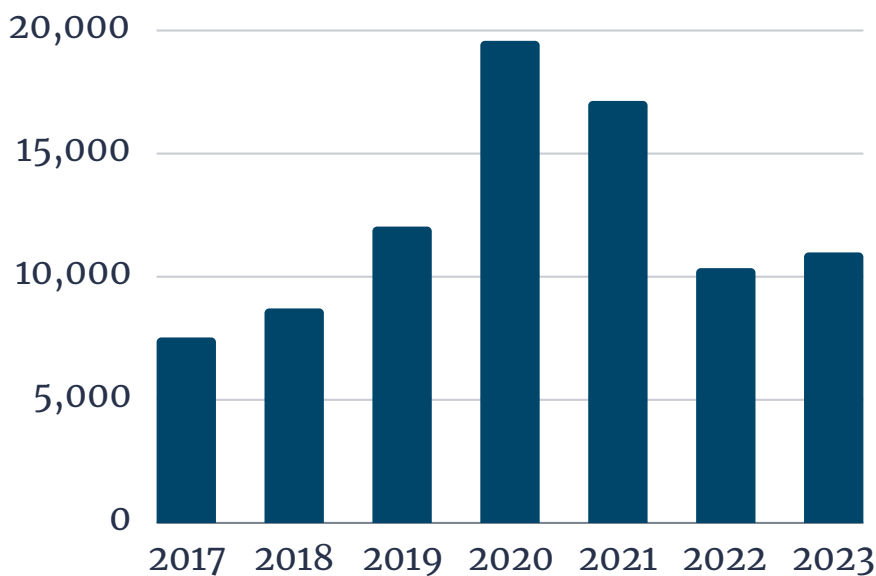
Still in a growth phase, this department will continue to focus on and develop skills that address some of the most critical challenges today’s employees face. We believe providing these large-scale online live and self-paced development opportunities enhance Airmanship, employee engagement, and commitment to the DAF. We also believe offering this development through micro-learning opportunities that fit today’s need for an on-demand learning environment presents one of the most effective ways to accomplish this mission and honor Airman’s time.

RETURN ON INVESTMENT

WORKFORCE DEVELOPMENT



SUPERVISOR AND EMPLOYEE RESOURCE CENTER WEBSITE TRAFFIC



NEW EMPLOYEE ORIENTATION ANNUAL STUDENT THROUGHPUT

60K+

Number of new subscribers to the "Supervisor and Employee Resource Center" (formerly "Leaders We Need") website since inception in 2020.

11K

Number of employees who completed New Employee Orientation in 2023 via Air Force MyLearning.

99%

Of students rate the New Employee Orientation information as relevant and valuable

WORKFORCE DEVELOPMENT COURSE DESCRIPTIONS

New Employee Orientation (NEO)

Course: Prepares newly hired civilian personnel to be more effective in their roles as civilian employees of the Department of the Air Force. This course provides an introductory understanding of the Department of the Air Force culture with its unique mission. The course covers institutional, developmental, and pertinent information through awareness of topics such as AF Heritage, Core Competencies, Core Values, Customs and Courtesies, Force Development, and Personnel Administration.

Eligibility: All newly-hired DAF Civilians must complete the NEO Course within 90 days from their start date. Registration and completion of the course is accomplished via the Air Force MyLearning platform.

HUMAN RESOURCES SUPPORT

HUMAN RESOURCES SUPPORT

The Chief of HR Support furthers the CLDS mission by providing all levels of human resource support to the internal operation of the school and assists the Director in managing the day-to-day operations and the school's battle rhythm. HR services include onboarding, staffing support, financial management, and advisory services. Along with tracking key projects and initiatives, the Chief will also be a force enabler by integrating the various departments. This will leverage the various programs and courses the CLDS offers to best meet the development needs of DAF Civilians.

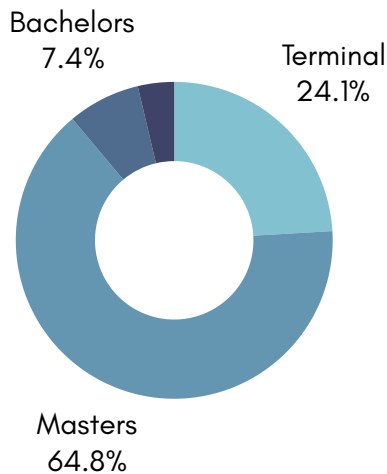
"Maximizing the civilian workforce requires a clear strategic human capital management plan to best support and accomplish the DAF mission and goals."

*Department of the Air Force
Civilian Human Capital
Operating Plan
FY 2022-FY 2023*

MEET THE CLDS FACULTY and STAFF

WHO WE ARE

DEGREE LEVELS

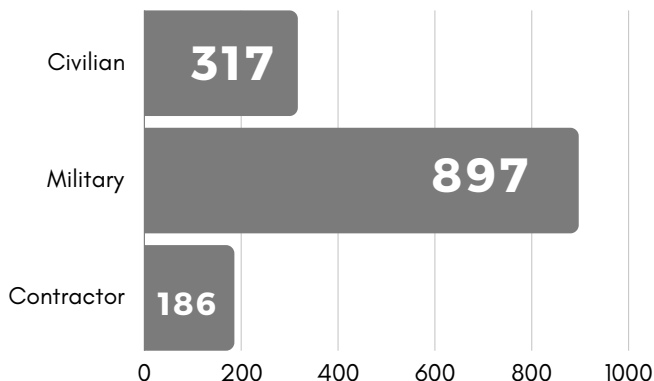


YEARS IN THE EDUCATION FIELD

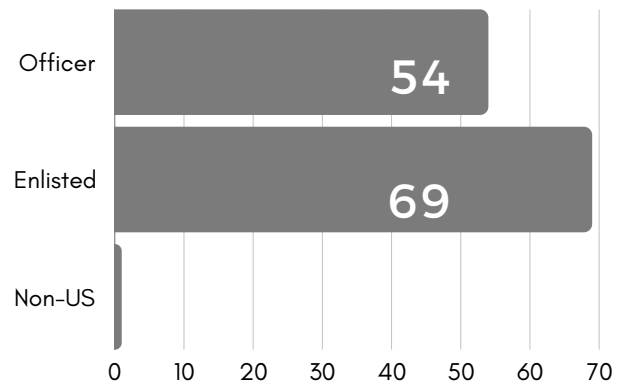


Our faculty bring academic rigor to civilian development.

YEARS OF DAF EXPERIENCE



PROFESSIONAL MILITARY EDUCATION





BARRY WAITE

DIRECTOR'S BIO

Barry Waite serves as the Director, Civilian Leadership Development School, Ira C. Eaker Center for Leadership Development, Air University, Maxwell AFB from 1 October 2019 to present. Previously, he served as Chief, Civilian Workforce Development in the Force Support Professional Development School from 2009 - 2019. He has over 15 years' experience in the Department of the Air Force Civilian Service and 20 years as an Air Force officer in the Force Support career field with a combined total of 25 plus years in education and training positions. He also commanded the 347th Mission Support Squadron and earned four MAJCOM Mission/Force Support Career Field awards during his military career.

He served on the Defense Performance Management Assessment Program Implementation Team, DoD Supervisory and Managerial Framework Committee, Department of the Air Force Civilian Development Panel Employee Engagement Committee, and the Department of the Air Force Coaching Culture Working Group.

Mr. Waite's expertise resides in the interpersonal, innovation, and leadership domain areas. He received certification for personality assessment administration, mediation, coaching, and 360-degree feedback coaching. His innovation was recognized in 2007, when he shared a \$10,000 Air Force Suggestion Program Award for leveraging distance learning in supervisory education. He completed the Air Force Leadership Development and Building High-Performance Organizations in the 21st Century courses from the Federal Executive Institute.

He received a Bachelor of Science Degree from Slippery Rock University in Public Administration, a Master of Arts Degree in History from the University of Central Florida, and is a doctoral candidate for a Doctor of Education with a concentration in community college leadership at Walden University. He is presently working on his project study researching academic completion. Mr. Waite also completed Squadron Officer School and Air Command and Staff College.

CADP Team

Dr. Bowens has over 25 years of experience in leadership, management and education with an emphasis in traditional and online learning, building teams and strengthening organizations at the strategic, operational and tactical levels. He has served as an Air Force enlisted, officer and DAF civilian in numerous key positions from leading small teams to managing large global organizations as he was based in the United States, Asia, Europe and the Middle East. Dr. Bowens is directly responsible for the creation and implementation of the academic priorities for a 20-person team that delivers DAF civilian undergraduate education and serves up to 500 students/ 2,500 course completions per year to further their educational goals and equip them to be more effective DAF leaders. Additionally, he serves in an advisory role for DAF civilian professional continuing education that serves up to 31,000 students annually.

Education: Ph.D. Leadership Studies, Education Specialist in Curriculum and Instruction



DR. ANDREW BOWENS
DEAN OF FACULTY AND ACADEMIC AFFAIRS



Dr. LeNetta Banks Williams has 20 years of leadership experience and a passion for training. She began her career at the U.S. Air Force Academy leading professional development training in the area of human relations which led to a career in Human Resource Management and Chief of Equal Opportunity. A sought after speaker and executive coach, her efforts have led to research professor opportunities in psychology, human services, entrepreneurship, communications, sociology and diversity courses. Dr. Williams has taught various courses at Air University to include the Emerging Leader Course and was the Course Director for Performance Management Coaching courses for the Civilian Leadership Development School.

Education: PhD in Human Services

DR. LENETTA BANKS WILLIAMS
ASSISTANT DEAN OF ACADEMIC AFFAIRS

Dr. Sartor previously served as the SARC and SAPR VA Course Director. In this role, she planned, developed, and evaluated Sexual Assault Response Coordinators (SARC) and Victim Advocates courses. Dr. Sartor also directed and conducted the courses; prepared guest faculty to teach the courses; maintained professional contacts with Air Staff and other organizations; and evaluated the courses to ensure they were tailored to satisfy requirements. She also conducted curriculum review and evaluation for continuous improvement. She has served as the Course Director for the GS-15 Leadership Seminar, Basic and Advanced Mediation Courses, EEO Managers, Manpower, and Family Support courses. She was also the project manager for the following publications: Voter Plan of Action; Report on Discrimination and Solutions Summit; Racism and Disparate Treatment in the Public Sector; and Affirmative Action and Beyond.

Faculty of Record: Conflict Resolution and Organizational Culture Courses

Education: Ed.D. Counseling Psychology



DR. DORIS SARTOR
DEPARTMENT HEAD
BEHAVIORAL STUDIES

Mrs. Shelia Knox is the Department Head for Leadership Studies. She previously served as one of the contractor contingent faculty with the Civilian Associate Degree Program, bringing over 27 years of military experience and over 12 years of experience in education and training. She is also a retired Chief Master Sergeant. While previously assigned at the Air Force Senior Noncommissioned Officer Academy (AFSNCOA), the highest level of enlisted Professional Military Education, Mrs. Knox instructed and led as Vice Commandant Director of Education. She is a passionate and knowledgeable instructor with extensive experience in traditional and online learning.

Education: M.A. Management and Leadership



SHELIA S. KNOX
DEPARTMENT HEAD
MANAGEMENT STUDIES



LORRIE C. CARTER
DEPARTMENT HEAD
AIR POWER STUDIES

Ms. Lorrie Carter, Maj, USAF (Ret), is the Department Head for Air Power Studies. She spent 21 years active duty in the Air Force as a Medic, Program Manager, and Professional Military Education instructor. Upon retiring, she spent almost a decade in the role of Instructor and Curriculum Designer for the Eaker Center Civilian Leadership Development School. In her role, she was responsible for the online/distance learning of up to 2,000 students per year. She was also instrumental in keeping curriculum current by updating existing materials and creating new modules for web-based learning according to generally accepted instructional design principles. Lorrie has a B.A in Organizational Management and a MBA with a concentration in Health Care Administration.

Education: MBA with a concentration in Health Care Administration

Mrs. Beard hails from Mobile, Alabama and has been a resident of Montgomery, Alabama since 2016. Her graduate studies provided her with invaluable experience in working with diverse learners, data measurement and evaluation methods. Before coming to the Civilian Associates Degree Program, she was a Program Coordinator and Instructor for STARBASE, a DoD funded S.T.E.M. program, on Maxwell AFB. During her tenure, she spearheaded the start of an extracurricular S.T.E.M. program for at risk youth in the tri-county area. This afforded her the opportunity to design new curriculum aligned with national S.T.E.M. standards; an area of both personal and professional interest. Prior to STARBASE, Jamichael worked as an educator in the local school system, serving as both a Department Head and a Teacher Mentor. She inherited her passion for curriculum and instruction from her mother, an educator, and remains devoted to being a life-long learner.

Education: M.A. Education



JAMICHAEL BEARD
DEPARTMENT HEAD
LEADERSHIP STUDIES

Dr. Mbodouma is the CADP's Department Head for Communications. Prior to this assignment, he was the Editor in Chief of the Strategic Studies Quarterly journal for the AU Press. For over 25 years, Dr. Mbodouma has been wearing multiple hats in training and education. He was a trainer with the Peace Corps in Gabon, Central Africa; taught English as a Second Language at the high school level; and co-created a mentoring program for students from war-torn countries. Dr. Mbodouma also worked for the Defense Language Institute Foreign Language Center, where he implemented a French language and culture program. He also worked at the International Officer School, where he built communication programs for SOS, ACSC, and AWC.



DR. VICTOR MBODOUMA

DEPARTMENT HEAD
COMMUNICATIONS

Dr. Mbodouma has received many awards in teaching and educational leadership, including Teaching Excellence Award (2012, 2010 DLIFLC, Monterey, CA) and Educational Leader and Mentor Award (2008, National Young Leaders State Conference, NC). He has published in academic peer-reviewed journals and speaks several languages, including French, Schiweu, Spanish, and Japanese.

Education: Ed. D, Curriculum and Design; Ed. D., Educational Leadership and Management



DR. DEMETRA ANDERSON

CHIEF OF STUDENT SERVICES

Dr. Anderson formerly served as the Supervisory Education Services Specialist "Education Services Officer" at Marine Corps Air Station Miramar in San Diego, CA. As the Education Services Officer, she managed, supervised, coordinated, and inspected; the full range of student services and activities affiliated with active duty service members, military spouses, military dependents, veterans, and DOD civilians access to post-secondary education. She led a comprehensive Continuing Education System and Credentialing/Licensure Program and provided oversight of the Tuition Assistance Program, Associate, Baccalaureate, and Graduate Degree programs, General Studies program, elective course requirements, Military Academic Skills Program, SkillBridge Program, and Leadership Scholar Program. Dr. Anderson also served as a facilitator for the Performance Coaching Courses, Change Element Courses, Higher Education Faculty & Staff Orientation Program, Accessing Higher Education Track (AHE), Military Tuition Assistance Program Training, FAFSA Workshop, Spouse Transition and Readiness Seminar (STARS), California Advisory Council on Military Education Symposium panel, and the Western Recruiting Region Educators' Workshop.

Education: Ed.D. Higher Education Leadership

Mr. Talbot is responsible for over 170 Department of the Air Force Civilian students pursuing their first post-secondary degree. He provides customer service in the form of student counseling, academic advisement, and professional development to the students. Mr. Talbot also mediates between students, Air University (AU) Faculty, and the AU registrar in ensuring academic records, transfers, and student progress are tracked in real time.

Faculty of Record: AF Academic Writing Course, CLEP Prep Course, DSST Prep Course

Education: MA, Family Psychology



GORDON TALBOT

DEPARTMENT HEAD, GENERAL
EDUCATION STUDIES AND ADVISING



JUANITA "SUSI" SHOVER

CADP REGISTRAR

Ms. Shover is the Registrar for the Civilian Associate Degree Program within the Civilian Leadership Development School. She brings a wealth of experience to the team. She retired from the Air Force after 20 years of active duty service and has been a civil servant for over 18 years. Previously, she handled a variety of duties within the Force Support Professional Development School and brings her student service experience to the CADP.

Education: Master's in Adult Education

Dr. McKethan joined the Air Force family as a civilian in 1981 at Maxwell AFB, AL. She served as an advisor for theory and practice of education, training, and learning strategy in the Airmen Development Directorate in the Pentagon. She also worked closely with interdepartmental and Air Staff professionals, AETC, Air Force Academy, and civilian organizations responsible for policy in leadership development areas. Also, she served as a specialist in distance learning methodology and ISD for thirty years.

Her work experience includes researcher, course developer, educational and instructional methodology and technology specialist, test developer/analyst, and educational policy developer. Important aspects of her life are family, education, and community service that focuses on leadership development for our youth, to include training them on STEM concepts and professions.

Education: Doctorate in Educational Leadership, specializing in Curriculum and Instruction. Master's of Science in Human Development/Agency Counseling



DR. VERA A. MCKETHAN
LEAD ISD AND INSTRUCTOR



DR. STEPHEN HARRIS
ISD AND INSTRUCTOR

Dr. Harris served in the USAF as Electronic Warfare Officer in the B-52G/H models and completed both a military and a civil service career with a total of 42 years of Federal service. In his final civil service position, he served as the Dean of the Community College of the Air Force. Dr. Harris serves as an adjunct faculty member for Pennsylvania State University and has served in adjunct positions at the Air Command and Staff College, and Troy University.

Education: Ed.D. Career Technology. MS in Adult and Vocational

Dr. Cain served for 38 years on active duty and as a Department of the Air Force Civilian. He earned his commission through Officer Training School in 1981 and served as a B-52 Radar Navigator for 12 years. During this time, he logged 3,200 flying hours including more than 200 combat hours during Operation Desert Storm. He was a Distinguished Graduate of the Air Command and Staff College resident program and subsequently served there as a faculty member, course director, and Dean of Education. He is also a graduate of the Air War College resident and non-resident programs. Dr. Cain was the editor-in-chief of Air and Space Power Journal and the founding editor-in-chief of Strategic Studies Quarterly. He is the author of *The Forgotten Air Force: The French Air Force and Air Doctrine in the 1930s* (Smithsonian Institute Press, 2002), and book chapters and articles in peer-reviewed journals on issues dealing with military history, airpower, professional military education, effects-based operations, and regional threats from weapons of mass destruction. He culminated his career in federal service as the Air University Chief of Academic Affairs.

Education: Ph.D., History; M.S., Aviation Science; M.S., Strategic Studies



DR. ANTHONY C. CAIN
ISD AND INSTRUCTOR



MARTIN RAMEAU
INSTRUCTOR

Martin Rameau is a 20-year Air Force Veteran. He has spent the past 12 years in different forms of adult education and leadership/management training. Mr. Rameau has received a Master Instructor certification, CIC levels I, II, and III certifications, and Instructional Systems Development Certification. He retired from active duty as an instructor in the Noncommissioned Officer Academy in 2017. Since retiring he has taught leadership and development courses at a Fortune 500 company, taught new military members critical thinking and life skills, and developed a micro-badging certification program for Air University which allows military and civilians the ability to quantify their talents, skills, and experience.

Education: Masters of Business Administration



DARIUS DONTÉ
INSTRUCTOR

Mr. Darius Donte' is a contract instructor in the Civilian Associate Degree Program. He has extensive experience in classroom facilitation, professional development, and project planning. He served 20 years in the Air Force, including duties as a wing-level Superintendent, Equal Employment Opportunity and training instructor. Mr. Donte` is a certified life coach, mediator, and Equal Employment Opportunity counselor. He also founded Males-2-Men United, a non-profit mentorship program.

Education: M.S., Leadership



AZURE THOMAS
ACADEMIC ADVISOR AND PREP
COURSE INSTRUCTOR

Ms. Thomas began her career in education as an elementary school teacher, eventually joining the CADP program as a Registrar Coordinator. Currently her duties have shifted over into an academic advisor role. She continues to assist students on their educational journey through guidance and encouragement.

Education: B.A. Marketing



JAMIE PFEIFER
ACADEMIC ADVISOR AND PREP
COURSE INSTRUCTOR

Jamie Pfeifer is an Education Technician/Instructor for the Civilian Associate Degree Program within the Civilian Leadership Development School. She is a 21-year Air Force Veteran who recently retired from active duty in 2022 as an Affiliate School Manager at the Community College of the Air Force. Her military background was in the medical field as an Aerospace Medical Service Craftsman. She served multiple leadership, mentoring, and instructional roles as NCOIC Education and Training, Flight Chief Family Health Clinic, NCOIC First Term Airman Center, and Team Lead Women's Health. Jamie is married to her husband Ryan, and they have five children. She enjoys gardening, cooking, boating, archery, and motorcycle riding. In her free time, she enjoys performing weddings as a licensed wedding officiant.

Education: Master's in Management w/Human Resources and Organizational Development



CHIQUITA BANKHEAD

ACADEMIC ADVISOR AND
PREP COURSE INSTRUCTOR

Since starting with the Civilian Leadership Development School in 2017, Chiquita Bankhead has served as an Education Tech Assistant, Registrar Coordinator, Performance Management Coaching Instructor, and now as an Academic Advisor and Instructor. Chiquita has over ten years of management experience and over five years of online experience as a Learning and Leadership Development Trainer and Team Leader.

Education: MBA in Business Administration (Management)



EBONA REED

STUDENT SUPPORT

Ebona Reed is a native of Montgomery, Alabama. She holds both a Masters in Public Administration and in Elementary/Special Education with a background in Sociology. Ebona has worked as an adjunct professor, focused on sociological theories and as a program coordinator with the Montgomery Education Foundation. More recently, she served as the office manager at STARBASE Maxwell, a Department of Defense S.T.E.M. initiative serving the tri-county area. Ebona is a wife and mother of two and enjoys spending quality time with her family. In her free time, she enjoys shopping, organizing, and helping others.

Education: Master Public Administration & Elementary/Special Education



ASHLEY ELLIOT

STUDENT SUPPORT

Ashley Elliot works in Student Support within the Civilian Associate Degree Program. A native of southern Louisiana, she has resided in Montgomery, Alabama since March 2023. Recently moving back to the United States from two years of living in Kaiserslautern Germany. Ashley has a Bachelor of Interdisciplinary Studies with focuses in Education, Sociology, and Urban Studies from the University of New Orleans. Ashley has 5 years of experience working as a contractor for the United States Air Force at Holloman AFB in New Mexico. There she oversaw the student training at the 6 ATKS Squardon. Ashley is a wife and mother of one. In her spare time, she enjoys traveling, learning the art of bread making, and staying active.

Education: Bachelor's Degree, Education, Sociology, and Urban Studies

Managerial and Supervisory Training Team

Dr. Logan has been assigned to Maxwell AFB since 2016. Assigned to the Eaker Leadership Development Center in 2017, Dr. Logan is the Program Coordinator for Managerial and Supervisory Training which graduates 30K+ Department of the Air Force civilians annually. He retired from serving in the active duty Department of the Air Force after 26 years in 2006, where he was twice recognized as the Air Force's best Education and Training Manager of the Year. Since retiring, Dr. Logan has led Force Development offices at Charleston Air Force Base (AFB), SC, JB Lewis-McChord, WA, Kirtland AFB, NM, and Maxwell AFB, AL. Dr. Logan brings over 40 years of Air Force experience in Education and Training to the Civilian Leadership Development School where he serves as a coach and mentor to over 25 team members.

Education: EdD in Global Training and Development



DR. MARK LOGAN
PROGRAM COORDINATOR, MANAGERIAL
AND SUPERVISORY TRAINING



HAYDEN PICKETT
DEPUTY COORDINATOR, MANAGERIAL
AND SUPERVISORY TRAINING

Mrs. Hayden Pickett is the Deputy Coordinator for Managerial and Supervisory Training. She has 26 years enlisted leadership experience serving in logistics, as First Sergeant for six years, and deploying to Saudi Arabia, Italy, Iraq, Budapest, and Kyrgyzstan during her active duty time. She finished her military service teaching and leading at the Senior NCO Academy, and as a civilian, has taught the Emerging Leader Course, Developing Team Leader Course, and the Contingency Wartime Planning Course.

Education: B.S., Occupational Education and M.S., Adult Education

Dr. Hodge is the Chief of Research and Student Services for the Managerial and Supervisory Training program. He joined the CLDS team after serving as a Career Field Team Administrator while in a career broadener position at AFPC. Dr. Hodge has over 35 years of combined military and civil service experience. Highlights of his career include over 20 years of Air Force Voluntary Education Program experience and serving for two years as the Chair, Education Services Advisory Panel for the Community College of the Air Force. Dr. Hodge also led his AFPC Sustainment and Operations Division to A1 Special Recognition Team of the Year Awards in 2019 and 2020.

Education: Doctor of Education, Higher Education and Adult Learning



DR. EDWARD HODGE
CHIEF, RESEARCH AND STUDENT SERVICES



TANYA "TJ" FERRARA

CHIEF, INSTRUCTIONAL SYSTEMS DESIGN

Ms. Ferrara is the Chief, Instructional Systems Design in the CLDS. She came to the team with a wealth of instructional experience, including being a Professional Military Education instructor during her active duty career with the Air Force. She was an instructor at the NCO Academy and was also a superintendent, instructional system designer, and course administrator while serving for over 22 years. After retiring from the Air Force, Ms. Ferrara was a training development specialist in the private sector, and in her most recent position, was a program manager and equipment account element administrator with a government contractor.

Education: Master's degree in Adult Education

Mr. Tarkowski is the Managerial Development Course Director in the Managerial and Supervisory Development Department. He is a retired Air Force officer and former deputy group commander and squadron commander. Mr. Tarkowski also held key manpower positions at the Air Staff and Headquarters USAFE-AFRICOM, and was an instructor and advisor at the Air Command and Staff College. In his most recent position as a Federal civilian, he was a Manpower Flight Chief at Ramstein Air Base, Germany, managing the resources for two large overseas wings and advising 55 commanders on proper manpower requirements. Mr. Tarkowski brings a wealth of leadership experience to the Civilian Leadership Development School team.

Education: Master's of Business Administration, M.S. Military Operational Art and Science



NATHAN TARKOWSKI

COURSE DIRECTOR,
MANDATORY MANAGERIAL/SES

Mrs. Laurie Edmondson is the Course Director for the Performance Management Coaching Program at the Civilian Leadership Development School, overseeing a current portfolio of three PMC courses. Previously, she worked as a government contractor for five years, serving as the Coaching Program Lead for the Performance Coaching instructional team. In this capacity, Mrs. Edmondson researched, developed, and delivered content at all levels for online and in-residence coaching courses. She is a board-certified coach (BCC) and certified Air Force Academic Instructor. Previously, she taught English at the secondary level both domestically and overseas, and she has conducted psychological and medical research at both the University of Michigan Child Health Evaluation and Research Center (CHEAR) and at the Traumatic Brain Injury Clinic at Womack Army Medical Center on Fort Bragg.

Education: MA, Psychology



LAURIE EDMONSON

COURSE DIRECTOR
PERFORMANCE MANAGEMENT COACHING

Ms. Watson is the Course Director for the New Employee Orientation Course. Prior to this assignment, she was a Learning Technology Specialist at the Air University Teaching and Learning Center, and previously, she was an Instructor and Curriculum Developer with the Civilian Leadership Development School. In that role, Ms. Watson instructed various supervisory courses and crafted the Supervisor's Guide to Civilian Personnel. She also served 10 years of active duty with the Air Force with various assignment in Personnel, ROTC, and Military Equal Opportunity. Ms. Watson brings a wealth of talent and experience to the Workforce Development team.

Education: Master's in Human Resource Development



LILLIST WATSON

COURSE DIRECTOR
NEW EMPLOYEE ORIENTATION



STEVEN DRINNON
COURSE DIRECTOR,
SUPERVISOR DEVELOPMENT

Mr. Steven Drinnon served in the United States Air Force and retired as a Lieutenant Colonel. He is currently the Leadership Department's Strategic Level Course Director. In his previous civilian assignment, Mr. Drinnon was a T-1A Civilian Simulator/Academic Instructor at the 14th Student Squadron, Columbus AFB, MS. He provided classroom and computer-based instruction in all facets of USAF Pilot Training and Doctrine. Mr. Drinnon had previous military duties at Air University including Chief of Professional Journals and Deputy Director, Research Division, and Strategy and Policy Analyst at the Air Force Research Institute. During his military career, he had over 3,000 flight hours, including over 400 combat hours, in the T-37B, KC-135R/T, T-1A, and T-6A.

Education: M.S., Military Operational Art and Science

Mr. Rachal served over 30 years of active duty service as both an enlisted member and an officer in the United States Air Force and retired as a Lieutenant Colonel. He is the Leadership Department's Operational Level Course Director. In his last assignment, he was assigned to the Air Command and Staff College's Airpower Department where he served as an instructor, deputy course director, and student research advisor for graduate level Airpower and Leadership courses. During his career, he was a three-time squadron commander, including two expeditionary units and an overseas air base squadron. Mr. Rachal also accumulated over 3,000 flight hours as a C-130 Master Navigator.

Education: M.A., Business Administration, M.S., Military Operational Art and Science



RICHARD RACHAL, JR.
COURSE DIRECTOR,
MANAGERIAL DEVELOPMENT



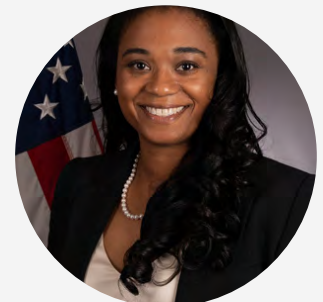
MICHAEL YOUNG
COURSE DIRECTOR,
MANDATORY SUPERVISORY

Mr. Michael J. Young, Chief Master Sergeant (Ret) served 30 years on active duty, serving Security Force Defenders as a Squadron Superintendent and then later devoting his leadership experience to developing newly promoted Chief Master Sergeants as a Professional Military Education Instructor at the Chief Leadership Course. He has earned a Bachelor's Degree in Criminal Justice from Park University (Magna cum Laude), a Master's Degree in World History from Norwich University, and a Graduate Certificate in Higher Education Teaching from Harvard University. Michael is also a Peer Reviewer for the Air & Space Power Journal, the Air Force's premiere academic journal. Mike is currently the Course Director for Supervisor Development.

Education: Master's Degree in World History from Norwich University and a Graduate Certificate in Higher Education Teaching from Harvard University

Mrs. Tanika Gonzales is the Interpersonal Skills Development Course Director in the Managerial and Supervisory Development Department. She has an extensive background in Human Resource Management, to include being a trainer for diversity and inclusion, mediation, conflict resolution, and teambuilding. Prior to this assignment, Ms. Gonzales worked in the private sector as an HR Business Partner. She also has active duty experience with the Air Force as an Intelligence Officer, and she also participated in the International Military Officer Exchange Program and worked with the French Air Force.

Education: MA, Human Resource Management



TANIKA GONZALES
COURSE DIRECTOR
INTERPERSONAL SKILLS DEVELOPMENT



ERIC REID

PERFORMANCE MANAGEMENT COACHING
INSTRUCTOR

Major (ret) Eric Reid Team Lead, Performance Management Coach instructor and adjunct faculty (contractor). Mr. Reid serves in multiple roles as he supports the Civilian Leadership Development School mission. As the Team Lead for IBEX, he provides onsite and telework management for the coaching staff and contract support with government lead. As one of the Performance Management Coach instructors, he delivers content for online coaching courses. In addition to specializing in instruction of Performance Management Coaching courses, he formerly served as one of the contract adjunct faculty for multiple courses in the Civilian Associate Degree Program (CADP). He has extensive teaching and curriculum development experience as an instructor at the Air Force's Officer Training School and Squadron Officer School. Mr. Reid retired from active duty with 28 years of service with the US Navy and US Air Force. He served at multiple levels of command with assignments stateside and overseas with deployments to Europe, Kuwait, and Afghanistan.

Education: M.S. Military Operational Art and Science

Mr. Mike Chitwood is a contract instructor in the Civilian Leadership Development School, supporting the Introduction to Performance Management Coaching and the Performance Management Coaching for Supervisors and Leaders Courses. He is a retired Army Captain with 12 years dedicated to the Army Chaplain Corps. Throughout his career, he has excelled in project management. During his reserve military career, he pioneered the Alabama National Guard's Suicide Prevention Program. While on Active Duty, he led multiple retreats and the 2020 Thanksgiving food drive for low-income Soldiers and their families to provide the most meals in the program's history. He completed two JRTC FTX rotations at Fort Polk, Louisiana, provided religious support to Soldiers deployed to South Korea, and graduated from the Army's Master Resilience Training (MRT) course. Since his retirement in 2021, Mr. Chitwood has started a leadership-coaching company, Vertical Paths, LLC. Plus, he obtained the Associate Certified Coach (ACC) level with the International Coaching Federation.

Education: E-MBA, Strategic Leadership; Master's of Divinity; MS in Physical Education



JAMES "MIKE" CHITWOOD

PERFORMANCE MANAGEMENT COACHING
INSTRUCTOR



SHANNON SMITH

PERFORMANCE MANAGEMENT COACHING
INSTRUCTOR

Mr. Smith develops and delivers content for a broad portfolio of both online and in-residence coaching courses. He has extensive teaching and curriculum development experience, primarily in the professional military education arena. He served previously as an instructor at the Air Force's Squadron Officer School, Air Command and Staff College, the United States Marine Corps Command and Staff College, and served as the Dean of Education at the Air Force's International Officer School. Additionally, Mr. Smith is a retired Air Force Lieutenant Colonel with 24 years of service. He served as a Security Forces officer, during which time he commanded one training brigade and three Security Forces squadrons. He also co-authored and edited AU-2, Guidelines for Command, the Air Force's official squadron commander handbook and was a founding member of the Air Force Leadership Institute.

Education: M.S. Adult Education, M.S. Military Operational Art and Science, M.A., Pastoral Ministry

Dr. David Lees retired from Air Force in 2016 after serving as an Electronic Warfare Officer in various assignments. During his career, he served as an Instructor and evaluator, a member of a Commander's Action Group, and as an Instructional Systems Designer/Course Director. He completed Air War College and Air Command and Staff College. After retiring from the Air Force, he was selected as the first professor for the Civilian Associate Degree Program at Maxwell AFB. He moved on to be Program Administrator Chief for the eSchool of Graduate PME, then a Program Manager for Air University. Dr. Lees is currently instructing in the managerial and supervisory department.

Education: Doctor of Education, Interdisciplinary Leadership



DR. DAVID LEES

INSTRUCTOR



ERIC J. MCGREEVY
INSTRUCTOR

Mr. Eric J. McGreevy, Major, USAF (Ret) has over 30 years of leadership experience in both the enlisted and officer ranks. As an NCO, he was “Master Instructor” certified. As a Logistics Readiness Officer, he was in charge of Pope AFB’s Air Terminal Operations Center, Rhein Main Air Base’s Passenger Terminal, and deployed to Afghanistan as an embedded mentor to the Afghan National Army. His last active duty assignment was teaching leadership and overseeing distance learning for Squadron Officer School. Since then, Eric has been a Program Manager for a government contractor and taught several different courses at the Eaker Center.

Education: Master’s degree in Management with a concentration in Leadership

Dr. Russell Louk is a contract instructor supporting the Leadership Development Department at the Civilian Leadership Development School. In this position, he functions as an instructor & curriculum designer for the Emerging Leader Course. Dr. Louk retired as a Chief Master Sergeant from the Air Force in 2021. Throughout his career, he has held various leadership positions serving as the Senior Manager for the 50th Security Forces Squadron, Commandant of the Binnicker PME Center, Dean of Students at the Air Force Senior NCO Academy, and Director of Selection & Training for the 724th Special Tactics Group. He holds a doctorate and two master’s degrees from Liberty University and a bachelor’s degree from AMU. He also has Lean Six Sigma (Black Belt), Professional Manager, and Professional Life Coach certifications. Dr. Louk brings a wealth of education and leadership experience to the CLDS team.

Education: Doctor of Ministry



DR. RUSSELL LOUK
INSTRUCTOR



MIKE HAGEN
INSTRUCTOR

Mr. Mike Hagen, LtCol, USAF (Ret) has over 40 years of experience teaching and leading teams at the highest levels in the Government Sector. While on active duty, Mike served as a Radar Navigator on B- 52s, FCO on AC-130s and in PME. Mike has taught at Air University’s Eaker Center for Leadership Development, Squadron Officer School, and Air Command and Staff College. Mike has instructed extensively in Supervisor and Manager Development courses within the Civilian Leadership Development School and currently teaches in the Developing Team Leader Course.

Education: Master’s degree in Counseling and Human Development.

Dr. Bitrus Cobongs has over 30 years of experience leading teams at various levels in different organizations and cultures. Bitrus spent much of that time as an organizational leader concentrating on leadership training and development, non-governmental organizational leadership, religious organizational leadership, and governmental and military leadership development in several countries including Nigeria, Kenya, Sierra Leone, Ghana, South Africa, and Korea. Bitrus is a Lieutenant Colonel in the AF Reserve, earned his PhD. in Biblical studies, and holds three master’s degrees in the fields of languages and leadership. He is a sought-after speaker on leadership and mentoring topics among African governments and religious organizations. Bitrus instructs in the New Supervisor Course.

Education: PhD., Biblical Studies



DR. BITRUS COBONGS
INSTRUCTOR

Ms. Erin Rose is an instructor in the Managerial and Supervisory Department. She is a proven transformational leader with over 20 years of experience applying a dynamic mix of leadership development, human relations, organizational management, and employee personal growth. Ms. Rose served over 20 years in the Air Force including an assignment as the Director, Airman Leadership School Program Development. She has certifications for instructional design, instruction, and professional management. Ms. Rose also proudly volunteers as a law enforcement leadership and resilience instructor with local "PD's for Blue Courage".



ERIN ROSE
INSTRUCTOR

Education: B.S., Political Science and Military Studies



JESSICA WHITESIDE
INSTRUCTOR

Ms. Jessica Whiteside is a contract instructor in the Civilian Leadership Development School supporting the Managerial and Supervisory Training team. Prior to joining the school, she was a Criminal Justice instructor and a student success coach at a local college in Birmingham, Alabama. She is pursuing a doctoral degree in Criminal Justice. Jessica is a mother of two children and enjoys traveling, cooking, and reading.

Education: Master's of Philosophy, Criminal Justice

Ms. Jeanie Mayo is a contract instructor in the Civilian Leadership Development School supporting the Emerging Leader Course. Ms. Mayo is a retired Senior Master Sergeant with over 22 years of enlisted leadership experience. During her military career, she held various leadership positions serving as Functional Manager, Career Assistance Advisor and First Term Airmen Center for Headquarters Air Combat Command, and as the Superintendent for the 438th Supply Chain Operations Squadron. She finished her military service as an Instructor and Resource Division Chief at the Senior Noncommissioned Officer Academy.



JEANIE MAYO
INSTRUCTOR

*Education: AAS, Logistics
AAS, Instructor of Technology and Military Science*



BRANDON BEAVER
INSTRUCTOR

Mr. Avery "Brandon" Beaver, USAF, Maj (Ret) serves as a contract instructor at the Civilian Leadership Development School. During his 20-year Air Force career, Mr. Beaver served as an ICBM Missile Combat Crew Commander and as a Range Operations Commander supporting the launch operations for the Atlas V and Delta IV Heavy as well as test launches of the Trident II SLBM and Minuteman III ICBM. He was also a certified AETC instructor and curriculum developer, and prior to his retirement, was the Course Director for C/JFACC Course and Cyber Operations Executive Course at the LeMay Center. After his retirement from the Air Force, he was the Training Program Manager for the Federal Student Aid Information Center.

Education: M.A. Military Operational Art and Science

Mrs. Kebony Smith is a contract instructor for the New Manager Course. She is an accomplished leader with notable experience in driving impactful turnarounds across healthcare, operations management, and human capital. Mrs. Smith is a retired Master Sergeant with over 20 years of active-duty service. She comes to us with experience in education and instruction, including four years at the Barnes Center for enlisted education where she served on the Airman Leadership School Program team as an Instructional Systems Designer. In that role, Mrs. Smith led the ANG Airman Leadership Program through the implementation of online and blended learning teaching to 6,000 Air Force Reserve supervisors annually.



KEBONY SMITH
INSTRUCTOR

Education: Executive Master's of Business Administration



PEGGEE' LARKIN
INSTRUCTOR

Ms. Peggie' Larkin is a contract instructor in the Civilian Leadership Development School supporting the Supervisor as a Leader Course and the Developing Supervisor Course. Ms. Larkin is a retired Senior Master Sergeant with over 26 years of active duty service. During her military career, she held various leadership positions within and outside the Intelligence community, to include Cryptologic Morse Instructor, First Sergeant, and Chief of Staff Senior Enlisted Leader. Her final assignment was at the Air Force Senior NCO Academy where she held positions as Flight Instructor and Superintendent of Student Administration. Throughout her career, she served as an instructor for the National Cryptologic School teaching both military and civilians in Briefing Skills and How to Conduct OJT. She has certifications for Professional Management, Level I Mediator, Senior Army Instructor, and CCAF Instructor Certification Level I. She is currently completing her Master of Business Administration at Auburn University Montgomery.

Education: B.A., History

Mr. Stephen Wallace serves as a contract instructor for the Civilian Leadership Development School. As a retired Chief Master Sergeant, he has over 29 years of experience in leading, developing, and succeeding in educational and operational environments. With sixteen years assigned to units within the Air Education and Training Command, he has held positions from flight room instructor to Detachment Superintendent to Commandant. Most recently Mr. Wallace was an instructor at the Chief Master Sergeant Leadership Academy where he taught the executive level of Enlisted Professional Military Education, bridging strategic vision into tactical execution.

Education: Master's degree in Management with a concentration in Human Resources



STEPHEN WALLACE
INSTRUCTOR

Mr. Chris Dwyer serves as an Instructional Systems Designer for the Civilian Leadership Development School. He is an experienced educator, trainer, and leader of professionals from entry-level to senior executives with more than 22 years' experience gained as a veteran of the United States Air Force. As a retired Chief Master Sergeant, Chris is experienced in leadership, management, training, education, developing leaders, and getting results. His 19 years of teaching technical competencies and leadership education is backed with practical experience leading people and organizations in healthcare, academia, and beyond.

Education: M.S. Strategic Leadership



CHRISTOPHER DWYER

ISD



FELICIA CALLOWAY-NORMAN

ISD

Mrs. Calloway Norman serves as an Instructional Systems Designer. She has over 28 years of experience in Business Administration in Healthcare, as well as State and Local Government. Mrs. Calloway-Norman previously had seven years in training and development with an emphasis on Instructional Systems Design. In the field of Healthcare, she was responsible for the Medial Billing and Coding for Marianjoy Medical Group and also the training of all Staff Physicians to use POS (Point of Service) and Software. Mrs. Calloway Norman has also been a lead instructor and trainer. In her role as, Budget Training Manager for the State of Alabama Enterprise Resource (ERP), she was responsible for the design, testing, training, and implementation of accounting software application. Each of her previous roles have allowed her to cultivate strong change management skills.

Education: Master's in Business Administration

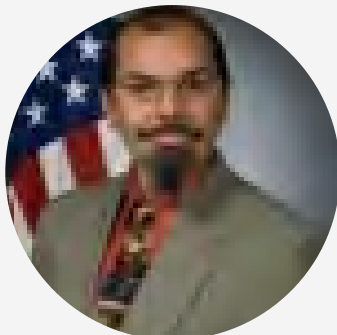
Ms. Jennifer Johnson is an Instructional System Designer with the Civilian Leadership Development School supporting the Managerial and Supervisory Training program. Ms. Johnson is a retired Chief Master Sergeant with over 24 years of active duty service. During her military career, she held various leadership positions with assignments across the globe. Ms. Johnson's last assignment was as the Chief Enlisted Manager for the Manpower, Organization, and Resources Division at Hurlburt Field and was a global ambassador for enlisted force development. She also was a Faculty Development Superintendent and Flight Instructor at the Senior NCO Academy and earned a Professional Manager Certificate and CCAF Instructor Certification Level II. Ms. Johnson also brings a wealth of experience in Manpower and expertise in workforce management, organizational leadership, and training and development.

Education: M.Ed, Teaching and Learning, MHS, Trauma and Crisis



JENNIFER "JJ" JOHNSON

ISD



EDGAR "OMAR" RODRIGUEZ

ISD

Mr. Edgar "Omar" Rodriguez, Maj, USAF (Ret) has over 30 years of leadership experience in communications and instruction in the United States Air Force and Civilian Government Sector. Omar was instrumental in developing a revolutionary Blended e-Learning method of course delivery that has saved DoD and the Air Force millions of dollars in the past 11 years. He serves as the Program Manager for the Managerial and Supervisory courses within the Civilian Leadership Development School. He holds a B.S. in Computer Science and is also a skilled graphic (static and motion) designer as well as an accomplished web designer. Omar has instructed in the New Supervisor Course, New Manager Course, and Military Personnel Management Course and now serves in ISD.

Education: B.S. in Computer Science



Mrs. Learean Huffman-Wright is a contractor at the Eaker Center for Leadership Development as the Task Lead for Student Support serving the Supervisory/Managerial and Leadership Development programs. She has over 10 years in residence and online education experience and over 20 years of experience supervising personnel. Learean has worked with all of our courses in the Supervisory/Managerial and Leadership Development programs.

LEAREAN HUFFMAN-WRIGHT

STUDENT SUPPORT

Ms. Jessica Straughn works in Student Support for the civilian workforce development courses offered by the Civilian Leadership Development School. She has been working in online education for over five years. Jessica has worked with all of the School's courses in the Supervisory/ Managerial and Leadership Development programs.



JESSICA STRAUGHN

STUDENT SUPPORT



Mrs. Christie M. Acre is from Opelika, AL and graduated from Beauregard High School. She has spent 26 years as an Air Force spouse. Christie has lived in Nebraska, New Mexico, Colorado, Alabama, Naples, Italy, Ramstein, Germany and back to Maxwell AFB, where her husband retired and they currently reside in Prattville, AL. She has been with Student Support at the Ira C. Eaker Center for Leadership Development for 8 years, where her primary focus is the Experienced Supervisor Course.

CHRISTIE M. ACRE

STUDENT SUPPORT

Ms. April Langford grew up in Greenville, AL, just South of Montgomery. She provides Student Support for the school's Professional Continuing Education Courses. She has a grown son and enjoys spending time with her family and friends, cooking, going to the beach, and working on repurposing projects at home.

Education: Associates Degree in Office Administration.



APRIL LANGFORD

STUDENT SUPPORT



Ms. Maricela Castro-Cortez provides Student Support for the Managerial and Supervisory Training Department within the Civilian Leadership Development School. She hails from Union Springs, AL. Prior to joining the school, she held several positions in the banking industry and information services. Her passion resides in tech services.

Education: Associates Degree in General Studies

MARICELA CASTRO-CORTEZ

STUDENT SUPPORT



VACANT

STUDENT SUPPORT



STEVEN ANDERSON

Mr. Steven Anderson is a contractor assisting the Civilian Leadership Development School in course and web development with over 7 years of experience specializing in independent web design. Born and raised in Montgomery, Alabama, he grew up in a house that was more akin to a computer lab than a home, as his parents previously served in the Department of the Air Force repairing hardware and developing software. Before moving into the world of technology, Mr. Anderson spent many years working in a wide range of support-centered roles, striving to create a new standard for world-class customer service. A self-professed jack-of-all-trades, he is self-taught in a variety of areas, including computer programming, graphic design, sound design, UI/UX design, and video editing. Mr. Anderson utilizes his skill sets across many different fields for the CLDS, and believes passionately in the power of technology, which continues to build new means of connection between people across the world.

EDUCATION TECHNOLOGY SUPPORT LEAD

Traci Lenz is a contractor for the Civilian Leadership Development School assisting in course and web development. Her experience includes executing adult learning management systems for a large engineering firm, project management life cycle implementation, and developing and maintaining a multi-platform internal website. She spent 20 years as an Air Force Spouse. During that time, she and her husband lived in North Dakota, Okinawa Japan, California, Alabama, Florida, and North Carolina. They have three children and currently reside in Birmingham, Alabama. Prior to joining the CLDS team, she has been a Small Business Owner, Certified Travel Planner, and Executive Team Support. She enjoys traveling, volunteering, and cooking.

Education: B.S., Business Management and Marketing



TRACI LENZ

EDUCATION TECHNOLOGY
GRAPHICS AND WEB DESIGN

Workforce Development Team

Ms. Richardson has over 17 years' experience working in the Air Force, including over a decade as an AF civilian. She has over ten years' experience in the academic field, as both faculty and instructional systems designer. She has spent an additional four years in the Airman and Family Readiness field. She was also a key developer in creating the initial academic and administrative structures of the Civilian Associate Degree Program. She brings her understanding of emotional intelligence skills to Workforce Development to develop a new series of professional development offerings focused on engagement in the workforce.

Education: Master's in Counseling and Guidance in Education



ANNA LISA RICHARDSON
CHIEF, WORKFORCE DEVELOPMENT
DEPARTMENT



DANIEL MCKINLEY

SUPERVISOR AND EMPLOYEE RESOURCE CENTER
PROJECT COORDINATOR

Mr. Daniel McKinley, Major, USAF (Ret) is a course director in the Workforce Development Department and serves as the Civilian Leadership Development School milSuite coordinator. He has over 35 years of combined leadership experience in the Air Force serving 22 years on active duty in the enlisted and officer ranks, and then serving 12 years as an instructor and contract program manager within the Ira C. Eaker Center for Leadership Development before assuming his current position in 2022. Active duty highlights include being a handpicked enlisted administrative assistant working directly for the Secretary of the Air Force. Additionally, as an officer, Dan served and led as an ICBM Combat Crew Commander and as Chief, Global Positioning System (GPS) Satellite Payload Analysis. His career culminated in the educational arena in Air University in various instructor and Academic Chair positions.

Education: Master's degree in Education

Ms. Hackett is the Course Director for Foundational Studies in the Workforce Development Department. Prior to assuming these duties, she held various positions at the Maxwell AFB Airman and Family Readiness Center to include Community Readiness Consultant. She also served four years of active duty in the Air Force in Security Forces and has proudly served as a Key Spouse at both McGuire AFB and Maxwell AFB. Prior to entering civil service, Ms. Hackett worked over five years in the areas of mental health and prevention for at-risk youth and young adults. She has nine years' experience and is accredited as a financial counselor. Ms. Hackett is also Green Belt certified and has taught Psychology classes at the collegiate level.

Education: Master of Arts, Psychology



REBECCA HACKETT
COURSE DIRECTOR,
FOUNDATIONAL STUDIES

Mr. Ken Burnham serves as an Education Technology Specialist. He spent 23 years in the Air Force serving in varying positions including ICBM operations, maintenance and testing/evaluation. He came to Air University in 2002 to teach at the Squadron Officer College's Air and Space Basic Course. He became a squadron operations officer, and from there moved on to run the Commander's Action Group for the Air University Commander. He retired in 2007 and has since served in contract instructor and support roles at Squadron Officer School, the Force Support Professional Development School, and the Air University Teaching and Learning Center. In July, 2022, he joined the Civilian Leadership Development School as a GS employee providing educational technology support services. Ken enjoys stamp collecting and playing the guitar.

Education: M.S. Aeronautical Science, M.S. Military Operational Art and Science



JOSEPH "KEN" BURNHAM
EDUCATIONAL TECHNOLOGY



REBECCA SAMPSON
NEO INSTRUCTOR AND
INSTRUCTIONAL SYSTEM DESIGN

Mrs. Rebecca Sampson, has over 40 years of experience in the government leading and supervising Personnel and Information Technology experts. During her Civil Service career, she was a division chief and Instructor/Curriculum Developer at the Air Force Human Resource Management School and the Force Support Professional Development School Eaker Center for Leadership Development, at Maxwell AFB, AL. Currently, she is working as a contractor at the Civilian Leadership Development School. Mrs. Sampson has been involved in the New Employee Orientation Course, the New Manager Course, and the Experienced Manager Course.

HR Support



VACANT

CHIEF, HUMAN RESOURCES SUPPORT



CIVILIAN LEADERSHIP DEVELOPMENT SCHOOL

*We develop DAF civilians to be engaged,
productive, integral members of the DAF team.*

For more information, find us at:

<https://www.airuniversity.af.edu/Eaker-Center/CLDS/>