Cyber Excepted Service (CES)
HR Elements Course Introduction

Instructor Guide

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Cyber Excepted Service (CES) HR Elements Course

COURSE OUTCOME

The overall course goal is to prepare HR professionals to guide supervisors and employees covered under CES for the transition to the new personnel system.

METHODOLOGY

Lecture: Transmit information which supplements or enhances reading; promote understanding via explanations; respond to student misconceptions or difficulties; create or engage interest in a new area; motivate reading or other assignments. Examples of lecture content include: Create interest in the performance management program, promote understanding via explanations; and respond to student misconceptions or difficulties.

Discussions: Practice thinking and communicating in the subject/discipline; evaluate positions, arguments, or designs; defend own position; identify problems, conflicts, and inconsistencies; get feedback from/about students; draw on students' expertise and prior knowledge.

TARGET AUDIENCE

The primary target audience is HR Professionals who service a CES designated component or organization.

About Facilitating

MATERIALS NEEDED

Be sure you have the following elements, which will be needed to complete the activities:

- Instructor Guide/Slides
- Copies of Lesson 1- Ice Breaker Participant Activity Sheet
- Chart paper/easel (at least 3)
- 3"x3" Post-It notes
- Markers for Chart paper
- Computer
- Microphone

SETUP

Prior to a training session, be sure that the following setup has been completed:

- Practice with slides on session computer
- Test slides/practice in a room
- Test microphone if used

SPECIAL FACILITATION REQUIREMENTS

Keep the participants actively involved, but watch the time!

BEST PRACTICES

Here are some best practices for facilitating an instructor-led training course.

1. Refer to the Instructor's Guide and rely on the script. Rehearse the script several times so that you can paraphrase naturally. To the degree, the schedule allows, try to add information that supports or highlights the points being made in the slide (e.g., add examples from your own experience).

2. Encourage participation. Accomplish this by asking questions and by having the participants interact as directed.

3. Encourage participants to speak in turn.

4. Encourage participants to follow along on the slides.

5. End of the lesson, ask the participants what they remember. Let them summarize the major instructional points if time permits.

6. Keep the atmosphere informal so that the participants are comfortable asking questions, participating in activities, and sharing their knowledge or concerns.

COURSE Introduction and Overview

COURSE NAME

Cyber Excepted Service (CES) HR Elements Course

Duration

2 days

PURPOSE

The purpose of this course is to prepare HR professional to guide leadership, supervisors/managers, and employees as they transition to the CES personnel system.

COURSE AGENDA

The course contains six lessons.

- Lesson 1: Course Introduction

- Lesson 2: CES Background
- Lesson 3: Occupational Structure
- Lesson 4: Employment and Placement
- Lesson 5: Compensation Administration
- Lesson 6: Course Conclusion

Note: The lessons in this course are designed to be modular, allowing trainers to tailor the delivery of the course. Each lesson can be used as a personal training resource.

LESSON 1: Course Introduction

PURPOSE

The purpose of Lesson 1 is to provide an overview of Cyber Excepted Service (CES) HR Elements Course in general and to lay out ground rules for course participants.

LEARNING TOPICS

When participants have completed Lesson 1, they will be able to discuss:

- The history of CES and its goals, objectives, and strategic direction.
- The CES Occupational Structure and how the positions within your Component fit into the structure.
- The alignment process for CES positions.
- Employment and placement are considerations unique to CES and the excepted service.
- Basic pay administration, including Local Market Supplement (LMS) and Target Local Market Supplement (TLMS) adjustments to base salary.
- The Component, Office of the DoD Chief Information (DoD CIO), and the Under Secretary of Defense for Personnel and Readiness (USD (P&R)) roles relating to the development and administration of CES policies.

TIME

The following is a suggested time plan for this lesson. The instructor(s) may adapt it as needed. Note this table does not reflect breaks – use your judgment to determine the timing of breaks for participants.

LESSON	SUGGESTED TIME
Lesson 1: Course Introduction	45 minutes with no break

Instructor Notes

Introduction to the Cyber Excepted Service (CES) HR Elements Course

DO: Display the course title slide as participants arrive for training each morning.

- Welcome participants as they arrive for the class
- Thank them for coming
- Check their names on the class roster and ensure that all of their data on the roster is correct

SAY: Welcome participants as they arrive for the class. Thank them for coming.

DO: - Show slide 2

NOTE: This is the beginning of Lesson 1: Course Introduction. Please leave this slide on the screen, while the Opening and Administrative Remarks (Component POCs) are being delivered.

At a minimum, have the Component Host POC provide the Opening Remarks. If there is not a separate Component Host POC to provide the Administrative/Logistics Remarks, then the instructor should obtain the information for the Administrative Information Slide (slide 4) and provide it to the participants in the next slide. After the Opening and Administrative remarks, please thank the Component Presenter(s).

SAY: Thank you for providing opening this CES HR Elements Course or, Thank you kindly for your remarks.
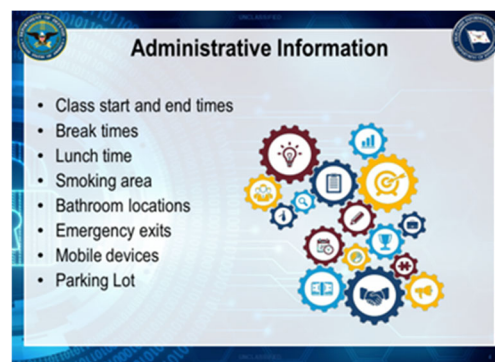
Transition: Next, we will review the Agenda.

DO: - Show slide 3

SAY: Now, let's walk thru our Agenda for this course.

Transition: Now, let's take care of little housekeeping items.

SAY: Let's do a quick bit of housekeeping.

DO: - Show slide 4

Review the housekeeping items with participants. Discuss the points listed on the slide as well as any others that are unique to the facility or class.

For breaks and lunch, make the point that you will take frequent breaks but will determine when they are most logical, depending on timing in the course content. If possible, it is a good practice to identify a specific period for lunch and adhere to it.

As a final piece of information, declare the clock in the room to be the official "classroom standard time" upon which all start, end, and break periods will be based. If there is no clock, use your cell phone as the official time source. Cell networks rely on atomic clocks, so there should be little difference among the various carriers.

SAY: Let's briefly discuss our Parking Lot.

DO: Tell the class that there might be times during the two-day course when you cannot provide an immediate answer to someone's question. There may also be instances when a question might be answered later in the course. In those cases, you will put the issue in the Parking Lot, so it is not forgotten. Revisit the issues in the Parking Lot as needed and return an answer for each as soon as possible.

Point out the location of the Parking Lot in the classroom.

Transition: Now, let's discuss some ground rules for this course.

DO: - Show slide 5

SAY: Ground rules allow me/us (the instructors) to get through all of the lessons on schedule, and they create a thriving learning environment.

- **Participate:** To get the most out of this class, active participation is required. Active participation helps everyone learn more through the many exercises that require group activity and input.

- **Share experiences:** Sharing individual experiences helps others. Please share successes and some learning experiences that are relevant to the discussions.
- **Respect divergent opinions:** One of the exciting, and sometimes frustrating, aspects of employee relations is that few answers apply to every situation. If you disagree with a statement, do it respectfully.
- **Ask questions:** Questions are strongly encouraged. Remember, there are no dumb questions. One person's question may well be on the minds of others, too.
- **Avoid private side conversations:** Some topics are going to stimulate your thinking, and it might be tempting to begin discussions with others; however, it is essential that everyone hear what is being said in a group discussion.
- **Honor time commitments:** Prompt attendance on everyone's part is needed to keep things moving efficiently. Please commit to arriving on time and returning on time from lunch and breaks.

ASK: **Does anyone have a ground-rule they'd like to add to this list?**

DO: **Review the expectations for the class on the slide. Use your cell phone as a prop and have participants perform a cell phone check to ensure theirs are turned to silent, vibrate, or off.**

Transition: Now, let's do Introductions of our course participants.
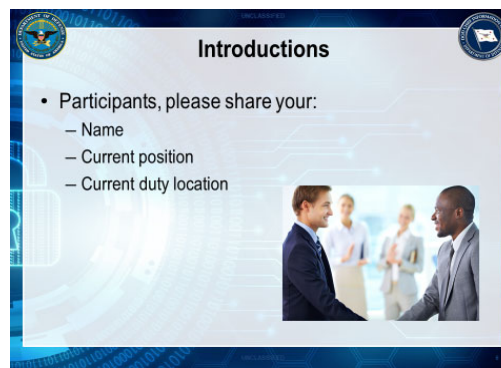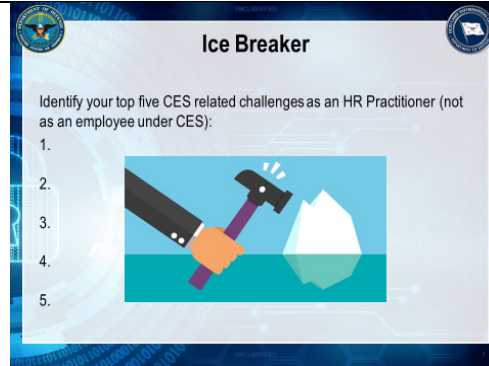

DO: - Show slide 6

SAY: Now, let's begin some introductions.

NOTE: Ask the participants to introduce themselves. Select a person to begin the introductions and continue around the room until everyone has been introduced. Ask them to provide the following information: **Name, Current Position, and Current duty location.**

Transition: Let's do an Ice Breaker to know you CES challenges.

Ice Breaker

Identify your top five CES related challenges as an HR Practitioner (not as an employee under CES):

1.
2.
3.
4.
5.

DO - Show slide 7

Reconfigure the room for this activity. Mix up the seating arrangements either by tables or have the participants to count-off 1 to 5 to establish new groups. Allow 20 minutes for this activity:
- 5 minutes for individual work
- 15 minutes for presentation and debrief

SAY: **The purpose of this exercise is to allow HR Practitioners to identify and share the top challenges they see as related to CES.**

Please think about the impact of CES on yourself as an HR Professional and not as an employee.

NOTE: (Depending on the audience, these challenges could be related to CES as a new separate personnel system, CES as an evolving system, and/or management engagement needed to support CES.)

(Have participants use the Lesson 1- Ice Breaker Participant Activity Sheet to individually answer the question. Have participants rank their list.)

(Once the individual lists are complete, divide the participants into groups of five. Because participants tend to sit with acquaintances, consider dividing them into groups by having them count off from one to five. This approach creates five diverse groups, allowing participants to hear and learn new perspectives.)

NOTE: (Have each group create a list of its top five challenges for the HR Practitioner under CES, then have groups rank their list of challenges with number one being their top priority. Monitor the group discussions to gain valuable insight into the participants' hot topics and depth of CES knowledge. Collect the list of challenges so the organization may review them to assess future training needs.)

(Instead of having groups present their entire list all at once, use a round-robin approach. Ask each group to select a spokesperson to present one challenge at a time, starting with its top priority. Probe where appropriate. Record the challenges on chart paper. If subsequent concerns are duplicates, place a checkmark beside the original.)

(After every group has reported its top challenge, proceed to the second-highest challenge, again asking each group to present one at a time. Three rounds should suffice to surface common trends.)

DO: (In conclusion, review the list in the context of this course, letting participants know which challenges the course addresses. Remind participants that you will forward challenges beyond the scope of this course to the Office of the DoD CIO.)

Refer back to your 'top 5' throughout the course.

Transition: Let's review the Cyber Excepted Service (CES) HR Elements Course – Learning Topics.
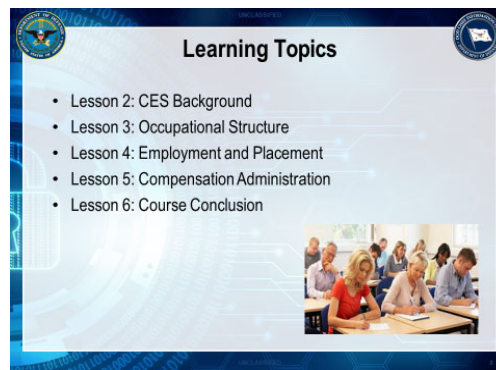
DO: - Show slide 8

SAY: Now, let's take a look at the learning topics for this course. After completing this course, you will be able to discuss a range of topics related to the Cyber Excepted Service, including:

The History of CES and its goals, objectives, and strategic direction.

The CES Occupational Structure and how the positions within your Component fit into the structure.

The Alignment Process for CES positions.

Employment and Placement are considerations unique to CES and the excepted service.

Basic pay administration, including Local Market Supplement (LMS) and Target Local Market Supplement (TLMS) adjustments to base salary.

The Component, Office of the DoD Chief Information (DoD CIO), and the Under Secretary of Defense for Personnel and Readiness (USD (P&R)) roles relating to the development and administration of CES policies.

Though this might sound like a lot of information, there is no need to be concerned. As I mentioned before, the information is organized into related topics that build on previously covered material. You will leave the course with a good understanding of the topics and how they work together within CES.

Additionally, you will have initial CES policies and Implementation Guide to consult should question arise when you're back at your office.

Remember, CES is a new and fluid personnel system… So changes and/or additional guidance will be issued.

It is important to keep in mind that CES is a personnel management system where managers/ supervisors should be the primary drivers of its success. As such, it's essential that you work together with your managers/supervisors and empower them to take ownership of the system and provide them with the information, support, and tools they need to be successful.

ASK: Do you have any questions, concerns, or comments about the content of this course?

NOTE: Do not spend a lot of time on this discussion, as later in the lesson, participants allowed the opportunity to discuss their concerns about CES in more detail. The focus of this brief discussion is to set expectations about what is covered in this course and what is not.)

(Address participant concerns by recording them on the flipchart paper. Review the finished list, clearly relating each concern to the scope of the course. If the course content addresses the concern, briefly describe where in the agenda that happens. If the concern falls outside the course's scope, say so and, if appropriate, provide or commit to provide a helpful resource. Let participants know you will document the comments that are not covered in the course and forward them to the Office of the DoD CIO.)

Transition: CES has various training topics that can be accessed online.

DO: - Show slide 9

SAY: Let's turn our attention to where we can get current CES information and training materials.

Supporting the new Cyber Excepted Service personnel system for all or some employees in your Component is an important responsibility that you have as HR Practitioners.

That responsibility requires a thorough, practical understanding of the system. The goal of this course is to provide you with this understanding.

This course provides a detailed overview of HR practices and policies.

Visit the DCPAS Cyber One-Stop Web Site to view a list of additional CES courses that are currently available.

In the next lesson, we'll start with the CES basics, including the system's history, and its short and longterm goals.
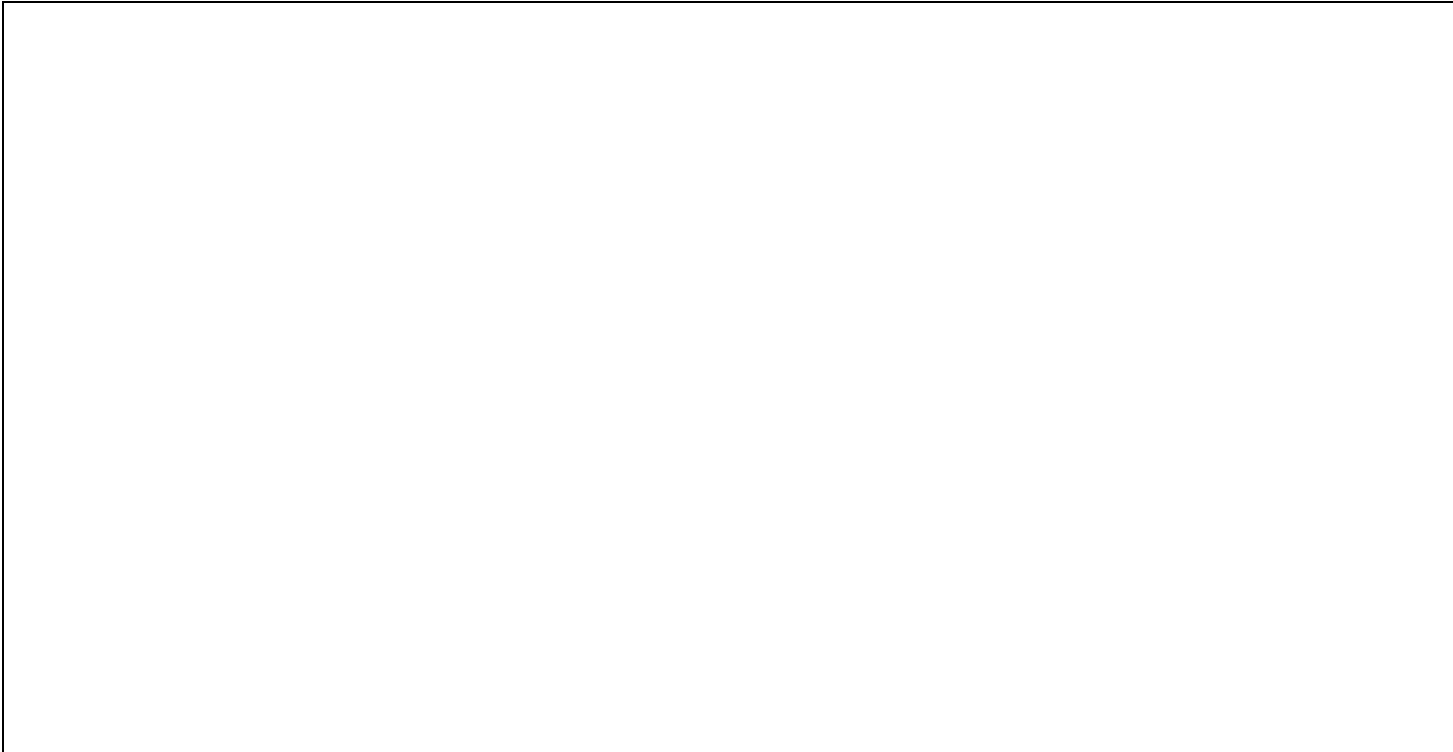
Transition: It's break time.
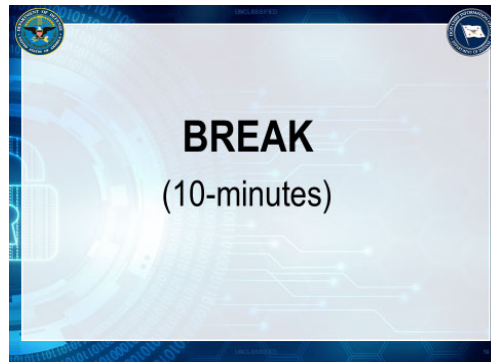
BREAK
(10-minutes)

DO: Show slide 10

SAY: Let's break for 10-minutes. After the break, we will immediately begin Lesson 2: Introduction to the DoD Cyber Excepted Service Personnel System.

Transition: Let's begin Lesson 2: Introduction to the DoD Cyber Excepted Service Personnel System.

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