



U.S. ARMY



**NEW
DIRECTOR OF RELIGIOUS EDUCATION
(DRE)
TRAINING - LESSON 3
“DRE PERFORMANCE EXCELLENCE”**

US Army Chaplain Center and School
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Instructional Lead In: Welcome to the New Director of Religious Education (DRE) training, Lesson 3 “DRE Performance Excellence.”
This is a 1 hour lesson.



TERMINAL LEARNING OBJECTIVE



ACTION: Comprehend Army GS performance processes and measures.

CONDITIONS: In a DL environment, given practical exercises with access to professional performance tools including performance and development plans.

STANDARD: Comprehension includes:

- Contrast the duties of GS-1701 DRE position descriptions
- Relate the roles of DHR and CPAC.
- Explain ATAAPS
- Demonstrate DPMAP process.
- Summarize CP-32 and Excepted Service
- Develop a CEU plan.

Instructor Note: Have students read the TLO.



ADMINISTRATIVE INFORMATION



SAFETY REQUIREMENTS: Students are leaders responsible to ensure the safety of their training environment for DL purposes. Instructors will ensure students are advised of safety requirements and take all necessary precautions, including the requirement for securing data such as their personally identifiable information, while completing course material.

RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

EVALUATION: The student is required to fully engage in lesson by applying critical and creative thinking throughout the lesson as well as completing all assignments.

Instructor Note: Review safety requirements, risk assessment, environmental considerations and expected outcome and evaluation.



DRE PERFORMANCE EXCELLENCE



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Instructor Note:

One of the world's most famous parables is the story of the blind men and the elephant. It is attributed to Buddha, and you can read a version of it in the Buddhist scriptures, Udana 6.4.

- If you are not familiar with the story, then stop now and read it from Udana 6.4.
- If you do not have a hard copy in your office, you can access a copy of this or other Buddhist sacred texts in the library or online.

Many new DREs feel like they are blindly encountering some foreign world, the Army Chaplaincy. Like blindly encountering an elephant, working as an Army Religious Educator feels like holding onto single thing which is simultaneously described as a rope, a wall, a snake, and a tree. Many Chaplains who supervise DREs feel that they are working blindly as they learn the new tasks of supervising civilian employees.

This lesson is designed to help new DREs understand the strange sensations of Army Religious Education.

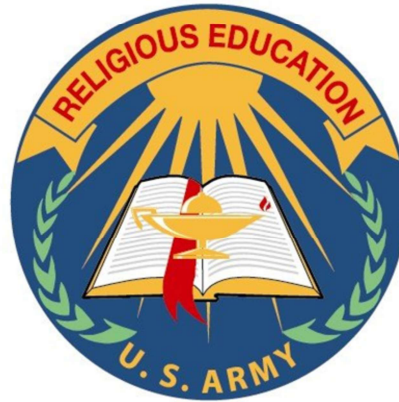
Your supervisor might enjoy learning with you during this lesson.

Photo courtesy of Becky Powell's family collection.



DRE PERFORMANCE EXCELLENCE

This lesson provides the basic skills necessary to execute human resources requirements for the DRE's pay and performance.



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Instructor Note:

Review the lesson overview.

The learning exercises will help you examine 3 DRE position descriptions. You will also understand the human resources requirements of work as an Army Civilian. At the end of the lesson, you will understand the Directorate of Human Resources (DHR) and Civilian Personnel Activity Center (CPAC); explain Army pay and leave; demonstrate a basic understanding of DPMAP. You will also have a new understanding of what it means to be in CP-32 and Excepted Service and create a draft of individual development plan.

Many of these topics were covered in your in-processing, but they are included in New DRE Training to ensure that you have the skills to succeed as an Army DRE.



DRE PERFORMANCE EXCELLENCE SUPERVISORY CONTROLS



GS-1701-9

Performs under general supervision of the Installation Chaplain. The Installation Chaplain provides overall vision and identifies broad areas of focus. Employee exercises initiative and judgment in carrying out policy and procedures for religious education and youth programs with the specific faith group. The Installation Chaplain is available for advice and assistance on unusual or atypical situations, which are normally presented with recommended solutions. Work is normally reviewed for compliance with applicable regulations, policies, and procedures.

Responsible for comprehensive program for one specific faith group on the Installation, with some general oversight over other faith groups. Ensures that soldiers, reservists, authorized civilians, and family members are afforded religious education programs, which allow them to exercise their religious beliefs regardless of faith group.

GS-1701-11

The Garrison Chaplain provides overall vision and discusses program objectives, priorities, broad areas of focus and the overall results expected. The incumbent exercises responsibilities independently and without technical supervision and is expected to exercise substantial initiative and judgment in establishing and implementing the religious education goals, objectives, and programs. Performance is evaluated in terms of achievement of overall objectives and effectiveness in enhancing the process of planning, coordinating and executing religious education programs/services. Guidelines are available but often inadequate in dealing with the more complex or unusual problems. The incumbent is required to use resourcefulness, initiative, and judgment based on experience to deviate from or extend traditional methods and practices in developing solutions to problems where precedents are not applicable. This level may include responsibility for development of material to supplement existing curriculum and to interpret higher headquarters guidelines. The personal contacts are with employees in the same agency but outside the immediate organization; as well as key members of the surrounding community, which may include religious leaders, consultants, contractors and/or business executives in a moderately unstructured setting. Contacts are for the purpose of influencing other officials to accept recommendations which may involve conflicting or competing objectives, or resource problems.

GS-1701-12

The Garrison Chaplain provides overall vision and discusses program objectives, priorities, broad areas of focus and the overall results expected. As the Director of Religious Education, the incumbent exercises responsibilities independently and without technical supervision and is expected to exercise substantial initiative and judgment in establishing and implementing the religious education goals, objectives, and programs. In consultation with the Chaplain the incumbent develops deadlines, projects and work to be done. Performance is evaluated in terms of achievement of overall objectives and effectiveness in enhancing the process of planning, coordinating and executing religious education programs/services. Available guidelines include general administrative policies and management and organizational theories which require considerable adaptation and/or interpretation for application to issues and problems studied. The employee develops more specific guidelines and directives for installation-wide implementation of faith groups and religious education programs/services managed. The personal contacts are with employees in the same agency but outside the immediate organization; as well as key members of the surrounding community, which may include religious leaders, consultants, contractors and/or business executives in a moderately unstructured setting. Contacts are for the purpose of influencing other officials to accept recommendations which may involve conflicting or competing objectives, or resource problems.

Instructional Note:

Contrast the "supervisory controls" of various GS-1701 DRE position descriptions (PD). Sample copies of each PD are provided with this lesson for your use in this learning exercise.

Can you explain what is happening in the different grades? Send your Course Instructors a 5-8 sentence paragraph explanation of the contrasts.



DRE PERFORMANCE EXCELLENCE MAJOR DUTIES



GS-1701-9	GS-1701-11	GS-1701-12
<p style="text-align: center;">Responsible for comprehensive program for two or more specific faith groups across the Installation. As such, incumbent performs the following:</p> <p>1. Advise: _____ 10%</p> <p>2. Fiscal Management: _____ 10%</p> <p>3. Planning and Directing: _____ 25%</p> <p>4. Operations: _____ 35%</p> <p>5. Personnel Management: _____ 10%</p> <p>6. Training: _____ 10%</p> <p>Performs other duties as assigned.</p>	<p style="text-align: center;">Responsible for comprehensive program for two or more specific faith groups across the Installation. As such, incumbent performs the following:</p> <p>1. Advise: _____ 20%</p> <p>2. Fiscal Management: _____ 20%</p> <p>3. Planning and Directing: _____ 20%</p> <p>4. Operations: _____ 20%</p> <p>5. Personnel Management: _____ 10%</p> <p>6. Training: _____ 10%</p> <p>Performs other duties as assigned.</p>	<p style="text-align: center;">Responsible for comprehensive program for two or more specific faith groups across the Installation. As such, incumbent performs the following:</p> <p>1. Advise: _____ 20%</p> <p>2. Fiscal Management: _____ 20%</p> <p>3. Planning and Directing: _____ 20%</p> <p>4. Operations: _____ 20%</p> <p>5. Personnel Management: _____ 10%</p> <p>6. Training: _____ 10%</p> <p>Performs other duties as assigned.</p>

Instructional Note:

The 3 PDs used for installation DREs are outlined with the same 6 Major Duties. When you and your supervisor make your performance plan, use the language of your PD and plan your work according to the percentages set by the Federal government.


Sample copies of each PD are provided with this lesson for your use in this learning exercise. Look at the major duties on your PD. Write 2-3 key verbs for each of the Major Duties of your PD. Submit your answers to the Course Instructors.

If you work on an installation which has multiple DREs, then you can use these outlines to compare and contrast your roles.


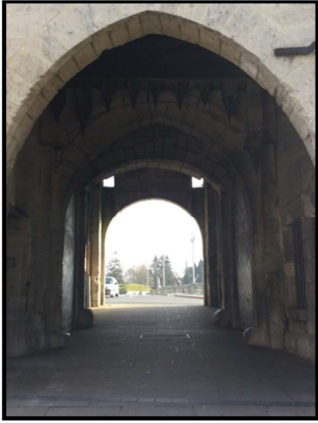
Your duties have been set based on the qualifications and supervision which the Federal government has set for your PD.

Code	Description
RG	Regular (Graded)
HC	Holiday Callback
HG	Holiday Work (Graded)
CB	Travel Comp Time Earned
CC	Compensatory Time Callback
CD	Credit Hours Earned
CE	Compensatory Time Earned
CR	Religious Time Earned
DA	Additional FLSA Hours
DC	Overtime Callback
DN	Overtime Scheduled - Not World
DS	Overtime Scheduled
DU	Overtime Unscheduled
DX	Overtime, Unscheduled Exception
CA	Religious Time Taken
CF	Travel Comp Time Taken
CN	Credit Hours Taken
CT	Compensatory Time Taken
KA	LWOP
KB	Suspension
KC	AWOL
KD	Office of Worker Comp. Pgm.
KE	Furlough
KF	Non Duty Within Regular Sched
KG	Military Furlough (Active Duty)
LG	Emergency Leave
LA	Annual
LB	Advanced Annual
LC	Court
LD	Donated, Wounded Veteran
LF	Forced Annual
LG	Advanced Sick
LH	Holiday
LI	Military (DC Guard)
LJ	Shore
LK	Home
LL	Law Enforcement
LM	Military
LN	Administrative
LO	BRAC Restored Leave
LP	Annual Restored #3
LQ	Annual Restored #2
LR	Annual Restored #1
LS	Sick
LT	Traumatic Injury
LU	Date of Traumatic Injury
LV	Excused Absence
LX	Nonwork, Paid (Day of Death)
LY	Time Off Leave Award

ATAAPS - Type Hour List



DRE PERFORMANCE EXCELLENCE GETTING PAID

<https://ataaps.csd.disa.mil/>

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Instructional Note:

How an DRE gets paid is one of the biggest differences between Army DREs and Religious Educators for other organizations.

One of the Course Instructors worked for the Army for a month before learning about ATAAPS. She was later able to get paid for those weeks, but after a 30+ hour weekend she learned the hard way about Army comptime policies.

With the Army, you must report your hours through ATAAPS. Your supervisor or timekeeper will assist you in learning. You might need to ask them for help.

Learning ATAAPS may feel like walking through a dark tunnel, but it is how you get paid. It is the Army's tool for all of your time and attendance issues.

Your hours must be reported every 2 weeks, and your leave (days off) must be requested. Any comptime/overtime must be requested.

This part of Lesson 3 is more than academic; it is important for your life. If you are having difficulty with ATAAPS, then visit your DHR and Supervisor today for help.

Send an email to your Course Instructors explaining how you use ATAAPS.

Photo courtesy of Becky Powell's family collection.

**DRE PERFORMANCE EXCELLENCE
DPMAP**

MyPerformance

Warning: This application is designed for sensitive unclassified personnel information in this system. Unauthorized release of classified information is prohibited.

From the Main Page, you can create, update and view your Performance Plans; view and print part or an entire plan after it is created. Plans/Appraisals link located at the bottom of this page.

To create a Performance Plan:

- Select 'Choose a Plan Type'
- Select Appraisal Plan Type
- Select the 'Go' button

To complete other actions described above:

- Select an option from the Action column
- Select the 'Go' button

Important: To become familiar with the columns, select the 'Need Help?' link.

Toolkit, Guides, Tip Sheets, and Checklists
This library of documents provides quick references addressing the critical phases throughout the Performance Management and Appraisal Program process, including performance planning, holding performance discussions, monitoring performance, and writing input.

Toolkit
Performance Management and Appraisal Program Toolkit

Communicating

- Action Verb Tip Sheet
- Communicating with Your Supervisor
- Monitoring - Roles and Responsibilities

Performance

- Effective Performance Elements and Standards Checklist
- Performance Discussion Checklist
- Performance Discussion Guide
- Performance Planning - Roles and Responsibilities
- Performance Planning Checklist
- Performance Standards Fact Sheet
- Tips for Establishing Performance Plans

Employee

- Employee Input - Do's and Don'ts
- Employee Input and Appraisal Comparison Fact Sheet
- Employee Input Fact Sheet
- Employee Input Worksheet
- Performance Management - An Overview for Employees

<https://www.cpms.osd.mil/Subpage/NewBeginnings/DPMAP>

Instructional Note:

If ATAAPS is how Army Civilians get paid, then DPMAP is how Army Civilians get recognized and supported. DPMAP means Department of Defense Performance Management Appraisal Program. Performance is evaluated in terms of achievement of overall objectives and effectiveness in enhancing the process of planning, coordinating and executing religious education programs/services.

DPMAP is found under MyBiz. If you have not been able to get into MyBiz, then it is time to do so. Helpful Hint - Each paragraph of your PD can match to a Performance Element in DPMAP. You can have up to 10 elements.

Training for DPMAP is beyond the scope of this Course, but it is crucial.

Demonstrate that you are aware of the DPMAP process by going to the link listed on this slide. Select 1 of the Toolkits or Guides available, and send it to the Course Instructors with a 1-2 sentence explanation of why you chose that resource.

The DPMAP process is helpful in getting specific on the work that you do. It will also help you as you develop as a Religious Educator and as you provide performance appraisal on your volunteers and on any personnel who may end up under your supervision in the future.

<https://www.cpms.osd.mil/Subpage/NewBeginnings/DPMAP>



DRE PERFORMANCE EXCELLENCE INDIVIDUAL DEVELOPMENT PLAN



**U.S. Army Training and Doctrine Command
Career Program (CP) 32**

Victory Starts Here!

Religious
Education

Army
Civilian

<https://www.tradoc.army.mil/g357/cp32/acteds/welcome/welcome.html>

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Instructor Note:

Career Program 32 (CP-32) provides opportunities to grow professionally and personally – at no cost to you or your command structure.

Training others is part of your duties.

CP-32 will help you be trained.

As you plan your own training, you are learning how to plan training for others.




DRE PERFORMANCE EXCELLENCE INDIVIDUAL DEVELOPMENT PLAN

<https://actnow.army.mil/>

Religious
Education

Army
Civilian



BUILD & REFINE YOUR IDP.
Create & Track Your IDP in ACT.
Share & Collaborate with Your Leader.

https://usachcstraining.army.mil/religious-education/-/document_library_display/pLQLN8sZXnCc/view/2190401

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Instructor Note:

You are an educator and a lifelong learner. You have already been pursuing professional development throughout your career.

There are training requirements for all Army Civilian employees which begin within the first few weeks after you were hired. All Army Religious Educators are required to have 5 Continuing Education Units (CEU) approved and documented by HQ IMCOM each year. This is a condition of employment.

The current guidance on DRE CEUs is posted at https://usachcstraining.army.mil/religious-education/-/document_library_display/pLQLN8sZXnCc/view/2190401

As a new Army civilian, you are expected to take distance learning (DL) and residence learning courses. These help your performance excellence. The Foundation Course provides 4.4 CEUs and should be taken within your first year of employment. You can learn more and register at <https://usacac.army.mil/organizations/cace/amsc/foundation>.

Individual Development Plan (IDP) forms for developing/approving career training and education objectives. This is your plan for your annual CEUs and other professional development. The official IDP for all CP-32 careerists is in the Army Career Tracker. Periodic changes and annual updates should be made to maintain a current IDP.

The New DRE Training provides 1 CEU of your annual requirement.

Stop now, go to the link on the screen, and work on your first draft of your IDP. Email a copy of your first draft to the Course Instructors.

This draft is not graded but is a requirement to show that you can develop a plan for your CEUs. Your Course Instructors, Supervisors, and Mentors can assist you in this process each year.



DRE PERFORMANCE EXCELLENCE EXCEPTED SERVICE

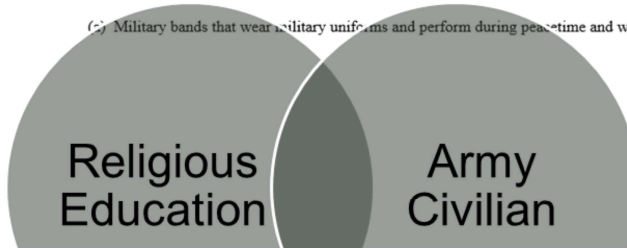


6. **CRITERION G - EXEMPTION FOR ESPRIT DE CORPS.** Consistent with Reference (a), manpower authorities shall exempt a limited number of CAs in the infrastructure from private sector performance for esprit de corps, to foster public support for the Department of Defense and assist in meeting recruitment and retention objectives. This manpower shall be designated DoD civilian or military and coded "G" as explained in this section. These exemptions are intended to demonstrate DoD commitment to the men and women who serve in defense of the Nation and engender group spirit, camaraderie, and a sense of pride.

a. **Military Esprit de Corps**

(1) Examples of military esprit de corps include:

(c) Military bands that wear military uniforms and perform during peacetime and war



(e) The Army Director of Religious Education who provides religious education and counseling to soldiers and their family members. (Chaplain assistants in garrison assignments are not included.)

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Instructor Note:

Who are Army Religious Educators?

- Most Federal employees are in the "competitive service." DREs are "excepted service." There are benefits to being excepted service, and it is an honor for the entire DRE cadre in having this classification. HQ IMCOM Religious Education Program Director and proponent for DREs is available to assist if you have to explain this to your supervisor, DHR and CPAC,.
- Army Religious Educators are part of the "Military Esprit de Corps." (DoDI 1100.220)
- When you left the civilian world of Religious Education, you had to learn the pluralistic and bureaucratic way of engaging Religious Education. However, as you grow in your identity as a DRE, your performance excellence is not merely a matter of your professional resume. What you are doing as an Army DRE is as significant to Military Esprit de Corps as the military band!
- If you are in an overseas (OCONUS) assignment excepted service is a big deal to know about. Check your SF-50 to make sure that you have excepted service listed. Refer to "Federal Register, Schedule A, Section 213.3106, para (b), (4)."



TERMINAL LEARNING OBJECTIVE



ACTION: Comprehend Army GS performance processes and measures.

CONDITIONS: In a DL environment, given practical exercises with access to professional performance tools including performance and development plans.

STANDARD: Comprehension includes:

- Contrast the duties of GS-1701 DRE position descriptions
- Relate the roles of DHR and CPAC.
- Explain ATAAPS
- Demonstrate DPMAP process.
- Summarize CP-32 and Excepted Service
- Develop a CEU plan.

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Instructor Note: Have students silently read the TLO.

Say:

This is the end of Lesson 3, "DRE Performance Excellence."

For more information about Army Religious Education, see the USACHCS Training Directorate Portal at <https://usachcstraining.army.mil/religious-education>.

If you are taking this course using Blackboard, then Lesson 4 will now be available.

If you have accessed this course in a different way, then email the Course Manager and Instructors your completed assignments. Once they have graded your results, they will provide further support to understand this lesson or will document your completion of Lesson 3.

All Lessons must be documented as complete by the Course Manager/Instructors to receive course credit.