

**ARMY CIVILIAN TRAINING, EDUCATION,
AND DEVELOPMENT SYSTEM (ACTEDS)
CAREER FIELD 51 PLAN
(MORALE, WELFARE, AND RECREATION)**

*For more information on the ACTEDS Career Field 51
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SECTION I

INTRODUCTION

Army Civilian Training, Education, and Development System
(ACTEDS)
Career Field 51 Plan
(Morale, Welfare, and Recreation)

Introduction

The Army Civilian Training, Education, and Development System (ACTEDS) Plan documents a structured, progressive, and sequential approach to employee development within Career Field 51 (Morale, Welfare, and Recreation [MWR]). The MWR ACTEDS Plan is a competency-based, career progression "road map" that blends training, operational assignments, and self-development to systematically enhance individual performance and potential.

Scope and Applicability

This ACTEDS Plan is intended for the General Schedule, Wage Grade, and Nonappropriated Fund employees who work within the MWR career field. Principal among these are the specialty, job series, and MWR position title identified below under coverage. Under the Department of Army Nonappropriated Fund Pay Band System, MWR position titles may vary from those listed. The Plan identifies training and development needed to sustain and improve the ability of the MWR workforce to successfully execute its diverse responsibilities. The plan provides a path by which to further develop competencies through experience, education, training, and personal career planning. The overall goal of the MWR ACTEDS Plan is to prepare the individual MWR employee systematically for positions of increased responsibility.

Coverage

JOB SERIES	SPECIALTY	MWR POSITION TITLE (PARTIAL)
030	Sports Specialist	Sports Specialist Youth Services Sports Specialist

101	Social Science Program Specialist (MWR)	Family Support Chief Army Community Service Officer Exceptional Family Member Program Coordinator
JOB SERIES	SPECIALTY	MWR POSITION TITLE (PARTIAL)
101	Social Science Program Specialist (MWR)	Youth Development Program Specialist
185	Social Services Worker (MWR)	Army Family Advocacy Program Coordinator
186	Social Services Aide and Assistant	Family Services Specialist Budget Counselor Information, Referral, and Follow-up Specialist
187	Social Services	Consumer/Financial Assistance Program Coordinator Family Member Employment Assistance Program Coordinator Relocation Assistance Program Coordinator Information, Referral, and Follow- up Program Coordinator
188	Recreation Specialist	Recreation Specialist Outdoor Recreation Chief Outdoor Recreation Specialist Community Recreation Center Chief Youth Services and Leisure Specialist Youth Services School Age Program Coordinator
189	Recreation Aide and Assistant	Recreation Aide and Assistant
301	Miscellaneous Administration and Program (MWR)	Community Recreation Chief Leisure Travel Manager Youth Services Director Recycling Chief
340	Program Management (MWR)	Director, Personnel and Community Activities Director, Community Activities Morale, Welfare, and Recreation Chief Community and Families Activities Chief Assistant Director, Community and Family Activities

343	Management and Program Analysis (MWR)	Management Analyst Program Analyst
501	Financial Administration and Program (MWR)	Financial Administration and Program (MWR) Chief
505	Financial Management (MWR)	Financial Management Chief
560	Budget Analysis (MWR)	Budget Analyst
561	Budget Clerical and Assistant (MWR)	Budget Clerical and Assistant Clerk
JOB SERIES	SPECIALTY	MWR POSITION TITLE (PARTIAL)
1001	General Arts and Information (MWR)	Entertainment Chief
1051	Music Specialist	Music Chief Music Specialist
1054	Theater Specialist	Theater Chief Theater Specialist
1056	Art Specialist	Arts and Crafts Chief Arts and Crafts Specialist
1101	General Business and Industry (MWR)	Community Operations Manager Business Manager (Club) Business Manager (Golf) Business Manager (Bowling) Club Manager Golf Manager Bowling Manager Marketing Chief
1160	Financial Analysis (MWR)	Financial Analyst
1701	General Education and Training (MWR)	Child Development Services Coordinator Child Development Center Director Family Child Care System Director Supplemental Programs and Services Director Education Specialist
1702	Education and Training Technician (MWR)	Education Technician Child Development Program Technician Child Development Program Leader Child Development Program Assistant
1710	Education and Vocational	Education Specialist

	Training (MWR)	Child Development Teacher
4819	Bowling Equipment Repairing (MWR)	Bowling Equipment Repairer
7405	Bartending (MWR)	Bartender

Objectives

The overall developmental goal of the MWR ACTEDS Plan focuses on the following objectives:

Short-Term.

1. To provide employees with a comprehensive list of competencies needed for performing major tasks within MWR job categories.
2. To assist supervisors and employees in determining specific knowledge and abilities needed for a particular position.
3. To maximize employee job proficiency and quality of service.
4. To provide employees and their supervisors with a single-source reference to assist in determining appropriate training and development to enhance on-the-job performance and to prepare the employee for progressively more responsible positions.

Long-Term.

1. To enable employees to plan and sequence appropriate career training and development.
2. To indicate alternative methods of acquiring and enhancing competencies necessary for career growth.
3. To develop and strengthen employee professional qualifications and leadership abilities in preparation for assuming executive positions within the MWR career field.

Career Progression

The size and occupational diversity of the MWR workforce dictate a broad-based ACTEDS structure. The MWR career field encompasses five functional areas (Family Support, Community Recreation, Community Operations, Financial Management, and Services), each highly specialized and requiring a great deal of technical knowledge. Numerous occupational series are represented in each of its functional specialties.

The MWR workforce is unique in that it is managed by three distinct personnel systems: military, appropriated fund (APF), and nonappropriated fund (NAF). As a result, there is no rigidly

structured system by which an employee progresses from entry level, through specialist levels, to management level and executive/senior executive level career positions. The scope and diversity of the MWR "umbrella" make it unrealistic, if not virtually impossible, to design a career ladder depicting professional growth across an expansive employee population, numerous occupational specialties, many job series, and two distinct civilian personnel systems.

Despite this structural drawback, the importance of overall career field "cohesiveness" and movement among functions is emphasized. Recent legislation and human resource initiatives have eased prohibitions against movement between personnel systems and, therefore, movement across MWR program functional lines. Although mobility across all five principal MWR specialties is neither likely nor realistic, careerists should pursue opportunities to gain experience in other program functions whenever feasible.

The generic MWR career ladder at Figure 1 (page 7) outlines potential progression patterns for horizontal, vertical, and diagonal career movement. The type of move that is appropriate for any given individual will depend on that employee's particular educational background, job experience, training, developmental assignments, and the requirements of the target position. Employees are encouraged to gain the broadest possible range of functional and command experience, and to seek promotions to other MWR specialties when they possess the appropriate qualifications. The MWR career progression path flows through installation positions to positions at either MACOM or DA level as depicted in Figure 1 for each MWR functional area (e.g., Family Support, Community Recreation, Community Operations, Financial Management, and Services). It graphically depicts progression within that career specialty leading to, and culminating in, the installation Director, Personnel and Community Activities (DPCA) position, or Director, Community Activities (DCA).

Career growth depends to a great extent on personal mobility, leadership training, MWR job-specific training, self-development efforts, on-the-job-training in developmental assignments, and employee performance. Advancement normally occurs in two broadly defined paths within levels of progression: specialist and generalist.

Specialist: Employees in this career track usually possess extensive technical knowledge in a specific occupational

function, acquired either through education or on-the-job and formal training.

Generalist: Employees having substantial management knowledge with a broad comprehensive understanding of the MWR functional area. This combination of management experience and subject matter knowledge allows generalists to progress to key installation positions as well as selected positions at Major Army Command (MACOM) and Headquarters Department of the Army (DA) levels.

Career Field 51 (MWR) ACTEDS Plan provides career development paths, including knowledge, supervisory knowledge skills, and abilities (KSAs) and training for Wage Grade and Craft and Trade positions (WG/NA Bartender - 7405 and WG/NA Bowling Equipment Repairer - 4819) for which Career Field 51 is the primary functional proponent. Career advancement paths, KSAs, etc., for MWR Wage Grade, and Craft and Trade positions in other job series can be found in ACTEDS Plans developed by the primary functional proponent for those job series (listed in AR 600-3, The Army Personnel Proponent System, available at servicing Civilian Personnel Offices). These ACTEDS Plans have applicability to APF and NAF MWR positions.

Individuals in clerical and administrative positions interested in career development into one of the MWR key positions are encouraged to review the KSAs and training requirements for entrance and advancement for that specific job series listed in the ACTEDS Plan developed by the primary functional proponent.

There are job series listed in the (MWR) ACTEDS Plan for which Career Field 51 is "not" the primary functional proponent. These job series are also covered in one of the other career programs/fields ACTEDS Plans, but have additional MWR-specific KSAs and training requirements.

FIGURE 1

CAREER FIELD 51
MORALE, WELFARE, AND RECREATION
GENERIC CAREER LADDER

GRADE	INSTALLATION	MACOM	DA / USACFSC
NF 5-6 GS 13-15	DPCA/DCA	MWR/CFA C	SE DIR
NF 5 GS 13-14	ADCFA/DCA	DIV C BR C	DIV C BR C
NF 4-5 GS 12-13	DIV C PROG MGR	BR C PROG MGR	BR C PROG MGR
NF 4 GS 9-12	BR C ACTV MGR PROG MGR	PROG MGR PROG SP	PROG MGR PROG SP
NF 3-4 GS 7-9	PROG MGR PROG SP	CLERICAL and ADMIN WAGE GRADE CRAFT & TRADE	
NF 3 GS 5-7	ENTRY/INTERN/ TRAINEE		

LEGEND:

- DPCA - Director, Personnel and Community Activities
- DCA - Director, Community Activities
- MWR C - Morale, Welfare, and Recreation, Chief
- CFA C - Community and Family Activities, Chief
- SE/DIR - Senior Executive or Director (DA or USACFSC Directorate)
- ADCFA - Assistant Director, Community and Family Activities
- DIV C - Division Chief (Installation, MACOM, or DA/USACFSC)
- BR C - Branch Chief (Installation, MACOM, or DA/USACFSC)
- PROG MGR - Program Manager (Installation, MACOM, or DA/USACFSC)
- ACTV MGR - Activity Manager
- PROG SP - Program Specialist
- Entry/Intern
 - Trainee - Entry Level, Intern/NAF Management Trainee (bridge for Wage Grade, NA Craft and Trade, and clerical and administrative personnel to entry level positions, targeting career advancement to MWR key positions.

NOTE: This Generic Career Ladder is intended to allow for horizontal, vertical, and diagonal movement among levels at all grades. Grades are subject to the scope of responsibilities of the position and may vary among installations.

Structure of the MWR ACTEDS Plan

In accordance with the purpose of ACTEDS, MWR career advancement may be defined in terms of developmental progression through four levels of competence. At each level, planned training, "build-on" or developmental assignments, and self-development are essential to quality job performance and to creating the potential for advancement. The four MWR developmental levels are (1) Entry/Management Trainee, (2) Specialist, (3) Managerial, (4) Executive and Senior Executive.

Entry Level

At least initially, the entry level (GS 5-7 or NF 3) marks a stage whose central activity is learning and following directions. It follows that the greatest concentration of mandatory training occurs at this level, wherein basic competencies needed for successful job performance are acquired.

The Nonappropriated Fund (NAF) Management Trainee Program supports noncompetitive promotion to NF 4 level, depending on occupational series and trainee entry grade. Structured training accompanies the 12 to 18 months program of instruction, providing comprehensive coverage of all MWR functions but emphasizing the trainee's area of occupational specialization.

Clerical and Administrative, Wage Grade, and Craft and Trade may choose to enhance their career development by bridging over to an entry level position targeting a key MWR position, such as a NA bartender bridging over to NF and becoming a NF beverage manager at NF 3 level, or a carpenter bridging over to becoming services chief (at the entry or specialist level depending on the individual's KSAs and work experience).

Specialist Level

Employees at this level (GS 9-12 or NF 4) receive training to build on and enhance their technical abilities. Courses contained in the MWR Master Training Plan reflect this emphasis.

Developmental assignments to other MWR functional areas are encouraged for those who aspire to key positions requiring breadth of experience across several MWR functions.

Developmental assignments are designed to

a. Blend with training courses and other experiences (e.g., formal education) to form a sequential and progressive development plan.

b. Enhance staffing flexibility by strengthening the experience of employees to prepare them for managerial responsibilities.

c. Increase the proficiency of high potential personnel by providing the opportunity to (1) acquire additional competencies required by their occupational specialty; (2) obtain needed competencies in other related lines of work; or (3) prepare for managerial or executive responsibilities.

d. Broaden employees' perspectives by providing an understanding of operations in related functions or in other MWR functional areas.

Managerial Level

Employees at the GS 12-13, or NF 4-5 level should concentrate on improving or enhancing interpersonal skills as well as managerial and conceptual abilities. At this stage, self-development activities are strongly stressed, as is continued use of developmental assignments.

Executive and Senior Executive Level

At this level (GS 13-15 or NF 5-6), employees are expected to have in-depth knowledge of all aspects of MWR operations and management. Managers are expected to sharpen insights into the dynamics of human and organizational behavior and to improve skills and personal understandings that increase work place effectiveness.

Training Category Definitions

The development of competent leaders is one of the Army's stated and fundamental imperatives. Its driving principle is that leaders must be appropriately prepared for increasingly responsible positions. This mandate is accomplished through a combination of schooling, assignments, and self-development. The Civilian Leader Development Action Plan formally establishes direction (Civilian Leader Development Core Courses) for the progressive and sequential development of civilian leaders who, through training, will possess the proficiency and confidence to accomplish their soldier support mission. Within the MWR career field, a strong institutional training foundation has been established. It rests on courses developed and delivered by the Community and Family Support (CFS) Training Center, and is complemented by Army-wide training such as the Intern Leadership

Development Course, the Army Management Staff College, and the senior service schools.

MWR ACTEDS training is divided into two broad categories: (1) universal training and, (2) competitive professional development. Universal training is provided to all employees having similar duties and responsibilities. Under the competitive professional development program, individuals apply and compete for selection for training. Its design is to train and develop high potential employees for MWR positions of greater responsibility. Specific terms and priorities related to these categories follow.

Universal Training: "For Performance On-The-Job"

Mandatory-Priority I. The training is mission essential; is mandated by higher authority (law, OPM, DOD), or the DCSPER, HQDA as an ACTEDS leader development core course, or the employee must take it to support and/or achieve an acceptable performance level. Successful completion of this training within the specified time period will be considered a factor in determining that a employee and/or supervisor has satisfactorily completed the required probationary period. Example of this type training would be the Leadership Education and Development Course (LEAD).

There are no equivalency credits for Civilian Leader Development Core Courses in Mandatory I or II categories. Priority I training must be funded (currently all Priority I training is centrally funded as is the majority of all Priority II training).

Mandatory-Priority II. The training is necessary for peak on-the-job performance and directly affects the quality of mission accomplishment. The training should be funded; however, it may be deferred if resources are not available. Examples of this type training would be Community and Family Support Management Course (CFSMC), Child Development Center Directors' Course (CDCDC), and Director, Personnel and Community Activities Course (DPCAC) (currently all MWR Priority I and II training is centrally funded by USACFSC).

Equivalency Credit for Mandatory Priority II MWR Functional Training Requirements

As a rule, Mandatory Priority II MWR Functional Training requirements may be waived when the employee has already acquired the needed competencies (KSAs) through other means, such as on-the-job training, organizational assignments, formal education, or self-development activities. Equivalency credit is approved on a case-by-case request by the Personnel Proponent (Commander,

United States Army Community and Family Support Center) for Career Field 51 (MWR) or his designee.

Individuals requesting Equivalency Credit for Mandatory Priority II MWR Functional Training will submit a written request to: Commander, United States Army Community and Family Support Center, ATTN: CFSC-HR, 2461 Eisenhower Ave., Alexandria, VA 22331-0515. The request will contain the following information: Identify competencies (KSAs) acquired and describe how these competencies (KSAs) were obtained (i.e., work experience, formal education, correspondence study, self-development), and include supporting documentation (i.e., copy of SF 50 or DA 4017 verifying dates of work assignment, transcript and descriptions of formal education course(s), certificate and description of correspondence study, description of self-development activities). The request must be endorsed by the first-line supervisor and Director of Personnel and Community Activities.

Recommended-Priority III. Training that will improve or enhance the knowledge, skills, or abilities of an employee. The training should be funded; however, it may be deferred if resources are not available. Examples of this type training would be the Total Quality Management for Executives and the Army Installation Management Course (AIMC).

Competitive Professional Development Training

The competitive selection process will determine those employees chosen to attend developmental training. This category includes both short-term and long-term training whose goal is to prepare employees for MWR positions of increased responsibility. Competitive training in the MWR career field includes:

(1) Career field-wide competition for courses such as attendance at the Community and Family Support (CFS) Division Chiefs' Course.

(2) Army-wide competition for courses such as Army Management Staff College (AMSC) and Army War College (AWC).

Civilian Leader Development Core Courses:

The following courses are mandatory civilian leader development core courses, for which no equivalencies have been established. They are offered by the Center for Army Leadership, Fort Leavenworth, Kansas; and the Army Management Staff College, Fort Belvoir, Virginia. They comprise the core courses of the Department of the Army Civilian Leader Development program.

Information on application procedures for these courses is available from local servicing Civilian Personnel Offices.

(1) Intern Leadership Development Course (ILDC)

Level: Intern/NAF Management Trainee
(first six months) - Mandatory, Priority I.

Course Description: Introduces operational concepts and organizational structure of the Army; provides instruction in and application of leadership doctrine and competencies, including professional ethics, management technologies, planning, decision-making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications.

(2) Supervisor Development Course-Correspondence

Level: New Supervisors - Mandatory, Priority I

Course Description: Teaches new supervisors the personnel management knowledge necessary to function within their supervisory scope of responsibility. Subjects include job classification and position management, alcohol and drug prevention and control program, work scheduling and leave administration, recruitment and selection, training and career development, administration of discipline, grievances, recognition of employees, equal employment opportunity (EEO), sexual harassment, labor relations, and performance appraisals.

(3) Leadership Education and Development (LEAD)

Level: New Supervisors - Mandatory, Priority I

Course Description: Provides instruction in and practical application of leadership doctrine and competencies, including professional ethics, counseling skills, communications,

group development theory, team building, motivation, problem solving, and decision making.

(4) Manager Development Course-Correspondence

Level: New Managers - (GS 13-15/NF 4-6) -
Mandatory, Priority I

Course Description: Provides instruction in understanding of organizational culture; time management techniques; internal management controls; problem solving; communications; Army Environmental Program; Planning, Programming, and Budgeting System; computer applications, understanding professional ethics; and equal employment opportunity (EEO).

(5) Organizational Leadership for Executives (OLE)

Level: New Managers (GS 13-15/NF 4-6) - Mandatory,
Priority II

Course Description: Identifies, explains, and demonstrates the leadership skills required to perform at the key manager level. Assists managers in looking beyond daily activities to assessing and interpreting the external environment, the organization, the leadership process, the need for subordinate development at all levels, and the need for continuing self-development. Topics include developing strategies for organizational excellence, influencing subordinate performance, managing innovation and change, diagnosing systemic problems, and building excellence into the leadership team.

(6) Personnel Management for Executives (PME)

Level: Managers (GS 13-15/NF 4-6) - Mandatory,
Priority II (To be scheduled after several
years of managerial experience)

Recommended Prerequisite: Organizational Leadership
for Executives (OLE)

Course Description: Stimulates managers to more effectively manage human resources and improve human resources skills through extensive use of case studies, workshops/work groups, and informal assessment. The course provides managers an opportunity to better understand currently held views, assumptions, values and behavior patterns and then to chose, if any, changes they need to make to improve management skills.

(7) Army Management Staff College (AMSC)

Level: Key Managers (GS 12-14/NF 4-5)
(GS 15/NF [equivalent] may apply by
exception) - Competitive Development

Course Description: Instructs Army leaders in functional relationships, philosophies, and systems relevant to the sustaining base environment. The sustaining base environment includes Army functions, such as resource management, personnel management, logistics management, and installation management, and includes tables of distribution and allowances (TDA), organizations such as installation, major headquarters, depots, research and development centers, and medical centers both in

CONUS and overseas. The AMSC curriculum emphasizes development of a broad-based perspective on how the Army runs.

(8) Senior Service Colleges

Level: Senior Managers (GS 14-15/NF 5) -
Competitive Development

Army War College (AWC) - Resident

Course Description: Prepares selected military officers and civilians for senior leadership responsibilities in a strategic environment during peace and war. AWC studies the role of landpower, as part of a joint or combined force, in support of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems, and the national security decision-making process. The AWC teaches through numerous case studies, exercises, and war games. The student seminar group is the fundamental learning vehicle at the school.

Army War College (AWCC) - Corresponding Studies

Course Description: Demands considerable dedication to study, requiring the conduct of critical analyses, and the preparation of numerous papers on complex national security and defense issues. The AWCC Studies course curriculum closely parallels the AWC resident course, and graduates are awarded the same diploma and receive the same Military Education Level designator on their records. The Corresponding Studies course participant meets course requirements through personal initiative and commitment, on his/her own time, except for the 22 resident academic days required at mid-course and end-of-course periods. The corresponding student's academic requirements must be integrated with civilian professional requirements.

National War College (NWC)

Course Description: Conducts senior-level instruction in national security strategy to prepare selected military officers and federal officials for high-level policy, command, and staff responsibilities. NWC focuses on national security policy and strategy with a joint multiservice perspective. The curriculum is designed to expand and deepen students' knowledge of national security matters and to sharpen their analytical skills.

Industrial College of the Armed Forces (ICAF)

Course Description: Prepares selected military officers and civilians for senior leadership and staff positions by conducting executive-level courses of study and associated research dealing with the resource component of national power and its integration into national security strategy for peace and war. The curriculum focuses on broad-based national security environment. The curriculum consists of courses presented in a case method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and field study program.

(9) Center for Creative Leadership (CCL) - Leadership Development Program (LDP)

Level: Mandatory, Priority I - New NF-6

Course Description: Provides ability to assess one's personal abilities and attitudes in order to increase effectiveness, productivity, and leadership skills; ability to motivate self and others and set and achieve organizational and personal goals; ability to continue personal and career growth through self-directed development; ability to manage; and ability to display confidence in personal leadership strengths/style.

Personal Career Planning

Each employee is responsible for establishing personal career goals and targeting strategies to achieve them. Employees are to be assisted by supervisors and mentors in determining how best to carry out career plans. An honest assessment of individual strengths and weaknesses is the initial step in developing a training and professional development plan. In their roles as appraiser, advisor, and coach, supervisors are essential players in an employee's career development.

Individual development plans (IDP) are written blueprints used to prepare the employee for higher level performance. They supplement annual career appraisals by recommending training, education, or other development to prepare an employee for higher

level performance. The supervisor, with employee input, will develop the IDP (Figure 2 [page 17] is a sample IDP form) by reviewing past performance to highlight competencies needing improvement or development. The IDP calls for comparing the employee's experience, education, and past training with career field training requirements and standards. Based on this analysis, plans can be drawn consistent with MWR long-term functional needs and employee career goals.

When developing IDPs, MWR ACTEDS training identified as Mandatory, Priority I, must be given primary consideration, and the employee scheduled for earliest attendance. When selecting from among courses identified as Mandatory, Priority II, the individual's experience, previous training, etc., must be taken into account. Whether a given course is "mandatory" for a particular employee should be determined jointly by the individual and his/her supervisor, and that determination is to be based on the extent to which the careerist possesses the competencies provided by the course.

In accordance with the training category definitions, courses listed as Recommended, Priority III, should not be considered unless the employee has completed courses identified as Mandatory and/or clearly demonstrates the competencies provided by those courses.

Although training, seminars, and workshops offered by professional organizations are not always reflected in IDPs, participation in these activities is valuable to the employee as a source of self-development. Membership in professional associations is encouraged as a means of maintaining state-of-the-art knowledge in one's career field. Trade associations and professional societies publish literature that contains a wide range of technical information not readily accessible. Attendance at annual meetings and conferences provides opportunities to exchange ideas and concepts with colleagues employed in private industry and other agencies.

FIGURE 2

SAMPLE FORM

INDIVIDUAL DEVELOPMENT PLAN			
NAME	SERIES/GRADE	DATE	
ORGANIZATION			
IDP PERIOD to			
SUPERVISOR (signature)		EMPLOYEE (signature)	
TITLE GRADE	DATE	TITLE GRADE	DATE
CAREER GOALS			
CAREER DEVELOPMENT			
CAREER FIELD 51 ACTEDS PLAN:		DATE SCHEDULED	DATE COMPLETED
a. MANDATORY, PRIORITY I			
b. MANDATORY, PRIORITY II			
c. RECOMMENDED, PRIORITY III			
d. COMPETITIVE PROFESSIONAL DEVELOPMENT TRAINING			

SELF-DEVELOPMENT ACTIVITIES		
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Key MWR Positions

ACTEDS provides the framework for identifying "key positions" within a career field. These positions are usually at grades GS 9 and higher, or NF 4-6, and have significant responsibility for management of career field operations, supervision of employees, program design and assessment, and policy formulation.

Those types of positions that are considered critical or "key" are defined below. In general, these are senior positions in a given MWR function at each organizational or command level.

In some instances, "deputy" or "assistant" positions may also be considered key. The MWR Personnel Proponent will have final approval authority for designation of key positions.

Candidates for key positions must meet specific qualifying requirements. Employees whose career goals include progression to key positions are encouraged to assess their qualifications in terms of competencies, range of experience in MWR functions and/or organizational levels, and education and training. Incumbents, or those aspiring to key positions, may be required to possess extensive knowledge of one MWR functional area or to have solid understanding of the integration of several MWR management specialties.

"KEY" MWR POSITIONS:

EXECUTIVE AND SENIOR EXECUTIVE LEVEL, GS 13-15, NF 5-6:

Director, Personnel and Community Activities/Director, Community Activities. Capstone management position within installation MWR hierarchy. Incumbents possess the human, conceptual, and installation management knowledge and skills needed to lead people and manage a broad and complex array of programs within the Army's quality-of-life environment.

Morale, Welfare, and Recreation (MWR) Chief/Community and Family Activities Chief. MACOM-level senior manager of MWR programs. Possesses in-depth behavioral, analytical, and operational knowledge of quality-of-life programs, and acts as conduit between installations and HQDA. Interprets policy, provides operational guidance, and oversees management of MACOM-wide MWR programming.

U.S. Army Community and Family Support Center (USACFSC) Program Directorate Director. Conceptualizes, analyzes, and establishes

Service-wide MWR policy and multiprogram objectives necessary to implement Army, DoD, and/or Congressional directives and guidance.

MANAGERIAL LEVEL, GS 13-14, NF 5:

Assistant Director, Community and Family Activities. Direct supporting position to DPCA. Exercises extensive skill and operational knowledge of installation program planning, program execution, personnel management, and interpersonal communication applicable across the spectrum of MWR activities.

MACOM Division Chief. Directs and implements MWR multiprogram operational guidance. Interfaces with HQDA program staff to develop field-level goals and objectives. Works closely with installations in exercising program oversight responsibility; develops MACOM-wide program operation milestones and evaluates program performances.

USACFSC Division Chief. Develops and manages Army-wide policy, program planning, and operational guidance governing an MWR program "cluster." Displays expertise in multiprogram management and decision-making processes. Coordinates with both DoD/DA- and MACOM-level points-of-contact, respectively, to obtain and provide guidance in program execution.

MANAGERIAL LEVEL, GS 12-13, NF 4-5:

Installation Division Chief. Manages installation multiprogram MWR operations. Engages in "hands-on" supervision of activities and programs, ensuring sound decision-making in areas of local program planning, program execution, personnel management, and communication.

MACOM Program Manager. Oversees the operation of MACOM-wide activities operated under a given MWR program. Interfaces with HQDA and installation personnel to obtain information and provide guidance, respectively. Works to carryout MACOM and HQDA program goals and objectives; evaluates installation operating environments to assist in developing, delivering, and executing appropriate MWR programming.

USACFSC Program Manager. Provides broad policy and operational guidance concerning quality-of-life activities operated under an MWR program. Considers exceptions to policy and provides technical assistance and expertise when needed. Researches and monitors industry trends to focus future program direction.

SPECIALIST LEVEL, GS 9-12, NF 4:

Installation Branch Chief. Directly engages in "hands-on" management of an MWR quality-of-life program and its sub-activities. Functions as installation-level program expert. Develops, organizes, and implements day-to-day programming, responding to market conditions as well as to the requirements of MACOM and HQDA operational guidance.

MACOM Management Analyst/Program Analyst. Analyzes the scope of MWR programming MACOM-wide, incorporating the impact of market conditions and higher headquarters directives. As program subject authority, assesses program operations and makes recommendations for improved MWR program performance. Endorses or disapproves installation requests for exceptions-to-policy.

USACFSC Management Analyst/Program Analyst. Subject matter expert in MWR program career field. Synthesizes career field knowledge with policy guidance and directives to produce program recommendations and operational initiatives. Analyzes and monitors Army-wide program operations. Approves or disapproves requests for program policy exceptions.

Mobility Requirements

While many employees can achieve their career objectives in one geographic area, mobility is often a factor in achieving goals. Relocation increases chances of acquiring broad-based management experience necessary for executive level vacancies. There is a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

Mobilization Requirements

Installation commanders may identify and require as a condition of employment, key MWR positions for deployment in support of installation deployable units or designation as "Emergency Essential."

SECTION II

COMPETENCIES

ACTEDS COMPETENCIES
CAREER FIELD 51 (MWR)

LEGEND:

K0.. Core knowledge for all functional areas
S0.. Core supervisory knowledge for all functional areas
A0.. Core abilities for all functional areas

CORE KNOWLEDGE (K0):

K001. Knowledge of Army mission, goals, organizations, and functions.

K002. Knowledge of DoD and Army peculiarities (e.g., acronyms, MWR activity categories, traditions, military rank structure, and similarities and differences between military and civilian personnel).

K003. Knowledge of historical background of MWR programs and direction.

K004. Knowledge of office automation applications (e.g., word processing, spreadsheets, graphics, and database management).

K005. Knowledge of MWR Commercial Sponsorship Program, and marketing practices and concepts (e.g., Market Plan: environmental analysis, needs assessment, vision development, strategy development, written plan, implementation, evaluation).

K006. Knowledge of the appropriated fund (APF) and nonappropriated fund (NAF)

accounting structure and systems.

K007. Knowledge of the appropriated fund (APF) and nonappropriated fund (NAF) budget formulation and associated documents (e.g., schedules, exhibits, program budget guidance, APF/NAF Major Construction, NAF Capital Purchase and Minor Construction, APF/NAF Synchronization Budget, 5-year Plan).

K008. Knowledge of budget execution phases (e.g., obligations, commitments, disbursements, unobligated balances, outlays).

K009. Knowledge of budget analysis techniques used to evaluate APF and NAF financial statements (e.g., validation and identification of trends, resource requirements, acid test, financial management analysis, break-even analysis, average inventory turnover, cost-of-goods sold).

K010. Knowledge of the NAF Risk Management Program (RIMP).

K011. Knowledge of NAF internal controls regulations and procedures (e.g., cash controls, retail sales accountability, cash counts, petty cash fund).

K012. Knowledge of manpower resource management (e.g., Schedule X and Table of Distribution and Allowances (TDA), manpower surveys, Program Analysis Resource Review (PARR), and NAF Personnel Requirements Document (PRD)).

K013. Knowledge of APF and NAF acquisition, procurement, and contracting (e.g., Blanket Purchase Agreements [BPAs], NAF Purchase Request, Order for Supplies or Services/Request for Quotations [DA FORM 4067-R], emergency purchase procedures, source lists, Contracting Officer Representative [COR]) regulations and procedures.

K014. Knowledge of APF and NAF property management (e.g., fixed assets, end-of-month inventory, relationship with Central Accounting Office [CAO], disposition, lost and transfers of property, Report of Survey, property book

accountability).

K015. Knowledge of accepted customer relations/service practices, techniques, and programs.

K016. Knowledge of career planning goals, policies, procedures, and training.

K017. Knowledge of group dynamics and its impact on meeting organizational goals.

K018. Knowledge of the organizational leadership elements of purpose, direction, and motivation.

K019. Knowledge of leadership and management behaviors and techniques, including understanding of the Army's leadership competencies and the Office of Personnel Management's managerial competencies.

K020. Knowledge of current management innovations and trends and external events and attitudes that influence decisions.

K021. Knowledge of creative problem-solving, decision-making, and strategic planning techniques.

K022. Knowledge of Total Army Quality concepts and applications.

CORE SUPERVISORY KNOWLEDGE
(S0):

S001. Knowledge of federal and NAF position management and classification systems (e.g., job descriptions, position classification standards, NAF Personnel Requirements Document [PRD], Table of Distribution and Allowances [TDA]).

S002. Knowledge of employee development (e.g., performance appraisal, performance and career counseling, career appraisal, Individual Development Plan [IDP], training and professional development opportunities and assignments, short- and long-term training).

S003. Knowledge of Nonappropriated Fund (NAF) and federal merit promotion/internal placement procedures. Includes vacancy announcements, NAF Central Referral System, NAF Personnel System Modernization, NAF Pay Banding, reinstatement eligibles, and the effects of the special placement programs (e.g., priority placement, military spouse preference) on

these procedures.

S004. Knowledge of supervisory responsibilities in Federal Equal Employment Opportunity (e.g., affirmative action requirements, avoidance of disparate treatment, prohibited personnel practices).

S005. Knowledge of Army civilian APF/NAF career management and MWR Personnel Proponency requirements and procedures, to include the Army Civilian Career Evaluation System (ACCES), and the Army Civilian Training, Education, and Development System (ACTEDS).

S006. Knowledge of management-employee relations (absence and leave regulations, adverse action procedures, grievance and appeal procedures, disciplinary procedures, awards, labor schedule [DA FORM 5555-E], and labor/union relations).

CORE ABILITIES (A0):

A001. Ability to direct work activities: Encompasses ability to assign or delegate work, to monitor the work of others, and to provide on-the-job training.

A002. Ability to communicate orally: Encompasses ability to brief, instruct, explain,

advise, negotiate, or persuade.

A003. Ability to plan and organize: Encompasses ability to establish objectives, requirements, priorities, and deadlines in order to determine course of action for work.

A004. Human relations ability: Encompasses ability to interact with others in one-to-one or group situations (often called "teamwork," "cooperation," "interpersonal skill," "ability to meet and deal," "tact," and "diplomacy"). Works with supervisors and others to achieve organizational goals.

A005. Ability to analyze: Encompasses ability to obtain information, define problems, identify relationships, evaluate quality, assess impacts, and make conclusions/recommendations. It includes the ability to determine quality of projects, programs, or performance by comparison against standards and objectives.

A006. Ability to write: Encompasses ability to express ideas in writing (e.g., reports, information papers, memorandums, letters, briefing materials, manuals).

A007. Ability to innovate: Encompasses ability to develop

new or revised procedures, programs, or solutions to problems.

A008. Ability to initiate action: Encompasses ability to independently originate action (one who demonstrates this ability is often called a "self-starter").

A009. Ability to identify and apply different methods of conflict management, problem-solving, and decision-making.

A010. Ability to apply effective leadership style or follower feedback style in a given situation.

A011. Ability to understand how individual values affect decisions and professional ethics.

A012. Ability to identify strategies for effective decision-making in supervising subordinates as well as molding cohesive workteams through planning, good communications, proper motivation, counseling, and conflict management.

A013. Ability to understand the role of values and ethics in supervision.

A014. Ability to use a systems model in assessing organization operation/performance.

A015. Ability to recognize and develop human potential and increase productivity through sound management practices.

A016. Ability to understand power and authority in management.

A017. Ability to understand management and motivation, including value clarification.

A018. Ability to understand organizational functioning through basic systems models.

A019. Ability to recognize stages of group development and steps in building cohesive, high-performance teams.

A020. Ability to lead more effectively through awareness of importance of values and ethics and application of sound management practices.