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ACTEDS PLAN

Career Program 10 – Civilian Human Resource Management (CHRM)

PURPOSE: Army Civilian Training Education and Development System (ACTEDS) Plan provides information pertaining to career management training, education, and development for lifecycle workforce management, specific to each Career Program (CP).

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II. SECTION I: INTRODUCTION

A. GENERAL. The purpose of the Army Civilian Training, Education, and Development System (ACTEDS) is to provide for the systematic training and development of Army career civilians. It is a living document that outlines sequential and progressive training for functional specialties and leadership, supervision, and managerial development. The Career Program Office worked closely with the Civilian Human Resources Agency (CHRA) as well as several Command HR Directors in the development of this plan.

Please e-mail the CP-10 Mailbox for suggestions, questions, and comments:

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This plan specifically addresses occupations of Career Program (CP) 10 – Civilian Human Resource Management (CHR). It provides general information and guidance for managing the employees of CP-10 that includes a career map and career progression ladder, core and functional competencies, Master Training Plans, mobility and continued service requirements.

B. CAREER PROGRAM OVERVIEW. Today’s CP-10 employees need to be multi-dimensional experts. They must be consultants, facilitators, and partners in strategic planning. To meet future challenges, CP 10 needs to develop competencies in all aspects of human resource (HR) management. CHR careerists must also gain knowledge in closely associated fields such as manpower and resource management, equal employment opportunity, information management and acquisition management.

Positions in CP 10 range in grade from GS-04 to Senior Executive Service (SES). The career paths and development activities described in this ACTEDS plan will prepare CHR employees to grow professionally for higher levels of responsibility.

CHR positions exist in both operating and staff environments. The former are those that involve delivery of HR services and advice to commanders, managers, supervisors, employees and job applicants. Most operating positions exist in CPACs or CHRA Regions. Staff environments include those that involve policy formulation, program planning, monitoring and evaluation. Staff level includes most positions at HQDA, Army Commands (ACOM), Army Service Component Commands (ASCC), Direct Report Units (DRU), Major Subordinate Commands (MSC), and Field Operating Agencies (FOA).

1. Functional Specialties. CP-10 encompasses the following occupational series:

0201 – Human Resources Specialist. This series covers two-grade interval administrative positions that manage, supervise, administer, advise, or deliver human resources (HR) management products or services.

0203 – Human Resources Assistant. This series covers one-grade interval administrative support positions that supervise, lead, or perform HR assistance work requiring substantial knowledge of civilian and/or military HR terminology, requirements, procedures, operations, functions, and regulatory policy and

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procedural requirements applicable to HR transactions. The work in these positions does not require the broad knowledge of Federal HR systems or the depth of knowledge about HR concepts, principles, and techniques that are characteristic of the recognized HR specialist positions in the HR Management Series 0201.

0299 – Human Resources Management Student Trainee

0301 – Human Resources Administrative Specialist. This series applies when a position encompasses administrative and CHR functions, with at least 25% of duties in the CHR functions.

0303 – Miscellaneous Clerk and Assistant. This series applies when a position encompasses administrative and CHR functions, with at least 25% of duties in the CHR functions.

2. CHR Roles:

- a. HR Advisor - As the CHR professional rises they assume more administrative and supervisory duties and are also frequently called upon to advise on HR-related decisions to middle managers.

This role is tactical/transactional and focuses on the advisory portion of the position as well as the development of the strategic focus while still performing traditional HR service delivery activities. This group is in the GS 9-13 grades or equivalent band.

- b. HR Strategic Partner - At the corporate level, CHR professionals frequently are asked to provide HR-relevant advice to senior managers in the various Commands. This role focuses on the strategic aspects of the position in support of the workforce and the organization. It is driven by the legislated mandate of the Human Capital Management requirements, the Business Acumen Core Executive Qualification of the Senior Executive Service (SES), and the DOD Leader Development Framework, which added "Enterprise Perspective" to the SES core competencies.

3. **Population.** CP-10 has over 4,500 U.S. and foreign national employees as of March 2013.

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Command	n	%
21st Theater Sustainment Command (TSC) (ARE2)	5	0.11%
Fld Operating Ofcs of Ofc of the Secretary of Army (ARSB)	35	0.76%
Headquarters, AMC (ARX2)	20	0.44%
HQDA Field Operating Agencies and Staff Support Agencies (ARSE)	3510	76.57%
Immediate Ofc of the Commander-in-Chief of U.S. Army (ARE1)	22	0.48%
Immediate Office of the Chief of Staff of the Army (ARCS)	64	1.40%
Joint Activities (ARJA)	33	0.72%
Joint Svcs & Activities Sptd by Ofc, Sec of the Army (ARSJ)	18	0.39%
Military Surface Deployment and Distribution Command (ARXT)	16	0.35%
Miscellaneous Field Operating Agencies (ARSF)	4	0.09%
Office of the Chief of the National Guard Bureau (ARGB)	21	0.46%
Office of the Secretary of the Army (ARSA)	27	0.59%
Seventh Army Training Command (AREN)	1	0.02%
U. S. Army Accession Command (ARAA)	18	0.39%
U. S. Army Cyber Command (AR2A)	5	0.11%
U. S. Military Entrance Processing Command (ARAP)	16	0.35%
U.S Army Sustainment Command (ASC) (ARXC)	15	0.33%
U.S. Army Acquisition Support Center (ARAE)	20	0.44%
U.S. Army Central (AR3A)	2	0.04%
U.S. Army Chemical Materials Agency (ARXB)	5	0.11%
U.S. Army Communications Electronics Command (ARX8)	25	0.55%
U.S. Army Contracting Command (ARXD)	45	0.98%
U.S. Army Corps of Engineers (ARCE)	63	1.53%
U.S. Army Criminal Investigation Command (ARCB)	8	0.17%
U.S. Army Element SHAPE (ARJ1)	3	0.07%
U.S. Army Forces Command (ARFC)	22	0.48%
U.S. Army Installation Management Command (ARBA)	97	2.12%
U.S. Army Intelligence and Security Command (ARAS)	17	0.37%
U.S. Army Joint Munitions Command (JMC) (ARXQ)	17	0.37%
U.S. Army Medical Command (ARMC)	165	3.60%
U.S. Army Military District of Washington (ARMW)	3	0.07%
U.S. Army North (AR5A)	3	0.07%
U.S. Army Research, Development and Engineering Command (ARXR)	16	0.35%

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U.S. Army Reserve Command (ARHR)	12	0.26%
U.S. Army Security Assistance Command (ARXP)	3	0.07%
U.S. Army South (ARSO)	2	0.04%
U.S. Army Space and Missile Defense Command (ARSC)	7	0.15%
U.S. Army Tank-Automotive & Armament Cmnd (TACOM) (ARX7)	16	0.35%
U.S. Army Training and Doctrine Command (ARTC)	27	0.59%
U.S. Army, Pacific (ARP1)	76	1.66%
U.S. Special Operations Command (Army) (ARSP)	11	0.24%
US Army Aviation and Missile Command (ARX6)	23	0.50%
US Army Material Command Summary (ARX1)	1	0.02%
US Army Network Enterprise Tech Cmnd (ARG6)	33	0.72%
US ARMY SOUTHERN EUROPEAN TASK FORCE (USAFRAF/SETAF)	3	0.07%
US Army Test and Evaluation Command (ARAT)	22	0.48%
Total	4584	100.00%

4. Affirmative Action Statement. Selection of employees for training programs in this plan will be made without regard to political preference, race, color, religion, national origin, gender, marital status, disability, age or sexual orientation.

5. Career Program Management Structure:

- a. Functional Chief. The Assistant Secretary of the Army (Manpower and Reserve Affairs) [ASA(M&RA)] is the senior career program official for CP 10. As the senior CP official, Functional Chief responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of civilians in their occupational fields. The Functional Chief has enterprise-level responsibility for ensuring the occupational readiness in support of Army missions. As part of the enterprise-level responsibilities, the Functional Chief establishes and maintains communications with commanders within the functional area of responsibility or the designated representatives across the Army to gather mission priorities and develop annual strategic plans that are responsive to the changing needs of the Army. To execute enterprise level responsibilities, the Functional Chief of each civilian CP appoints a senior official (normally a civilian), in the occupational field to be the Functional Chief Representative.
- b. Functional Chief Representative (FCR). The Army's Assistant G-1 for Civilian Personnel (AG-1CP) is the FCR for CP 10. The FCR serves as the principal advisor to the FC for matters pertaining to career management of all employees in CP 10.

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- c. Career Program Manager (CPM). The CPM serves as the day-to-day program manager for CP 10 and serves as the direct advisor to the FCR for all matters pertaining to administration, budgeting and management of CP 10.
- d. Career Program Policy Committee (CPPC). The CPPC provides senior leadership and oversight of civilian workforce planning and management initiatives for CP 10 and other career programs.
- (1) They will advise and assist the FC/FCR in:
- Reviewing proposals to change the CP, CP policies, or ACTEDS Plans.
 - Ensuring that ACTEDS training requirements are prioritized in accordance with CP workforce training needs.
 - Recommending modifications to Career Maps, ACTEDS Training Plans, career ladders, and/or other elements of CP ACTEDS Plans.
- (2) In addition, Board members will also serve as Human Capital Advisors in support of AG-1/DoD Competency Management. Duties include:
- Assessing past, current, future mission requirements
 - Setting the strategic direction: goals, objectives, metrics
 - Evaluating trends and competencies, past, present, future
 - Identifying successes and failures, resourcing, manpower for the Program Object Memorandum (POM)
 - Recommending prioritized activities/actions/strategies
 - Re-evaluating outcomes
 - Re-setting strategic direction: goals, objectives, metrics
- e. Civilian Human Resources Board of Directors (CHR BOD). This group of senior HR Professionals will develop and support a strategy to provide Army wide professionals with the essential information and support for military personnel and management functions. The Board of Directors may be called upon to

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participate or to provide subject matter expertise in one or more of the following tasks to support the FCR:

- identify competencies for the career program and ensure employees and supervisors assess these as required
- review and approve Competitive Development Program applications from CP10 professionals
- provide subject matter experts to rate and rank applicants for CP10 Army Civilian Training, Education, and Development System (ACTEDS) intern vacancies as they are recruited
- provide feedback to the CPMO on the CP10 ACTEDS Plan
- recommend programs and/or projects to the FCR for consideration for implementation; support these as required
- market CP 10 aggressively to their subordinate workforce to make sure communications are reaching the appropriate audience

6. Mobility:

- a. **Functional Mobility.** Although CP 10 employees may be able to achieve their career goals within a single specialized area, multi-dimensional and multi-disciplined experience is an essential factor in an individual's professional development. CP 10 emphasizes multi-disciplinary experience particularly for those personnel aspiring to advance to supervisory, managerial, and executive-level positions.
- b. **Geographic Mobility.** Supervisors should encourage employees to exercise their mobility opportunities, so that competencies can be developed at a variety of organizational levels consistent with the individual's career goals and the needs of the Army. Geographic mobility is often required to obtain the diverse experience required of GS-15 or SES level positions.

7. Competitive Professional Development (CPD). Competitive Professional Development Opportunities are subject to funding availability each Fiscal Year.

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- a. **Academic Degree Training (ADT).** Provides CP 10 employees the opportunity to obtain university training resulting in an academic degree from a college or university that is related to their job.
 - b. **Training/Developmental Assignments.** Developmental assignments are used to assist CP 10 employees in enhancing their skills, knowledge and abilities in various HR functional areas. Assignments exceeding 120 days require completion of a Continued Service Agreement (CSA). The obligated service period in the Department of the Army may not be less than three (3) times the period of the training. A CSA is also required for any non-government training of 80 or more hours. An example of this type of training is attendance of Leadership for a Democratic Society at the Federal Executive Institute.
- 8. Civilian Education System (CES).** The Civilian Education System is the Army's leader development program for all Army Civilians. Courses are targeted to individuals in specific grade levels (below) to ensure Civilians receive progressive career-long professional development.

Foundation Course: Required for all Interns and new Army Civilians (GS-01 to GS-15), hired after Sept. 30, 2006

Action Officer Development Course: Open to all Army employees as a self-development tool

Basic Course: GS-01 to GS-09

Manager Development Course: Open to all Army employees as a self-development tool

Intermediate Course: GS-10 to GS-12

Advanced Course: GS-13 to GS-15

Continuing Education for Senior Leaders: GS-14 to GS-15

Civilians may view their eligibility profile and register for CES courses and the Supervisors Development Course (SDC) at the Civilian Human Resources Training Application System (CHRTAS) at

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<https://www.atrrs.army.mil/channels/chrtas/student/main.aspx>. First-time users must create a student profile to access their information or register for a course.

The U.S. Training and Doctrine Command's [Army Management Staff College](#), accredited by the Council on Occupational Education (COE), administers the full complement of CES courses.

- 9. Senior Enterprise Talent Management (SETM)** was developed collaboratively as a Civilian Workforce Transformation initiative and is administered by the Civilian Senior Leader Management Office, Assistant Secretary of the Army (Manpower and Reserve Affairs). The intent of SETM is to identify potential civilian senior leaders, develop their enterprise-wide perspective, and provide opportunities for them to obtain joint credentials and broadening opportunities. The SETM program offers the following components:
- a.** The Enterprise Placement Program is open to GS-15's, or equivalent employees, who apply and are selected as Army Enterprise Employees. Army Enterprise Employees are slated for consideration for placement into positions across the Army that will broaden their skills and prepare them for greater challenges.
 - b.** SETM-Temporary Duty is a short-term developmental assignment program for GS-14/15s, or equivalent employees. Participants are temporarily assigned to work on a special command-nominated project as part of a working group or to fill a "critical need" detail for a period not to exceed 179 days.
 - c.** Senior Service College is open to applicants in grades GS-14/15, or equivalent employees, who compete for allocated seats at the US Army War College or the Industrial College of the Armed Forces. Attendance at SSC is designed to expand the participants' knowledge of the national security mission, understanding of complex policy and operational challenges faced by senior DoD and Army officials.
 - d.** The Defense Senior Leader Development Program is a 2-year program designed to develop the enterprise-wide perspective needed to lead organizations' programs in the joint interagency and multinational environment. This includes attendance at another service's Senior Service College, leadership seminars and a follow-on developmental assignment.

III. SECTION II: OBJECTIVES

1. Short-Term Objectives

- a. Provide employees and their supervisors with a single-source reference to assist in determining appropriate training and development both to enhance on-the-job performance and to prepare the employee for progressively more responsible positions.
- b. Assist human resource management and civilian personnel representatives in allocating and prioritizing resources for civilian training and development by providing references to core competency based training alignment.
- c. Provide employees with information on the DA Civilian Leader Development core courses.
- d. Publicize CP philosophy and guidance on career progression, education, mobility, and other career development issues.
- e. Revise/update, as appropriate, information on course schedules and content.
- f. Expand the content of career maps to include more information on developmental assignments, mandatory and recommended courses and sources of training.

2. Long-Term Objectives

- a. Develop strategies to implement succession planning.
- b. Employ strategic human capital workforce planning assessments to identify competency gaps, define “gap” closure strategies and assess future workforce requirements.
- c. Develop and document strategic plans that define CP mission, vision, goals and articulate strategies to achieve them in a changing environment.

IV. SECTION III: CAREER MAP/CAREER LADDERS

- **CAREER LADDER:** A graphic depiction of the levels of grade progression within the Career Program. The Career Ladders describe the grade levels, by position titles and organizational level within each function and across functions where applicable.
- **CAREER MAPS:** Information that provides careerists general professional guidance on career progression.

See Annex A for the Career Ladders for Occupational Series listed below:

0201 – Human Resources Specialist – Mission Critical Occupational (MCO) Series

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0203 – Human Resources Assistant

0301 – Human Resources Administrative Specialist

V. Section IV: CAREER PROGRAM COMPETENCIES – Tier I

1. Annex B contains descriptions of the following CP 10 core competencies:
 - a. Oral Communication
 - b. Written Communication
 - c. Customer Service
 - d. Problem Solving
 - e. Flexibility
 - f. Decision Making
 - g. Interpersonal Relations
 - h. Technology Applications
 - i. Analysis
 - j. Accountability

The Competency Management System (CMS) tool, which may be used for employee/supervisory assessments of the core and individual professional development competencies is accessible at: <https://cms.cpol.army.mil>.

2. A complete list of all CP 10 functional competencies is contained in Annex C of this plan. – **Tier II**
3. Annex D has the leadership competencies for Army.

Annex A: Career Map/Career Ladders

Annex B: Core Competencies

Annex C: Functional Competencies

Annex D: Leadership Competencies

Annex E: Master Training Plan

Annex F: Master Intern Training Plan

Annex G: Leadership Development Training Courses

Annex H: Training Courses

Annex I: Glossary of Key Terms

Annex J: Helpful Web Sites

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Annex A – Career Map/Career Ladders

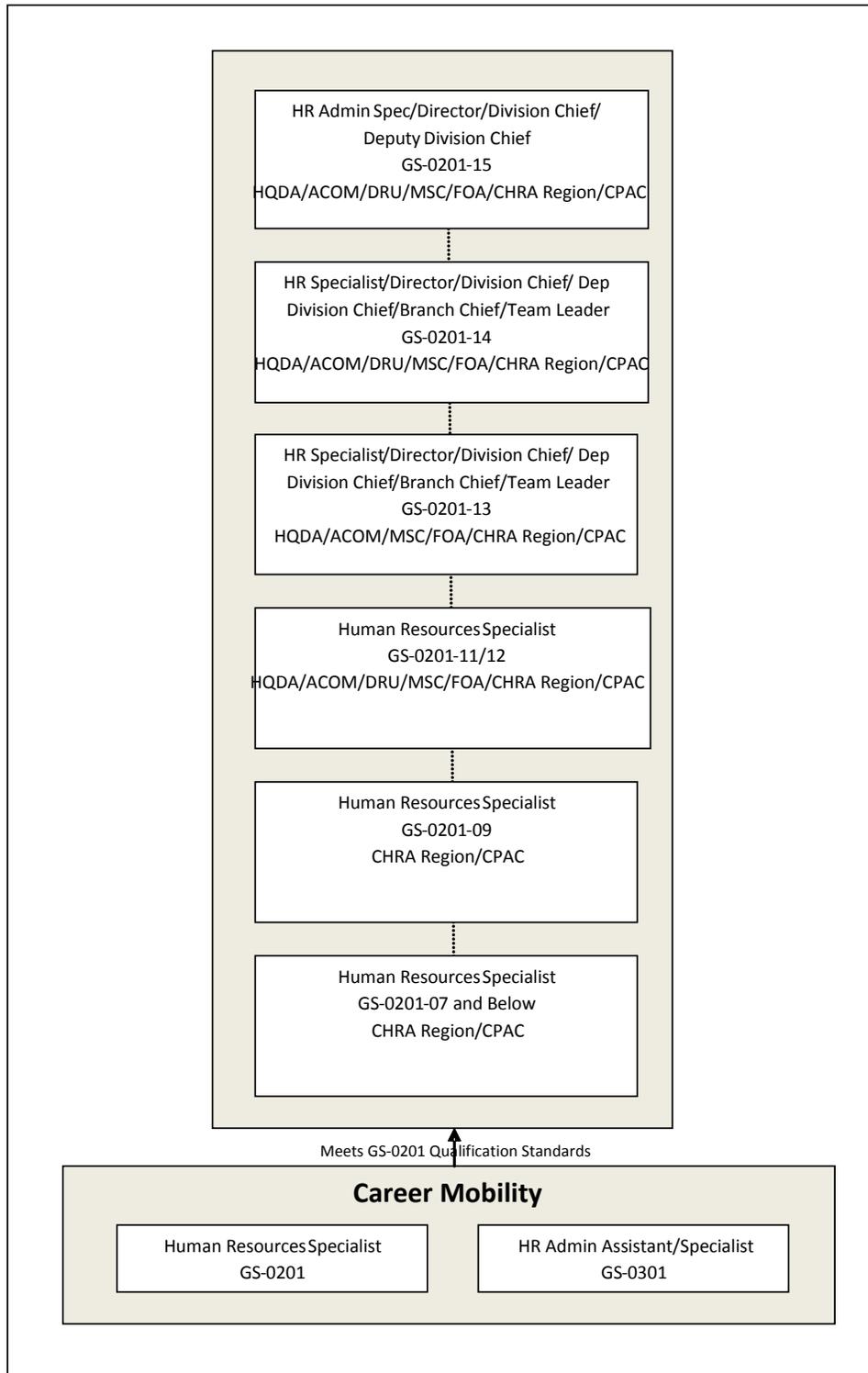
CP-10 Career Map

<p>Series Description (0201,0203, 0299, 0301, 0303)</p>	<p>General Schedule GS-05 and GS-07</p>	<p>General Schedule GS-09</p>	<p>General Schedule GS-11 and GS-12 Supervisory/ Nonsupervisory</p>	<p>General Schedule GS-13 and GS-14 Supervisory/ Nonsupervisory</p>	<p>General Schedule GS-15 Supervisory/ Nonsupervisory</p>
<p>Key Assignments</p>	<p>Location: CHRA Region CPAC</p> <p>Positions: HR Specialist (Intern) HR Specialist</p>	<p>Location: CHRA Region CPAC HQDA (Intern)</p> <p>Positions: HR Specialist (Intern) HR Specialist</p>	<p>Location: CHRA Region CPAC ACOM FOA ASCC DRU HQDA</p> <p>Positions: HR Specialist (Intern GS-11) Team Leader HR Specialist</p>	<p>Location: CHRA Region CPAC ACOM FOA ASCC DRU HQDA</p> <p>Positions: Director (HR Specialist) Division Chief (HR Specialist) Deputy Division Chief (HR Specialist) Branch Chief (HR Specialist) Team Leader Program Manager</p>	<p>Location: CHRA Region CPAC ACOM FOA ASCC DRU HQDA</p> <p>Positions: Director (HR Specialist) Division Chief (HR Specialist) Program Manager</p>

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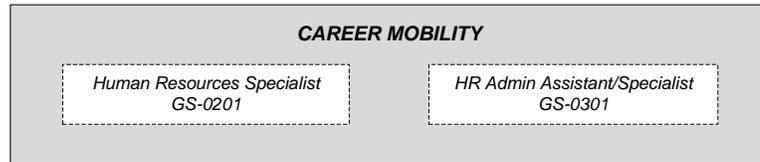
CP-10 Career

Occupational Series 0201 – Human Resources Management

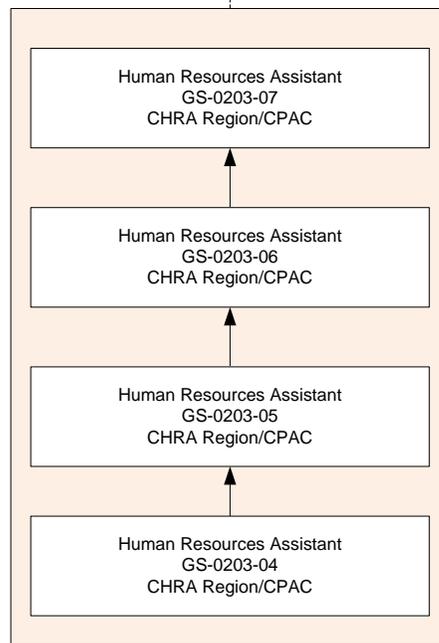


Ladders

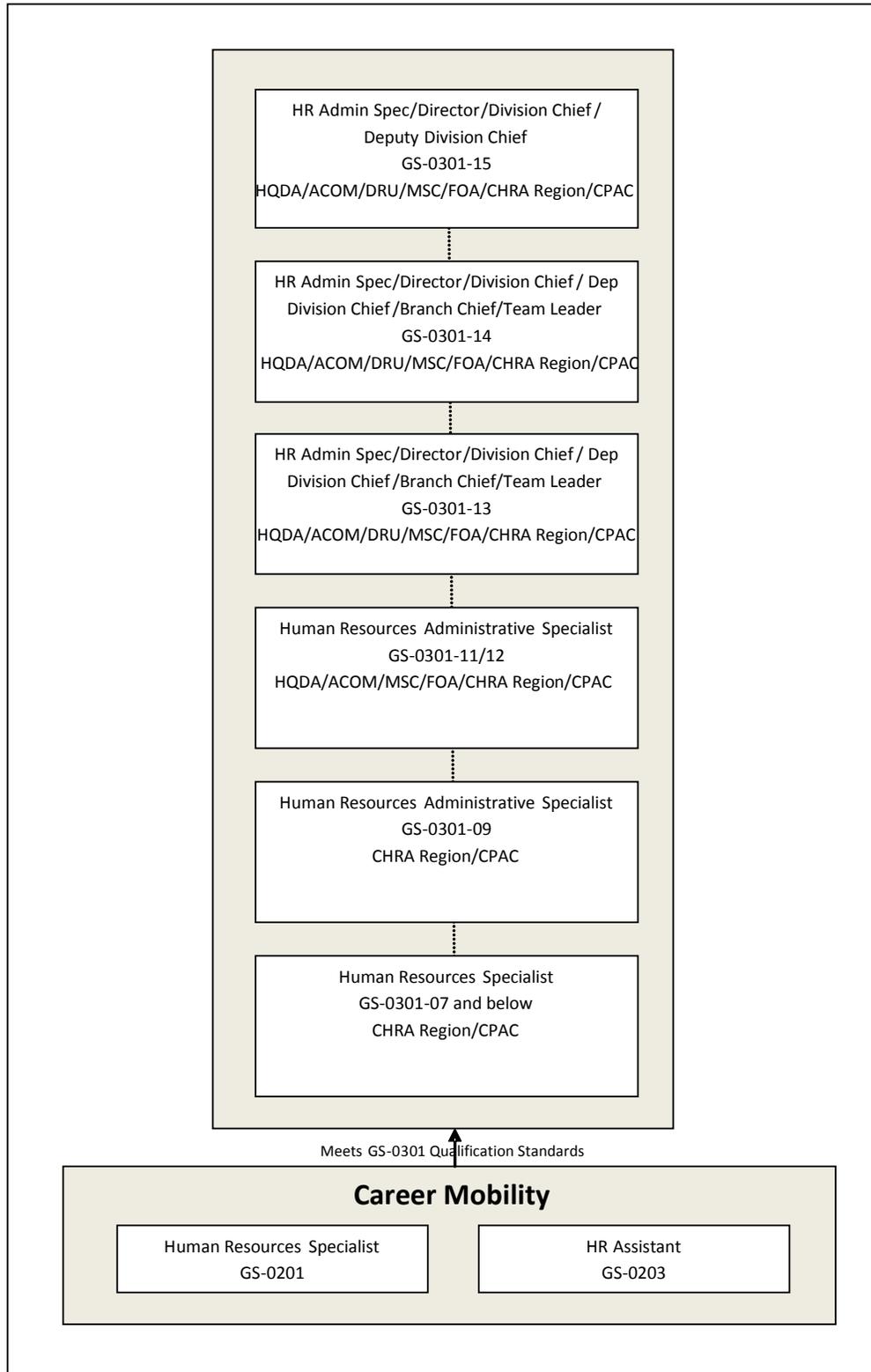
Occupational Series 0203 – Human Resources Assistant



Meets Qualification Standards



Occupational Series 0301 – Human Resources Administration



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Tier I
Annex B – Core Competencies

The following core competencies apply to all Grades and Occupational Series in CP 10 were developed by 5 groups of Subject Matter Experts in 2012 and approved by the FCR.

Oral Communication

Make clear and convincing oral presentations to individuals or groups. Listen effectively and clarifies information as needed. Facilitate an open exchange of ideas and fosters atmosphere of open communication.

Written Communication

Express facts and ideas in writing in a clear, convincing and organized manner.

Customer Service

Balance interests of a variety of clients and readily readjusts priorities to respond to pressing and changing client demands. Anticipate and meet the need of clients and achieves quality end-products. Is committed to continuous improvement of service.

Problem Solving

Identify and analyze problems; uses sound reasoning to arrive at conclusions. Finds alternative solutions to complex problems. Distinguish between relevant and irrelevant information to make logical judgments.

Flexibility

Is open to change and new information. Adapt behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjust rapidly to new situations warranting attention and resolution.

Decision Making

Specify goals and obstacles to achieving those goals, generates alternatives, considers risks, and evaluates and choose the best alternative in order to make a determination, draw conclusions or solve a problem.

Interpersonal Relations

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Develop and maintain effective relationships with others, including effectively dealing with individuals who are difficult, hostile, or distressed. Listen, interpret, and respond to verbal messages and other cues such as body language in ways that are appropriate. Exercise courtesy and respect in all environments regardless of their status or position.

Technology Applications

Ability to use computers and computer applications to analyze and communicate information in the appropriate format.

Analysis

Understand the principles and methodology of viewing data differently to draw conclusions and make recommendations for change to policy or processes with regard to cause and effect relationships. Identify rules, principles, or relationships that explain facts, data, or other information. Analyze information, make inferences, and draw conclusions.

Accountability

Assure that effective controls are developed and maintained to ensure the integrity of the organization. Hold self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility.

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Tier II
Annex C – Functional Competencies

The following functional competencies apply to all Grades and Occupational Series in CP 10.

Classification	
Civilian HR Management Basic	Understands and applies the basic principles and requirements of all aspects of human resource management. Identifies civilian personnel laws, regulations, policies, and procedures, including prohibited personnel practices. Properly completes forms and documents needed to process basic personnel actions.
Organization and Position Design	Analyzes organizational and process requirements to determine the number, type and level of positions required, the effective configuration of duties and tasks and the reporting relationships among positions and organizational units. Provides sound advice on organization and/or position structures that will accomplish management goals while recognizing human factors influencing employee motivation and job satisfaction.
Job Analysis	Analyzes jobs and identifies, organizes and assesses duties and tasks performed. Identifies knowledge and skills required. Identifies standards for performance and other job dimensions.
Position Classification	Applies established government standards and position classification policies to determine the appropriate position pay plan, title, series, and grade. Determines other position classification and data requirements such as FLSA exemption, inclusion in a bargaining unit, supervisory category, etc.
Personnel and HR	Knowledge of hiring, classification, benefits, labor relations, negotiation, and federal, state, and local employment regulations.
Staffing	
Civilian HR Management Basic	Understands and applies the basic principles and requirements of all aspects of human resource management. Identifies civilian personnel laws, regulations, policies, and procedures, including prohibited personnel practices. Properly completes forms and documents needed to process basic personnel actions.
HR (Management) Lifecycle	Understands the concept of total management of human resources - from requirement for mission to retirement of employee – uses cradle to grave conceptual thinking when advising on human resource needs and providing services.
Job Analysis	Analyzes jobs and identifies, organizes and assesses duties and tasks performed. Identifies knowledge and skills required. Identifies standards for performance and other job dimensions.
Pay Administration	Determines appropriate pay rate based on current pay schedules and special rates (such as, hazard pay, environmental pay, locality pay, pay for shortage occupations) and thorough application of established pay-setting policies.
Staffing and Recruitment	Knowledge of staffing policies and regulations, roles of OPM; delegated examining authority, guide to processing personnel actions, CPOC/CPAC staffing roles, PPP requirements, announcing positions, candidate evaluation, merit promotion, job analysis, and RIF. Ability to complete a staffing action.
Human Resources Development	
HR and Career Development	Designs, develops, implements, and evaluates programs and systems for

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	individual career planning. Aligns programs and systems with organizational career management needs and processes. Integrates individual, occupational and organizational career development requirements. Ensures civilian human resource systems and programs provide organizations with the competencies needed to accomplish their mission.
Instructional Systems Development	Analyzes performance needs or deficiencies to assess the need for training interventions. Designs and develops training programs that use a wide range of developmental methods and approaches and effectively transfers training to the work environment. Coordinates and administers the delivery of training. Evaluates training programs for continuing workforce development needs. Makes the business case for training investments and links training to strategic goals of the organization.
Instructional Technologies	Understands and uses the full range of technology-based media, video teleconferencing, interactive video, and electronic performance support systems. Analyzes performance requirements and makes business case for investing in technology-based programs.
Organizational Development	Knowledge of the principles of organizational development and change management theories and their applications.
Outcome Measures & Evaluation	Identifies and develops performance outcomes for the civilian personnel function and establishes metrics for assessing civilian personnel performance. Integrates civilian personnel requirements into larger organizational performance metrics and the Government Performance and Results Act.
Labor Management & Employee Relations (LMER)	
Attendance and Leave	Interprets policies and requirements for attendance and leave. Advises on attendance and leave policies, systems, and procedures.
Appeals and Grievances	Advises on the procedures and requirements for all available avenues for employees to appeal or grieve personnel actions. Represents the organizations position in such cases through research and testimony.
Performance Management	Designs and develops systems and procedures for assessing employee performance. Interprets performance management policies and requirements. Assists with the development of employee performance plans. Advises on valid and accepted practices for establishing and communicating performance goals, providing constructive performance feedback, and evaluating performance in a way that motivates employees to achieve.
Discipline and Adverse Actions	Advises on the proper response to disciplinary or performance problems. Researches and interprets case law. Assists with developing documentation needed to support adverse actions. Processes adverse actions. Represents the organization in explaining adverse actions.
Labor Management & Employee Relations	Advises on labor management laws, regulations, and policies, including provisions of existing negotiated agreements. Ensures the organization interacts with labor organizations in a spirit of partnership consistent with policy requirements. Negotiates with labor organizations regarding formal agreements and impact and implementation issues.
Information Systems	
HR Application Functional Requirements	Ability to specify and analyze functional requirements for HR applications, and coordinate staff for functional requirements.
HR InfoSys Coordination	Ability to coordinate problem resolutions, system enhancements and requirements with other organizations

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HR Technical Support	Ability to provide technical support for HR applications, to include determining and granting access
HR Automated Systems Troubleshooting	Ability to troubleshoot HR automated systems, evaluate problems, and apply critical thinking to determine resolutions
HR Functional System Requirements	Ability to develop or modify functional system requirements to serve new purposes or improve workflow
HR Data Management	Ability to manage and analyze HR data to ensure accuracy, integrity, and security
HR Automated Processes Analysis	Ability to specify, analyze and deliver requirements for automated reports/processes
HR System Monitoring	Ability to monitor data for operational status to identify off-normal conditions and recommend solutions, to include training
HR System Documentation	Ability to develop, document, and revise system design procedures, test procedures, and quality standards in concise and easy-to-read format
Civilian Human Resource Management - HR InfoSys	Knowledge of the basic principles and requirements of all aspects of human resource management. Identifies civilian personnel laws, regulations, policies, and procedures, including prohibited personnel practices.
Supervisors and Managers	
Team Building	Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit.
Resilience	Deals effectively with pressure and maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
Conflict Management	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
Strategic Thinking	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities. Anticipates potential threats or opportunities.
Succession Planning	Designs, develops, and implements systems for identifying and developing employees with potential to move into key positions as they become vacant.

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Leading Change	This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.
Leading People	This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
Results Driven	This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.
Business Acumen	This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
Building Coalitions	This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.
Strategic Planning	
Vision	Takes a long-term view and acts as a catalyst for organizational change. Builds a shared vision with others and influences others to translate vision into action.
Strategic Planning	Inputs, develops, or implements Agency strategic plans including vision and mission statements. Develops civilian human resource strategic plans that support overall organizational goals and objectives. Advises management of needs to be incorporated in the civilian human resource goals in the strategic plans.
External Awareness	Identifies and keeps up-to-date on economic, political, and social trends which affect key agency policies/priorities. Understands where the organization is headed and how to make a contribution.
Business Acumen	Has an intuitive and applicable understanding of the business and the interrelationships enabling a person to make better business decisions.
Political Savvy	Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality, recognizes the impact of alternative courses of action.

Annex D – Leader Development Competencies

This annex lists the leadership competencies that universally apply to CP10. However, applicability varies by Occupational Series and Grade level. DA Civilian Employees must refer to the career map of their Occupational Series for specific guidance.

Accountability

Use effective controls to ensure the integrity of the organization. Hold self and others accountable for rules and responsibilities. Ensure that projects of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainments of outcomes. Act responsibly and independently without supervision. Accept responsibility for actions and mistakes. Practice sound fiscal and resource management. Complete tasks and projects on time, within budget and in accordance with standards.

Critical Thinking

Ability to work with business information to answer questions, determine strategy, reduce risk, and maximize performance. Assess validity of information drawn from a variety of sources and synthesize data. Identify trends and patterns to make appropriate decisions through collection and analysis of intelligence from a wide variety of sources. Clarify complex issues and mitigate risks through data analysis. 3. Triangulate and validate information from multiple sources.

External Awareness

Identify and keeps up-to-date on economic, political and social trends which affect key agency policies and key priorities or priorities. Understand where the organization is headed and how to make contributions. Coordinate inter-service agreements, committees, and communications. Maintain situational awareness of economic, political, agency and service trends.

Financial Management

Understand the principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepare, justify and or administer the budget for the program area. Use cost-benefit thinking to set priorities. Monitor expenditures in support of programs and policies. Identify cost-effective approaches. Manage procurement and contracting. Develop and implement budget according to directives. Validate needs for budgetary requirements statistically. Collect and evaluate budgetary data, including return on investment.

Human Resources Management

Assess current and future staffing needs based on organizational goals and budget realities. Uses merit principles, ensures staff is appropriately selected, developed, used, appraised and rewarded; takes corrective action. Review and project staffing needs. Identify and implement performance expectations. Supervise selection and termination processes. Negotiate, justify and coordinate training and staffing initiatives.

Influencing and Negotiating

Persuade others and develop networks and coalitions. Gain cooperation from others to obtain information and accomplish goals. Negotiate to find mutually acceptable solutions and build consensus through give and take. Persuade others to accept recommendations or cooperate or change their behavior. Negotiate contracts, Memorandum of Understanding (MOU) and other agreements among multiple agencies, organizations and institutions. Promote Army opportunities and programs within the education community. Build coalitions with the civilian education community at state, regional and local levels.

Oral Communications

Make clear and convincing oral presentations to individuals or groups. Listen effectively and clarifies information as needed. Facilitate an open exchange of ideas and fosters atmosphere of open communication. Present briefings to command and staff. Clearly present oral information to customers in multiple contexts, including active listening.

Problem Solving

Identify and analyze problems; use sound reasoning to arrive at conclusions. Find alternative solutions to complex problems. Distinguish between relevant and irrelevant information to make logical judgments. Consider wide and flexible range of alternatives and solutions to problems and challenges. Propose multiple courses of action, looking beyond current horizon and present limitations.

Strategic Thinking

Formulate effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examine policy issues and strategic planning with a long-term perspective. Determine objectives and set priorities. Anticipate potential threats or opportunities. Identify trends and patterns to make appropriate decisions through collection and analysis of intelligence from a wide variety of sources.

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Technology Management

Use efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develop strategies using new technology to enhance decision making. Understand the impact of technological change on the organization. Understand and utilize technological developments to enhance program effectiveness. Maintain situational awareness of technology. Direct and collect research to evaluate potential impact of emerging technologies. Develop request for proposals (RFP).

Vision

Take a long-term view and act as a catalyst for organizational change. Build a shared vision with others and influence others to translate vision into action. Create key values and shared vision within organization. Create mission statement that reflects long-term goals. Encourage subordinates to participate in process of enacting vision long-term plan. Develop strategies to build organizational strength. Manage branding.

Written Communication

Understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables; applies what is learned from written material to specific situations. Recognize or use correct English grammar, punctuation, and spelling; communicates information (for example, facts, ideas, or messages) in a succinct and organized manner; produces written information, which may include technical material that is appropriate for the intended audience. Write memoranda using Army official writing style in accordance with AR 25-50. Write a decision paper in accordance with Military Decision Making Process (MDMP). Draft and provide quarterly reporting regulations and directives pertaining to educational activity report submissions (e.g., AR-621-5 and ACOM supplements). Write in a clear, concise, organized, and convincing manner for the intended audience.

Interpersonal Skills

Treat others with courtesy, sensitivity, and respect. Consider and respond appropriately to the needs and feelings of different people in different situations.

Integrity/Honesty

Behave in an honest, fair, and ethical manner. Show consistency in words and actions. Model high standards of ethics.

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Continual Learning

Assess and recognize own strengths and weaknesses; pursue self-development.

Public Service Motivation

Show a commitment to serve the public. Ensure that actions meet public needs; aligns organizational objectives and practices with public interests.

Creativity and Innovation

Develop new insights into situations and apply innovative solutions to make organizational improvements; create a work environment that encourages creative thinking and innovation; design and implement new or cutting-edge programs/processes. Develop insights, innovative solutions, and non-traditional approaches to improve organizational effectiveness. Create an environment that encourages and rewards creativity and innovation. Design and implement new or innovative programs/processes.

Partnering

Develop networks and builds alliances, engage in cross-functional activities; collaborate across boundaries, and find common ground with a widening range of stakeholders. Utilize contacts to build and strengthen internal support bases. Develop networks and builds alliances with key individuals or groups. Collaborate with a variety of individuals and groups across organizational boundaries. Identify concerns of stakeholders to find common ground across interests. Manage competition between individuals or groups to eliminate barriers to building partnerships.

Political Savvy

Identify the internal and external politics that impact the work of the organization. Approach each problem situation with a clear perception of organizational and political reality, recognizes the impact of alternative courses of action. Keep current with internal and external politics and issues that impact the work of the organization. Anticipate the internal and external implications of statements or actions. Consider political and organizational reality, the media, and special interests, in decision making.

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ANNEX E – Master Training Plan

A comprehensive and effective program for the development of Army civilians is critical to ensuring the workforce for the future. Training plays a fundamental and critical role in development. Our leadership excellence, management effectiveness, and technical expertise for today and the future depend on our commitment to development and training.

This master training plan for Army civilians is intended as a comprehensive but flexible expression of a commitment to professional development to ensure excellence in the performance of the employee's duties. It incorporates Army professional leader development through the Army Civilian Education System.

A. PURPOSE.

The goals of the Master Training Plan are:

- To develop, maintain and support program and project management, and leader competence.
- To enhance individual performance.
- To foster career development.
- To ensure excellence in performance of duties.
- To build a trained and ready workforce for the future.

B. FUNDAMENTAL PRINCIPLES

- Training decisions will be made by supervisors considering the best interests of the Army and the individual careerist with the objective of ensuring excellence in the performance of the careerist's duties.
- All civilians will actively participate in their own career development.
- All training decisions will be consistent with equal employment opportunity and merit principles.
- Civilians enter the Army at various grade levels with different capabilities, experience, training and aspirations. There is no one-size-fits-all training plan for all civilians.
- Training and development is a requirement for all careerists. Some civilians will elect to serve the Army at one particular installation, depot, or division office for an entire career. They are valuable resources and the career program will not impose mandatory mobility.

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- Training comes in many forms including self development, on the job training, formal classroom training, distributed learning, and developmental assignments.
- Although there is no formal mobility requirement in CP 10 at this time, such requirements may be implemented in the future for consideration for select positions. Functional and geographical mobility is a factor in evaluating potential post-training utilization of long-term training nominees.

C. RESPONSIBILITIES

1. Careerist

- Assist his or her supervisor in the preparation of an Individual Development Plan (IDP) that adequately addresses the employee's training needs.
- Seek appropriate training opportunities to assist in career development and increase excellence in performance of his or her duties.

2. Careerist's supervisor

- Train, mentor, coach and counsel.
- Develop an IDP for each subordinate careerist. Consider applicable competencies in Annex B-D and input from the employee.
- Ensure employees are trained and competent to provide quality performance of his or her duties in current positions.
- Ensure civilians who are supervisors and managers attend mandatory Army supervisory and leader development training including Supervisors Development Course (SDC) and appropriate Civilian Education System (CES) leader development courses.
- At least annually meet with each subordinate to discuss career development.
- Subject to availability of funds, provide each subordinate employee the opportunity to attend at least one substantive training course per year.
- Ensure employees who are supervisors and managers attend mandatory Army leader training.
- Provide on-the-job training and cross-training

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opportunities.

3. **Leadership at all levels.**

- Develop and support organizational culture that encourages self development, cross training, continuing education, and leader development.
- Train, mentor, coach and counsel.
- Ensure that supervisors satisfy their responsibilities under this plan.
- Support career development of civilians.
- Make every effort to provide leadership and management training and development opportunities for high potential civilians.

**D. FUNCTIONAL TRAINING
(SHORT-TERM/LONG-
TERM)**

1. **Self-Development.** Self-development activities increase careerists' knowledge and improve competence in an area of interest. A self-development activity is an individual, voluntary effort undertaken on the individual's own initiative. Self-development generally indicates that a civilian has a strong desire to achieve career goals. Army civilians are encouraged to expand their knowledge through reading, participation in associations, writing and teaching.
2. **On-The-Job Training.** On-the-job training is a primary component of career training and development. It may be structured or unstructured. Ordinarily, a civilian will work with or under the supervision of an experienced careerist to learn a new skill or area of responsibility.
3. **Cross-Training.** Cross-training is training outside the employee's specific area of responsibilities. Supervisors should encourage cross-training of employees within an office or organization. Cross-training exposes civilians to other areas of the career program, expands their skills and experience, and assists the office or organization in responding to surges in workload.
4. **Developmental Assignments.** Developmental assignments build knowledge, skills, and abilities by providing experiences not normally encountered within the organizational office to which they are assigned. Such assignments can provide exposure to different echelons of

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command and to the issues unique to those commands. Developmental assignments can also provide invaluable cross-command experiences; specifically, between qualifying authorities. Such experiences broaden the perspectives and knowledge bases of the careerist, while allowing the organizations to benefit from shared best practices. Other benefits include:

- Broadening the knowledge base of those competing for greater responsibility positions.
- Improved coordination and knowledge sharing between qualifying authorities.
- Immediate source of talent to address mission surges.
- Exposure to new offices/commands increases social capital and improves knowledge sharing networks.
- Closing identified competency gaps

Developmental assignments have no set form and are generally only limited by the creativity of supervisors and subordinates. For purposes of ACTEDS, short-term developmental assignments are defined as lasting 120 days or less, while long-term training is defined as more than 120 days. For specifics regarding administration and coverage of expenses by ACTEDS, see the ACTEDS Training Catalog, Chapter 3, <http://cpol.army.mil/library/train/catalog>. Centrally funded development must be approved through a competitive process. For more detailed information regarding the requirements for utilizing ACTEDS funds on competitive development, see the **ACTEDS Training Catalog**. The following is a representative list of examples.

i. **PROJECT-BASED.** Project-based assignments are defined by a discrete task to be accomplished. For example, a civilian may be assigned to assist with a complex project, major regulation review/drafting, full-time inter-organization workgroups, etc. Project-based developmental assignments develop in-depth knowledge and experience in specific areas of the occupational series.

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Such assignments will likely entail temporary duty for the duration or for a part of the assignment.

ii. **TIME-LIMITED.** Unlike the project-based assignment which is limited by a defined progress toward the project's goal, the time-limited assignment is for a pre-determined period and not necessarily tied to the accomplishment of a specific end-product. For example, civilians may be temporarily assigned to a 9 to 12 month assignment at the CP 10 Career Management office where the individual would perform a variety of management or administrative functions. Another example would be a 9 to 12 month assignment at an ACOM, ASCC or DRU office reviewing command-wide policies instead of assigned to review a specific policy. A third variation of a time-limited developmental assignment would be to deploy with a contingency operation to provide various types of support.

iii. **LOCAL SWAPS.** Many installation offices are co-located within the same commuting area and provide opportunities for civilians to take developmental assignments with differing commands. These local swaps further integrate the Army's opportunity to facilitate knowledge sharing. Since the swaps are local, family disruption is limited and office disruption is minimized, and there is no resulting labor shortage/need to backfill. The local swap also improves skills and knowledge sharing by compelling the two participating civilians to mentor each other during the temporary assignments.

iv. **LOCAL PROJECTS.** Many offices have initiatives that are never undertaken due to overriding mission needs. Sponsoring organizations can solicit volunteers to undertake the special project. Although some travel may be involved, it is expected that a majority of the project would be accomplished at the permanent duty location.

v. **HUMAN RESOURCES UNIVERSITY.** With limited funding for training, recommend you consider OPM's Human Resources University (HRU) as a viable source for building capabilities and capacity of our HR (0201) workforce. HRU

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offers many free classes on-line with regard to HR functions and competencies. HRU is aimed at professionalizing the Federal HR career field and is designed to address competency and skill gaps within the HR community, achieve Government- wide savings, identify and offer the best HR training across Government, and establish a means for sharing resources across all agencies.

The HRU courses available are a combination of classroom and web-based courses that are offered across the entire government for a nominal cost, and many with no cost. The HRU courses originate from OPM and other participating Federal agencies, as well as private training vendors. The focus is on three important training needs for today's HR professionals, including foundational knowledge of federal Human Resource laws, technical and analytical skills, and strategic thinking partnering skills.

Go to <http://www.hru.gov/> to register and take classes.

F. REFERENCE

The Army Civilian Training Interim Policy Guidance, see ACTEDS Training Catalog, dated 15 June 2011, provides detailed guidance regarding the administration of competitive development (administrative processing, authorized expenses, performance management, leave, grades, etc.). On a case-by-case basis, DA and CP 10 may identify additional training opportunities appropriate for competitive development in areas of Human Capital Management, Strategic Planning, Comptroller/Budgeting, and Project Management.

G. LEADER DEVELOPMENT

1. Self Development.

- a. **Civilian Leader Improvement Battery (CLIMB)** is a voluntary, web-based assessment designed to help current and future leaders find the right training to build on strengths and overcome weakness. The assessment is built around leadership competencies

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and is ideal for individual assessment of competency gaps. The CLIMB generates reports showing an individual's strongest and weakest competencies. In addition, the CLIMB produces written and graphic feedback on how an individual's responses compare to successful leaders. The CLIMB also offers opportunities to search, read about, and select both traditional and on-line courses to strengthen leadership skills. The CLIMB will generate an individualized development plan (IDP) containing each of the training courses you select. To take the CLIMB, go to:

<http://www.123assess.com/climb/home.do>

2. **Professional Associations.** Professional associations such as SHRM are a valuable source of self-development and may be included in the IDP. Meetings, workshops, symposiums, training events and institutes sponsored by professional associations and societies provide valuable professional development opportunities. In addition, there are numerous forums for exchanging ideas and concepts with individuals who have similar interests and concerns.
3. **Developmental Assignments.** Details regarding the different forms of developmental assignments are provided in Section E, above. These assignments are equally applicable to leader development, with the primary difference being that leadership and not functional skill development is the assignment's focus. For example, rather than being temporarily assigned to a workgroup as a support or advisor, the civilian is assigned as an acting supervisor. Instead of reviewing policy for a program, the individual is appointed and responsible for the outcome.
4. **Civilian Education System (CES).** The CES is a progressive and sequential leader development program that provides leader development and education opportunities for Army careerists throughout their careers. The CES leader development program includes: Foundation Course (FC), Basic Course (BC), Intermediate Course (IC), Advanced Course (AC) and Continuing Education for Senior Leaders

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(CESL). In addition, CES also includes the Action Officers Development Course (AODC), Supervisors Development Course (SDC), Managers Development Course (MDC), DoD Civilian Emerging Leader Program (DCELP), DoD Executive Leadership Program (DELDP) Defense Senior Leader Development Program (DSLDP) and Senior Service College (SSC). A brief summary of the core leadership courses is provided below. The CES combines distance learning with resident training. Generally, courses are centrally-funded for attendees. For detailed information regarding course eligibility, prerequisites, application procedures, schedules, and substitutions,

<http://www.amsc.belvoir.army.mil/academic/ces/>.

- a. **Foundation Course.** A distributed learning (dL) course required for all newly hired team leaders, supervisors, and managers. Provides employees with an understanding of the structure of the Army, the Army's leadership doctrine, and the personnel system for Army civilians.
- b. **Basic Course.** This is a dL and 2-week resident course. Required course for all Army civilians newly assigned as team leaders, supervisors or managers. Designed for careerists in leadership positions with responsibilities to effectively lead and supervise careerists. Training focuses on basic education in leadership and counseling fundamentals, interpersonal skills and self awareness.
- c. **Intermediate Course.** This is a dL and 3-week resident course. A required course for Army civilians with permanent appointments to a supervisory or managerial position. Designed for individuals in supervisory or managerial positions who are adaptive, innovative, self aware, and prepared to effectively lead and care for personnel and manage resources. Training and developmental exercises focus on planning, team building, establishing command climate, and stewardship of resources.
- d. **Advanced Course.** This is a dL and 4-week resident course. Designed for Army leaders who exercise

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predominately indirect supervision and who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. The focus is on strategic thinking and assessment, change management, developing a cohesive organization, managing a diverse workplace, and management of resources.

For information about eligibility requirements, course prerequisites, application and nomination procedures, competitive selection process, and service [\(ACTEDS Training Catalog\)](#)

5. **Senior Enterprise Talent Management (SETM)** The intent of SETM is to identify potential civilian senior leaders, develop their enterprise-wide perspective, and provide opportunities for them to obtain joint credentials and broadening opportunities.

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ANNEX F – Master Intern Training Plan (MITP)

Intern training includes the basic and advanced phases of intern training at grades GS-05 through GS-11. Because of training and development requirements, these positions normally exist in the operating environments; e.g., CPAC.

Intern Training is applicable to all employees at the GS-05/07/09 levels who are in positions covered by the MITP. These employees require formal technical training, leadership training and On-the Job Training (OJT). OJT will include rotational job assignments and formal training as identified in the MITP Certification Checklist. The MITP is a guide for identifying training and rotational assignments for individuals in any of our two-grade interval series even if they have attained their target grade. Leader development begins with the requisite CES course level. Employees are encouraged to begin study for a baccalaureate degree if they do not already possess a baccalaureate degree.

The MITP outlined applies to all interns (centrally or locally funded). Variation to the MITP is permitted and must comply with the overall intent and duration of the MITP.

This master training plan for Army civilians is intended as a comprehensive but flexible expression of a commitment to professional development to ensure excellence in the performance of the employee's duties. It incorporates Army professional leader development through the Army Civilian Education System.

Mobility is critical to intern development. All interns, local and centrally-funded, will sign a mobility agreement as a condition of employment. They must be willing to accept training assignments as well as permanent placement in a variety of organizations, functions, geographic locations and operating environments.

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APPENDIX G – LEADER DEVELOPMENT TRAINING COURSES

Civilian Education System (CES). CES is the foundation of the Army's leader development program for all Army Civilians, providing progressive and sequential education courses throughout their careers. CES is centrally funded by HQDA G-37/Training Directorate for most permanent Army Civilians, including but not limited to general schedule (GS), non-appropriated fund (NAF), local national (LN) and wage grade (WG) employees. CES leadership courses, or designated equivalent courses, are required for all Army Civilians. Employees should include attendance at the CES course for which they are eligible in their Individual Development Plans (IDP).

Employees are eligible to attend the CES course that is targeted at their grade level. GS-01 through GS-09 employees are eligible to attend the CES Basic Course; GS-10 through GS-12 employees are eligible to attend the CES Intermediate Course; and GS-13 through GS-15 employees are eligible to attend the CES Advanced Course. **NOTE:** All Army Civilians who were hired after 30 September 2006 are required to take the Foundation Course prior to enrolling in either of the CES courses. More information on CES courses, as well as instructions on how to enroll can be found on the Civilian Training and Leader Development website at <http://www.t3ac.army.mil/Pages/Homepage.aspx>.

Senior Enterprise Talent Management (SETM) The intent of SETM is to identify potential civilian senior leaders, develop their enterprise-wide perspective, and provide opportunities for them to obtain joint credentials and broadening opportunities.

Defense Senior Leader Development Program (DSLDP). DSLDP is the DoD program to develop senior careerist leaders to excel in joint, interagency, and multi-nation environments. This program supports the government-wide effort to foster interagency cooperation and information sharing by providing opportunities to understand and experience, first-hand, the issues and challenges facing leaders across DoD and the broader national security arena. DSLDP is aligned with the DoD Civilian Leader Development Model. DSLDP is not an SES Candidate Development Program. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04dsldp.html>

DoD Executive Leader Development Program (ELDP). ELDP is designed specifically for highly motivated DoD Careerists who demonstrate outstanding leadership potential. Participants must have initiative, professional excellence, community involvement, and a commitment to public service and integrity. Their performance must also reflect an interest in moving into senior management positions. This is not a centrally-funded program. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04eldp.html>

Leadership for a Democratic Society (LDS) Federal Executive Institute , Charlottesville Virginia, 4 Weeks. This course is open to GS-15 and SES leaders to develop career executive corps,

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linking individual development to improved agency performance. This four-week program covers personal leadership in government, transforming public organizations, policy in a constitutional system, global perspectives and public action. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04lds.html>

Harvard University Program for Senior Executive Fellows, 4 Weeks. Open to GS-14/15s to build executive skills in political and public management, negotiation, HR management, policy-making, organizational strategy, communication, ethics and leadership. Participants are expected to contribute their professional expertise to complement the program's learning experience, and are selected to reflect a broad cross-section of functional and operational responsibilities. The program is a unique opportunity to gain perspectives on public policy and management, to strengthen managerial skills and to acquire insights into managerial practice, and to interact across agency and executive-legislative branch boundaries. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04husef.html>

Manager Development Course (MDC), Correspondence Course, 20 Hours. MDC must be completed by all newly appointed managers (regardless of grade) within six months of their appointment to a managerial position. For this course, "manager" means supervisor of supervisors or manager of programs, resources, and/or policy. More information may be found in the ACTEDS Catalog at [Manager Development Course](#)

National Security Management Course, Syracuse University, 5 1/2 Weeks. This course gives GS-15 and SES DoD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DoD. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch01mdc.html>

Office of Personnel Management (OPM), Management Center Courses 3 – 14 Days. These courses are designed to provide a step-by-step process used in real-world situations to plan strategically, develop new products, clarify vision and mission, and reduce costs. Whether participating as an individual or as part of a team, bring a complex problem to the course and the program will assist in clarifying the issue to make sure the right problem is being solved, working on techniques to effectively evaluate ideas, and developing an action plan that includes practical techniques for successfully implementing solutions. Benefits of OPM type courses include attendees from various Federal Agencies, not just DoD. More information may be found at <https://www.leadership.opm.gov>

Senior Service Colleges, Various Locations and Lengths. Senior Service Colleges are the Army War College resident (10 months); Army War College - Distance Education (2 years); the Industrial College of the Armed Forces (10 months), and the National War College (10 months).

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Minimum grade for all courses is GS-14, must be eligible for a Top Secret Clearance, and possess at least a Bachelor's degree. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch02gen.html>.

APPENDIX H – TRAINING COURSES

NOTE: Courses listed below are not all inclusive and are subject to change.

CORE COMPETENCY TRAINING (TIER I)

CHRA Training. The Army's Civilian Human Resources Agency (CHRA) has a compendium of courses designed to impart knowledge and develop the professional and technical skills of its civilian HR specialists and assistants in a many specialized CHR subjects. The courses include lectures, classroom exercises, and case studies. More information on the courses can be found at [CHRA Courses](#).

FUNCTIONAL

Clear Writing Through Critical Thinking (WRIT7100D). Think more clearly by improving your writing. Write more clearly by improving your thinking. Understand critical thinking and learn strategies for deeper and deeper levels of thinking. Improve your thought process at each stage of the writing process. Create logical and persuasive arguments, and recognize and remove faulty logic. Sharpen your problem-solving skills and enhance group success. Write plainly as mandated by the Federal Plain Writing Act of 2011 and empower your career with critical thinking and clear writing. This is a Graduate School USA course. ([Clear Writing Through Critical Thinking](#))

Communicating for Results (COMM7003D). Overcome barriers to effective office communications. Develop strategies to increase your ability to be understood by identifying your own communication style and that of others. Explore methods of interpreting verbal and nonverbal feedback and the use of appropriate repetition to clarify communications. This is a Graduate School USA course. ([Communicating for Results](#))

Constructive Conflict Resolution (COMM7004D). Conflict is inevitable, but transforming it into positive outcomes is a skill. Learn how to shape even the most difficult circumstances into satisfying, win-win experiences. Discover a wide variety of proven constructive approaches that

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lead to productive resolutions and teaching moments. Develop the tools for quickly analyzing and responding to difficult situations and share them with your team to make conflicts approachable and productive. This is a Graduate School USA course. ([Constructive Conflict Resolution](#))

Converting Strategy into Action (PROJ9510D). An organization or agency doesn't just naturally evolve from being project-driven to being focused and successful with projects that consistently execute business strategies. This foundation course delineates and demonstrates what it takes to bring about this evolution — enabling you to identify specific areas of focus for transforming your own organization. The course provides a solid introduction to the full range of approaches and emerging concepts for aligning project initiatives with strategic objectives. This is a Graduate School USA course. ([Converting Strategy into Action](#))

Decision Support: Building New Analytical Skills (FINC8120D). Develop your skills and capabilities for improved financial and performance management and decision making, especially in today's environment of declining budgets and increased performance expectations. Enhance your business intelligence to help you effectively manage and make informed decisions affecting your programs and service to the public. This is a Graduate School USA course. ([Decision Support: Building New Analytical Skills](#))

Effective Communication with Customers (COMM8000D). Learn the basics of effective communication to help you deliver superior customer service by successfully interacting with internal and external customers. Learn to recognize and anticipate the needs of others, develop flexibility when handling requests and complaints, and spot and respond to important verbal and nonverbal messages. This is a Graduate School USA course. ([Effective Communication with Customers](#))

Effective Government Correspondence (WRIT7007D). Ensure that your government emails and memos meet the standards required in the Plain Writing Act of 2010. Learn techniques to write clearly and simply so your readers can easily understand your message. This is a Graduate School USA course. ([Effective Government Correspondence](#))

Employee Conduct and Performance (LABR7011D). Develop the skills necessary to deal with common performance and conduct problems. Explore day-to-day problems that federal supervisors face in this practical, no-nonsense course. Become adept at dealing with workplace issues such as absenteeism, insubordination, an employee coming to work under the influence, threatening and intimidating co-workers, sick leave abuse, contentious conduct, poor performance and workplace violence. This is a Graduate School USA course. ([Employee Conduct and Performance](#))

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Federal Budget Process (BUDG7103D). The federal budget process is a highly structured system carried out in four distinct phases. In this brief but comprehensive course, explore the major phases and timing of the federal budget process; principal participants and their roles; current issues affecting congressional actions; and how the budget is reviewed and audited. This is a Graduate School USA course. ([Federal Budget Process](#))

Federal Human Resources Management for Supervisors and Managers (PMGT7102D). This five-day course equips students to handle the HR aspects of supervision. They learn about the guiding principles for human resources management, including merit system principles, prohibited personnel practices, and EEO. In addition, they gain knowledge and skills in these areas: labor relations; organizing, describing and classifying positions; filling vacancies; performance management; managing performance and conduct problems; and quality-of-work life issues. This is a Graduate School USA course. ([Federal HR Management for Supervisors & Managers](#))

Fundamentals of Writing (WRIT7010D). Enhance your success at work by learning to prepare correct, concise and organized memos, emails and other documents. Using standard grammar and usage rules, construct simple, compound and complex sentences that communicate clearly to your readers. Use transitional words, phrases and strategies to link sentences into coherent paragraphs. The Plain Writing Act of 2010 requires all federal agencies to write public documents in a clear, concise and well-organized manner. This is a Graduate School USA course. ([Fundamentals of Writing](#))

Interpersonal Communications (COMM7006D). Learn proven techniques to work more productively and improve your everyday interactions with others. Discover conflict resolution strategies and negotiation techniques, and benefit from useful tips on tact and diplomacy. This is a Graduate School USA course. ([Interpersonal Communications](#))

Introduction to Federal Budgeting (BUDG7001D). Gain a solid foundation in the principles and concepts of the federal budget process. In this first of six core budget courses, become familiar with the basic concepts of federal budgeting. Learn the fundamentals of preparing and modifying a budget; the key players and their roles; appropriation types and their distinctive characteristics; the four phases of budgeting; and the purpose of midyear reviews. This is a Graduate School USA course. ([Introduction to Federal Budgeting](#))

Introduction to Financial Management (FINC7000D). Obtain a comprehensive overview of the significant aspects of financial management. Gain an understanding of the fundamentals of the laws, critical concepts, procedures, and policies involved with sound financial management. Learn to link management, budgeting and auditing to performance measurement; recognize the primary requirements of financial systems; and adhere to government- wide policies. This is a Graduate School USA course. ([Introduction to Financial Management](#))

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Introduction to Government Contracting (ACQI7501D). Students explore the highly complex federal acquisition process, including the functions of pre-solicitation, solicitation and award, and post-award administration; the roles of the legislative, executive and judicial branches in federal acquisition; and standards of conduct for members of the acquisition team. Learn to minimize risks, maximize competition, maintain integrity and assure delivery according to the contract terms and conditions. This is a Graduate School USA course. ([Introduction to Government Contracting](#))

Introduction to Program Evaluation (PGMT7003D). Evaluation identifies, discovers, generates and displays information about an organization's program effectiveness. The information shows what the organization produces, how those products affect society and how much the effect is worth. Budget hearings before Congress, as well as OMB, often require information generated by evaluations. Legislation commonly requires formal evaluation of some type as a condition for a program's existence or funding. Learn to describe programs, identify information useful in evaluation, collect reliable data and analyze it effectively. This is a Graduate School USA course. ([Introduction to Program Evaluation](#))

Performance Measurement and Budgeting (BUDG8101D). Performance measurement systems establish and demonstrate government accountability and are vital to providing information for program and service improvements. Discover how to link your organization's budget information and performance measures. Learn the performance measurement process, the benefits of performance measurement, how to prepare performance-based budgets and how to recognize the components of a performance-based budget. Understand the challenges of implementation for your organization. Create meaningful evaluation reports and comply with important Government Performance and Results Act (GPRA) requirements. This is a Graduate School USA course. ([Performance Measurement and Budgeting](#))

Planning, Programming, Budgeting and Execution – Army (BUDG8001D). Gain a greater knowledge of how the Department of Defense (DoD) and the Department of Army (DA) PPBE systems work in acquiring, allocating and managing resources. Explore the relationships among the DA budget cycle, acquisition process and mission planning. Gain an understanding of the documents generated during the entire PPBE process, the flow and sequencing of these documents, and the interface of the PPBE documents and requirements among the DA, Office of the Secretary of Defense, Military Services, Joint Chiefs of Staff (JCS) and Commanders of the Combatant Commands. This is a Graduate School USA course. ([Army PPBE Course](#))

Strategic Human Capital Management (PGMT7015D). Learn the skills you need to align human resources goals and budgets with your agency's mission. Understand the role of metrics and data in identifying desired outcomes and measuring progress toward the identified outcomes. This is a Graduate School USA course. ([Strategic Human Capital Management](#))

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See *ACTEDS Training Catalog*, <https://cpol.army.mil/library/train/catalog/> for eligibility requirements and information on application processes and procedures.

ANNEX I – Recruitment Strategies and Sources

All recruitment actions taken under this plan will be in accordance with Merit System Principles and shall be made without regard to political, religious, or labor organization affiliation or non-affiliation, marital status, race, color, sex, national origin, sexual orientation, non-disqualifying physical disability, or age, and shall be based solely on job-related criteria (5 CFR 335.103(b)(1)).

Recruitment Strategies

The planned recruitment of highly qualified or high potential personnel is essential to the development and maintenance of an effective CP10 Civilian Human Resources program. The recruitment strategies for the Civilian Human Resources Program/Career Field are:

- Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.
- Although primary hiring emphasis is generally placed on recruitment at the entry level, recruitment of quality individuals from various sources for the higher levels may also be conducted.
- Recruitment and selection practices are designed to obtain the best qualified candidate for available positions.
- Recruitment brochures, literature, advertising, or other appropriate authorized publicity measures should be employed to support recruitment actions.

Recruitment Sources

Recruitment Sources for 0201's

- All announced positions (intern and GS-9 through GS-15) are advertised for fill through OPM's USA Jobs website at: <https://www.usajobs.gov/>
- Status candidates may be eligible for transfer, reassignment, or reinstatement to positions no higher than the ones they previously held.
- Interns are recruited through the outstanding scholar program, local merit promotion procedures or a certificate established by a Delegated Examining Unit (DEU).
- Non-status may be recruited through a certificate established by a DEU.
- Pathways Programs
 - Internship Program is for students (replaces the Student Career Experience Program (SCEP) and the Student Temporary Employment Program (STEP)). It allows students to be exposed to the work of the Government through Federal internships while pursuing their degree. Information is at: <http://www.opm.gov/HiringReform/Pathways/program/interns/>.
 - Recent Graduates Program is for individuals who have completed a qualifying educational program within the preceding 2 years (with exceptions for certain veterans and individuals graduating after December 27, 2010). It provides developmental opportunities for recent graduates. Information is at: <http://www.opm.gov/HiringReform/Pathways/program/graduates/>.
 - Presidential Management Fellows (PMF) Program is a flagship leadership development program at the entry level for individuals who are currently completing an advanced degree program (e.g., graduate or professional degree), or who completed the educational requirements for an advanced degree within the preceding 2 years. Information is at: www.pmf.gov.
- Special placement assistance programs such as the DoD Priority Placement Program.

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Recruitment Sources for 0203's

- Status candidates eligible for transfer, reassignment, or reinstatement to positions no higher than the ones they previously held.
- Competitive referrals for positions (GS-1 through GS-8) from announced positions advertised for fill through OPM's USA Jobs website at: <https://www.usajobs.gov/>.
- Non-status candidates from an Office of Personnel Management (OPM) certificate of eligibles or a certificate established by a Delegated Examining Unit (DEU).
- Special placement assistance programs such as the DoD Priority Placement Program.

Mobility

All employees should be fully aware, however, that being mobile -- geographically, organizationally, and functionally -- enables them to take advantage of training and assignments that will enhance their competencies. For example, geographical and organizational mobility is especially important for those individuals who want to hold key positions, since employees acquire and use Civilian HR competencies in different ways at different organizational levels (CPACs, CHRA Regional Offices, and Commands) and in different geographical Regions, both in CONUS and OCONUS. Therefore, CP10 careerists are encouraged to seek positions at different organizational levels and in different regions.

ANNEX J – Glossary of Key Terms

Academic Degree Training (ADT): Training or education with the stated objective of obtaining a degree from a college or university that is accredited by a regional, national, or international accrediting body recognized by the U.S. Department of Education, and listed in its Database of Accredited Post-Secondary Institutions and Programs. The academic degree must be related to the performance of the employee's official duties; part of a planned, systematic and coordinated program of professional development; endorsed by the Army; and support organizational goals with results that are measurable in terms of individual and organizational performance. (AR 350-1). The Assistant Secretary of the Army (M&RA) has sole authority for approving ADT, regardless of the funding source. (Memorandum, HQDA G-3/5/7, 17 Sep 09, Subject: Academic Degree Training (ADT))

Accreditation: A disciplined approach to ensuring standardization across the Army in assuring that training institutions meet accepted standards, and are in accordance with higher headquarters guidance. It is the result of an evaluative process that certifies an institution meets the required percentage of TRADOC Accreditation standards with a focus on quality current and relevant training and education that meets the needs of the Army. (AR 350-1). It is also the voluntary process of evaluating institutions or programs to guarantee acceptable levels of quality, including recognition by the U.S. Secretary of Education. (DRAFT DoDI 1400.25-V410)

Army Civilian Training, Education, and Development System (ACTEDS) Plans: Information about career management training, education, and development by the CP FCs and personnel proponents. The plans provide specific guidance on Army-wide training, education, and development requirements from the intern or trainee to the

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executive level. These requirements are based on the results of job analyses, which identify the competencies (knowledge, skills, and abilities (KSA)) that individuals need to do their jobs. In addition to formal training, each ACTEDS plan recommends developmental assignments to broaden careerists' perspectives and to expand the depth and breadth of knowledge needed for movement into higher level positions. These assignments may be in other specialty areas, in related occupations, at different organizational levels, or at different geographical sites. (AR 690-950, 31 Dec 2001)

Activity Career Program Manager (ACPM): Provide technical advice and assistance to the commander; and Civilian Personnel Advisory Center (CPAC)/ Civilian Personnel Operations Center (CPOC); and serve as a resource to supervisors in furnishing CP information to civilian careerists and interns. (AR 690-950, 31 Dec 2001)

Affirmative Employment Program (AEP): A program of self-analysis, problem identification, data collection, policy statements, reporting systems and elimination of discriminatory policies and practices past and present.

Army Career Tracker (ACT): The Army's leader development tool that integrates training, education and experiential learning into one personalized and easy-to-use interface. ACT provides users with a more efficient and effective way to monitor their career development while allowing leaders to track and advise subordinates on personalized leadership development. (ADCS G-3/5/7, Training and Leader Development)

Army Civilian Training, Education and Development System (ACTEDS): A requirements-based system that ensures planned development of civilians through a blending of progressive and sequential work assignments, formal training, educational courses, and self-development for individuals as they progress from entry level to key positions. ACTEDS provides an orderly, systematic approach to technical, professional, and leadership training, education, and development similar to the military system. ACTEDS is applicable to all civilian occupations covered by CPs and career fields alike. (AR 690-950, 31 Dec 2001)

Army Command (ACOM): An Army force, designated by the Secretary of the Army (SA), performing multiple Army Service Title 10 USC functions across multiple disciplines. Responsibilities are those established by the SA. (AR 10-87)

Army Service Component Command (ASCC): An Army force, designated by the SA, comprised primarily of operational organizations serving as the Army component of a combatant command or sub unified command. (AR 10-87)

Assistant G-1 for Civilian Personnel (AG-1 (CP)): Headquarters Army, G-1 staff element responsible for setting long-range, strategic direction and policy governing the

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management and utilization of Department of the Army (DA) Civilian employees.
(<https://www.g1intranet.army.mil/cp.asp>)

Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA(M&RA)):

The principal advisor to the SA for manpower, human capital management, training, leader development, readiness and reserve affairs. Has overall supervision for Civilian Personnel Management and for Civilian personnel policy and programs. (Army General Order 2012-01)

Career Development (CD): A method of obtaining additional knowledge, skills and abilities within a Career Program through training, assignment or self-development. (AR 690-950)

Career Map (Career Path): Information that provides employees general professional guidance on career progression. (AG-1(CP))

Career Ladder: A graphic depiction of the levels of grade progression within the Career Program. The Career Ladders describe the grade levels, by position titles and organizational level within each function and across functions where applicable. (AG-1 CP)

Career Program (CP): Occupational series aligned into consolidated groupings based on common technical functions, associated command missions, position knowledge, skills and abilities. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Career Program Manager (CPM): Personnel that support the FC and FCR in the execution of Career Program management responsibilities. Career Program Managers are employed in various organizational levels: Career Program Proponency Offices; Army Commands (Command Career Program Managers-(CCPM)); and Activities (Activity Career Program Managers- (ACPM)). (AG-1(CP))

Career Program Policy Committee (CPPC): A continuing, intra-component, Army-level committee that: (a) Develops recommendations for changes in Army Career Program policies and procedures; (b) Prepares recommendations for the AG-1(CP) to determine ACTEDS resource allocations for Interns and Fellows and to the HQDA, G-3/5/7 for Competitive Professional Development, (c) Makes determination on recommendations from any subcommittee operating within mission of the CPPC; and, (d) Makes determinations and develops solutions to enterprise-level issues and develops practices appropriate for Army wide execution. (Army Policy Memorandum: SAMR-CQ Memo, SUBJECT: Civilian Career Program Management Guidance, 21 April 2011)

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Career Program Population: All Army Civilian employees aligned to a Functional Community/Career Program (CP) to include Appropriated Fund (AF), Nonappropriated Fund (NAF), Direct Hire Foreign Nationals (DHFN) and Wage Grade (WG) populations. Excluded from the Army, CP populations are National Guard Technicians, and also Indirect-hire Foreign Nationals who are employees of their states and host nations, respectively. (AG-1(CP))

Career Program Proponency Office (CPPO): Staff office to support and assist the FCR with career management responsibilities. Personnel proponents are also responsible for developing, monitoring, and assessing equal opportunity and affirmative actions of their respective career fields. (SAMR-CQ Memo, SUBJECT: Civilian Career Program Management Guidance, 21 April 2011)

Certification: A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to a prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued. It is also the recognition or credential given to individuals who have met predetermined qualifications set by an agency of government, industry, or a profession. (DRAFT DoDI 1400.25-V410 and AR 350-1)

Change Management: Building energy and engagement around change by using a systematic, structured approach to transition from the present to the desired state in individuals, teams, and organizations. (AG-1(CP))

Civilian Employee: A direct hire U.S. employee who is appointed either temporarily or permanently to a position with the Department of the Army or other DoD Component. (AR 690-11)

Civilian Education System (CES): The Civilian Education System (CES) is the foundation of the Army's leader development program for all Army Civilians, providing progressive and sequential education course opportunities that employees can take throughout their career. It is centrally funded by HQDA G-37/Training Directorate for most permanent Army Civilians, including but not limited to general schedule (GS), Nonappropriated fund (NAF), local national (LN), and wage grade (WG) employees. CES leadership courses, or designated equivalent courses, are required for all Army Civilians. Employees should include attendance at the CES course for which they are eligible in their Individual Development Plans (IDP). More information on CES courses, as well as instructions on how to enroll can be found on the Civilian Training and Leader Development website at <http://www.t3ac.army.mil/Pages/Homepage.aspx>

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Civilian Expeditionary Workforce (CEW): A subset of the DoD Civilian workforce that is organized, trained, cleared and ready in a manner that facilitates the use of their capabilities either in a temporary reassignment and/or duty status or to stay in place overseas to support the DoD mission. The CEW is composed of the existing category of Emergency-Essential (E-E) positions and new categories of positions, Noncombat Essential (NCE), Capability-Based Volunteers (CBVs), and former Army employee volunteers. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Civilian Human Resources Agency (CHRA): Organization within the Army G-1, responsible for providing Department of the Army Civilian Human Resources operations support (CHRA oversees the operations of the Civilian Personnel Advisory Centers). (<http://www.chra.army.mil/global/aboutus.asp>)

Civilian Personnel Advisory Center (CPAC): The installation CPAC services or is collocated with the proponent office and provides proponents access to and assistance with interpretation of civilian personnel management regulations, laws and other reference materials. (AR 600-3)

Civilian Senior Leader Management Office (CSLMO): Responsible office for providing SA and other senior leaders advice on all matters relating to the recruitment, utilization, and lifecycle management of the Executive and Senior Professional (ESP) Civilian workforce.

Coaching: The guidance of another person's development in new or existing skills during the practice of those skills. (FM-622)

Code of Federal Regulations (CFR): A codification of the general and permanent rules published in the Federal Register by the Executive departments and agencies of the Federal Government. (Title 5)

Competency: An (observable) measurable pattern of knowledge, skills, abilities, and other characteristics that individuals need in order to successfully perform their work. (DoDI 1400.25, Volume 250)

Competency-Based Management (CBM): A systematic approach to evaluating and effectively aligning employee competencies with mission and job requirements throughout the human capital life cycle.

Competency-Based Management System (CMS): A system that is administratively managed by the AG-1(CP), and is the central repository of position and employee competencies. CMS supports Army career management workforce planning and

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Defense Enterprise Civilian Competency Management Framework implementation, in accordance with NDAA 2010 requirements. The CMS tool is assessable at: (<https://cms.cpol.army.mil>) (AG-1(CP))

Competency Gap: The difference between the projected or actual availability of mission-critical competencies and the projected or actual demand for such competencies. Identification of current or future gaps typically addresses the size, composition, and competency proficiency levels of the workforce.

(<http://www.opm.gov/policy-data-oversight/human-capital-management/reference-materials/#url=Glossary>)

Competitive Professional Development (CPD): Competitive, functionally tailored, significant developmental opportunities that occur in academic (university) programs, Training-With-Industry (TWI), Short-Term Training, and/or planned developmental assignments that have been documented in the respective ACTEDS plans. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Component Functional Community Manager (CFCM) and Component Functional Community Manager Representative (CFCMR): Senior functional leader, responsible for supporting the execution of DoDI 1400.25, Volume 250 in his or her respective DoD Component career field by working with the Office of the Secretary of Defense (OSD) and command leadership, manpower representatives, senior function leaders at the OSD level, and HR consultants. (DoDI 1400.25-V250, November 18, 2008)

Computer Based Training (CBT): Instructional information displayed on the computer, including visuals and quizzes. Advanced CBT can be non-linear in format and interactive with the student.

Continued Service Agreement: A contract between the employee and Army/DoD Component, signed prior to the commencement of training, education, and professional development activities, requiring the employee to either continue Federal service as determined by the DoD Component or repay training expenses incurred. (DRAFT DoDI 1400.25-V410). In accordance with Title 5 U.S.C, Section 4108, 5 C.F.R, Section 410.309(c), and AR 690-400, Chapter 410, before assignment to training, Civilian employees, regardless of grade and category (e.g., APF, NAF, Wage Grade, LN), selected for nongovernment training in excess of 80 hours, or long-term training or developmental programs in excess of 120 calendar days (Government or Nongovernment) must sign an agreement to continue to serve in the Department of Defense (DoD) for a period equal to at least three times the length of the training course or program. The obligation period may be longer based on associated training costs. See page 4-5 of the Standard Form 182, Authorization Agreement and Certification of Training. (DCS, G-3/5/7/TRV)

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Core Competencies: Technical areas of knowledge, skills, and abilities, as well as other characteristics (nontechnical competencies such as interpersonal skills) that cross all specialties that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions. (AG-1(CP))

Defense Civilian Intelligence Personnel System (DCIPS): A Title 10 Excepted Service Intelligence Community (IC) personnel system that is founded in Army policies that support employee performance, career development opportunities, awards and recognition. (<http://www.dami.army.pentagon.mil/site/dcips/About.aspx>)

Developmental Assignments: Training assignments which provide activities as a way to enhance competencies by giving employees an opportunity to perform duties in other occupational, functional, or organizational elements to enhance the employee's understanding of other operations, systems, and relationships. (<http://www.civiliantraining.army.mil/professional/Pages/default.aspx>)

Direct Reporting Unit (DRU): An Army organization comprised of one or more units with institutional or operational support functions. Designated by the SA, normally to provide broad general support to the Army in a single, unique discipline not otherwise available elsewhere in the Army. DRUs report directly to a HQDA principal and/or ACOM and operate under authorities established by the SA. (AR 10-87)

Department of Defense Instruction on Civilian Personnel Management System: Establishes uniform Department of Defense (DoD) wide procedures, provides guidelines and model programs, delegates authority, and assigns responsibilities regarding Civilian personnel management within the DoD. (DoDI 1400.25, Vol. 250, November 18, 2008)

Equal Employment Opportunity Program: A federal program for all employees required by Federal regulations to implement Federal laws, guidelines and policies governing both Title VII of the Civil Rights Act of 1964 (Title VII), as amended 42 U.S.C. § 2000E et seq, Section 501 of the Rehabilitation Act of 1973 (Rehabilitation Act) as amended 29 U.S.C. § 791 et seq. (42 U.S.C. § 2000E et seq, 29 U.S.C. § 791 et seq)

EEO Management Directive: Identifies Federal responsibilities under Section 717 of Title VII and Section 501 of the Rehabilitation Act.

Formal Training (FT): Classroom training with an instructor that usually includes visuals (e.g., viewgraphs), training manuals, student workbooks, and quizzes.

Functional Chiefs (FCs): The Senior Career Program Official (General Officer or SES level) , whose responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of Civilians within their Career Program.

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They have enterprise-level responsibility for ensuring the readiness of employees in occupational series and CPs, in support of Army missions. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Functional Chief Representatives (FCR): An Army Senior Civilian, designated by the Functional Chief (FC), to serve as the principle advisor on Career Program Management issues. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Functional Competencies: Technical *specialty* areas knowledge, skills, abilities and other characteristics (nontechnical, e.g., interpersonal skills) that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions. (AG-1(CP))

Functional Mobility: Multi-dimensional career development achieved by diverse experiences within one or more functional communities. (AG-1(CP))

Functional Point-of-Contact (FC, POC): The senior functional manager who directs the CPs strategic and operational planning, on behalf of the FC/FCR.

Geographic Mobility: Diversity of experience acquired by employment at various geographic locations or organizational levels (e.g., Headquarters; Command; Installation, Overseas). (AG-1(CP))

GoArmyEd: GoArmyEd is the Army's virtual gateway to request Tuition Assistance (TA), ACTEDS Funding, and approval of training applications and SF 182 online. This system is a dynamic online portal that automates many of the paper-based processes historically conducted by Army Education Counselors, Career Program Managers, and Training Managers. It is a one-stop location for managing education, training, and professional development, as well as managing and resourcing training requests. (DCS, G-3/5/7/TRV)

Human Capital (HC): An inventory of skills, experience, knowledge capabilities that drive productive labor within an organization's workforce. (DoDI 1400.25-V250, November 18, 2008)

Intern: An employee who has met all entrance requirements for an entry-level position in an established career program. The employee accepts an obligation to complete a highly structured training program and occupies a position with known potential for noncompetitive promotion to the target level. The intern may be centrally or locally funded. (AR 690-950)

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Individual Developmental Plan (IDP): A documented plan developed with supervisor and employee collaboration that identifies individual development needs and outlines specific short and long-term goals and associated training or development needs. The intent of an IDP is to promote career development and continued personal growth. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Job Analysis: The process of identifying and defining, at an appropriate level of detail, what the basic duties and responsibilities of a job require in terms of both job tasks and employee competencies needed to perform those duties and responsibilities. The competencies derived from the job analysis must be relevant or demonstrate a linkage to the tasks or duties of the job. There are various well-developed, systematic approaches to job analysis. (DoDI 1400.25-V250, November 18, 2008)

Learning Objectives, Terminal (TLO): Specifies what students should know or be able to do at the end of the course that they didn't know or couldn't do before. (AG-1(CP))

Life-Cycle Career Management (LCM): The progression in a continuum of manageable steps and processes that involve six basic areas of an employee's life cycle career that includes Structure, Acquire, Develop, Distribute, Sustain and Transition. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

Long-Term Training (LTT): Training to which an employee is assigned for more than 120 consecutive days, on a full-time basis. The assignment may be at either a government or nongovernment facility and may include both formal and training programs and strategically planned career assignments. LTT enables employees to stay abreast of changes and innovations in their occupational fields, learn and/or develop/improve competencies needed in current positions and meet emerging Army requirements. Attendance at an LTT event must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP. (AR 350-1)

Master Intern Training Plan (MITP): A detailed training plan issued by HQDA showing competitive, centrally managed and centrally funded, on-the-job training and formal courses that will prepare career interns for target-level CP positions DA-wide. (DA PAM 690-950)

Master Training Plan (MTP): A comprehensive plan that delineates a logical career development plan of core training needs and training courses for careerists at all levels from entry into the CP, through the senior executive level.

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Mentor: A more experienced or senior employee who accepts responsibility for assisting an associate by guiding the associate's career, advising on career opportunities, and evaluating the associate's progress towards goals and objectives. Mentors may participate in formal, semi-formal or informal mentoring relationships with associates. (DA PAM 690-46)

Mentoring: A formal or informal relationship between senior and junior employees for the purpose of supporting learning and development. A mentor holds a higher position and is usually outside the employee's chain of supervision. Informal mentor/protégé relationships often develop in the workplace or in a professional group. When agencies establish formal mentoring programs, they assign mentors to protégés and provide formal orientation to them about their roles. Agencies typically target groups of people for mentoring who would most benefit from the mentoring process and identify mentors who are able to provide guidance effectively. Mentoring techniques include coaching, role modeling, career development advice, etc., to foster the protégé's individual growth and career development

Mentorship: The voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. (Army Leadership, FM 6-22)

Mission Critical Occupation (MCO): Occupational series designated by DoD and Department of the Army as essential to current and future military and organizational mission accomplishment. Civilian Career Program Management Guidance, 21 Apr 2011 ASA M&RA)

Office of the Secretary of the Army (OSA): One of the three military departments reporting to the [Department of Defense](#), and is the principal staff element of the SA in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities. (AR 10-87)

Office of the Secretary of Defense (OSD): The principal staff element of the [Secretary of Defense](#) in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities.
(<http://www.defense.gov/osd/>)

OPM Pathways/Intern Program: An accession program that provides students in high schools, colleges, trade schools and other qualifying educational institutions with paid opportunities to work in agencies and explore Federal careers while completing their education. Replaced the Student Career Experience Program (SCEP) and Student Temporary Employment Program (STEP).
(<http://www.opm.gov/hiringreform/pathways/>)

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OPM Pathways/Presidential Management Fellow Program (PMF): An accession program for people who have obtained an advanced degree (e.g., graduate or professional degree) within the preceding two years prior to appointment. (<http://www.opm.gov/hiringreform/pathways/>)

OPM Pathways/Recent Graduates Program: An accession program for people who have recently graduated from qualifying educational institutions or programs (2 years from the date the graduate completed an academic course of study). Veterans precluded from applying due to military service obligations will have up to six years after degree or certificate completion. (<http://www.opm.gov/hiringreform/pathways/>)

Position: A specific job consisting of all the current major duties and responsibilities assigned or delegated by management.

Proponency and Evaluation Division (PED): AG-1(CP), Division required to assess Civilian Personnel Administration performance in accordance with AR 11-2, Army Internal Control Program.

Requirements-based Training: Training and development defined within one of these competency-based categories - (1) Performance Enhancement - To close competency gaps to improve job performance, (2) Meet New Position Requirements - Driven by new or changes in mission that require the development of new competencies required by the job, (3) Career Progression - Match Army's requirements with employee career goals, to develop competencies to facilitate career progression, and/or, (4) Mandatory/Foundational - Meet professional/technical requirements/credentialing of positions and/or Army's standards/guidance. (AG-1(CP))

Rotational Assignments: An opportunity to perform varied practical and career-enhancing experiences within or outside of an employee's current functional area. (AG-1(CP))

Self-Development: A planned, continuous, lifelong process individual leaders use to enhance their competencies and potential for progressively more complex and higher-level assignments. (FM 6-22)

Senior Enterprise Talent Management (SETM): The program prepares participants for positions of greater responsibility through advanced senior-level educational and developmental experiences. Included in the SETM program are opportunities in the Enterprise Placement Program, Developmental Experiences, Senior Service College, and the Defense Senior Leader Development Program. (http://myarmybenefits.us.army.mil/Home/News_Front/Senior_Enterprise_Talent_Management_program_opens_for_Army_civilians.html)

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Short Term Training (STT): Training of 120 calendar days or less. Training instances may include, but are not limited to, professional workshops, seminars and college/university courses. Attendance at workshops and seminars must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP. (AR 350-1)

Strategic Human Capital Management: The alignment of human capital strategies with agency mission, goals, and objectives through analysis, planning, investment, and management of human capital programs. Human capital planning is the method by which an agency designs a coherent framework of human capital policies, programs, and practices to achieve a shared vision integrated with the agency's strategic plan. Implementation of the strategic human capital plan is a key step in an agency's progress to build a highly effective, performance-based organization by recruiting, acquiring, motivating, and rewarding a high-performing, top quality workforce. The plan becomes the roadmap for continuous improvement and the framework for transforming the culture and operations of the agency.

[\(http://www.opm.gov/policy-data-oversight/human-capital-management/\)](http://www.opm.gov/policy-data-oversight/human-capital-management/)

Target Position: The position in which the intern is placed when the training program is completed.

Taxonomy: The classification, categorization, or grouping of similar items or things, in this case competency. (DoDI 1400.25-V250, November 18, 2008)

Training Law/Policy (Sec. 302): Describes the head of each agency shall, (a) foster employee self-development by creating a work environment in which self-development is encouraged, by assuring that opportunities for training and self-study materials are reasonably available where the employee is stationed, and by recognizing self-initiated improvement in performance; (b) provide training for employees without regard to race, creed, color, national origin, sex, or other factors unrelated to the need for training; (c) establish and make full use of agency facilities for training employees; (d) extend agency training programs to employees of other agencies (including agencies and portions of agencies excepted by section 4102(a) of Title 5, United States Code) and assign his employees to interagency training whenever this will result in better training, improved service, or savings to the Government; (d) establish interagency training facilities in areas of substantive competence as arranged by the Office of Personnel Management; and, (f) use non-Government training resources as appropriate.

Training, On-the-Job (OJT): Informal training received by a careerist in the work place, from a more senior peer, mentor or supervisor.

Uniform Guidelines for Employee Selection Procedures (1978) (UGESPs): A uniform set of principles adopted by the Equal Employment Opportunity Commission, Office of Personnel Management, Department of Justice, and Department of Labor to

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govern use of employee selection procedures in the public and private sectors consistent with applicable legal standards and recognized validation standards. Section 300.103 of title 5, Code of Federal Regulations requires that the employee selection procedures of Federal agencies must meet UGESP standards in Federal Register 38290. (DoDI 1400.25-v250, November 18, 2008)

APPENDIX K – HELPFUL WEB SITES

- <http://www.skillpath.com/> 1-2 day Seminars
- <http://www.careertrack.com/index.asp> 1-2 day Seminars
- <http://cpol.army.mil/library/train/catalog> ACTEDS Catalog
- http://www.apd.army.mil/pdf/files/r690_950.pdf AR 690-950, Career Management
- http://www.apd.army.mil/pdf/files/r600_3.pdf AR 600-3, The Army Personnel Development System
- <http://www.afms1.belvoir.army.mil> Army Force Management School
- <http://www.almc.army.mil/> Army Logistics University (ALU), Ft Lee, VA
- <http://www.amsc.belvoir.army.mil/> Army Management Staff College
- <https://www.atrrs.army.mil/atrrsc> Army Training Requirements and Resources System (ATRRS) Catalog
- <https://www.atrrs.army.mil/channels/elearning/smartforce> ATRRS Computer Based Training
- <http://www.ccl.org> Center for Creative Leadership
- <https://www.atrrs.army.mil/channels/chrtas> Civilian Human Resources Training Application System (CHRTAS)
- <http://www.dau.mil> Defense Acquisition University
- <http://www.managementconcepts.com/> Management Concepts
- <http://www.marshallinstitute.com/> Marshall Institute
- <https://www.leadership.opm.gov/programs/> Office of Personnel Management
- http://www.graduateschool.edu/index.php?option=com_content&task=view&id=35&Itemid=281 Graduate School USA

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- <http://www.shrm.org/Pages/default.aspx> Society for Human Resource Management
- AKO: <https://www.us.army.mil>
- <http://www.civiliantraining.army.mil/leader/Pages/ELDP.aspx> Army Civilian Training and Leadership Development
- <https://actnow.army.mil> Army Career Tracker
- <https://www.goarmyed.com/> GoArmyEd
- <https://www.csldo.army.mil/SETM/SETMIndex.aspx>. Senior Enterprise Talent Management