

ENGINEER & SCIENTIST CAREER PROGRAM

Army Civilian Training, Education and Development System (ACTEDS) for CP16

December 2013

CP16 Proponency Office

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ACTEDS PLAN

for

CAREER PROGRAM 16

PURPOSE: This Army Civilian Training Education and Development System (ACTEDS) Plan provides information for Career Program 16 (CP16) Engineers and Scientists (E&S) (Non-construction (NC)) pertaining to career management training, education and development. CP16 personnel should refer to this plan regularly for important updates and changes to training and developmental opportunities.

** Last update December, 2013

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SECTION I - INTRODUCTION

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. This ACTEDS Plan is a living document that outlines sequential and progressive training for functional specialties and in leadership, supervision and administrative development. It also provides general information and guidance on management of the Career Program 16 (CP16) for Engineers and Scientists (E&S) (Non-construction (NC)), including, career progression ladders, core functional competencies, Master Training Plans, mobility and continued service requirements. The proponent agency for this document is the U.S. Army Materiel Command.

Goals - The goals of publishing this revision are to ensure that the plan:

- Properly addresses DA E&S (NC) career development as part of the acquisition workforce.
- Updates identification of training, education, and developmental opportunities.
- Incorporates the revised ACTEDS Intern Program.
- Includes career development guidance for the Medical Research and Development Sub-career Programs and for the E&S (NC) Technicians.

Revisions - Revised or new information will be posted on the appropriate web pages to maintain the accuracy and currency of the information contained in this document.

Suggestions for Improvement - Users are invited to send comments and suggestions for improvement on Department of the Army DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Career Program 16 (CP16) for Engineers and Scientists (Non-construction) Proponency Office Mailbox at: USARMY Redstone Arsenal USAMC Mailbox Army CP16 PMO (usarmy.redstone.usamc.mbx.army-cp16-pm).

CAREER PROGRAM OVERVIEW: Army interns and careerists in the CP16 occupational series who work in research, development, and acquisition should use this ACTEDS Plan to guide their career planning. For additional information, see the latest version of the ACTEDS Catalog at the Civilian Personnel Online Home Page at:

<http://cpol.army.mil/library/train/catalog/>.

Functional Specialties – Sub career programs have been established to address the functional diversity of the Department of the Army (DA) E&S (NC) CP16. The Sub career programs identify major functional elements within the overall CP and are subject to change as the direction of Army research, development, and acquisition changes. Non-commonality of work performed at the various major commands, major subordinate commands and activities preclude relating job series to particular Sub career programs. Job series fall within the purview of a Sub

career program when the nature of the work performed closely aligns with the Sub career program. Sub career programs are:

- Research
- Systems Planning, Research, Development, and Engineering
- Manufacturing and Production
- Quality/Product Assurance
- Test and Evaluation Engineering
- Software Engineering
- Logistics Engineering
- Medical Research and Development

Occupational Series - Occupational series and associated position titles under CP16:

0062 - Clothing Design
0150 - Geography
0180 - Psychology
0181 - Psychology Aid Technician
0301 - Miscellaneous Administrative & Program
0340 - Program Management
0401 - General Biological Science
0403 - Microbiology
0404 - General Biological Science Technician
0405 - Pharmacology
0408 - Ecology
0410 - Zoology
0413 - Physiology
0414 - Entomology
0415 - Toxicologist
0430 - Botany
0434 - Plant Pathology
0435 - Plant Physiology
0437 - Horticulture
0499 - Biological Science Student Trainee
0801 - General Engineering
0802 - Engineering Technician
0806 - Materials Engineering
0810 - Civil Engineering
0819 - Environmental Engineering

0830 - Mechanical Engineering
0840 - Nuclear Engineering
0850 - Electrical Engineering
0854 - Computer Engineering
0855 - Electronics Engineering
0856 - Electronics Engineering Technician
0858 - Biomedical Engineering
0861 - Aerospace Engineering
0871 - Naval Architecture
0893 - Chemical Engineering
0895 - Industrial Engineering Technician
0896 - Industrial Engineering
0899 - Engineering & Architecture Student Trainee
1301 - General Physical Science
1310 - Physics
1311 - Physical Science Technician
1313 - Geophysics
1320 - Chemistry
1321 - Metallurgy
1340 - Meteorology
1341 - Meteorological Technician
1382 - Food Technology
1384 - Textile Technology
1399 - Physical Science Student Trainee
1501 - General Mathematics & Statistics
1520 - Mathematics
1521 - Mathematics Technician/Aid
1529 - Mathematical Statistics
1530 - Statistics
1531 - Statistical Technician/Assistant
1550 - Computer Science
1599 - Mathematics and Statistics Student Trainee

Mission Critical Occupational Series – Mission Critical Occupational (MCO) series are occupational series designated by Department of Defense (DoD) and DA as essential to current and future military and organizational mission accomplishment. Occupational series under CP16 identified as Mission Critical are:

0801 - General Engineering
0802 - Engineering Technical

- 0830 - Mechanical Engineering
- 0840 - Nuclear Engineering
- 0854 - Computer Engineering
- 0855 - Electronics Engineering
- 0861 - Aerospace Engineering
- 0893 - Chemical Engineering
- 1301 - General Physical Science
- 1320 - Chemistry
- 1520 - Mathematics
- 1550 - Computer Science

Population – There were approximately 19,000 engineers and scientists in DA E&S (NC) CP16 as of December 2013.

Program Series Distribution – CP16 personnel are in numerous organizations throughout the Army.

ACOM/ASCC/DRU	CP 16 Members
U.S. Army Materiel Command (AMC) - U.S. Army Research, Development and Engineering Command (RDECOM)	55%
U.S. Army Corps of Engineers (USACE)	10%
U.S. Army Test and Evaluation Command (ATEC)	9.50%
U.S. Army Medical Command (MEDCOM)	4%
U.S. Army Installation and Management Command (IMCOM)	4%
U.S. Army Acquisition Support Center (AASC)	4%
U.S. Army Materiel Command (AMC) -CECOM Life Cycle Management Command	3%
U.S. Army Materiel Command (AMC) - Army Aviation and Missile Command (AMCOM)	1%
U.S. Army Materiel Command (AMC) - TACOM Life Cycle Management Command.	1%
Other	8%

CP16 Operations - DA E&S (NC) CP16 is composed of engineers, scientists, and technicians in many disciplines and specialties. The types of technical training, work experiences, and accomplishments needed for professional development and career progression are closely tied to the organizations in which the careerists work. It is neither practical nor effective for the CP16 office through this ACTEDS Plan to specify which technical training is needed for the many disciplines and specialties of its careerists. Neither is it practical for this office to determine the

necessary qualifications and accomplishments for promotion and then evaluate individuals against these criteria. Rather, within CP16, these determinations have been decentralized so career decisions can be made by careerists, their first line leadership and senior officials in each careerist's organization.

The type of specialized technical training necessary for job performance should be determined by the careerist and the careerist's supervisor, with input from the careerist's mentor. Organizations frequently sponsor such unique technical training activities tailored to assist in the skills development of CP16 careerists. This ACTEDS Plan establishes policies and standards for such career development programs. Supervisors and other designated leaders are responsible for implementing these standards and for the introduction of initiatives to significantly enhance the professional development of each member of the CP16 workforce.

The mere accomplishment of prescribed training in support of a career development plan is not in itself a guarantee for success. Individuals must still balance factors such as on-the-job performance, cooperation, teamwork, education, and discipline in pursuit of self-development and advancement. The training and special development programs contained in this plan serve as useful suggestions and a common base, which all individuals can use as the foundation for their professional development. The dedication, initiative, and perseverance of each careerist will be another major gauge for success.

Because CP16 is decentralized, vacancy announcements for E&S (NC) positions generated by local personnel offices are not forwarded to the CP16 office. Rather, they are subject to various levels of distribution depending on the grade of the position, preferences of the supervisor, and local policy. USAJOBS is a U.S. Office of Personnel Management (OPM) website providing a one-stop repository of Federal job vacancies and employment information for the Federal Government. Careerists must register with USAJOBS at <http://www.usajobs.gov/> to post their resume and receive electronic mail notification of position vacancies.

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, sex, marital status, disability, age or sexual orientation.*

CAREER PROGRAM MANAGEMENT STRUCTURE: Section II, AR 690-950, Civilian Personnel Career Management, describes the roles and responsibilities at each level from the careerist to Secretary of the Army. Roles and responsibilities were later updated as outlined in the [revised guidance](#) from the Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA (M&RA)) Memorandum, Subject: Civilian Career Program Management Guidance, dated 21 APR 2011.

MOBILITY:

Functional Mobility – Although CP 16 careerists may be able to achieve their career goals within a single specialized area, multi-dimensional and multi-disciplined experience is an essential factor in individual professional development. CP 16 emphasizes multi-disciplinary experience, particularly for those personnel aspiring to progress to administrative and executive positions.

Geographic Mobility – Geographic mobility is often required to obtain the diverse experience required of GS-15 or Senior Executive Service level positions. Supervisors should encourage careerists 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. Effective 8 May 2008, mobility agreements are no longer required for civilian members of the Army Acquisition Corps; this comes with some exceptions for SES and other key personnel. See http://asc.army.mil/docs/policy/Elimination_Mobility_Agreement_Policy.pdf.

Training/Developmental Assignments – Department of the Army (DA) policy requires civilian employees selected for non-Government training in excess of 80 hours, or long-term training and developmental programs in excess of 120 calendar days (Government or non-Government) complete a service agreement before assignment to the training. The period of service will equal at least three times the length of the training, to begin upon the employee's return to duty following training completion. Approving officials will retain a copy of each signed agreement and monitor execution of the obligation period. View the Army "Continued Service Agreement" at http://cpol.army.mil/library/train/catalog/acs_form.pdf

SECTION II – OBJECTIVES

Short-Term Objectives:

- Provide careerists 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 careerist for progressively more responsible positions.
- Assist 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.
- Provide careerists with information on the Department of the Army Civilian Leader Development core courses.
- Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.

- Revise/update, as appropriate, information on course schedules and content.
- Expand the master training plans to include more information on developmental assignments, mandatory and recommended courses and sources of training.

Long-Term Objectives:

- Develop strategies to implement succession planning.
- Employ strategic human capital workforce planning assessments to identify competency gaps, define “gap” closure strategies and assess future workforce requirements.
- Develop and document strategic plans that define Career Program mission, vision, goals and articulate strategies to achieve them, in environments of consistent change.

SECTION III – CAREER LADDER

Professional Occupations - ACTEDS career paths for DA E&S careerists in professional occupational series are divided into four levels of progression. Above the entry level, career levels split into separate administrative and non-administrative tracks. Advancement occurs either through increasingly competent administrative ability or through demonstrated significant technical accomplishments. The career levels for the professional series are:

Entry (non-intern) Level (N) - These individuals are typically in grades GS-5 through GS-11. The primary purpose of training at this level is to gain knowledge of the Army, develop basic leadership skills, acquire knowledge of the functional area represented by their Sub career program, and, if necessary, complete those acquisition courses required for level 2 certification in their acquisition career field.

Entry (Intern) Level (I) - These individuals are typically in grades GS-5 through GS-11 in the Army Intern Program. The primary purpose of training at this level is to gain knowledge of the Army, develop basic leadership skills, acquire knowledge of the functional area represented by their Sub career program, and, if necessary, complete those acquisition courses required for level 2 certification in their acquisition career field.

Team Leader (T)/Journeyman (J) - This level typically includes individuals in grades GS-11 through GS-13. The primary focus of training should be to increase the technical knowledge and skills of the DA E&S (NC) careerist. More emphasis should also be placed on developing management and human relation skills for careerists who perform as Team Leaders. Work assignments should add to the depth and breadth of technical competence.

Supervisor (S)/Manager (M)/Senior Technical Specialist (STS) - At this level, CP16 careerists are typically in grades GS-13 through GS-15. Initial needs for careerists following the

administrative track are mandatory supervisory training courses. Subsequent training should advance supervisory and management skills and knowledge of national defense and domestic policy issues. These careerists should have earned a Master's degree or be enrolled in a graduate program that will lead to a Master's degree. At the GS-14 or GS-15 levels, careerists should plan to attend one of the senior service colleges. In the non-administrative track, training and developmental assignments should improve technical proficiency and broaden technical challenges. Careerists should be in positions that provide significant administrative or technical challenges.

Senior Executive Service (SES)/Leading Scientific Technical Expert (ST) - DA E&S (NC) careerists at this level are generally developed through broad-based assignments requiring staff contacts with top management, officials within the DoD, or industry. Executive development courses and management seminars are an integral part of this developmental process. At this level, most careerists will have earned advanced degrees. For the SES, leadership and management skills are paramount; knowledge of national defense policy issues is important. For the ST, training and assignments have a pronounced technical focus. Training and professional activities for technical experts must maintain contemporary in-depth knowledge of their technical specialties.

Technical Support Occupations –Technical support personnel in the following series are included under CP16:

- 0181 - Psychology Aid Technician
- 0404 - General Biological Science Technician
- 0802 - Engineering Technician
- 0856 - Electronics Engineering Technician
- 0895 - Industrial Engineering Technician
- 1311 - Physical Science Technician
- 1341 - Meteorological Technician
- 1521 - Mathematics Technician/Aid
- 1531 - Statistical Technician/Assistant

Special career progression beyond the maximum target grade is possible, providing the individual possesses the requisite education requirements outlined in the Office of Personnel Management's operating manual entitled "Qualification Standards for General Schedule Positions." The minimum qualifying prerequisite for successful progression into CP16 usually is a Bachelor's degree with a major in the targeted job series. Career paths for technicians have four levels of progression as follows:

Trainee or Aid - These individuals are typically in grades GS-01 through 04 due to minimum educational requirements not met for the GS05 entry level grade. The primary purpose of

training at this level is to gain knowledge of the Army, develop basic skills, acquire knowledge of the functional area, and, if necessary, complete the minimum educational requirements for GS05 entry level into their series.

Junior Technician/Specialist - Grades among this level are flexible; the higher the grade, the greater level of responsibility in terms of technical knowledge and leadership development. This level may include levels ranging from GS05 through GS-09. The primary focus of training should be to increase the technical knowledge and skills of the DA E&S (NC) careerist.

Senior Technician/Team Lead - At this level, CP16 technicians are typically in grades GS-09 through GS-12. More emphasis should also be placed on developing administrative and human relation skills for careerists who perform as Team Leaders. Work assignments should add to the depth and breadth of technical competence. Initial needs for careerists following the administrative track are mandatory supervisory training courses. Subsequent training should advance supervisory and management skills and knowledge of national defense and domestic policy issues. Progression to the professional series is possible at the GS09 level provided that the minimum requirements for the series in term of completion of a field related academic degree and relevant technical experience have been met.

Technical Lead/Supervisor - DA E&S (NC) careerists at this level are generally developed through broad-based assignments requiring staff contacts with top management, officials within the DoD, or industry. Civilian Education System development courses and management seminars are an integral part of this developmental process. For the TL, training and assignments have a pronounced technical focus. This is the highest level expected for technical support personnel without completion of a field related academic degree.

Note: See ANNEXES B, C, D and E for graphic representations of typical career progression ladders for interns, professional and technical support series.

Key Occupations - The FCR designates key positions. Usually positions in grades GS 14/15 and SES/ST in which incumbents have a unique impact on policy making or program management are considered key positions. Certain GS-13 positions may also be identified as key positions if deemed appropriate by the FCR. SES I - IV Positions within CP16 may include, but are not limited to: Leading Scientific Expert; Senior Technical Expert; and Senior Executive Service.

Mission Critical Occupations (MCO) - Occupational series designated by DoD and Dept of the Army as essential to current and future military and organizational mission accomplishment.

List of Occupational Series designated as MCOs within the CP16:

- 0801 - General Engineering
- 0802 - Engineering Technical

0830 - Mechanical Engineering
0840 - Nuclear Engineering
0854 - Computer Engineering
0855 - Electronics Engineering
0861 - Aerospace Engineering
0893 - Chemical Engineering
1301 - General Physical Science
1320 - Chemistry
1525 - Mathematics
1550 - Computer Science

SECTION IV – CAREER PROGRAM GENERAL CORE COMPETENCIES

General Core Competencies - The core competencies listed in this section correlate with the levels of the administrative and non-administrative tracks of the career ladders depicted in ANNEXES B, C, D and E. These competencies were developed by teams of senior engineers and scientists representing each functional area in the DA E&S (NC) Career Program. They give the careerist a general idea of the expectations and skills required at each level of progression, but are not necessarily all-encompassing. The training presented in this ACTEDS Plan has been selected primarily by experienced, senior engineers and scientists to serve as a common basis for acquiring the established competencies.

Intern (I) (typically GS 5-11) - These are recent college graduates who have been hired as part of a formal Intern Training Program. Core competencies are:

- Knowledge of the job.
- Knowledge of the local command.
- Knowledge of the Army.
- Knowledge of acquisition.
- Knowledge of functional area.
- General skills:
 - ✓ Knowledge of basic engineering and scientific skills and analytical abilities.
 - ✓ Ability to perform task planning and execution.
 - ✓ Skill in oral communication.
 - ✓ Skill in interpersonal relations.
 - ✓ Ability to assimilate data.
 - ✓ Skill in written communications.
 - ✓ Ability to perform in group dynamics.
 - ✓ Ability to manage time and resource.

Entry Level (N) (typically GS 5-11) - This is the entry level for most college graduates who are hired locally. Core competencies are:

- Knowledge of the job.
- Knowledge of the local command.
- Knowledge of the Army.
- Knowledge of acquisition.
- Knowledge of functional area.
- General skills:
 - ✓ Knowledge of basic engineering and scientific skills and analytical abilities.
 - ✓ Ability to perform task planning and execution.
 - ✓ Skill in oral communication.
 - ✓ Skill in interpersonal relations.
 - ✓ Ability to assimilate data.
 - ✓ Skill in written communications.
 - ✓ Ability to perform in group dynamics.
 - ✓ Ability to manage time and resources.

Technicians/Aids Entry Level (typically GS 01-05) - This is the entry level for most technicians/aids hired locally. Core competencies are:

- Knowledge of the job.
- Knowledge of the local command.
- Knowledge of the Army.
- Knowledge of acquisition.
- Knowledge of functional area.
- General skills:
 - ✓ Knowledge of basic engineering and scientific skills and analytical abilities.
 - ✓ Ability to perform task planning and execution.
 - ✓ Skill in oral communication.
 - ✓ Skill in interpersonal relations.
 - ✓ Ability to assimilate data.
 - ✓ Skill in written communications.
 - ✓ Ability to perform in group dynamics.
 - ✓ Ability to manage time and resources.

Team Leader (T)/Journeyman (J) (typically GS 11-13) - Team leaders are usually responsible for managing day-to-day operations of a particular work unit and carrying out directives from higher management levels. Work is characterized by work unit planning of both a technical and administrative nature, for example, overseeing the work, providing guidance to technical experts,

and accomplishing limited budgeting and personnel management functions. Core competencies are:

- Ability to perform basic supervisory responsibilities.
- Skill in allocating resources, controlling costs, and maximizing return on investment.
- Ability to make risk assessments and make decisions.
- Ability to perform technical program planning, direction, and execution.
- Knowledge of the materiel acquisition process.
- Knowledge of broad-based technology.
- Knowledge of Army philosophy, goals, and doctrine.
- Ability to apply a comprehensive understanding of DoD, Army, and other government activities, interfaces, and interactions.
- Ability to communicate well.
- Ability to perform as team leader.
- Knowledge of career development.

Journeyman (J) - Journeymen pursue the non-administrative technical path and seek to develop specialized technical knowledge in preparation for advancement to the next technical-level position(s). Additionally, journeymen should develop skills to become team leaders. Core competencies are:

- Skill in engineering, scientific, and analytical specialties.
- Ability to conduct technical project planning and execution.
- Knowledge of basic related specialties.
- Knowledge of applicable regulations.
- Knowledge of the basic materiel acquisition process.
- Skill in staffing procedures.
- Knowledge of organizational elements.
- Skill in formal briefing techniques.
- Ability to write reports.
- Knowledge of career development.
- Knowledge of contracting.
- Knowledge of team leader and supervisory skills and responsibilities.

Senior Technicians (typically GS09-11) - Senior Technicians pursue the technical path and seek to develop specialized technical knowledge in preparation for advancement to the next technical-level position(s). Additionally, Senior Technicians should develop skills to become team leaders. Core competencies are:

- Skill in engineering, scientific, and analytical specialties.
- Ability to conduct technical project planning and execution.

- Knowledge of basic related specialties.
- Knowledge of applicable regulations.
- Knowledge of the basic materiel acquisition process.
- Skill in staffing procedures.
- Knowledge of organizational elements.
- Skill in formal briefing techniques.
- Ability to write reports.
- Knowledge of career development.
- Knowledge of contracting.
- Knowledge of team leader and supervisory skills and responsibilities.

Supervisor (S)/Manager (M)/Senior Technical Specialist (STS)/ (typically GS 13-15) -

Supervisors are responsible for managing day-to-day operations of a particular work unit and carrying out directives from higher management levels. Work is characterized by work unit planning of both administrative and non-administrative nature, e.g., overseeing the work of and providing guidance to team leaders and technical experts and accomplishing budgeting and personnel management. Core competencies are:

- Ability to perform supervisory functions.
- Ability to lead people.
- Skill in allocating resources, controlling costs, and maximizing return on investment
- Ability to make risk assessments and to make decisions.
- Ability to perform technical program planning, direction, and execution.
- Knowledge of the materiel acquisition process.
- Knowledge of broad-based technology.
- Knowledge of Army philosophy, goals, and doctrine.
- Ability to apply comprehensive understanding of DoD, Army, and other government activities, interfaces, and interactions.

Manager (M) - Managers are careerists with broader, more complex responsibilities than supervisors. Managers manage supervisors, other managers, or are Product/Project/Program managers. Responsibilities may be similar to a supervisor, but generally involve coordinating work of several subunits and dealing with long-range issues. Core competencies are:

- Skill in managing an organization.
- Ability to establish organizational goals, priorities, and investment strategies.
- Skill in policy and decision making under uncertainty.
- Ability in technical program formulation.
- Knowledge of the materiel acquisition process.
- Knowledge of broad-based technology.

- In-depth understanding of and the ability to contribute to Army philosophy, goals, and doctrine.
- Ability to apply a comprehensive understanding of national/international policy and objectives.
- Skill in representing organizational policies, goals, and needs to external organizations.
- Skill in allocating resources, controlling costs, and maximizing return of investment.

Senior Technical Specialist (STS) - STS are recognized national/international experts in a technical field, who provide technical guidance and assessments at the command and DA level, and who represent Army technical positions at Joint, NATO, and international meetings. Senior technicians are also highly recognized for their technical skills in their field. Additional characterizations of STS are those who prepare technical publications, submit inventions for patents, and prepare and deliver national-level conference presentations. Core competencies are:

- Skill in engineering and scientific specialties as a nationally recognized expert.
- Ability to establish critical technological needs and formulate programs to advance state-of-the-art.
- Ability to chair national scientific conferences and symposia.
- Ability to serve as the Army/national representative to international technical forums.
- Knowledge of the anticipated worth of technical literature intended for publication.
- Ability to contribute invited technical papers to national/international journals.
- Comprehensive knowledge of technology transition mechanisms in the materiel acquisition process.
- Knowledge of fiscal processes.
- Ability to serve as a lecturer at universities and national technical society meetings.
- Knowledge of the acquisition process.

Senior Executive Service (SES) - SES are senior management experts, with leadership and management skills described by the Executive Core Qualifications (ECQ). The ECQs describe the leadership skills (executive experience and potential - not technical expertise) needed to succeed in the SES and reinforce the concept of an "SES Corporate Culture." The ECQs are:

- ECQ 1: Leading Change. This core qualification encompasses the ability to develop and implement an organizational vision which integrates key national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity-to continually strive to improve customer service and program performance within the basic Government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity and persistence, even under adversity. Competencies: Creativity and Innovation, Continual Learning, External Awareness, Flexibility, Resilience, Service Motivation, Strategic Thinking, and Vision.

- ECQ 2: Leading People. This core qualification involves the ability to design and implement strategies which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. Competencies: Conflict Management, Cultural Awareness, Integrity/Honesty, and Team Building.
- ECQ 3: Results Driven. This core qualification stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies. Competencies: Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, and Technical Credibility.
- ECQ 4: Business Acumen. This core qualification involves the ability to acquire and administer human, financial, material, and information resources in a manner which will instill public trust and accomplish the organization's mission, and to use new technology to enhance decision-making. Competencies: Financial Management, Human Resources Management, and Technology Management.
- ECQ 5: Building Coalitions/Communications. This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups both internal and external to the organization. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact on the work of the organization. Competencies: Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Savvy, and Written Communication.

Leading Scientific/Technical Experts (ST) – ST's are professionals who are judged by the degree to which they possess technical expertise in research, scientific, and engineering disciplines on a broad scale. Core competencies are:

- Ability as an internationally recognized expert in the individual's field of endeavor to provide significant accomplishments in the civilian and military sector.
- Skill in achieving significant technical contributions such that honors and awards are received from the Department of the Army.
- Ability to recognize new and expanded concepts in science and engineering as evident through authorship of patents and publications with references to these publications and patents appearing in the publications of others.
- Ability to serve professional technical organizations through active participation as a member, advisor, or chairperson of national and international committees and membership in professional societies.
- Skill in maintaining and fostering professional competency through active participation in teaching and university research supervision.

SECTION V – MASTER TRAINING PLANS (MTP)

GENERAL – The MTP is a customized plan based on organizational needs and delineates core training needs and training courses, starting with entry-level engineers and scientists who have not served as interns. It provides a logical career development plan for careerists at all levels from entry into the CP through SES/ST. Careerists who enter as interns will first follow the [Master Intern Training Plan](#) (MITP). After graduating from the intern program, careerists will then use the appropriate MTP, starting at the Team Leader/Journeyman level.

The training, education, and developmental assignments described on this plan are not intended to be all-inclusive; rather, the plan shows the range of courses that should be considered by careerists for career development planning. Training opportunities serve as a reference for careerists when preparing their IDPs. Employees are encouraged to identify and participate in the training that is necessary to fulfill mission requirements and to enhance their career progression. Their supervisors and the ACPMs may also suggest or recommend substitute courses to meet the requirements of the mission and the developmental needs of the workforce.

Career Levels - ACTEDS career paths for DA E&S careerists in professional occupational series are divided into four levels of progression. Above the entry level, career levels split into separate administrative and non-administrative tracks; see ANNEXES C, D and E for graphic representations of career levels for the administrative and non-administrative tracks. Advancement occurs either through increasingly competent administrative ability or through demonstrated technical ability and significant technical accomplishments. The career levels are:

Entry (non-intern) Level (N) - These individuals are typically in grades GS-5 through GS-11. The primary purpose of training at this level is to gain knowledge of the Army, develop basic leadership skills, acquire knowledge of the functional area represented by their sub career program, and, if necessary, complete those acquisition courses required for level 2 certification in their acquisition career field.

Team Leader (T)/Journeyman (J) - This level typically includes individuals in grades GS-11 through GS-13. The primary focus of training should be to increase the technical knowledge and skills of the DA E&S (NC) careerist. More emphasis should also be placed on developing management and human relation skills for careerists who perform as Team Leaders. Work assignments should add to the depth and breadth of technical competence.

Supervisor (S)/Manager (M)/Senior Technical Specialist (STS) - At this level, CP16 careerists are typically in grades GS-13 through GS-15. Initial needs for careerists following the management track are mandatory supervisory training courses. Subsequent training advances supervisory and management skills and knowledge of national defense and domestic policy issues. These careerists should have earned a Master's degree or be enrolled in a graduate

program that will lead to a Master's degree. At the GS-14 or GS-15 levels, careerists should plan to attend one of the senior service colleges. In the non-administrative track, training and developmental assignments should improve technical proficiency and broaden technical challenges. Careerists should be in positions that provide significant administrative or technical challenges.

Senior Executive Service (SES)/Leading Scientific Technical Expert (ST) - DA E&S (NC) careerists at this level are generally developed through broad-based assignments requiring staff contacts with top management, officials within the DoD, or industry. Executive development courses and management seminars are an integral part of this developmental process. At this level, most careerists will have earned advanced degrees. For the SES, leadership and management skills are paramount; knowledge of national defense policy issues is important. For the ST, training and assignments have a pronounced technical focus. Training and professional activities for technical experts must maintain contemporary in-depth knowledge of their technical specialties.

Core Competencies – The E&S (NC) core competencies for interns through professional occupational series careerists are listed under [SECTION IV](#) of this plan. These lists of core competencies will serve as a general guide to those capabilities required at different career levels. Core competencies differ somewhat among career levels and between administrative and non-administrative tracks. These differences must be considered when determining professional development needs. See [ANNEX F](#) for occupational series career maps.

Career Progression - The general patterns of career progression for professional and technical support series are shown in ANNEXES B, C, D and E. Careerists may move both vertically and laterally through the administrative and non-administrative tracks of their career ladder. As one progresses, however, the differing demands of each track make it increasingly more difficult to make lateral transitions without first obtaining the requisite experience within that specific track.

TRAINING AND DEVELOPMENT CATEGORIES - ACTEDS training and development activities are generally divided into two categories: Universal and Competitive Professional Development.

Universal Training - Universal training requirements provide standardized knowledge, skills, and abilities (KSAs) across the occupational area to all individuals who have similar duties and responsibilities. Universal requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. There are three universal training priorities:

Priority 1 (P1) - Mandatory. Typically, this training is a condition of employment. It must be successfully completed within a specific period and is expected to meet one or more of the following criteria:

- Employee must have this training to meet acceptable performance.
- Essential for mission accomplishment.
- Required by higher authority (Law, DoD, OPM) or required for acquisition certification, health, or safety reasons.
- Mandated by ASA (M&RA) as an ACTEDS leader-development core course.
- Must be essential functional intern training
- Examples of P1, mandatory training are Civilian Education System Leadership Development Courses through the Army Management Staff College at: <http://www.amsc.belvoir.army.mil/main/index.jsp> and Army Acquisition Workforce training from the Defense Acquisition University at : <http://www.dau.mil/Training/default.aspx>. Visit both websites for more information on requirements, standards and policies governing these certifications.

Priority 2 (P2) - Desirable. This is training that personnel should have for effective performance. The training:

- Provides skills, knowledge, and experience for careerists to achieve maximum job proficiency.
- Improves the quality of mission accomplishment.

Priority 3 (P3) - This training is recommended for all individuals to improve or enhance knowledge, skills and abilities (KSAs) needed on the job.

Competitive Professional Development (CPD) Training - CPD is training for which DA E&S (NC) careerists must apply and for which they must be competitively selected. The mode of training is usually Formal Classroom Training and may be either short or long term. Usually, this training is designed to develop these individuals for positions of greater responsibility. Competitive professional development generally consists of a combination of training in Army-sponsored programs and a series of developmental assignments.

Army Sponsored Programs - Competitive professional development can be achieved through established Army programs such as Senior Service Colleges, Defense Executive Leadership Development Program (ELDP) (<http://www.civiliantraining.army.mil/leader/Pages/ELDP.aspx>), Defense Senior Leader Development Program (DSLDP) (<http://www.civiliantraining.army.mil/leader/Pages/DSLDP.aspx>), Army Research and Study Fellowship (<http://cpol.army.mil/library/train/catalog/sarsf.html>), Training with Industry and the Army Management Staff College (<http://www.amsc.belvoir.army.mil/main/index.jsp>), as well as

CP16 sponsored programs, such as long-term training at colleges and universities. Details, application procedures, and application forms can be found in the Catalog of Army Civilian Training, Education and Professional Leader Development Opportunities, which is published on the Internet at <http://www.cpol.army.mil/>.

CP16 Developmental Assignments - Developmental assignments at HQ, DA, or HQ of Army Commands (ACOM); Army Service Component Commands (ASCC) and Direct Reporting Units (DRU) are usually for one year. They provide unique opportunities for candidates to broaden and deepen their leadership and management skills. The DA E&S (NC) CP Office announces long-term training opportunities through Army Career Tracker at <https://actnow.army.mil> and through ACOM/ASCC/DRU command channels. Application procedures are contained in each announcement. Developmental assignments to strengthen technical expertise include research positions in academia, training with industry, and work at other federal or national laboratories, other Armed Forces Research, Development, and Engineering Centers (RDECs), foreign RDECs or laboratories, and other sections of the same ACOM/ASCC/DRU. Reciprocity of assignment of an individual from the other organizations is not required but is clearly desired and is normally beneficial to both organizations. These individuals are ambassadors from the Army and should be carefully briefed before their assignment. Participants may incur a continued service obligation based on the type and duration of the assignment.

Opportunities for competitive professional development are limited and must be broadly publicized and supported at ACOM/ASCC/DRU, Major Subordinate Command (MSC) and activity levels so that all eligible careerists are aware of these opportunities and are given the opportunity to apply. ACPMs and supervisors must assure that nomination procedures include all eligible careerists with particular attention being given to minorities, women, and those who may be disabled.

Master Intern Training Plan (MITP) - The DA E&S (NC) Intern Program is competitive and centrally managed and funded. Selection of DA interns is based on their education and potential. During training, interns are assigned to the DA ACTEDS Student Detachment Table of Distribution and Allowances (TDA). While assigned to the Student Detachment TDA, ACTEDS interns are protected from any personnel reduction actions (such as reduction in force) at their intended commands. Salaries and entitlements are centrally funded either for two years or until the intern reaches the target grade, whichever occurs first. Training costs that exceed available central funding may be augmented by their intended command. After two years of central funding, the intern is assigned to the local TDA (either at the ACOM/ASCC/DRU or MSC/Activity level) where both salary and costs for any additional training necessary to reach the target grade are assumed by the local command.

Evaluation - All interns will be evaluated according to AR 690-400, Total Army Performance Evaluation System (TAPES). Special evaluations will be prepared to keep track of performance if the intern rotates from one supervisor to another. Using the MITP, the IDP, and input from the intern, raters will establish critical objectives to document the training to be accomplished. Requirements will be developed for the semiannual and annual rating period. Reviews by the supervisor determine the intern's performance, potential for advancement, future assignments, and training needs. All raters who will be training the intern during the rating period should participate in developing the objectives. The ACPM is the senior rater.

Oak Ridge Institute for Science and Education (ORISE) - Undergraduate, graduate and doctorate students. Enhances professional development in science, mathematics and engineering. Primary participating agencies at Aberdeen Proving Ground include US Army Public Health Command, US Army Medical Research Institute and Chemical Defense (USAMRICD) and US Army Research, Development and Engineering Command (USARDECOM). See <http://orise.orau.gov/science-education/internships-scholarships-fellowships/recent-graduates.aspx> for more information.

Science, Mathematics, and Research for Transformation (SMART) - The DoD offers scholarship to undergraduate, master's and doctoral students who have demonstrated ability and special aptitude for training and education in Science, Technology, Engineering and Mathematics (STEM) fields as part of an outreach effort to bring new talent and skills to the into the Department of Defense (DoD). Students are allowed to continue their research in civil service roles after completing the program. For more information on the SMART program visit: <http://www.asee.org/smart> .

Master Training Plan for Technicians - Technicians in the following series are included in CP16:

- 0181 Psychology Aid and Technician
- 0404 Biological Science Technician
- 0802 Engineering Technician
- 0856 Electronics Technician
- 0895 Industrial Engineering Technician
- 1311 Physical Science Technician
- 1341 Meteorological Technician
- 1521 Mathematics Technician
- 1531 Statistical Assistant

Career Levels - Career paths for technicians have several levels of progression as follows:

- a. Student/Trainee/Aid – typically GS 01/02/03/04/05
- b. Junior Technician/Specialist – typically GS05/06/07/08

c. Senior Technician/Team Lead – GS09*/10/11/12

d. Supervisor/Technical Lead – GS-13**

* Possible transition to professional series at the GS09 level and above upon completion of an academic degree.

** Atypical circumstances; highest possible grade without completion of an academic degree; Refer to [ANNEX E](#).

Career Progression - The general patterns of career progression for DA E&S (NC) technicians are shown in [ANNEX E](#). Individual experience and skills essentially determine movement through the various grade and career levels. Special career progression beyond the maximum target grade is possible, providing the individual possesses the requisite education requirements outlined in the Office of Personnel Management’s operating manual entitled “Qualification Standards for General Schedule Positions” found under:

<http://www.opm.gov/Qualifications/standards/group-stds/gs-tech.asp>. The minimum qualifying prerequisite for successful progression into CP16 professional series usually is a Bachelor’s degree with a major in the targeted job series.

Competencies - Competencies consist of the necessary technical knowledge and skills as well as general abilities such as communications, teaming, managing, and organizing.

Technical Competencies - For CP16 technicians, required technical capabilities are usually specific to areas of specialization such as research, development, design, application, evaluation, construction, inspection, repair, production, standardization, test and operation. Technical competencies are also determined by the end product sought. Examples are the application of theories, principles, practical concepts, and processes including: Biology; Physical Science disciplines; Quality Assurance; critical inquiry and scientific methodology; problem solving; creativity and innovation; attention to detail; planning and evaluating; team building; and basic knowledge of budget processes. Technical competencies for technicians frequently require significant skill in the practical application of established methods and techniques including generating technical data, information, and reports; establishing test and operational methodology; and the setup and operation of equipment or processes.

CORE COMPETENCIES :

Oral Communication - Ability to express information effectively (for example, ideas or facts) to individuals or groups, taking into account the audience and nature of the information (for example, technical, sensitive, controversial) as well as the ability to listen effectively to others and to respond appropriately.

Written Communication - Ability to understand and interpret written material, including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and to apply what is learned from written material to specific situations. Knowledge and use of correct English grammar, punctuation, and spelling with the ability to communicate information (for example, facts, ideas, or messages) in a succinct and organized manner and to produce written information, including technical material that is appropriate for the intended audience.

Computer Literacy - Knowledge of automated procedures used in the work area with the ability to understand and operate computer applications related to specific work production or administrative requirements.

Decision Making - Ability to specify goals and obstacles to achieving those goals, to generate alternatives, to consider risks, and to evaluate and choose the best alternative to reach a decision, make a determination, draw conclusions or solve a problem.

Interpersonal Skills - Ability to display understanding, friendliness, courtesy, tact, empathy, cooperation, concern, and politeness to others and to relate well to people from diverse or different backgrounds and in different situations.

Information Management and Organization - Skill in identifying a need; gathering, organizing, and maintaining information; determining its importance and accuracy; and communicating it by a variety of methods.

Reasoning - Ability to discover or select rules, principles, or relationships between facts and other information.

Teamwork - Ability to encourage and facilitate cooperation, pride, trust, and group identity, to foster commitment and team spirit, and to work with others to achieve goals.

Customer Service - Ability to work and communicate with clients and customers to satisfy their expectations; committed to quality service.

Training - Training and development for technicians and research laboratory mechanics should emphasize developing and improving competencies required for the position held as well as preparing them for positions that are more responsible. On the Job Training (OJT) or working with senior, experienced personnel is the most common method used to develop technical competencies. Training plans should be designed to provide training, education, and developmental assignments that enhance job performance and prepare high potential individuals for advancement. Supervisors should select work assignments that provide a variety of experiences and developmental opportunities.

Individual Training Plan (IDP) - An IDP will be prepared within 30 days of appointment as a federal employee. For more information see AR 690-950. The IDP is used to facilitate career progress, recordkeeping and career planning discussions among interns, their mentors, and supervisors to foster the early development of interns into fully productive members of the Army. It encourages a deliberate thought process requiring the development of both short- and long-term career goals; identification of training and developmental assignments and opportunities; and periodic reevaluation of progress. The ACPM and the local civilian personnel training office must approve the IDP, which may be used in conjunction with TAPES. As each portion of the intern's formal training or OJT is completed, the appropriate supervisor will complete the documentation section of the IDP.

Core competencies should be used to structure IDPs by the supervisor and the careerist.

Generally, these plans should cover at least the following:

- Army orientation for new government employees;
- Orientation to the mission and functions of the organization to which the technician is assigned;
- Mandatory and appropriate Army Civilian Leadership, Common Core training and other courses needed for assignment-specific duties;
- Computer skills courses;
- Self-development courses and activities;
- Rotational OJT;
- College level technical courses to acquire and improve technical skills.
- Leadership development courses such as Supervisors Development Course; Manager Development Course; and those under the Civilian Education System (CES) at the Army Management Staff College: <http://www.amsc.belvoir.army.mil/ces/sdc/>.

Self-Development Activities - In addition to training outlined in the MTP, DA E&S (NC) careerists at all levels are encouraged to undertake individual self-developmental activities. Careerists should seek to increase their awareness and depth of knowledge in their specific and other related disciplines, including key defense sciences and technologies, public affairs, public administration, and domestic and foreign policies. Some recommended self-development components are:

1. Professional reading programs.
2. Correspondence courses.
3. Technical papers.
4. Participation in professional societies.
5. Presentations.
6. Opportunities for study at nearby colleges or universities.

7. Seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations. See ANNEXES H and I for examples of selected E&S associations, societies, and organizations that offer self-development opportunities.

Training Requests - Careerists are advised to maintain a well-developed IDP that anticipates training needs at least one year in advance. In almost all cases, absence for training and associated costs (to accommodate or support training) require planning at least several months in advance to gain a classroom quota and approval. Thus, requests for training must be initiated by the careerist and approved at the local level in accordance with the timing and procedures established at each command/activity. Although many systems are available for maintaining employee IDPs, the preferred location is the Army Career Tracker at <https://actnow.army.mil/>. For members of the Acquisition Workforce should also use the Career Acquisition Management portal at: <https://rda.altess.army.mil/camp/>.

SECTION VI – CIVILIAN ACQUISITION WORKFORCE

GENERAL – Members of CP16 may also be members of the Army’s civilian acquisition workforce and subject to the Army’s acquisition personnel related guidelines. This section outlines key Department of Defense (DoD) directives, instructions, and manuals governing the management of the Army Acquisition Workforce (AAW). Chapter 87 of Title 10, United States Code, The Defense Acquisition Workforce Improvement Act (DAWIA), mandates standard acquisition policy and procedures within all DoD acquisition organizations. An outgrowth of DAWIA is a Career Development Program for acquisition personnel that are designed to enhance the qualifications of personnel performing acquisition-related functions. Its objective is the centralized career management of members of the Army Acquisition Corps (AAC) and selected members of the AAW as well as the centralized selection of the best-qualified persons for Program Executive Officers (PEOs), Program/Project/Product Managers (PMs), and other key acquisition positions. Because the policies and practices of the AAW continue to evolve, CP16 E&S (NC) AAW careerists should monitor AAW developments at the Army Acquisition Support Center website at: <http://asc.army.mil> and the Defense Acquisition University (DAU) at : <http://www.dau.mil/Training/default.aspx>.

Applicability - This section applies to all DA E&S (NC) employees who hold acquisition positions and to DA E&S (NC) interns. DA E&S (NC) careerists are assigned to a significant number of acquisition positions therefore should know the education, experience, and training standards, and the necessary steps for successful career development and advancement as members of the civilian AAW. Before graduating from the intern program, DA E&S (NC) interns should have sufficient training and experience to qualify for acquisition positions.

Responsibilities - Within the AAW, incumbents of the positions shown below have been identified as having unique requirements, roles, and responsibilities in the acquisition of the goods and services needed to train, deploy, and sustain Army forces.

Army Acquisition Executive (AAE) - The AAE is designated by the Secretary of the Army to develop and administer acquisition programs and policies and to establish and maintain the AAC. The AAE also establishes and chairs the Acquisition Career Program Board (ACPB) that manages all aspects of career development for employees in the acquisition workforce.

Director of Acquisition Career Management (DACM) - The DACM is appointed by the AAE to assist in the accession, training, education, and career development of the AAW. The DACM serves as the Director of the AAC and directs the Army's implementation of the requirements set forth in the DAWIA. The DACM also identifies and manages Critical Acquisition Positions (CAPs) and provides funding to Corps Eligible employees who are pursuing advanced training.

Acquisition Career Program Board (ACPB) - The ACPB advises the AAE on managing the accession, training, education, retention, and career development of civilian personnel in the acquisition workforce and in selecting individuals for the AAC. Except for certification, the board reviews and makes recommendations on waivers to any or all of the accession requirements of the AAC.

Acquisition Career Management Advocates (ACMAs) - The ACMAs are appointed by the ACOM/ASCC/DRU, Major Subordinate Command, and Activity Commanders as the senior civilian leaders of the AAC at these commands/activities. The ACMAs serve as principal advisors on acquisition career development policy, procedures, programs, and management. They are the immediate and direct recipients of all information issued by the DACM and ensure that all members of the AAC have equal and timely access to information and opportunities.

Members of the AAW - Positions throughout the Army are designated either acquisition or non-acquisition. The AAW consists of personnel who encumber acquisition positions and persons who are in acquisition development programs.

Critical Acquisition Positions (CAP) - All civilian acquisition positions at the grade of GS-14 or higher are designated as CAPs. Only members of the AAC can be appointed to these positions. The DAWIA requires an annual rotational review of personnel who have been incumbents of the same CAP for five or more years. The purpose of this review is to determine whether the government or the incumbent would be better served by his or her reassignment to a different position within the AAC. The Civilian Acquisition Personnel List (CAPL) is the official Army-wide listing of all civilian acquisition positions throughout the Army. It is reviewed annually.

AAC - Members of the AAC who have met codified (DAWIA) education, experience, and training meet the qualifications of acquisition professionals. The AAC consists of selected military officers in the rank of Major and above and civilian personnel in grades GS-13 and above who have applied for and meet the requirements for membership.

Membership in the AAC - Entry into the AAC is governed by the following criteria: Membership criteria is defined in the Army supplement to the Department of Defense Desk Guide for Acquisition, Technology, and Logistics Workforce Career Management at http://asc.army.mil/docs/pubs/Army_Supplement_DOD_Desk_Guide_ALT.pdf

Waiver of Membership Requirements - The ACPB may waive any or all of the requirements for an individual if the board certifies that the individual possesses significant potential for advancement to levels of greater responsibility and authority, based on demonstrated analytical and decision-making capabilities, job performance, and qualifying experience. The career level certification requirement may not be waived.

Acquisition Civilian Record Brief (ACRB) - The ACRB is the written instrument used by individuals to record education, training, and experience. When a new level of certification standards has been completed and recorded, the updated ACRB is submitted to the individual's certifying official for approval. Detailed instructions for completing the ACRB may be found at the AAC homepage (<http://asc.army.mil>). AAW members, individuals who do not currently occupy acquisition positions, and individuals new to the Army acquisition community should follow instructions at this webpage to generate a new ACRB or update an existing ACRB. AAC members and CDG members should coordinate revisions of their ACRBs with U.S. Army Human Resource Command (HRC) Functional Acquisition Specialists (FASs). A complete listing of the FASs identified by functional area can also be found on the AAC homepage (<http://asc.army.mil>).

Certification Program - Certification for entry into the AAW is a review process during which, certifying officials determine whether individuals meet the mandatory standards established for an Acquisition Career Level (ACL) in an Acquisition Career Field (ACF). Acquisition personnel must be certified in the ACL and ACF that match the ACL and Acquisition Position Code (APC) of the acquisition positions they occupy. Positions with APCs that lack corresponding ACFs do not have separate education, training, and experience standards. Acquisition personnel occupying such positions must meet the corresponding ACL requirements for their particular ACF. Career level certification applies to the entire acquisition workforce and is governed by DoD 5000.52, and DoD Instruction 5000.58. The Army certification program requires that individuals assigned to acquisition positions meet the applicable mandatory education, training, and experience standards established in DoD 5000.66. Additionally, as they advance in grade and responsibility

AAW members should achieve certification in their primary ACF as well as two additional ACFs. Certification ensures that acquisition personnel are qualified in terms of education, experience, and training to perform the duties of their assigned acquisition position/career field. Each APC and ACF is divided into three ACLs for the purpose of establishing education, training, and experience standards.

Level 1 (Basic Level) - This is generally for individuals in the grades of GS 05-08. Basic level training standards are designed to establish fundamental qualifications and expertise in the individual's job series/functional area or career field. Development at the basic level lays the foundation for career progression and is designed to prepare qualified, motivated persons for positions of increasing responsibility.

Level 2 (Intermediate Level) - This level is generally for individuals in the grades of GS 09-12. At this level, specialization is emphasized, and individuals should begin to broaden their background toward a more general expertise in the overall processes of the career field. Development of experience in the individual's primary career field should be followed by a lateral movement to a related specialty.

Level 3 (Senior Level) - When an individual reaches the senior levels of acquisition management - grade GS-13 and above - they should have completed the mandatory training and education requirements (or equivalents) of that level. They should have advanced through a career pattern that has given them depth of knowledge in their functional area and breadth of knowledge across the entire acquisition process. In addition, at this level, advanced acquisition education and training are essential.

Certification Standards - Acquisition workforce certification standards are constantly changing. The most current standards are available at <http://icatalog.dau.mil/onlinecatalog/CareerLvl.aspx>

Civilian Acquisition Career Development Model - This guide is maintained by the United States Army Acquisition Support Center (USAASC). Refer to page three at this link: http://asc.army.mil/docs/pubs/ACD_Quick_Reference_Guide_LAYOUT_09-21-10.pdf

Mobility Requirements - To ensure growth beyond qualification standards established in public law and DoD policy, the further development of acquisition professionals requires specialized training and education, plus a variety of job experiences. Mobility enhances professionalism and career progression opportunities, develops members for senior CAPs, meets organizational and management needs, and improves the overall effectiveness of Army acquisition processes. Generally, mobility only becomes a consideration for AAW/AAC members when they apply for centrally selected board positions, certain long-term training programs, and competitive development programs, such as entry into the CDG. There are three types of voluntary mobility:

Functional Mobility - Functional mobility consists of a new assignment within the same commuting area but to a position in (1) another ACF, (2) another functional area within an ACF, or (3) a subspecialty within a functional area or ACF.

Organization Mobility - Organizational mobility refers to a new assignment within the same commuting area to a different office or command level.

Geographic Mobility - Relocation outside the commuting area. Effective 8 May 2008, mobility agreements are no longer required for civilian members of the Army Acquisition Corps; this comes with some exceptions for SES and other key personnel. See http://asc.army.mil/docs/policy/Elimination_Mobility_Agreement_Policy.pdf.

Voluntary mobility of all three types is desirable, and encouraged, and is considered career enhancing. Due to fiscal constraints, geographical mobility may be limited.

Continuous Learning Policy - The Acquisition Corps continuous learning policy is located at http://asc.army.mil/web/wp-content/uploads/2013/06/Army-CL-Policy_12June2013.pdf
Critical Acquisition Positions and Key Leadership Positions The Office of the Assistant Secretary of the Army, Acquisition, Logistics and Technology (ASAALT) governs the policy for key acquisition positions. The most recent policy can be viewed at [http://asc.army.mil/docs/policy/Designation_of_Critical_Acquisition_Positions_\(CAPs\)_and_Key_Leadership_Positions_\(KLPs\).pdf](http://asc.army.mil/docs/policy/Designation_of_Critical_Acquisition_Positions_(CAPs)_and_Key_Leadership_Positions_(KLPs).pdf)

ANNEXES

ANNEX A - Mentoring
ANNEX B - Career Progression Levels for Professional Occupational Series - Interns
ANNEX C - Career Progression Levels for Professional Occupational Series – Administrative Track
ANNEX D - Career Progression Levels for Professional Occupational Series – Non-Administrative Track
ANNEX E - Career Progression Levels for Technical Support Occupational Series – Technician
ANNEX F - Career Ladders and Maps
ANNEX G – Master Intern Training Plan
ANNEX H: Acronyms and Terms
ANNEX I: References

ANNEX A

Mentoring & Coaching

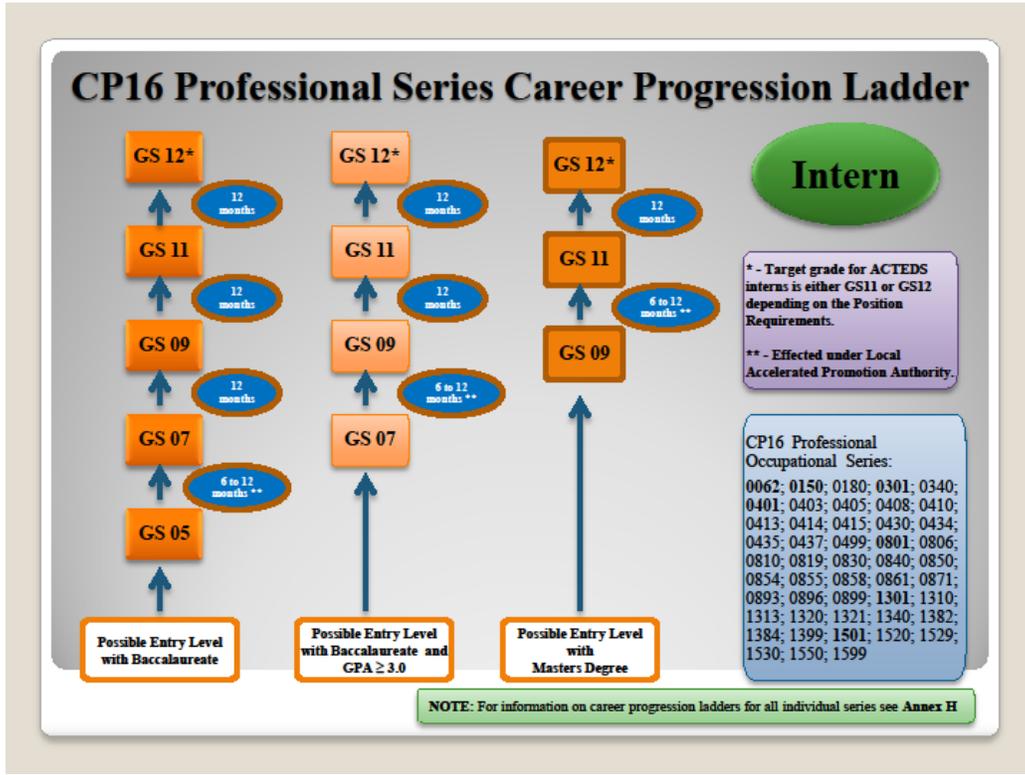
Mentoring involves counseling others through formal or informal methods. A mentor willingly serves as a role model for his/her associate, sharing organization insights and lessons learned. Mentors provide sound advice on career development goals, strategies, and options. Coaching involves clearly communicating performance expectations and openly sharing information for the benefit of the organization. Coaches also model and communicate the values, behaviors, and work practices expected of the workforce. Like a mentor, coaches provide constructive feedback. Coaching is normally done in the context of a supervisor-employee relationship, and can be a daily activity.

Managers or non-managers, either internal or external to a careerist's organization may perform mentoring. CP 16 careerists are encouraged to seek appropriate mentor(s). However, whether or not you have a mentor-mentee relationship is entirely up to you. Careerists may choose to have more than one mentor. The need for a mentor should be discussed by you and your supervisor.

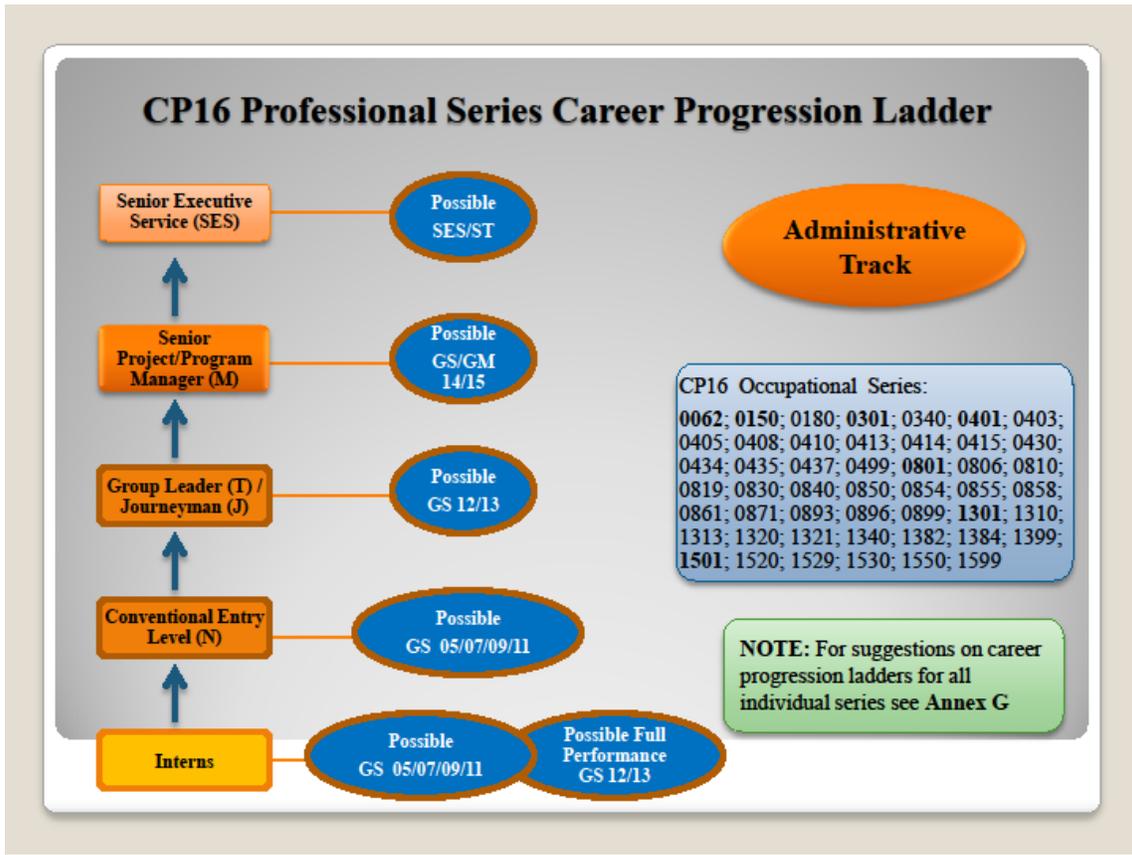
Mentoring involves guiding and nurturing the growth of others through various stages of their development. Mentoring is a technique with strategies and practices that can be learned. Generally speaking, a mentor is someone of substantial experience, talent or professional standing who nurtures the career of an associate. Mentoring can be conducted through a formal program or by an informal understanding between a mentor and associate. The best mentors combine technical competence, business acumen, relevant experience, the ability to effectively communicate, and most importantly the ability to listen and provide candid and constructive feedback. A successful mentor will at a minimum:

- Assist you with recommendations for training and work experience at each career level.
- Work with you to seek appropriate assignments, training and exposure.
- Act as an advisor for your career decisions, and provide necessary information about important organizational issues.
- Meet frequently and regularly with you to review progress.
- Care about you.

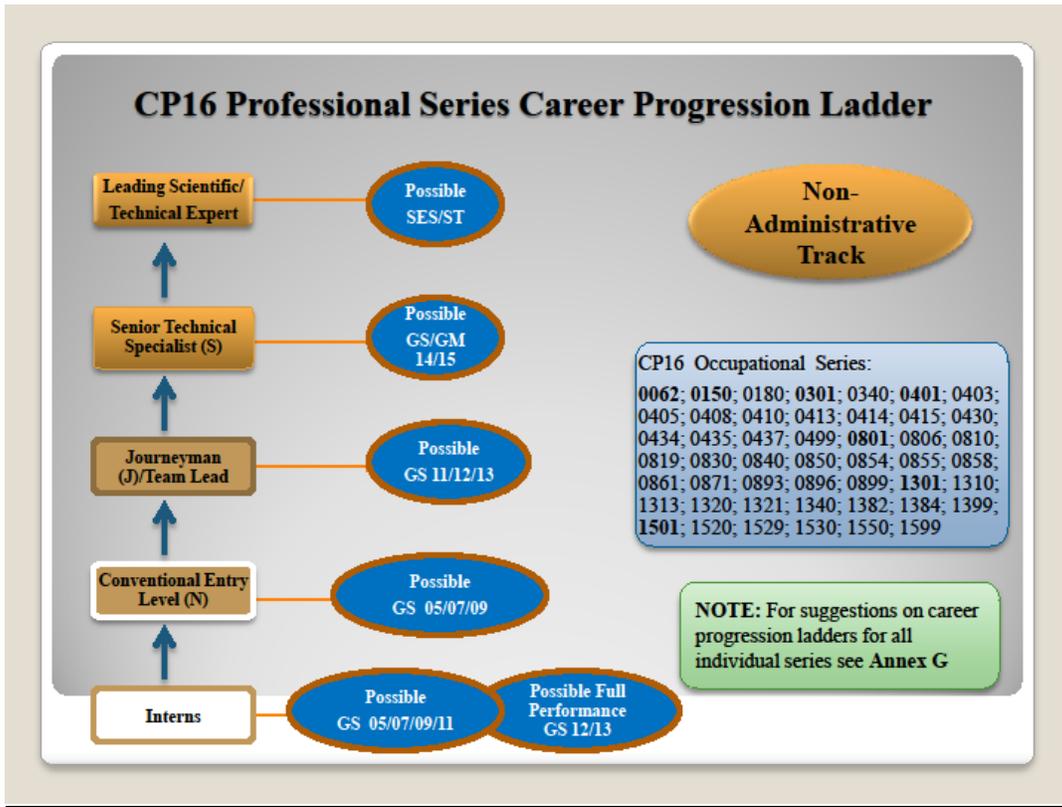
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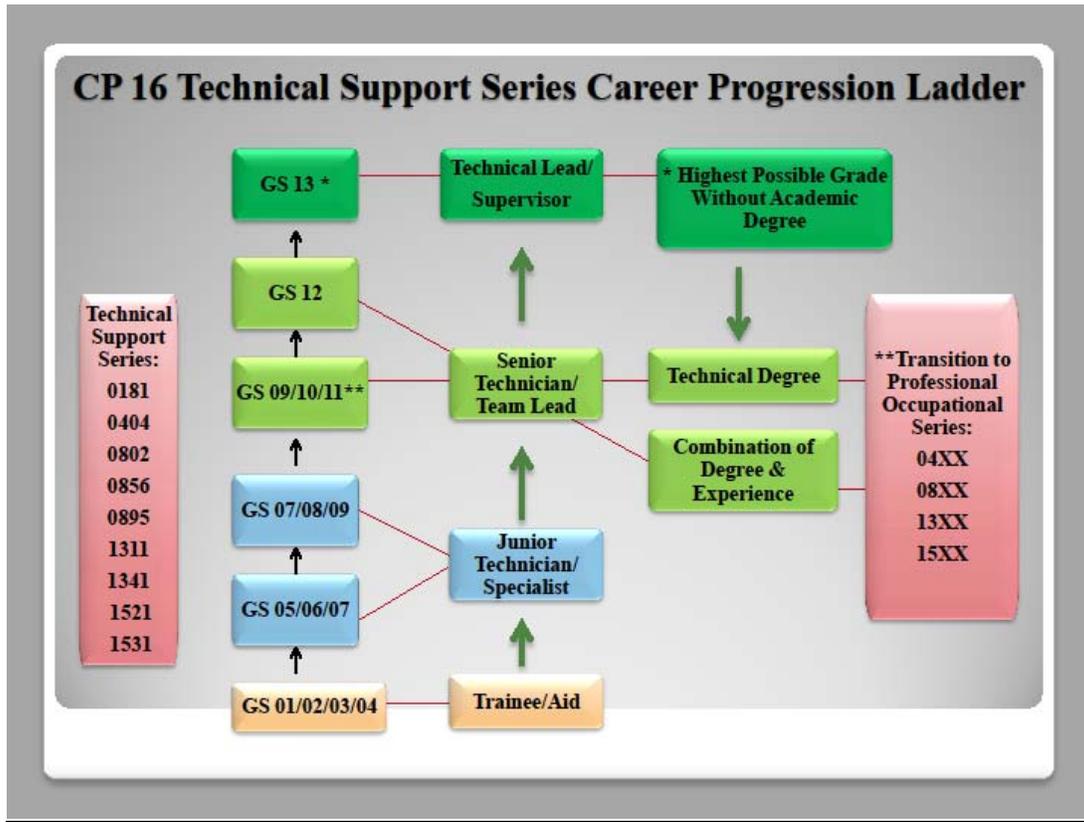
ANNEX C



ANNEX D



ANNEX E



ANNEX F

Career Maps

CP16 personnel occupational series career maps are located at
http://www.asamra.army.mil/cwt/careermaps_cp16.cfm

ANNEX G

Master Intern Training Plan

General

The DA E&S (NC) Intern Program is competitive and centrally managed and funded. Selection of DA interns is based on their education and potential. During training, interns are assigned to the DA ACTEDS Student Detachment Table of Distribution and Allowances (TDA). While assigned to the Student Detachment TDA, ACTEDS interns are protected from any personnel reduction actions (such as reduction in force) at their intended commands. Salaries and entitlements are centrally funded either for two years or until the intern reaches the target grade, whichever occurs first. Training costs that exceed available central funding may be augmented by their intended command. After two years of central funding, the intern is assigned to the sponsoring organization where both salary and costs for any additional training necessary to reach the target grade are assumed by the local command.

Core Competencies - The DA E&S (NC) Intern Program is designed to provide the knowledge, skills, and abilities for successful performance at the journeyman level.

- Knowledge of job. The intern should learn what knowledge, skills, and abilities are necessary to perform the job, what job output is expected, and how the intern's effort contributes to the overall mission.
- Knowledge of the local command. The intern should know the mission of the local command and how the local command fulfills its mission. Through on-the-job training (OJT), details, and shadow assignments, the intern will become aware of the variety of positions available locally and the knowledge, skills, and abilities required to qualify for these positions.
- Knowledge of the Army. The intern should have a thorough understanding of Army structure, command, planning, budgeting, and management. Additionally, interns should know how requirements for technology under development by their commands are established and utilized by the Army.
- Knowledge of Acquisition. When the intern's career plan includes becoming a member of the Army Acquisition Workforce, (i.e., the intern's target position is an acquisition position), the intern must complete all of the acquisition courses required for Level 2 certification. At a minimum and usually only when the intern will definitely not become a member of the Army Acquisition Workforce, the intern should complete the acquisition

courses required for Level 1 certification in Acquisition Career Field "S," "System Planning, Research, Development and Engineering".

- Knowledge of Functional Area. In addition to common training, each functional area has specific training requirements. Interns should complete those organizationally determined government and industry courses that provide knowledge specific to their functional area during the course of their internship.

Progression

Intern progression is achieved through noncompetitive promotion when training and time-in-grade requirements are met. The length of training for the intern and final job placement is determined by the employing organization. ACTEDS funding for centrally managed interns is limited to 24 months or when the intern reaches the target grade, whichever occurs sooner. The target grade for interns is typically GS-11 or GS-12, depending on the full performance level of the intern's target position in the organization. When the intern's program exceeds 24 months, the intern must be moved to the organization's TDA. The intern's organization is then responsible for funding any additional salary, training, or expenses.

Mobility

An employment and mobility agreement is required as a condition of employment for all centrally funded interns (AR 690-950, 3-24). Mobility allows management to place graduating interns in available permanent target positions DA wide. Most interns will be able to achieve their career goals in their respective geographic areas; however, a geographic move may be necessary to obtain developmental experience. Interns need to be mobile so that skills can be developed at a variety of organizational levels consistent with career goals and the needs of the Army.

Evaluation

All interns will be evaluated according to AR 690-400, Total Army Performance Evaluation System (TAPES). Special evaluations will be prepared to keep track of performance if the intern rotates from one supervisor to another. Using the MITP, the IDP, and input from the intern, raters will establish critical objectives to document the training to be accomplished. Requirements will be developed for the semiannual and annual rating period. Reviews by the supervisor determine the intern's performance, potential for advancement, future assignments, and training needs. All raters who will be training the intern during the rating period should participate in developing the objectives. The ACPM is the senior rater.

Training Phases

Intern training requirements are categorized by and associated with the intern's career development phases. To the maximum extent possible, interns and supervisors should establish learning objectives and plan attendance at the appropriate training during each phase. The focus of this effort is to be sure that there are no obvious gaps in training as the intern progresses through different career development phases.

- Phase I, Orientation. This phase (the initial 6-9 months) is designed to give the DA E&S (NC) intern a general orientation to federal employment, the Army, and the intern's organization. Based on individual needs, this phase may include training in general skills such as writing, briefing techniques, and automation applications. The training in this phase should also focus on developing basic leadership skills and introducing specialty and job-related formal training in the full range of functional skills. The Civilian Education System (CES) Foundation course and the Action Officer Development Course is completed in this phase. For interns in acquisition workforce positions, the acquisition courses required for Level 1 certification should be completed.
- Phase II, Training on the Job (OJT) and Rotations. OJT and rotations are an important supplement to formal functional and acquisition training. OJT offers multiple benefits: It prepares interns for the challenges they will face, while allowing others to assess the intern's ability to do the job. OJT, rotational assignments, and formal technical training should be provided during this phase. The intern should be allowed to apply skills learned. OJT should directly relate to the intern's projected position as a journeyman. The intensity of the training will depend on the intern's background and how close this background meets job requirements. When on the job, the intern receives written and oral instructions on the nature and priority of work to be done. The intern's work will be reviewed and the supervisor will have frequent discussions with the intern regarding work completed and work still in progress. Progress is evaluated to assess capabilities, comprehension of subject matter, and initiative. The CES Basic course is completed during this phase. For interns in acquisition workforce positions, the acquisition courses required for Level 2 certification should be completed.
- Phase III, Advanced Specialty Training. This phase is designed to provide interns with advanced skill development in their specialty through intensive OJT and functional area training in preparation for graduation to the journeyman level. Counseling by the mentor and supervisor should now focus on job placement and performance. Advanced academic training should be completed or nearing completion.

IDP

An IDP will be prepared within 30 days of an intern's appointment as a federal employee. See AR 690-950, paragraph 3-17.

- The IDP is used to facilitate career progress, recordkeeping and career planning discussions among interns, their mentors, and supervisors to foster the early development of interns into fully productive members of the Army.
- It encourages a deliberate thought process requiring the development of both short- and long-term career goals; identification of training and developmental assignments and opportunities; and periodic reevaluation of progress.

ANNEX H

List of Acronyms

AAC	Army Acquisition Corps
AART	Advanced Acquisition Reform Training
ACA	American Counseling Association
ACAP	Army Career and Alumni Association
ACCES	Army Civilian Career Evaluation System
ACCMO	Ammunition Civilian Career Management Office
ACE	American Council On Education
ACFP	Army Congressional Fellowship Program
ACFSC	Army Community And Family Support Center
ACP	Army Comptrollership Program
ACPM	Activity Career Program Manager
ACTEDS	Army Civilian Training, Education, And Development System
ADT	Academic Degree Training
AFIT	Air Force Institute Of Technology
AIPD	Army Institute For Professional Development
AirWC	Air War College
ALMC	Army Logistics Management College
AMC	Us Army Materiel Command
AMCP	Ammunition Management Career Program
AMSC	Army Management Staff College
AODC	Action Officer Development Course
AR	Army Regulation
ASA(M&RA)	Assistant Secretary Of The Army (Manpower & Reserve Affairs)
ATAP	Army Tuition Assistance Program
ATRRS	Army Training Requirements And Resources System
ATTN	Attention
AWC	Army War College
AWC-DE	Army War College-Distance Education
BART	Basic Acquisition Reform Training
BSI	Bachelor Of Science In Intelligence
CAL	Center For Army Leadership
CDLAMP	Center for Defense Leadership And Management Program
CEO	Career Enhancement Opportunity

CES	(Army) Civilian Education System
CFR	Code Of Federal Regulations
CHRA	Civilian Human Resource Agency
CHRTAS	Civilian Human Resource Training Application System
CIO	Chief Information Officer
CIPMS	Civilian Intelligence Personnel Management System
CLDAP	Civilian Leader Development Action Plan
CLTD	Civilian Leadership Training Division
COMSCI	Commerce Science & Technology Fellowship Program
CONUS	Continental United States
CP	Career Program
CPAC	Civilian Personnel Advisory Center
CPD	Competitive Professional Development
CPM	Career Program Manager
CPO	Civilian Personnel Office
CPOC	Civilian Personnel Operations Center
CPOCMA	Civilian Personnel Operations Centers Management Agency
CPOL	Civilian Personnel Online
DA	Department Of The Army
DAC	Defense Ammunition Center
DAR	Defense Acquisition Regulation
DAU	Defense Acquisition University
DCPDS	Defense Civilian Personnel Data System
DED	Department Of Education
DLA	Defense Logistics Agency
DLAMP	Defense Leadership And Management Program
DOD	Department Of Defense
ECQ	Executive Core Qualifications
EEO	Equal Employment Opportunity
EHASP	Engineering And Housing Advanced Studies Program
ELC	Executive Leadership Course
EMPEP	Energy Management Professional Enhancement Program
EVAL	Evaluation
EXFOR	Experimental Force
FAD	Funding Authorization Document
FAR	Federal Acquisition Regulation

FCR	Functional Chief Representative
FEI	Federal Executive Institute
FORSCOM	Forces Command
FY	Fiscal Year
GAP	Graduate Assistance Program
GCAP	Graduate Cost Analysis Program
GLLEAF	Graduate Level Logistics Education Assistance Fund
GMAT	Graduate Management Admissions Test
GPP	Graduate Placement Program
GRE	Graduate Record Examination
HHG	Household Goods
HQDA	Headquarters, Department Of The Army
HR	Human Resources
IAW	In Accordance With
IC	Intelligence Community
ICAF	Industrial College Of The Armed Forces
ICAP	Intelligence Community Assignment Program
ICO	Intelligence Community Officer
IDP	Individual Development Plan
ILDC	Intern Leadership Development Course
ITM	Information Technology Management
IRA	Independent Reporting Activity
IRMC	Information Resource Management College
JCS	Joint Chief Of Staff
JMIC	Joint Military Intelligence College
JTR	Joint Travel Regulation
LAN	Local Area Network
LEAD	Leadership Education And Development
LEAD TTT	Leadership Education And Development Train-The-Trainer
LEAF	Logistics Education Assistance Fund
LEDC	Logistics Executive Development Course
LEDC-FIT	Logistics Executive Development Course - Florida Institute Of Technology
LOGPRO	Logistics Management Proponency Office
LTT	Long-Term Training
MACOM	Major Army Command
MBTI	Myers-Briggs Type Indicator

MDC	Manager Development Course
MEL	Military Education Level
MDMPEP	Materiel & Distribution Management Professional Enhancement Program
MEI	Management Excellence Inventory
MIPR	Military Interdepartmental Purchase Request
MMC	Materiel Management Center
MMPEP	Maintenance Management Professional Enhancement Program
MOU	Memorandum Of Understanding
MPA	Master Of Public Administration
MPM	Military Personnel Management
MSSI	Master Of Science Of Strategic Intelligence
NAF	Nonappropriated Fund
NavalWC	Naval War College
NDU	National Defense University
NOAC	Nature Of Action Code
NR	Non-Resident
NSMC	National Security Management Course
NWC	National War College
OASA(FM&C)	Office Of The Assistant Secretary Of The Army (Financial Management & Comptroller)
OASA(M&RA)	Office Of The Assistant Secretary Of The Army (Manpower & Reserve Affairs)
OCONUS	Outside The Continental United States
ODCSLOG	Office Of The Deputy Chief Of Staff For Logistics
OLE	Organizational Leadership For Executives
OPM	Office Of Personnel Management
OSD	Office Of The Secretary Of Defense
PCS	Permanent Change Of Station
PERSCOM	US Total Army Personnel Command
PMCC	Professional Military Comptroller Course
PME	I - Personnel Management For Executives II - Professional Military Education
POC	Point Of Contact
POM	Program Objective Memorandum
POV	Privately Owned Vehicle
PRMC	Professional Resource Management Course

QASAS	Quality Assurance Specialist (Ammunition Surveillance)
RASS	Resource Allocation Selection System
RIF	Reduction In Force
RTD	Return To Duty
SARSF	Secretary Of The Army Research And Study Fellowship
SBI	Special Background Investigation
SBLM	Sustaining Base Leadership And Management
SCI	Special Compartmentalized Information
SDC	Supervisor Development Course
SEF	Senior Executive Fellows
SELC	Senior Executive Leadership Course
SES	Senior Executive Service
SIP	Senior Intelligence Professional
SME	Subject Matter Expert
SSC	Senior Service College
STT	Short-Term Training
TAPES	Total Army Performance Evaluation System
TDA	Table Of Distribution And Allowance
TDY	Temporary Duty
TMPEP	Transportation Management Professional Enhancement Program
TRADOC	US Army Training And Doctrine Command
TTT	Train-The-Trainer
TWI	Training-With-Industry
TWS	Training With The Soldier
USAMS	Universal Site Artifact Management System
USAREUR	US Army Europe And 7th Army
USARPAC	US Army Pacific
USC	US Code
USTRANSCOM	US Transportation Command

ANNEX I

References

1. AR 690-950, Career Management, 31 Dec 01.
2. DA Pamphlet 690-46, Mentoring for Civilian Members of the Force, 31 Jul, 95.
3. Memorandum OASA (M&RA), SAMR-CQ, 21 Apr 11, subject: Civilian Career Program Management Guidance.

Life-Cycle Career Management for Army Civilians

Roles and Responsibilities

Responsibilities

1. Secretary of the Army

The Secretary of the Army is responsible for civilian personnel management, including career management and human capital planning, within the Army.

2. Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA))

The ASA (M&RA) will—

- a. Approve career management policy.
- b. Conduct evaluations of career management administration and procedural compliance. This function is performed by the Civilian Personnel Evaluation Agency (CPEA) of the Office of the Assistant G-1 for Civilian Personnel.
- c. Supervise the establishment, management, and evaluation of Career Programs (CPs).
- d. Appoint Functional Chiefs (FCs) for all CPs.
- e. Appoint Component Functional Community Managers (CFCMs) for Department of Defense (DoD) Mission Critical Occupations (MCOs) designated by the Office of the Secretary of Defense, and for Army-unique MCOs.
- f. Provide State of the Agency Brief to include CP Management Directive (MD) 715 Analysis to Assistant G-1 for Civilian Personnel (AG-1(CP)) and Functional Chiefs (FCs).
- g. Set the strategic direction for Life-Cycle Career Management of Army Civilian employees (LCCM).
- h. Collaborate with the Career Program Policy Committee (CPPC) in development of career management policy.

3. Assistant G-1 for Civilian Personnel (AG-1(CP))

Through the Deputy Chief of Staff, G-1, and on behalf of the ASA (M&RA), the AG-1(CP) will—

- a. Serve as the Army's principal advisor on policy related to civilian career management. Develop the policies, program goals and objectives.
- b. Identify and validate the training and development requirements for LCCM in coordination with FCRs and develop and distribute applicable tools for identifying requirements. The vehicle for documenting **skill and competency gap** based requirements for CPs participating in the Army competency pilot projects will be Army's Competency Management System (CMS). Skill and competency gap based training requirements will be forwarded to G-3/5/7 along with the results from delivered training for closing gaps for use in planning future training.

c. Develop Army-wide career management policies, procedures, and program requirements with FC assistance and coordination. Monitor compliance with and evaluate effectiveness of career management policy, procedures, leadership, and administration.

d. Convene periodic meetings of the Career Program Policy Committee (CPPC) to discuss and resolve career management issues, review proposals for program changes, and review program effectiveness. Serve as chairperson of the CPPC.

e. In conjunction with Career Program Proponency Offices and FCRs, estimate annual career management central resource requirements (Interns and Fellows), and develop programming and budget data to support those requirements. Manage and monitor the use of Army Civilian Training, Education and Development System (ACTEDS) central resources (excluding training funds allocated to the DCS, G-3/5/7).

f. Conduct analytical assessments of enterprise-wide trends for strategic human capital planning to include workforce demographics, projected accession and retention requirements along with workforce issue areas that need to be addressed to maintain readiness and balance.

g. Provide training on strategic human capital planning and planning tools, e.g., WASS/CIVFORS, to facilitate the development of strategic assessment and planning capabilities.

h. Project ACTEDS annual intern requirements based on input from the FCs and FCRs and the Army Commands (ACOMs), Army Service Component Commands (ASCCs), and Direct Reporting Units (DRUs) and through the use of a mathematical forecasting model. Allocate ACTEDS resources annually to support central ACTEDS intern requirements and related travel, training, education and development costs.

i. In coordination with FCRs and the Civilian Human Resource Agency (CHRA), direct the placement of surplus ACTEDS centrally funded interns and fellows in appropriate vacancies Army-wide

j. In coordination with ADCS G-3/5/7, approve ACTEDS plans submitted by FCs. ACTEDS plans will include Career Maps that link education, training, assignments, and self-development to skills and competencies. AG-1(CP) will provide format guidance to ensure system compatibility and appropriate level of standardization.

4. Assistant Deputy Chief of Staff, G-3/5/7

The ADCS, G-3/5/7 will—

a. Identify effective and efficient delivery of training to meet training requirements for the Army Civilian Corps.

b. Establish training policy and training procedures for civilians in military and civilian institutions. Manage the enterprise-level requirements to meet the short and long-term Army and DoD training management objectives.

c. Validate civilian functional training requirements identified by AG1-(CP), Functional Chief/Functional Chief Representatives, Army Commands (ACOMs), Army Service Component

Commands (ASCCs) and Direct Reporting Units (DRUs). Develop programming and budget data for the Planning, Programming, Budgeting System (PPBS).

d. Allocate HQDA ACTEDS training funds for Competitive Professional Development (CPD) based on validated training requirements. Manage the execution of those funds.

e. Validate eligibility of CP and Command nominations for competitive training.

Prioritize training allocations for constrained courses during the year of execution and during the program objective memorandum (POM) years. .

f. Serve as a member of the CPPC

g. Report competitive training to OSD, OPM and other key stakeholders as required

5. Career Program Policy Committee (CPPC)

The CPPC is a continuing, intra-component (Army Departmental) committee. The CPPC:

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; to the HQ DA G-3 for Competitive Professional Development.

c. Makes determination on recommendations from any subcommittee operating within mission of the CPPC.

d. Makes determinations and develops solutions to enterprise-level issues and develops practices appropriate for Army-wide execution.

6. Functional Chiefs (FCs) and Functional Chief Representatives (FCRs)

FC responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of civilians in their occupational field. FCs have enterprise level responsibility for ensuring the readiness of their occupational field in support of Army missions. As part of their enterprise level responsibilities, the FCs will establish and maintain communications with commanders within their functional area of responsibility or their 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 FC of each civilian Career Program will appoint a senior official (normally a civilian), in the occupational field to be the FCR. Duties of the FCR include the following:

a. Assist OASA (M&RA) in the preparation of CP instructions and procedures.

b. FCs and FCRs will receive the State of the Agency Brief to include a CP Management Directive 715 analysis in aggregate and respond accordingly.

c. Serve as a member of the CPPC (employing organization shall provide travel and per diem funding to attend meetings).

d. Chair CP planning boards and select functional participants for planning boards.

e. Support and monitor affirmative employment program (AEP) progress.

f. Foster broad-based employee representation and ensure all qualified candidates are equitably considered for promotions to SES “feeder” positions and grades.

g. Monitor effectiveness of career management through—

(1) Annual enterprise level workforce assessments of their Career Program that include the documentation and publication of Career Program Strategic Plans in 6 key areas of the life-cycle: 1 – Structure; 2- Acquire; 3 -Train; 4 –Sustain; 5- Develop, and, 6 – Transition.

(2) Reviews of analysis of Career Program demographics, workforce evaluations as provided by AC, ASCC, DRU and CPEA evaluation surveys, On-site visits, Planning Board reports, and the timeliness and effectiveness of staffing actions.

h. Engage and collaborate with Commands and Supervisors to ensure the Career Program maintains a well-qualified, motivated and well-balanced civilian workforce, capable of supporting Army missions.

i. Facilitate the identification of requirements based training and development needs by engaging Career Program Managers (CPMs), Supervisors, and Senior Leaders, in articulating the capabilities needed to meet current and future missions.

j. FCRs have positional authority to maintain, update, and otherwise modify Career Program Plans, including Career Maps, previously approved by AG-1(CP), within guidelines which will be established and published in the DA PAM that accompanies AR 690-950.

k. Establish ACTEDS requirements and develop ACTEDS Training plans, (including Master Intern Training Plan). Coordinate with ADCS G-3/5/7 and obtain AG-1(CP) approval before publication. Ensure that ACTEDS subject matter content is current and applicable for Army-wide implementation.

l. Participate in projecting annual ACTEDS centrally funded intern needs to support the programming and budgeting of ACTEDS intern central resources.

m. Review and evaluate annual requests for ACTEDS centrally funded intern resources and submit to AG-1(CP) for resourcing.

n. Review and evaluate annual competitive and functional training requirements for ACTEDS centrally funded CPD resources and submit to HQ DA G-3/5/7 for resourcing.

o. Competitively select and/or review command recommended nominations for training assignments.

p. Assist commanders with identification of appropriate strategies for the development of their employees.

q. Ensure adherence to all applicable federal statutory and regulatory requirements in the establishment of specific education and training standards as appropriate. (i.e., Army Acquisition workforce is governed by the 1990 Defense Acquisition Workforce Improvement Act (DAWIA).

7. Component Function Community Manager (CFCM) and Component Functional Community Manager Representative (CFCMR) Responsibilities

a. The CFCMs/CFCMRs are the component-wide proponents for Mission Critical Occupations (MCOs) within the Army. Many FCs are also designated as CFCMs, and many

FCRs are also CFCMRs, with additional responsibilities as described below. MCOs may be refreshed annually and designated proponents of MCOs updated as required.

b. CFCMs will select a senior official (normally a civilian) in the occupational field to be the CFCMR. The CFCM and CFCMR will work with their counterparts in the DoD to monitor and track the implementation of DoDI 1400.25, Volume 250 in their respective communities against mission requirements. In executing these responsibilities, the CFCMs shall ensure integration of skill and competency-based Strategic Human Capital Planning into the full spectrum of life-cycle management of employees within their functional communities, and in so doing, shall confer with ACOM, ASCC and DRU leaders, manpower authorities, and human resources consultants. CFCMs will monitor and oversee implementation of the following:

(1) Analyzing current and projected mission requirements (both expeditionary and non-expeditionary), environmental influences, attrition and retirement trends, and workload forecasts to identify current and future community manpower requirements.

(2) Conducting inventory analysis of the numbers in the community against projected manpower needs to identify workforce gaps.

(3) Assessing the skills and competencies of the community members against those needed for mission performance to identify skill and competency gaps.

(4) Developing and implementing strategies to address the identified workforce and skill and competency gaps, to include development of career maps.

(5) Assessing the effectiveness of the strategies in reducing gaps.

(6) Assessing functional training requirements and developing other strategies to ensure closure of identified skill and competency gaps.

(7) Monitoring the application of skill and competency-based workforce requirements to the management and readiness of the community expeditionary workforce capability, commensurate with community expeditionary requirements.

(8) Reviewing and providing input to annual reporting requirements.

8. Commanders

a. Maintain a competent and ready civilian workforce that is resourced to meet mission requirements.

b. Communicate to the FC/FCRs on an annual basis their requirements for the life-cycle management of civilians needed to deliver an adaptive and flexible civilian workforce.

c. Identify workload driven occupational manpower and capabilities needed to meet current and future missions.

d. Help identify enterprise level solutions in mission critical areas, advise on policies, provide feedback and support the strategic goals of the Army in civilian human capital planning.

e. Attend FC/FCR meetings to discuss strategic challenges in their occupational career field.

9. Career Program Planning Boards

a. These Boards support Career Program management by providing senior leadership input and oversight of civilian workforce planning and management initiatives. Career Program Planning Board membership is composed of:

- (1) The FC, FCR, or other designated representative as Chairperson.
- (2) One representative from ASA (M&RA).
- (3) Senior personnel from Headquarters, DA Staff, ACOMs, ASCCs, DRUs or installations.

b. These Boards will advise and assist FCs/FCRs in—

- (1) Forecasting and planning for staffing needs.
- (2) Reviewing proposals to change the CP, CP policy, or the ACTEDS Plan.
- (3) Ensuring relevancy of job-related skills and competencies used in evaluating individuals for referral.
- (4) Ensuring that ACTEDS training requirements are prioritized in accordance with Career Program workforce training needs.
- (5) Recommending modifications to the ACTEDS Training Plans, career ladders, and/or other elements of the CP ACTEDS Plan.

10. Career Program Proponency Offices

Career Program Proponency Offices support and assist the FCR with career management responsibilities. The staff or designated Career Program Manager(s):

a. Advise ACOMs, ASCCs, DRUs, and field operating activities (FOAs) on career management from a functional standpoint. Inform Activity Career Program Managers (ACPM) of the regulatory, administrative, and procedural requirements of each CP.

b. Ensure equitable dissemination of information to all applicable occupational series concerning career program training and developmental opportunities, career development and career program functional requirements.

c. Analyze ACTEDS centrally funded intern and competitive professional development requirements to support the development of budget requests. Recommend annual ACTEDS centrally funded intern resource needs and monitor program execution.

d. Coordinate with ACOMs/ASCCs/DRUs and FOAs to identify ACTEDS intern assignments. Conduct workforce analysis to determine optimal locations based on organizational demographics, employee turnover rates, and functional skill and competency gap analysis.

e. Monitor the effectiveness of the management and administration of the intern program to include assisting in the placement of surplus graduate interns.

f. Determine annual CP competitive professional development requirements and submit to HQDA G-3/5/7 for validation and resourcing.

g. Centrally manage execution of ACTEDS Competitive Professional Development (CPD) program; review and process applications for FCR endorsement. Prioritize training

requirements and associated resourcing based on analysis of current workforce educational levels and skill and competency gaps.

h. Conduct Return on Investment (ROI) analysis at the conclusion of all ACTEDS funded training. Supervisory and student input is required. Analysis is to be summarized and reported within six (6) months of the completion of training. Monitor diversity goals and trends with the CP and collaborate with the Office of Diversity and Leadership Office for assistance.

i. Ensure CP information is coordinated with the ACPMs and sent to subordinate activities through Civilian Personnel Advisory Center (CPAC) channels.

j. Furnish advice and policy guidance to ACPMs on life-cycle management of the Career Program, including recruitment, retention and career development initiatives and goals.

k. Create and maintain career maps that link developmental strategies, e.g., education, training, assignments, self-development, mentoring, to knowledge, skills, abilities and/or competencies that support the professional development of all CP members. Obtain AG-1(CP) approval before publication.

l. Advise and assist the FCR in matters related to career management.