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Introduction to Army Civilian Training, Education and Development System (ACTEDS)

The Army Civilian Training, Education and Development System (ACTEDS) is a Department of the Army program designed to provide for the systematic training and development of Army Civilians. Army Regulation 690-950, Civilian Personnel Career Management, defines Army's civilian career programs and the management structure of career programs. There are currently 31 Army civilian career programs and the Army uses civilian Position Descriptions (PDs) to align civilian personnel to 1 of these career programs.

Note: Selection of employees for training opportunities and 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.

Introduction to the Manpower and Force Management Civilian Career Program (CP26)

This **Manpower and Force Management Career Program (CP26) ACTEDS Plan** provides an overview of Manpower and Force Management civilian career program management, as well as a logical framework for developing the competencies required and expected of Manpower and Force Management professionals. It also provides general information and guidance on civilian careers and the leadership of the CP26 program.

Our plan is a living document that outlines sequential and progressive training and development for technical proficiency, functional specialties, leadership, supervision and managerial development. We have used a competency-based approach designed to provide Army civilians a guide to the factors in building a successful career: on-the-job training (OJT); formal training; education, developmental assignments, and self-development activities. We prepared this plan to help you chart your course, determine the job experiences, training and education for your professional development, and identify the strategies that will help you achieve your goals.

Manpower and Force Management Professionals are aligned under one of these OPM occupational series:

- 0301 Miscellaneous Administration and Program
- 0343 Management and Program Analysis
- 1515 Operations Research Systems Analysis

The CP26 Mission

Career Program 26 is designed to provide a cadre of Manpower and Force Management professionals to develop, design, analyze, manage and resource the Army's Operating and Generating Forces in support of the National Military Strategy, the Army's Campaign Plan and Army policies and programs.

The CP26 Vision

Career Program 26 is focused on developing a diverse, adaptive and competent team of professionals who provide outstanding Manpower and Force Management support to the Soldier, the Army, the Department of Defense and the Nation by –

- Continuously examining, refining and improving our strategies, skills and techniques,
- Providing value added analytical support to Army decisions,
- Improving and applying analytical skills, objectivity and creativity to organize and resource the Army, and achieve high degrees of mission readiness,
- Optimizing state-of-the-art technology, innovation and business transformation to meet the demands of the Army's Manpower and Force Management community, and
- Maintaining stewardship of Army's limited resources.

Defining Manpower and Force Management

Manning, organizing and equipping the force are Title 10 responsibilities. Army's Manpower and Force Managers fulfill these responsibilities by structuring units and designing organizations; determining manpower and equipment requirements for the Total Force of military (Active, Guard and Reserve Components), civilian employees and contract support; managing manpower authorizations based on resource prioritization, strategic objectives and readiness decisions; and ensuring manpower resources are appropriated, allocated, defended and utilized. To meet these responsibilities, the Army relies on a Total Force approach: Civilians as CP26 Careerists and Military Service Members trained as Functional Area 50 Force Managers.

Manpower and Force Management focuses on multiple mission areas: force structure to establish essential mission capabilities; organizational requirements for manpower, personnel and equipment; and human resource authorizations (both quantity and quality) necessary to perform specific tasks and the organization and position structure in which they will be efficiently and economically used. This work includes justifying requirements (need), documenting organizational structure and equipment, allocating available resources (authorizations), active management of those resources, and reporting the execution of those resources.

- Manpower Requirements are established by detailed studies, surveys and modeling. Incumbents performing this work must understand organizational structures and behaviors as well as mission drivers. New mission requirements are carefully reviewed to ensure the appropriate manpower resource (military, civilian and/or contractor) is applied.
- For accountability, manpower analysts meticulously document all units including the operating force (warfighting) and the generating force (institutional). Additionally, manpower/force documenters must possess knowledge of equipment from general office equipment such as computers to military-specific materiel such as rifles, radios, body armor, helicopters, HMMWVs and major weapons systems.
- Manpower mix decisions for the Total Force require analyses of statutes, executive orders, international agreements, policy directives, risk assessments and cost benefit analyses to

support the most efficient and effective manpower mix. These analyses affect personnel authorization requests for the size of the military end strength (Active Component and Reserve Component) based on operational demand assessments; readiness considerations to reduce stress on the force; command, control and communications risk considerations; as well as doctrine.

- Manpower management decisions require synchronizing the growth or reduction of the Total Force in the most efficient and effective manner in a way that maintains readiness; sustains an All Volunteer Force; and minimizes cost.
- Analysts must understand the planning, programming and budget phases to justify and secure the necessary authorizations to meet and satisfy Army's mission needs. To support these resourcing activities, analysts at all levels need to comprehend and explain the critical links between workforce planning, work-year management, civilian pay and program execution.
- Manpower and Force Managers actively manage manpower and equipment authorizations. Military manpower (Active and Reserve) and civilian manpower are distinctly different components of the Army and each is carefully managed in support of departmental needs. Analysts determine authorization levels via the National Defense Authorization Act (NDAA) and they in-turn align those authorizations to Army missions. Analysts also negotiate with the Office of the Secretary of Defense (OSD), Combatant Commanders (COCOMs), other Department of Defense (DoD) agencies, and as needed interagency organizations to determine the Army's obligations to missions beyond the department.
- Manpower and Force Managers continually review utilization, readiness, capabilities and lessons learned reports to assess whether or not the resources are being used economically and effectively. Analysts provide detailed accounting of utilization to the Office of Management and Budget (OMB) and justify authorization requests for the President's Budget.

Functional Areas within Manpower and Force Management (CP26)

There are nine functional areas covering a broad range of responsibilities, duties and tasks in the Manpower and Force Management Career Program. Brief descriptions of these nine functions are provided at Appendix A.

- Force Structure
- Capabilities Development
- Manpower Requirements Determination
- Organization, Mission and Function
- Planning, Programming, Budgeting and Execution (PPBE)
- Organizational Documentation
- General Manpower Management
- Equipment Management
- Manpower Reporting and Force Management/Manpower Allocation

CP26 Roles and Responsibilities

Everyone from the Department of the Army's Assistant Deputy Chief of Staff, G-1 to the CP26 careerist shares a responsibility in CP26 life-cycle management.

- Army's Assistant Deputy Chief of Staff, G-1 (ADCS G-1) serves as both the **Functional Chief (FC) and the Functional Chief Representative** for CP26. In this dual FC/FCR role, the ADCS G-1 is responsible for the enterprise view of the CP26 community. This enterprise responsibility involves setting the overall direction, development, implementation and life-cycle management strategies of the Manpower and Force Management Career Program. The FC/FCR advocates for the development programs and essential funding to support the vitality and advancement of this workforce.
- The **CP26 Proponency Office**, embedded within the Manpower Policy, Plans and Programs Division (DAPE-PRM) of HQDA G-1, manages the CP26 program on behalf of the FC/ FCR. This office is the operational support center for the career program. Responsibilities include managing the CP26 Competitive Professional Development (CPD) Program and the ACTEDS CP26 Intern Program. The Proponency Office's communications portfolio consists of this ACTEDS Plan, the Army Career Tracker (ACT), a CP26 Website, a CP26 Bulletin, a CP26 Facebook Page, and a CP26 Road Show presentation. All these forums are used to provide career guidance and information on training and development opportunities. The CP26 Proponency Office also collaborates with related career programs: Civilian CP11 (Comptroller) and Military Functional Area 50 (Force Management).
- CP26 benefits from the collective engagement and guidance offered by the **CP26 Board of Directors (BOD)**. This chartered group meets periodically to discuss career program policies, training plans and funding issues.
- **CP26 Activity Career Program Managers (ACPMs)** are those individuals who occupy the senior CP26 position within an Army Command (ACOM), Army Service Component Command (ASCC), Direct Reporting Unit (DRU) or Field Operating Activity (FOA). As the senior CP26 careerist in their organization, these leaders are responsible for reviewing ACTEDS training requests and mentoring careerists.
- **Supervisors** have the primary responsibility to mentor, guide and identify training and development opportunities for their CP26 careerists.
- **CP26 Careerists** are responsible for establishing their personal career goals and engaging with their supervisors and ACPMs on strategies to achieve their goals. Careerists should do a periodic self-evaluation of their competencies and training needs. To broaden experiences and build on competencies, careerists should consider new assignments which include organizational and/or geographic mobility.

For more details on the specific responsibilities and duties involved in civilian career life-cycle management, refer to AR 690-950, Civilian Personnel Career Management.

Key Positions within CP26

Key positions are identified by organizational title within the various levels of the chain of command. The positions are broadly defined as supervisory and leadership positions that involve administration and direction of subordinate organizational segments responsible for specific functional areas. Incumbents of key positions may be required to possess extensive knowledge in one functional area or to have an understanding of the integration of specialties.

- Civilian Chief of a Garrison, Depot or Community Manpower/Force Management Division. For example, the Chief, Manpower and Equipment Documentation Division is responsible for all manpower/force management functions related to the support of the installation.
- Civilian Chiefs of Manpower and Force Management Directorates/Divisions of Army Command Headquarters (ACOMs), Army Service Component Commands (ASCCs), Direct Reporting Units (DRUs) and Field Operating Agencies (FOAs). For example, the Chief, Force Development Division of the Resource Management Directorate, normally has responsibility for implementing Headquarters, Department of the Army (HQDA) policy and, for the ACOM commander, managing manpower resources to include determination and validation of requirements, and programming for resources.
- Director of Manpower and civilian Chiefs of Manpower and Force Management Divisions and Branches at HQDA; civilian Chiefs of Manpower and Force Management Directorates and Divisions of HQDA Field Operating Agencies. Positions at HQDA level have responsibility for formulating, coordinating and supervising manpower plans, policies and procedures that affect the Department of the Army.

The CP26 Community

As of October 2014, there were about 3,150 members in the CP26 community. CP26 careerists work at all levels, from installation manpower offices to Army Command Headquarters to the Army Secretariat. Position titles can vary greatly depending on functional responsibilities; our community includes description titles as: Management/Program Analyst; Strategic Improvement Planner; Human Capital Specialist; and Force Development Analyst. Similarly grades and experience vary greatly too. The following charts display some demographic details on our community.

Locations. CP26 careerists are everywhere the Army is, from Headquarters, Department of the Army to Army installations across the world and current theaters of operations. This breadth of experience provides an enterprise perspective that is essential to our work. Our top five locations based on the CP26 population are:

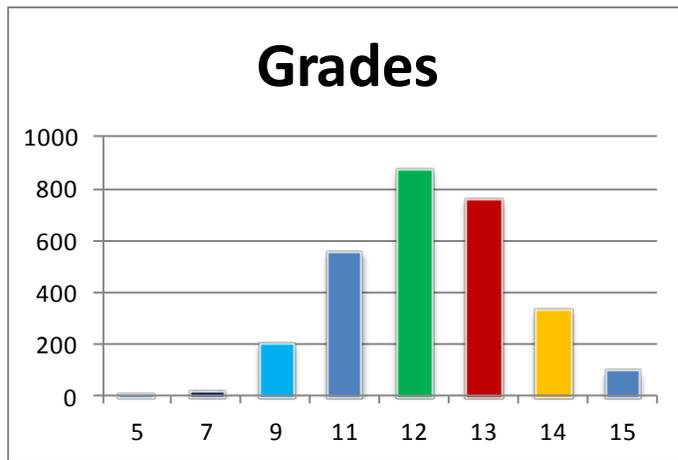
1. Arlington, Virginia
2. Fort Belvoir, Virginia
3. Fort Bragg, North Carolina
4. Fort Sam Houston, Texas
5. Redstone Arsenal, Alabama

Commands. When looking at the CP26 community by Army Command, we show the greatest concentrations in these five commands:

1. HQDA Field Operating Agencies and Staff Support Agencies
2. Immediate Office of the Chief of Staff of the Army
3. U.S. Army Installation Management Command
4. U.S. Army Medical Command
5. U.S. Army Training and Doctrine Command

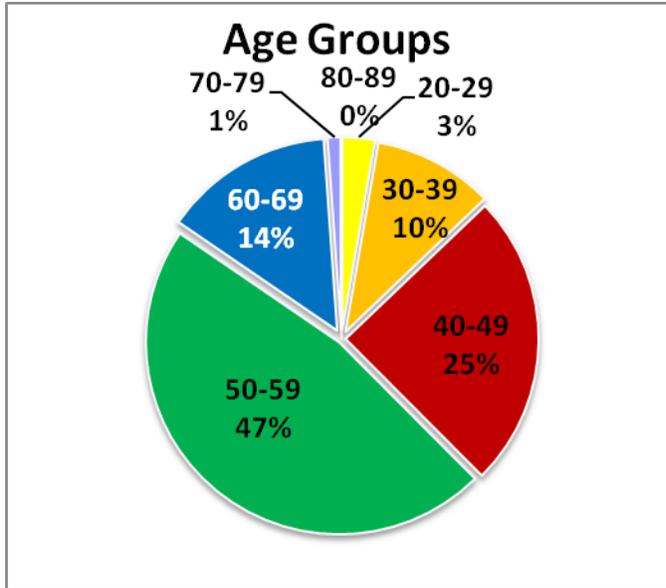
As you think about your career goals and develop your Individual Development Plan (IDP), consider the opportunities to broaden your experience by organizational and/or geographic mobility.

Grades. CP26 careerists are hired under a variety of pay plans depending on the organization or demonstration projects. For simplicity, the breakout below reflects the current grade levels by GS and GG pay plans. Manpower/force management careerists are everywhere the Army is, from the garrison to ACOM headquarters to the Pentagon, and the grade structure predictably follows the organizational progression.



GS-07s are generally entry-level interns with GS-12s representing the essential journeyman skills we require across the Enterprise. As of August 2014 there were 99 GS/GG15s leading the work of the CP26 community.

Age. One demographic factor that is a concern for us, and indeed across the entire Federal Civil Service, is the aging workforce. The chart on the next page breaks out our age ranges (again, focused on GS/GG plans). We, along with our CP26 Board of Directors, are engaged with the Assistant Deputy Chief of Staff G-1 (Civilian Personnel) to determine recruitment strategies that will support a healthier and sustainable workforce.



Our age distribution is a concern. We possess depth and breadth of experience but succession planning is compromised under current civilian reductions. It is increasingly difficult to hire or retain the younger high quality talent necessary to replenish our seasoned and retirement eligible workforce.

Building a Career in CP26

Competencies are intended to identify the behavior, knowledge, skills and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced and improved upon through mentoring, coaching, hands-on experience and learning opportunities.

When competencies are measured by questionnaires or surveys, these instruments often use the term “proficiency” to indicate a level at which an employee has acquired the competency. Typically this proficiency scale relies on the OPM standard as it runs from a Minimum Level of 1 (able to apply in simplest situation under close, extensive guidance) to the Expert Level of 5 (able to apply in exceptionally difficult circumstances, key resource, advises others). **What is important to know is that not every competency applies to every position and proficiency levels will vary significantly depending on the depth and breadth of experience, not to mention recent experience.**

CP26 Competencies

For CP26, there are the **technical competencies** which support our work. These competencies cover the areas of knowledge, skills, and abilities that are necessary to understanding, meeting and performing the responsibilities and tasks associated with our discipline. There are also **professional competencies** which support our abilities to engage with leadership and offer a strategic perspective.

Technical Competencies. These competencies are directly related to the responsibilities we have as Manpower and Force Management Professionals. These 18 technical competencies are defined at Appendix B and are **CORE to CP26.**

- Analysis
- Statistical Analysis
- Computer and Software Skills
- Efficiency and Productivity Reviews
- Cost Benefit Analysis
- Manpower Principles and Policies
- Requirements Determination
- Planning, Programming, Budgeting and Execution
- Manpower Integration
- Manpower Information Systems
- Human Resources / Position Management
- Force Development and Documentation
- Strategic Sourcing Processes
- Organizational Structure
- Fiscal Law
- Technical Writing
- Materiel Acquisition and Analysis
- Internal Controls

Professional/Non-Technical Competencies. These 26 competencies support the **professional standing** of all Army civilians. These competencies are defined at Appendix C.

- Conflict Management
- Financial Management
- Leveraging Diversity and Cultural Awareness
- Team building
- Accountability
- Business Acumen
- Entrepreneurship
- Influencing and Negotiating
- Partnering
- Political Savvy
- Problem Solving
- Strategic Thinking
- Vision
- Technology management
- Continual Learning
- Creativity and innovation
- Customer Service
- Decisiveness
- External Awareness
- Flexibility
- Integrity and Honesty
- Interpersonal Skills
- Oral Communication
- Resilience
- Service Motivation
- Written Communication

Careerists are strongly encouraged to continually review both sets of competencies. Do a periodic self-assessment. Consider your proficiency levels, identifying those competencies you have already acquired or mastered. What competencies will support your development? What competencies do you need to acquire or master? In developing your Individual Development Plan (IDP), determine what On-the-Job Training (OJT), developmental assignments, formal training, and/or education will provide you opportunities to develop or broaden your competencies.

Training, Education and Development for the CP26 Professional

Planned training and development are essential elements to building a successful career. Consider these opportunities available to a CP26 careerist:

- **On-the-Job Training (OJT)** is the primary means of training and development for CP26 careerists. In the job setting, careerists learn skills and duties aligned to his/her position description. Typically a supervisor or senior analyst provides instruction and guidance on the task and

feedback when the work is completed. Most of our experiences and skills are acquired through OJT. Your work experience is where you will learn the most about our functions. You will challenge yourself with each position change. **Functional and organizational mobility** is a key factor in building the breadth of experience. Although you may be able to achieve your career goals in a single specialized area, the multi-dimensional, multi-disciplined experience is an essential factor for professional development. **Geographic mobility** is often necessary to build that diverse experience required of the GS15 or Senior Executive Service level position. Consider the value that mobility offers.

- **Formal Classroom and Self-Directed Training** includes formal classroom training, courses, workshops, seminars and conferences offered by Army, DoD, colleges and universities, training organizations and professional associations. Any training that exceeds 120 days requires completion of the “Continued Service Agreement.” The obligated service period in the Department of the Army may not be less than three times the period of the training.
- **Developmental Assignments** are temporary work assignments or details allowing a careerist to gain competencies that he/she cannot easily obtain in his/her current position. This training opportunity is generally a 90-120 day rotation to a new position or new organization.
- **Self-Development** is an employee-initiated activity to advance their knowledge or skill set. Apart from reading books or journals, consider the knowledge or experience you will acquire if you participate in or complete:
 - An Army distributed learning course
 - A course at a local college or university
 - A professional organization or association

Understanding the Training, Education and Development Dimensions

The following pyramids identify the logical progression of functional training, leader development/ education and professional experiences. You are strongly encouraged to review these pyramids when developing, reviewing and updating your Individual Development Plan (IDP).

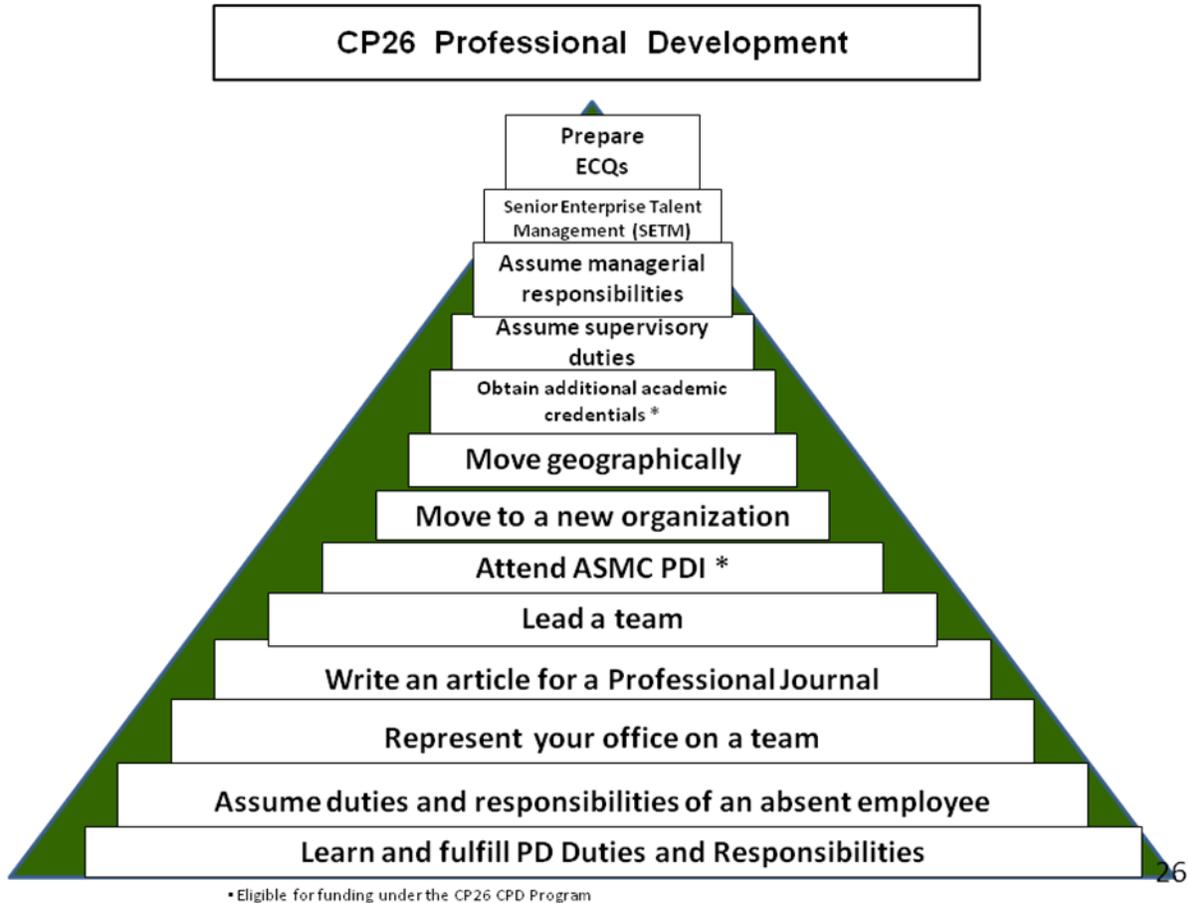
- **CP26 Functional Training.** The courses, identified in the pyramid below, are examples of how training courses are designed to build on each other. It is important to note that not all recommended training for CP26 is incorporated in the pyramid. Again, the purpose is to show the progression of training starting from the foundation course, the Manpower and Force Management Course, and culminating with the Defense Resource Management Course (DRMC). As you build your Individual Development Plan (IDP), remember that On-the-Job Training (OJT) is a major component of CP26 functional training.



- **CP26 Leadership Training and Education.** The Army’s Civilian Education System (CES) offers sequential and progressive leadership training. It is an Army centrally funded program and all Army civilians should complete the training appropriate for their grade level. Each course builds on the previous course. Complementing this mandated Army program is Senior Enterprise Talent Management (SETM) which is open to GS-14 through GS15 (and equivalent pay bands). Information about CES and SETM can be found at CP26 Resource section. CP26 also places value in Academic Degree Training (ADT) where careerists can learn and stretch themselves in an environment removed from the Army or DoD-centric institutions. Each step in the pyramid is intended to enhance that “out of the box” thinking we need of adaptive leaders.



- **CP26 Professional Development.** This pyramid is a reminder that initiative, as demonstrated by self-development is a major factor in your professional growth. Challenge yourself. It is your career.



CP26 Master Training Plan

The **CP26 Master Training Plan (MTP)** is presented at Appendix D. This spreadsheet identifies by competency, the training source, the formal training class, the preferred training source, the training priority (see Universal Training Requirements) and the appropriate level (entry, mid-level or senior level) for each course. Entry-level courses cover GS-05 through GS-09. Mid-level indicates GS-11s through GS-13s. Senior level courses are targeted for GS-14 and GS-15. Review the training as shown in the Functional Competency Pyramid. Remember, the point of formal training is to acquire the knowledge the course offers, then to apply what you have learned on the job. This learn-apply approach will enable you to build confidence and competencies. Courses are described in detail at Appendix F.

ACTEDS defines training under the MTP as either Universal or Competitive.

- **Universal training** requirements provide the means for acquiring the competencies expected of all personnel who have similar duties and responsibilities. This plan aligns competencies to formal training courses, training source, training priority (defined below) and progression. Training courses are prioritized to assist employees, supervisors and commanders in planning and programming training and development funds.
 - **Priority 1** – Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period and meets one or more of the following criteria:
 - Employee must have acceptable performance
 - Training is essential for mission accomplishment
 - Training is mandated by higher authority (law or DoD) or is required for certification, health or safety reasons
 - Training is mandated by the Functional Chief or Functional Chief Representative as an ACTEDS leader development course
 - Training is a foundation course for interns.
 - **Priority 2** – Training should be successfully completed within a specified time period but may be delayed if funding is not available and should meet one or both of the following criteria:
 - Employee should have for maximum proficiency and/or
 - Training improves the quality of mission accomplishment.
 - **Priority 3** – Recommended training that should be funded after Priority 2 and 3 requirements and should meet one or both of the following:
 - Provides or enhances competencies needed on the job or
 - Leads to improvement of mission accomplishment
- **Competitive Training** is a special focus specifically set to include developmental opportunities for which individuals are competitively selected with the purpose of developing these careerists for positions of greater responsibility. Employees may also compete for seats in Senior Service Colleges or Congressional Fellowships. HQDA issues notice of application timelines,

requirements and processes by email and message traffic. Additional information can be found on the ACTEDS homepage. Careerists need to be aware of all application processes and suspense dates, to include those set by their own organizations.

Under the provisions of ACTEDS Competitive Training, the CP26 Proponency office manages a Competitive Professional Development (CPD) program. CPD is a career program specific plan that enables CP26 Proponency Office to offer training and developmental opportunities through a centrally managed fund. This program is intended to develop individuals for positions of greater responsibility in their career fields. In this way, CP26 can offer funding for those training and educational opportunities deemed essential for the advancement of CP26 careerists. CP26 CPD will not fund entry-level training or remedial training.

Accordingly, the training and education opportunities eligible under CPD are included in the CP26 Master Training Plan at Appendix D. The CP26 Proponency Office will advertise developmental opportunities by separate announcements.

To be eligible for opportunities under the CP26 Competitive Professional Development Program, a CP26 careerists must:

- Be a GS-11 or above
- Be in or have been a permanent DA position for at least 3 years
- Have completed one of the following courses:
 - The Manpower and Force Management Course (MFMC) OR
 - The FA50 Qualifications Course (FA50Q)

CP26 Intern Program

CP-26 Proponency Office recruits for entry-level training through various hiring authorities. Individuals hired as “students” are provided on-the-job training with the understanding that, upon successful completion of their formal studies, they will be converted to permanent status and continue in a two-year training program. Other ACTEDS program hires are eligible immediately for the two-year training program and are provided formal training and developmental assignments as established by the agency. Basic qualifications for this opportunity include a baccalaureate or equivalent degree, or specialized experience which may be considered in lieu of a degree.

All ACTEDS participants are HQDA employees rather than command assets. Upon completion of the CP26 program, trainees are reassigned to an Army organization at a full performance level GS-11 position.

The **CP26 Master Intern Training Plan (MITP)** at Appendix E describes the general requirements for training and development of CP26 ACTEDS Interns/Pathways Recent Graduates as well as the specialized requirements in each of the Manpower and Force Management functional areas. The two-year training plan is comprehensive, designed for the intern who does not possess specialized experience in manpower and force management. It identifies functional training, leader development training, rotational assignments and On-the-Job Training (OJT) necessary to acquire the knowledge, skills and abilities necessary to work as an analyst in any of the manpower and force management functions. It was initially developed this way to offer maximum flexibility for custom-tailoring the plan to the meet

the needs of the individual intern and the training organization. The General Orientation portion of the MITP applies to every participant.

For more information on the CP26 Intern/Recent Graduate Program, refer to the Handbooks on the CP26 website (http://www.cp26.army.mil/documents/Intern_Handbook.pdf).

CP26 Career Planning – Our Advice

To build a rewarding and successful career, and to realize potential, CP26 careerists should periodically **review the manpower and force management competencies**. Training and education can help develop the knowledge we expect of careerists but it is the application of that training and education to our work that enables careerists to demonstrate their competencies.

Enlist your supervisor's support in designing your **Individual Development Plan (IDP)**. We leverage the IDP capability in Army Career Tracker (ACT). Note those courses or developmental assignments that will broaden your knowledge or further your understanding of a particular process or product. During counseling sessions, be sure to discuss opportunities to expand your capabilities. Use this time to review and update your IDP. With the implementation of GoArmyEd (GAE), it is essential that you keep your IDP up to date as GAE retrieves IDPs directly from ACT when processing training requests.

Take advantage of the training courses offered through the **Civilian Education System (CES)**. CES courses are centrally funded and are becoming prerequisites for many competitive training opportunities.

Balance your training and development plans with on-the-job experiences. To broaden your experience, consider the advantages of mobility. **Mobility** includes both geographic movement and organizational and functional changes. Pursue positions that will enable you to grow and develop as a manpower and force management analyst. Geographic moves will enable you to learn more about the breadth of Army missions and organizations, and to develop a more strategic view of our force. Movement between organizations in the same location can also serve to expand your knowledge base and enable you to gain a greater understanding of resource integration. Look for those positions that will stretch you. The CP26 Career Ladder is at Appendix G.

Regardless of your grade or position, remember it is important to **keep your skills and knowledge fresh**. Take a class to challenge and enlighten your perspective. Consider how important it is to keep up to speed with new software programs; explore the capabilities that come with each new version of Microsoft Office. New automated systems, developed to improve our processes, come on-line and we need to master them quickly. Keep abreast of what's happening in our Army. Read the Army Posture Statement. Guidance documents set the requirements for our work; review the latest Command Plan Guidance and Concept Plan Guidance. A periodic "skills upkeep" is absolutely essential to maintaining your "career fitness."

Seek out and work with a mentor. **Mentors** can help you to see things from a more senior analyst point of view. They can also help you learn to manage the demands of our dynamic environment. Senior analysts have mastered workload management skills which are essential to keeping pace and they can offer an independent assessment of your abilities.

At Appendix H, you will find a **CP26 Suggested Career Development Guide**. This guide was initially developed for graduating CP26 interns and it suggests how they may consider building a career in CP26. The approach is simple in its presentation as it outlines by year and grade the experience, training, education and self-directed actions to build a career. We offer this guide as a prompt for you to consider as you determine your career goals. Please know however that this guide does not guarantee promotions or career advancement. Your opportunities and success will directly be tied to your initiative.

CP26 Resources

There are many resources available to you as you think about your career and options for building your competencies.

- **AR 690-950, Civilian Personnel Career Management** defines the roles and responsibilities for Army civilian career programs. (http://www.apd.army.mil/pdffiles/r690_950.pdf).
- **Army Civilian Training.** More information on civilian training policies and opportunities can be found at <http://www.civiliantraining.army.mil>.
- **Civilian Record Brief (CRB)** (<http://acpol.army.mil>). The Army Civilian Record Brief is a one-page report of your critical human resources (HR) data. It contains information retrieved from the Defense Civilian Personnel Data System (DCPDS), which is the authoritative source of HR data for DoD civilian employees, and from other sources you may update yourself via online self-service applications. We recommend you review your CRB periodically to ensure that training, appraisals and career program alignment are correct.
- **CP26 Communications Portfolio**
 - **CP26 Website** (<http://www.cp26.army.mil>). At this website you will find career-related information as well as Manpower and Force Management guidance and policy documents.
 - **CP26 Facebook** (<http://www.facebook.com/ArmyCP26>). We enjoy using this quick and ready social media opportunity for sharing articles of interest, leadership quotes, notices of training opportunities and events, and pictures of CP26 Professionals at work.
 - **CP26 Bulletin** (<http://www.cp26.army.mil/bulletins/index.cfm>). Our bulletin is published at least twice a year and is sent to every CP26 careerist.
 - **CP26 Intern References.** We have two intern reference guides intended to help both the intern and supervisor develop rewarding and meaningful training experiences. (<http://www.cp26.army.mil/interns.cfm>).
 - **CP26 Mailbox.** We use a standard email mailbox to prevent email overload for staff members. We check in-coming emails each morning and answer every email by COB the same day. Our email address is usarmy.pentagon.hqda-dcs-g-1.mbx.cp26@mail.mil.
 - **CP26 Road Show.** We welcome every opportunity to get out of the Pentagon and meet with careerists. Our briefing is presented in three parts: Tools, CP26, and Mentoring. In FY14 we've travelled quite a bit – Bragg, Belvoir, Lee, Leavenworth, Clay Kaserne – and we've participated via DCO Connect with two American Society of Military Comptroller (ASMC) chapters. These Road Shows also allow us to hear from careerists about what is important to them. Contact us if your organization would like to request a Road Show.
- **Functional Area 50 (Force Management)** (<http://www.fa50.army.mil>). The FA50s are the military counterpart to our discipline. CP26 and FA50 work together to enhance the skills and abilities of manpower and force managers across the Army.

- **Army Career Tracker (<https://actnow.army.mil>)**. Army Career Tracker (ACT) is a leadership development tool that integrates training and education into one personalized, easy-to-use website. Users can search multiple education and training resources, monitor their career development and receive personalized advice from their leadership. First implemented for enlisted Soldiers, ACT expanded to officers and Army Civilians in the fall of 2011. ACT allows users to:
 - View career related data in one online portal;
 - Examine personalized professional development models or career maps;
 - Receive recommendations from leaders, mentors and/or supervisors;
 - Identify the operational/functional, institutional and leader development requirements in alignment with organizational mission and for progression in a professional career field; and
 - Plan new activities designed to reach professional and personal goals.

ACT offers a roadmap to help Civilians determine what they have to do to reach the highest levels in their career programs so they can put a plan in place to reach their goals. Employees are encouraged to access ACT at least monthly to communicate with their leaders, supervisors.

- **Go Army Ed (<https://www.goarmyed.com/>)**. The move of civilian training applications to Go Army Ed (GAE) will advance the Army's goal for a single enterprise system for managing training education for all Army personnel worldwide – anytime, anywhere. With the integration Army civilians will use GoArmyEd to process training applications online training applications and create the SF 182, Authorization, Agreement and Certification of Training, requests for G-3/5/7 centrally and command-funded training and professional development classes. All civilians need to establish a student account in GAE.
- **The Civilian Education System (CES)** is the Army's leader development program for all Army civilians, providing progressive and sequential education courses throughout their careers. CES provides the foundation and is the underpinning for all other leader education courses. CES is centrally funded by HQDA G-37 /Training Directorate for most permanent Army civilians, including but not limited to general schedule (GS), non-appropriated fund (NAF), local national (LN) and wage grade (WG) employees. CES leader education courses, or designated equivalent courses, are required for all Army civilians. Employees should include the CES course for which they are eligible in their Individual Development Plans (IDP).

Employees are eligible to attend the CES course that is target at their grade level:

- GS-01 through GS-09 are eligible to attend the CES Basic.
- GS-10 through GS-12 are eligible to attend the CES Intermediate.
- GS-13 through GS-15 are eligible to attend CES Advanced.

More information on CES courses as well as instruction on how to enroll can be found on the Civilian Training and Leader Development website at <http://www.civiliantraining.army.mil>.

- **Senior Enterprise Talent Management (SETM)** is a structured mentorship and professional development program to prepare GS14s and GS15s for positions of greater responsibility within the Army through advanced senior-level educational and experiential learning opportunities.

The SETM Program comprises the following four modules:

- The **Enterprise Placement Program** is open to GS-15 or equivalent employees, who apply and are selected as Army Enterprise Employees. Army Enterprise Employees are slated for consideration for placement into positions across the Army that will broaden their skills and prepare them for greater challenges.
- **SETM-Temporary Duty** is a short-term developmental assignment program for GS-14 to GS-15 or equivalent employees. Participants are temporarily assigned to work on a special command-nominated project as part of a working group or to fill a critical-need detail for a period not to exceed 179 days.
- **Senior Service College** is open to applicants in grades GS-14 to GS-15 (or equivalent) who compete for allocated seats at the US Army War College or the Industrial College of the Armed Forces. Attendance at SSC is designed to expand the participants' knowledge of the national security mission, understanding of complex policy and operational challenges faced by senior DOD and Army officials.
- The **Defense Senior Leader Development Program** is a two-year program designed to develop the enterprise-wide perspective needed to lead organizations in the joint interagency and multinational environment. This includes attendance at another service's Senior Service College, leadership seminars and a follow-on developmental assignment.

More information about opportunities through SETM can be found at:

<https://www.csldo.army.mil/SETM/SETMIndex.aspx>

- **Schools and Courses.** The links below may change so we recommend you use Google as your primary tool to find information on schools, courses and schedules.
 - Army Logistics University (<http://www.alu.army.mil/>)
 - Army Force Management School (<http://www.afms1.belvoir.army.mil/>)
 - Graduate School (<http://www.graduateschool.edu/>)
 - Naval Postgraduate School (<http://www.nps.edu/>)
 - Army Finance School (<http://www.finance.army.mil/>)
 - Army Learning Management System (ALMS) (<https://www.lms.army.mil/Saba/Web/Main>)

Functional Areas within Manpower and Force Management (CP26)

General Manpower Management. Analysts plan, direct, manage and/or coordinate manpower management and workforce planning activities which integrate manpower, civilian and military personnel and financial management systems; allocate manpower resources based on command priorities, historical utilization data and analysis of mission and functions; document units in the Force Management System (FMS); analyze and implement mission assignment and organizational structure; determine manpower requirements through the conduct of manpower studies application of staffing standards and staffing guides; plan and implement unit activations, inactivations, conversion and reorganization; and evaluate manpower utilization data from military and civilian reporting systems using qualitative and quantitative analysis techniques.

Manpower Reporting and Force Management/Manpower Allocation. Analysts develop strategy for allocating limited manpower resources based on command priorities, historical utilization data, and analysis of mission and functions. Analysts should have a thorough knowledge of the Planning, Programming, Budgeting and Execution (PPBE) documents or systems, the Structure and Manpower Allocation System (SAMAS), command plan, and the Force Management System (FMS) for use in distributing and tracking approved allocations by budget program and organization. Analysts also work extensively with military and civilian personnel reporting systems for use in tracking utilization.

Planning, Programming, Budgeting and Execution (PPBE). Analysts plan, direct, manage and/or coordinate manpower management activities necessary to structure and resource the Army's force program within the guidance and constraints of Congress, the Office of the Secretary of Defense, and Headquarters Department of the Army (HQDA). These analysts use qualitative and quantitative analysis techniques to inform decision makers.

Organization, Mission and Function. Analysts direct, plan, review, analyze and implement the management processes of mission assignment, mission documentation, mission analysis, mission policy and functions required to execute the missions of assigned organizations. Analysts in this functional area also direct, plan and analyze organizational structure and reorganizational proposals to ensure organizational alignments, as officially documented, are properly related to the approved mission and functional elements.

Force Structure. Analysts develop and manage the Army Force Structure. Responsibilities include developing policies for operating Tables of Organization and Equipment (TOE), Basis of Issue Plans (BOIP), the Force Management System (FMS), Force Accounting System (FAS) and force development information systems, and conducting Total Army Analysis (TAA). Analysts also program and manage activations, inactivations, conversions, reorganizations of units, maintaining and validating force data for programmed and actual units, and provide force structure information to major Army commands, agencies, HQDA staff, DoD, and Congress. Maintain proper interface with other systems (Manpower Requirements Criteria, Structure and Composition System (SACS), Total Army Equipment Distribution Plan (TAEDP), budget, readiness and training).

Capabilities Developments. Analysts plan, direct, manage and coordinate the formulation and development of doctrine, organizations and materiel requirements in all environments. The U.S. Army Training and Doctrine Command (TRADOC) is the Army's principal capabilities developer although all

Appendix A: Functional Areas within Manpower and Force Management (CP26)

elements are involved to some degree, and certain Army elements (for example, U.S. Army Medical Command (MEDCOM), U.S. Army Materiel Command (AMC), and U.S. Army Corps of Engineers (COE)) are all charged with specific combat development missions. The Army Deputy Chief of Staff, G-3 guides, coordinates and monitors the efforts of combat developers to ensure that their activities are properly integrated into planned force development.

Manpower Requirements Determination. Analysts plan, coordinate, direct, and conduct manpower studies and develop manpower models to determine minimum required staffing to accomplish approved missions and taskings. Analysts sample and verify workload; review structures by organization and by position; identify duplicate functions and ensure standardization where appropriate. Using proven industrial engineering techniques, statistical/quantitative analysis methods, and other approved methods, analysts develop study plans, conduct function reviews, perform workload measurements, analyze measure data, and compute manpower requirements. Analysts apply staffing standards, follow and apply staffing guides and other products of the requirements determination process in designing organizations capable of mission accomplishments.

Equipment Management. Analysts plan, direct, manage, coordinate, initiate, analyze, evaluate, approve, disapprove, or make recommendations on equipment requirements and authorizations in Tables of Organization and Equipment (TOE), Modification Tables of Organization and Equipment (MTOE), Tables of Distribution and Allowances (TDA), TDA Section III Supplemental Items and Common Tables of Allowances (CTA) documents to include accomplishing such actions as DA-controlled equipment letter requests; type classification exemptions; CTAs; change requests; equipment requirements, authorizations and utilization policy determinations; Line Item Number (LIN) assignment requirements and equipment surveys. Equipment analysts review TOE/MTOE/TDA equipment and personnel requirements/authorizations to ensure adequate personnel with correct skills and grades are available to operate and maintain equipment. They review equipment requirements and authorization documents for compliance with HQDA policies and ensure effective equipment utilization management.

Organizational Documentation. Analysts plan, direct, manage, coordinate and construct Army authorization documents. TAADS is an automated system that supports the development and documentation of organizational structures. It also supports requirements for and authorizations of personnel and equipment needed to accomplish the assigned missions of Army units. Modification Tables of Organization and Equipment (MTOE) and Tables of Distribution and Allowances (TDA) are products of TAADS and they state each unit's approved requirements and authorizations. They are the basis and authority for requisitioning manpower and equipment. The final approval and control of documents is centralized at HQDA.

**Civilian Career Program 26
Technical Competencies**

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| Analysis | Knowledge of the principles, methods, and processes used to conduct a systematic and objective inquiry; including study design, collection, analysis and interpretation of data; the reporting of results; and translating functional requirements into technical requirements used for logical design or presenting alternative technologies or approaches. |
| Statistical and Quantitative Analysis | Knowledge of statistical and quantitative analyses, operations research and management and industrial engineering techniques for developing analytical tools. |
| Computer and Software Skills | Knowledge of the procedures for accessing data bases, creating and manipulating data files through integrated software packages including but not limited to EXCEL, WORD, POWERPOINT, ACCESS, VISIO, MINI TAB, etc. Knowledge of operating a personal computer (PC) for accessing data bases, creating programs to manipulate and track data and files, and for developing documentation/reports in support of manpower and other management actions/decisions. |
| Efficiency Review and Productivity Programs | Knowledge of established operational improvement and productivity techniques and procedures such as Lean Six Sigma for conducting studies to assess effectiveness and efficiency of program operations, work processes and work methods. |
| Cost-Benefit Analysis | Knowledge of the principles and methods of cost-benefit analysis, including the time value of money, present value concepts, and quantifying tangible and intangible benefits. Able to conduct a cost benefit analysis. |
| Manpower Principles and Policies | Knowledge of laws, Executive Orders, Department of Defense (DoD) and Department of the Army (DA) directives, regulations, policies, and guidelines governing the manpower program. Ability to apply these governing policies to plan, analyze, interpret, advise on, and implement the manpower management program. Knowledge of manpower allocation rules, principles and factors used for the valuation of manpower and mission requirements, mission prioritization, and the impact of downsizing (or changing an organization's manpower mix). Ability to apply governing policies to ensure compliance and resource mission needs. (AR 570-4) |
| Requirements Determination | Knowledge of manpower requirements determination program to include policies and procedures necessary for planning and conducting manpower studies and equipment surveys, using acceptable study techniques, validating mission and function tasks, workload and staffing needs, identifying manpower and organizational problems, recommending solutions and providing technical assistance and follow-up. Familiar with the Five-Phased methodology, manpower requirements criteria, etc. for evaluating work and determining manpower requirements necessary for mission accomplishment in TDA and TOE/MTOE organizations. Knowledge of work measurement techniques such as engineered time studies and work sampling for evaluating workload and output, forecasting and |

Appendix B: CP26 Technical Competencies

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| | conducting analyses. Able to conduct a manpower study or equipment survey from inception through to recommended solutions and follow-up. (AR 570-4) |
| Planning, Programming, Budgeting and Execution (PPBE) | Knowledge of DoD and Army PPBE regulations, policies, processes and procedures necessary to ensure effective use of resources and to establish and maintain roles and missions. Knowledge of the interrelationships of PPBE with manpower management and the force development and force integration processes. Knowledge of Army's budget preparation and submission processes. (AR 1-1) (DFAS IN 37-100) |
| Manpower Integration | Knowledge and understanding of interrelationships between force structure, manpower, stationing, equipment and budget, and the processes linking these resources with missions, organizations and documentation. Understanding of how these elements synchronize to support readiness. Able to extract data from various sources and conduct review and analysis. |
| Manpower Information Systems | Knowledge of the various Army information systems which record manpower, personnel, financial management, organizational workload and equipment data, and how these systems interface. Systems include but are not limited to: Structure and Composition System (SACS); Structure and Manpower Allocation Systems (SAMAS); electronic Military Personnel Office (eMILPO); Status of Resources and Training System (SORTS); Standard Finance System (STANFINS); General Fund Enterprise Business System (GFEBs); Force Management System (FMS); Defense Readiness and Reporting System - Army Force Registration (DRRS-A); and the Personnel Management Authorization Document (PMAD). |
| Human Resources / Position Management | Understanding of both military and civilian personnel management regulations and reporting systems. This includes grade structures, skill identifiers, types of personnel, controlled programs, classifications, manpower ceilings and manpower floors. Able to apply and incorporate personnel management factors to actions regarding manpower changes, and organization structures. (AR 140-315) (AR 570-4) (AR 600-3) (AR 690-11) (AR 690-900) (AR 690-950) |
| Force Development and Documentation | Knowledge of the policies and processes to develop organizational documents including Tables of Equipment (TOEs), Modified Tables of Equipment (MTOEs), Tables of Distribution and Allowances (TDAs), and Augmentation TDA (AUGTDAs) which prescribe the required structure, manpower, equipment and organizational options. Able to use Force Management System Web (FMS Web). Able to build documents or adjust documents based on mission or resource changes. Knowledge of techniques for analyzing equipment modernization and personnel impacts of a Basis of Issue Plan (BOIP) and understanding the resulting impacts of the BOIP on Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities and Policy. (DOTMLPF-P). (AR 71-32) (AR 570-4) |
| Strategic Sourcing Processes | Knowledge and application of analytical processes and procedures to develop the Army's Program Force or Force Structure, for both Operational Forces and Generating Forces. These processes include Total Army Analysis (TAA); Force Design Update (FDU); Panel for the Documentation of Contractors (PDC); Command Plan Reviews; and Strategic Manning and Decision Review (SMDR). (AR 71-11) (AR 71-32) (AR350-10) (AR 570-4) |

Appendix B: CP26 Technical Competencies

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| Organizational Structure | Knowledge of the peacetime, contingency, mobilization and wartime missions and functions of HQDA, Army Commands (ACOMs), Army Service Component Commands (ASCCs), Direct Reporting Units (DRUs) and Field Operating Agencies (FOAs). Knowledge of the policies and procedures to establish, revise and make formal changes to organizational missions, functions and structure. This includes changes due to reorganizations, consolidations, new missions and/or functions. Understanding of Concept Plans, Consolidated Implementation Plans (CIPs) and in-sourcing/out-sourcing initiatives. Able to prepare a staffing document (Concept Plan, CIP) IAW latest guidance and coordinate it through the decision process. (AR 10-87) (AR 10-88) (PAM 10-1) |
| Fiscal Law | Knowledge and understanding of the legislative, administrative and regulatory requirements, laws, and policies that apply to strategic planning (e.g. GPRA, GMRA, CFO Act, etc.) and the impact of identified requirements on external organizations and operations. Knowledge and understanding of Fiscal Law to include Anti-Deficiency Acts, theories of appropriation laws, and their implications. |
| Technical Writing | Ability to convey complex information in various formats for senior leaders, decision makers, or action officers. Ability to synthesize and distill information in formats that include but are not limited to: executive summaries; information papers; decision papers; white papers; briefing packages; and guidance memoranda. |
| Materiel Acquisition and Analysis | Knowledge of DoD and DA policies, systems and procedures (e.g. concept validation, development, production and deployment for the acquisition and fielding of materiel and equipment) and the organizations and management levels involved in the decision-making and approval process. |
| Internal Controls | Knowledge of the Managers' Internal Control Program. Assure that effective internal controls, to include policies and regulations, are developed, applied and maintained to ensure the integrity of the organization. (AR 11-2) |

Professional / Non-Technical Competencies

These competencies cover a wide range of characteristics and behaviors, all which we expect of our professional corps. One competency that clearly stands out to CP26 is **Continual Learning**. We strongly recommend you embrace this competency.

A few of these competencies are really personal qualities that CP26 careerists demonstrate on a daily basis regardless of any situation. **Integrity and Honesty, Accountability** and **Service Motivation** cannot be learned; these are brought everyday to the job and are hallmarks of trust.

For other skills, we offer training. Some of these competencies will be acquired as you learn and grow on the job. Some of the most valuable lessons come on the job. For the knowledge based competencies like **Financial or Technology Management**, explore training opportunities through **Army Learning Management System (ALMS)**. There are a variety of courses on-line which will further your understanding of these is critical management skills. For the behavior skills, like team building, influencing and negotiating, and conflict management, we heartily endorse the **Civilian Education System (CES)**. This system of progressive and sequential courses was specifically designed to develop and enhance the behaviors that support a well-functioning organization. Each course has an on-line and residential component. All CES courses are centrally funded and every civilian has the opportunity to participate.

Consider too self-development. You have a vested interest in building these skills. Explore courses available on-line through HR University. Have you checked out the Army Resiliency training? Challenge yourself, again taking that **Continual Learning** to heart, and join Toastmasters if you want to improve your **Oral Communications**. Keep up with Army happenings; read the Army Posture Statement; know who Army leaders are by name and position title. **Relook the Professional Development Pyramid on page 14 for more ideas on enhancing your skills**. The key to mastering these Professional/Non-Technical Competencies is personal investment of time.

Conflict Management

Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

Financial Management

Understands the principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and or administers the budget for the program area. Uses cost-benefit thinking to set priorities. Monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Appendix C: Professional / Non-Technical Competencies

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| Leveraging Diversity and Cultural Awareness | Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity. |
| Team Building | Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organizational and with customer groups. Fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees. |
| Accountability | Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and other accountable for the rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes. |
| Business Acumen | Has an intuitive and applicable understanding of the business and the interrelationships enabling a person to make better business decisions. |
| Entrepreneurship | Identifies opportunities to develop and market new products and services within or outside of the organization. Willing to take risks and initiate actions that involve a deliberate risk to achieve a recognized benefit or advantage. |
| Influencing and Negotiating | Persuades others and develops networks and coalitions. Gains cooperation from others to obtain information and accomplish goals. Negotiates to find mutually acceptable solutions and builds consensus through give and take. |
| Partnering | Develops networks and builds alliances, engages in cross-functional activities. Collaborates across boundaries and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strength internal support bases. |
| Political Savvy | Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of the organization and political reality, recognizes the impact of alternative courses of action. |

Appendix C: Professional / Non-Technical Competencies

| | |
|----------------------------------|--|
| Strategic Thinking | Formulates effective strategies consistent with the business and competitive strategy for the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities. Anticipates potential threats or opportunities. |
| Vision | Takes a long-term view and acts as a catalyst for organizational change. Builds a shared vision with others and influences others to translate vision into action. |
| Technology Management | Uses efficient and cost effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological change on the organization. |
| Continual Learning | Grasps the essence of new information. Masters new technical and business knowledge. Recognizes own strengths and weaknesses and pursues self-development. Seeks feedback from others and opportunities to master new knowledge. |
| Creativity and Innovation | Develops new insights into situations and applies innovative solutions to make organizational improvements. Creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting-edge programs/processes. |
| Customer Service | Balances interests of a variety of clients and readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients and achieves quality end-products. Is committed to continuous improvement of services. |
| Decisiveness | Makes sound and well-informed decisions. Perceives the impact and implications of decisions, commits to action, even in uncertain situations, in order to accomplish organizational goals. |
| External Awareness | Identifies and keeps up-to-date on economic, political and social trends which affect key agency policies/priorities. Understands where the organization is headed and how to make a contribution. |
| Flexibility | Is open to change and new information. Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution. |

Appendix C: Professional / Non-Technical Competencies

| | |
|------------------------------|---|
| Integrity and Honesty | Instills mutual trust and confidence and creates a culture that fosters high standards of ethics. Behaves in a fair and ethical manner toward others and demonstrates a sense of corporate responsibility and commitment to public service. |
| Interpersonal Skills | Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations. Is tactful, compassionate and sensitive, and treats others with respect. |
| Oral Communication | Makes clear and convincing oral presentations to individuals or groups. Listens effectively and clarifies information as needed. Facilitates an open exchange of ideas and fosters atmosphere of open communications. |
| Resilience | Deals effectively with pressure and maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work. |
| Service Motivation | Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables other to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions. |
| Written Communication | Expresses facts and ideas in writing in a clear, convincing and organized manner. |

CP26 Master Training Plan (All Occupational Series)

This display of technical competencies and formal training was prepared in coordination with Manpower and Force Management Experts (SMEs). Each course is aligned to one or more competencies when addressed in the course Program of Instruction (POI).

The **Source** column identifies the school or vendor for this course. The links to these schools and vendors are provided on the next page so you can research course descriptions and schedules. You can also find course descriptions, competencies and CP26 notes at Appendix F.

| <u>Training Source</u> | <u>Website</u> |
|--|---|
| AFMS = Army Force Management School | http://www.afms1.belvoir.army.mil/ |
| ALMS = Army Learning Management System | https://www.lms.army.mil/Saba/Web/Main |
| ALU = Army Logistics University | http://www.alu.army.mil/ |
| CP11 = Army Comptroller Programs through Syracuse University | http://whitman.syr.edu/programs-and-academics/programs/executive-defense/defense-programs/ |
| DFM&CS = Defense Financial Management and Comptroller School | http://www.au.af.mil/au/ecpd/dfms/ |
| Fin Sch = Army Finance School | http://www.finance.army.mil/ |
| GRAD = Graduate School | http://www.graduateschool.edu/ |
| NPS = Naval Postgraduate School | http://www.nps.edu/ |

The **Priority** designation complies with the definitions provided on Page 15 of this ACTEDS Plan.

The **Target Grade** column indicates the appropriate grade level for the course. If no target grade is indicated, course is open to all grade levels.

The **Eligible for CP26 CPD** column indicates if the course is a funding priority under the CP26 Competitive Professional Development (CPD) Program. If the course is marked as "No," careerists should request funding through their own organization.

The **Included in MITP** column indicates if the course covered by funding under the CP26 Intern program. Footnotes indicate when special circumstances apply.

- (1) -- Interns (series 0343 and series 1515) complete this course in their first year.
- (2) -- Interns (series 0343 and series 1515) complete this course in their second year.
- (3) -- Interns and Careerists can complete either ACC or DRMC, but not both.
- (4) -- Interns (series 1515 only) complete this course in their first year.

The **Notes** column indicates additional information regarding applications or course delivery.

| <u>Technical Competency</u> | <u>Formal Training</u> | <u>Source</u> | <u>Priority</u> | <u>Target Grade(s)</u> | <u>Eligible for CP26 CPD</u> | <u>Included in MITP</u> | <u>Notes</u> |
|--|--|---------------|-----------------|------------------------|------------------------------|-------------------------|--------------------|
| Analysis | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | ORSA Military Applications Course (ORSA MAC) | ALU | 1 | GS07-GS12 | Yes | No | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| | Defense Decision Support Course (DDSC) | DFM&CS | 1 | GS13 | Yes | No | |
| | Data Collection and Analysis | GRAD | 2 | | No | Yes | |
| | Management Analysis: Advanced Applications | GRAD | 2 | | No | Yes | |
| | Management Analysis: Data Gathering | GRAD | 2 | | No | Yes | |
| | Management Analysis: Planning | GRAD | 2 | | No | Yes | |
| | Budget Analysis Workshop | GRAD | 3 | | No | Yes | |
| Statistical and Quantitative Analysis | | | | | | | |
| | ORSA Military Applications Course (ORSA MAC) | ALU | 1 | GS07-GS12 | Yes | Yes (4) | |
| | Basic Statistics | GRAD | 2 | | No | Yes | |
| | Defense Decision Support Course (DDSC) | DFM&CS | 3 | GS13 | Yes | No | |
| | Budget Analysis Workshop | GRAD | 3 | | No | Yes | |
| Computer and Software Skills | | | | | | | |
| | ORSA Military Applications Course (ORSA MAC) | ALU | 1 | GS07-GS12 | Yes | Yes (4) | |
| Efficiency Review and Productivity Programs | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| Cost-Benefit Analysis | | | | | | | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | Cost Benefit Analysis Workshop | TBD | 1 | | No | Yes | |

| <u>Technical Competency</u> | <u>Formal Training</u> | | <u>Priority</u> | <u>Target Grade(s)</u> | <u>Included in CPD</u> | <u>Included in MITP</u> | <u>Notes</u> |
|--|--|---------|-----------------|------------------------|------------------------|-------------------------|--------------------|
| Manpower Principles and Policies | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| Requirements Determination | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| Planning, Programming, Budgeting and Execution (PPBE) | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | Army Comptroller Course (ACC) | CP11 | 1 | GS09 | Yes (3) | Yes (3) | Apply through CP26 |
| | Executive Comptroller Course (ECC) | CP11 | 1 | GS09-GS13 | Yes | No | Apply through CP26 |
| | Defense Resource Management Course (DRMC) | NPS | 1 | GS09-GS15 | Yes (3) | Yes (3) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Resource Management Budget Course (RMBC) | Fin Sch | 1 | | No | Yes (1) | On-Line |
| | Budget Analysis Workshop | GRAD | 1 | | No | Yes | |
| | Budget Execution | GRAD | 2 | | No | Yes | |
| | Budget Formulation | GRAD | 2 | | No | Yes | |
| | Senior Resource Manager's Course (SRMC) | CP11 | 3 | GS14-GS15 | Yes | No | Apply through CP26 |

| <u>Technical Competency</u> | <u>Formal Training</u> | | <u>Priority</u> | <u>Target Grade(s)</u> | <u>Included in CPD</u> | <u>Included in MITP</u> | <u>Notes</u> |
|--|--|--------|-----------------|------------------------|------------------------|-------------------------|--------------------|
| Manpower Integration | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| Manpower Information Systems | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| Human Resources / Position Management | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | Federal Human Resources Management | GRAD | 2 | | No | Yes | |
| | Federal HR Management for Supervisors and Managers | GRAD | 3 | | No | No | |
| Force Development and Documentation | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| Strategic Sourcing Processes | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | Executive Comptroller Course (ECC) | CP11 | 1 | GS09-GS13 | Yes | No | Apply through CP26 |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| | Defense Decision Support Course (DDSC) | DFM&CS | 1 | GS13 | Yes | No | |
| | Army Comptroller Course (ACC) | CP11 | 1 | GS09 | Yes (3) | Yes (3) | Apply through CP26 |
| | Budget Analysis Workshop | GRAD | 3 | | No | Yes | |
| | Capabilities Development Course (CDC) | ALU | 1 | GS11-GS15 | Yes | No | |
| | Defense Resource Management Course (DRMC) | NPS | 1 | GS09-GS15 | Yes | Yes | |

| <u>Technical Competency</u> | <u>Formal Training</u> | | <u>Priority</u> | <u>Target Grade(s)</u> | <u>Included in CPD</u> | <u>Included in MITP</u> | <u>Notes</u> |
|--|--|------|-----------------|------------------------|------------------------|-------------------------|--------------------|
| Organizational Structure | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |
| Fiscal Law | | | | | | | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | Army Comptroller Course (ACC) | CP11 | 1 | GS09 | No | Yes | Apply through CP26 |
| | Executive Comptroller Course (ECC) | CP11 | 1 | | Yes | No | Apply through CP26 |
| Technical Writing | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | GS07 |
| | Briefing Techniques | GRAD | 1 | | No | Yes | |
| | Clear Writing Through Critical Thinking | GRAD | 1 | | No | Yes | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | | Yes | No | Apply through CP26 |
| | Communicating for Results | GRAD | 2 | | No | Yes | |
| | Effective Communications with Customers | GRAD | 3 | | No | Yes | |
| | Fundamentals of Writing | GRAD | 3 | | No | Yes | |
| | Report Writing | GRAD | 3 | | No | Yes | |
| | Technical Writing | GRAD | 3 | | No | Yes | |
| Materiel Acquisition and Analysis | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | How The Army Runs (HTAR) Course | AFMS | 1 | GS11-GS15 | No | Yes (2) | |
| | FA 50 Qualifications (FA50Q) Course | AFMS | 1 | GS11-GS15 | Yes | No | Apply through CP26 |

| <u>Technical Competency</u> | <u>Formal Training</u> | | <u>Priority</u> | <u>Target Grade(s)</u> | <u>Included in CPD</u> | <u>Included in MITP</u> | <u>Notes</u> |
|-----------------------------|--|------|-----------------|------------------------|------------------------|-------------------------|--------------------|
| Internal Controls | | | | | | | |
| | Manpower and Force Management Course (MFMC) | ALU | 1 | GS07 | No | Yes (1) | |
| | Planning, Programming, Budgeting and Execution (PPBE) Course | ALMS | 1 | GS07 | No | Yes (1) | On-Line |
| | Army Comptroller Course (ACC) | CP11 | 1 | GS09 | Yes (3) | Yes (3) | Apply through CP26 |
| | Manager's Internal Controls Program (MICP) Course | ALMS | 1 | | No | Yes | On-line |
| | Executive Comptroller Course (ECC) | CP11 | 1 | GS09-GS13 | Yes | No | Apply through CP26 |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--|--------------|------------|------------|--|
| 1. General Orientation | | 334 | 296 | |
| a. Individual Orientation | OJT | 24 | 24 | General understanding of Manpower and Force Management Career Program. Understanding of standards of conduct. Familiarization with individual development plan. |
| | Training FOR | 32 | | <i>Required: CP26 Intern Orientation</i> |
| b. Introduction to the Army | OJT | 40 | 16 | Describe the organization of the US Government Describe the organization of the Department of Defense Describe the organization of the Department of the Army Describe the organization of the employing activity |
| | Training DL | * | | <i>Required: CES Foundation Course</i> |
| | DL | * | | <i>Required: CES Action Officer Development Course</i> |
| | DL | | 80* | <i>Required: CES Basic Course</i> |
| c. Introduction to Occupational Series 0343 | OJT | 40 | 40 | Describe the principles and objectives of management analysis. Demonstrate basic knowledge of statistics. Prepare an information paper. |
| | Training FOR | * | | <i>Required: Managers Internal Controls Program (P1)</i> |
| | FOR | 32 | | <i>Required: Briefing Techniques (P1)</i> |
| | FOR | 32 | | <i>Required: Clear Writing Through Critical Thinking (P1)</i> |
| | FOR | | | <i>Optional: Data Collection and Analysis (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis: Data Gathering (P2)</i> |
| | FOR | | | <i>Optional: Communicating for Results (P2)</i> |
| | FOR | | | <i>Optional: Basic Statistics (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis Advanced Applications (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis: Planning (P2)</i> |
| | FOR | | | <i>Optional: Effective Communication with Customers (P3)</i> |
| | FOR | | | <i>Optional: Report Writing (P3)</i> |
| | FOR | | | <i>Optional: Fundamentals of Writing (P3)</i> |
| | FOR | | | <i>Optional: Technical Writing (P3)</i> |
| d. Introduction to Manpower and Force Management | OJT | 40 | 40 | Understand the functions of Manpower and Force Management Understand the Principles and Policies of Manpower and Force Management |
| | Training FOR | 80 | | <i>Required: Manpower and Force Management Course</i> |
| | FOR | | 160 | <i>Required: How the Army Runs (HTAR) (P1)</i> |
| d. Mandatory Command Training | OJT | 14 | 16 | Attend mandatory organizational training: Prevention of Sexual Harassment; Safety; EEO/Affirmative Action; Ethics; Suicide Prevention; Security; etc. |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--|------|------------|----------|--|
| 2. Organization, Mission and Function | | 198 | 0 | |
| a. General Principles of Organization | OJT | 32 | | Describe DA policies and common practices for structuring organizations. Identify official Army publications having organizational and mission data Describe the specific degree of authority required to establish and modify organizational structures and mission. |
| b. Mission and Functions | OJT | 36 | | List the major organizational elements within DA and provide a general description of their relationship to one another. List the major organizational elements that make up a typical Army installation and describe their missions. |
| c. Organizational Review | OJT | 80 | | List the factors that must be considered, and describe the process to accomplish review, analysis and studies of organizations and missions. Plan for and conduct an on-site study of a specific organizational element; write the report and conduct briefings on the study results. |
| d. Organizational Structure | OJT | 50 | | Prepare a detailed organizational chart and a basic mission statement for each element in the chart. |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|------|------------|------------|--|
| 3. Manpower Requirements Determination | | 200 | 360 | |
| a. Manpower requirements determination policy and | OJT | 40 | 40 | Describe DA manpower policy guidance and doctrine on determining manpower requirements. |
| b. Manpower requirements determination process | OJT | 160 | 120 | Describe the use of selected manpower requirements determination processes in conducting workload analysis conducting workload analysis and developing manpower requirements. Function as a team member in the use of workload analysis processes to develop current and projected manpower requirements, analyzing workload data, conducting interviews, writing reports and conducting briefings on the study results. Describe the purpose of a concept plan. Review and prepare comments on a concept plan. |
| c. Manpower Modeling | OJT | | 120 | Describe the use of models to project manpower requirements. |
| d. Force Design Update | OJT | | 80 | Describe FDU process to ensure understanding of process to change Operating Forces and how they are designed to meet mission capabilities. |
| 4. Force Data Documentation | | 240 | 116 | |
| a. The Force Management System (FMS) Overview | OJT | 40 | 36 | Explain the purposes, differences and uses of FMS and FMSWEB. Describe the content and format of TOE/MTOE/TDA documents. Identify levels of approval authority for changes in each type of document. Describe the FDU and command plan process. |
| b. Processing FMS | OJT | 200 | 80 | Describe and flowchart the procedures for updates to requirements and authorization documents. Conduct a detailed review of TOE/MTOE/TDA. Participate in the development of TOE/MTOE/TDA documents and input manpower and equipment data into the system. Describe the relationship of FMSWEB to SAMAS and manpower to budget guidance documents. Prepare update to activity document(s). |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|----------|------------|------------|---|
| 5. Equipment Management | | 88 | 40 | |
| a. Equipment management overview | OJT | 28 | | Describe Command and Activity equipment allowance and authorization policies. Describe and explain the process used to validate minimum essential quantities of equipment (unit and/or individual) used by activities to perform assigned missions. |
| b. Conduct of equipment surveys | OJT | 40 | 24 | Participate as a member of an equipment survey team, assisting in the writing of the report and briefing the results. |
| c. Equipment documentation | OJT | 20 | 16 | Prepare and process equipment requirement and authorization data in TOE/MTOE/TDA and Common Table Common Tables of Allowances (CTA). |
| 6. Manpower Allocation | | 260 | 208 | |
| a. Manpower allocation decision process | OJT | 60 | 64 | Describe the purpose and process of manpower allocation. Describe the interface of the manpower allocation function with the manpower requirements determination process and the documentation process. |
| b. Preparation and use of manpower guidance documents, such as Program Budget Guidance (PBG). | OJT | 200 | 120 | Describe the procedures and coordination requirements for the preparation of activity manpower/budget guidance documents. Prepare activity manpower/budget guidance transactions. |
| | Training | FOR FOR | 24 | <i>Required: Cost Benefit Analysis Workshop (P1)</i> <i>Optional: Budget Analysis Workshop (P3)</i> |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--------------------------------|------|------------|------------|---|
| 7. Manpower Utilization | | 200 | 200 | |
| a. Civilian Manpower | OJT | 80 | 80 | Describe the differences between various civilian types (ctypes) and their utilization. Describe the differences between various types of civilian appointments. Describe the policy on position identification - civilian, military, contractor. Prepare the personnel section of TDA documents properly coding civilian positions. |
| b. Military Manpower | OJT | 80 | 80 | Describe the military personnel system. Describe the purpose and role of personnel proponents to include standards of grade. Prepare the personnel section of FMS documents properly coding military positions, grades, MOS/AOC, SQI/ASI, etc. |
| c. Manpower Controls | OJT | 40 | 40 | Describe applicable manpower controls impacting manpower utilization, such as Army Management Headquarters Activities (AMHA), space imbalanced MOS (SIMOS), congressionally mandated floors and ceilings, etc. Prepare personnel sections of FMS documents properly considering manpower controls. |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|----------|------------|------------|--|
| 8. Manpower Program / Budget Development | | 220 | 320 | |
| a. Planning, Programming Budgeting and Execution (PPBE) | OJT | 60 | 160 | Identify and describe the major PPBE events and their sequence for programming manpower, new systems and force structure. Describe the processes involved in the preparation of the activity's formal input to the programming process. Describe the budget process and the flow of budget data from the installation through immediate levels of command to DA and DoD. |
| | Training | DL | * | <i>Required: Planning, Programming, Budgeting & Execution (PPBE)</i> |
| | | DL | * | <i>Required: Resource Management Budget Course (RMBC)</i> |
| | | FOR | * | <i>Required: Defense Resource Management Course (DRMC - 160) OR Army Comptroller Course (ACC - 80) (P1)</i> |
| | | FOR | | <i>Optional: Congressional Budget Process (P2)</i> |
| b. Manpower Program Development | OJT | 80 | 80 | Describe the interface of the manpower management function with the programming, force structure review and new system fielding processes. Participate in the development of activity's programming guidance and objectives for functional staffs and subordinate activities. |
| | Training | | | |
| c. Manpower Budget Development | OJT | 80 | 80 | Describe the processes involved in developing the manpower budget. Participate in the development of activity's manpower budget guidance for functional staffs and subordinate activities. Prepare reports supporting budget cycles to include execution data. |
| | Training | FOR | | <i>Optional: Budget Execution (P2)</i> |
| | | FOR | | <i>Optional: Budget Formulation (P2)</i> |

CP26 Master Intern Training Plan - Series 0343

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|----------------------------------|--------------|----------|------------|--|
| 9. Rotational Assignments | | 0 | 200 | |
| a. Leadership | RA | | 40 | Describe the strategic perspectives and responsibilities of the SES or GO Describe the interaction between staff principals and directors Develop understanding of required leadership skills and professional department |
| b. Civilian Personnel | RA | | 80 | Describe the types of coordination required between civilian personnel organizations (Civilian Personnel Advisory Centers (CPACs), Civilian Personnel Operating Centers (CPOCs), organizational HR offices, and manpower management organizations. Describe the relationship between civilian personnel reporting and manpower reporting. Participate in civilian personnel activities, such as position management audits, position classification, job analysis and processing requests for personnel actions. |
| | Training FOR | | | <i>Optional: Federal Human Resource Management (P2)</i> |
| c. Budget Office | RA | | 80 | Describe the interface and coordination required between the manpower and budget functions to ensure an integrated manpower/dollar program. Describe the processes involved in developing the manpower budget. Participate in budget development activities, such as POM input, Schedule 8 input, PB narrative justifications. |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|--------------|------------|------------|--|
| 1. General Orientation | | 444 | 296 | |
| a. Individual Orientation | OJT | 24 | 24 | General understanding of Manpower and Force Management Career Program. Understanding of standards of conduct. Familiarization with individual development plan. |
| | Training FOR | 32 | | <i>Required: CP26 Intern Orientation</i> |
| b. Introduction to the Army | OJT | 40 | 16 | Describe the organization of the US Government Describe the organization of the Department of Defense Describe the organization of the Department of the Army Describe the organization of the employing activity |
| | Training DL | * | | <i>Required: CES Foundation Course</i> |
| | DL | * | | <i>Required: CES Action Officer Development Course</i> |
| | DL | | 80* | <i>Required: CES Basic Course</i> |
| c. Introduction to Occupational Series 1515 | OJT | 40 | 40 | Describe the principles and objectives of Operations Research Systems Analysis (ORSA) |
| | Training FOR | 112 | | <i>Required: Operations Research Systems Analysis Military Applications Course (ORSA MAC) (P1)</i> |
| | FOR | * | | <i>Required: Managers Internal Controls Program (P1)</i> |
| | FOR | 32 | | <i>Required: Briefing Techniques (P1)</i> |
| | FOR | 32 | | <i>Required: Clear Writing Through Critical Thinking (P1)</i> |
| | FOR | | | <i>Optional: Data Collection and Analysis (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis: Data Gathering (P2)</i> |
| | FOR | | | <i>Optional: Communicating for Results (P2)</i> |
| | FOR | | | <i>Optional: Basic Statistics (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis Advanced Applications (P2)</i> |
| | FOR | | | <i>Optional: Management Analysis: Planning (P2)</i> |
| | FOR | | | <i>Optional: Effective Communication with Customers (P3)</i> |
| | FOR | | | <i>Optional: Report Writing (P3)</i> |
| | FOR | | | <i>Optional: Fundamentals of Writing (P3)</i> |
| | FOR | | | <i>Optional: Technical Writing (P3)</i> |
| d. Introduction to Manpower and Force | OJT | 40 | 40 | Understand the functions of Manpower and Force Management Understand the Principles and Policies of Manpower and Force Management |
| | Training FOR | 80 | | <i>Required: Manpower and Force Management Course (P1)</i> |
| | FOR | | 160 | <i>Required: How the Army Runs (HTAR) (P1)</i> |
| d. Mandatory Command Training | OJT | 12 | 16 | Attend mandatory organizational training: Prevention of Sexual Harassment; Safety; EEO/Affirmative Action; Ethics; Suicide Prevention; Security; etc. |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--|------|------------|----------|--|
| 2. Organization, Mission and Function | | 160 | 0 | |
| a. General Principles of Organization | OJT | 40 | | Describe DA policies and common practices for structuring organizations. Identify official Army publications having organizational and mission data Describe the specific degree of authority required to establish and modify organizational structures and mission. |
| b. Mission and Functions | OJT | 40 | | List the major organizational elements within DA and provide a general description of their relationship to one another. List the major organizational elements that make up a typical Army installation and describe their missions. |
| c. Organizational Review | OJT | 40 | | List the factors that must be considered, and describe the process to accomplish review, analysis and studies of organizations and missions. Plan for and conduct an on-site study of a specific organizational element; write the report and conduct briefings on the study results. |
| d. Organizational Structure | OJT | 40 | | Prepare a detailed organizational chart and a basic mission statement for each element in the chart. |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--|------|------------|------------|--|
| 3. Manpower Requirements Determination | | 200 | 384 | |
| a. Manpower requirements determination policy | OJT | 80 | 64 | Describe DA manpower policy guidance and doctrine on determining manpower requirements. |
| b. Manpower requirements determination process | OJT | 120 | 120 | Describe the use of selected manpower requirements determination processes in conducting workload analysis conducting workload analysis and developing manpower requirements. Function as a team member in the use of workload analysis processes to develop current and projected manpower requirements, analyzing workload data, conducting interviews, writing reports and conducting briefings on the study results. Describe the purpose of a concept plan. Review and prepare comments on a concept plan. |
| c. Manpower Modeling | OJT | | 120 | Describe the use of models to project manpower requirements. |
| d. Force Design Update | OJT | | 80 | Describe FDU process to ensure understanding of process to change Operating Forces and how they are designed to meet mission capabilities. |
| 4. Force Data Documentation | | 160 | 116 | |
| a. The Force Management System (FMS) | OJT | 80 | 36 | Explain the purposes, differences and uses of FMS and FMSWEB. Describe the content and format of TOE/MTOE/TDA documents. Identify levels of approval authority for changes in each type of document. Describe the FDU and command plan process. |
| b. Processing FMS | OJT | 80 | 80 | Describe and flowchart the procedures for updates to requirements and authorization documents. Conduct a detailed review of TOE/MTOE/TDA. Participate in the development of TOE/MTOE/TDA documents and input manpower and equipment data into the system. Describe the relationship of FMSWEB to SAMAS and manpower to budget guidance documents. Prepare update to activity document(s). |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|----------|------------|------------|---|
| 5. Equipment Management | | 76 | 40 | |
| a. Equipment management overview | OJT | 28 | | Describe Command and Activity equipment allowance and authorization policies. Describe and explain the process used to validate minimum essential quantities of equipment (unit and/or individual) used by activities to perform assigned missions. |
| b. Conduct of equipment surveys | OJT | 24 | 24 | Participate as a member of an equipment survey team, assisting in the writing of the report and briefing the results. |
| c. Equipment documentation | OJT | 24 | 16 | Prepare and process equipment requirement and authorization data in TOE/MTOE/TDA and Common Table Common Tables of Allowances (CTA). |
| 6. Manpower Allocation | | 140 | 184 | |
| a. Manpower allocation decision process | OJT | 60 | 40 | Describe the purpose and process of manpower allocation. Describe the interface of the manpower allocation function with the manpower requirements determination process and the documentation process. |
| b. Preparation and use of manpower guidance documents, such as Program Budget Guidance (PBG). | OJT | 80 | 120 | Describe the procedures and coordination requirements for the preparation of activity manpower/budget guidance documents. Prepare activity manpower/budget guidance transactions. |
| | Training | FOR | 24 | <i>Required: Cost Benefit Analysis Workshop (P1)</i> |
| | | FOR | | <i>Optional: Budget Analysis Workshop (P3)</i> |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|--------------------------------|------|------------|------------|---|
| 7. Manpower Utilization | | 200 | 200 | |
| a. Civilian Manpower | OJT | 80 | 80 | Describe the differences between various civilian types (ctypes) and their utilization. Describe the differences between various types of civilian appointments. Describe the policy on position identification - civilian, military, contractor. Prepare the personnel section of TDA documents properly coding civilian positions. |
| b. Military Manpower | OJT | 80 | 80 | Describe the military personnel system. Describe the purpose and role of personnel proponents to include standards of grade. Prepare the personnel section of FMS documents properly coding military positions, grades, MOS/AOC, SQI/ASI, etc. |
| c. Manpower Controls | OJT | 40 | 40 | Describe applicable manpower controls impacting manpower utilization, such as Army Management Headquarters Activities (AMHA), space imbalanced MOS (SIMOS), congressionally mandated floors and ceilings, etc. Prepare personnel sections of FMS documents properly considering manpower controls. |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|---|--------------|------------|------------|--|
| 8. Manpower Program / Budget Development | | 360 | 320 | |
| a. Planning, Programming Budgeting and Execution (PPBE) | OJT | 120 | 160 | Identify and describe the major PPBE events and their sequence for programming manpower, new systems and force structure. Describe the processes involved in the preparation of the activity's formal input to the programming process. Describe the budget process and the flow of budget data from the installation through immediate levels of command to DA and DoD. |
| | Training DL | * | | <i>Required: Planning, Programming, Budgeting & Execution (PPBE)</i> |
| | DL | * | | <i>Required: Resource Management Budget Course (RMBC)</i> |
| | FOR | | * | <i>Required: Defense Resource Management Course (DRMC - 160) OR Army Comptroller Course (ACC - 80) (P1)</i> |
| | FOR | | | <i>Optional: Congressional Budget Process (P2)</i> |
| b. Manpower Program Development | OJT | 120 | 80 | Describe the interface of the manpower management function with the programming, force structure review and new system fielding processes. Participate in the development of activity's programming guidance and objectives for functional staffs and subordinate activities. |
| c. Manpower Budget Development | OJT | 120 | 80 | Describe the processes involved in developing the manpower budget. Participate in the development of activity's manpower budget guidance for functional staffs and subordinate activities. Prepare reports supporting budget cycles to include execution data. |
| | Training FOR | | | <i>Optional: Budget Execution (P2)</i> |
| | FOR | | | <i>Optional: Budget Formulation (P2)</i> |

CP26 Master Intern Training Plan - Series 1515

| TRAINING DESCRIPTION | TYPE | YEAR 1 | YEAR 2 | KNOWLEDGE, SKILLS AND ABILITIES TO BE ACQUIRED |
|----------------------------------|--------------|----------|------------|--|
| 9. Rotational Assignments | | 0 | 200 | |
| a. Leadership | RA | | 40 | Describe the strategic perspectives and responsibilities of the SES or GO Describe the interaction between staff principals and directors Develop understanding of required leadership skills and professional department |
| b. Civilian Personnel | RA | | 80 | Describe the types of coordination required between civilian personnel organizations (Civilian Personnel Advisory Centers (CPACs), Civilian Personnel Operating Centers (CPOCs), organizational HR offices, and manpower management organizations. Describe the relationship between civilian personnel reporting and manpower reporting. Participate in civilian personnel activities, such as position management audits, position classification, job analysis and processing requests for personnel actions. |
| | Training FOR | | | <i>Optional: Federal Human Resource Management (P2)</i> |
| c. Budget Office | RA | | 80 | Describe the interface and coordination required between the manpower and budget functions to ensure an integrated manpower/dollar program. Describe the processes involved in developing the manpower budget. Participate in budget development activities, such as POM input, Schedule 8 input, PB narrative justifications. |

Course: Manpower and Force Management Course (MFMC)
School: Army Logistics University (<http://www.alu.army.mil/>)
Target Grade: GS07

Course Description

The curriculum concentrates on manpower and force management functions within The Army's Operating and Generating Forces. The subject areas covered during instruction are tailored to the manpower and force management process described in AR 570-4 and AR 71-32. This process includes the integration of strategy, planning guidance, requirements determination, validation through the Total Army Analysis, resourcing, and documentation. In addition, the course provides a thorough familiarization of the mission and manpower oversight responsibilities of the Assistant Secretary of the Army for Manpower and Reserve Affairs (ASAM&RA) and its field operating activity, the U.S. Army Manpower Analysis Agency. The curriculum provides detailed instruction on the Five-Phased Approach, the primary Department of the Army-approved process used to identify manpower requirements in the Generating Force. Using the Five-Phased Approach, students validate an organizational mission and restructure a Table of Distribution and Allowances (TDA) that reflects enhanced organizational capability and improved business practices. The Manpower and Force Management Course introduces students to the skills required to analyze, validate, and standardize Generating Force structure. In addition, the student learns how to assess the relevance of Generating Force organizations to the Operating Force through the Total Army Analysis process. Course discussions underscore the dynamics of current force structure initiatives, both in the Operating and Generating Forces and their impact to Army Commands, Army Service Component Commands, and Direct Reporting Units.

Supports these CP26 Competencies

- Analysis
- Efficiency Review and Productivity Programs
- Requirements Determination
- Manpower Principles and Policies
- Planning, Programming, Budgeting and Execution
- Manpower Integration
- Manpower Information Systems
- Human Resources/Position Management
- Force Development and Documentation
- Strategic Sourcing Processes
- Organizational Structure
- Technical Writing
- Materiel Acquisition and Analysis
- Internal Controls

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | Interns must complete in their 1st Year. |
| Contact your Organization's Training Coordinator to request a seat in this course. | Contact your Organization's Training Coordinator to request a seat in this course |

Appendix F: CP26 Courses, Competencies and Notes

Course: Planning, Programming, Budgeting and Execution (PPBE) Course
School: Army Learning Management Systems (<https://www.lms.army.mil/Saba/Web/Main>)
Target Grade: GS07

Course Description

The Planning, Programming, Budgeting, and Execution (PPBE) Course is 2 weeks in length. The Planning and Programming phases include several Department of Defense (DoD) and Department of the Army (DA) programs including: Introduction to Key Financial Roles, Missions of DoD, DoD/DA Resource Allocation System PPBE, Working Capital Funds, Single Stock Fund, Reserve Component Appropriations, Military Construction, Fiscal Code, Research Development and Acquisition, Activity Based Costing, Economic Analysis, Commercial Activities, Implement Continuous Improvement Methodologies, Cost Analysis, Management Internal Control Program, and Manpower Management Process. The Budgeting Phase consists of developing an installation budget. The final phase, Execution, consists of tools and/or agencies available to the resource manager to assist in monitoring how well they execute their budget. Subject areas in the Execution phase include Flow and Receipt of Funds, Administrative Funds Control, Commitment and Obligation Rules, Obligation Management, Fiscal Law, and Auditing in the Federal Government.

Supports these CP26 Competencies

- Cost-Benefit Analysis
- Planning, Programming, Budgeting and Execution (PPBE)
- Strategic Source Processes
- Requirements Determination
- Fiscal Law
- Internal Controls

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | Interns must complete in their 1st year. |
| This is an on-line course. | This is an on-line course. |

Appendix F: CP26 Courses, Competencies and Notes

Course: Manager's Internal Controls Program (MICP) Course
School: Army Learning Management Systems (<https://www.lms.army.mil/Saba/Web/Main>)
Target Grade: Open

Course Description

The Army Managers' Internal Control Program (MICP) - Managers Course. Managers Army-wide will benefit by familiarizing themselves with the MICP. This course will discuss the internal control process; Government Accountability Office (GAO) standards for internal controls in the federal government and internal control evaluations.

Supports these CP26 Competencies

- Internal Controls

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This is an on-line course. | This is an on-line course and should be completed in the 1 st year. |

Course: Capabilities Development Course (CDC)
School: Army Logistics University (<http://www.alu.army.mil/>)
Target Grade: GS11

Course Description

This course introduces the processes used to achieve desired joint and Army warfighting capabilities needed for the 21st century. Processes focus on determining, documenting, and staffing warfighting concepts, required capabilities, warfighting gaps and doctrine, organization, training, materiel, leader development, personnel and facilities (DOTMLPF) requirements and cost-benefit analyses of those potential resource informed, integration focused, outcome based (RIO) solutions. This course concentrates on inputs to and outputs of the Joint Capabilities Integration and Development System (JCIDS) process and related organizations; its relationship to planning, programming and budget execution (PPBE) system; and its relationship to the acquisition process and organizations. The JCIDS capabilities based assessment (CBA), analysis, and critical thinking executed in support of preparing the required JCIDS documents (DOTMLPF Change Recommendation, Initial Capabilities Document, Capabilities Development Document, and Capabilities Production Document) form the basis for the course. The PPBE is presented as the means of prioritizing, funding, integrating and synchronizing solutions to the identified need. The JCIDS process and the acquisition process and materiel life cycle model provide the structure used to tie together blocks of instruction in the course. While the course focuses on the deliberate JCIDS process, instruction and discussion also covers the urgent and immediate requirements process(es) as well.

Supports these CP26 Competencies

- Analysis
- Manpower Principles and Policies
- Manpower Integration
- Manpower Information Systems
- Force Development and Documentation
- Strategic Sourcing Processes
- Requirements Determination

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 1 on Master Training Plan (MTP) | Not on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds. | |
| CP26 maintains an OML due to the strong demand for this training. Contact the CP26 Proponency Office for application requirements. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Resource Management Budget Course (RMBC)
School: Army Learning Management Systems (<https://www.lms.army.mil/Saba/Web/Main>)
Target Grade: Open

Course Description

Examines the Army's budget formulation process from activity to Congressional level, including key aspects to planning and programming the functions of the activity chief in preparation of the activity budget, the methods used and the actions taken at all levels up to the President. Covers automatic and funded reimbursement programs and their effect on installation funds.

Prerequisite: PPBES.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: How the Army Runs (HTAR) Course
School: Army Force Management School (<http://www.afms1.belvoir.army.mil/afmc.php>)
Target Grade: GS11 – GS15

Course Description

The four-week How the Army Runs (HTAR) is designed to educate and train military and civilian Force Managers on how the Army runs in the current Operating Environment (OE). HTAR teaches the roles, missions, and functions of the seven interdependent and continuous processes within the Army Force Management Model (e.g., strategy, joint capabilities integration and development system, defense acquisition system, structure, authorizations, personnel, and equipment), the nine Force Integration Functional Areas (e.g., structuring, manning, equipping, training, sustaining, funding, deploying, stationing, and readiness), and the requirements and acquisition processes that work together to produce trained and ready forces for the Combatant Commanders.

Supports these CP26 Competencies

- Manpower Principles and Policies
- Planning, Programming, Budgeting and Execution (PPBE)
- Manpower Integration
- Manpower Information Systems
- Force Development and Documentation
- Strategic Source Processes
- Organizational Structure
- Materiel Acquisition and Analysis

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | This course should be completed in the 2 nd year. |

Appendix F: CP26 Courses, Competencies and Notes

Course: Army Comptroller Course (ACC)
School: Syracuse University (<http://whitman.syr.edu/programs-and-academics/programs/executive-defense/defense-programs/army-comptroller-course/>)
Target Grade: GS09

Course Description

The purpose of the Army Comptroller Course (ACC) is to provide a basic multi-disciplined financial and resource management (RM) overview to DoD military & civilian personnel newly assigned to the Comptroller Career field and to other personnel without a multi-disciplined background. The course blends current DoD/Army management and the latest in academic management techniques. ACC provides graduates the ability to operate within the current environment and gives them the skills necessary to be more effective and efficient.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)
- Fiscal Law
- Strategic Sourcing Processes
- Internal Controls

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds. | Interns can take either ACC or DRMC in their 2 nd year. |
| Seats for this training are managed by CP11. CP26 expects to have 2 seats per course. | Interns should apply for ACC through the CP26 Proponency Office. |
| Contact the CP26 Proponency Office for application requirements. CP26 will forward applications to CP11. | |
| The Defense Resource Management Course (DRMC) should be considered an option as it often difficult to secure a seat in ACC. | |

Course: ORSA Military Application Course (ORSA MAC)
School: Army Logistics University (<http://www.alu.army.mil/>)
Target Grade: GS07 – GS12

Course Description

To provide commissioned Army and Air Force officers and Department of Defense civilians with a knowledge and understanding of the military applications of operations research systems analysis techniques. The course content and instructional techniques provide each participant with a knowledge and ability in the military environment to perform the following critical tasks:

- (1) Formulate solutions to complex problems,
- (2) Apply technical analytic skills to military issues;
- (3) Conduct analysis, and
- (4) Communicate complex ideas in terms relevant to the audience.

Course content and instructional techniques are designed to provide participants with a knowledge and understanding of military applications of ORSA methodologies. A significant portion of the instruction will be from graduate level Operations Research Systems Analysis text. The classroom presentations will emphasize principles, demonstrate techniques of analysis, and illustrate typical applications of the analytical techniques. Each area of instruction is accompanied by practical exercises which are expected to be worked in the group problem solving sessions as well as outside of the scheduled class time. These exercises, examinations given during class, and case studies are graded to determine the students' comprehension and mastery of the material. A capstone ORSA study is conducted to provide experience with analyzing a problem as it relates to force structure analysis, campaign analysis, or weapon systems analysis under the Army Study Program.

Supports these CP26 Competencies

- Analysis
- Statistical and Quantitative Analysis
- Computer and Software Skills

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 1 on Master Training Plan (MTP) | It is a Priority 1 for those in Occupational Series 1515. |
| This course is eligible for CP26 CPD funds. | This course is not on Master Intern Training Plan (MITP) for those in Occupational Series 0343. |
| Contact the CP26 Proponency Office for application requirements. | |

Course: Executive Comptroller Course (ECC)
School: Syracuse University (<http://whitman.syr.edu/programs-and-academics/programs/executive-defense/defense-programs/executive-comptroller-course/index.aspx>)
Target Grade: GS11

Course Description

The purpose of the Executive Comptroller Course (ECC) is to provide mid-level military and civilian resource/financial managers a broad perspective of the core competencies of Defense Financial Management. The course emphasizes the application of those competencies for resource/financial management decision making in the U.S. Army.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)
- Strategic Source Processes
- Fiscal Law
- Internal Controls

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|---|
| Priority 1 on Master Training Plan (MTP) | Not on the Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds. | |
| Seats for this training are managed by CP11. CP26 expects to have 2 seats per course. | |
| Contact the CP26 Proponency Office for application requirements. CP26 will forward applications to CP11. | |
| The Defense Resource Management Course (DRMC) should be considered an option as it often difficult to secure a seat in ECC. | |

Course: FA 50 Qualifications (FA50Q) Course
School: Army Force Management School (<http://www.afms1.belvoir.army.mil/index.php#>)
Target Grade: GS11 – GS15

Course Description

The Functional Area 50 (FA50) Qualification Course (Q-Course) focuses on current force management policies, procedures, processes, and systems to prepare officers to perform force management functions throughout the operational and institutional Army. The program of instruction is designed for senior captains through lieutenant colonel (O3-O5) who are designated Functional Area (FA) 50. Department of the Army civilian force managers in the CP26 career field are encouraged to attend the FA50 Q-Course. This training prepares graduates for the entire spectrum of force management, force integration, requirements generation, and materiel acquisition processes, and in the Planning, Programming, Budgeting, and Execution System (PPBES) at major Army headquarters or at Headquarters, Department of the Army. The course is designed for up to 25 students and is presented at least twice a year.

Functional qualification requires the completion of fourteen weeks of study. The four-week Army Force Management Course must be completed prior to attending the ten-week FA50 Q-Course. The FA50 Q-Course is divided into five blocks of instruction: Strategy, PPBES, Capability Development, Materiel Development, and Force Development. Classroom instruction combines lectures, discussions, conferences, and practical exercises. Instructors are subject matter experts from the Army Force Management School faculty, the Army Staff, TRADOC, and the Joint Staff. This expertise ensures students are provided the latest information on regulatory guidance and Army force management policies and procedures as they embark on their careers of managing organizational and materiel changes within the Army.

Supports these CP26 Competencies

- Analysis
- Manpower Principles and Policies
- Planning, Programming, Budgeting and Execution 43(PPBE)
- Manpower Integration
- Manpower Information Systems
- Force Development and Documentation
- Strategic Sourcing Processes
- Organizational Structure
- Technical Writing
- Materiel Acquisition and Analysis
- Requirements Determination

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|---|
| Priority 1 on Master Training Plan (MTP) | Not on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds. | |
| CP26 expects to have 5 seats in every FA50Q course. | |
| CP26 maintains an OML for this training. Contact the CP26 Proponency Office for application requirements. | |

Course: Defense Decision Support Course (DDSC)
School: The Air University (<http://www.au.af.mil>)
Target Grade: GS13

Course Description

Focuses on the concepts related to understanding Decision Support and the transforming roles of staff officers. The course defines Decision Support, introduces a Decision Support Model, describes various analysis tools and techniques (both qualitative and quantitative), and allows students limited practice in putting the concepts into action through practical exercises. To achieve maximum effectiveness, students selected for this course should already possess a broad knowledge of the DOD FM environment, a strategic perspective, and above average critical/creative thinking and oral and written communication skills.

Supports these CP26 Competencies

- Analysis
- Statistical and Quantitative Analysis
- Strategic Sourcing Processes

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 1 on Master Training Plan (MTP) | Not on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds | |
| Seats for this training are managed by CP11. | |
| Contact the CP26 Proponency Office for application requirements. CP26 will forward applications to CP11. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Defense Resource Management Course (DRMC)
School: Naval Postgraduate School (<http://www.nps.edu/drmi/>)
Target Grade: GS09 – GS15

Course Description

To discuss current issues in the management of resource management; to better understand the changing resource management environment of the Army and DoD; to provide a venue for senior resource managers to discuss issues and share solutions; and to develop solutions to management of resource management issues.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds. | Interns have the option of either taking DRMC or ACC. |
| Contact CP26 Proponency Office for application requirements. | |
| Contact the school directly to request a seat. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Briefing Techniques
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Develop your ability to give concise briefings that convey your main message quickly and clearly. Learn and practice essential strategies for delivering short structured briefings in this hands-on course. Your briefings are recorded for playback, and your instructor will provide useful coaching and tips.

Class size is limited to 15 participants to ensure individualized attention.

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Communicating for Results
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Overcome barriers to effective office communications. Develop strategies to increase your ability to be understood by identifying your own communication style and that of others. Explore methods of interpreting verbal and nonverbal feedback and the use of appropriate repetition to clarify communications.

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 1 on Master Training Plan (MTP) | Priority 1 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | This course is optional for interns. |

Appendix F: CP26 Courses, Competencies and Notes

Course: Basic Statistics
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Today's federal employees require a basic understanding of statistics in order to properly analyze information, recognize important trends, and recommend or evaluate appropriate actions. The course begins with a refresher on essential arithmetic operations and algebraic notations used in basic statistical calculations and formulas. The course then covers both descriptive and inferential statistics for quantitative and categorical data. The emphasis throughout the course is on understanding the concepts underlying the statistical formulas and understanding which formula to use in a given analytic situation. Each formula is presented with examples and then practice is provided in calculating and interpreting the formula. The course manual serves as a reference for all statistical concepts and formulas for use on the job.

Supports these CP26 Competencies

- Statistical and Quantitative Analysis

CP26 Notes

| Careerist | Interns |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Budget Execution
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Learn more about the organizational budget as the financial plan against which execution in the budget year is managed. Become knowledgeable about, and proficient in, implementing steps and strategies for executing a budget, including contingency plans, considerations for close out, midyear reviews, and Anti-deficiency Act compliance. Learn how to avoid liability problems, adhere to Office of Management and Budget (OMB) budget execution requirements, and understand the application of the Government Performance and Results Act (GPRA).

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Budget Formulation
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Measure your aptitude and interest in the field of accounting. Increase your understanding of fundamental accounting principles, including identifying and recording business transactions and learning techniques for double-entry accounting.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | This course is optional. |

Appendix F: CP26 Courses, Competencies and Notes

Course: Congressional Budget Process
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

What happens to the President's budget request when it is sent to Congress? How does Congress produce a federal budget each year? This introductory course provides an overview of the Congressional budget process, including the budget resolution, reconciliation and authorization and appropriations bills. Congressional budget terms, concepts and procedures will be presented through lectures, written materials and guest speakers.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)
- Strategic Sourcing Processes

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Data Collection and Analysis
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Learn how to collect and analyze data for a management study or audit. Discover how the data shape the results and reliability of the management study or audit.

Supports these CP26 Competencies

- Analysis

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Federal Human Resources Management
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Receive a high-level overview of the federal human resources environment, where merit system principles and prohibited personnel practices drive federal human resources management decisions.

Supports these CP26 Competencies

- Human Resources/Position Management

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Management Analysis: Advanced Applications
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Learn to apply and synthesize information, concepts, rules and principles to reach a higher level of management analysis comprehension and performance in this hands-on workshop. Guided by highly experienced instructors, review and apply management analysis tools and techniques in a structured environment to arrive at approaches or solutions to organizational issues or problems.

Supports these CP26 Competencies

- Analysis

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Management Analysis: Data Gathering
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Get the knowledge and skills you need to produce thoroughly researched, useful management studies. Receive an overview and examples of the most frequently used data-collection tools, and identify those specific situations that are amenable to those tools and approaches. Learn about the most commonly used techniques to analyze the collected data.

Supports these CP26 Competencies

- Analysis

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Management Analysis: Planning
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Learn the fundamentals of planning and preparing a valuable management analysis study for your organization. Explore topics such as planning a system using the functional analysis systems technique, using decision trees to organize data, developing a thorough study proposal and applying the weighted ranking technique in decision making.

Supports these CP26 Competencies

- Analysis

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 2 on Master Training Plan (MTP) | Priority 2 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Senior Resource Managers Course (SRMC)
School: Syracuse University (<http://whitman.syr.edu/programs-and-academics/programs/executive-defense/defense-programs/senior-resource-managers-course/index.aspx>)
Target Grade: GS14 – GS15

Course Description

To discuss current issues in the management of resource management; to better understand the changing resource management environment of the Army and DoD; to provide a venue for senior resource managers to discuss issues and share solutions; and to develop solutions to management of resource management issues.

Supports these CP26 Competencies

- Planning, Programming, Budgeting and Execution (PPBE)

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 3 on Master Training Plan (MTP) | Not on Master Intern Training Plan (MITP) |
| This course is eligible for CP26 CPD funds | |
| Seats for this training are managed by CP11. | |
| Contact the CP26 Proponency Office for application requirements. CP26 will forward applications to CP11. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Budget Analysis Workshop
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Get hands-on practice in the use of various budget and financial analysis techniques through participation in a series of integrated case exercises and class discussions. Learn about performance measurement, performing trend analysis, using data relationships in the budget, conducting cost analysis, and activity-based costing for management.

Supports these CP26 Competencies

- Analysis
- Statistical and Quantitative Analysis
- Planning, Programming, Budgeting and Execution (PPBE)
- Strategic Sourcing Processes

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Course: Clear Writing through Critical Thinking
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Think more clearly by improving your writing. Write more clearly by improving your thinking. Understand critical thinking and learn strategies for deeper and deeper levels of thinking. Improve your thought process at each stage of the writing process. Create logical and persuasive arguments, and recognize and remove faulty logic. Sharpen your problem-solving skills and enhance group success. Write plainly as mandated by the Federal Plain Writing Act of 2011 and empower your career with critical thinking and clear writing.

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Interns</i> |
|--|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | This course is optional for Interns |

Appendix F: CP26 Courses, Competencies and Notes

Course: Effective Communications with Customers
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Develop superior customer service by learning the basics of effective communication to successfully interact with internal and external customers. Become adept at recognizing and anticipating the needs of others; being flexible when handling requests and complaints; and spotting and responding to important verbal and nonverbal messages.

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Federal HR Management for Supervisors and Managers
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Successfully meet organizational objectives and abide by human resources laws and regulations.

This five-day course equips you to handle the HR aspects of supervision. Learn about the guiding principles for human resources management, including merit system principles, prohibited personnel practices, and EEO.

In addition, gain knowledge and skills in these areas: labor relations; organizing, describing and classifying positions; filling vacancies; performance management; managing performance and conduct problems; and quality-of-work life issues.

Supports these CP26 Competencies

- Human Resources/Position Management

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|---|
| Priority 3 on Master Training Plan (MTP) | Not on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Fundamentals of Writing
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

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

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|---|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CP26 CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Report Writing
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Produce reports that incorporate the best practices highlighted in the Plain Writing Act of 2010. Pinpoint your readers' needs, choose the right style and tone, and organize your content and research into a format that enhances your main points.

Supports these CP26 Competencies

- Technical Writing

CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

Appendix F: CP26 Courses, Competencies and Notes

Course: Technical Writing
School: Graduate School (<http://www.graduateschool.edu/>)
Target Grade: Open

Course Description

Create, arrange and present technical and professional information for a specific audience, purpose, and context. Learn strategies for improving document clarity, including the principles of Plain Language, managing writing style and incorporating visual structure. Apply these skills to a class project, specifically tailored to meet each students own professional or personal need.

Supports these CP26 Competencies

- Technical Writing

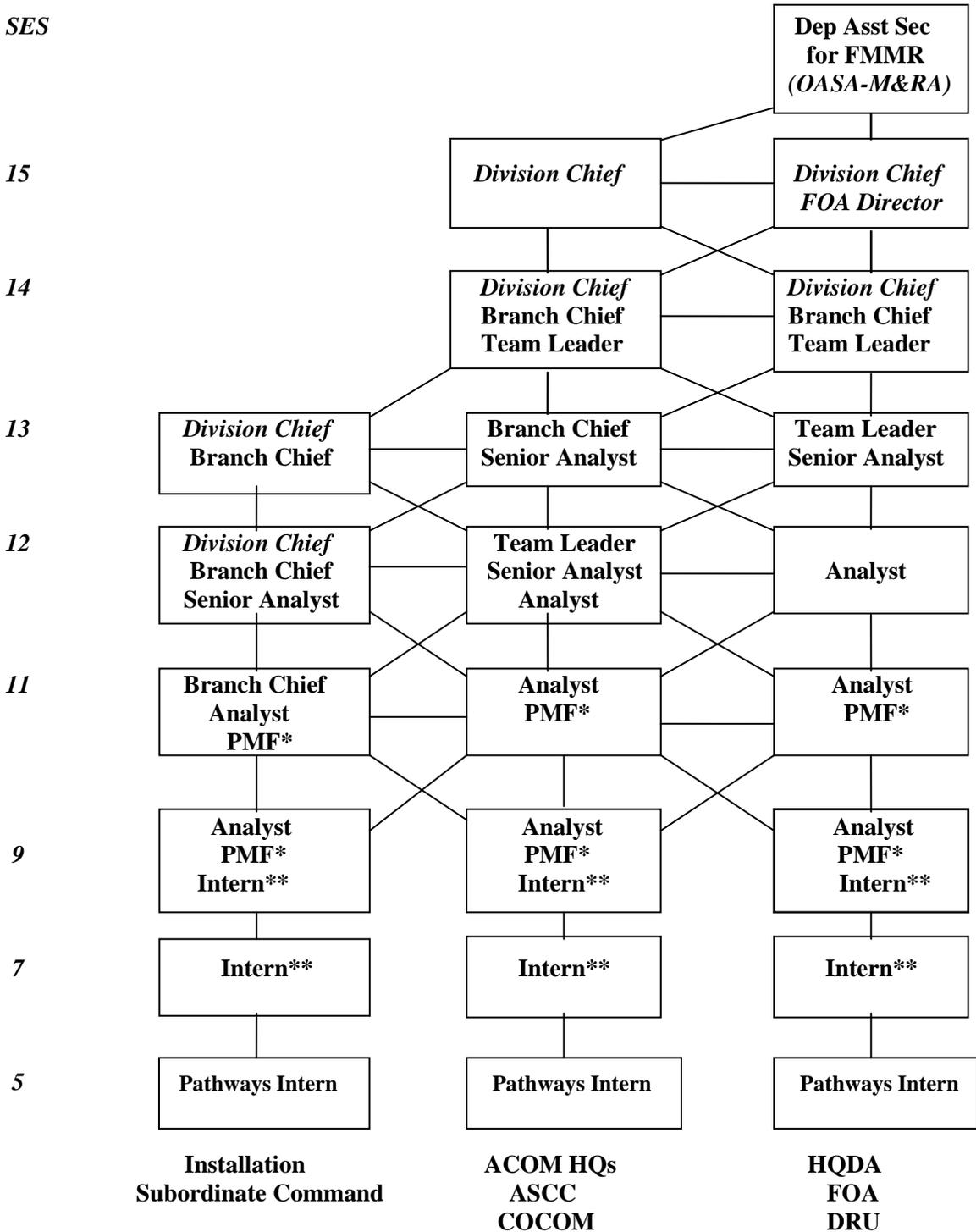
CP26 Notes

| <i>Careerist</i> | <i>Intern</i> |
|--|--|
| Priority 3 on Master Training Plan (MTP) | Priority 3 on Master Intern Training Plan (MITP) |
| This course is not eligible for CPD funds. | |

CP26 Career Ladder

Career progression is not a given. To advance in your career, consider the value that mobility brings. Through organizational and geographic moves, you will **broaden your perspective and knowledge** of the Army as you build your competencies. When you factor in the location – CONUS or OCONUS – you will see the Army firsthand. Changing job positions and locales can be refreshing and renewing, and indicate your initiative to take charge of your career. **Remember mobility can be up, to the side or down depending on your situation.** In some cases you may need to accept a downgrade to move out from a long-held position so you can prepare for new opportunities.

SES



LEGEND: — Movement

*Presidential Management Fellow

**Intern covers Pathways, Recent Graduates, and ACTEDS Interns

CP26 Suggested Career Development Guide

| Grade | Years | Experience | Training | Education | Self-Development |
|-------|-------|---|--|-----------|---|
| GS-7 | 1 | Regardless of your position title (Intern, Management Analyst, Program Analyst), focus is on mastering your assigned responsibilities. Review your Position Description (PD); what training will enable you to grow and succeed? Own our career. | Complete: Manpower and Force Management Course (MFMC). CES Foundation Course. CES Action Officer Development Course. Manager's Internal Control Program (MICP) | | <ol style="list-style-type: none"> 1. Log in to Army Career Tracker (ACT) (https://actnow.army.mil) and explore all the capabilities of the system: Develop your IDP in ACT. Request a Mentor. Set your career goals. Explore the links. Read the articles. 2. Challenge yourself through free on-line college courses offered through Coursera (https://www.coursera.org) or Open Culture (http://www.openculture.com/free-online-courses). 3. Check out other online opportunities to learn through TED (Technology, Entertainment, Design) (www.ted.com/talks.com) 4. Review your resume. Write about your responsibilities and accomplishments. |
| GS-9 | 2 | Welcome new challenges that come with new responsibilities. Volunteer to assist senior action officers or to assume the duties of an absent employee. | Complete: CES Basic Course. | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Keep your resume up to date. 3. Set filters in USA Jobs so announcements may be delivered to your email in-box as they open up. |
| GS-11 | 3 | Stay with your training organization for the next 1 1/2 to 2 years. You have spent time away training, so now really get in and learn the functions and cycles of your organization. What manpower and force management processes and systems are critical to your organization's missions? | Complete: How The Army Runs (HTAR) Course | | <ol style="list-style-type: none"> 1. Review Army Career Tracker (ACT). Update your IDP. Request a Mentor. 2. Consider the benefits of joining a professional association like the US Organizational Managers Association (USOMA) or the American Society of Military Comptrollers (ASMC). These associations offer educational opportunities, professional magazines and networking. 3. Explore online TED Talks. |

CP26 Suggested Career Development Guide

| Grade | Years | Experience | Training | Education | Self-Development |
|--------------|-------|---|--|---|---|
| | 4 | | Consider one of these training opportunities: FA-50 Qualifications (FA50Q) Course or Operations Research Systems Analysis Military Applications (ORSA MAC) | | <ol style="list-style-type: none"> 1. Review the CP26 ACTEDS Plan. 2. Update your IDP in ACT. 3. Consider improving your public speaking skills by joining Toastmasters. 4. Update your resume. 5. Explore online TED talks. |
| | 5 | Look for a follow-on CP26 GS-11 Management Analyst position to expand your functional expertise. It could be as easy as making a lateral move to another staff element within your command (e.g. G-3 to G-8 or G-1) . The point is to broaden your experience where you are a known quantity and make yourself more marketable for a move in Year 7. | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Write an article for CP26 publication. 4. Continue to learn through free on-line college courses offered through Coursera. 5. Explore online TED talks. |
| | 6 | | Complete: CES Intermediate Course | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |
| GS-12 | 7 | Apply for a CP26 GS-12 position with another command or in a different geographic location . You will experience a different perspective due to the seat change. Each Army command serves a specific function and each offers you the opportunity to broaden your knowledge of the Army. | Consider: Capabilities Development Course (CDC) | Contact the CP26 Proponency Office to discuss Academic Degree Training (ADT) opportunities . | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Write an article for CP26 publication based on your experience at the ASMC PDI. 4. Explore online TED talks. |
| | 8 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Write an article for CP26 publication based on your experience in the FA50Q course. 4. Explore online TED talks. |

CP26 Suggested Career Development Guide

| Grade | Years | Experience | Training | Education | Self-Development |
|--------------|-------|---|--|-----------|---|
| | 9 | Consider an Overseas tour (USAREUR, USARPAC) or Opportunities with a Joint Command (AFRICOM, CENTCOM, etc.) These organizations provide unique functional experience with a dose of strategic thinking. You will gain an understanding of how the Army balances interrelated functions with a forward footprint. Or consider opportunities with CP11 (Comptroller) as a rotation. Remember CP26ers are resource managers too. Your experience in a CP11 position will go a long way to expanding your skillset and reminding CP11 of the value you bring. Or consider another possible opportunity -- DoD's Expeditionary Workforce; review the specific opportunities and requirements at http://www.cpmis.osd.mil/expeditionary/ . | Consider: Defense Decision Support Course (DDSC) | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Continue to learn through free on-line college courses. 4. Explore online TED talks |
| | 10 | | Complete: CES Supervisory Development Course | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Write an article for CP26 publication on your experience at ECC. 4. Explore online TED talks. |
| | 11 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |
| | 12 | Return to a CONUS CP26 GS-12 position in a Field Operating Agency (FOA) or a Direct Reporting Unit (DRU) as a team leader. Build networks with other ACOM and HQDA POCs. | Complete: CES Managers Development Course | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |
| | 13 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Continue to learn through free on-line college courses. 4. Explore online TED talks. |
| | 14 | | Consider: A 90-day Developmental Assignment | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |
| GS-13 | 15 | Look for a CP26 GS-13 Management Analyst position with an ACOM HQs or at HQDA as an Action Officer. | Complete: CES Advanced Course | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |

CP26 Suggested Career Development Guide

| Grade | Years | Experience | Training | Education | Self-Development |
|--------------|-------|---|--|-----------|---|
| | 16 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Continue to learn through free on-line college courses. 4. Explore online TED talks. |
| | 17 | Look for a CP26 GS-13 Management Analyst position at an ACOM HQs as a Branch Chief or at HQDA as a Team Chief. | Consider: Defense Resource Management Course (DRMC) | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review the Senior Service (SES) Executive Candidate Qualifications (ECQs). Begin drafting your ECQs. |
| | 18 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Explore online TED talks. |
| | 19 | | Complete: CES Continuing Education for Senior Leaders (CESL) | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Continue refining your ECQs. |
| GS-14 | 20 | Look for a CP26 GS-14 Analyst position as an ACOM Division Chief or as a HQDA Branch Chief. | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Refine your ECQs. |
| | 21 | | Consider: Senior Resource Management Course (SRMC). | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Refine your ECQs. |
| | 22 | | Apply for one of the four opportunities offered under the Senior Enterprise Talent Management (SETM) program. | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. |
| | 23 | Move to another CP26 GS-14 position. Expand your staff experience by moving from one staff element to another or from a HQs organization to a FOA or DRU. | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Update your ECQs based on your SETM experience. |
| | 24 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review the Senior Service (SES) Executive Candidate Qualifications (ECQs). 4. Begin reviewing announcements for SES positions. |

CP26 Suggested Career Development Guide

| Grade | Years | Experience | Training | Education | Self-Development |
|-------------|-------|--|---|-----------|--|
| | 25 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review the Senior Service (SES) Executive Candidate Qualifications (ECQs). |
| GS-15 | 26 | Look for a CP26 Supervisory position with an ACOM HQs or with HQDA. | Consider an Army Centrally Managed Opportunity: Federal Executive Institute (FEI) or Harvard Senior Fellows Program | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review your ECQs. |
| | 27 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review and update your ECQs. |
| GS-15 / SES | 28 | Move to another CP26 GS-15 position OR begin applying for Senior Executive Service positions. | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Review and update your ECQs. |
| | 29 | | | | <ol style="list-style-type: none"> 1. Update your IDP in ACT. 2. Update your resume. 3. Refine your Senior Service (SES) Executive Candidate Qualifications (ECQs). |

Glossary of Terms

Academic Degree: A post-secondary education including an associate's, a bachelor's, a master's, or a doctoral degree or a specialist degree resulting in a distinct education (i.e., not a certificate program). Institutions granting this type of education must meet standards and accreditation criteria from an entity recognized by the U.S. Department of Education. Courses may be classroom-based, web-based or a blend of both. (DRAFT DoDI1400.25-V410)

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

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

Army Civilian Personnel System (ACPERS): ACPERS supports the Army's civilian personnel manning mission in both mobilization and peacetime by providing the automated capability to meet management and administrative information needs. It supports Army civilian personnel offices by processing people into the work force, training people, moving people within the work force, and reorganizing the work force profile to support mission changes. (Ref: FM 100-17)

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

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

Army Civilian Senior Leader Management Office (CSLMO): The HQDA Staff Office that advises the Secretary of the Army (SA) and other senior leaders on all matters relating to the recruitment, utilization, and lifecycle management of the Executive and Senior Professional (ESP) civilian workforce. Also serves as the executive secretary to, and provides administrative support for the Secretary of the Army's (SA) Executive Resources Board (ERB). (http://www.asamra.army.mil/org_cslmo_bio.cfm)

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

Army Civilian Training, Education, and Development System (ACTEDS) Plans: Information about career management training, education, and development by the CP FCs and personnel proponents. The plans provide specific guidance on Army-wide training, education, and development requirements from the intern or trainee to the executive level. These requirements are based on the results of job analyses, which identify the competencies (knowledge, skills, and abilities (KSA)) that individuals need to do their jobs. In addition to formal training, each ACTEDS plan recommends developmental assignments to broaden careerists' perspectives and to expand the depth and breadth of knowledge needed for movement into higher level positions. These assignments may be in other specialty areas, in related occupations, at different organizational levels, or at different geographical sites. (AR 690-950, 31 Dec 2001)

Army Civilian Training Education and Development System (ACTEDS) Funded Training: Commonly referred to as Army Central Training Funds, these funds, managed by HQDA G-37/TRV, support leader development and functional training designed to build a competent Civilian workforce. (AR 350-1)

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

Army Leader: Anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization. (FM 6-22)

Army Leader Development Forum (ALDF): CG, TRADOC chaired forum for the Army Leader Development Program (ALDP) composed of senior commanders and staff principles both military and Army Civilians and representing active and reserve components. (DA PAM 350-58)

Army Leader Development Program (ALDP): CG, TRADOC lead activity which executes Army leader development. The ALDP is the Army's program for managing HQDA-approved leader development initiatives. The ALDP is the sole management process for program execution, approval, and incorporation of new initiatives, and recommendations for prioritization of resources. (DA PAM 350-58)

Army Leader Development Strategy (ALDS): Articulates the characteristics desired in our Army leaders and provides guidance for the career-long development of Army leaders through education, training, and experience. The ALDS describes leader development imperatives that will lead to developing agile, adaptive, and broad-minded leaders for the 21st Century. (DA PAM 350-58)

Army Profession: Army Profession is a unique vocation of experts certified in the design, generation, support, and ethical application of land power, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people. (ADRP 1)

Army Professional: Uniformed and Civilian, an expert certified within the profession and bonded with comrades in a shared identity and culture of sacrifice and service to the Nation; one who stewards the future of the Profession while adhering to the highest standards of the Army's ethic. (ADRP 1)

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

Army Training Requirements and Resource System (ATRRS): ATRRS is the Department of the Army Management Information System of Record for managing student input to training. The on-line system integrates manpower requirements for individual training with the processes by which the training base is resourced and training programs are executed. This automation support tool establishes training requirements, determines training programs, manages class schedules, allocates class quotas, makes seat reservations, and records student attendance. It supports numerous Department of the Army processes which include the Structure Manning Decision Review (SMDR). The product of the SMDR is the Army Program for Individual Training (ARPRINT), the mission and resourcing document for the training base. (<https://www.atrrs.army.mil/atrrs2.aspx>)

Assistant G-1 for Civilian Personnel (AG-1 (CP)): Headquarters Army, G-1 staff element responsible for setting long-range, strategic direction and policy governing the management and utilization of Department of the Army (DA) Civilian employees. (<https://www.g1intranet.army.mil/cp.asp>)

Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA(M&RA)): The principal advisor to the SA for manpower, human capital management, training, leader development, readiness and reserve affairs. Has overall supervision for Civilian Personnel Management and for Civilian personnel policy and programs. (Army General Order 2012-01)

Authorization, Agreement and Certification of Training (Standard Form 182): OPM approved form used to request, approve, authorize, certify and/or document training instances, regardless of the funding source. (AR 350-1)

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

Career Development Program: Structured plans, processes, and activities directing and supporting the systematic organizational, occupational, and individual growth of employees in designated Career Programs. It entails progression through a series of training, education, and professional development programs and assignments involving broader knowledge, improved skills, and/or greater responsibility. (DRAFT DoDI 1400.25-V410)

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

Career Management: The assessment and execution of the mission based development of employees throughout the life-cycle from recruitment through separation. (AG-1(CP))

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

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

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

Command Career Program Manager (CCPM): The Functional Chief Representative (FCR) counterpart at the Army Command. Advises Command Headquarters and field activities on career management from a functional perspective. (AR 690-950, 31 Dec 2001)

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

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

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

Certificate Program: A non-degree program established or purchased by an agency to provide structured training or education course(s). A certificate program awards a certificate after a course of study has been completed and does not generally require previous work experience or exhibited skill level for participation. The certificate documents completion of the training or education. (DRAFT DoDI 1400.25-V410)

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

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

Civilian Competency-based Development System (CCDS): The Army's foundational system for deriving competency based training requirements, competency-driven career planning and employee development plans. (AG-1((CP))

Civilian Creed: The Civilian Creed refers to the professional attitudes and beliefs that characterize the Department of the Army Civilian (DAC). (DA PAM 350-58)

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

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

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

Civilian Human Capital: Civilian employees at all grade levels in all jobs, occupations, and Career Programs, including both white collar and blue collar positions that provide an inventory of knowledge, skills, abilities, experience, capabilities and competencies that drive productive labor within an organization's workforce. (DRAFT DoDI 1400.25-V410)

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

Civilian Labor Force (CLF): Data derived from the decennial census reflecting persons, 16 years of age or older who were employed or seeking employment, excluding those in the Armed Services. (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

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

Civilian Personnel Directors/Human Resources Board of Directors: Principal advisors to the Commanders on career management. (AR 690-950)

Civilian Training Council of Colonels (CIV TNG COC): An Army leadership body that supports the Training General Officer Steering Committee (TGOSC), and focuses its emphasis on the Civilian training programs and initiatives within the Army. The CIV TNG COC screens, reviews, refines, and monitors Civilian training issues; recommends priorities for Civilian training requirements; identifies policies affecting the implementation of Civilian training that require revision or development; and forwards appropriate Civilian training issues with recommendations to the TGOSC. (ADCS, G37/TRV)

Civilian Workforce Transformation (CWT): Established by the ASA (M&RA), CWT is chartered to look at existing Civilian workforce programs and offer recommendations and modifications to realize the Army's vision of a Civilian workforce management program able to attract and retain top talent and prepare the Civilian workforce to succeed in leadership positions throughout the Army. All of CWT's efforts are focused on ensuring the Civilian cohort is a trained and ready professional workforce with increased capabilities to execute the Army's current and future missions. (<http://www.asamra.army.mil/cwt/about.cfm>)

Climate: The state of morale and level of satisfaction of members of an organization. (DA PAM 350-58)

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

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

Community of Interest (COI): An approach for developing agreements necessary for meaningful information exchange on a community basis. COIs consist of collaborative groups of users who have a shared vocabulary to exchange information in pursuit of their shared goals, interests, missions, or business processes. This group may include end users, program managers, application developers, subject matter experts, and Combatant Command, Service, and Agency representatives, and information technology portfolio representatives. (DRAFT DoDI 1400.25-V410.)

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

Competency-Based Activities: Training, education and professional development activities that have been approved by an employee's supervisor, organization or command or the Army as contributing to a strategy designed to support the closure of identified competency gaps. Activities may be HQDA centrally or command locally funded. (AG-1(CP))

Competency Based Career Development Program: A program that focuses on the development of competencies so that employees acquire the critical skills and knowledge needed to perform their jobs and advance in their careers. Competencies define the clusters of knowledge and skills collectively needed for successful job performance and are directly related to achieving the agency's mission and goals. Through competency-based career development programs, agencies ensure they cultivate the skills and knowledge needed by the workforce to carry out mission requirements.

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

Competency-Based Management System (CMS): A system that is administratively managed by the AG-1(CP), and is the central repository of position and employee competencies. CMS supports Army career management workforce planning and Defense Enterprise Civilian Competency Management Framework implementation, in accordance with NDAA 2010 requirements. The CMS tool is assessable at:

(<https://cms.cpol.army.mil>) (AG-1(CP))

Competency Gap: The difference between the projected or actual availability of mission-critical competencies and the projected or actual demand for such competencies. Identification of current or future gaps typically addresses the size, composition, and competency proficiency levels of the workforce. (<http://www.opm.gov/policy-data-oversight/human-capital-management/reference-materials/#url=Glossary>)

Competency Model: A framework that describes the full range of competencies required to be successful in a particular occupation. (AG-1(CP))

Competency Tiers: The Army's three (3) tiers of grouped competencies: Tier 1 - Core competencies that are generally required of all employees of an occupational series. They are based on ratings of importance by the employees and their supervisors, and are typically the most highly rated competencies (i.e., those rated 3 and above on a scale of 5). Tier 2 - Competencies that are important for functional (Specialty) areas within an Occupational Series and are not included in Tier 1. Required of all employees of a given specialty ("parenthetical") within an Occupational Series. Tier 3 - Competencies that were not included in Tiers 1 or 2, but are required of an employee in a specific position. These competencies may be identified by individual managers or hiring officials as specific to that particular *position* (not person). (AG-1(CP))

Competency Title: The label used to identify a competency. For a Technical Competency, the Competency Title consists of a descriptor that associates it to the technical area of interest and a word that describes the type of work required (e.g., analysis, collection, investigation, reporting, etc.). Although brief, the title must be descriptive enough so that a reader with little or no familiarity with the subject matter can easily understand the nature of the work. The Competency Title is not synonymous to, and should not be confused with, a job or position title. (AG-1(CP))

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

Competitive Professional Development (CPD) Program: A planned, systematic, and coordinated program of professional development that supports the Army's organizational goals and mission. It encompasses functionally tailored developmental opportunities that occur in academic environments, business/industrial settings, or in other strategically planned career enhancing developmental assignments that have been identified in an approved Career Program, Master Training Plan (MTP) or Individual Development Plan (IDP). Training instances may be short- or long-term and funded from various sources. (AR 350-1)

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

Content Validity: Evidence of the validity of a test or other selection procedure by a content validity study. For (employee) selection, it should consist of data showing that the content of the selection procedure is representative of important job performance aspects for which the candidates are to be evaluated. (Uniform Guidelines on Employee Selection Procedures, Section 5-B).

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

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

Culture: The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates. (DA PAM 350-58)

Defense Civilian Intelligence Personnel System (DCIPS): A Title 10 Excepted Service Intelligence Community (IC) personnel system that is founded in Army policies that support employee performance,

career development opportunities, awards and recognition.
(<http://www.dami.army.pentagon.mil/site/dcips/About.aspx>)

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

Department of Defense Instruction on Civilian Personnel Management System: Civilian Leader Development: Provides overall Civilian leader training, education and professional development policies to Department of Defense Components and individual organizations. (DRAFT DoDI 1400.25, Volume 412)

Department of Defense Instruction on Civilian Personnel Management System: Training, Education, and Professional Development: Establishes policy, assigns responsibilities, and establishes procedures for programs, administration, and evaluation of activities for Civilian employees. It also establishes information requirements, in accordance with DoDI 8910.01 and DoDI 8910.1-M. (DRAFT, DoDI 1400.25, Volume 410, dated 16 Oct 2012)

Deputy Chief of Staff, G-3/5/7: The HQDA staff proponent responsible to exercise supervision for defining concepts, strategies, resources, policies, and programs for Army training, education, and leader development. The DCS, G-3/5/7 approves Army Military and Civilian training and education programs and serves as the Army staff proponent for all HQDA mandatory training requirements. (AR 350-1)

Development: Engagement in a set of learning experiences designed to achieve specific goals and long-term objectives. Learning experiences often occur in the workplace, and include coaching, mentoring, job rotation, developmental assignments, on-the-job training, and self-study courses. (DRAFT DoDI 1400.25-V410)

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

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

Disability: A physical or mental impairment that substantially limits one or more major life activities. (<http://www.eeoc.gov/federal/reports/fsp2010/appendix1.cfm>)

Distributed Learning: The delivery of standardized individual, collective, and self-development training to Soldiers, DA Civilians, units, and organizations at the right place and time through the use of multiple means and technology. Distributed learning may involve student-instructor interaction in real time (for example, via two-way audio/video television) and nonreal time (for example, via computer-based training). It may also involve self-paced student instruction without the benefit of access to an instructor (for example, Army Learning Management System courses). (AR 350-1)

Diversity: The different attributes, experiences and backgrounds of our Soldiers, Civilians and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army. (Army Diversity Roadmap)

Doctrine: Fundamental principles by which military forces or elements thereof guide their actions. Doctrine evolves from theory and concepts based on values, beliefs, historical perspective, experience, and research. (Army Leader Development Program, DA PAM 350-58)

Education: Instruction with increased knowledge, skills, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency. (AR 350-1) It is also developing an employee's general knowledge, capabilities, and character through exposure of learning theories, concepts, and information. Education is traditionally delivered by an accredited institution, and may relate to a current or future mission-related assignment. (DRAFT DoDI 1400.25-V410)

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

Ethnicity and Race Identification (ERI) Categories:

American Indian or Alaska Native - All persons having origins in any of the original peoples of North and South America (including Central America) and who maintain cultural identification through tribal affiliation or community recognition (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Asian - All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam

(<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Black or African American (Not of Hispanic Origin) – All persons having origins in any of the Black racial groups of Africa (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Hispanic or Latino – All persons of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture origin, regardless of race

(<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Native Hawaiian or Other Pacific Islander – All persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

(<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

White (Not of Hispanic Origin) – All persons having origins in any of the original peoples of Europe, the Middle East, or North Africa (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Persons of Two or More Races – All persons who identify with two or more of the above race categories (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Executive: A supervisor or manager who manages a Federal agency or any subdivision thereof (including the lowest recognized organizational unit with a continuing function) and customarily and regularly directs the work of subordinate employees. (5 CFR 551.205)

Functional Chiefs (FCs): The Senior Career Program Official (General Officer or SES level) , whose responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of Civilians within their Career Program. They have enterprise-level responsibility for ensuring the readiness of employees in occupational series and CPs, in support of Army missions. (Army Policy Memorandum: SAMR-CQ, Subject: Civilian Career Program Management Guidance, 21 April 2011)

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

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

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

Functional/Technical Training: Training that provides study in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the Army's mission and performance goals. It includes Competitive Professional Development (CPD) programs, as well as functional/technical training within TRADOC and other military schools. (DCS, G-3/5/7/TRV)

Gap Closure Plan (Strategy): The plan (strategy) to eliminate competency gaps through recruitment of new personnel and/or the development and training of current employees. (AG-1(CP))

Generating Force: Army organizations whose primary mission is to generate and sustain the operational Army units by performing functions specified and implied by law; also possess operational useful capabilities for employment by or in direct support of Joint Force Commanders. (AR 525-29)

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

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

Government Employees Training Act (GETA) (1958): Created the framework for agencies to plan, develop, establish, implement, evaluate and fund training and development programs designed to improve the quality and performance of the workforce. GETA was codified into Title 5 United States Code Chapter 41. It has been amended many times by the Federal Workforce Restructuring Act of 1994. Additional information on Civilian training laws and policies is located at:

<http://www.opm.gov/hrd/lead/policy/eo11348.asp>

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

Human Capital Assessment & Accountability Framework (HCAAF): The Human Capital Assessment and Accountability Framework (HCAAF) identifies five human capital systems that together provide a consistent, comprehensive representation of human capital management for the Federal Government. The HCAAF fuses human capital management to the merit system principles; a cornerstone of the American civil service and other civil service laws, rules, and regulations. Establishment of the HCAAF and its related standards and metrics, provided in this document, fulfills OPM's mandate under the Chief Human Capital Officers Act of 2002 (CHCO Act), as codified at 5 U.S.C. 1103(c) and implemented under subpart B of 5 CFR part 250, to design systems and set standards, including appropriate metrics, for assessing the management of human capital by Federal agencies.

The regulation at 5 CFR 250.203, establishes requirements for an agency to maintain a current human capital plan and submit to OPM an annual human capital accountability report. The requirements in the regulation are by design congruent with the planning and reporting requirements contained in OMB Circular A-11 and title 31 U.S.C.

The HCAAF outlines an ongoing process of human capital management in every Federal agency; planning and goal-setting, implementation, and evaluating results using five systems:

1. Strategic Alignment (Planning and Goal-Setting)
2. Leadership and Knowledge Management (Implementation)
3. Results-Oriented Performance Culture (Implementation)
4. Talent Management (Implementation)
5. Accountability (Evaluating Results)

<http://www.opm.gov/policy-data-oversight/human-capital-management/referencematerials/practitioner%E2%80%99s-guide/systemsstandardsmetrics.pdf>

Human Resources (HR) Advisor: This role focuses on the advisory portion of the position as well as the development of the strategic focus while still performing traditional HR service delivery activities.

<https://dodhrinfo.cpms.osd.mil/Pages/Home1.aspx>

Human Resources Development (HRD): The professional discipline devoted to design, advancement, and implementation of comprehensive strategies to establish a strong employee base. HRD helps employees mature their competencies and skills for current and future work assignments. (DRAFT DoDI 1400.25-V410)

HR Specialist: At its base is the largest group of HR technical specialists who perform the technical and operational functions. This role is tactical/transactional and focuses on the skills needed to perform the traditional HR service delivery activities.

<https://dodhrinfo.cpms.osd.mil/Pages/Home1.aspx>

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

<https://dodhrinfo.cpms.osd.mil/Pages/Home1.aspx>

Importance Level of Position Competencies: The relative significance or weight that a given competency has in the successful execution of critical tasks in a position. (AG-1(CP))

Inclusion: A process that cultivates a work environment that connects employees and organization, encourages collaboration, flexibility and fairness, and leverages diversity so that all are enabled to participate and contribute to their full potential (Army Diversity Roadmap)

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

Institutional Training: Training, either individual or collective, that takes place in Army service schools, Army training centers, or other Total Army School System (TASS) locations. (AR 350-1)

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

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

Key Assignments/Positions: Positions that represent windows of opportunities to complete diverse assignments across multiple echelons. The sequence of positions is not as important as mastering critical skills and gaining experience before the next stage of career development. (DRAFT DoDI 1400.25-V410)

Leader Development: The deliberate, continuous, sequential and progressive process, grounded in Army values that grows Soldiers and Civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, abilities and experiences gained through the development of institutional, operational and self-development. (Army Leader Development Program, DA PAM 350-58)

Leader Development Program: A program designed to train leaders. It incorporates formal and informal training; progressive and sequential duty assignments; and assessment, counseling, coaching and feedback to maximize a leader's potential. (DA PAM 350-58)

Leadership: The process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization. (FM-6-22)

Leadership and Knowledge Management System: A system that ensures continuity of leadership by identifying and addressing potential gaps in effective leadership and implements and maintains programs that capture organizational knowledge and promote learning. (ADCS G-3/5/7)

Leadership Competency Model: A model that describes the sets of skills and abilities required for individuals to guide the workforce. In the Federal sector, OPM's 1998 Leadership Competency Model (comprised of 27 competencies grouped by five broad dimensions) is the accepted model. It reflects the qualifications necessary to succeed in the Government-wide Senior Executive Service and is also used by agencies in selecting managers and supervisors. (ADCS G-3/5/7)

Learning: Cognitive and/or physical process where a person assimilates information, and temporarily or permanently acquires or improves knowledge, skills, abilities, behaviors, and/or attitudes. (DRAFT DoDI 1400.25-410)

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

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

Lifelong Learning: Individual lifelong choice to actively and overtly pursue knowledge, the comprehension of ideas, and the expansion of depth in any area to progress beyond a known state of development and competency. (FM 6-22)

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

Major Occupations: Agency occupations that are mission related and heavily populated relative to other occupations within the agency (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Management Directive 110: An Equal Employment Opportunity Commission (EEOC) Directive which provides policies, procedures and guidance relating to the processing of employment discrimination complaints governed by the Commission's regulations in 29 CFR Part 1614 (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Management Directive 715: An EEOC Directive which provides policy guidance and standards for establishing and maintaining effective affirmative programs of equal employment opportunity under Section 717 of Title VII (Part A) and effective affirmative action programs under Section 501 of the Rehabilitation Act (Part B). The Directive also sets forth general reporting requirements (Part C). (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Management Directive 715 Report (MD 715 Report): The document which agencies use to annually report the status of its activities undertaken pursuant to its EEO program under Title VII of the Civil Rights Act of 1964 and its activities undertaken pursuant to its affirmative action obligations under the Rehabilitation Act of 1973 (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Mandatory Training: Required for all Civilian employees based on statute, regulation, or other prescribed policy. (DRAFT DoDI 1400.25-V410)

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

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

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

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

Metrics: Measurements that provide a basis for comparison. Strategic human capital management requires a reliable and valid set of metrics that provides an accurate baseline against which individual agency progress can be assessed (<http://www.opm.gov/glossary/metrics/11348.asp>)

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

Mobility Program: A formal program, as a part of a DoD Component workforce development strategy, that provides for planned change of permanent duty station of Civilian personnel within the same or another DoD Component that may involve relocation without reduction in grade. (DRAFT DoDI 1400.25-V410)

Multisource Assessment: A formal measure of peer, subordinate, and self-impressions of specified qualities of a single individual. Also called a multirater assessment, a 360 degree assessment or 360 appraisal (360 applies when all sources of ratings are collected). (FM 6-22)

Nontechnical Competency: Observable and measurable soft skills that are exhibited by individuals as behaviors in the execution of their duties such as critical thinking, interpersonal skills, problem solving. (AG-1(CP))

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

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

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

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

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

Participation Rate: The extent to which members of a specific demographic group are represented in an agency's work force (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

Performance Indicator: A particular value or characteristic used to measure output or outcome. (AG-1(CP))

Policy: A plan, procedure, or principal designated to influence and determine decisions and actions. Policy is derived from doctrine. Doctrine describes how things should be while policy states how things are based on real-world constraints. (DA PAM 350-58)

Program Evaluation: An assessment through objective measurement and systematic analysis of the results, impact, or effects of a program or policy; the manner and extent to which Federal programs achieve intended objectives. Program evaluations also are frequently used to measure "unintended results" (good or bad) which were not explicitly included in the original statement of objectives or were unforeseen in the implementation design. The POM shows programmed needs 6 years hence (i.e., in FY 2008, POM 2010-2015 was submitted). (DoD 7000.14-R) (<https://dap.dau.mil/glossary/Pages/Default.aspx>)

Reportable Disability: Any self-identified disability reported by an employee to the employing agency

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

Retraining: Development designed to prepare an individual for a different occupation, address an individual's skills obsolescence in the current position, or to prepare an individual for a different occupation in the same agency, another Government agency, or the private sector. (DRAFT DoDI 1400.25-V410)

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

Self-Assessment: Helps you to determine how to use your talent and skills and continue to grow; identify and focus on preparation needed for a successful career; and identify and close gaps in your training and learning. (www.hru.gov)

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

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

Series (Occupational): A subdivision of an occupational group or job family consisting of positions similar as to specialized line of work and qualification requirements. Series are designated by a title and number such as the Accounting Series, 0510; the Secretary Series, 0318; the Microbiology Series, 0403. (Introduction to the Position Classification Standards, TS-134, July 1995)

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

Strategic Goal or Strategic Intent: A statement of aim or purpose included in the strategic plan. In a performance/budget annual performance plan, strategic goals should be used to group multiple program outcome goals. Each program outcome goal should relate to the strategic goals or objectives and their performance measures. (OMB Circular No. A-11 (2010))

Strategic Human Capital Management: The alignment of human capital strategies with agency mission, goals, and objectives through analysis, planning, investment, and management of human capital

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

(<http://www.opm.gov/policy-data-oversight/human-capital-management/>)

Total Army Centralized Individual Training Solicitation (TACITS): The process by which DoD agencies, the total Army, other services, foreign military, and Civilian agencies are requested to submit their individual training requirements by fiscal year for input into the Army Training Requirements and Resources System (ATRRS). (AR 350-1)

Total Army Centralized Individual Training Solicitation (TACITS): The process by which DoD agencies, the total Army, other services, foreign military, and Civilian agencies are requested to submit their individual training requirements by fiscal year for input into the Army Training Requirements and Resources System (ATRRS). (AR 350-1)

Talent Management System: A system that addresses competency gaps, particularly in mission-critical occupations, by implementing and maintaining programs to attract, acquire, develop, promote, and retain quality talent. (<http://www.opm.gov/hrd/lead/policy/eo11348.asp>)

Targeted Disabilities: Those disabilities that the federal government, as a matter of policy, has identified for special emphasis. The targeted disabilities (and the codes that represent them on the Office of Personnel Management's Standard Form 256 are: Hearing 18 (previously deafness (16 and 17)), vision 21 (previously blindness (23 and 25)) missing extremities 30 (previously 28 and 32 through 38), partial paralysis 69 (previously 54 through 68), complete paralysis 79 (previously 71 through 78), epilepsy 82 (previously convulsive disorders (82)), severe intellectual disability 90 (previously mental retardation (90)), psychiatric disability 91 (previously mental illness 991), and dwarfism 92 (previously distortion of limb and/or spine (92))* (<http://www.eeoc.gov/federal/reports/fsp2011/appendix1.cfm>)

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

Technical Competency: Observable and measurable knowledge, skills and abilities that are specific to a technical area such as digital network exploitation analysis, computer programming, etc. (AG-1(CP)

Training Needs Assessment: An identification of the gaps between the knowledge, skills, and abilities or competencies employees have and those they need to do their work effectively. A training needs assessment helps determine which employees need training and in what areas and forms the basis for agency training plans. Many sources of information exist to help agencies conduct a training needs assessment, including employee skills assessments against established competencies, Individual Development Plans, focus groups, workforce surveys, organizational performance data, etc.

Training Priorities: A priority that must be specified for all types of formal training. Training that is not prioritized may not be conducted. Criteria for determining the appropriate priority is outlined in AR 350-1. (http://www.apd.army.mil/pdf/files/r350_1.pdf)

Uniform Guidelines for Employee Selection Procedures (1978) (UGESPs): A uniform set of principles adopted by the Equal Employment Opportunity Commission, Office of Personnel Management, Department of Justice, and Department of Labor to govern use of employee selection procedures in the public and private sectors consistent with applicable legal standards and recognized validation standards. Section 300.103 of title 5, Code of Federal Regulations requires that the employee selection procedures of Federal agencies must meet UGESP standards in Federal Register 38290. (DoDI 1400.25-v250, November 18, 2008)

Workforce Planning: The systematic process for identifying and addressing the competency gaps between the workforce of today and the human capital needs of tomorrow. (AG-1(CP))