

## Appendix P: Documentation of Revision of Education Services ACTEDS Plan

This ACTEDS plan is a revision of the original Education Services ACTEDS plan which was published in February 1991. This revision was a joint effort of the Functional Chief's Representative (FCR) for Education Services and personnel research psychologists from the U. S. Office of Personnel Management's (OPM) Personnel Resources and Development Center<sup>1</sup>. This appendix summarizes:

- Focus of the revision of the plan.
- Changes which were made to the plan, the rationale for the changes, and the process followed in making the changes.
- Process followed to obtain input from education services careerists and from the Office of the Assistant Secretary of Army for Manpower and Reserve Affairs [ASA(M&RA)].

### Focus of the Revision

The FCR and OPM reviewed the original plan and decided that major revisions were needed in order for the plan to provide the information needed to develop education services careerists. Specifically, the revised plan needed to:

- Be future oriented.
- Contain the information needed to prepare education services careerists to assume current and evolving duties and responsibilities at the local level and to groom them for key management positions.
- Integrate the career tracks across Army Continued Education System (ACES), US Army Recruiting Command (USAREC), Military Entrance Processing Command (MEPCOM), and US Army Reserve (USAR).

In addition, the revised plan needed to:

- Reflect current policy.
- Include education aids and technicians.<sup>2</sup>

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<sup>10</sup> *OPM provided professional and support services in revising the Education Services ACTEDS Plan through a contract with the ACTEDS Branch in the Office of the Assistant Secretary of Army for Manpower and Reserve Affairs [OASA(M&RA)].*

<sup>2</sup> *Training and development activities for education aids and technicians are funded locally.*

- Be presented in a more user-friendly format.

## Changes to the Plan

### Policy

The text of the plan was revised to reflect ACTEDS policy. For example:

- The section on career program management was revised and expanded to conform to the guidance in *Career Management*, Army Regulation and Pamphlet 690-950.
- Steering Committee membership was expanded to more accurately reflect representation of all careerists. The inclusion of all MACOM Directors of Education (DOEs) reflects the FCR's Total Quality Management philosophy.
- Competitive Professional Development procedures were clarified and formalized so as to promote wider understanding of the nomination and selection procedures.
- Procedures for interns targeted for the GS-11 level were integrated into the ACTEDS plan to clarify procedures for interns attaining the GS-11 level. This should eliminate the potential for grievances as well as provide increased opportunities for GS-9 careerists to compete for the GS-11 intern positions.

### Occupational Trends

Major changes have occurred and will continue to occur in Army. Therefore, a section on current trends in Army's Education Services was developed. This section was designed to help civilians visualize the future direction for Army's Education Services and what competencies they will need.

### Career Paths for Education Services Careerists

Within Army, very few education services careerists cross-over between ACES, USAREC, MEPCOM, and/or USAR -- thus limiting the number of education services careerists who have the broad-based experience needed in Army's top positions. To help communicate that careerists who want to progress to Army's top positions should obtain broad-based experience, a new chart of typical career paths was developed and included in the plan. This chart shows:

- Different job categories (or most frequently used functional job titles, such as counselor) within ACES, USAREC, MEPCOM, and USAR.
- Optimal points for transitioning between ACES, USAREC, MEPCOM, and/or USAR.
- Recommended paths for moving to key positions at the MACOM and Army headquarters level.

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*The purpose of including them in the ACTEDS plan is to provide them with a planning roadmap and comply with current ACTEDS policy.*

This chart of typical career paths was developed based upon the FCR's and DOEs' knowledge of the Education Services Career Program and on information from Army's civilian personnel management database.

### Competencies for Education Services Careerists

Except for a few -- but significant -- changes, the competencies for education services careerists in the revised ACTEDS plan are very similar to the competencies in the original plan. The competencies in the original plan were developed based upon a formal job analysis conducted by JWK International in 1986-87, and a new occupational analysis of education services careerists was not conducted for revising the competencies. A summary of changes to the competencies, how the changes were made, and the rationale for some of the changes is presented below:

- ACTEDS competencies were made essential for more job categories and the essential competencies for positions in MEPCOM and USAR were identified.
- The competencies in the original ACTEDS plan did not address several key management areas. Army and OPM conducted research and analysis to clarify the latest trends in Army Education Services and define the key management areas where new competencies were needed. Based upon their research on multipurpose competencies,<sup>3</sup> OPM provided the following competencies:
  - Strategic Planning - This competency was added since many education services careerists develop and/or implement strategic plans. For example, at the local level, careerists develop long-term plans which involve new/evolving technology and building/renovating facilities, initiate and conduct reengineering of business processes, and benchmark programs and services. To conduct these functions, they must be skilled in several areas, including measuring customer satisfaction, quality management, organizational performance measurement, and change management.
  - Negotiating and Influencing - This competency was added since careerists at all levels are responsible for obtaining support for their programs and because of the critical role Education Services personnel play in negotiating with academic institutions for lower tuition rates, increased student services, computer and science labs, etc. when developing the Memorandum of Understanding (MOU) for institutions to provide on-post programs.
  - Decision-Making - This competency was added to focus on careerists' need to make program management decisions.
- The distance learning competency did not adequately reflect the work education services

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<sup>3</sup> *OPM's Personnel Resources and Development Center (PRDC) conducted Government-wide occupational studies of supervisors, managers, and executives and of professional/administrative occupations. In conducting these studies, PRDC conducted a comprehensive literature review, developed and pilot-tested tasks and competencies, administered a government-wide occupational analysis survey, and analyzed the data to identify key tasks and competencies for supervisors, managers and executives and for individual professional/ administrative occupations.*

careerists are performing in Army. Therefore the original distance learning competency was replaced with three new competencies:<sup>4</sup>

- Multi-media User Environment - this competency covers developing the facilities/environment and integration of technology needed in Army's education and learning centers.
  - Distance Learning Theories, Principles, and Practices - This competency covers knowledge of distance learning theory, principles and practices.
  - Distance Learning Delivery - This competency focuses primarily on distance learning technology.
- The original competency on information management was replaced with the following two competencies addressing different aspects of information systems:
- Automated Management Information Systems - This competency describes the level of competence HQ staffs are expected to possess on the Education Management Information System (EDMIS) as well as the basics of operating a personal computer and using various integrated software systems.
  - Education Management Information Systems - This competency describes a more detailed level of competence required of personnel operating at the installation level.
- The competency on educational technology was revised to include additional administrative and instructional delivery technologies.
- USAREC's DOE reviewed the competencies for the Recruiting Program Administrator (RPA) and made the following changes:
- Deleted the competency on promotional techniques and added a competency on recruiting market analysis.
  - Combined two recruiting activity competencies into a single competency.
  - Added a competency on recruiting at the post-secondary level.
- The other competencies were up-dated to reflect changes which had occurred in Army. These changes included changing the citation for references and changing the names of organizations/programs. In a very few instances (such as the competencies on needs assessment and statistics), additional methodologies were added to more accurately reflect the methodologies currently used by Army's education services careerists.

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*An Education Services Officer developed these competencies.*

To make the competencies easier to use, short titles were added and the competencies were rearranged into content areas (such as, educational management tools and military organization, structure, and policies).

### **Competitive Professional Development**

Competitive Professional Development is a key means for developing Army careerists. However, many education services careerists have relied on on-the-job training for developing and maintaining essential competencies. Since expansion of Competitive Professional Development opportunities was seen as one of the best avenues for reducing the reliance on on-the-job training, the following additions were made:

- **Developmental Assignments.** The FCR identified new developmental assignments which would require careerists to stretch and grow in areas considered critical to groom them to assume key positions at HQDA and MACOM levels.
  - The developmental assignments with the Army Management Staff College, OASA(M&RA), and the American Counseling Association provide careerists the opportunity to develop a broader picture of management and policy development.
  - The developmental assignments in distance learning technology provide the opportunity to grow in a rapidly evolving professional area.
  - The developmental assignments with DANTES and with the Education Division in budget or marketing provide the opportunity to enhance staff and professional competencies.
- **University Training.** In the past, the university training offered specifically for education services careerists has been limited to traditional education topics, such as Harvard University's Institute for the Management of Lifelong Education. Since university training in other key areas is essential for grooming Army's education services careerists for key positions, additional university programs were researched, and two new programs were added -- George Washington University's Contemporary Executive Development program and Hopkins Fellows in Change Management program. In addition, Army's Education Division is developing a third new program which will be in distance learning. It is anticipated this distance learning program will be a long-term training assignment similar to the Comptroller's program where careerists obtain Masters in Business Administration at Syracuse University.
- **Army/Defense-Specific Training Courses.** The original plan did not include key training courses developed and sponsored by Army or by DoD. Therefore, the following courses were added to the plan as Competitive Professional Development and/or as Priority I or II (mandatory) training: Current Army Education Issues, DOD's Worldwide Education Symposium, DANTES Test Administrator's Workshop, Test Control Officer Course (classroom and computer-based versions), and EDMIS Workshop. Another critical course -- the Education Services Officer Course -- is being developed. In addition, the plan was updated to include new core Army leader development courses and new course descriptions for the previously existing leader development courses.

### **Master Intern Training Plans**

The training received by Army's interns provides the broad-based background needed throughout their career. The original ACTEDS plan did not contain a Master Intern Training Plan (MITP). To ensure that intern training was standardized and covered key areas, two MITPs were developed -- one for ACES interns and one for USAREC interns -- and included in the ACTEDS plan. For both of these MITPs, an existing training plan for an individual intern served as the basis for developing the MITP and changes were made as necessary to make the MITP apply to all interns in ACES or USAREC.

Each MITP specifies:

- The technical and leader development training courses which must be taken by the intern and when the courses are to be completed.
- The rotational assignments which interns must receive, length of each rotational assignment, and when the rotational assignment should be conducted.
- The skills and knowledge the intern will acquire in each rotational assignment.

To make it easier for installations to develop a training plan for an individual intern, the format was changed to include documentation on the intern's training progress. To develop the training plan for an individual intern, the Activity Career Program Manager (ACPM) prints the MITP and makes pen and ink changes to modify it as needed based upon the intern's background.

To document the intern's progress, the ACPM completes the documentation section and includes a copy of the MITP as the documentation needed for TAPES and promotions.

### **Inclusion of Education Aids and Technicians**

The plan was expanded to cover education aids and technicians who are working in Education Services and the plan contains the following information for education aids and technicians to use in planning their career:

- Competencies required for the work performed in Education Services.
- Typical career paths, including information on how to transition to the Education Services Series.
- Training and development opportunities for acquiring the competencies and information on what type of training and development should be provided at each level in the individual's career.
- Referral to the ACTEDS plans for the other mission areas (Training; Morale, Welfare & Recreation) in which Army's education aids and technicians work.

Development of Competencies. The competencies for the education aids and technicians are divided into two categories:

- Technical competencies (such as, accounting/budget) which are specific to education aids and technicians in Army Education Services.
- Professional competencies (e.g., customer service and oral communication) which apply to education aids and technicians and to similar clerical/technical occupations.

OPM used position descriptions and classification evaluation statements from Army to identify the tasks performed by education aids and technicians in Education Services and the competencies needed to perform the work. Based upon this information, OPM developed the technical competencies.

The professional competencies are based upon OPM's research. With assistance from the OPM project team, the FCR reviewed the competencies which OPM's research had identified as applying to education aids and technicians and selected the competencies which applied to Education Services in Army. The names and definitions of the competencies were taken directly from OPM's research with one exception -- the competencies for reading and writing were combined into one competency which was named "written communication"

#### Development of Chart of Typical Career Paths

The chart of typical career paths was developed based upon the FCR's and DOEs' knowledge of education aids' and technicians' career progression patterns and information from Army's civilian personnel management database. The chart emphasizes the necessity of education in order to transition to the Education Services Series, and refers users to OPM's *Operating Manual: Qualification Standards for General Schedule Positions*, the first pages of each of the MITPs, and their Civilian Personnel Operating Center (CPOC) for information on the educational requirements for transitioning to the Education Services Series.

#### Training Levels

To help personnel and their supervisors identify the type of training and development activities which should be pursued at each stage of the employee's career, sections on training levels for education services careerists and education aids and technicians were added to the ACTEDS plan. At each level (such as entry-level or full performance), these sections specify the focus of training and development and the type of formal training, job assignments, and self-development activities which are important at that level.

#### General Guidance for Career Planning

The section on career planning responsibilities was expanded to include more information/guidance, such as:

- Responsibilities for supervisors and for employees.
- Emphasis on including training and development objectives with the performance objectives in the Total Army Performance Evaluation System (TAPES).

- Citations for Army publications which contain additional information which is useful to employees and supervisors in career planning.

### Information on Specific Training Opportunities

In today's world of work, continuing professional training and development is critical. Therefore, many new priority III (recommended) training courses, including seminars and conferences, were added to the Master Training Plan (MTP) for education services specialists. Numerous priority III (recommended) training courses were also included in the MTP for education aids and technicians. In identifying the recommended training for the MTP:

- OPM used a variety of training references, including an electronic database of training<sup>5</sup>, *The Macmillian Guide to Correspondence Study*, and government and private-sector catalogs.
- The FCR and education services careerists identified additional specific training courses for education services careerists to:
  - Provide careerists opportunities to participate in professional organizations, learn from other professionals within and outside of Army, and contribute to the field of education and counseling as equal partners with professionals from the academic field.
  - Update competencies in critical areas so careerists may remain current with rapidly changing technology.
  - Focus on the future trends in adult education, including technological developments in distance learning.
- OPM developed typical or generic course descriptions for some courses (such as a course in effective briefings) which are offered by many sources.
- The FCR reviewed the potential courses, identified the appropriate target audience, and identified/reviewed competencies covered by each training course.

The training courses included in the MTPs are designed to serve two purposes:

- Provide personnel in Education Services with a single source reference of training opportunities to assist them in developing local training plans.
- Since training opportunities vary across geographic areas and will change as changes occur in fields relevant to the work performed in Education Services (such as advances in

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<sup>5</sup> *The electronic database of training information was from Seminar Information Service, Inc., 17752 Skypark Circle, Suite 210, Irvine, CA 92614.*

technology, distance learning, and business practices), the MTPs are designed to serve as guides for the type of training which is recommended for personnel in Education Services.

To make it easier for the user to identify the means for obtaining specific competencies and to obtain information on specific training opportunities, three types of appendices were added:

- Appendices which list the training courses in each MTP by competency.
- Appendices which describe the training courses in each MTP.
- An appendix which contains the name, address, telephone numbers, and e-mail/home page address (if available) for each training source.

### **Self-development Resources**

Since today's professionals must work harder -- frequently on their own time -- to keep abreast of their profession and other developments needed for their work, OPM and the FCR felt it was important to identify professional organizations, periodicals, Internet resources, and books which can help careerists maintain their currency and improve their competencies. Therefore, OPM and the FCR developed an appendix of self-development resources.

### **Input from Education Services Careerists and ASA(M&RA)**

Input from education services careerists was critical to the successful revision of the ACTEDS plan. In order to obtain meaningful input from education services careerists, OPM and the FCR developed a **draft** ACTEDS plan for the MACOM DOEs and other careerists to review.

### **Initial Review by MACOM DOEs**

The MACOM DOEs reviewed a draft of the plan prior to the Train-the-Trainer Workshop in Lancaster, Pennsylvania, in August 1996. At the conference, OPM:

- Briefed the MACOM DOEs on the proposed changes.
- Emphasized the importance of their input on the proposed changes and their recommendations for additional changes.
- Obtained their initial input.
- Asked them to provide additional input to the FCR.

### **Input From the Field**

At the Train-the-Trainer Workshop, the FCR distributed copies of the draft ACTEDS plan to the participants, and OPM:

- Briefed the workshop participants on the purpose of an ACTEDS plan, the proposed changes and the recommendations which had been made by the MACOM DOEs.
- Emphasized the importance of careerists' input on the proposed changes and their recommendations for additional changes.
- Obtained their initial input.
- Asked them to provide additional input directly to the FCR.

In developing specific sections of the plan, the FCR and OPM discussed specific portions of the plan with DOEs and careerists and obtained their input.

#### **Final Review by the MACOM Directors of Education**

At a meeting of the MACOM DOEs in Charlotte, N.C., in October 1996, the FCR distributed copies of the text of the plan and the appendices with the competencies and career paths to the MACOM DOEs and asked them to provide final input.

#### **Input from ASA(M&RA)**

To ensure the revised plan would reflect current ACTEDS policy, the program managers for ACTEDS plans in OASA(M&RA) reviewed interim drafts of the Education Services ACTEDS Plan and attended the Lancaster briefing and feedback sessions which OPM conducted to obtain input from education services careerists. A representative from Career Management in the OASA(M&RA) also attended the briefing and feedback sessions.

#### **Final Review**

After the revised plan was completed, ASA(M&RA), OPM, and the FCR reviewed it again and the FCR forwarded it to the Deputy Chief of Staff for Personnel (DCSPER) for approval. Although the final test of the quality of the revised ACTEDS plan will be made by personnel in Education Services as they use the plan, it has met and passed an initial test. Even before the plan was finished, ASA(M&RA) was distributing it as a model for others to use in developing their ACTEDS plan.