

## ANNEX B

### MASTER INTERN TRAINING PLAN (MITP)

#### 1. General

This Master Intern Training Plan (MITP) describes the universal requirements for training and development of Simulations Specialists and the unique requirements for each specialized area. The plan will cover a 24-month period, and may be used in conjunction with the intern career phase of the Simulations Master Training Plans in Annex A or Functional Training Plan in Annex C, when preparing specific intern Individual Development Plans (IDPs). Target grade may be GS-9 or GS-11, depending on the individual’s qualifications at entry into the intern program, and grade structure at the employing organization.

#### 2. Structure of the MITP

The MITP provides general guidance for a 4-phase training program of 24 months. Each phase within the training plan corresponds with the performance appraisal cycle, and blends a variety of training formats, as shown in the chart below. Supervisors are encouraged to use the 6-month evaluations to ensure successful completion of each phase of the IDP. Career interns who successfully complete the program will qualify for non-competitive promotion to their target grade.

**STRUCTURE OF THE MASTER INTERN TRAINING PLAN**

EVENT	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Orientation	→			
General Skills Training	→			
Simulations Core Training	→			→
Simulations Support Core Training	→			→
Leadership and Organizational Management Core Training		→		
Performance Enhancing Job Experience Rotational Assignments		→		

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**Phase 1.** The first six months of training provide an orientation to federal employment (as applicable), DoD/DA, the individual's organization, DA civilian leader development training and introductory functional specialty training (formal and on-the-job). Based on the needs of the individual employee, this phase may also include training in general skills such as writing, briefing techniques, and automation applications. Training in the core competency areas of simulations should also begin at the halfway point of this phase.

**Orientation:** Conducted locally (estimated 40 hours):

Federal employment: Civil service status, employee benefits, standards of conduct, and security requirements  
Mission and organization of the Department of Defense, Department of the Army, and the local command/activity

**General Skills Training:** As determined by supervisor

**Mandatory Courses:**

Intern Leadership Development Course (ILDC), Center for Army Leadership, Fort Leavenworth, KS, 40 hours

Simulations Operations Professional Course

Action Officer Development Course (available on-line)

Analysis or Research Course

Statistics Course

Project Management Course

**Phase 2.** The second 6-month phase emphasizes completion of the general skills training requirements. Modeling and simulation training continues in this phase. Beginning in this phase is the necessary training in the third core competency group of Organizational and Leadership Management. Phase 2 may also include performance enhancing job experience rotational assignments. (Any further general skills training should be completed during this phase.)

**General Skills Training:** As determined by supervisor

Simulation Operations Course

Interactive and Interoperable Simulations

Organizational and Leadership Management Courses

Performance Enhancing Job Experience Rotational Assignments

**Phase 3/Phase 4.** The final 12 months of training in Modeling and Simulation, and Organizational and Leadership Management continues. The primary emphasis for phases 3 and 4 should be on the area of Performance Enhancing Job Experience rotational assignments. Rotations should be scheduled so that the interns are exposed to most, if not all the supporting competency areas associated with Modeling and Simulations. Rotations should be sought at all levels of the Army (HQDA, MACOM, NTC, installation, and agency) and should be both internal and external to the organization and the Army.

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**3. Career Ladders**

Career ladders for intern development are depicted at Figure B-2 below. The intern career ladders apply to all CP-36 interns (both centrally (DA) and locally funded). All interns will prepare a 3-Year Individual Development Plan (3yIDP). Since the intern program covers only two years of the 3yIDP, the third year of the IDP will be used by supervisors (if necessary) to provide interns, who lack some of the necessary qualifying experience the training, and/or education required for successful completion of the intern program.

For interns who successfully complete the intern program requirements, their supervisors will use the third year of the 3yIDP to identify the next phase of professional development and training that graduating interns will be required to accomplish in their first year at the journeyman level.

<b>CP36 INTERN CAREER LADDERS</b>						
<b>DA/LOCAL INTERN</b>				<b>Presidential Management Fellow</b>		
GS-12						TARGET
GS-11				TARGET		12 mos
GS-9		TARGET		12 mos		12 mos
GS-7		12 mos		12 mos		
GS-5		12 mos				

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**4. Functional MITP**

**Organization.** The Master Intern Training Plan identifies universal training and training for each series within CP-36. The six parts of the plan are listed below: (Each part is divided into: Training Description; Type; Source; Length (in hours); Knowledge, Skill or Ability to be Acquired; Individual Dates; Training Location; and Planning for the Supervisor).

- a. Orientation
- b. General Functional Skills Training
- c. Leader Development Training
- d. Performance Enhancing Job Experience Rotational Assignments
- e. Core Competency Training Courses
- f. On-the-Job Training

**Terminology.** The following terminology is used to describe the “Type of Training” in the MITP:

**On-the-Job-Training (OJT)** – training received during assignment in the office that is the target or future permanent assignment.

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**Performance Enhancing Job Experience Rotational Assignments** (installation, subordinate command, MACOM, and HQDA levels) – training received during a rotational assignment in another office, or organization, or level comprising of at least 90-days in length and concentrating on one of the Modeling and Simulations Core Competency Groupings.

**Resident Course** – training received in the classroom mode at a school or on-site.  
Non-Resident Course – training received in a correspondence, audio-visual or other non-classroom mode, such as distant learning and computer based training (CBT).

### 5. Performance Standards and Evaluations

The supervisor is responsible for completing the intern's 6 months and subsequent annual performance evaluation. After each rotation, the rotational supervisor should complete an evaluation. A copy should be provided to the Intern Coordinator and the supervisor. The supervisor will then incorporate the rotational performance evaluations into one annual evaluation in accordance with the agency's policies and procedures. Intern must have a satisfactory annual performance appraisal to be promoted during the internship and to be converted to a permanent competitive position at the end of it. The supervisor will work closely with the intern to correct any unsatisfactory performance.

### 6. Roles of the Players in the Intern Program

Clearly defined roles and responsibilities of the various players throughout a intern's two-year tenure are important to the success of the Intern Program and the individual intern. Each participant in the Intern Program contributes greatly to the overall development of the intern, both individually and in concert with other participants. Communication and coordination enhance the intern's experience, and the agencies involved in the program. The major players in the Intern Program are listed below, along with their primary responsibilities:

**a. Supervisors.** Supervisors provide instruction, guidance, and feedback to interns. The success of interns and the Intern Program is due in large part to the interaction interns have with their supervisors. An intern supervisor is responsible for:

- (1) Meeting with the intern to establish the office's expectations and conditions for evaluating performance and achieving developmental objectives;
- (2) Completing the intern's performance evaluation;  
Assisting the intern in the development of an IDP which allows for a reasonable number of rotations;
- (3) Monitoring the execution of the intern's IDP;
- (4) Maintaining contact with the intern's rotational supervisors;
- (5) Assisting with administrative issues, e.g. travel, health benefits, etc.
- (6) Assigning the intern appropriate work;
- (7) Initiating all appropriate personnel actions in a timely manner;

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- (8) Providing regular feedback and guidance;
- (9) Maintaining a basic knowledge of the Intern Program; and
- (10) Helping interns develop and evaluate potential rotational assignments.

**b. Interns.** An intern is offered many different learning opportunities throughout his/her 2-year program. However, the intern must also take control of his/her own career development, and advancement by:

- (1) Being flexible and developing a professional reputation;
- (2) Developing and following up on the goals established in the IDP;
- (3) Achieving goals and objectives established for each rotation by the intern and his/her supervisor;
- (4) Working closely with the agency intern program manager, and supervisor selecting rotations with both long- and short-range career goals in mind.

**c. Intern Program Manager .** Each MACOM and agency has an Intern Program Manager who is responsible for:

- (1) conducting and orientation to agency mission and structure;
- (2) acting as a resource person for the intern, supervisor and mentor;
- (3) helping interns and supervisors identify and clarify responsibilities and commitments;
- (4) guiding the intern and the supervisor in the design of the IDP with goals and objectives;
- (5) receiving and reviewing all rotational agreements and evaluations, and insuring that all requirements are met; and,
- (6) providing information on external and in-house technical and managerial training opportunities for the intern.

**7. Rotational Supervisor.** The rotational supervisor is the manager responsible for the intern during the temporary assignments outside of the intern's core area. These supervisors are responsible for:

- a. insuring that the intern is assigned a full and appropriate workload;
- b. developing objectives to be accomplished during the assignment;
- c. communicating the objectives to the intern prior to the beginning of the assignment; and
- d. evaluating the intern's performance during the rotation and providing an assessment to the supervisor.

**8. Rotational Assignments.** Rotational assignments are an important part of the intern experience. They allow interns to learn management skills for simulations at different organizational levels, develop a broad understanding of Army M&S management, establish a professional network, acquire a variety of professional skills, and lay the foundation for future managerial/supervisory responsibilities. Rotations must be carefully planned. Before a rotational assignment is finalized, a written learning objective planning memo should be developed. After action memos will be prepared to evaluate the interns' success in meeting these

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objectives (see Annex L for forms). Ideally rotational assignments should have the following characteristics:

- a. Last at least 30 days and involve different types of work assignments
- b. Include interaction with as many different parts of the Army as possible
- c. Focus on developing specific professional skills or fulfilling particular managerial competencies
- d. Complement the intern’s existing knowledge or professional interests
- e. Allow the intern to gain different perspectives either by moving around in the Department of the Army agency.
- f. Allow an intern to gain experience at a variety of levels
- g. A minimum of two 90-day rotations is required. These rotations should be at the installation, major subordinate command, major command, and Headquarters, Department of the Army levels. For many interns, more will be appropriate. Overall, the number and time allotted for rotational assignments will vary greatly. Ideally the second year of the internship should be devoted to rotational assignments.

**9. Sequencing of Formal Training Courses and Rotational Assignments**

a. The proper sequencing of training and performance enhancing job experience rotational assignments is very important to the intern’s professional development and growth. Certain events or training logically should occur before others. Each intern’s IDP should be designed not only to fit the intern’s unique needs and requirements, but also to accommodate the host organization as well.

b. The following matrix is provided to illustrate the recommended sequencing of training and performance enhancing job experience(s) rotational assignments:

**Training Courses and Rotational Assignments Sequencing Matrix**

	1 <sup>st</sup> Qtr Year 1	2 <sup>nd</sup> Qtr Year 1	3 <sup>rd</sup> Qtr Year 1	4 <sup>th</sup> Qtr Year 1	1 <sup>st</sup> Qtr Year 2	2 <sup>nd</sup> Qtr Year 2	3 <sup>rd</sup> Qtr Year 2	4 <sup>th</sup> Qtr Year 2
General Skills Training Requirements Courses	•	•	•					
Simulation Professional Course			•					
Modeling and Simulation Certificate Program				•	•			
Leadership and Organizational Management						•		
Performance Enhancing Job Experience; Rotational Assignments			•	•			•	•

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### **10. Professional Associations**

Although participation in professional organizations is not reflected in the Individual Development Plan, it is a valuable source of self-development. Meetings, workshop, symposia, training events and institutes sponsored by professional associations and societies provide valuable professional development opportunities. They are also forums for exchanging ideas and concepts with individuals who have similar interests and concerns. Examples of professional associations include the Association of United States Army (AUSA), Simulation Interoperability Standards Organization (SISO); Military Operations Research Society (MORS); Society for Computer Simulation (SCS); National Defense Industrial Association (NDIA); and National Training Systems Association (NTSA), Federally Employed Women (FEW), Blacks in Government (BIG), National Association of Hispanic Federal Employees (NAHFE), and National Association of Asian American Professional (NAAAP).

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**MASTER INTERN TRAINING PLAN (MITP)  
MULTI-DISCIPLINED MODELING AND SIMULATION  
UNIVERSAL TRAINING**

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
<b>PART A: ORIENTATION</b>  1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc.  b. Benefits Orientation for New Employees  c. Army Career Management Programs	OJT	Assigned work center	40	<b>Upon completion the intern will be able to:</b>  a. Demonstrate an understanding of the provisions, benefits, and responsibilities of Federal employment and the provisions and structure of the Army Career Management system.  b. Identify the key components of the Federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan.  c. Describe the organization of the Government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment	1 <sup>st</sup> Year 1 <sup>st</sup> Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DOD/DA  a. Overall Organization of DOD and DA  b. Organization and	<u>OJT</u>	Assigned work center	40	a. Describe the mission, organization, and functions of the DoD organization.  b. Describe the basic functions of	1 <sup>st</sup> Year 1 <sup>st</sup> Quarter	TBD	Assigned Supervisor or Training Manager

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
Mission of Assigned MACOM or Subordinate Activity				the organization , the functions it encompasses, and the list of services each provides.			
3. Orientation of the CP 36 Proponent Office	OJT	Assigned work center	40	a. Identify the responsibilities of the Proponent Office. Gain a general understanding of the Army's vision using simulations.  b. Demonstrate knowledge of the Army's vision, objectives and goals to accomplish its mission in defense.			
<b>PART B: GENERAL FUNCTIONAL SKILLS TRAINING</b>							
1. Empowering Yourself for Success		EEO	5	Improvement of Communications Skills	1 <sup>st</sup> Year 1 <sup>st</sup> Quarter	TBD	Assigned Supervisor or Training Manager
2. Effective Writing		USDA	24	Write attention-getting, logical memos, reports and other documents as required	1 <sup>st</sup> Year 1 <sup>st</sup> Quarter	TBD	Assigned Supervisor or Training Manager
3. Effective Briefing Techniques		USDA	24	Organize and present a concise briefing.	1 <sup>st</sup> Year 1 <sup>st</sup> Quarter	TBD	Assigned Supervisor or Training Manager
4. Report Writing for Professionals		USDA	TBD	Produce well-written reports that present facts and ideas clearly and logically	1 <sup>st</sup> Year 2d Quarter	TBD	Assigned Supervisor or Training Manager

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
<b>PART C: GENERAL SKILLS TRAINING</b>							
5. Military Correspondence AG0102	Non-Resident	Soldier Support Institute	11	Fundamentals of military correspondence	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
6. Preparation of the Memorandum and Endorsement AG0220	Non-Resident	Soldier Support Institute	7	How to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparing Special Purpose Memorandums and Letters AG0222	Non-Resident	Soldier Support Institute	4	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. The Modern Army Recordkeeping System (MARKS) AG0404	Non-Resident	Soldier Support Institute	8	Identify the concepts and principles of Record keeping and filing in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
9. Freedom of Information and Privacy Acts AG0409	Non-Resident	Soldier Support Institute	6	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
<b>PART D: LEADER DEVELOPMENT TRAINING PRIORITY 1:</b>							
Intern Leadership Development Course	Resident	Center for Army Leadership	40	<p>a. Know how to apply leadership doctrine and competencies; including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications.</p> <p>b. Know the operational concept and structure of the Army</p>	1 <sup>st</sup> Year 2d Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course		Army Institute for Professional Development	TBD	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
<b>PART E1: CORE ROTATIONAL ASSIGNMENTS</b>							
1. National Training Center			7-9 days	Right-seat-ride program. Get on-hands experience on the art of the possible in Simulations.			Assigned Supervisor or Training Manager

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
2. Battle Command Training Center (BCTC)			7-14 days	Broaden awareness of simulation responsibilities in the BSCs.			Assigned Supervisor or Training Manager
3. Combat Training Center (CTC)			7-14 days	Broaden awareness of simulation responsibilities in the CTCs.			Assigned Supervisor or Training Manager
4. Battle Projection Center (BPC)			7-14 days	Broaden awareness of simulation responsibilities in the BPCs.			Assigned Supervisor or Training Manager
5. Mission Support Training Center (MSTC)			7-14 days	Broaden awareness of simulation responsibilities in the (MSTC)			Assigned Supervisor or Training Manager
6. Program Executive Office of Simulations, Training, Instrumentation Command (PEO STRI)			30-90 days	Increase awareness of how the Army responds quickly to critical, emerging requirements with innovative acquisition and technology solutions in the hands of the war fighter.			Assigned Supervisor or Training Manager
<b>PART E2: OTHER ROTATIONAL ASSIGNMENTS</b>							
1. Cross-Directorate Assignment			30-90 days	Enhance knowledge of M&S operations across directorates			Assigned Supervisor or Training Manager
2. Cross-Domain Assignment			30-90 days	Broaden KSA's in other M&S domains.			Assigned Supervisor or Training Manager
<b>PART F: CORE COMPETENCY TRAINING PRIORITY 1</b>							
1. Simulations	Core	BCSE	6 weeks	Provides education in the			

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
Operations Course				fundamentals of military models and simulations. Presents a broad spectrum of M&S issues in five modules. One week of the training is spent at Fort Lewis, WA.			
2. Simulation Professional Course (SOPC)	Core	BCSE	3 weeks	Enhance KSAs on the fundamentals of M&S, technical aspects of simulations and how to employ simulations.	3d Qtr Year 1		Assigned Supervisor or Training Manager
3. Modeling and Simulation Certificate Program or Systems Engineering Certificate Program				Courses in the M&S program will enhance KSAs in simulation development, tools and techniques, verification, validation, and accreditation, uses and applications, interactive and interoperability of simulations. The engineering program will enhance KSAs in the engineering discipline.	4 <sup>th</sup> Qtr Year 1	UAH (Huntsville) for both programs/or Georgia Tech for the M&S Program	Assigned Supervisor of Training Manager
4. CP 36 Training Seminar	Core	BCSE	3 Days	Enhance knowledge of current M&S issues within Army and Joint Services.	Each year of internship	TBD	Assigned Supervisor of Training Manager
5. Interservice /Industry Training, Simulation And Education Conference (I/ITSEC)	Core	BCSE	3 Days	Enhance awareness of M&S issues, challenges, solutions, ongoing studies within the Services and industry.	Each year of internship	Orange County Convention Center, Orlando, FLA	Assigned Supervisor of Training Manager

<b>TRAINING DESCRIPTION</b>	<b>Type</b>	<b>Source</b>	<b>Length (Hours)</b>	<b>Knowledge, Skill or Ability To be Achieved</b>	<b>Individual Dates</b>	<b>Training Location</b>	<b>Planning Supervisor</b>
<b>PART G: ON-THE JOB-TRAINING</b>							
1. HQDA				Broaden KSAs on M&S responsibilities at the Proponent level of DA.			Assigned Supervisor or Training Manager
2. MACOM				Broaden KSAs on M&S responsibilities at the MACOM level of DA.			Assigned Supervisor or Training Manager
3. Subordinate Command				Broaden KSAs on M&S responsibilities at the MACOM level of DA.			Assigned Supervisor or Training Manager
3. Subordinate Command				Broaden KSAs on M&S responsibilities at the Activity level of DA.			Assigned Supervisor or Training Manager
4. Installation				Broaden KSAs on M&S responsibilities at the Installation level of DA.			Assigned Supervisor or Training Manager