



DEPARTMENT OF THE ARMY  
OFFICE OF THE DEPUTY CHIEF OF STAFF, G-1  
300 ARMY PENTAGON  
WASHINGTON DC 20310-0300

DAPE-CPC-PP

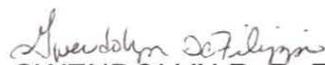
22 March 2016

MEMORANDUM FOR Assistant Deputy Chief of Staff, G-1, 300 Army Pentagon,  
Washington, DC 20310-0300

SUBJECT: Approval of Career Program 51 (CP 51) General Administration and  
Management Army Civilian Training, Education and Development System (ACTEDS)  
Plan

1. Reference memorandum, DAPE-ZB, 8 December 2015, subject: Career Program 51 (CP-151) Army Civilian Training, Education and Development System (ACTEDS) Plan (enclosed).
2. The enclosed CP 51 General Administration and Management ACTEDS Plan is approved.
3. A Career Program Proponency Office is required to review its ACTEDS plan annually. This review generates one of the following three outcomes—
  - a. Status quo. No changes and notification of same to Deputy Assistant Secretary of the Army (Civilian Personnel) (DASA(CP)).
  - b. Administrative. The plan requires administrative changes to correct typographical errors, grammatical inconsistencies, and/or to modify course titles. Administrative changes do not require DASA(CP) approval. However, a copy of the administratively corrected ACTEDS plan is required by DASA(CP) for official publication.
  - c. Substantive. An ACTEDS plan with substantive or significant changes (for example, addition of competencies). A substantive review is required at least once every five years).
4. The point of contact for this action is Ms. Angela M. Richardson at (703) 806-4737 or [career-program-proponency@mail.mil](mailto:career-program-proponency@mail.mil).

Encl

  
GWENDOLYN R. DeFILIPPI  
Acting Assistant G-1 for Civilian Personnel



REPLY TO  
ATTENTION OF

**DEPARTMENT OF THE ARMY**  
**OFFICE OF THE DEPUTY CHIEF OF STAFF, G-1**  
**300 ARMY PENTAGON**  
**WASHINGTON, DC 20310-0300**

DAPE-ZB

08 DEC 2015

MEMORANDUM FOR Assistant G-1 for Civilian Personnel (DAPE-CP), 300 Army Pentagon, Washington, DC 20310-0300

SUBJECT: Career Program 51 (CP-51) Army Civilian Training, Education and Development System (ACTEDS) Plan

1. References:

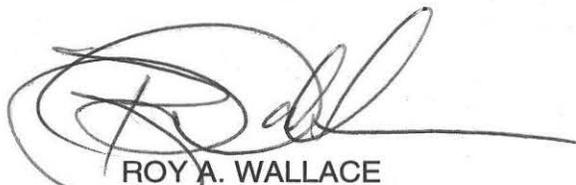
a. AR 690-950, Career Management, 31 December 2001.

b. Memorandum ASA(M&RA), SAMR-CQ, 21 April 2011, SUBJECT: Civilian Career Program Management Guidance.

2. Enclosed for your approval is the ACTEDS Plan for CP-51. The ACTEDS Plan has been reviewed by all key stakeholders. This is the first ACTEDS Plan established for CP-51 and provides information on the type of work included in this career program and information relevant to CP-51 careerists on various training opportunities. This document also provides information on the steps being taken to better define the work within the career program and the way ahead as we continue to develop CP-51.

3. The point of contact for this action is Ms. Lee Ann Eudaily (703) 806-3313 or [lee.a.eudaily.civ@mail.mil](mailto:lee.a.eudaily.civ@mail.mil) or Ms. Tiffany A. Ryan (703) 806-4651 or [tiffany.a.ryan@mail.mil](mailto:tiffany.a.ryan@mail.mil).

Encl



ROY A. WALLACE  
Assistant Deputy Chief  
of Staff, G-1

# GENERAL ADMINISTRATION AND MANAGEMENT ACTEDS PLAN

The Army Civilian Training Education and Development System (ACTEDS) Plan is foundational to the Army strategy to transform the civilian workforce as articulated in the Army Campaign Plan for "A Balanced Army for the 21st Century".



*Career Program 51*

**PURPOSE:** This Army Civilian Training Education and Development System (ACTEDS) Plan provides information pertaining to career management training, education and development for lifecycle workforce management specific to Career Program (CP) 51. Through ongoing planning sessions, teleconferences, and video teleconferences, Subject Matter Experts (SMEs) were utilized in the development of career ladders, career maps, Master Training Plan, along with the identification of both technical and non-technical competencies (under development) for occupational series aligned in CP-51.

CP-51, General Administration and Management Career Program is a civilian career program for Department of the Army (DA) employees performing work in a variety of administration, program/project management, operational support and related positions embedded at all levels of the Army from installations to headquarters. CP-51 employees work in a broad spectrum of services and capabilities further diversified by multiple series and pay plans. Employees working in this career program come together with an aim toward providing the myriad of services, skills and capabilities required to maintain and support the DA.

This ACTEDS Plan seeks to promote a professional steady state for CP-51 that contributes to the Army Campaign Plan for “A Balanced Army for the 21st Century,” yielding a flexible and adaptive civilian workforce and ensuring —

- Army career civilians have a defined “roadmap” for success.
- Commanders have the right workforce to meet mission needs.
- The Army has a rational way to articulate requirements.
- The Nation has sound Army stewardship of its human capital investment.

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## SECTION I: INTRODUCTION

**A. GENERAL.** The purpose of ACTEDS, is to provide for the systematic training and development of Army career civilians. This General Administration and Management, CP-51 ACTEDS plan is a living document that outlines sequential and progressive training for functional specialties and in leadership, supervision, and managerial development. It also provides general information and guidance on management of the General Administration and Management Career Program, including, career maps, Master Training Plan, mobility and continued service requirements. CP-51 does not currently include an Internship Program, Academic Degree Training Program or Developmental Assignments.

CP-51 covers a wide variety of work and occupations, which does not support a “one size fits all” approach to career management. The Career Program Management office is under taking efforts to review positions currently assigned to CP-51 to ensure they are appropriately aligned to CP-51 and to identify niches of similar positions that could be grouped into “sub-populations” within the larger career program. These efforts will enable CP-51 to publish more tailored guidance with regards to career maps and specific training recommendations which will be more useful to careerists in taking steps to manage their careers. Identifying sub-populations will also make it more manageable for CP-51 to identify other training opportunities, consider the feasibility of creating developmental assignment opportunities, and establish an Intern program. CP-51 strives to provide resources for careerists that prepare them for movement into a variety of technical areas as well as ensure careerists are fully capable to perform their current and future CP-51 duties. This ACTEDS Plan will be regularly updated as progress is made in these areas.

- **Updates** - There are no previous updates to this plan.
- **Revisions** - Revised or new information will be posted on the CP-51 Army Career Tracker (ACT) Landing Page to maintain the accuracy and currency of the information contained in this document, e.g. training information/opportunities. Reviews to this document will be made on an annual basis with revisions published as warranted.
- **Suggestions for Improvement** - Users are invited to send comments and suggestions for improvement on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the General Administration and Management Career Program Office, CP- 51 at [usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil](mailto:usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil).

**B. BACKGROUND.** The ACTEDS Plan is foundational to the Army strategy to transform the civilian workforce as articulated in the Army Campaign Plan for "*A Balanced Army for the 21st Century.*" Army careerists are increasingly called upon to assume greater responsibility and accountability for mission success to provide Generating Force support to the Operational Army. Civilian Workforce Transformation (CWT) aims to shape a *flexible* and *adaptive* civilian workforce, more capable, grounded and technically proficient to respond to current and future Army missions in the evolving global security environment. The intent of the CP-51 ACTEDS Plan is to operationalize CWT concepts.

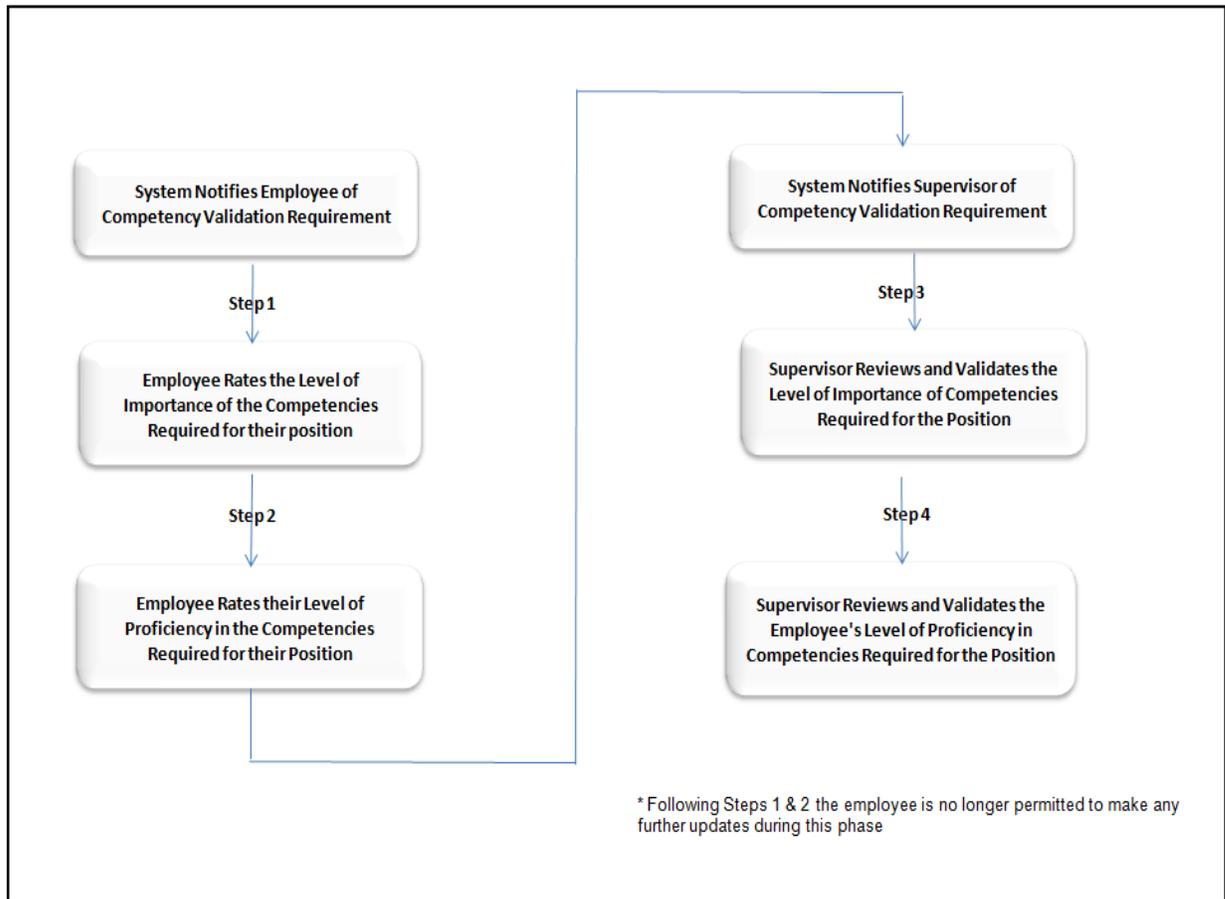
**C. METHODOLOGY.** ACTEDS is a requirements-based system that ensures planned development of employees through a blending of progressive and sequential work assignments, formal training, educational courses, and self-development for individuals as they progress from entry level to key positions. ACTEDS provides an orderly, systematic approach to technical, professional, and leadership training, education, and development similar to the military system.

ACTEDS is applicable to all occupations. Information concerning career management training, education, and development is provided in individual CP ACTEDS plans. Each plan provides specific career program guidance on Army-wide training, education, and development requirements. These requirements are based on the results of job analyses, which identified the competencies (knowledge, skills, and abilities (KSAs)) that employees need to successfully perform the duties of their positions.

In addition to formal training, ACTEDS plans may recommend developmental assignments to broaden employees' 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. Due to the nature of work, CP-51 does not currently offer centrally funded developmental assignments. Employees should seek diversity through functional and geographic mobility as discussed in section 14 of this document.

**1. Competency Management System (CMS).** The Assistant G-1 for Civilian Personnel (AG1-CP) (<http://cpol.army.mil/aboutus.html>) oversees competency development for the Army. CMS, under the auspices of the AG1-CP is the central repository for validated competencies. CMS supports Army career management, workforce planning and Defense Enterprise Civilian Competency Management Framework implementation.

Figure 1.1. Competency Management Process



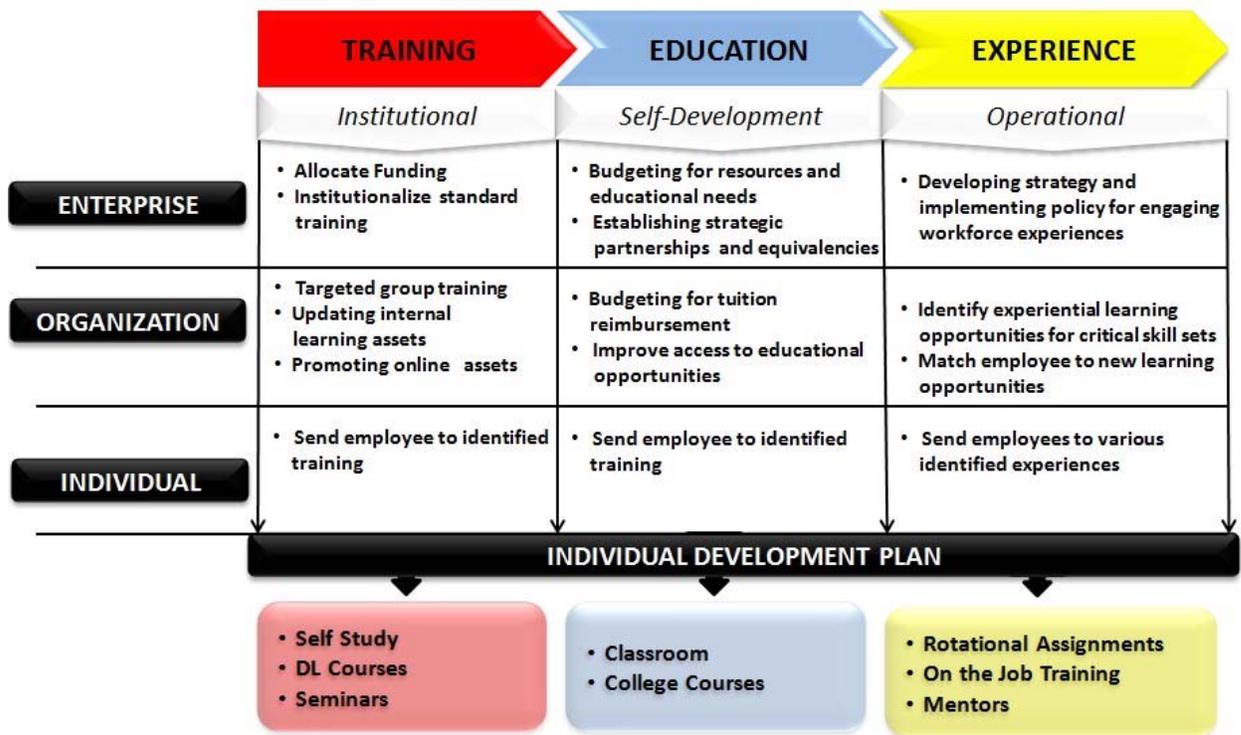
SOURCE: Army CMS <https://cms.cpol.army.mil/>

From June through September 2014, competency management panels were conducted for the following eight occupational series. The subject matter experts selected to take part in the panel played a vital role in identifying and defining the core competencies required for each occupational series, identified skill (competency) gaps, and identified gap closure strategies for identified competency gaps.

- GS-0301 Miscellaneous Administration and Program
- GS-0304 Information Receptionist
- GS-0305 Mail and File
- GS-0326 Office Automation and Clerical Assistance
- GS-0340 Program Management
- GS-0341 Administrative Officer

**2. Gap Closure Strategy.** Strategies to close competency gaps are illustrated in Figure 1.2. This figure depicts the numerous “Gap Closure” strategies that all Career Programs consider to address the results of their individual Competency Development Processes. All strategies may not be used depending on the specific competency gap being addressed as well as the population of the individual Career Program. Results from the CMS survey for the CP-51 workforce were critical in identifying competencies where the existing proficiency is under the desired level. This information will be used to develop strategies to improve the proficiency levels of CP-51 Careerists as needed.

**Figure 1.2. Strategies for Closing Competency Gaps**



**SOURCE:** OPM Strategic Plan 2012-2018 <http://www.opm.gov/about-us/budget-performance/strategic-plans/2014-2018-strategic-plan.pdf> and Field Manual 7.0 [http://usacac.army.mil/cac2/Repository/FM70/FM\\_7-0\\_Final\(WEB\).pdf](http://usacac.army.mil/cac2/Repository/FM70/FM_7-0_Final(WEB).pdf)

**3. Federal Regulatory Requirements.** CP-51 has no Federal Regulatory or specific occupational requirements that impact or guide training and development plans.

**D. CAREER PROGRAM OVERVIEW.** The establishment of CP-51 in 2011 provided for management of a vast and diverse career program with imperatives to:

- Meet the needs of the Army for qualified, trained Careerists (e.g. the right person, right skills, right place, right time).
- Provide a pathway to assist individual Careerists to grow and realize their career potential.

As such, this ACTEDs plan aims to assist Careerists within CP-51 to better manage career opportunities. This document provides a clear intent to focus on fostering technically proficient and capable employees and leaders. The programs described in this document are designed to develop the competencies of Army Careerists from multiple functional disciplines in preparation for increasingly progressive roles and responsibilities.

Army Regulation 690-950, Career Management, establishes policy for Army Career Programs. It includes policies for the administration of Department of Army programs and related career management areas through training, assignment, and/or self-development. The Career Programs are specified by occupational series and/or functional areas grouped together on the basis of occupational structure, career ladder, and commonality of work performed and qualification characteristics.

**1. CP-51 Mission.**

Assist in the development of General Administration and Management Careerists into a highly trained, competitive world-class work force.

## 2. CP-51 Vision.

Adaptive and flexible Careerists focused in three strategic functions:

- **Administration** - Program principles, concepts, policies, and objectives.
- **Program/Project Management** - Leading and managing Army Programs.
- **Operations Support** - Procedures and practices supporting an organization or an individual.

## 3. Email/Contact. [usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil](mailto:usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil)

## 4. Functional Specialties.

**The Occupational Series applicable to CP-51 are:**

### **0301 – Miscellaneous Administration and Program Series**

This series covers positions the duties of which are to perform, supervise, or manage two-grade interval administrative or program work for which no other series is appropriate. The work requires analytical ability, judgment, discretion, and knowledge of a substantial body of administrative or program principles, concepts, policies, and objectives.

### **0302 – Messenger Series**

This series covers all classes of positions the primary duties of which are to supervise or perform general messenger work, such as receiving, delivering, and collecting incoming and outgoing mail or other documents or items, including correspondence, memoranda, publications, records, files, packages, and other similar material. Positions in this series can also involve the performance of light manual or mechanical work, or general office tasks of a simple and routine nature, or the operation of a motor vehicle.

### **0303 – Miscellaneous Clerk and Assistant Series**

This series includes positions the duties of which are to perform or supervise clerical, assistant, or technician work for which no other series is appropriate. The work requires a knowledge of the procedures and techniques involved in

carrying out the work of an organization and involves application of procedures and practices within the framework of established guidelines.

**0304 – Information Receptionist Series**

This series covers all classes of positions the duties of which are to supervise or perform work involved in receiving and directing persons who call or visit Government agencies, installations, or offices, and giving them information in person or by telephone concerning the organization, functions, activities, and personnel of such agencies, installations, or offices.

**0305 – Mail and File Series**

This series covers positions involving the administration, supervision, or performance of clerical work related to the processing of incoming or outgoing mail and/or the systematic arrangement of records for storage or reference purposes, the scheduled disposition of records, and the performance of related work when such duties require the application of established mail or file methods and procedures, knowledge of prescribed systems for governing the flow and control of communications, and/or the filing or storage and retrieval of records, and knowledge of the organization and functions of the operating unit or units serviced.

**0309 – Correspondence Clerk Series**

This series covers all classes of positions the duties of which are to supervise or perform work involved in the composition or review of correspondence prepared for the purpose of obtaining or supplying factual information when the work primarily requires skill in the composition of letters and memoranda.

**0313 – Work Unit Supervising Series**

This series covers all classes of positions the duties of which to supervise one or more work units when the work of the unit(s) is properly classified to one-grade interval series. Positions classified to this series have as their paramount qualification requirement supervisory knowledge and abilities and do not require prior experience, knowledge, or skill in a specialized subject matter or functional area.

**0318 – Secretary Series**

This series covers all positions the duties of which are to assist one individual, and in some cases the subordinate staff of that individual, by performing general office work auxiliary to the work of the organization. To be included in this

series, a position must be the principal office clerical or administrative support position in the office, operating independently of any other such position in the office. The duties require a knowledge of clerical and administrative procedures and requirements; various office skills, and the ability to apply such skills in a way that increases the effectiveness of others. The duties do not require a technical or professional knowledge of a specialized subject-matter area.

### **0322 – Clerk-Typist Series**

This series covers all positions the primary duties of which are to perform typing work on either manual or electric typewriters. This work can be performed solely or in combination with general clerical work that does not require prior specialized experience or training. Included is typing work prepared from written material and voice recordings. Supervisory positions involved in supervising work characteristic of this series are also included when typing ability is an essential part of the job.

### **0326 – Office Automation Clerical and Assistance Series**

This series covers all positions the primary duties of which are to perform office automation work that includes word processing, either solely or in combination with clerical work, when such work is performed in the context of general office clerical support. Also included are positions that supervise work characteristic of this series when the knowledge, skills, and abilities for general office automation support work are essential requirements of the supervisory position. Positions in this series require: (1) knowledge of general office automation software, practices, and procedures; (2) competitive level proficiency in typing; and (3) ability to apply these knowledge and skills in the performance of general office support work.

### **0340 – Program Management Series**

This series covers all classes of positions the duties of which are to manage or direct, or to assist in a line capacity in managing or directing, one or more programs, including appropriate supporting service organizations, when the paramount qualification requirement of the positions is management and executive knowledge and ability and when the positions do not require competence in a specialized subject-matter or functional area. (Positions in which specialized subject matter or functional competence is a necessary qualification requirement are classifiable to whichever specialized or general series is most appropriate.)

### **0341 – Administrative Officer Series**

This series covers positions in which the employees are responsible for providing or obtaining a variety of management services essential to the direction and operation of an organization. The paramount qualifications required are extensive knowledge and understanding of management principles, practices, methods and techniques, and skill in integrating management services with the general management of an organization.

### **0342 – Support Services Administration Series**

This series covers all positions the primary duties of which involve supervising, directing, or planning and coordinating a variety of service functions that are principally work-supporting; i.e., those functions without which the operations of an organization or services to the public would be impaired, curtailed, or stopped. Such service functions include (but are not limited to) communications, procurement of administrative supplies and equipment, printing, reproduction, property management, space management, records management, mail service, facilities and equipment maintenance, and transportation.

### **0343 – Management and Program Analysis Series**

This series covers positions that primarily serve as analysts and advisors to management on the evaluation of the effectiveness of government programs and operations or the productivity and efficiency of the management of Federal agencies or both. Positions in this series require knowledge of: the substantive nature of agency programs and activities; agency missions, policies, and objectives; management principles and processes; and the analytical and evaluative methods and techniques for assessing program development or execution and improving organizational effectiveness and efficiency. Some positions also require an understanding of basic budgetary and financial management principles and techniques as they relate to long range planning of programs and objectives. The work requires skill in: application of fact-finding and investigative techniques; oral and written communications; and development of presentations and reports.

### **0344 – Management and Program Clerical and Assistance Series**

This series covers positions involved in supervising or performing clerical and

technical work in support of management analysis and program analysis, the purposes of which are to evaluate and improve the efficiency, effectiveness, and productivity of organizations and programs. The work requires a practical knowledge of the purposes, methods, and techniques of management analysis and/or program analysis and the structures, functions, processes, objectives, products, services, resource requirements, and similar features of Government programs and organizations.

**0350 – Equipment Operator Series**

This series covers positions that involve supervising, leading or operating microform equipment, peripheral equipment, mail processing equipment, duplicating equipment, and copier/duplicating equipment requiring a knowledge of the operating characteristics of the equipment and controls, the skill and knowledge to set up and adjust the equipment and controls to produce acceptable products or services on a timely basis, and the skill to perform normal operator maintenance.

**0356 – Data Transcriber Series**

This series covers positions that involve operating or supervising the operation of keyboard controlled machines (such as card punch machines, paper tape recording machines, magnetic tape, or disc encoders, optical character equipment, and computer controlled data entry, update and remote inquiry devices) to transcribe or verify data in a form that can be used in automated data processing systems. The work requires: (1) skill in operating a typewriter or a modified typewriter style alphabetic and numeric keyboard with acceptable speed and accuracy; and (2) ability to understand and apply machine operating and data transcribing procedures. Data transcribing work that is combined with clerical work is covered by this series unless the clerical work requires specialized experience or training that constitutes the paramount qualification requirement of the position.

**0399 – Administration and Office Support Student Trainee Series**

General Student Trainee – Involve periods of pertinent formal education and periods of employment in a Federal agency. The level of education and experience completed by the student is a major consideration in establishing the level of on-the-job training (OJT) and work assignments during periods of employment.

### 1654 – Printing Services Series

This series covers two-grade interval positions that manage, supervise, lead, or perform administrative work that involves operating and maintaining a printing program when the work requires knowledge and skill in printing, printing processes, reprographics, printing procurement, and applying relevant laws, regulations, methods, and techniques.

**SOURCE:** Handbook of Occupational Groups and Families May 2009

**5. Shared Occupational Series.** The CP-51 occupational series that are found in other Career Programs are depicted in the chart below:

**Figure 1.3. Shared Occupational Series**

OCCUPATIONAL SERIES	TITLE OF OCCUPATIONAL SERIES	SHARED CAREER PROGRAMS
0301	MISCELLANEOUS ADMINISTRATION AND PROGRAM	All Career Programs except 20
0303	MISCELLANEOUS CLERK AND ASSISTANT	All Career Programs except 20, 28, 55, 60, and 61
0340	PROGRAM MANAGEMENT	10, 11, 12, 13, 14, 15, 16, 17, 18, 26, 29, 32, 33, 34, 36, 50, 53,
0343	MANAGEMENT AND PROGRAM ANALYSIS	11, 12, 13, 14, 17, 18, 24, 26, 29, 33,34, 36,

**SOURCE:** Occupational Series to Career Program Matrix, <http://cpol.army.mil/library/career/cp-templates/index.html#charts>

**6. Population by Series.** CP-51 encompasses 19 occupational series with a population over 25,000 as depicted in the chart below:

**Figure 1.4. Population by Occupational Series**

Occupational Series	Series Title	Population
0301	Miscellaneous Administration and Program	7497
0302	Messenger	14
0303	Miscellaneous Clerk and Assistant	9989

0304	Information Receptionist	91
0305	Mail and File	460
0309	Correspondence Clerk	24
0313	Work Unit Supervising	2
0318	Secretary	2164
0322	Clerk-Typist	6
0326	Office Automation Clerical and Assistance	487
0340	Program Management	864
0341	Administrative Officer	1158
0342	Support Services Administration	193
0343	Management and Program Analysis	1452
0344	Management and Program Clerk and Assistance	554
0350	Equipment Operator	82
0356	Data Transcriber	13
0399	Administrative and Office Support Student Trainee	341
1654	Printing Services	36

**7. Geographical Data by Command.** The population by geographical locations as of January 2015 is depicted in the figure below:

**Figure 1.5. Geographical Data by Command**

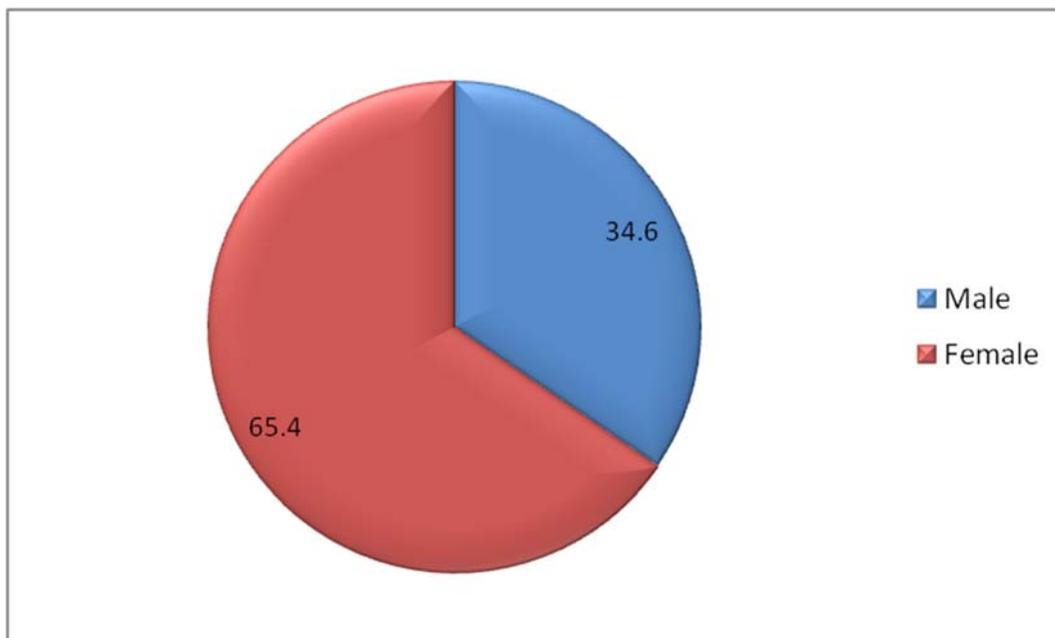
Command	# Assigned
21st Theater Sustainment Command (TSC) (ARE2)	136
Field Operating Offices of Office of the Secretary of Army (ARSB)	59
Headquarters, AMC (ARX2)	86
HQDA Field Operating Agencies and Staff Support Agencies (ARSE)	490
Immediate Office of the Commander-in-Chief of U.S. Army (ARE1)	198
Immediate Office of the Chief of Staff of the Army (ARCS)	332
Joint Activities (ARJA)	656
Joint Services & Activities Supported by Office, Secretary of the Army (ARSJ)	230

<b>Materiel Readiness Activities (ARXX)</b>	<b>33</b>
<b>Military Surface Deployment and Distribution Command (ARXT)</b>	<b>84</b>
<b>Miscellaneous Field Operating Agencies (ARSF)</b>	<b>11</b>
<b>Office of the Chief of the National Guard Bureau (ARGB)</b>	<b>109</b>
<b>Office of the Secretary of the Army (ARSA)</b>	<b>258</b>
<b>Seventh Army Training Command (AREN)</b>	<b>136</b>
<b>U.S. Army Accession Command (ARAA)</b>	<b>205</b>
<b>U.S. Army Cyber Command (AR2A)</b>	<b>19</b>
<b>U.S. Military Entrance Processing Command (ARAP)</b>	<b>1025</b>
<b>U.S. Army Sustainment Command (ASC) (ARXC)</b>	<b>325</b>
<b>U.S. Army Acquisition Support Center (ARAE)</b>	<b>1140</b>
<b>U.S. Army Africa/Southern European Task Force (ARA1)</b>	<b>46</b>
<b>U.S. Army Central (AR3A)</b>	<b>67</b>
<b>U.S. Army Chemical Materials Agency (ARXB)</b>	<b>85</b>
<b>U.S. Army Communications Electronics Command (ARX8)</b>	<b>259</b>
<b>U.S. Army Contracting Command (ARXD)</b>	<b>189</b>
<b>U.S. Army Corps of Engineers (ARCE)</b>	<b>3632</b>
<b>U.S. Army Criminal Investigation Command (ARCB)</b>	<b>31</b>
<b>U.S. Army Element SHAPE (ARJ1)</b>	<b>45</b>
<b>U.S. Army Forces Command (ARFC)</b>	<b>546</b>
<b>U.S. Army Installation Management Command (ARBA)</b>	<b>3006</b>
<b>U.S. Army Intelligence and Security Command (ARAS)</b>	<b>154</b>
<b>U.S. Army Joint Munitions Command (JMC) (ARXQ)</b>	<b>210</b>
<b>U.S. Army Material Command (ARX1)</b>	<b>3</b>
<b>U.S. Army Medical Command (ARMC)</b>	<b>2442</b>
<b>U.S. Army Military District of Washington (ARMW)</b>	<b>61</b>
<b>U.S. Army North (AR5A)</b>	<b>66</b>
<b>U.S. Army Recruiting Command and U.S. Army Cadet Command (ARTA)</b>	<b>34</b>
<b>U.S. Army Research, Development and Engineering Command (ARXR)</b>	<b>896</b>

U.S. Army Reserve Command (ARHR)	4082
U.S. Army Security Assistance Command (ARXP)	120
U.S. Army South (ARSO)	71
U.S. Army Space and Missile Defense Command (ARSC)	132
U.S. Army Tank-Automotive & Armament Command (TACOM) (ARX7)	597
U.S. Army Training and Doctrine Command (ARTC)	987
U.S. Army War College (ARTW)	51
U.S. Army, Pacific (ARP1)	790
U.S. Military Academy (ARMA)	161
U.S. Special Operations Command (Army) (ARSP)	221
U.S. Army Aviation and Missile Command (ARX6)	311
U.S. Army Network Enterprise Tech Command (ARG6)	215
U.S. Army Test and Evaluation Command (ARAT)	385
Total	25427

8. **Gender Data.** Gender data for CP-51 is depicted in the chart below:

Figure 1.6. Gender Data



SOURCE: DCPDS

**9. Mission Critical Occupational (MCO) Series.** The Department of Defense (DoD) has identified MCOs. MCOs are occupational series designated as essential to current and future organizational mission accomplishment. There are currently no DoD designated MCOs within CP-51.

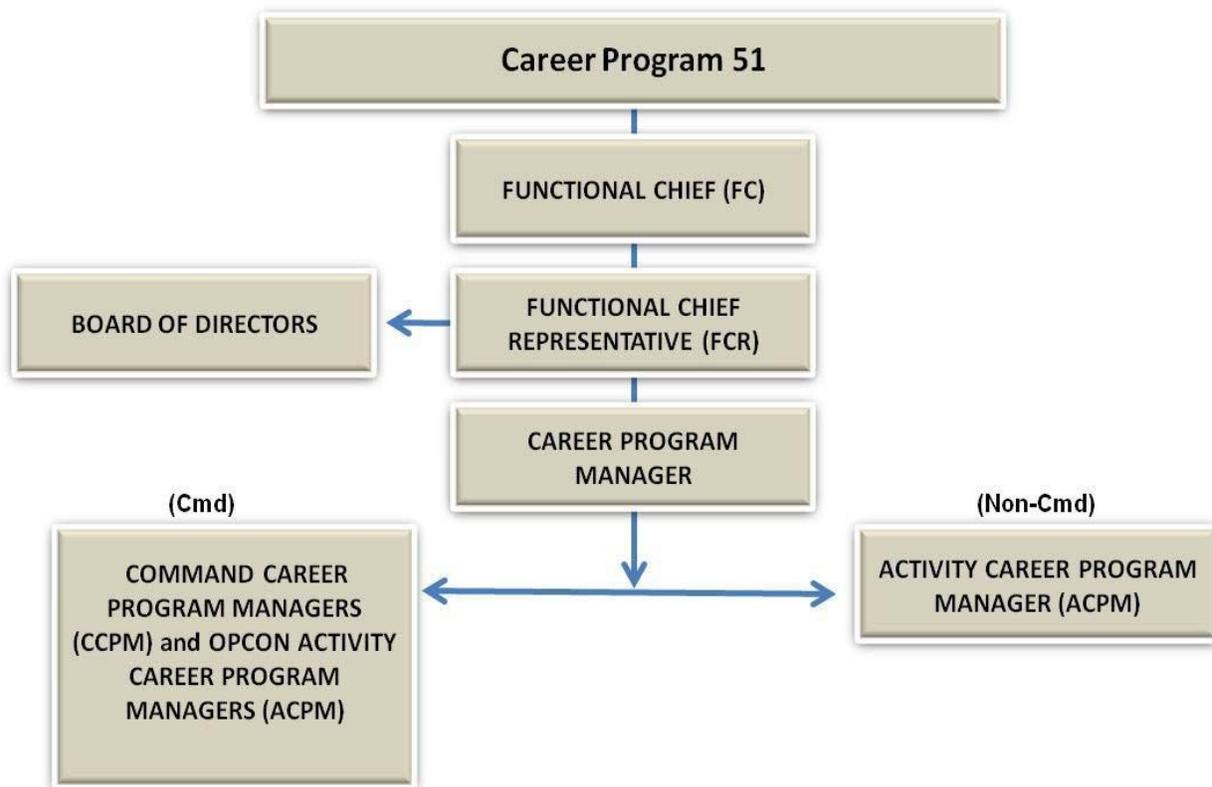
**10. Key Positions.** ACTEDS provides the framework for civilian career programs to identify "key positions." These are senior positions which have significant responsibility for supervision or direction of functions covered by the career program and formulation of career field policy. CP-51 Careerists work in organizations at all levels with a wide variety of positions covering varied duties. No key positions have been identified within CP-51 at this time.

**11. Other Career Programs.** The Army's Career Program Functional Points of Contact Career Managers are listed at:  
<http://www.civiliantraining.army.mil/occupational/Pages/Find-Your-Specialty.aspx>

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

**13. Career Program Management Structure.** CP-51 has established a career program management structure in accordance with the guidelines prescribed by the Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA (M&RA)) in the Life-Cycle Career Management for Army Civilians Roles and Responsibilities. The CP-51 Management Office has responsibility for centralized strategic human capital planning and execution for the career program.

Figure 1.7 CP-51



**a. Functional Chief (FC).** As the senior career program official, FC responsibilities include identifying strategic workforce issues that need to be addressed in the life-cycle management of civilians in their occupational fields. The FC has enterprise level responsibility for ensuring the occupational readiness in support of Army missions. As part of the enterprise level responsibilities, the FC establishes and maintains communication within the functional area of responsibility or the designated representatives across the Army to gather mission priorities and develop annual strategic plans that are responsive to the changing needs of the Army. The CP-51 FC is:

**Deputy Chief of Staff, G-1  
300 Army Pentagon  
Washington, DC 20310-0111**

**b. Functional Chief Representative (FCR).** The FCR is a senior executive, designated by the FC to serve as principal advisor in matters pertaining to CP-51 career management. The FCR collaborates with commanders and supervisors to

ensure CP-51 maintains a qualified, motivated, balanced civilian cadre of employees capable of supporting and executing Army missions. The FCR manages career program planning (e.g., career maps and ACTEDS plan) and centrally funded training in accordance with established Army policies. The CP-51 FCR is:

**Assistant Deputy Chief of Staff, G-1  
300 Army Pentagon  
Washington, DC 20310-0111**

**c. Career Program Manager (CPM)/Functional Point-of-Contact (POC).** The CPM directs CP-51 strategic and operational planning on behalf of the FCR with managerial responsibility and authority to execute the activities of the Career Program Management Office. The CPM/POC advises ACOMs, ASCCs, DRUs, and field operating activities on CP-51 plans, policies and procedures and communicates with CP-51 Careerists. The CPM develops the Competitive Professional Development (CPD) programs, Program Objective Memorandum (POM), annual CPD training requirements budget, manages the career maps and ACTEDS Plan. Contact information for the CPM/Functional POC is:

**Career Program Manager/Functional Point of Contact  
6010 6<sup>th</sup> Street  
Ft Belvoir, VA  
22060**

**d. Career Program Policy Committee (CPPC).** The CPPC provides senior leadership and oversight of civilian workforce planning and management initiatives for CP-51 and other career programs.

1. They will advise and assist the FCs/FCRs in:

- Reviewing proposals to change the Career Program, Career Program policies, or ACTEDS Plans.
- Ensuring that ACTEDS training requirements are prioritized in accordance with Career Program workforce training needs.
- Recommending modifications to career maps, ACTEDS Training Plans, career ladders, and/or other elements of Career Program ACTEDS Plans.

2. In addition, Board members will also serve as Human Capital Advisors in support of AG-1/DoD Competency Management. Duties include:

- Assessing past, current, future mission requirements.
- Setting the strategic direction: goals, objectives, metrics.
- Evaluating trends and competencies, past, present, future.
- Identifying successes and failures, resourcing, manpower for the POM.
- Recommending prioritized activities/actions/strategies.
- Re-evaluating outcomes.
- Re-setting strategic direction: goals, objectives, metrics.

**e. Board of Directors (BOD).** The BOD consists of the FCR and senior functional representatives from the DA Staff, ACOMs and ASCCs and other key SMEs. The FCR chairs the BOD and approves BOD membership. The BOD provides input and oversight of CP-51 workforce planning and management initiatives, recommending career program policy and procedures, as needed. The BOD is composed of the following members:

Assistant Deputy Chief of Staff, G-1 (Chair)

Executive Secretary: Career Program Manager 51

Representatives of:

U.S. Army Forces Command

U.S. Army Training and Doctrine Command

U.S. Army Materiel Command

Office of the Administrative Assistant to the Secretary of the Army

U.S. Army Europe

U.S. Army Medical Command

U.S. Army Corps of Engineers

U.S. Army Installation Management Command

U.S. Military Entrance Processing Command

#### **14. Mobility:**

**1. Functional Mobility.** Although, CP-51 Careerists may be able to achieve their career goals within a single specialized area, multi-dimensional and multi-

disciplined experience is an essential factor in individual professional development. CP-51 emphasizes multi-disciplinary experience, particularly for those personnel aspiring to progress to managerial and executive positions.

**2. Geographic Mobility.** Geographic mobility is often required to obtain the diverse experience required of GS-15 or Senior Executive Service (SES) level positions. Supervisors should encourage careerists to exercise their mobility opportunities so that competencies can be developed at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.

## **SECTION II: CP-51 OBJECTIVES**

### **A. SHORT-TERM OBJECTIVES.**

- Provide Careerists and their supervisors with a single-source reference to assist in determining appropriate training and development both to enhance OJT performance and to prepare the Careerists for progressively more responsible positions.
- Publicize career program philosophy and guidance on career progression education, mobility, and other career development issues.
- Assist leaders, resource managers and training representatives in allocating and prioritizing resources for training and development.
- Provide Careerists with information on the Department of the Army Civilian Leader Development core courses.

### **B. LONG-TERM OBJECTIVES.**

- Develop and document strategic plans that define Career Program mission, vision, goals and articulate strategies to achieve them in environments of consistent change.
- Employ strategic human capital workforce planning assessments to identify competency gaps, define "gap" closure strategies and assess future workforce requirements.
- Assist leaders, resource managers and training representatives in allocating and prioritizing resources for training and development by providing information on core competency and gap closure strategies.

- Expand the master training plan to include additional information on assignments, mandatory and recommended courses, and sources of training and experience.
- Develop fully trained Careerist to accomplish the objectives of the Army Campaign Plan for ensuring a ready workforce.

## SECTION III: CAREER MAPS

### A. DEFINITIONS.

**1. Career Maps.** Information that provides careerists general professional guidance on career progression. Career maps may be found in ACT at (<https://actnow.army.mil>). Maps are under review and will be updated as appropriate. Careerists may view all occupational series and grades within CP-51 as well as other Career Programs in ACT.

**2. Career Progression.** Career progression is driven by mission requirements, position vacancies, and the individual Army career civilian's pursuit of:

- Self-development.
- Performance excellence.
- Functional qualifications.
- Institutional training opportunities.

Central to the above success model is a commitment on the part of the Army to invest in the potential of CP-51 Careerists and, in turn, a willingness on the part of individuals to provide a return on investment in terms of mobility and continued service. It should be recognized that advancement may involve relocating to meet the needs of the Army and may incur a service obligation to do so.

While training opportunities may be available through CP-51, employees are ultimately responsible for managing their careers by seeking job growth and opportunities, command training opportunities, and seeking non-government sponsored training, education and experience.

**B. SENIOR EXECUTIVE SERVICE.** These positions are managed through the Civilian Senior Leader Management Office (CSLMO) <https://www.cslmo.army.mil/Index.aspx>.

#### **SECTION IV: CAREER PROGRAM FUNCTIONAL COMPETENCIES**

**A. GENERAL.** As part of a Congressional mandate, the DoD is transitioning to competency based program management. Competencies are based on the KSAs required for a position. Steps to establish and manage competency management include:

- Peer review of competency definitions.
- Competency assessments by employees and supervisors.
- Gap analysis of competency shortfalls.
- Targeted human capital strategies to address shortfalls.

The envisioned end state is a lifecycle construct that will enable CP-51 to target efforts related to recruitment, hiring, training, and career management. This construct will drive resource planning and POM submissions.

**B. CORE COMPETENCIES.** Core Competencies for identified occupations included in CP-51 are under development and will be published in ACT and addressed in the updated ACTEDS Plan.

#### **SECTION V: CAREER DEVELOPMENT**

**A. GENERAL.** Career maps provide a guide for CP-51 career development planning. The career development approach reflected in the maps is based on a building block methodology that emphasizes acquiring basic job skills and an understanding of the Army at entry level, pursuing training and continuing education at mid-career level and achieving generalist/management qualification in the senior grades. Career development is achieved through self-development, institutional training and OJT/experiential learning. The main areas of concentration for career development are:

- Leadership skills.
- Core Competencies.
- Professional enrichment.

CMS focuses on KSAs needed to perform duties of various positions within a defined occupational series/positions identifying competencies in which there are skill gaps. This information is used to target training needs. Training needs also take CP-51 objectives into consideration to:

- Attract, develop and retain high performing CP-51 Careerists.
- Establish and maintain standards of excellence for the occupations included in CP-51.

**B. 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)

### **C. LEADER DEVELOPMENT – SELF DEVELOPMENT**

**1. Civilian Leader Improvement Battery (CLIMB)** is a voluntary, web-based assessment designed to help current and future leaders find the right training to build on strengths and overcome weakness. The assessment is built around leadership competencies and is ideal for individual assessment of competency gaps. The CLIMB generates reports showing an individual's strongest and weakest competencies. In addition, the CLIMB produces written and graphic feedback on how an individual's responses compare to successful leaders. The CLIMB also offers opportunities to search, read about, and select both traditional and on-line courses to strengthen leadership skills. The CLIMB will generate an individualized development plan (IDP) containing each of the training courses you select. To take the CLIMB, go to:

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

**2. Professional Associations.** Professional associations are a valuable source of self-development and may be included in an IDP. Meetings, workshops, symposiums, training events and institutes sponsored by professional associations and societies provide valuable professional development opportunities. In addition, there are numerous forums for exchanging ideas and concepts with individuals who have similar interests and concerns.

**3. Developmental Assignments.** Details regarding the different forms of developmental assignments are provided in Section B, above.

#### **D. LEADER DEVELOPMENT COURSES**

These courses may be either centrally funded and/or command funded. Course are not currently funded by CP-51 at this time.

**Civilian Education System (CES).** The CES program is the Army's leader development program for all Army Civilians. It provides progressive and sequential education for Civilians at key positions throughout their careers. Courses of instruction are provided through blended learning - distributed learning (DL) and resident instruction. Training and education for most permanent Army Civilians (to include those paid with appropriated funds or, non-appropriated funds, local nationals, and wage grade) are centrally funded for CES training by HQDA, G-37/Training Directorate. Approved training is authorized during duty-hours. Supervisors and managers are responsible for setting guidelines that allow employees duty time to complete required DL training for CES courses. Guidelines can be in the form of a written or verbal agreement and should articulate a study schedule and timeline for the employee to complete the course. Training made available to employees as a voluntary self-development tool will be undertaken by the employee outside regular working hours and will not be considered hours of work. Employees should attend the CES course for which they are eligible. Courses should be included in IDPs. Employees should attend the CES course that is targeted at their grade level. GS-01 through GS-09 employees should attend the CES Basic Course; GS-10 through GS-12 employees should attend the CES Intermediate Course; and GS-13 through GS-15 employees should attend the CES Advanced Course. NOTE: All Army Civilians who were hired after 30 September 2006 are required to take the Foundation Course prior to enrolling in the resident phase of any other CES courses. More information on CES courses, as well as instructions on how to enroll can be found on the Army Management Staff College (AMSC) website at <http://usacac.army.mil/organizations/lde/amsc>.

**a. Foundation Course.** A DL course required for all Army Civilians hired after 30 September 2006. The Foundation Course goal is to provide Army Civilians with an orientation to leader development concepts, build their careers and become Army Civilian leaders. The course objectives are to understand U.S. Army leadership doctrine; increase self-awareness, as it relates to their profession; understand team building, group dynamics, and effective communication; assess individual values and how they relate to professional ethics; understand how to manage professional

advancement and leverage career potential; and complete administrative requirements expected of Army Civilians.

**b. Basic Course.** The Basic Course is the required leader development course for all Army Civilians in grades GS–01 through GS–09 or equivalent. The goal is to develop Army Civilians to lead small teams and manage projects. It's conducted through blended learning - DL and two week resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

**c. Intermediate Course.** The Intermediate Course is the required leader development course for all Army Civilians in grades GS–10 through GS–12 or equivalent pay band. The target population is mid-level leaders who by necessity are more agile, innovative, self aware, and prepared to effectively lead and care for personnel and manage assigned resources. Training and develop mental exercises focus on “mission” planning, team building, establishing command climate, and stewardship of resources. It's conducted through blended learning - DL and three weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

**d. Advanced Course.** The Advanced Course is the required leader development course for all Army Civilians in grades GS–13 through GS–15 or equivalent. The focus is on Army Civilians skilled in leading a complex organization in support of national security and defense strategies; integrating Army and Joint systems in support of the Joint Force; inspiring vision and creativity; implementing change; and managing programs. It's conducted through blended learning - DL and four weeks resident training. Resident training is taken after successful completion of the DL and takes place in a university setting encompassing a classroom environment and small group seminars.

**e. Continuing Education for Senior Leaders (CESL).** Army Civilians in permanent appointment to GS–14/15 or equivalent are eligible to attend. The CESL courses provide the continuing education sustainment program that brings senior level Civilian leaders together to discuss current and relevant issues facing the Army. The program's intent is for leaders to return to the program continuously to refresh and receive updates on current Army initiatives. It's conducted through blended learning - DL and four and a half days resident training. The DL consists of reading materials and written assignments. CESL resident training consists of both small and large group

activities. The course structure is a combination of guest speakers and interactive exercises.

**Senior Enterprise Talent Management (SETM).** The intent of SETM is to identify potential civilian senior leaders, develop their enterprise-wide perspective, and provide opportunities for them to obtain joint credentials and broadening opportunities. More information may be found on the SETM website at <https://www.csldo.army.mil/SETM/SETMIndex.aspx>.

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

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

**Leadership for a Democratic Society Federal Executive Institute, Charlottesville Virginia, 4 Weeks.** This course is open to GS-15 and SES leaders to develop career executive corps, linking individual development to improved agency performance. This four-week program covers personal leadership in government, transforming public organizations, policy in a constitutional system, global perspectives and public action. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04lds.html>.

**Harvard University Program for Senior Executive Fellows, 4 Weeks.** Open to GS-14/15s to build executive skills in political and public management, negotiation, HR management, policymaking, organizational strategy, communication, ethics and leadership. Participants are expected to contribute their professional expertise to complement the program's

learning experience, and are selected to reflect a broad cross-section of functional and operational responsibilities. The program is a unique opportunity to gain perspectives on public policy and management, to strengthen managerial skills and to acquire insights into managerial practice, and to interact across agency and executive-legislative branch boundaries. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch04husef.html>.

**Action Officer Development Course (AODC), 12 Hours.** AODC provides an overview of actions and responsibilities required of an Action Officer. This course provides the functions of an Action Officer and the expectations of managers and staff activities, the application of problem solving and time management techniques, and effective oral and written communication skills for military environments. Enables new action officers to attain staffing and communication skills at many levels of the organization. More information may be found on the AMSC website at <http://usacac.army.mil/organizations/lde/amsc/actionOfficer>.

**Manager Development Course (MDC), Correspondence Course, 20 Hours.** MDC must be completed by all newly appointed managers (regardless of grade) within six months of their appointment to a managerial position. For this course, "manager" means supervisor of supervisors or manager of programs, resources, and/or policy. More information may be found on the AMSC website at <http://usacac.army.mil/organizations/lde/amsc/managers>.

**Supervisor Development Course (SDC), 40 Hours.** SDC is required for all new supervisors of Army Civilians and must be completed within one year of placement in a supervisory position. SDC is also required for supervisors as refresher training every three years. It is highly recommended for supervisors and managers to complete SDC prior to enrolling in any of CES resident courses. This course provides military and Civilian supervisors and managers of Army Civilians the administration skills for management and basic supervision. More information may be found on the AMSC website at <http://usacac.army.mil/organizations/lde/amsc/supervisorDevelopment>.

**National Security Management Course, Syracuse University, 5 1/2 Weeks.** This course gives GS-15 and SES DoD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DoD. More information may be found in the ACTEDS Catalog at <http://www.cpol.army.mil/library/train/catalog/ch04nsmc.html>.

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

**Senior Service Colleges, Various Locations and Lengths.** Senior Service Colleges are the Army War College resident (10 months); Army War College - Distance Education (2 years); the Industrial College of the Armed Forces (10 months), and the National War College (10 months). Minimum grade for all courses is GS-14; must be eligible for a Top Secret Clearance, and possess at least a Bachelor's degree. More information may be found in the ACTEDS Catalog at <http://cpol.army.mil/library/train/catalog/ch02gen.html>.

#### **E. FUNCTIONAL TRAINING (SHORT-TERM/LONG-TERM)**

**Self-Development.** Self-development activities increase careerists' knowledge and improve competence in an area of interest. A self-development activity is an individual, voluntary effort undertaken on the individual's own initiative. Self-development generally indicates that a civilian has a strong desire to achieve career goals. Army civilians are encouraged to expand their knowledge through formal education, reading, participation in associations, etc.

**On-The-Job Training.** On-the-job training is a primary component of career training and development. It may be structured or unstructured. Ordinarily, a civilian will work with or under the supervision of an experienced careerist to learn a new skill or area of responsibility.

**Cross-Training.** Cross-training is training outside the employee's specific area of responsibilities. Supervisors should encourage cross-training of employees within an office or organization. Cross-training expands skills and experience, and assists the office or organization in responding to surges in workload.

**Training with Industry (TWI).** CP-51 does not currently participate in this program. Any changes to TWI opportunities for Careerists will be addressed in updated Plans.

**Intern Program.** The current structure of CP-51 does not support an internship Program. Changes to include an Intern Program will be provided in future ACTEDS plan as appropriate.

**Certification.** CP-51 occupations do not require certification.

**Academic Degree Training (ADT).** CP-51 does not currently fund ADT. Any changes to this policy will be posted on the CP-51 page until such time as this ACTEDS plan is updated.

**Developmental Assignments.** Developmental assignments build knowledge, skills, and abilities by providing experiences not normally encountered within the organizational office to which they are assigned. Such assignments can provide exposure to different echelons of command and to the issues unique to those commands. Developmental assignments can also provide invaluable cross-command experiences; specifically, between qualifying authorities. Such experiences broaden the perspectives and knowledge bases of the careerist, while allowing the organizations to benefit from shared best practices. Other benefits include:

- Developmental assignments have no set form and are generally only limited by the creativity of supervisors and subordinates. For purposes of ACTEDS, short-term developmental assignments are defined as lasting 120 days or less, while long-term training is defined as more than 120 days. CP-51 does not currently have developmental assignments. Any changes to this policy will be posted on the CP-51 page until such time as this ACTEDS plan is updated.
- Broadening the knowledge base of those competing for greater responsibility positions.
- Improved coordination and knowledge sharing between qualifying authorities.
- Immediate source of talent to address mission surges.
- Exposure to new offices/commands increases social capital and improves knowledge sharing networks.
- Closing identified competency gaps.

**Army e-Learning.** Army e-Learning is a primary source of initial and sustainment training for Army civilians. Over 5,000 web-based courses in Project Management,

Customer Service, Leadership and Personal Development are available on this site.



To access Army e-Learning use this URL:

<https://usarmy.skillport.com/skillportfe/custom/login/usarmy/login.action>

## **ANNEX A. MASTER TRAINING PLAN**

The Master Training Plan applies to all CP-51 Careerists. The training opportunities for each of the CP-51 occupational series can be found in the individual career maps located in ACT, <https://actnow.army.mil/>.

A comprehensive and effective program for the development of Army civilians is critical to ensuring the workforce for the future. Training plays a fundamental and critical role in development. Our leadership excellence, management effectiveness, and technical expertise for today and the future depend on our commitment to development and training. This master training plan for Army civilians is intended as a comprehensive but flexible expression of a commitment to professional development to ensure excellence in the performance of the employee's duties. It incorporates Army professional leader development through CES.

**A. PURPOSE.** The goals of the Master Training Plan are to:

- Develop, maintain and support program and project management, and leader competence.
- Enhance individual performance.
- Foster career development.
- Ensure excellence in performance of duties.
- Build a trained and ready workforce for the future.

**B. FUNDAMENTAL PRINCIPLES**

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

- Although there is no formal mobility requirement in CP-51 at this time, such requirements may be implemented in the future for consideration for select positions. Functional and geographical mobility is a factor in evaluating potential post-training utilization of long-term training nominees.

## **C. RESPONSIBILITIES**

### **1. Careerist**

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

### **2. Careerist's supervisor**

- Train, mentor, coach and counsel.
- Develop an IDP for each subordinate careerist. Consider applicable and input from the employee.
- Ensure employees are trained and competent to provide quality performance of his or her duties in current positions.
- Ensure civilians who are supervisors and managers attend mandatory Army supervisory and leader development training including SDC and appropriate CES leader development courses.
- At least annually meet with each subordinate to discuss career development.
- Provide on-the-job training and cross-training opportunities.

### **3. Leadership at all levels.**

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

## **D. ELIGIBILITY**

- Must be assigned to CP-51.

- Must have 3 years as a permanent DA civilian. (Note: Military time does not count towards this requirement.)
- Last 3 performance ratings of successful or higher.
- Completion of CES requirements for current grade or be registered to attend CES, or meet the requirements of any applicable waivers.
- Must have established ACT and GoArmyEd accounts.

The first step CP-51 careerists should take is to create an account in the ACT at <https://actnow.army.mil/> and then register in GoArmyEd at <https://www.goarmyed.com/> (Note: you must create your ACT account first). Employees should also work with their supervisors to develop an IDP in the ACT site. Both ACT and GoArmyEd have training tutorials that employees should use to familiarize themselves with the sites content and functionality. Get your ACT and GoArmyEd accounts in place immediately. Many employees are not able to get applications submitted by the deadline because of systems issues. The most common cause of delay is the need to identify your current supervisor in ACT and then having him/her accept you.

ACT was developed to help employees manage their careers. Within ACT, careerists will create an IDP, set career goals, request and correspond with mentors and see a history of their past assignments and completed training. Establishing career goals, training requests, and future assignments should be coordinated between the employee and his/her supervisor and is a necessary first step in identifying and requesting needed training. Ideally, the employee, in conjunction with his/her supervisor, will identify all the desired training for the upcoming fiscal year. The Career Program staff will review employees' IDPs when considering training requests. In order for CP-51 to approve/fund training requests, the training must be closing an identified skill gap and/or increasing a competency identified as necessary to the employee's position. CPM is available to advise and assist commands and managers but it is important that employees foster a cooperative relationship with their supervisors and ACPMs.

Careerists must establish accounts in ACT prior to using GoArmyEd as it is through ACT that your supervisory hierarchy is established in the system. Through GoArmyEd, careerists will be able to review training catalogs from large numbers of vendors, request training and upon approval process Standard Form (SF) 182, Authorization, Agreement and Certification of Training. Training requests are approved or disapproved by both supervisors and CPMs through GoArmyEd. Funds are then disbursed through GoArmyEd to the vendor who will, upon completion of training upload grades/completion status which is able to be viewed by supervisors.

All requests for CP-51 training should be submitted via GoArmyEd; requests should be submitted as early as possible, but not more than 90 days before the first day of the training and no later than 45 days before the first day of the training unless otherwise stated to ensure sufficient time to process training requests and any needed travel orders. Additionally, all training requests must be submitted no later than the last work day of June to ensure processing is completed before the end of the fiscal year and funds are appropriately allocated.

Make appropriate use of ACT and GoArmyEd Helpdesks. As a general rule, contact the Helpdesk for system or technical issues, e.g., login difficulties, error messages, or grayed out areas that you need to complete. Contact your local ACPM, Training Coordinator or the CP-51 Program Management Office for course information, eligibility questions, notices of disapproval, etc. Delays result when the Helpdesks are asked about such things as CP-51 specific deadlines and requests for exception. Report difficulties immediately. Careerists who waited until the final days before the deadline, or after the deadline to report difficulties, did not allow sufficient time to resolve their issues and missed consideration for training. ACT and GoArmyEd are administered under the staff supervision of the Army G-3/7 Civilian Training and Leader Development Office.

DA and CP51 may identify additional mandatory training or competitive developmental opportunities.

**Figure 1.8. Master Training Plan Summary**

<b>COURSE TITLE</b>	<b>TARGET AUDIENCE</b>
<u>Critical Thinking and Strategic Decision Making</u> Classroom, 3 days	GS 04-11
<u>How to Deal with Difficult People</u> Classroom, 1 Day	GS 04-11
<u>Clear and Concise Email and Business Writing</u> Classroom, 1 Day	GS 04-11
<u>Management Skills for Office Professionals</u> Classroom, 2 Days	GS 04-11
<u>Project Management</u> Classroom, 4 Days	GS 11-15
<u>Strategic Planning for Government Organizations</u> Classroom, 3 Days	GS 11-15

<b><u>Civilian Education System (CES)</u></b> <ul style="list-style-type: none"> <li>• <b>Foundation Course (FC)</b></li> <li>• <b>Basic Course (BC)</b></li> <li>• <b>Intermediate Course (IC)</b></li> <li>• <b>Advanced Course (AC)</b></li> <li>• <b>Continuing Education for Senior Leaders (CESL)</b></li> </ul>	<b>GS 01-15</b> <b>GS 05-09</b> <b>GS 10-12</b> <b>GS 13-15</b> <b>GS 14-15</b>
<b><u>Action Officer Development Course</u></b> <b>Distance Learning</b>	<b>All grades, as appropriate</b>
<b><u>Manager Development Course</u></b> <b>Distance Learning</b>	<b>All grades, as appropriate</b>
<b><u>Supervisory Development Course (SDC)</u></b> <b>Distance Learning</b>	<b>All grades, as appropriate</b>

**a. Civilian Education System (CES).** CES is the Army's leader development program for all Army Civilians. Courses are targeted to individuals in specific grade levels (identified below) to ensure Civilians receive progressive career-long professional development.

- Foundation Course: Required for all Army Civilians (GS-01 to GS-15), hired after 30 September 2006
- Basic Course: GS-01 to GS-09
- Intermediate Course: GS-10 to GS-12
- Advanced Course: GS-13 to GS-15
- Continuing Education for Senior Leaders: GS-14 to GS-15

Civilians may view their eligibility profile and register for these course in the Civilian Human Resources Training Application System (CHRTAS) at <https://www.atrrs.army.mil/channels/chrtas/student/main.aspx>. First-time users must create a student profile to access their information or register for a course.

**b. Senior Enterprise Talent Management (SETM)** was developed collaboratively as a CWT initiative and is administered by CSLMO, ASA (M&RA). The intent of SETM is to identify potential civilian senior leaders, develop their enterprise-wide perspective, and provide opportunities for them to obtain joint credentials and broadening opportunities. The SETM program offers the following components:

- 1.** The Enterprise Placement Program is open to GS-15's, or equivalent employees, who apply and are selected as Army Enterprise Employees. Army Enterprise

Employees are slated for consideration for placement into positions across the Army that will broaden their skills and prepare them for greater challenges.

2. SETM-Temporary Duty is a short-term developmental assignment GS-14/15s, or equivalent employees. Participants are temporarily assigned to work on a special command-nominated project as part of a working group or to fill a "critical need" detail for a period not to exceed 179 days.

3. Senior Service College is open to applicants in grades GS-14/15, or equivalent employees, who compete for allocated seats at the US Army War College or the Industrial College of the Armed Forces. Attendance at SSC is designed to expand the participants' knowledge of the national security mission, understanding of complex policy and operational challenges faced by senior DoD and Army officials.

4. The Defense Senior Leader Development Program is a 2-year program designed to develop the enterprise-wide perspective needed to lead organizations' programs in the joint interagency and multinational environment. This includes attendance at another service's Senior Service College, leadership seminars and a follow-on developmental assignment.

5. All Army career employees in the grade of GS-14 and GS-15 (or equivalent) are eligible to apply for the SETM Program. Applicants must obtain the endorsement of their command, be favorably screened by the CP-51 FCR and have successfully completed the CES Advanced Course or meet the requirements for any available waiver. Final selection is made by a Civilian Executive Board comprised of SES and General Officer (GO) members. Further information on the SETM Program is provided at <https://www.csldo.army.mil/SETM/SETMIndex.aspx>.

**Questions/Assistance: [usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil](mailto:usarmy.pentagon.hqda-dcs-g-1.mbx.dape-zb-cp51@mail.mil)**

## **ANNEX B. GLOSSARY OF KEY 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 ASA (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); and serve as a resource to supervisors in furnishing Career Program 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](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 Career Programs 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 Career Program 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 (KSAs)) 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.

<http://cpol.army.mil/aboutus.html>

**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. (AG1-CP)

**Career Management:** The assessment and execution of the mission based development of employees throughout the life-cycle from recruitment through separation. (AG1-CP)

**Career Map (Career Path):** Information that provides employees general professional guidance

on career progression. (AG1-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. CPMs are employed in various organizational levels: Career Program Proponency Offices; Army Commands (Command Career Program Managers (CCPM)); and Activities (Activity Career Program Managers (ACPM)). (AG1-CP)

**Command Career Program Manager (CCPM):** The Functional Chief Representative 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 AG1-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 action 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 to include Appropriated Fund (AF), Nonappropriated Fund (NAF), Direct Hire Foreign Nationals (DHFN) and Wage Grade (WG) populations. Excluded from the Army, Career Program populations are National Guard Technicians, and also Indirect-hire Foreign Nationals who are employees of their states and host nations, respectively. (AG1-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. (AG1-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. (AG1-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):** 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 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://usacac.army.mil/organizations/lde/amsc>.

**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. 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 (GO) 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/>)

**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. (AG1-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/>)

**Competency-Based Management System (CMS):** A system that is administratively managed by the AG1-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>). (AG1-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/>)

**Competency Model:** A framework that describes the full range of competencies required to be successful in a particular occupation. (AG1-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 ("parentetical") 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). (AG1-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. (AG1-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 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 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 SF 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. (AG1-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 (DL):** 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. DL may involve student-instructor interaction in real time (for example, via two-way audio/video television) and non-real 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 (GO 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 Career Programs, 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. (AG1-CP)

**Functional Mobility:** Multi-dimensional career development achieved by diverse experiences within one or more functional communities. (AG1-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 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. (AG1-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). (AG1-CP)

**GoArmyEd:** 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, CPMs, 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://archive.opm.gov/hrd/lead/pubs/handbook/lfft1.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)

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

**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. (AG1-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 SES 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. (AG1-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, OJT and formal courses that will prepare career interns for target-level Career Program 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/policy-data-oversight/human-capital-management/reference-materials/>)

**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 multi-rater 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. (AG1-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/policy-data-oversight/hiring-authorities/students-recent-graduates/>)

**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/policy-data-oversight/hiring-authorities/students-recent-graduates/>)

**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/policy-data-oversight/hiring-authorities/students-recent-graduates/>)

**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. (AG1-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. (AG1-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. (AG1-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. (<https://hru.gov/index.aspx>)

**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](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 SF 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 919 previously mental illness 991), and dwarfism 929 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. (AG1-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](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. (AG1-CP)

## **ANNEX C. REFERENCES**

Title 5, United States Code (U.S.C.) 41, Government Employees Training Act (GETA), 1958.

DoD Instruction 1400.25-V250, DoD Civilian Personnel Management System: Volume 250, Civilian Strategic Human Capital Planning (SHCP), 18 November 2008

AR 350-1, Army Training and Leader Development, 19 August 2014

AR 690-950, Career Management, 31 December 2001

FM 6-22, Army Leadership, October 2006

ASA (M&RA) Memorandum, Subject: Civilian Career Program Management Guidance, 21 April 2011

The Center for the Army Profession and Ethic, *The Army Profession 2012*, October 2011