

## WELCOME MESSAGE



It is our pleasure to introduce this Training, Capability, and Doctrine Warfighting Developers Career Program (CP) 32 Army Civilian Training, Education, and Development System (ACTEDS) Plan. This ACTEDS Plan identifies the professional development assignments, training, and education that will enable you to support Army Transformation, and to enhance your career development.

This revised plan extends career development guidance to GS-301-T careerists and addresses the role of simulations and simulators within CP-32. The functional and core competencies on which all training and education is determined have been refined for each series. The Master Training Plans and training sources have been updated.

As a Department of Army Civilian, you are responsible for your professional development. This ACTEDS Plan will empower you to take charge of your career by building and fulfilling your professional development program. Your supervisor and manager are responsible for providing you with the opportunity to fulfill your training, education, and developmental assignment needs. Each Career Program Manager in CP-32 must ensure that their careerists receive needed training, education and developmental assignments as required.

For assistance, please contact the Army Training Career Program Office at DSN: 501-6003/6002 or CML: (757) 501-6003/6002.

Commanding General, Headquarters TRADOC  
Functional Chief, CP-32  
Training, Capability, and Doctrine Warfighting Developers Career Program

The Senior Executive Service Member of CP-32  
Functional Chief's Representative  
Training, Capability, and Doctrine Warfighting Developers Career Program

## TABLE OF CONTENTS

	Page
WELCOME MESSAGE .....	i
TABLE OF CONTENTS .....	ii
LIST OF TABLES.....	v
LIST OF FIGURES .....	v
<b>SECTION 1 - OVERVIEW .....</b>	<b>1</b>
1.1 Proponent.....	1
1.2 Revision Highlights .....	1
1.3 What’s New .....	1
1.4 Methodology of Career Development and Training Recommendations .....	4
1.5 Future Updates .....	6
1.6 Suggestions for Improvement.....	6
1.7 Distribution .....	6
<b>SECTION 2 - INTRODUCTION .....</b>	<b>7</b>
2.1 Purpose .....	7
2.2 Applicability .....	9
2.3 Goals .....	10
2.4 Objectives .....	11
2.5 Army Transformation Influence on CP-32.....	13
2.6 Warfighting Developer Recruitment .....	17
<b>SECTION 3 - CAREER PROGRAM MANAGEMENT .....</b>	<b>19</b>
3.1 General .....	19
3.2 Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)).....	19
3.3 Deputy Assistant Secretary of the Army (Civilian Policy), (DASA (CP)).....	19
3.4 Career Program Functional Chief (FC) .....	19
3.5 Functional Chief Representative (FCR) .....	20
3.6 Assistant Functional Chief's Representatives (AFCR).....	21
3.7 CP-32 Advisory Board.....	21

3.8	Army CP-32 Career Program Office .....	22
3.9	Army Commands, Army Service Component Commands, and Direct Reporting Units Career Program Managers .....	23
3.10	Activity Career Program Managers (ACPM) .....	24
3.11	Managers and Supervisors .....	25
3.12	CP-32 Careerists .....	25
<b>SECTION 4 - CP-32 JOB SERIES OVERVIEW .....</b>		<b>27</b>
4.1	GS-1701 – General Education and Training .....	27
4.2	GS-1702 – Training Support .....	28
4.3	GS-1712 – Training Instruction.....	30
4.4	GS-1750 – Instructional Systems .....	31
4.5	GS-301 – Training .....	36
4.6	GS-301 – Capability Developments.....	38
4.7	GS-301 – Doctrine Developments .....	39
4.8	Points of Contact for other Career Programs .....	39
<b>SECTION 5 - PROGRAM BASICS.....</b>		<b>40</b>
5.1	General .....	40
5.2	Career Phases.....	40
5.3	Career Progression .....	41
5.4	Competency Management System .....	46
5.5	Training and Development Priority Categories.....	46
5.6	Master Training Plans .....	49
5.7	Individual Development Plan.....	52
5.8	Training Requests .....	53
5.9	Mobility .....	54
<b>SECTION 6 - GS-1750 TRAINING AND TRAINING DEVELOPERS SERIES MASTER INTERN TRAINING PLAN.....</b>		<b>56</b>
6.1	General .....	56
6.2	Objective/Purpose .....	57
6.3	How to Apply - Recruitment Options .....	58
6.4	Master ACTEDS Intern Training Plan (MITP).....	60
6.5	Individual Development Plan.....	70

**6.6 Performance Management..... 71**

**APPENDICES 73**

**APPENDIX A - Warfighting Developers Common Core Competencies..... A-1**

**APPENDIX B - GS-5/9 Common Core Master Training Plan..... B-1**

**APPENDIX C - GS-11/12 Common Core Master Training Plan..... C-1**

**APPENDIX D - GS-13/14 Common Core Master Training Plan..... D-1**

**APPENDIX E - GS-15 Common Core Master Training Plan..... E-1**

**APPENDIX F - GS-1701 Functional Competencies ..... F-1**

**APPENDIX G - GS-1701 Functional Master Training Plans ..... G-1**

**APPENDIX H - GS-1702 Functional Competencies ..... H-1**

**APPENDIX I - GS-1702 Functional Master Training Plans..... I-1**

**APPENDIX J - GS-1712 Functional Competencies..... J-1**

**APPENDIX K - GS-1712 Functional Master Training Plans ..... K-1**

**APPENDIX L - GS-1750 Functional Competencies ..... L-1**

**APPENDIX M - GS-1750 Functional Master Training Plans..... M-1**

**APPENDIX N - GS-301 Training Functional Competencies..... N-1**

**APPENDIX O - GS-301 Training Functional Master Training Plans ..... O-1**

**APPENDIX P - GS-301 Capability Developments Functional  
Competencies..... P-1**

**APPENDIX Q - GS-301 Capability Developments Functional Master  
Training Plan..... Q-1**

**APPENDIX R - GS-301 Doctrine Developments Functional  
Competencies..... R-1**

**APPENDIX S - GS-301 Doctrine Developments Functional Master  
Training Plan..... S-1**

**APPENDIX T - Non-Technical competencies..... T-1**

**APPENDIX U - Training Sources..... U-1**

**APPENDIX V - Individual Development Plan ..... V-1**

**APPENDIX W - Associations, Societies, and Organizations Providing  
Self-Development Opportunities..... W-1**

**APPENDIX X - Acronyms ..... X-1**

**APPENDIX Y - References..... Y-1**

**APPENDIX Z - GLOSSARY OF TERMS..... Z-1**

**LIST OF TABLES**

Table 1-1 GS-1701 "Capper" Job Series Impact .....2

Table 3-1 CP-32 HQDA Advisory Board ..... 22

Table 5-1 CP-32 Career Phases..... 40

Table 5-2 Universal Training Priorities ..... 47

Table 5-3 University Training Types ..... 48

Table 5-4 Functional Master Training Plan Content ..... 50

**LIST OF FIGURES**

Figure 1-1 GS-1701 "Capper" Career Progression .....2

Figure 5-1 GS-1701 & 1750 General Education and Training and  
Instructional Systems Career Ladder..... 42

Figure 5-2 GS-1702 Training Support Career Ladder..... 43

Figure 5-3 GS-1712 Training Instruction Career Ladder ..... 43

Figure 5-4 GS-301 Training Career Ladder ..... 44

Figure 5-5 GS-301 Capability Developer Career Ladder ..... 44

Figure 5-6 GS-301 Doctrine Developer Career Ladder ..... 45

8 Figure 6-1 GS-1750 Master Intern Training Plan Schedule ..... 61

Figure 6-2 GS-1750 Intern Training Development Tasks ..... 62



## SECTION 1 - OVERVIEW

### 1.1 Proponent

The proponent agency for this document is the CP-32 Army Training, Capabilities and Doctrine Career Program Office, ATTG-ZC-T, Deputy Chief of Staff, G-3/5/7 (DCS, G-3/5/7), Headquarters U.S. Army Training and Doctrine Command (TRADOC).

### 1.2 Revision Highlights

The Training, Capability, and Doctrine Warfighting Developers Career Program (CP) 32 Army Civilian Training, Education, and Development System (ACTEDS) Plan identifies training, education, and developmental opportunities CP-32 careerists can use as a guide in planning their own career.

This plan builds upon the 2011 CP-32 ACTEDS Plan. The revisions include:

- a. Updated contact information resulting from the move from Fort Monroe to Fort Eustis.
- b. Included links to the Army Career Tracker (ACT) website for each occupational series.
- c. Provided the CP-32 population as of September 2013.
- d. Expanded short and long-term goals for the CP-32 ACTEDS Plan.
- e. Expanded the role of the CP-32 FCR in accordance with Army policy.
- f. Modified the Affirmative Action statement to ensure consistency with Army guidance.
- g. Expanded discussion on the benefits of functional and geographic mobility on career progression.
- h. Updated the Master Training Plans (MTPs) for all occupational series.
- i. Added the requirement that training, education and/or developmental assignments exceeding 120 days require completion of a “continued service agreement” in accordance with Army policy.
- j. How career development and training and education recommendations were developed.



## 1.3 What's New

### 1.3.1 Certification Program

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CP-32 Office is in the initial stage of developing a Certification Program for each of the CP-32 job series. The foundation for this program will be the Competency Management Workgroup and Competency Management System efforts currently on-going. Each certification will ensure increasing levels of competencies are met through education, training and/or self-development. The Certification Program will ensure continuous training and education to standards to enhance professional knowledge, skills and abilities are met.

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### 1.3.2 GS-1701 Capper

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In order to support the recognized need for civilian leaders that are multi-functional and adaptive, the GS-1701-14/15 will now be the "capper" for the GS-1700 and 301-T series. At this level, the Training Manager/Director will be able to perform across the spectrum of the CP-32 GS-1700 and 301-T series. These capper positions will be the Army's leading experts in the use of training capabilities, government and contractor resources to develop training and education approaches and modules, and the integration of training and education across doctrine, organization, training, materiel, leader development, personnel and facilities (DOTMLPF).

GS-1701-11/13 will slowly phase out of CP-32. Current employees holding these grade and job series will be "grandfathered", but once they leave, the positions will be reclassified to a 1750, 1712, or 1702 position, whichever is more appropriately aligned to the duties and responsibilities of the position. Figure 1-1 depicts the revised progression. Consult Table 1-1 for specific changes for each job series.

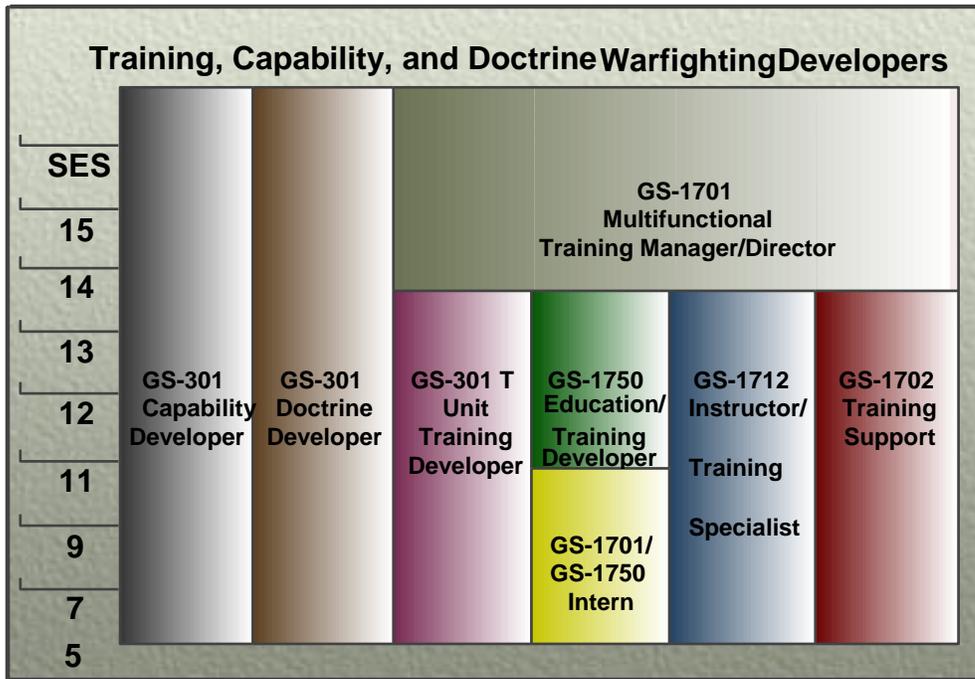


Figure 1-1 GS-1701 "Capper" Career Progression

Table 1-1 GS-1701 "Capper" Job Series Impact

SERIES	GRADE	IMPACT
GS-1701	11/13	Current careerists in these grades will be "grandfathered" and until reassigned will utilize GS-1750 competency lists
	14/15	Current careerists in these grades will be "grandfathered" but will utilize GS-1701 competencies lists
GS-1700 series and		

301-T		
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### 1.3.3 Expanded Competencies for Each Job Series

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Currently, the CP-32 is working on two separate, but related, efforts to update the competencies for all CP-32 series. The updated competencies produced by these parallel efforts (Competency Management Workgroup (CMWG) and Competency Management System (CMS)) are in support of the National Defense Authorization Act for FY 2010 (NDAA 2010). The competency for each series has been and will continue to be expanded or improved to ensure any competency and/or training gaps are closed. This refinement provides greater distinction of the duties and responsibilities across job series. The needs of individual installations may require careerists to perform “other duties as assigned”; however, the competencies for each series/grade are written to reflect the qualifications for the job. These revised competencies allow for clearer identification of staffing needs and the job descriptions to support those needs. As well, non-technical competencies with definitions have been identified. These non-technical competencies are standard for all Career Programs and can be found in Appendix T.

### 1.3.4 Master Training Plans

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Due to the expansion of the competencies, both functional and common core, the MTPs are streamlined. The content is simplified for easy reference. In addition, **there are now two MTPs for each job series and grade level or grade level grouping, e.g. 11/12.** The first MTP outlines training and education associated with functional competencies. The second MTP outlines the training and education associated with the common core competencies – which apply to all job series. **Both MTPs must be referenced to obtain a complete view of individual training and education requirements.**

### 1.3.5 Individual Development Plan

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There are no longer two separate Individual Development Plan (IDP) forms for developing/approving career training and education objectives (one for careerists and one for interns). The official IDP for all CP-32 careerists is in the [Army Career Tracker](#). Periodic changes and annual updates should be made to maintain a current IDP.

### 1.3.6 The Term “Major Army Command”

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To transform the Army into a more agile and adaptable service, the Secretary of the Army and Chief of Staff, Army have directed the realignment of the current Army headquarters, Major Army Commands (MACOM), Field

Operating Agencies, and Staff Supporting Agencies. This revised plan uses the new designations.

The headquarter realignments affecting the CP-32 community are as follow:

- **Army Commands (ACOM):**
  - Force Command (FORSCOM)
  - Training and Doctrine Command (TRADOC)
  - Army Materiel Command (AMC)
- **Army Service Component Commands (ASCC):**
  - Army Europe
  - United States Army Special Operations Command
  - Eighth United States Army (EUSA)
- **Direct Reporting Units (DRU):**
  - Medical Command (MEDCOM)
  - United States Army Corps of Engineers (USACE)

## 1.4 Methodology of Career Development and Training Recommendations

During FY 14, the Career Development and Training Recommendations will be revised with the assistance of the CP-32 Competency Management Working Group (CMWG), Training Committees and a panel of subject matter experts. The work accomplished with the CMWG and Training Committees is in direct alignment with and will be in cooperated into the Competency Management System. The CMWG consists of senior careerist. Each CMWG member is the lead for one of the 7 CP-32 job series. The Training Committees consist of CP-32 careerist subject matter experts from various commands and geographically dispersed across the Army.

- Development Strategy:
  - The CP-32 ACTEDS Plan will be revised based on Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA M&RA) guidance to

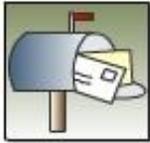
- identify and validate competencies for the civilian workforce using the Army's Competency Management System (CMS).
- In October 2012, in direct alignment with the CMS effort, CP-32 and the newly formed CMWG launched a competency management assessment to determine the tasks, competencies, training, skills, guidance and other requirements necessary to ensure CP-32 personnel have the knowledge, skills, abilities (KSAs) and other characteristics needed to satisfy their mission requirements and meet their career path responsibilities. Training Committees implementation followed a year later in November 2013.
  - The CMWG confirmed CP-32 personnel are well prepared to support the broad range of technical tasks they perform. However, the assessment also identified a number of competency and training areas needing improvement. The CMWG and CP-32 Office developed several high-level initiatives (enhance technical training, establish a mentorship program, create a formal certification program, improve tools and resources, and monitor the competency framework) and supporting actions for improving training support and technical competency across all occupational series.
  - The Training Committee, under the support of the CMWG, reviews the results of the training needs assessment and revises training requirements accordingly.
    - The Training Committee assist with the development of technical competencies for each major functional area in CP-32 and conduct the gap analysis to determine where competency gaps exist and the strategies for mitigating the gaps. The members meet, at minimum, on a quarterly basis.
    - The SMEs within the Training Committees are careerists from the various CP-32 occupational series and grade levels (GS-09 thru GS-15). They assist with the identification of technical competencies and supporting required training for each major functional area in training, capability or doctrine.
  - Results of the CMWG competency effort were used to accomplish the CMS requirement.
  - In addition to the CMWG and Training Committee/SME panel, all CP-32 careerists are provided the opportunity to identify competencies through the Army Competency Management System (CMS).
- Reference:
    - 2010 National Defense Authorization Act (NDAA), Section 1108
    - AR 350-1, Army Training and Leader Development
    - Interim Policy Guidance, Army Civilian Training, Update to AR 350-1
    - AR 690-950, Career Management
    - Functional Chief Representative and Career Program Management Office Competency Reference Guide, Version 1Re

## 1.5 Future Updates

To maintain the accuracy and currency of the information contained in this document, revised or new information will be posted under the "[What's New](#)" feature on the CP-32 Web site.

## 1.6 Suggestions for Improvement

Direct questions or comments to the CP-32 Army Training, Capabilities, and Doctrine Career Program Office:



Army CP-32 Career Program Office  
HQ TRADOC, DCS, G-3/5/7  
ATTN: ATTG-ZC-T  
Fort Eustis, VA 23604--5000

**Or**

Contact the CP-32 office via the CP-32 Mailbox:

[usarmy.jble.tradoc.mbx.tradoc-cp-32@mail.mil](mailto:usarmy.jble.tradoc.mbx.tradoc-cp-32@mail.mil)



Please contact: DSN: 501-6003/6002,  
Commercial (757) 501-6003/6002

## 1.7 Distribution

Primary access to this plan is through the [Army Civilian Personnel On-Line](#) Web site which links to the DCS, G-3/5/7 section of the [TRADOC Web site](#)

Access to the CP-32 ACTEDS Plan can be found at the [ACTEDS Training Catalog](#) which provides training and career development opportunities.

## SECTION 2 - INTRODUCTION

### 2.1 Purpose

The purpose of the Army Civilian Training, Education, and Development System (ACTEDS), is to provide for the systematic training and development of Army career civilians. This CP-32 ACTEDS Plan is a living document that outlines sequential and progressive training and education for functional specialties and in leadership, supervision and managerial development. It also provides general information and guidance on management of the Army CP-32 Career Program, including, career progression ladders, core functional competencies, Master Training Plans, mobility and continued service requirements.

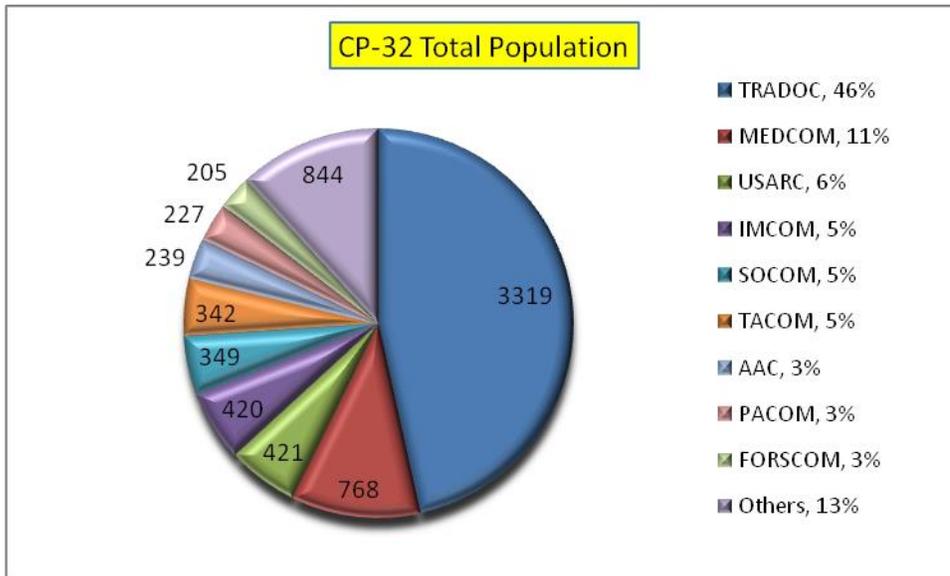
ACTEDS provides for planned, competency-based development of civilian members of the Army workforce, from entry level to key positions. At each stage in an Army civilian's career, planned training, education and developmental assignments are essential to maintain proficient job performance and to build skills to enhance both job performance and potential for advancement. The system blends progressive and sequential work assignments, formal training and education, and self-development for lifecycle workforce management. Each Army career program (CP) has an ACTEDS Plan.

Each CP listed in [Army Regulation \(AR\) 600-3](#) reflects professional, technical and functional fields that are grouped based on population, occupational structure, grade range, and commonality of job characteristics. This grouping also allows the career program management officials to target the needs and common interests of the group.

The CP-32 ACTEDS Plan provides information for the careerist to identify potential career advancement and to become highly developed and experienced within the Department of the Army (DA) environment, while gaining expertise for attaining career goals. The plan provides guidance on career development and progression, technical competencies, and education/training for Training, Capability, and Doctrine Developers beginning at entry levels through Senior Executive Service (SES) within the Army. Careerists should identify training needs that facilitate the closure of any employee competency gaps noted in development planning, and discuss with their supervisors.

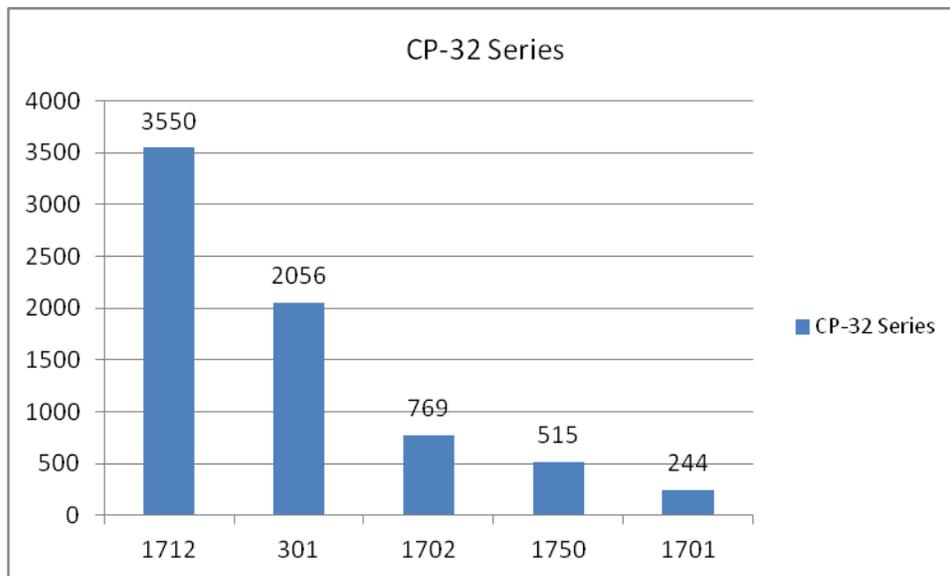
Figure below depict demographic distribution of CP32 personnel. Chart shows the nine most populous commands; all other commands captured in the "other" category. Forty-six percent of employees are assigned to TRADOC.

## CP-32 ACTEDS Plan



The CP-32 population as of 1 Nov 2013 is 7134 (includes all Appropriated Funds Civilians based on DCPDS data).

Graph below illustrates the CP-32 population broken out by series.



## 2.2 Applicability

### 2.2.1 CP-32 Careerists

CP-32 careerists in the following occupational series should use this ACTEDS Plan to guide their career planning. Refer to Section 4 for complete information.

- GS-1701 – General Education and Training
- GS-1702 – Training Support
- GS-1712 – Training Instruction
- GS-1750 – Instructional Systems
- GS-301-T – Training
- GS-301-CD – Capability Development
- GS-301-DD – Doctrine Development

#### 2.2.1.1 Training – GS-1700 and 301-T Series

Training and education is a structured sequence of learning activities designed to provide an individual with the competencies that can enhance the performance of job-related, critical tasks required for successful performance in positions. The Training series includes individuals who participate in instruction, development, and support of training and education. It is imperative that the careerist in these job series work together with one another to effectively and efficiently accomplish their respective missions. It is essential that careerists in the Training job series work in close coordination with the Capability and Doctrine Developers to ensure the synchronization of this career program’s mission (i.e., capability, doctrine, and training/education development).

#### 2.2.1.2 Capability Development – GS-301-CD

Capability Developers (CD) direct, manage, supervise, or execute the Joint Capabilities Integration Development System (JCIDS) process in accordance with [TRADOC Regulation \(TR\) 71-20](#), “Concept Development, Experimentation, and Requirements Determination” (implementing draft). They are responsible for determining, documenting, and processing warfighting concepts, future operational capabilities, and DOTMLPF requirements. They assess concepts to identify gaps in required capabilities. They are also responsible for developing and managing the integration of DOTMLPF solutions for capability gaps and for directing and managing the development of JCIDS capability documents. It is essential that careerists in

the CD job series work in close coordination with training/education and doctrine personnel to ensure the synchronization of this career program's mission (i.e., capability, doctrine, and training/education development).

### **2.2.1.3 Doctrine Development – GS-301-DD**

Doctrine Developers (DD) provide the doctrine (principles and tactics, techniques, and procedures) that supports or provides the foundation for the institutional and operational Army's training, education and warfighting functions. They are responsible for the management, integration, and quality control of Army doctrine; integrating Army doctrine vertically and horizontally within the Army; integrating Army doctrine with joint and multinational doctrine; representing the Army in multinational doctrine committees; and performing other doctrine related tasks. It is essential that careerists in the DD job series work in close coordination with training/education and capability personnel to ensure the synchronization of this career program's mission (i.e., capability, doctrine, and training/education development).

### **2.2.2 CP-32 Interns**

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CP-32 interns in the following occupational series should use this ACTEDS Plan to guide their career planning.

- GS-1750 Instructional Systems

## **2.3 Goals**

### **2.3.1 Short-Term Goals**

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- Provide for the training and education of CP-32 interns and professional development and career progression of Army CP-32 personnel.
- Provide careerists and their supervisors with a single-source reference to assist in determining appropriate training/education and development, both to enhance on-the-job performance and to prepare the careerist for progressively more responsible positions.
- Assist resource management and civilian personnel representatives in allocating and prioritizing resources for civilian training and development by providing references to core competency based training and education alignment.
- Provide careerists with information on the Department of the Army Civilian Leader Development core courses.

- Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.
- Revise/update, as appropriate, information on course schedules and content.
- Expand the master training plans to include more information on developmental assignments, mandatory and recommended courses and sources of training and education.

### **2.3.2 Mid-Term Goal**

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- The mid-term goal is to attract, develop, and retain quality civilians by providing career enhancement opportunities and sustainment training and education in support of Army Transformation.
- Employ strategic human capital workforce planning assessments to identify competency gaps, define “gap” closure strategies and assess future workforce requirements.

### **2.3.3 Long-Term Goals**

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- Build and sustain the corps of highly skilled and qualified Army CP-32 personnel by providing career enhancement opportunities and sustainment training and education to meet Army needs for the future.
- Develop strategies to implement succession planning.

## **2.4 Objectives**

The objectives of the CP-32 ACTEDS Plan follow:

### **2.4.1 Guide Professional Development and Career Progression**

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This ACTEDS Plan will serve as a planning and professional development tool to provide direction on professional development and career progression for CP-32 Army civilians from intern and entry levels through SES. The plan also serves as a resource for writing job descriptions and assigning duties and responsibilities to individuals.

### **2.4.2 Provide Master Training Plans to Guide Career Development**

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The Master Training Plan (MTP) is a comprehensive outline of training/education and developmental opportunities from entry level through

appointment to the CP SES position. The MTPs reflect progressive career patterns that allow maximum opportunity for high-potential individuals to advance and perform at their highest capabilities. Functional requirements are based upon competencies by series and grade level. Section 5 provides MTP user guidance for CP-32. The common core MTPs and functional MTPs for each job series are located in the Appendices.

#### **2.4.3 Provide Master Intern Training Plans to Guide Intern Development**

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The Master Intern Training Plan (MITP) outlines the training/education and career development that Army Civilian Training interns should accrue by the time they reach their target grades. Section 6 discusses the CP-32 MITP. Specific intern training and education is located in the applicable series' MTPs.

#### **2.4.4 Provide Guidance on the Use of Individual Development Plans**

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The IDP is a plan developed jointly with a supervisor that prepares the careerist/intern for positions of increased responsibility. The IDP aids planning in support of short-, mid-, and long-term career goals. The IDP facilitates identification and communication of developmental objectives, selection and participation in training assignments, and the periodic reevaluation of goals, objectives, and training and education needs. The IDP in the [Army Career Tracker](#) is the official form that all CP-32 careerist and interns should be using. See Section 5.7 for additional information on the IDP.

#### **2.4.5 Establish a Responsive Professional Development System**

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Establishing a highly responsive system, through which all forms of professional development are achieved, ensures that essential managerial and technical training, education and development are systematically made available to CP-32 civilian careerists.

#### **2.4.6 Expand Training, Capability, and Doctrine Warfighting Developer Capabilities**

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Expanding the capabilities of Army Civilian Training, Capability, and Doctrine Warfighting Developers, by broadening their scope of work and responsibilities enables the Army to maintain an excellent workforce.

#### **2.4.7 Expand Interaction with Business, Industry, and Academia**

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Expanding interaction with business, industry, and academia, as well as other governmental professional development programs, continuously improves training, education, and professional development opportunities for CP-32 civilian careerists.

### **2.4.8 Provide Guidance and Counsel**

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Providing supervisors and CP-32 Points of Contact (POC) with guidance and counseling on a variety of leadership and management development activities to assist careerists with their professional development.

## **2.5 Army Transformation Influence on CP-32**

Changing times require a new approach by the armed forces to meet the needs and requirements of operating in the current and projected security environment. Army Transformation represents this new approach to implement necessary reforms to achieve the Army's vision for future capability readiness. A major facet of this transformation concerns people – altering the way civilian and military personnel think about warfare and their readiness to respond. Transformation goes beyond just technology and will necessitate an army-wide cultural change. As a driver of change, TRADOC ensures full integration of Joint and Army doctrine, concept development, experimentation, training/education and capabilities development for the current and future modular force – spiraling needed capabilities into the current force. Transformation requires adaptive leaders, rapid responses, and cost-effective methodologies. Discussed below are brief overviews of how CP-32 is responding to these needs.

### **2.5.1 Civilian Leader Development**

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Like their uniformed counterparts, Army Civilians must be well trained, motivated, and forward thinking to meet the challenges of the 21<sup>st</sup> century. HQ, TRADOC was directed to develop a Civilian Education System (CES) to provide enhanced training, develop skill sets, and provide education opportunities for Army civilians comparable to the Officer Education System (OES), Warrant Officer Education System (WOES), and the Noncommissioned Officer Education System (NCOES).

This transformation of civilian training and education aligns uniformed and civilian leader development training and education when appropriate, and enables Army Civilians to contribute to their fullest potential. The CES is a systematic means of developing Army Civilian leaders and providing them with the capability to perform the critical tasks, with supporting skills and knowledge, to the prescribed standard appropriate to their levels of responsibility. This includes improving their critical thinking, team building,

effective communications, and interpersonal skills. CES develops civilian leaders who understand and display Army values and professionalism and who exhibit creativity and innovation in a joint, interagency, and multinational environment.

The CES curriculum capitalizes on existing programs/courses to create three distinct levels of leadership education. In addition to the Civilian Foundation Course delivered via distributed learning (dL) for all newly appointed Army Civilians hired after 30 September 2006, there are three levels of Civilian leader training and education – Civilian Leader Basic Course, Civilian Leader Intermediate Course, and Civilian Leader Advanced Course. These three courses include both resident and non-resident instruction to achieve essential learning outcomes. Priority for attendance at resident courses is for managers, supervisors, and team leaders, per AR 350-1, Army Training and Leader Development.

CES course attendance is targeted towards specific civilian grades. Employees attend the CES course targeted for their current grade. Civilians may not enroll in a course that is higher than their current grade, although they may enroll in a course that is targeted for a lower grade. The CES courses and grade targets are indicated below:

Civilian Foundation Course (FC)	GS 01 - 15 (hired after 30 Sep 06)
Civilian Leader Basic course (BC)	GS 01 - 09
Civilian Leader Intermediate Course(IC)	GS10 - 12
Civilian Leader Advanced Course (AC)	GS13 - 15
Continuing Education for Senior Leaders (CESL)	GS 14 - 15

### 2.5.2 Army Learning Model 2015 (ALM 2015)

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The current learning models have not kept pace with the rapid changes, requirement of Soldiers rotating in and out of battle, and the increasing arrival of digitally savvy Soldiers. It is imperative the CP-32 community ensure the development of relevant and rigorous training and education and leverage emerging technology whenever possible (constructive, virtual and gaming). The Army Learning Model 2015 (ALM 2015) is the Army's visualization of how the Army will train and educate Soldiers and leaders in individual knowledge, skills, attributes, and abilities to execute operations in an era of persistent conflict. The ALM 2015 learning model is based on two basic themes. First is improving the quality, relevance, and effectiveness of face-to-face learning

experiences through outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context. The second theme expands the reach of the schoolhouse through the creation of digitized learning environment that blends the operational, institutional, and self-development domains to create a learner-centric, career-long learning capability and significantly expands the use of technology-delivered learning. ALM 2015 gives learners access to a vast repository of digitized learning content by developing a robust capability to rapidly develop, archive, and disseminate information over a variety of current and emerging delivery platforms. It allows a modular, tailored, precision approach to learning at the point of need throughout the career span and facilitates a career-long learning culture.

### **2.5.3 Use of Cost Effective Training Methodologies**

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The changing nature of the Army necessitates changes in access to training and education. “Train as we fight” is the goal for the future. For many training and education needs, alternatives to traditional classroom training and education are more cost-effective and provide accessibility to training and education that meets the schedules and locations of students. Advances in technology offer new opportunities for delivering efficient and effective training and education.

#### **2.5.3.1 Blended Training**

Blended training describes the combination of traditional and electronic training methods and taps into the strengths of each. Traditional training provides a student with interaction and feedback from an instructor. Providing training electronically allows 24/7 access to the training. The combination of both styles meets the needs of a wide range of learning requirements and offers increased flexibility to the student. No less important, this blended approach reduces training costs. As the demand for training increases and funding dollars are stretched, this hybrid method allows the Army to meet the challenge of educating its civilian and military members.

Blended training crosses the spectrum in terms of technology, sophistication and cost, from video teleconferencing, satellite, Web-based, computer-based, chat, and other dL methodologies. This training allows students to participate from anywhere and at anytime, and adds the features of synchronous and asynchronous discussions, electronic postings, use of video, audio, and e-mail capabilities, and interaction with an instructor. The hybrid system allows participants to work together on small group projects, conduct small group discussions, and share presentations – while also allowing for independent, self-paced assignments. The combination of electronic training with instructor contact qualifies the training as blended.

### 2.5.3.2 Immersive Instructional Technologies

Immersive instructional technologies are highly realistic, interactive educational and learning video-based scenarios that can be incorporated into dL and other technology-based courseware. These techniques can strengthen dL by helping trainers transition from traditional instructor presentations with slides to more powerful, scenario-based instruction.

The term "immersive" means courseware or any type of training that engages the learner in highly interactive, motivating, challenging, and realistic job-related experiences. These immersive instructional technologies simulate a real world experience. This is more than just using technology to re-create the real world. It's also about the story line and capturing the learner's imagination. Effective training depends both on the technology that is used to present the material and the content of the material itself.

Immersive dL places students in situations where they must make decisions and solve problems. Immersive courseware places emphasis on affecting the learner emotionally, motivating the learner, and increasing the level of realism so that the learner is completely engaged and learns how to deal with each new situation.

### 2.5.3.3 Simulations

As the use of simulations and simulators become integral to Army training, many CP-32 careerists are involved with training via these methods. Worldwide, the military, industry, and academia use modeling and simulations (M&S) as a technological enabler to enhance training, analysis, and acquisition activities. Military forces determined that M&S can provide a realistic, and sometimes cheaper, way to train. Ammunition, fuel, and repair parts are expensive. M&S provides a method for training individuals and units in a safe environment, while optimizing the expenditure of precious, limited resources.

There are **four environments of simulations** – live, virtual, constructive and gaming. A description of each follows:

- **Live simulations** are simulated operations conducted by real operators using real equipment. Military training events using real equipment are live simulations. They are considered simulations because these events are not conducted against a live enemy.
- **Virtual simulations** involve real people operating simulated systems. Virtual simulations place humans in the central role of exercising motor control skills, decision skills, and/or communication skills. An example would be a cockpit mockup to train pilots.

- **Constructive simulations** involve simulated people operating simulated systems. Real people input data into the simulation but are not involved in determining the outcome. For example, a military user may input data on a military unit telling it to move and to engage an enemy target. The constructive simulation determines the speed of movement, the effect of the engagement with the enemy, and any battle damage that may occur. Results are provided digitally or visually, depending on the type of simulation used.
- **Gaming** is the use of computer gaming technology as a training technique in which students are presented various situations involving choices and risks. These choices and risks resemble real life situations.

It is imperative that CP-32 careerists know their functional responsibility relative to simulations and simulators. There are competencies within the appropriate CP-32 job series that address simulations and simulators.

### 2.5.4 Competency Management System

Section 1108 of the 2010 National Defense Authorization Act required the Department of Defense to develop and implement a Strategic Workforce Plan that outlines steps to close strategic competency and skill gaps in the Civilian workforce. In response to this requirement, the Department of the Army is transforming the way it plans for, recruits, hires, develops and manages Civilian personnel to a competency based framework. Competency based lifecycle management supports a highly professional civilian workforce by providing the right people with the right competencies for the right positions at the right time.

## 2.6 Warfighting Developer Recruitment

Recruitment for CP-32 careerists, of necessity, focuses on identifying and selecting those persons needed to achieve the desired job mix. For additional assistance on how to apply for jobs, refer to the [Civilian Personnel On-Line](#) website - click on Employment, then Applicant Tips on the Army Civilian Services webpage.

To learn more about internships visit the [Interns Program](#) of the CP-32 Website or visit Army's [CPOL Career Intern](#).

Affirmative Action



Selection of employees for training programs in this plan will be made without regard to political preference, race, color,

religion, national origin, sex, marital status, disability, age, or sexual orientation.

## SECTION 3 - CAREER PROGRAM MANAGEMENT

### 3.1 General

This section includes general information about the roles and responsibilities of key participants in CP-32 management.

[AR 690-950](#), Chapter 1, Section II, Career Management, describes the functions of the senior participants in detail.

### 3.2 Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA))

Within the overall responsibility of the Secretary of the Army, ASA (M&RA):

- a. Approves career management policy.
- b. Appoints Functional Chiefs (FC) for all Career Programs and provides oversight, management, and evaluation of all CPs.
- c. Serves as FC for Civilian Human Resources Management, Manpower and Force Management, and Equal Employment Opportunity.

### 3.3 Deputy Assistant Secretary of the Army (Civilian Policy), (DASA (CP))

On behalf of the Army AG-1 (CP):

- a. Develops Army wide career management policies, procedures, and program requirements with FC assistance and coordination.
- b. In conjunction with Functional Chief's Representatives (FCR), estimates annual career management central resource needs, develops budget data to support those needs, and manages and monitors the use of ACTEDS central resources.
- c. Projects ACTEDS annual intern requirements based on input from FC/FCRs, Army Commands, ASCCs, DRUs and allocates ACTEDS resources annually to support central intern requirements and CP training, education, and development programs.
- d. Approves ACTEDS Plans prepared by FCs and personnel proponents.

### 3.4 Career Program Functional Chief (FC)

A Functional Chief (FC) is designated for each career program. The FC is the senior career program official. The FC for CP-32 is the Commanding General, U.S. Army TRADOC. The FC is designated by ASA (M&RA).

### 3.5 Functional Chief Representative (FCR)

The Functional Chief Representative (FCR) is a senior civilian, designated by the FC to serve as his/her principal advisor in matters pertaining to Career Program management. The FCR is a senior civilian holding a top-level position in the respective CP. The FCR implements and evaluates program policies and plans, and chairs the HQDA Training Advisory Board. The FCR for CP-32 is the HQ TRADOC Assistant Deputy Chief, G-3/5/7 (ADCS, G-3/5/7). This position is also the only SES position in CP-32. The duties of the FCR include the following:

- a. Assist OASA (M&RA) in the preparation of CP instructions and procedures.
- b. Serve as a member of the Civilian Personnel Policy Committee (CPPC).
- c. Chair CP planning boards and select functional participants for planning boards.
- d. Support and monitor affirmative employment program progress.
- e. Foster broad-based employee representation and ensure all qualified candidates are equitably considered for promotions to SES "feeder" grades.
- f. Monitor effectiveness of career management through-
  - On-site visits.
  - AC, ASCC, DRU and CPEA evaluation reports.
  - Planning board reports. The FCR will evaluate timeliness and effectiveness of CP staffing actions.
- g. Select subject matter experts (SME) to participate in job analysis, SME panels, development of measurement tools, and the evaluation of applicants for referral.
- h. Ensure that personal career planning and developmental assistance are available to CP employees.
- i. Establish ACTEDS requirements and develop ACTEDS plans and obtain AG-1(CP) approval before publication.
- j. Ensure that ACTEDS subject matter content is current and applicable for Army-wide implementation.
- k. Participate in projecting annual ACTEDS centrally funded intern needs to support the programming and budgeting of ACTEDS central resources.
- l. Review and evaluate annual requests for ACTEDS centrally funded intern resources.
- m. Monitor the effectiveness of the management and administration of the intern program to include assisting in the placement of surplus graduate interns.

- n. Determine annual CP ACTEDS competitive professional development needs and submit to DA G-3/5/7
- o. Select and/or review command recommendations on nomination for training assignments.
- p. Create and maintain career maps that link developmental strategies, e.g., education, training, assignments, self-development, mentoring, linked to knowledge, skills, abilities and/or competencies that support the professional development of all CP members. Obtain DA G-3/5/7 approval before publication.
- q. Assist commanders with identification of appropriate strategies for the development of their employees.
- r. Develop and maintain CP strategic workforce plans that both inform and implement strategic workforce plans developed by Army.

### 3.6 Assistant Functional Chief's Representatives (AFCR)

The CP-32 FCR has an AFCR to assist with the FCR duties. The AFCR for CP-32 is the Training Policy, Plans, and Program Manager at HQ, TRADOC DCS, G-3/5/7.

### 3.7 CP-32 Advisory Board

The CP-32 Advisory Board addresses the organizational needs and operation of CP-32 in response to the changing needs of Army Civilian Training, Capability, and Doctrine Warfighting Developers. The Advisory Board includes the FC, FCR, or designee as chairperson, and key personnel from HQDA, Army Commands, ASCC, DRU, and installations. The CP-32 Advisory Board will normally meet annually or as deemed necessary by the FCR. The functions of the board follow:

- a. Forecasting and planning for staffing needs.
- b. Reviewing proposals to change the CP-32 program, policies, or ACTEDS Plan.
- c. Ensuring relevancy of the job-related criteria used in evaluating individuals for referral.
- d. Ensuring that ACTEDS requirements for CP-32 are fully and economically managed.
- e. Recommending changes or modification to the ACTEDS MTPs and MITPs, career ladders, and other elements of the CP-32 ACTEDS Plan.
- f. Furnishing information to the FCR to support the programming and budgeting of ACTEDS resources.

The CP-32 HQDA Advisory Board Status and Command/Functional Area are as follows:

**Table 3-1 CP-32 HQDA Advisory Board**

NON-VOTING	VOTING
Functional Chief's Representative (FCR)	TRADOC – HQ Administration
TRADOC – Training Technology	TRADOC – HQ Career Program Management
TRADOC – Simulation Technology	TRADOC – HQ Training Program Administration
Integrating Centers	TRADOC – Training Evaluation
Assistant to FCR	TRADOC – Training Development
Recording Secretary	TRADOC – Training
	TRADOC – Training Specialist
	TRADOC – Staff & Faculty Development
	TRADOC – Instructors
	TRADOC – Capability and Doctrine Development
	AMC – Specialty School
	SOCOM – Training
	Corps of Engineers – Training
	FORSCOM – Training

### 3.8 Army CP-32 Career Program Office

The Army CP-32 Career Program Office is a Headquarters Department of the Army office located at Ft. Eustis, VA. It is located at Ft. Eustis in lieu of the Pentagon because the Functional Chief (FC) and his Functional Chief's Representative (FCR) are both located there. The CP-32 office, through guidance from the FCR, manages the Career Program Army wide and handles any proponentcy and career program issues.

This office updates pertinent Army regulations and policies based on current trends, laws, and official guidance given by the FCR or HQDA. The CP-32 Office also obtains FCR approval for requested professional training and education based on installations' input. This office then requests and receives professional training and education dollar allocation from HQDA, G-3/5/7. The

Army CP-32 Office notifies each installation of the competitive professional dollars they will receive for the next FY. This office provides annual centralized training and education opportunities for CP-32 careerists and ACTEDS is the funding source for identified training. Additionally, the Army CP-32 Office reviews and determines training and education to be developed as self-development training. This office also determines the number of CP-32 interns the Army requires and assists with the placement into permanent positions. The CP-32 Office handles publishing and updating the ACTEDS plan.

The CP-32 Office conducts studies, projects future resource requirements, and arranges meetings/conferences concerning CP-32 issues. The office provides guidance and career counseling for members of the career program as well as coordinating with Activity Career Program Managers (ACPM) and Army Commands Career Program Managers (ACCPM), Army Service Component Commands Career Program Managers (ASCCCPM), and Direct Reporting Units Career Program Managers (DRUCPM). Contact the CP-32 Office at Commercial (757) 501-6003/6002 or DSN 501-6003/6002.

### **3.9 Army Commands, Army Service Component Commands, and Direct Reporting Units Career Program Managers**

These Career Program Managers, in coordination with supervisors and employees, are key players in the development, implementation, and evaluation of the career program. Their role is to

- a. Advise appropriate headquarters and field activities on career management from a functional standpoint. Inform ACPM of the regulatory, administrative, and procedural requirements of each CP.
- b. Analyze ACTEDS centrally funded intern and competitive professional development requirements to support the development of budget requests. Recommend annual ACTEDS centrally funded intern resource needs and monitor program execution.
- c. Assist the civilian personnel directors (CPD) in the identification of intern training sites. Assess the quality of intern intake and training and ensure that any needed corrective action is taken.
- d. Assist commanders in obtaining necessary resources to administer and support ACTEDS CP requirements throughout the Commands. Monitor the performance of ACTEDS training and education conducted in their facilities.
- e. Monitor EEO progress, as applies to CP-32, and perform the necessary follow-up to ensure full support of EEO goals.
- f. Serve, when required, as ACPM for the appropriate headquarter.

- g. Advise and assist the FCR in matters related to career management.
- h. Ensure all CP-32 careerists have created an account in [GoArmyEd \(GAE\)](#).
- i. Coordinate training and education requirements and requests with the Army CP-32 Career Program Office.

### 3.10 Activity Career Program Managers (ACPM)

Below the Army Commands, ASCC, and DRU levels, installations/activities will have an ACPM. The ACPM, in coordination with supervisors and employees, is a key player in the development, implementation, and evaluation of the career program. ACPMs will give technical advice and assistance to the commander and CPOC/CPAC; provide advice and guidance to careerists; and serve as resource persons by assisting supervisors in furnishing CP information to careerists and interns. ACPMs will

- a. Assure availability of AR 690-950 and this ACTEDS plan; inform supervisors and monitor compliance of the regulatory, administrative, and procedural requirements of each CP.
- b. In coordination with the CPOC/CPAC, give guidance to supervisors on ACTEDS CP requirements.
- c. Monitor and evaluate the execution of ACTEDS requirements at the activity level and provide advice and guidance to supervisors and employees on training, education, and development opportunities and requirements.
- d. Monitor and advise supervisors and CP employees on how to plan CP assignments by using ACTEDS plans.
- e. Monitor selection of interns in terms of qualifications and high potential to successfully complete the training program. Monitor the management, training, and the performance of interns.
- f. Assist the activity commander in determining annual CP staffing requirements and intern resource needs.
- g. Name sponsors for interns new to the activity.
- h. Approve IDPs for interns.
- i. Approve performance plans for interns and act as approving official on their intern appraisals.
- j. Sponsor and conduct periodic meetings with CP employees to share experiences and to discuss the status and direction of the CPs.
- k. Monitor and coordinate actions required by the Affirmative Employment Program/Plan (AEP) or other requirements established in CPs.
- l. Assist in the EEO complaint process and in effecting a resolution in the early stages of the complaint process.

- m. Advise and assist employees and supervisors in career appraisal, career referral, and career counseling responsibilities.
- n. Publicize training and education opportunities and career management information to careerists.
- o. Ensure all CP-32 careerists have created an account in [GoArmyEd \(GAE\)](#).
- p. Update installation CP-32 distribution list annually.
- q. Coordinate training and education requirements and requests with the Army CP-32 Career Program Office.

### 3.11 Managers and Supervisors

Managers and supervisors counsel individual employees about their career development, assist employees in preparation of their IDPs, and release employees for identified CP-32 ACTEDS training, education and development opportunities.

### 3.12 CP-32 Careerists

The individual CP-32 careerist has a major responsibility for personal professional development. In accepting this responsibility, each Army Civilian Training, Capability, and Doctrine Warfighting Developer should

- a. Maintain interest in professional development and take responsibility for acquiring training and education to improve individual capabilities and the potential for career progression.
- b. Develop and maintain an IDP as an integral element of the career development, performance appraisal, and counseling processes. The individual will prepare an IDP by comparing personal education and experience with the professional development needed to achieve recorded career goals. The initial year's training, education and development objectives should be reflected in each employee's performance evaluation. The IDP in the [Army Career Tracker](#) is the official development plan used by CP-32 employees.
- c. Continually seek to achieve the competencies and associated skills, knowledge, and abilities (SKA) recommended in the CP-32 ACTEDS Plan through experience, self-development, and training and education.
- d. Seek help from supervisors, local Civilian Personnel Advisory Centers (CPAC), and functional officials to assess individual strengths and weaknesses and to seek appropriate training and education.
- e. Pursue a variety of developmental assignments through organizational, functional, and geographic mobility.

- **Functional Mobility.** Although CP-32 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-32 emphasizes multi-disciplinary experience, particularly for those personnel aspiring to progress to managerial and executive positions.
- **Geographic and organizational Mobility.** Geographic and organizational mobility is often required to obtain the diverse experience of GS-15 or Senior Executive Service level positions. Supervisors should encourage careerists to exercise their mobility opportunities, so that competencies can be developed at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.

## SECTION 4 - CP-32 JOB SERIES OVERVIEW

### 4.1 GS-1701 – General Education and Training

- a. CP-32 employees in GS-1701 General Education and Training positions advise, administer, supervise, and/or perform work in the field of education and training. The training and education training work involves a combination of capabilities of the GS-1702, 1712, 1750 and 301T series. [1701 Career Map on ACT](#).
- b. GS-1701 is the “capper” series for the CP-32 1700 and 301-T job series at the 14/15 level. The 1701s will direct and monitor staff in evaluation, analysis, design, development, implementation and evaluation procedures for education/training products and resources. Careerists align training and education with the organization's requirements and seek to gain support and commitment for the strategic initiatives that will maximize the value of their organization. Careerists oversee development and approve department budgets, policies, objectives, and priorities and collaborate with and support area teams, field trainers, facilitators, coordinators, and external organizations. Professional knowledge of a specialized field that is not identifiable with any existing series is also covered under the GS-1701 series. The GS-1701 14/15 requires knowledge of at least one of the other CP-32 1700 and 301T job series as indicated below:
  - GS-1702 careerists apply procedures for planning, acquisition, management, analysis, reproduction, distribution and sustainment of training support which includes facilities and land, services, training and education information infrastructures and products; and training aides, devices, simulations and simulators. They are also responsible for managing the training load for schools or MOS/AOC within ATRRS.
  - GS-1712 careerists are the subject matter experts in the content of education/training products and materials, provide instruction, and lead discussion groups and seminars of large and small groups of students/staff. Organizes and/or serves as an advisor for workshops consisting of functional experts to determine critical tasks. They manage specialized programs and training development databases and ensure their programs and databases adhere to Army and TRADOC policies, procedures, and standards.
  - GS-1750 careerists lead and manage the education/training production effort. They ensure the Army education/training is efficient, effective and relevant and design is based on sound, appropriately applied adult learning principles.
  - GS-301-T careerists are primarily involved with the development and management of both collective/unit and individual training and

education programs and training and education strategies. They focus on ensuring units, and the leaders and Soldiers in those units, have the capabilities, programs, and strategies necessary to ensure their readiness for operational deployments.

- c. Employees classified in the GS-1701 series must have:
- Completed a full 4-year course of study leading to a bachelor's degree or higher, which included, or is supplemented by, major study in education or a subject field appropriate to the position.
- OR
- Combination of education and experience – courses equivalent to a major in education, or in a subject-matter field appropriate to the position, plus appropriate experience or additional course work that provides knowledge comparable to that normally acquired through the successful completion of the 4-year course of study described in requirement above.
- d. Manager/Director roles for GS-1701 cover a wide spectrum of education and training programs.
- e. Series 1701 is shared with CPs 31 and 36.
- f. Series 1701 is considered a Mission Critical Occupation.
- g. The following functions apply to GS-1701:
- Director/Assistant Director/Executive Director
  - Education/Training Program Manager
  - Supervisory Instructional Specialist
  - Training Support Manager

## 4.2 GS-1702 – Training Support

- a. CP-32 employees in GS-1702 Training Support positions conduct work that involves the planning, acquisition, management, analysis, reproduction, distribution, and sustainment of training enablers, including the training information infrastructures, products, services, facilities and land, and the training aids, devices, simulations and simulators (TADSS) necessary to train soldiers and civilians. Employees in training support positions require knowledge of training support program objectives, policies, procedures, and pertinent regulatory requirements. A degree is not required for the GS-1702 series. [1702 Career Maps](#).

- b. The GS-1702 series includes the duties specifically responsible for the management, evaluation, and resource processes necessary to develop, assess, and sustain training enablers. Individuals in this series are also responsible for supporting the development of architectures and standards, which are necessary to ensure integration and standardization and for developing tools used to develop and assess training support products, systems, and programs. The GS-1702 can also be responsible for managing training and education programs and managing the training load.
- c. Series 1702 is shared with CPs 31 and 36.
- d. The following functions apply to the GS-1702:
  - Training Support Management
  - Training Support Analysis
  - Training Support Planning
  - Training Support Technical Assistance
  - Training Requirements/ Plans Analysis
  - Training Simulations Operations
  - Training Scheduling
  - Training Materials Management
  - Training Information Systems Analysis
  - Security Assistance Training Management
  - Training Product Distribution

#### 4.2.1 The Training Support System (TSS)

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The Army Training Support System (TSS) is a system of systems that provides the networked, integrated, interoperable training support necessary to enable an operationally relevant training and education environment for warfighters. In short, it is an integrated training support enterprise. It is comprised of three components: product lines, which include training information infrastructures (TII), TADSS, and training products, services, facilities and land; architectures and standards; and management, evaluation, and resource processes that enhance training and education effectiveness. Additional information on the TSS can be found at: <http://www.atsc.army.mil/tss/>.

### 4.3 GS-1712 – Training Instruction

- a. CP-32 employees in GS-1712 Training Instruction positions are involved in the direct delivery of instruction or education/training services. It covers classroom instructors, supervisors, and managers of Government operated training and education programs. They require a practical knowledge of training and education which enables them to apply the appropriate principles and techniques to help students learn to perform the tasks and supporting skills or knowledge. They serve as instructors or supervisors of instructors in specific subject areas; develop or review special subject-matter course materials, training aids, and manuals for training and education programs; administer training and education programs; evaluate conduct of training and education programs; participate in course and test development; manage training and education programs and/or provide training and education as part of a mobile training team (MTT). A degree is not required for the GS-1712 series. [1712 Career Maps](#)
- b. The Training Instructor/Administrator/Specialist, GS-1712, is a subject matter expert in the content of the material included in training and education products and presented to students or provided to support unit training. They are experts in the application of the implementation phase of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process. This expertise is the result of their field experience, subject matter expertise, instructor training, and practical experience. The GS-1712 presents instruction by the application of various instructional strategies, to include but not limited to, large and small group instruction using Video Tele-training, and computer-assisted, Web-based, and Web-managed instruction. A part of their responsibility is to facilitate learning, counsel students, mentor learners, assist in development and proctoring of student performance tests. Additionally, they respond to content inquiries from distributed learning students (e.g., IMI) and oversee student progress.
- c. As a training administrator, a GS-1712 manages and supervises the conduct of one or more courses. This involves, but is not limited to, ensuring resources are available when and where needed, managing resources, training subordinate GS-1712s, scheduling training (based on the mandatory training sequence), entering and managing data in a learning management system, and counseling students.
- d. The GS-1712 is involved in the certification of instructors in that they observe instructors presenting/facilitating lessons, provide guidance and recommendations, prepare reports on instructor performance, and counsel subordinate instructors on their performance.
- e. GS-1712s play a major role in the development of training and education. They serve as members of training and education production teams and provide content expertise to that production process.

- f. Series 1712 is shared with CP-36.
- g. Series 1712 is considered a Mission Critical Occupation.
- h. The following functions apply to the GS-1712:
  - Course Management
  - Evaluation (Instructors, Conduct of Training)
  - Facilitation
  - Instruction
  - Training Administration
  - Training Simulations Instruction
  - Class/Classroom Management
  - Training Management (Individual/Collective)
  - Training Simulation Instruction
  - Technical Subject Matter Expertise (SME)
  - Training Materials Management
  - Observer Controller

#### 4.4 GS-1750 – Instructional Systems

- a. CP-32 employees in GS-1750 Instructional Systems positions perform professional work in training. Many of them serve as instructors, supervisors, administrators, and managers in academic and technical-vocational programs. Others provide professional educational principles and theory in the analysis, design, development, implementation, and evaluation of training programs and products. [1750 Career Maps](#).
- b. Employees classified in the GS-1750 series must have completed a full 4-year course of study leading to a bachelor's degree or higher, which included, or is supplemented by, at least 24 semester hours appropriate to the work of the position to be filled. The course work must have included study in at least four of the following five areas:
  1. Learning theory, psychology of learning, educational psychology: Study of learning theories as they relate to the systematic design, development, and validation of instructional material.
  2. Instructional design practices: Study of the principles and techniques used in designing training programs, developing design strategy and models, and applying design methods to the improvement of instructional effectiveness.
  3. Educational evaluation: Study of the techniques for evaluating the effectiveness of instructional/educational programs, including

developing written and performance tests and survey instruments, and determining reliability and validity of evaluation instruments.

4. Instructional product development: Study of the techniques appropriate for developing training materials, including identifying learner characteristics, specifying objectives, applying training strategy, validating training materials, and evaluating training.
  5. Computers in education and training: Study of the application of computers in education and training, including selecting appropriate computer software.
- c. In addition to the mandatory studies above, below is the list of qualifying 3-credit hour courses that can be used to fulfill the remaining 24 semester hour requirement.
1. Introduction to Distance Learning: Serves as an introduction to distance learning terminology, theory, characteristics of learners, history, philosophy, issues relating to interaction, in open and distance education, organizational and government interventions.
  2. Introduction to Instructional Systems: Overview of systems theory applied to instructional systems development including principles and procedures for developing total instructional systems.
  3. Introduction to Systematic Instructional Design: Introductory course in the systematic design of instruction. The course activities include a series of assignments focused on the acquisition of practical experience in developing and evaluating instructional materials.
  4. Theories of Learning and Cognition in Instruction: Introduction to and application of contemporary theories, models, and principles of learning, instruction, and motivation.
  5. Managing Instructional Development: Introduction to procedures for managing instructional development projects and organizations. This includes project and organizational design and development, staff development, and leadership principles.
  6. Development of Computer Courseware: Procedures for the systematic design and production of computer-based instruction. Includes practice in computer-based course development.
  7. Instructional Materials Development: Deals with the process of instructional design and development. Students are introduced to and the asked to apply instructional design principles derived from

information processing theory of cognition. Special consideration is given to the nature of the learner, the nature of the learning task, and the nature of the learning environment.

8. Design and Production of Network Multimedia: An introduction to the selection, management and production of computer related information techniques applied to library and information settings.
9. Managing Networking and Telecommunication: A foundation course concerned with networking and telecommunications, as a means of providing information services to users. From LAN's to the information Superhighway, it includes an introduction to voice, data, and video telecommunications concepts and management of such systems.
10. The Adult Learner: An examination of the research findings from the applied behavior sciences that affect adult learning throughout the life span. Emphasis is placed on the intellectual functioning and differential changes with age; the importance of self-image on the psychology to successful adult learning activities; relevant learning theories and principles that affect adult learning, motivation, adult attitudes and participation patterns will be explored.
11. Learning Strategies for Adults: Covers a variety of learning strategies and models for adults, including experimental learning, application of learning technologies and approaches to instructional design.
12. Research Methods in Education: Designed to provide an introductory understanding of educational research and evaluation studies. It emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied and developmental research. Course includes developing skills in critical analysis of research studies and analyzes the assumptions, uses and limitations of different research designs. It explores methodological and ethical issues of educational research. Students either design or conduct a study in their area of educational specialization.
13. Educational Research Design: An examination of research designs and concepts commonly utilized in conducting research in applied educational settings. Fundamental principles of research are extended to cover such topics as quasi-experimental, multivariate and qualitative research design.
14. Applied Statistics Methods in Education: Techniques for describing and summarizing data for educational research studies. Applications

of the standard normal distribution and the use and interpretation of standard scores. Inferential statistics for one and two population studies including means, proportions and correlations.

15. Adult Learning Theory and Research: Research and theory in adult learning, including social and psychological aspects of adult learning, participation and motivation, self-directed learning, transformative learning and recent theoretical perspectives.
  16. Curriculum Design in Science: Provides opportunity to learn and apply the principles of curriculum design, implementation and evaluation in science. The course emphasizes analysis of implemented science curricula in terms of philosophical and psychological models, the roles of teachers and students and external forces.
  17. Computer-Based Instructional Technology: Major emphasis will be given to historical and social context, computer systems, computer software, operation skills and curriculum adaptation. Instructional processes, delivery system and the use of technology and instructional design will be investigated current research in systems use as related to teaching and learning theories will be explored.
  18. Curriculum Integration of Technology: Major emphasis will be given to evaluation of software and applications, instructional design, audio/visual production and curriculum design and integration using technologies as a basis for instruction. Current research in course design and current systems use as related to cognitive teaching and learning theories will be explored.
  19. Educational Leadership: Designed to teach students how to plan, organize and conduct research in educational leadership. Conduct staff development based on assessment needs; develop motivational communications and human relations skill; develop leadership skills through the study of practice of effective behavior, plan decision making, probe analysis and management skills within a diverse school setting.
- d. The Instructional Systems Specialist (ISS) is responsible for the engineering of efficient and effective education and training programs to include, but is not limited to, ensuring that products and programs are educationally sound and adhere to the proven principles of education and training, e.g., adult learning principles. They coordinate with the capability and doctrine developers to ensure continuity and cohesiveness.

- e. The ISS possesses the expertise needed to lead and manage the education and training production effort which includes, but is not limited to the following:
  - 1. Ensuring the instructional product provides for efficient and effective learning by applying the ADDIE process.
  - 2. Providing education/training development expertise and leadership to improve systemic functioning of the Army's TD process.
  - 3. Designing learning based on sound adult learning principles and application of appropriate learning principles.
  - 4. Keeping all people involved in the development effort informed of progress, problems encountered, developments, changes, and constraints.
  - 5. Establishing and maintaining current production plans (e.g., TD Project Management and Proponent TD Development Plans).
  - 6. Providing supervision, guidance, and training to the content SMEs and other TD team members concerning how they are to perform their development/production responsibilities.
  - 7. Providing information on the latest improvements in producing, distributing, and/or presenting education/training.
  - 8. Providing quality control/assurance of the education and training process and products produced.
  - 9. Identifying and ensuring the availability of resources required to accomplish education and training production.
  - 10. Ensuring the TD resources are efficiently and effectively applied to the education/training production.
  - 11. Counseling subordinate training developers on their performance.
  - 12. Preparing and managing training product production budgets.
- f. Series 1750 is shared with CP-36.
- g. CP-32 interns enter the Intern Program through GS-1750 series. Upon successful completion of program, interns graduate and are promoted to GS-11.
- h. The following functions apply to the GS-1750:

- Accreditation
- Counseling
- Course Management
- Facilitation
- Training Development Management
- Mentoring
- Subject Matter Expertise
- Evaluation/Quality Assurance
- Training Development
- Instruction
- Education/Training Quality Assurance Management

#### 4.5 GS-301 – Training

\*For purpose of distinguishing duties and responsibilities of 301s within CP-32, internal designations have been applied to this series – 301T, 301CD and 301DD. Description of each are provided below.

- a. The GS-301-Training (301-T) careerist is primarily focused on the development, sustainment, and management of training and education programs and strategies, policy and guidance that support units, leaders, Soldiers and Army civilians in the operational, institutional and self-development training domains. They are usually found in the Generating Force and Operational Army assignments associated with training support and training and education development. As generalists, they also employ skills and knowledge from the GS-301 CD, GS 301DD, and GS-1700 series. A degree is not required for the GS-301-T series. [301 T Career Maps](#)
- b. In the operational training domain, they are focused on ensuring units and their leaders and Soldiers have the capabilities, programs, guidance, resources and strategies necessary to prepare them to deploy and conduct operations. Their responsibilities include identifying the training support requirements and assisting 1702s in acquiring the specific training enablers required to support unit, leader, Soldier and Army civilian training and education requirements. The GS-301-T may be involved, for example, in providing training and education or training and education products and services (for example, instruction, training support packages, and lesson plans) to schools, Army Training Centers, home stations, and Combat Training Centers; managing Mission Training Complexes (MTC); serving in Installation Directorates of Plans, Training, Mobilization and Security developing, supporting, or implementing the Army's Combined Arms Training Strategies; or managing support to collective and individual training at all organizational levels.

- c. In the institutional and self-development training domains, the GS-301-T works in full coordination with force developers, capability developers (GS-301-CD), doctrine developers (GS-301-DD), and the training and education careerists in the GS-1700 series, especially those in the 1702 and 1750 series. In addition to the CP-32 career field common core competencies, GS-301-Ts require extensive knowledge and skills in the processes, principles, and policies of AR 350-1, *Training and Leader Development*, TRADOC Regulation 350-70, *Learning Policies and Systems* (and associated TRADOC PAMs 350-70-xx); ADP and ADRP 7-0 and the Army Training Network for unit training management and leader development concepts, principles and best practices; ADP and ADRP 6-22 for concepts and principles of leadership; other ADP-level doctrine; key HQDA- and ACOM/ASCC-level unit training and leader development strategies; the Army Learning Model; unit and individual resource management; and knowledge of the HQDA, ASCC, DRU, and Army Command organizations, functions, and business processes—especially the POM process, the Training Support System Enterprise process, and the JCIDS and Business Lifecycle processes. They must be able to develop training and education policy and doctrine. They must understand and be able to apply the ADDIE process (Analyze, Design, Develop, Implement and Evaluate) in the development of training and education products, such as resident and distributed learning courses. Employees classified in this series must have extensive, relevant experience with unit and individual training and education.
- d. GS-301-T careerist experience and roles are designed to support the professional development of the Operational Army and the Generating Forces. GS-301-Ts serve, for example, as training program managers, military analysts, planners, administrators, staff officers, trainers, developers of training concepts and strategies, supervisors, and course developers. Some related fields of study are administration, training development, operations analysis, capability development and resource management.
- e. The following functions apply to the GS-301-T:
- Training Management
  - Training & Education Development
  - Training Product Management
  - Training Support Capability Development
  - Planning, Programming & Budget Analysis
  - Training Support System Analysis (e.g., Capability-Based Assessment)
  - Task Analysis
  - Program Management
  - Joint Operations and Training
  - Scenario Development
  - Test and Evaluation

- DOTMLPF Assessment
- Plans, Training and Operations Administration
- Force Integration and Training
- Distributed Learning
- Leader Development Policy & Doctrine Development
- Training & Education Policy Development
- Training Doctrine Development

#### 4.6 GS-301 – Capability Developments

- a. Capability Developments defines the processes of analyzing, determining, prioritizing, and documenting requirements for concepts and doctrine, organizations, training, leader development and education, materiel and materiel-centric DOTMLPF requirements, personnel, and facilities within the context of the force development process. Capability Developers are responsible for representing the end user during the full development and life cycle process and ensure all enabling capabilities are known, affordable, budgeted, and aligned for synchronous fielding and support. This includes analyzing, determining, documenting, and obtaining approval of concepts, capability needs for the Warfighter and Future Operational Capabilities (FOCs). Capabilities Developments lead the Army community in determining solutions for Warfighting functions derived from capability needs and required FOCs; fostering development of requirements in all DOTMLPF domains; providing user considerations to, and influence on, the Army's Science and Technology (S&T) program. Policy and procedural guidance for Capabilities Developments are contained in AR 71-9, Warfighting Capabilities Determination and TR 71-20, Concept Development, Capabilities Determination, And Capabilities Integration and it's supporting Users Guides. [301 CD Career Maps](#)
- b. GS-301-CD Warfighting Capability Developers work in roles to support or manage requirements determination, development of materiel and soldier systems acquisition and organizational designs, and DOTMLPF integration.
- c. Employees in GS-301-CD positions perform professional work in Capability Developments. Many Capability Developers serve as functional analysts, supervisors, and managers. Others provide professional requirements determination and acquisition principles and theory in the requirement analysis, concepts, and development of materiel and soldier support systems and organizational design.
- d. Employees classified in this series must have extensive, relevant experience OR a combination of experience and college/university courses in related

fields. Some related fields of study are engineering, information technology, operations research and systems analysis.

#### 4.7 GS-301 – Doctrine Developments

- a. Doctrine Developments is the process of defining and articulating doctrine requirements (program directives) followed by researching, analyzing, writing or revising, integrating, documenting, publishing, and distributing doctrine products (Army, Multi-Service, Joint, and Allied Joint publications) to the military force. Army doctrine includes principles, terms, symbols, tactics, techniques, and procedures (TTP), and is contained in field manuals (FM), Field Manual-Interims (FM-I) and Army tactics, techniques, and procedures (ATTP) manuals. The policy and procedural guidance for Army doctrine development is contained in AR 25-30 "The Army Publishing Program", DA PAM 25-40 "Army Publishing: Action Officers Guide", TRADOC Regulation (TR) 25-36 "The TRADOC Doctrinal Literature Program", and TR 25-30 "Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature." [301 DD Career Maps](#)
- e. GS-301-DD Warfighting Doctrine Developers work in roles to support or manage the development of doctrine.
- f. Employees in GS-301-DD positions perform professional work in the life cycle management of doctrine, from inception, development, to rescission. Many Doctrine Developers serve as functional analysts, supervisors, and managers.
- g. Employees classified in this series must have extensive, relevant military/DOD operational experience OR a combination of military/DOD experience and college/university courses in related fields. Some related fields of study are engineering, information technology, operations research and systems analysis.
- h. Series 301s are also shared in CPs 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 24, 26, 27, 28, 29, 31, 33, 34, 35, 36, 50, 51, 53, 55, 60 61 and 64.

#### 4.8 Points of Contact for other Career Programs

POCs for the various CPs mentioned in Sections 4.1 through 4.7 can be found at [Career Program Training](#).

## SECTION 5 - PROGRAM BASICS

### 5.1 General

ACTEDS provides an orderly, systematic approach to technical, professional, and leadership training, education, and development for careerists in every career program. As such, ACTEDS Plans are similar in structure and content across career programs yet modified based on the needs of each career specialty. This section provides an overview of CP-32 career phases, career ladders, training priorities, Master Training Plan content, and the use of the Individual Development Plan to identify training goals.

### 5.2 Career Phases

[AR 690-950](#) outlines five general progression levels for Army CPs. These levels are just samples and the exact level names and grades associated vary from career program. The phases in CP-32 follow closely, but **there are some differences among the job series**. See each functional MTP for further detail.

Table 5-1 CP-32 Career Phases

TYPE	DESCRIPTION
<p><b>Intern/Entry</b></p>	<p>CP-32 careerists normally enter the program as <b>GS-5 or -7s</b>.</p> <p>Interns/Recent Graduates are assigned to a training site and attend formal courses as well as direct on-the-job training and observation experiences. Upon successful completion of the Intern/Recent Graduate Program, individuals are promoted and assigned as regular employees based on the needs of the Army and in consideration of their career goals and assignment preferences.</p> <p>Additional information on the Pathways Programs (internship programs) can be found in Section 6 of this document.</p>
<p><b>Specialist</b></p>	<p>Most positions during this phase are <b>GS-11-12</b> assignments. In smaller organizations and at lower echelons, some</p>

	<p>personnel may be first-level supervisors. The most desirable method for the future development of these career program employees is for them to gain experience in the various technical aspects of their job series. Career progression focuses on the attainment of specific training and experiences. Lateral assignments and details are valuable managerial tools that assist career program employees to gain the necessary breadth of experience.</p>
<b>Intermediate</b>	<p>This level includes specialist positions at grades GS-12 and GS-13. Supervisory responsibilities are usually assigned at this level.</p>
<b>Manager</b>	<p>During this phase, the career program employee, <b>usually at the GS-12 level</b>, will progress from positions with technical supervisory responsibilities to positions with managerial responsibilities at the <b>GS-13 level</b>. Employees should seek positions that will enhance or broaden previous experience.</p>
<b>Executive</b>	<p>While assignments in this phase (<b>GS-14/15 and SES</b>) focus more on managerial ability, technical expertise in the career field is no less important. The specialized technical experience is necessary to effectively manage education and training programs. Previous assignments should prepare employees to occupy the top executive level positions at Army Commands, ASCC, DRU, or DA level.</p>

### 5.3 Career Progression

CP-32 employees progress within the program from entry to the managerial and executive phases. The general pattern of progression occurs vertically. Career ladders graphically depict recommended progression paths to key managerial or key technical positions. Career ladders for CP-32 careerists are very general. Consult with your supervisor or Career Program Manager for

information more specific to your installation. Figures 5-1 through 5-6 display the specific career ladders for each CP-32 job series.

### 5.3.1 CP-32 Career Ladders

Career ladders graphically display levels of grade progression within the Career Program; the associated Position Titles at each grade, and organizational level designation of each.

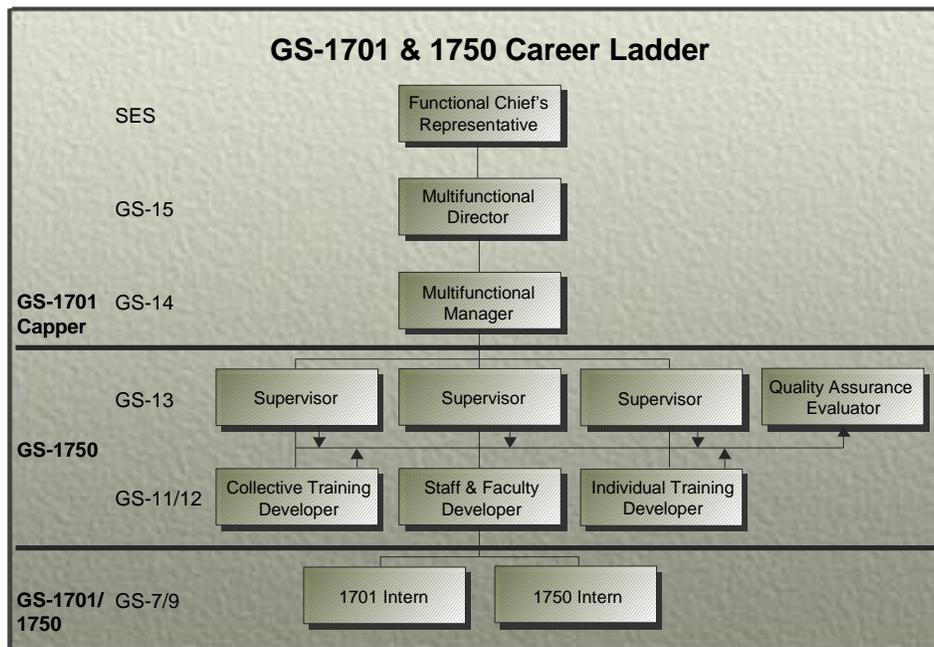


Figure 5-1 GS-1701 & 1750 General Education and Training and Instructional Systems Career Ladder



Figure 5-2 GS-1702 Training Support Career Ladder

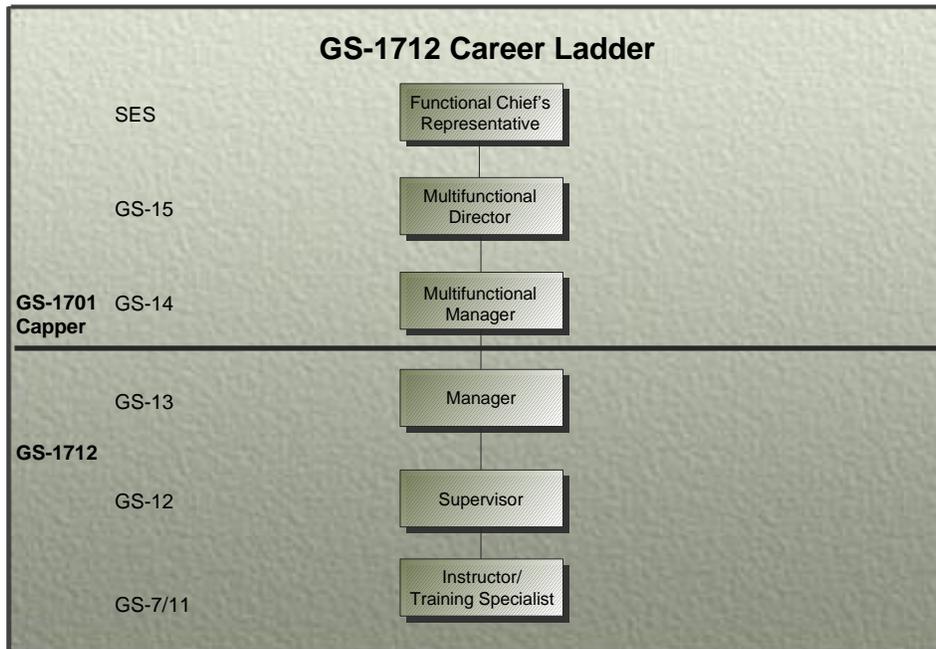


Figure 5-3 GS-1712 Training Instruction Career Ladder

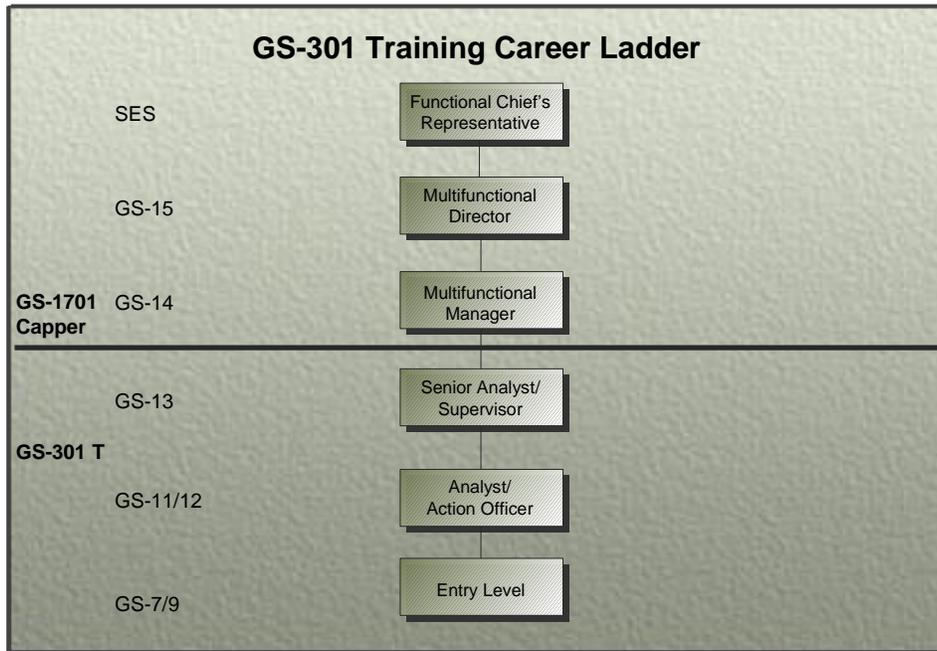


Figure 5-4 GS-301 Training Career Ladder

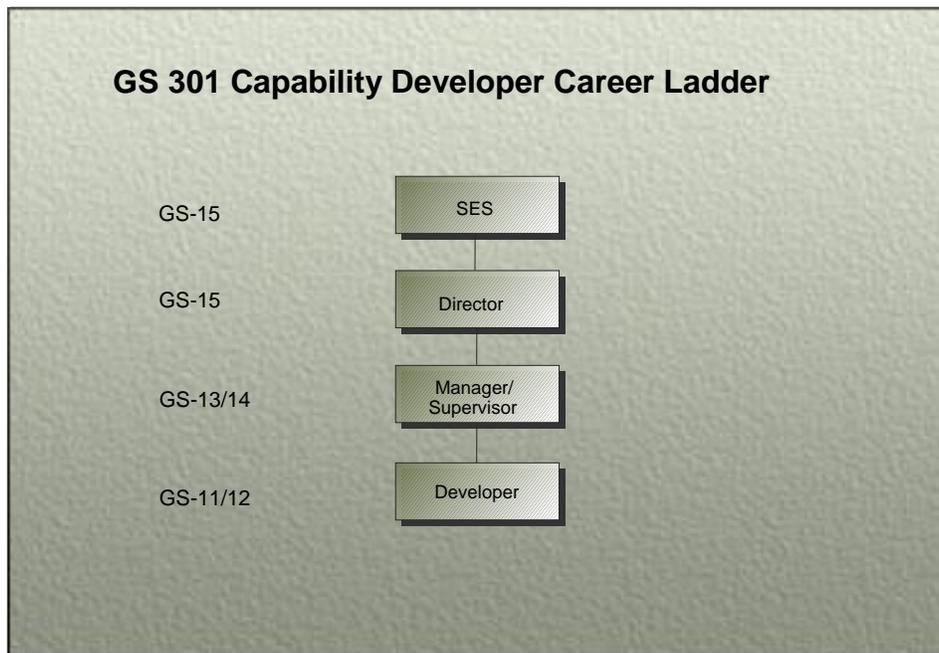


Figure 5-5 GS-301 Capability Developer Career Ladder

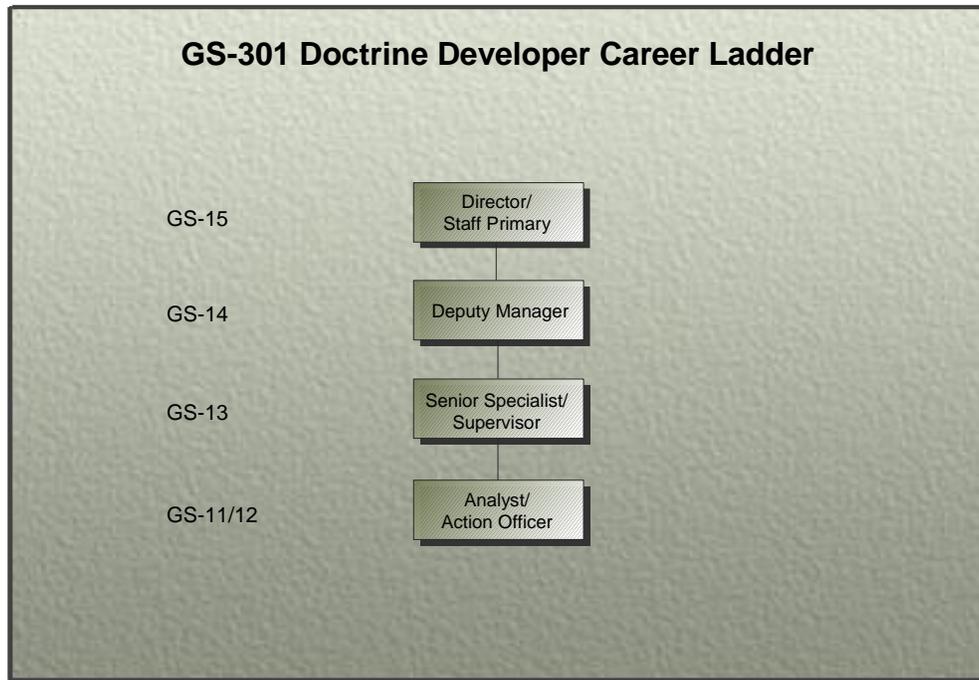


Figure 5-6 GS-301 Doctrine Developer Career Ladder

### 5.3.2 Key Positions within the Career Program

The FCR designates key positions. Key positions are usually considered to be in grade GS 14-15 and SES in which incumbents have a unique impact on policy making and/or program management. Certain grade GS-13 positions may also be identified as key positions if deemed appropriate by the FCR. Examples of such positions are Supervisory Instructional Systems Specialist; Training Policy, Plans and Programs Manager; Supervisory Training Administrator; Assistant Training Officer; and Training Management Director. For more detailed descriptions or to review other positions within CP-32, consult [Fully Automated System for Classification \(FASCLASS\)](#) a centralized system at HQDA that gives access to active position descriptions and position related information throughout Army.

### 5.3.3 Career Maps

Career maps are a documented source that provides employees comprehensive information on all available opportunities for development within the Army that includes specific career paths that define progressive and sequential functional training, professional training and developmental

requirements for specific types of careers that are needed for enhancement and promotion. Specific career maps for each occupational series within CP-32 are located in Appendix A through S of ACTEDS Plan.

#### **5.3.4 Career Ladders and Career Map Relationship**

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A ladder documents, by grade, the sequential progression of each Occupational Series within the Career Program. The Career Map documents the associated training and development at each level of progression that provides the requisite competencies required of the position or grade level.

### **5.4 Competency Management System**

The Army Competency Management System (CMS) is used for employee/supervisory assessment of the core and individual professional development competencies. CMS is intended to identify civilian workforce competencies, competency gaps, and competencies required in the future. The process to identify required position and employee competencies relies on position level of detail. This detail will be obtained through individual requests to employees and supervisors to identify necessary position competencies. Competencies are measurable patterns of knowledge, abilities, skills, and other characteristics that an individual needs to perform work successfully.

Outcomes from CMS will be used to determine workforce gaps on competencies and enable the identification of training and developmental assignment opportunities for closing the gaps. CMS is accessible at <https://cms.cpol.army.mil>

### **5.5 Training and Development Priority Categories**

Generally, CP-32 employee training and development activities are divided into two categories: Universal and Competitive Training. Please note training/developmental assignments exceeding 120 days require completion of a "Continued Service Agreement." The obligated service period in the Department of the Army may not be less than three (3) times the period of the training.

#### **5.5.1 Universal Training**

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Universal training requirements provide standardized SKA across the occupational area to all individuals who have similar duties and responsibilities. Prioritizing universal requirements assists commanders in planning and programming for ACTEDS funding. There are three universal training priorities.

Table 5-2 Universal Training Priorities

PRIORITY	DESCRIPTION
<p><b>Priority One - Mandatory</b></p>	<p>Typically, <b>this training is a condition of employment.</b> It must be successfully completed within a specific period and is expected to meet one or more of the following criteria:</p> <ul style="list-style-type: none"> <li>Mandatory for employee to meet acceptable performance.</li> <li>Essential for mission accomplishment.</li> <li>Required by higher authority (Law, DoD, OPM) or required for certification, health, or safety reasons.</li> <li>Mandated by Army G-1 as an ACTEDS leader development core course.</li> <li>Essential to accomplish functional intern training.</li> </ul>
<p><b>Priority Two - Essential if Funding is Available</b></p>	<p>This is training that <b>personnel should have for effective performance.</b> The training</p> <ul style="list-style-type: none"> <li>Provides skills, knowledge, and experience for careerists to achieve maximum job proficiency.</li> <li>Improves the quality of mission accomplishment.</li> </ul>
<p><b>Priority Three - Career Enhancement</b></p>	<p>This is training that is <b>recommended, rather than being mandated.</b> Generally, this type of training should be funded only after all P1 and P2 training have been funded. This training</p> <ul style="list-style-type: none"> <li>Provides or enhances the knowledge, skills, and abilities needed on the job.</li> <li>Leads to improved mission accomplishment.</li> </ul>

5.5.2 Competitive Training

CP-32 careerists must apply for Competitive Training (CT) and are competitively selected. CT is normally reserved for grades GS-11 and above. The mode of training is usually formal short-term classroom training. This training develops individuals for positions of greater responsibility. It covers Army wide competitive programs such as Senior Service Colleges and other leadership training opportunities for supervisors and managers. It also covers competitive professional development opportunities that have CP-wide or career field-wide competition.

### 5.5.3 University Training

Training will be approved on a case-by-case basis and will be forwarded through supervisory and major command channels for approval by the FCR. The training may consist of evening and/or weekend courses that are less than 12 hours per semester (or equivalent quarter) hours.

Course study must be from an accredited institution in a job related academic discipline. Students are required to maintain a “B” average. Failure to maintain this grade point average may result in removal from the course of study. The Career Program Managers (CPM) will verify that the grade levels are being maintained and the students shall be required to send a grade report after each semester/quarter to their CPM. The Government’s interest must be protected when an employee fails to complete training for which DA pays all or part of the training expenses. If the student fails to complete training satisfactorily, the guidelines of AR 690-400 Chapter 410, Subchapter 6, paragraph 6-4.b, will apply.

Employees must be in the grade of GS-11 or higher to apply for university training. Except for distance learning, applications will be considered only for accredited college/university of choice within the applicant’s commuting area. Employees will remain on their organization’s TDA and the organization continues to fund the employee’s salary and personal benefits.

**Table 5-3 University Training Types**

TYPES	DESCRIPTION
<b>Part-Time Training</b>	This is training at an accredited college or university on a less than full-time basis. Training offers graduate level courses in the GS-1750 technical area and will be available to <b>all</b> CP-32 careerists, GS-11 and above, who meet the educational requirements of a

	<p>bachelor degree. There is no cost for this training for those careerists who qualify. The FCR/Designee will make final determination of acceptance.</p>
<p><b>Tuition Assistance Training</b></p>	<p>CP-32 will offer tuition assistance for careerists seeking college/university level training directly related to competencies within their job series, support a planned career assignment, or enhance managerial and leadership skills. Assistance is available for attendance at a college or university with commuting distance of the work site, exception for distance learning courses. Approval of courses is dependent on CPM verifying courses being related and establishing a partnership with a local college or university. Tuition assistance assists students with partial tuition payment or payment of books.</p>

#### 5.5.4 Developmental Assignments

Developmental assignments, with appropriate levels of responsibility, are extremely beneficial for the development of competent multi-disciplined careerist. Selectees will shadow and work under the guidance of a civilian senior executive within an interservice agency (i.e., U.S. Navy, U.S. Marine Corp, and the U.S. Air Force) or a different Army command. Assignments will involve a variety of duties designed to expand leader and development skills. They will be exposed to a cross section of varied executive level service training command operations. Developmental work assignments will vary, however, they will be outside of the careerist's current organization, providing a broader more insightful knowledge of higher organizational management and program operations.

### 5.6 Master Training Plans

Each careerist must reference both the job series functional MTP and the common core MTP to determine his/her complete training requirements.

#### 5.6.1 The Functional MTP

**There is a functional MTP for each job series and grade or grade grouping.** This section details the content of the MTP. Each MTP table

identifies educational requirements, typical key assignments, prioritized recommended training and sources for completion, and the functional competencies to be developed from entry through the most senior levels.

Functional MTPs for each series can be referenced as follows:

- GS-1701 in Appendix G
- GS-1702 in Appendix I
- GS-1712 in Appendix K
- GS-1750 in Appendix M
- GS-301-T in Appendix O
- GS-301-CD in Appendix Q
- GS-301-DD in Appendix S

Table 5-4 Functional Master Training Plan Content

ITEM	DESCRIPTION
<b>Recommended Education</b>	The levels of education that are <b>recommended and considered appropriate at specific grade levels</b> and career phases within each functional area.
<b>Typical Key Assignments</b>	Reflects <b>assignments in which CP-32 employees may be placed and is not all-inclusive</b> . The assignments are enhanced by developmental training, but require technical and functional area proficiency, leadership ability and supervisory/managerial expertise that are the keys to successful performance and progression in the CP-32. Key Positions cover grades GS-13 through SES and are <b>positions involved in determining strategy, plans, and/or policy</b> in the career program.
<b>Recommended Training/Source</b>	Displays the types of courses considered <b>fundamental to career development</b> at certain grade levels within each CP-32 job series. Since CP-32 employees function in many <b>different positions requiring different skills</b> , the employee and supervisor must select from the list those courses needed for a particular job and mission. CP-32 employees should <b>strive to take all courses shown</b> for their job series in a target grade level to be competitive for promotion to the next higher

	<p>level.</p> <p><b>The training shown for each grade level is considered cumulative.</b> The training shown at the entry level is a foundation level. Should a careerist enter the program at a higher grade, all relevant training at lower levels must be evaluated to ensure that the competencies obtained from that training have been acquired through formal training or experience? If not, careerists may take the recommended training shown in the lower grade MTPs.</p> <p>A <b>specific training source</b> is identified when a <b>specific course</b> is recommended. When training can be satisfied through <b>different sources</b> it is noted with the term “<b>Varies</b>”. Appendix T provides additional information for both these source types and links to Web sites for course specifics.</p> <p>Any equivalent training substitute/waiver for mandatory courses/training will be approved by the ACPM for inclusion in the individual employees' IDP.</p>
<p><b>Functional Competencies</b></p>	<p>Each CP-32 employee must reach specific goals and objectives to obtain a broad foundation upon which to build a career. The employee will develop functional competence through a combination of training and experience.</p> <p>Functional competencies for all series are located in the Appendices. <b>Note:</b> Not all functional competencies apply to all careerists within that series.</p>

**5.6.2 The Common Core MTP**

The format of the common core MTP is identical to the functional MTP. Warfighting Developer common core competencies for CP-32 professional occupational series careerists are listed in Appendix A.

Common core MTPs for each grade grouping can be referenced as follows:

- GS-5/9 in Appendix B
- GS-11/12 in Appendix C
- GS-13/14 in Appendix D
- GS-15 in Appendix E

These competencies **apply to all members of CP-32 across job series and are delineated by grade levels**. These lists serve as a **general guide dependent on job requirements**. Individuals, managers, and supervisors must consider these differences when determining employee professional development needs.

## 5.7 Individual Development Plan

The completion of an IDP by each careerist in conjunction with their supervisor facilitates the accomplishment of the training objectives outlined on the MTP. For interns, the IDP is used to facilitate career progress, recordkeeping and career planning discussions among interns and supervisors to foster their early development into fully productive members of the Army.

A completed IDP is essential to establishing personnel career objectives and aids in ensuring that the necessary funds are available. Commanders and managers at all levels, in concert with their local servicing CPAC and regional CPOC, must develop financial plans to support a robust training program. Completed IDPs help to support the level of funding that is submitted with respect to training.

### 5.7.1 Preparing the IDP

**An IDP must be developed and tailored for each careerist** to integrate his/her qualifications with training and developmental experiences to prepare the individual for a position of greater responsibility. The supervisor, with the employee's assistance, will develop the IDP. Career program members must be fully informed about career patterns, opportunities for progression, and appropriate training and development opportunities. The supervisor and CP member will develop a career plan that includes the employee's immediate and long-term career goals plus the actions needed to achieve them. An IDP should be completed and updated at least annually in [Army Career Tracker](#), and must be completed in preparation for career appraisal. Throughout the year the IDP should be kept current by annotating the date of course completion.

For interns, the IDP is a plan that the intern's supervisor and the intern will prepare within 30 days of the intern's arrival on duty. The requirements within the CP-32 ACTEDS Plan MITP and the background of the intern will be the basis for the IDP. All mandatory training stipulated within the MITP must be in the intern's IDP. IDPs should include on-the-job training. IDPs are approved by the Army CP-32 Career Program Office and an ACPM ensures that each intern follows the training outlined.

The IDP in the [Army Career Tracker](#) is the official form that all CP-32 careerist and interns should be using. Periodic changes and annual updates should be made to maintain a current IDP.

### 5.7.2 Career Counseling

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Career counseling should normally occur when the IDP is being developed and during the semiannual performance appraisal. Career interns are rated 6 months after their entry into the position and again at the end of 12 months. This first rating (at 6 months) is considered a special rating. The first annual rating is rendered at the end of 12 months. Interns continue on their unique annual rating cycles (based on their entry into the positions) until they complete the intern program – at which time they are phased into the DA cyclic rating periods.

Career counseling that assists employees to set career goals should lead to planned training and development activities. If the employee has experienced performance problems during the rating period, counseling should focus on remedial actions before giving attention to career planning. When noted improvement has occurred, then further career planning should be discussed.

Supervisors will make periodic reviews of the employee's progress and may schedule additional counseling as appropriate. They will make every effort to help their employees to fulfill their IDPs and requirements within the established time frame.

Additional information on intern careers and training can be found in Section 6.

## 5.8 Training Requests

CP-32 careerists must maintain a well-developed IDP that addresses training needs at least one year in advance. In almost all cases, absence for training and associated costs (to accommodate or support training) require planning at least several months in advance to gain a class quota and approval. Thus, requests for training must be initiated by the careerist and approved at the local level in accordance with the timing and procedures established at each command/activity.

Certain requests are placed through [GoArmyEd \(GAE\)](#), an automated financial system that centrally manages the ACTEDS resources for the intern and Competitive Professional Development (CPD) programs.

GAE is the virtual gateway for Army Civilians to apply for their Civilian education, training, and leader development events. GAE is a role-based portal that centralizes and standardizes the management of civilian education. The Army has worked to streamline, consolidate, and automate processes for Army Civilians to request funds for their professional development courses. GAE provides Army Civilians with a single location to submit training applications and create SF 182s for training approval. This system makes it easy for careerists to register for courses approved in the Army Career Tracker (ACT) Individual Development Plan. GAE also provides Supervisors, Career Program Managers, Training Managers, and Army Leadership greater visibility into the professional development of Army Civilians.

Primary users include ACTEDS interns and CPD candidates and their supervisors, intern program managers, CPD program managers, FCRs, and Army Command intern coordinators.

All CP-32 careerists should create an account in [GAE](#). Once an account has been established, GAE provides numerous reference/training documents on the system. These step by step instructions can be found in the Smart Links section under the tab titled Training.

## 5.9 Mobility

### 5.9.1 Functional Mobility

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Although CP-32 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-32 emphasized multi-disciplinary experience, particularly for those personnel aspiring to progress to managerial and executive positions.

### 5.9.2 Geographic Mobility

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

### **5.9.3 Training/Developmental Assignments**

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Training/Developmental assignment exceeding 120 days requires completion of a “Continued Service Agreement”. The obligated service period in the Department of the Army may not be less than three (3) times the period of the training.

## SECTION 6 - GS-1750 TRAINING AND TRAINING DEVELOPERS SERIES MASTER INTERN TRAINING PLAN

### 6.1 General

- a. The Career Program 32 (CP-32) Army Civilian Training, Education, and Development Systems (ACTEDS) Intern Program is competitive and centrally managed and funded. During training, participants are assigned to the Department of the Army (DA) ACTEDS Student Detachment Table of Distribution and Allowances (TDA). While assigned to the Student Detachment TDA, ACTEDS Interns are protected from any personnel reduction actions (such as reduction in force) at their host commands. There is a basic requirement for CP-32 ACTEDS Interns (Recent Graduates) hired full time as GS-1750-07/11 to have at least an undergraduate degree with 24-semester hours in four of five areas (learning theory, psychology of learning, educational psychology; instructional design practices; educational evaluation; instructional product development; and computers in education and training).
- b. CP-32 ACTEDS Interns perform basic tasks to support the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process which applies to training programs, training development products, and training support materials. This approach applies to all training developed in the institution and the unit, whether it is individual or collective, resident or nonresident, active or reserve.
- c. Funding and Assignment:
  - i. ACTEDS Interns are HQDA employees rather than command assets. HQDA G-1 ACTEDS centrally funds interns for a minimum of 18 months and maximum of 24 months while assigned to the CP-32 Intern Program. Intern funding does not include overtime. If an intern is required to perform work beyond duty hours, the Regional Training Center (RTC) is responsible for funding the overtime. ACTEDS Interns may be required to travel on temporary duty (TDY) during the program. ACTEDS funds may not be used to fund rental cars or in and around mileage. Additional information on per diem, travel and transportation allowances can be found in the Joint Travel Regulation (JTR) at the following link: <https://www.defensetravel.dod.mil/Docs/perdiem/JTR.pdf>.
  - ii. Interns enter the program at the GS-7 level. The target grade is GS-11. The CP-32 Master Intern Training Plan is designed as an 18 month training program and consists of formal classroom training, distributed learning, self-development and developmental

(on-the-job training) rotational assignments throughout various divisions in the RTC. Every effort will be made to place CP-32 ACTEDS interns in a permanent position at the Permanent Duty Location (PDL) after 18 months. If there are any issues with placement, the intern will remain at the RTC and continue developmental rotations for up to 24 months. Once assigned to the PDL, the ACTEDS Intern's permanent organization is responsible for funding salary and any additional training or expenses. The Master Intern Training Plan (MITP) supports noncompetitive promotion to the target grade when all requirements have been successfully completed.

- d. A Mobility Agreement must be signed upon entering the CP-32 ACTEDS Intern Program. Mobility will be necessary for both training during the program and assignment to a PDL. The Intern's PDL assignment will be made based on the needs of the Army and is subject to change. Upon completion of the CP-32 ACTEDS Intern Program, interns will be assigned to the gaining activity in a permanent GS-1750-11 position.
- e. ACTEDS Intern benefits include:
  - i. Competitive salaries
  - ii. Worldwide career opportunities
  - iii. Promotion potential
  - iv. Training Opportunities
  - v. Ten paid holidays
  - vi. Paid annual and sick leave
  - vii. Affordable life and health insurance
  - viii. Optional employer matched retirement fund with tax-deferred savings
  - ix. Federal retirement plan

## 6.2 Objective/Purpose

- a. CP-32 ACTEDS Interns will be trained in occupational series 1750, Army Instructional Systems Specialists. They will acquire technical, nontechnical and leadership skills through formal classroom training, distance learning, self-development, and experiential learning. The emphasis will be placed on translating theory, fundamentals and concepts to practical application that will result in accelerated learning and reduces time to competency. All CP-32 ACTEDS Interns begin their training at a CP-32 Regional Training Center (Fort Benning, Georgia or Fort Sill, Oklahoma). Training will cover the core competencies outlined in the CP-

- 32 Occupational Series 1750 (Instructional Systems) Technical Competency Model at Enclosure 1.
- b. The CP-32 ACTEDS Master Intern Training Plan (MITP) identifies the training that must be completed to successfully complete the CP-32 Intern Program. Every effort should be made to ensure all formal training is completed within the first year, prior to developmental (on-the-job training) rotational assignments. This will ensure the interns have the formal training and foundation of knowledge necessary to maximize their experiential learning. The goal of all training is to ensure CP-32 ACTEDS Interns develop the advanced skills, knowledge, abilities and competencies for successful performance at the journeyman level.

### 6.3 How to Apply - Recruitment Options

- a. The CPOC uses [USAJOBS](#) and the [ASA \(M&RA\)](#) Web site for publication of ACTEDS Intern vacancy announcements. The USAJOBS website provides an option for preparing a resume for submission to Army's Central Resume Processing Center. Before a resume is created in USAJOBS, an account must be established under My Account in USAJOBS. Once an account is established, up to five resumes can be prepared using the Build New Resume selection under My Account. USAJOBS has a Resume Tutorial to assist with building a resume. USAJOBS has a search option available for vacancy searches.
- b. [The North Central Civilian Personnel Operations Center \(NC CPOC\)](#) in Rock Island, Illinois is the total service provider for centrally recruited ACTEDS Interns, to include advertising vacancies, rating applications, and issuing referral lists to selection officials. Referral lists of qualified applicants for the CP-32 ACTEDS Intern Program are forwarded from the North Central CPOC to the CP-32 FCR. The CP-32 FCR or designated representative will conduct hiring panels with command and occupational series 1750 subject matter expertise (SME) representation to make selections for the CP-32 ACTEDS Intern Program. Using USAJOBS, applicants can check the status of their applications, and managers can check the status of their recruitment action. CP-32 will use the Pathways Program to recruit interns with current education (qualifying bachelors, masters, professional, or doctorate degree from a qualifying educational institution.)
- c. Pathways Programs (PP): The PP is a recruiting method. The Pathways Programs use the terms Internship (student) and Recent Graduate. (See requirements and definitions below.) The PP appointment authority is found in 5 CFR 213.3402(a). The regulations implementing the PP are found in 5 CFFR part 362, subparts A and B. **NOTE:** Currently CP-32

only uses the Recent Graduate recruiting method. In future, we hope to obtain funding for the Pathways Internship Program which can serve as a recruiting tool for the Recent Graduate Program.

1. Internship Program: to be eligible for the Internship Program (IP), formerly known as the Student Career Experience Program (SCEP), the individual must have been accepted for enrollment or be enrolled and seeking a degree in a qualifying educational institution on a full or half-time basis.

i. IP appointments can be:

1. A temporary appointment for a period not to exceed 1-year, the ending date of which must be specified in the Participant Agreement. These appointments may be extended under 5 CFR 213.104; or
2. An appointment for an initial period expected to last for more than 1-year. An end date must be specified in the Participant Agreement and is generally the projected graduation date.

2. IP participants may work full-time or part-time schedules. The agency is responsible for establishing work schedules for interns in accordance with 5CFR 610.121. Agencies and students should agree on a formally-arranged schedule of school and work that does not interfere with the student's academic schedule or performance and so that completion of the educational program and the Internship Program is accomplished in a reasonable timeframe. The most current information on the [Pathways Internship Program](#) can be found at this link.

d. Recent Graduates (Pathways Programs): The requirements for individuals hired via the Pathways Recent Graduates Program are:

1. An individual must, within the previous two years, have completed a qualifying bachelors, masters, professional, doctorate, vocational or technical degree from a qualifying educational institution.
2. Preference eligible veterans who were precluded from applying due to their military service obligation begin their two year eligibility period upon release or discharge from active duty. Eligibility for these veterans cannot exceed six years from the date on which they completed their degrees.

#### 6.4 Master ACTEDS Intern Training Plan (MITP)

- a. General: This MITP describes the universal requirements for training and development of CP-32 ACTEDS Interns. The plan covers an 18-month period, and should be used when preparing the specific ACTEDS Intern's Individual Development Plans (IDP) in Army Career Tracker (ACT) and performance plans. If there is an issue with permanent placement, the intern will remain at the RTC and continue developmental rotations for up to 24 months.
- b. Structure:
  1. The MITP provides general guidance for an 18-month training program. Every effort will be made to place the interns at the PDL for the last 6 months of the 24 month intern timeline in order for the permanent command to evaluate their performance prior to promotion to the target grade, GS-11. ACTEDS Interns who successfully complete the program will qualify for non-competitive promotion to their target grade (GS-11) at the end of the 24 month period unless the PDL supervisor documents performance and/or conduct issues in writing. The following chart depicts the training plan structure. This training plan ensures that CP-32 ACTEDS Interns receive the appropriate training to develop their knowledge, skills, abilities and competencies in order to successfully create curricula.

CP-32 ACTEDS Plan

EVENT	6 Months	12 Months	18 Months	24 Months
RTC Orientation; Acculturation; Functional training; Leader development training; Nontechnical training; Educational electives			 	
RTC developmental rotational assignments; self-development				
Assignment at Permanent Duty Location				

-  Promotion to GS-9 (dependent on successful performance)
-  Placement Panel to determine Permanent Duty Location (PDL); must have a valid permanent GS-1750-11 position
-  Permanent Change of Station (PCS) to PDL
-  Promotion to GS-11 (upon completion of all requirements and successful performance)

8 Figure 6-1 GS-1750 Master Intern Training Plan Schedule

2. Intern training should be focused on technical competencies and functional skills. The training should be designed to prepare the intern for work at the target grade level.
3. Intern training should also focus on developing basic leadership skills and non-technical skills that enhance the intern’s capability to perform instructional design.
4. ACTEDS Interns will be assigned to supervised, developmental (on-the-job training) rotational assignments at the RTC. Developmental assignments provide experiential learning and hands-on training in the basic application of professional education skills, knowledge, abilities and competencies.
5. ACTEDS Interns will be assigned a mentor. Mentors should be at least two grades higher than the intern, assigned to occupational series 1750 and not in the direct chain of command. The mentor and

ACTEDS Intern should communicate at least every three months to ensure the ACTEDS Intern is meeting the CP-32 Intern Program requirements and progressing toward journeyman level work.

- c. Prerequisites: As mentioned above, the basic requirement for CP-32 ACTEDS Interns (occupational series 1750) is a degree that included or was supplemented by at least 24 semester hours appropriate to the work of the position to be filled. The course work must have included study in at least four of five of the following areas: learning theory, psychology of learning, educational psychology; instructional design practices; educational evaluation; instructional product development; and computers in education and training.
- d. The following figure identifies the ADDIE process which the CP-32 ACTEDS Interns should be introduced to and become proficient with during their training. All assigned tasks should focus on some element of the ADDIE process.

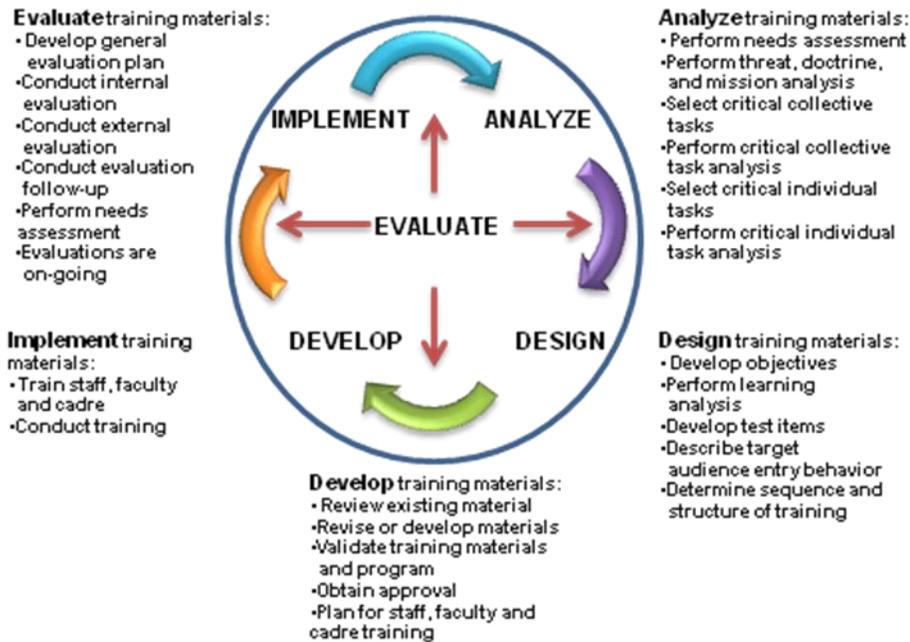


Figure 6-2 GS-1750 Intern Training Development Tasks

- e. ACTEDS Intern Training Requirements

1. Each RTC will designate a CP-32 intern coordinator to assist the CP-32 office with management of the Intern Program. This person will collaborate and coordinate with the CP-32 staff on intern management issues. Additionally, they are responsible for the following:

- i. Assist ACTEDS Interns with obtaining class seats for formal classroom training.
- ii. Assist ACTEDS Interns with the development of an IDP in Army Career Tracker (ACT). The IDP must be completed within the first 30 days after assignment. A copy must be forwarded to the CP-32 office NLT 45 days after start date until such time that the CP-32 office has IDP visibility in ACT.
- iii. Assist the ACTEDS Intern with development of a performance plan in accordance with AR 690-400, Chapter 4302 Total Army Performance Evaluation System. A copy must be forwarded to the CP-32 office NLT 45 days after start date. Paragraph 6.6, Performance Management, provides additional information on this topic.
- iv. Serve as/designate the rater and senior rater. Prepare performance appraisals in accordance with paragraph 1-5b, AR 690-400. Final copies must be provided the CP-32 office once signed.
- v. Assign specific developmental work assignments with oral and/or written instructions and established timeframes.
- vi. Provide technical guidance and assess the ACTEDS Intern's capabilities and progress.
- vii. Review work products to verify adequate and accurate application of doctrine and/or regulatory guidance.
- viii. Provide immediate feedback to the Intern to facilitate learning.
- ix. Supervise, coach or mentor the Intern as appropriate to ensure professional success.

2. The Army Acculturation Program will be used to onboard CP-32 ACTEDS Interns. Information on the Acculturation Program can be found at the following link, <http://www.tradoc.army.mil/dscpil/Acculturation/index.htm>. Completed

employee checklists will be forwarded to the CP-32 office at the following intervals: 1 month, 3 month, 6 month, 12 month.

3. Orientation: (40-hours) The first week will consist of an orientation to federal employment, the regional training center (RTC), CP 32 and the Department of the Army. A sample orientation schedule is at Enclosure 2. As part of the Army Acculturation Program, a senior leader will administer the Oath of Office on the first day.

4. Training: (18-months) During the initial twelve months, emphasis will be on completion of mandatory functional training, leader development training, non-technical training, educational electives, and actions required by the Acculturation program. The remaining six months will focus on self-development and developmental (on-the-job training) rotational assignments throughout various activities at the RTC for practical application of education and training.

- i. Mandatory Functional Training: (locations may vary depending on availability.)

TITLE	LENG TH	DESCRIPTION	LOCATION
Foundation Instructor Facilitator Course (FIFC)	80-hours blended (Phase I & II)	Basic instructional and facilitation techniques and methods	Delivered locally at RTC or Army Training Support Center (ATSC), Staff and Faculty Directorate
Foundation Training Developer Course (FTDC)	40-hours blended (Phase I & II)	Preparation of effective training products using ADDIE	Delivered locally at RTC or Army Training Support Center (ATSC), Staff and Faculty Directorate
Test Construction	24-hour	Develop evaluation / measurement tools to assess learning outcomes	Army Logistics University
Training Development Capability (TDC) Course	40-hour	Develop and manage task-based training products	Delivered locally at RTC or Army Training Support Center (ATSC), Staff and Faculty Directorate
Contracting Officer Representative Course	40-hour	Provide an overall view of the contracting process, to include contract administration, statutory laws and regulations.	Army Logistics University
Capability, Training and Doctrine Development Integration Course	TBD	Provide training developers, capability developers, and doctrine developers with skills and knowledge to integrate the basic concepts and principles of training, capability, and	Will be offered at Army Logistics University once

**CP-32 ACTEDS Plan**

		doctrine developments as part of the requirements determination and acquisition process.	reestablished
MOS Producing Course	TBD	Audit an MOS producing course to gain a clearer understanding of the implementation process in the ADDIE model and to gain a greater appreciation of the competencies required to develop training courses.	Determined by RTC

ii. Leader Development Training

<b>TITLE</b>	<b>LENGTH</b>	<b>DESCRIPTION</b>	<b>LOCATION</b>
Civilian Education System (CES): Foundation	44.5-hours	Prepare the Army Civilian Corps members to build their careers and become future Army Leaders	Distributed Learning (dL), register via <a href="#">CHRTAS</a> (log in required) <a href="https://www.atrrs.army.mil/">https://www.atrrs.army.mil/</a>
Action Officer Development Course	12-hours (self-paced)	Enables new action officers to attain staffing and communication skills	Distributed Learning, register via <a href="#">CHRTAS</a> (log in required) <a href="https://www.atrrs.army.mil/">https://www.atrrs.army.mil/</a>

ii. Non-Technical Training: (The identified source/location is only a suggestion. Interns may attend in person if the courses are offered at the RTC).

TITLE	LENGTH	DESCRIPTION	LOCATION
Technical Writing	2-hours (self-paced)	Improve basic writing techniques and fundamental concepts of instructional, persuasive, and reference writing	Distributed Learning, register at Army eLearning via Army Knowledge Online (AKO), <a href="https://www.us.army.mil/">https://www.us.army.mil/</a> (log in with CAC). Under My Training tab.
Briefing Techniques	2-hours (self-paced)	Develop briefing techniques, tactics, and procedures for effective military briefing	Distributed Learning, register at Army Learning Management System (ALMS) via Army Knowledge Online (AKO), <a href="https://www.us.army.mil/">https://www.us.army.mil/</a> (log in with CAC). Under My Training tab.
Implementing and Evaluating Self-Directed Learning	3-hours (self-paced)	Learn three major implementation schemes: distributed implementation, implementation through a learning center, and implementation through an intranet. Learn how to set up the systems, evaluate them, and position them for success.	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
The Model Leader	2-hours (self-paced)	Develop a diverse team that can achieve optimum performance and learn how to motivate the workforce	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
Effective Team Building	4-hours (self-paced)	Learn tools, techniques, and tips to help team building and motivational techniques for productivity	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
Time Management	1-hour (self-paced)	Learn how to sequence and queue tasks to help improve your time management and effectively meet your deadlines	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
Communication Skills	3-hours (self-paced)	Learn various aspects of successful communication strategies and skills. Analyze the strategies of nonverbal communication, listening, assertive communication, and writing and learn how to apply these strategies appropriately	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
Interpersonal Skills	2.5-hours (self-paced)	Learn how to establish rapport in order to build and maintain a network of contacts	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>

**CP-32 ACTEDS Plan**

Introduction to Six Sigma	2-hours	Learn a straightforward framework for satisfying your customers, reducing waste, and increasing efficiency and quality in your organization	Distributed Learning, register at Skillport via Army eLearning, <a href="https://usarmy.skillport.com/">https://usarmy.skillport.com/</a>
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- iii. Educational Electives: ACTEDS Interns who have completed course work in only four of the five areas of study must complete a formal academic course in the remaining area of study:

TITLE	LENGTH	DESCRIPTION	LOCATION
E-Learning, Online Learning Strategies for Designing/Delivering Knowledge in the Digital Age	Varies	Varies	Varies
Computers in Education/Technology for the Adult Learner	Varies	Varies	Varies
Instructional Design Practices, Principles of Instructional Design	Varies	Varies	Varies
Instructional Product Development	Varies	Varies	Varies
Learning Theory, Psychology of Learning, Educational Psychology	Varies	Varies	Varies
Instructional Materials Development Course, Instructional Methods and Materials	Varies	Varies	Varies
Educational Evaluation (with Statistics)	Varies	Varies	Varies

- iii. RTC developmental (on-the-job training) rotational assignments:

1. A supervisor for each OJT rotational assignment will be identified and is responsible for the following:
  - a. Brief current employees on the purpose of the rotational assignment. This will eliminate concerns and encourage sharing of knowledge and experience.

- b. Assign specific developmental work assignments via oral and/or written instructions for completion within established timeframes.
  - c. Provide technical guidance as needed.
  - d. Review work products to verify adequate and accurate application of doctrine and/or regulatory guidance.
  - e. Provide immediate feedback to the Intern to facilitate learning.
  - f. Supervise, coach or mentor the Intern as appropriate to ensure professional success.
  - g. Provide performance feedback on the Intern's capabilities, initiative and professionalism to the RTC intern coordinator and the CP-32 office using the CP-32 ACTEDS Intern Evaluation of Rotational Assignment form. Additional information is provided in paragraph 6.6.3
2. During OJT rotational assignment, the Intern will perform all assigned tasks within required timeframes. The assignments should be progressively more difficult and the Intern should become increasingly able to perform independently. The assigned tasks must include:
  - a. Task analysis
  - b. Instructional design
  - c. Performance measures, presentation, evaluation and validation of instruction
  - d. The development of individual and collective training materials in resident and nonresident modes
  - e. The development of self- development exams with preparatory training materials

- f. The development of Department of the Army (DA) training literature
  - g. Other duties as assigned
3. Self-directed studies: ACTEDS Interns should remain current on changes in doctrine, instructional design trends and current industry innovations. Some suggested readings include:
- a. AR 25-30, The Army Publishing Program
  - b. AR 70-1, Army Acquisition Policy
  - c. AR 350-1, Army Training and Leader Development
  - d. DA Pamphlet 25-40, Army Publishing: Action Officers Guide
  - e. FM 1-0, Human Resources Support
  - f. FM 6-0, Commander and Staff Organizations and Operations
  - g. TR 25-36, The TRADOC Doctrine Publication Program
  - h. TR 350-6, Enlisted Initial Entry Training Policies and Administration
  - i. TR 350-10, Institutional Leader Training and Education
  - j. TR 350-13, Instruction in Military History
  - k. TR 350-16, Drill Sergeant and Advanced Individual Training Platoon Sergeant Programs
  - l. TR 350-18, The Army School System
  - m. TR 350-36, Basic Officer Leader Training Policies and Administration
  - n. TR 350-50-3, Mission Command Training Program

- o. TR 350-70, Army Learning Policy and Systems
- p. TP 350-70-1, Training Development in Support of the Operational Domain
- q. TP-350-70-4, Systems Approach to Training, Evaluation
- r. TP 350-70-5, Systems Approach to Training, Testing
- s. TP 350-70-6, Systems Approach to Training, Analysis
- t. TP 350-70-7, Army Educational Processes
- u. TP 350-70-9, Budgeting and Resourcing
- v. TP 350-70-10, Systems Approach to Training Course and Courseware Validation
- w. TP 350-70-12, The Army Distributed Learning (DL) Guide
- x. TP 350-70-16, Army Training and Education Proponents
- y. Professional Journals and Articles

## 6.5 Individual Development Plan

- a. The IDP is a tool to assist the ACTEDS Intern in career and personal development. The intern coordinator at the RTC and the ACTEDS Intern work together to complete the Intern's IDP; however, the Intern is responsible for taking the initiative for completion of the MITP and their professional development. The IDP should include all required training with estimated completion dates and must be completed and approved in Army Career Tracker (ACT) within the first 30 days of assignment. Until such time that the IDP is viewable in ACT by the CP-32 office; hard copies will be forwarded via email to [valerie.l.helms.civ@mail.mil](mailto:valerie.l.helms.civ@mail.mil) once approved but no later than 45 days after start date. The IDP should be used as the basis for the performance plan. Additional information on IDPs can be found on the Army Civilian Acculturation website at <http://www.tradoc.army.mil/dcspil/Acculturation/>.

- b. The IDP should be updated at least every 6 months to evaluate progress, to annotate actual training completion, and to modify as necessary based on class availability. All modifications will be approved by the RTC intern coordinator. The CP-32 ACTEDS Intern will forward an approved copy of the updated IDP to the CP-32 office immediately upon approval.
- c. If courses from alternative training sources (such as colleges and universities) are considered by the RTC intern coordinator as equivalent to the CP-32 mandatory functional training, a request for equivalency credit must be forwarded to the CP-32 Assistant Functional Chief (AFCR) for consideration.

### 6.6 Performance Management

- a. The Army's system for planning and appraising performance is the Total Army Performance Evaluation System (TAPES) and is covered in AR 690-400. The objective of TAPES is to communicate organization goals and priorities as well as Army values and ethics. It is also used to facilitate frequent discussions between the ACTEDS Intern and the RTC intern coordinator in order to establish performance expectations and standards. Additional information on performance evaluations can be found on the Army Civilian Acculturation website at <http://www.tradoc.army.mil/dcspil/Acculturation/>.
- b. Performance plans should be developed within 30 days of entrance on duty. The plans should be based on the MITP and IDP. A sample DA Form 7222-1, Senior System Civilian Evaluation Report Support Form, is attached at Enclosure 3. ACTEDS Interns are in an official training status and should be rated every 6 months after their entry on duty. The first performance rating (at 6 months) is considered a Special Rating. The first annual performance rating is rendered at the end of 12 months. ACTEDS Interns continue on this unique annual rating cycle based on their entry date until they complete the Intern Program, at which time they will phase into the DA cyclic rating periods. Copies of all performance plans and appraisals will be provided to the CP-32 office NLT 45 days after assignment and/or approval.
- c. The supervisors of each rotational developmental assignment throughout the RTC should provide input to the RTC intern coordinator for incorporation into performance appraisals required by AR 690-400. This input should be based on overall performance of both technical and nontechnical skills, professional development, adherence to Army values and mission accomplishment. A sample CP-32 ACTEDS Intern Evaluation of Rotational Assignment is at Enclosure 4.

- d. ACTEDS Interns who are dissatisfied with their performance appraisals may work with the rater (RTC intern coordinator) to resolve the matter informally. If unable to resolve informally, the ACTEDS Intern may request formal reconsideration. The formal request for reconsideration should be submitted in the form of a grievance, either through a negotiated procedure of locally-established procedures required by DOD CPM 1400-25M, subchapter 771. The CP-32 office should be notified immediately if a formal request for reconsideration is submitted.
- e. ACTEDS Interns constitute a significant investment of resources. CP-32 ACTEDS Interns are in the excepted service and have a trial period of two (2) years. It is critical that duty performance and future potential be evaluated throughout the 18 to 24 month training period. Performance and training issues should be identified and documented as soon as possible and within the first year if possible. Promotion to GS-9 will occur at the 12 month point unless there is documented cause to delay the promotion. If performance is not up to standard, assistance should be provided. Such assistance may include but is not limited to additional formal training, OJT, counseling and closer supervision. If performance fails to meet expectations, ACTEDS Interns should be informed in writing, provided guidance and assistance and given a reasonable opportunity to improve performance. The RTC intern coordinator should notify the CP-32 office immediately of any training failures, performance shortfalls or disciplinary issues. Remedial or disciplinary action will be jointly determined in coordination with Civilian Personnel Advisory Center(s). If termination is warranted, the FCR will be the approval authority.
- f. Per the Pathways Programs Memorandum of Understanding Between the US Office of Personnel Management and the Department of Defense dated August 2014, occupational series 1750, Instructional Systems Specialist, has an exception to the Recent Graduate one year program limit. CP-32 ACTEDS Interns are assigned in the excepted service and have a trial period of two (2) years. The Functional Chief's Representative will be the decision authority for all disciplinary actions. The RTC will provide information to the CP-32 office regarding performance/conduct issues as well as a recommendation for disciplinary action. Copies of all counseling statements will be provided to substantiate the issue. If the decision by the FCR is to terminate the employee prior to the end of the two year period, the RTC will work through the local Civilian Personnel Advisory Center to effect termination.

## APPENDICES

This plan contains the following appendices:

Appendix A	Warfighting Developers Common Core Competencies
Appendix B	GS-5-9 Common Core Master Training Plan
Appendix C	GS-11-12 Common Core Master Training Plan
Appendix D	GS-13-14 Common Core Master Training Plan
Appendix E	GS-15 Common Core Master Training Plan
Appendix F	GS-1701 Functional Competencies
Appendix G	GS-1701 Functional Master Training Plan
Appendix H	GS-1702 Functional Competencies
Appendix I	GS-1702 Functional Master Training Plan
Appendix J	GS-1712 Functional Competencies
Appendix K	GS-1712 Functional Master Training Plan
Appendix L	GS-1750 Functional Competencies
Appendix M	GS-1750 Functional Master Training Plan
Appendix N	GS-301-T Functional Competencies
Appendix O	GS-301-T Functional Master Training Plan
Appendix P	GS-301-CD Functional Competencies
Appendix Q	GS-301-CD Functional Master Training Plan

Appendix R	GS-301-DD Functional Competencies
Appendix S	GS-301-DD Functional Master Training Plan
Appendix T	Non-Technical Competencies
Appendix U	Training Sources
Appendix V	Individual Development Plan
Appendix W	Associations, Societies, And Organizations Providing Self - Development Opportunities
Appendix X	Acronyms
Appendix Y	References
Appendix Z	Glossary of Terms

## **APPENDIX A - WARFIGHTING DEVELOPERS COMMON CORE COMPETENCIES**

This appendix contains Warfighting Developer common core competencies by grade level which are applicable to all CP-32 job series.

These are the competencies referenced in the Warfighting common core MTPs contained in Appendices B – E.



## **APPENDIX B - GS-5/9 COMMON CORE MASTER TRAINING PLAN**

This appendix contains the Master Training Plan (MTP) for all CP-32 careerists in grades GS-5/9.

The MTP identifies the following:

- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Common core competency numbers from Appendix A



## **APPENDIX C - GS-11/12 COMMON CORE MASTER TRAINING PLAN**

This appendix contains the Master Training Plan (MTP) for all CP-32 careerists in grades GS-11/12.

The MTP identifies the following:

- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Common core competency numbers from Appendix A



## **APPENDIX D - GS-13/14 COMMON CORE MASTER TRAINING PLAN**

This appendix contains the Master Training Plan (MTP) for all CP-32 careerists in grades GS-13/14.

The MTP identifies the following:

- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Common core competency numbers from Appendix A



## **APPENDIX E - GS-15 COMMON CORE MASTER TRAINING PLAN**

This appendix contains the Master Training Plan (MTP) for all CP-32 careerists in grade GS-15.

The MTP identifies the following:

- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Common core competency numbers from Appendix A



## APPENDIX F - GS-1701 FUNCTIONAL COMPETENCIES



## **APPENDIX G - GS-1701 FUNCTIONAL MASTER TRAINING PLANS**

This appendix contains the Master Training Plans (MTP) for GS-1701 careerists in grades GS-14 through Senior Executive Service (SES). GS-1701 careerists in grades GS-7 through GS-13 should refer to GS-1750 MTPs.

The MTP identifies the following:

- Required/Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix F.



## APPENDIX H - GS-1702 FUNCTIONAL COMPETENCIES



## **APPENDIX I - GS-1702 FUNCTIONAL MASTER TRAINING PLANS**

This appendix contains the Master Training Plans (MTP) for GS-1702 careerists in grades GS-5 through GS-13.

The MTP identifies the following:

- Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies - Functional competency numbers from Appendix H.



## APPENDIX J - GS-1712 FUNCTIONAL COMPETENCIES



## **APPENDIX K - GS-1712 FUNCTIONAL MASTER TRAINING PLANS**

This appendix contains the Master Training Plans (MTP) for GS-1712 careerists in grades GS-7 through GS-13.

The MTP identifies the following:

- Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix J.



## APPENDIX L - GS-1750 FUNCTIONAL COMPETENCIES



## **APPENDIX M - GS-1750 FUNCTIONAL MASTER TRAINING PLANS**

This appendix contains the Master Training Plans (MTP) for GS-1750 careerists in grades GS-7 through GS-13.

The MTP identifies the following:

- Required Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix L.



## **APPENDIX N - GS-301 TRAINING FUNCTIONAL COMPETENCIES**



## **APPENDIX O - GS-301 TRAINING FUNCTIONAL MASTER TRAINING PLANS**

This appendix contains the Master Training Plans (MTP) for GS-301-T careerists in grades GS-7 through GS-13.

The MTP identifies the following:

- Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix N.



**APPENDIX P - GS-301 CAPABILITY DEVELOPMENTS  
FUNCTIONAL COMPETENCIES**



## **APPENDIX Q - GS-301 CAPABILITY DEVELOPMENTS FUNCTIONAL MASTER TRAINING PLAN**

This appendix contains the Master Training Plans (MTP) for GS-301 CD careerists in grades GS-11 through GS-15.

The MTP identifies the following:

- Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix P.



**APPENDIX R - GS-301 DOCTRINE DEVELOPMENTS  
FUNCTIONAL COMPETENCIES**



## **APPENDIX S - GS-301 DOCTRINE DEVELOPMENTS FUNCTIONAL MASTER TRAINING PLAN**

This appendix contains the Master Training Plans (MTP) for GS-301 DD careerists in grades GS-11 through GS-15.

The MTP identifies the following:

- Recommended Education – Degree and other educational background desired
- Typical/Key Assignments – Types of assignments appropriate to each phase
- Recommended training by priority
- Source – Provider of training (specific or varied)
- Competencies – Functional competency numbers from Appendix R.







## **APPENDIX T - NON-TECHNICAL COMPETENCIES**

This appendix contains the non-technical competencies and definitions which are standard for all Career Programs.



## APPENDIX U - TRAINING SOURCES

This appendix contains a list of the acronyms used in the Master Training Plans and URLs to gain additional course information and schedules. The appendix is formatted for training identified with a “Specific” source and training source possibilities for training identified with the term “Varies”.



## APPENDIX V - INDIVIDUAL DEVELOPMENT PLAN

This appendix contains a link to the official Individual Development Plan (IDP). IDPs facilitate the accomplishment of the training objectives outlined on the Master Training Plan.



## **APPENDIX W - ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS PROVIDING SELF-DEVELOPMENT OPPORTUNITIES**

This appendix contains a list of potential organizations whose mission and objectives may be of interest to CP-32 careerists.



## APPENDIX X - ACRONYMS

This appendix contains a list of acronyms used throughout the CP-32 ACTEDS Plan.



## APPENDIX Y - REFERENCES

This appendix contains a list of Web sites of interest to the CP-32 community.



## APPENDIX Z - GLOSSARY OF TERMS