



# Army Civilian Training, Education, and Development System (ACTEDS) Training and Warfighting Developments Career Program (CP) 32 Plan



## **Training**

**Instructors  
Support Personnel  
Analysts  
Managers**

## **Warfighting Developments**

**Training Developers  
Doctrine Developers  
Combat Developers**

**MARCH 2002**

**MESSAGE FROM THE FUNCTIONAL CHIEF**



It gives me great pleasure to introduce this Training and Warfighting Developments 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 our Combat and Doctrine Warfighting Developers. The Master Development Plans have been updated and a newly designed Combat, Training, and Doctrine Developers Integration Course (CTDDIC) has been added. It should act as a catalyst for my futuristic vision of having multifunctional personnel within the Army.

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.

Commanding General, Headquarters TRADOC  
Functional Chief, CP-32  
Training and Warfighting Developments  
Career Program

**MESSAGE FROM THE FUNCTIONAL CHIEF'S  
REPRESENTATIVE**



I join the Functional Chief in providing this Training and Warfighting Developments CP-32 ACTEDS Plan, which now, in addition to Training and Training Warfighting Developments, also covers areas of Combat and Doctrine Warfighting Developments. As the Functional Chief stated, using this ACTEDS Plan will enable you to support Army Transformation, and to enhance your career development.

As the FCR, I manage the Armywide Training and Warfighting Developments Career Program. Since Combat and Doctrine Developers have been dispersed in other career programs, Master Development Plans for these job series have been consolidated under GS-301, developed with emphasis on Warfighting Developments, and correlated more directly with Army career development policies and procedures.

Each MACOM and Activity Career Program Manager in CP-32 must ensure that their careerists receive needed training, education and developmental assignments as required. As in the past, you should send all training requests to the CP-32 Office. I look forward to your yearly request for professional and developmental training.

For assistance, please contact the Training and Warfighting Developments Career Program Office at DSN: 680-5646/7/8 or CML: (757) 788-5646/7/8.

The Senior Executive Service Member of CP-32  
Functional Chief's Representative  
Training and Warfighting Developments  
Career Program

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### READER'S GUIDE

Training and Warfighting Developments Career Program employees, their supervisors, and their managers should refer to the Reader's Guide matrix below to determine the sections and appendices applicable to all CP-32 personnel and to their individual job series.

Section	Job Series					
	GS-301-CD	GS-301-DD	GS-1701	GS-1702	GS-1712	GS-1750
1	X	X	X	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	X	X	X	X
5	X	X	X	X	X	X
6	X	X	X	X	X	X
7	X					
8		X				
9			X			X
Appendix A	X	X	X			X
Appendix B	X					
Appendix C		X				
Appendix D			X			
Appendix E				X		
Appendix F					X	
Appendix G						X
Appendix H	X	X	X	X	X	X
Appendix I	X	X	X	X	X	X
Appendix J	X	X	X	X	X	X
Appendix K	X	X	X	X	X	X
Appendix L	X	X	X	X	X	X

## SECTION 1 - OVERVIEW

### 1.1 Proponent

The proponent agency for this document is the Training and Warfighting Developments Career Program Office, ATTG-ZC-T, Deputy Chief of Staff for Training (DCST), Headquarters U.S. Army Training and Doctrine Command (TRADOC).

### 1.2 Description

This document is the Training and Warfighting Developments Career Program (CP)-32 Army Civilian Training, Education, and Development System (ACTEDS) Plan. It identifies the training, education, and developmental opportunities to guide CP-32 careerists in planning their own career development.

This CP-32 ACTEDS Plan is a revision of the September 7, 1995 Training CP-32 ACTEDS Plan. The objectives in publishing this revision are to ensure that the Plan:

- a. Incorporates the addition of Combat and Doctrine Warfighting Developers to the Training CP-32 ACTEDS Plan.
- b. Provides Master Intern Training Plans (MITP) and Master Development Plans (MDP) that identify training, education, and developmental opportunities for Trainers and Combat, Training, and Doctrine Warfighting Developers.
- c. Incorporates the revised CP-32 ACTEDS Intern Program and implements the Combat, Training, and Doctrine Developers Integration Course (CTDDIC).
- d. Provides a compatible Web Based Information Tool for online access to this Plan and related information.

The principal changes to the previous Training CP-32 ACTEDS Plan are identified in the "What's New" feature of the Web-based Information Tool.

### 1.3 Revisions

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. (<http://www-dcst.monroe.army.mil>).

### 1.4 Suggestions for Improvement

Questions or comments should be directed to the CP-32 Training and Warfighting Developments Career Program Office:

## CP-32 ACTEDS Plan

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CP-32 Career Program Office  
HQ TRADOC, DCST  
ATTN: ATTG-ZC-T  
Fort Monroe, VA 23651-5000

Please contact: DSN: 780-5646/7/8, Commercial (757) 788-5646/7/8.

### **1.5 Distribution**

Primary access to this plan will be through the Army Civilian Personnel On Line web site (<http://www.cpol.army.mil>) which is linked to the Deputy Chief of Staff for Training (DCST) TRADOC information web site (<http://www-dcst.monroe.army.mil>).

## SECTION 2 - INTRODUCTION

### 2.1 Purpose

ACTEDS was designed to ensure planned, competency-based development of civilian members of the Army workforce, from entry level to key positions. The system blends progressive and sequential work assignments, formal training, and self-development. Each Army CP has an ACTEDS Plan. There are also some ACTEDS plans for fields of employment not covered by a CP, with more to be added.

The purpose of the Training and Warfighting Developments CP-32 ACTEDS Plan is to provide guidance on career development and progression, technical competencies, and training for Trainers and Warfighting Developers beginning at entry-levels through Senior Executive Service (SES) within the Army.

Formal, self-development, and development activities are an inherent part of career management and development in all CPs. At each stage in an Army civilian's career, planned training and developmental assignments are essential to the maintenance of job performance and to the building of skills to enhance both job performance and potential for advancement. There are four development phases within CP-32:

- Intern/Entry Phase
- Journeyman Phase
- Manager Phase
- Executive Phase

This plan applies to CP-32 employees. They should discuss the training identified in this plan with their supervisor during their performance appraisal counseling sessions and use the plan to identify training needs in their Individual Training Plan (ITP).

### 2.2 Goals

#### 2.2.1 Short Term Goal

The short-term goal is to provide for the rapid training of CP-32 Interns and professional development and career progression of Army CP-32 personnel.

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### 2.2.2 Mid Term Goal

The mid-term goal is to attract, develop, and retain quality civilians by providing career enhancement opportunities and sustainment training in support of Army Transformation.

### 2.2.3 Long Term Goal

The long-term goal is to build and sustain the corps of quality Army Training and Warfighting Developments Career Program personnel by providing career enhancement opportunities and sustainment training to meet Army needs for the future.

## 2.3 Objectives

Time and the ability to measure accomplishments have established CP-32 objectives. The objectives of the CP-32 ACTEDS Plan are to:

### 2.3.1 Guide Professional Development and Career Progression

This ACTEDS Plan will serve as a valuable 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. A discussion of the individual phases can be found in [Section 4.2](#).

### 2.3.2 Provide Master Development Plans to Guide Training

The Master Development Plan (MDP) is a comprehensive outline of training and developmental opportunities from entry level through appointment to SES positions. The MDPs reflect progressive career patterns that allow maximum opportunity for high-potential individuals to advance and perform at their highest capability. Functional requirements for each level are based upon competencies identified by Job and Task Analyses (JTA) of CP-32 positions and recommendations by training officials. MDP user guidance for CP-32 is contained in [Section 4](#). MDPs are contained in [Appendices B-G](#).

### 2.3.3 Provide Combat, Training, and Doctrine Developers Integration Training

The Combat, Training, and Doctrine Developers Integration Course (CTDDIC) will provide Army Civilian Training and Warfighting Development Interns with skills and knowledge to integrate the basic concepts and principles of Combat, Training, and Doctrine Warfighting developments as part of the requirements determination and acquisition processes. The CTDDIC will orient students to the relationships of the three disciplines and the efficiencies to be gained by coordinating and integrating requirements throughout the planning process. The CTDDIC will provide a foundation for subsequent courses that address the technical aspects of each discipline. The CTDDIC is discussed in [Section 6](#).

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### 2.3.4 Provide Master Intern Training Plans to Guide Intern Development

The Master Intern Training Plans (MITP) outline the training and development in the core competencies that Army Civilian Training and Warfighting Developments Interns should accrue by the time they reach their target grade. MITPs for Army Civilian Training and Combat and Doctrine Warfighting Developments Interns are discussed in [Sections 7-9](#).

### 2.3.5 Encourage Use of Individual Training Plans (ITP)

The ITP is a written plan that is to be followed to prepare the careerist for positions of increased responsibility. The ITP is used to facilitate planning, development of short, mid, and long-term career goals. The ITP facilitates identification and communication of developmental objectives, selection and participation in training assignments, and the periodic reevaluation of goals, objectives, and training needs. An ITP should be completed and updated at least annually and must be completed in preparation for career appraisal. The ITP Form in [Appendix H](#) can be downloaded and completed either manually or electronically. A saved electronic file can be used as the basis for periodic changes or annual updates.

### 2.3.6 Establish a Responsive Professional Development System

Establishing a highly responsive system, through which all forms of professional development are achieved, will ensure that essential managerial and technical training and development are systematically made available to Army Training and Warfighting Developers.

### 2.3.7 Expand Training and Warfighting Development Capabilities

Expanding the capabilities of Army Civilian Trainers and Combat, Training, and Doctrine Warfighting Developers by broadening their scope of work and responsibilities will enable the Army to maintain a world-class workforce.

### 2.3.8 Expand Interaction with Business, Industry, and Academia

Expanding interaction with business, industry, and academia, as well as other governmental professional development programs, will continuously improve training, education, and professional development opportunities for Army Civilian Training and Warfighting Developers.

### 2.3.9 Provide Guidance and Counsel

Providing guidance and counsel on a variety of leadership and management development activities

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### 2.4 Applicability

#### 2.4.1 CP-32 Careerists

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

- GS/GM-301-CD Combat Developers
- GS/GM-301-DD Doctrine Developers
- GS/GM-1701 General Education and Training
- GS/GM-1702 Education and Training Support
- GS/GM-1712 Training Instruction
- GS/GM-1750 Instructional Systems Specialist

#### 2.4.2 CP-32 Interns

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

- GS-301-CD Combat Developers
- GS-301-DD Doctrine Developers
- GS-1701 General Education and Training
- GS-1750 Instructional Systems Specialist

### 2.5 Training Career Fields

Training is a structured sequence of learning activities designed to help an individual acquire the skills and knowledge required to perform job-related tasks. Army training specifically prepares the Army's soldiers (enlisted, noncommissioned officers, warrant and officers) to perform their duties. Training Development analyzes individual, collective, and battle staff and leader development requirements and produces training products for the Army. Policy and procedural guidance for Training Developments are contained in the AR-350-series, Training, TRADOC Regulation 350-70, Systems Approach to Training Management, Procedures, and Products. Department of Defense (DOD) Policy and procedural guidance are contained in MIL-PRF-29612, Military Training Products and supporting MIL-HDBK-1379-1, -2, and -4. The members of CP-32 who occupy the series in this Section work in Training or Training Developments.

#### 2.5.1 GS/GM-1701 - General Education and Training Description

- a. CP-32 employees in GS/GM-1701 - General Education and Training positions advise, administer, supervise, or perform research or other professional work in the field of education (early childhood through adult) and training. The education and training work may involve a combination of characteristics not

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specifically provided for in other series of the education group. It may require knowledge of two or more academic disciplines or professional knowledge of a specialized field that is not identifiable with any existing series.

- b. Employees classified in the GS/GM-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. Typically, within the Department of the Army, 1701 career series positions are few in number.

### 2.5.2 GS/GM-1702 - Education and Training Support Description

CP-32 employees in GS/GM-1702 - Education and Training Support positions are involved in mostly non-professional work of a technical, specialized or support nature. Some positions are semi-professional and deal with training management. Their work requires knowledge of program objectives, policies, procedures or pertinent regulatory requirements. They may hold various positions from Technicians to Training Support Managers.

### 2.5.3 GS/GM-1712 - Training Instruction

CP-32 employees in GS/GM-1712 - Training Instruction positions hold the title of Training Instructor, Supervisory Training Instructor, Training Administrator, or Training Specialist. These individuals perform work involved in a program of instructional training in an occupation or other subject that requires a practical knowledge of the methods and techniques of instruction. 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 programs; or administer training programs.

### 2.5.4 GS/GM-1750 - Instructional Systems Specialist

- a. CP-32 employees in GS/GM-1750 - Instructional Systems Specialist positions perform professional work in education (secondary or adult) and vocational training. Many of them serve as instructors, supervisors, and administrators 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.
- b. Employees classified in the GS/GM-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, major study in education, instructional systems technology, or a subject field appropriate to the positions.

## 2.6 Combat Developments Career Field

Combat Developments defines the processes of analyzing, determining, documenting, and obtaining approval of concepts, Future Operational

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Capabilities (FOC), organizational requirements, and materiel requirements. Combat Developments leads the Army community in determining solutions for needed FOCs; fostering development of requirements in all Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTML-PF) domains; providing user considerations to, and influence on, the Army's Science and Technology (S&T) program. Combat Developments integrates the efforts of all DOTML-PF domains and represents the user across the DOTML-PF domains during the acquisition of materiel and development of organizational products to fill those requirements. Policy and procedural guidance for Combat Developments are contained in AR 71-9, Requirements Determination and TRADOC Pam. 71-9, Requirements Determination.

GS/GM-301-CD Warfighting Combat Developers work in roles to support or manage requirements determination, development of materiel and soldier systems acquisition and organizational designs, and DOTML-PF integration.

- a. Employees in GS/GM-301-CD positions perform professional work in Combat Developments. Many Combat 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.
- b. 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.

### **2.7 Doctrine Developments Career Field**

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 to the military force. Army doctrine, which includes tactics, techniques, and procedures (TTP), is contained in field manuals (FM). The policy and procedural guidance for Army doctrine development is contained in AR 25-30 "The Army Publishing and Printing Program", TRADOC Regulation (TR) 25-36 "The TRADOC Doctrinal Literature Program", and TR 25-30 "Preparation, Production, and Processing of Armywide Doctrinal and Training Literature".

GS/GM-301-DD Warfighting Doctrine Developers work in roles to support or manage development of doctrine and TTP.

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- a. Employees in GS/GM-301-DD positions perform professional work in the life cycle management of doctrine, from inception to recession. Many Doctrine Developers serve as functional analysts, supervisors, and managers.
- b. 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.

### **2.8 Distributed Learning**

Distributed Learning (DL) involves the delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies. DL may involve both synchronous and asynchronous student-instructor interaction. It may also involve self-paced instruction without benefit of access to an instructor.

Policy and procedural guidance for DL Training Developments are contained in the AR-350 series, Training; TRADOC Reg. 350-70, Systems Approach to Training Management, Procedures, and Products, and TRADOC Pam. 350-70-2, Development of Interactive Multimedia Instruction. Department of Defense (DoD) policy and procedural guidance are contained in MIL-HDBK-1379-3, Development of Interactive Multimedia Instruction and the forthcoming MIL-HDBK-1379-5, Advanced Distributed Learning Products and Systems.

Individuals in the GS/GM-1700 Training series engaged in DL activities can find DL career information in their series MDPs.

### **2.9 CP-32 Career Program Office**

The CP-32 Office is a Headquarters Department of the Army office located at Fort Monroe, VA. It is located at Fort Monroe 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 Armywide and handles any proponency 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 office also gets FCR approval for requested professional training then obtains dollars from HQDA and distributes them to the installations. The office determines the number of CP-32 interns the Army will need and then hires and trains them for placement into permanent positions. It is also responsible for the publishing and updating of this ACTEDS plan.

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Inside the CP-32 Office is the Central Referral Office (CRO). The CRO administers the career referrals for supervisors looking for new employees to fill positions Armywide and also registers qualified people who want to be considered for positions covered in the Training arena.

The CP-32 Office is also the vehicle the FCR uses to launch studies, project futuristic resource requirements and arrange meetings/conferences concerning CP-32 issues. The office also provides guidance and career counseling for members of the career program. You may contact the CP-32 Office at Commercial (757) 788-5646/7/8 or DSN 680-5646/7/8

### 2.9.1 Training Opportunities in Army Organizations

Training assignment opportunities in Army organizations may range from the Department of Army Staff, to MACOMs, such as the U.S Army Materiel Command (AMC) and U.S. Army Forces Command (FORSCOM), to specialized agencies and activities. They may include joint organizations, Program and Project Management Offices (PMO), field units, and Continental U.S Armies (CONUSA) Deputy Chiefs of Staff for Training (DCST).

### 2.9.2 Warfighting Developments Opportunities in Army Organizations

Army Warfighting Developments assignment opportunities in Army organizations may range from a joint organization or MACOM, such as Headquarters TRADOC or AMEDD, to a Warfighting Integration Center or Service school.

### 2.9.3 Specialized Technical Training, Education, and Development

Individuals in coordination with their supervisor will determine the type of specialized technical training necessary for optimum job performance. Organizations frequently sponsor such unique technical training activities tailored to assist in the skill development of CP-32 Interns and careerists.

The FCR, through the ACTEDS Plan, establishes policies and standards for professional development programs. Supervisors and MACOM/Activity Career Program Managers (MACOM/ACPM) are responsible for implementing these standards and for the introduction of initiatives to significantly enhance the professional development of each member of the CP-32 workforce.

Course information is also provided in this Plan for common training needs, such as basic technical skills, program planning, communication skills, knowledge of the Army, and budgetary and administrative methods and procedures.

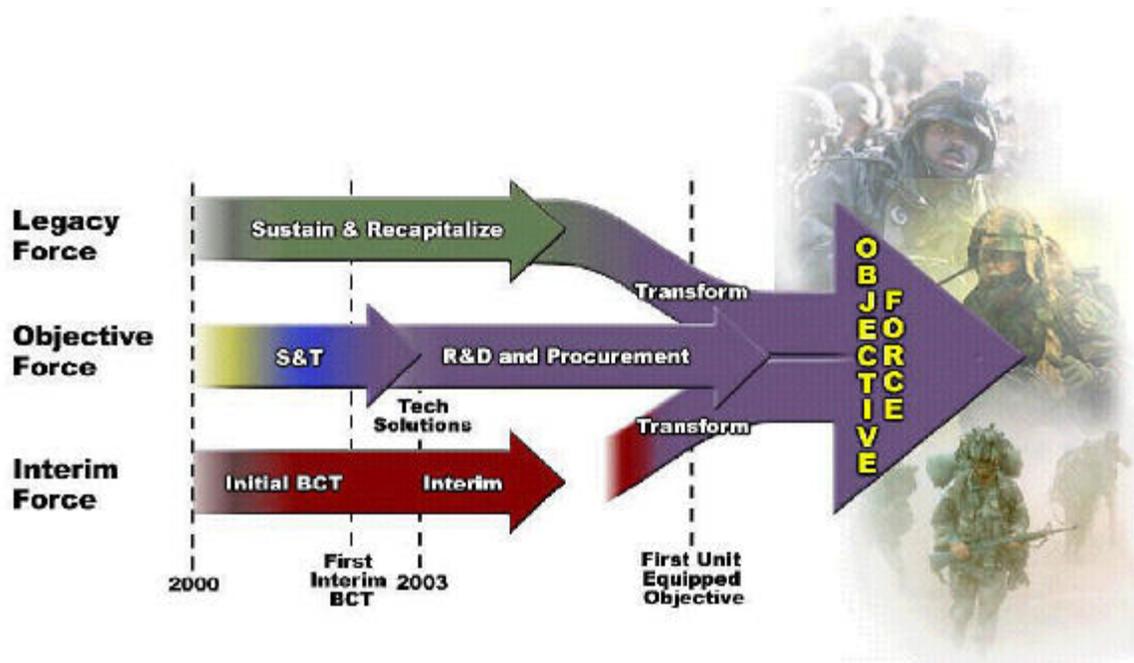
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### 2.9.4 Success Factors

The mere accomplishment of prescribed training in support of a career development plan is not in itself a guarantee for promotion. Individuals must also balance factors such as on-the-job performance, cooperation, teamwork, education, and discipline in pursuit of self-development and advancement. The training and special development programs contained in this plan serve as a common base, which all individuals can use as the foundation for their professional development. The dedication, initiative, and perseverance of each careerist will be another major gauge for success.

### 2.10 Trends in Army Warfighting Development

This revision of the Training and Warfighting Developments CP-32 ACTEDS Plan comes at a time when far-reaching changes are under way in Army Transformation. Army Transformation is illustrated in [Figure 2-1](#).



**Figure 2-1. Army Transformation**

#### 2.10.1 Warfighting Development Centers

Proposed changes to support Army Transformation include reengineering of organizations, programs, and processes to make them more innovative, effective, and efficient. For TRADOC, this will entail the interdependent development of Combat, Training, and Doctrine in new Warfighting Integration Centers and Future Development Integration Centers (FDIC). Other MACOMs

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may implement similar strategies. To become proactive in managing the force, Army Civilian Trainers and Combat and Doctrine Warfighting Developers must become proficient in integrating local programs and processes to achieve command objectives in less time and with fewer resources. The FDIC concept is illustrated in Figure 2-2 and 2-3.

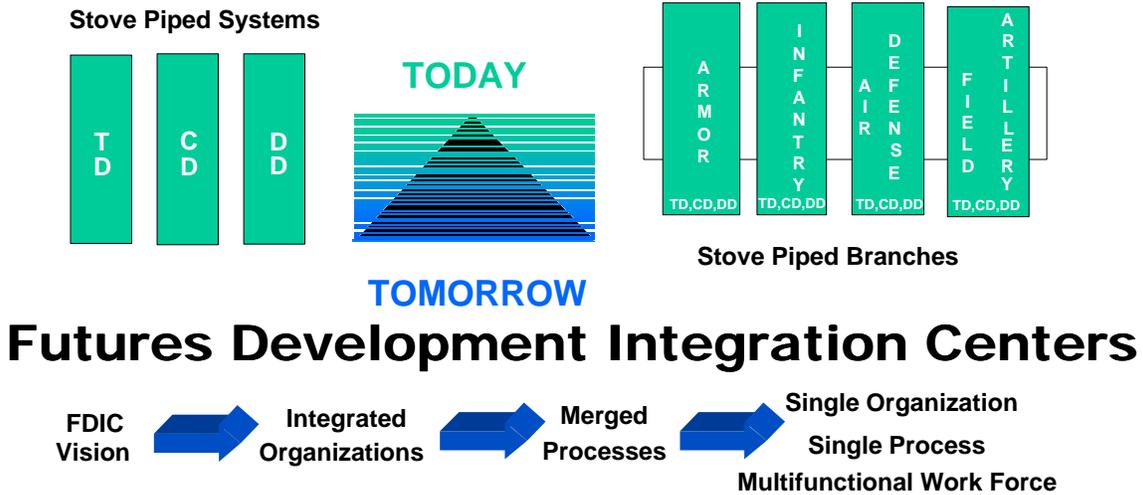


Figure 2-2. From Stove Piped Systems and Branches to FDICs

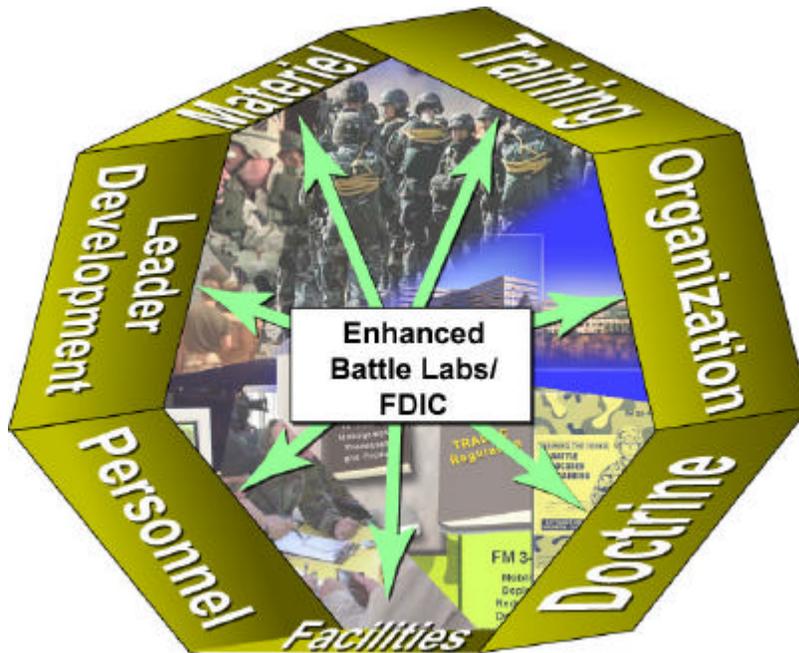


Figure 2-3. BOS-Centric DOTML-PF Solution Sets

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### 2.10.2 DOTML-PF Integrated Warfighting Developments

As the Army budget shrinks, Army Civilian Warfighting Developers' individual contributions take on greater significance. Workforce management becomes increasingly important. Assignment mismatches can no longer be tolerated. Individuals must become proficient in a full range of DOTML-PF integrated Warfighting development products and processes.

### 2.10.3 New Personnel Policies and Practices

New personnel policies and practices are being studied to improve efficiency and effectiveness of recruitment, job assignment, productivity, rewards, and compensation. These future policy initiatives may more closely approach private sector practices.

### 2.10.4 Need for In-house Technical Expertise

The CP-32 Strategic Plan has identified that Centers of Army Training and Warfighting Development expertise are likely to be increasingly integrated across MACOMs and branch unique schools and centers. Army Training and Warfighting Developments are likely to rely increasingly on outsourcing rather than attempting to duplicate private sector areas of expertise.

Increasingly, Army Training and Warfighting Developers will function as "smart buyers" in dealing with industry for new and improved technologies, developments, documentation, and support capabilities. All Army Civilian Training and Warfighting Developers will be challenged to gain and maintain a "smart buyer" capability. The key to "smart buyer" capability is maintaining technical expertise.

Traditionally, in-house efforts were used to maintain technical expertise. Presently, there is no clear consensus that training, education, and developmental assignments can be effectively substituted for hands-on experience. There is broader agreement that in the absence of an in-house technical effort, appropriate developmental assignments, when reinforced with yearly technical courses, hold the key to maintaining technical expertise.

Reengineering of Army Training and Warfighting Developments will challenge the Training, Combat, and Doctrine Developer community to develop more ways to leverage existing processes and technologies to enhance the effectiveness of existing and future DOTML-PF. Effective leveraging can gain and maintain battlefield dominance through integrated and combat effective Training and Warfighting Developments solutions.

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### 2.10.5 "Greening" Programs

"Greening" programs designed to acquaint Army Civilian Training and Warfighting Developers with DOTML-PF through classroom and field experiences are important new ACTEDS initiatives. This begins with the Intern CTDDIC. For personnel without significant military experience, "greening" may also include attendance at professional military or technical military courses such as Branch Officer Basic Course (BOBC), Captains Career Course (C3), or an MOS producing course, depending on GS grade and training needs.

### 2.10.6 CP-32 Workforce Modeling

Modeling of the Army Training and Warfighting Developments workforce will enable greater insight into how size and skill mix is affected by decreased funding for Army Training and Combat, Training, and Doctrine Developments. Objectives of workforce modeling are contained in the CP-32 ACTEDS Strategic Plan. The Civilian Objective Force (COF) sought is a balanced workforce wherein the number of careerists and mix of disciplines are optimal for the Training and Warfighting Developments work expected to prevail in the near, mid, and long-term.

### 2.10.7 Alternative Practices

Alternative practices now include Intern-level Training and Warfighting Development integration training and may include more outsourcing and greater reliance on university/industrial centers of expertise.

### 2.10.8 Training and Warfighting Development Recruitment

Recruitment of Army Civilian Training and Warfighting Developers will, of necessity, be focused on identifying and selecting those persons needed to achieve the desired skill mix. For more information, access the CP-32 Recruitment Web-site at <http://155.217.58.64/recruit>.

## 2.11 Affirmative Action

Training and developmental opportunities for career program/field participants covered by this Plan will be applied to all CP-32 Interns and careerists regardless of race, color, sex, marital status, political affiliation, religion, national origin, non-disqualifying disabilities, or age.

## **SECTION 3 - CAREER PROGRAM MANAGEMENT**

### **3.1 General**

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

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

### **3.2 Office of the Deputy Chief of Staff, G-1 (Army G-1)**

Within the overall responsibility of the Secretary of the Army, Army G-1:

- a. Provides overall policy and direction for career management, administration, and compliance.
- b. Appoints Functional Chiefs (FC) of all Career Programs and provides oversight, management, and evaluation of all Career Programs.
- c. Serves as FC for Civilian Human Resource Management, Manpower and Force Management, and Equal Employment Opportunity.

### **3.3 Deputy Assistant Secretary of the Army (Civilian Personnel Policy), (DASA (CPP))**

On behalf of the ASA (M&RA), the DASA (CPP):

- a. Develops Armywide 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 and MACOMs, and allocates ACTEDS resources annually to support central Intern requirements and CP training, education, and development programs.
- d. Approves and exercises operational control of DA Central Referral Offices (CRO).
- e. Approves ACTEDS Plans prepared by FCs and personnel proponents.

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### **3.4 Career Program Functional Chief (FC)**

A FC is designated for each career program. The FC for CP-32 is the Commanding General, U.S. Army Training and Doctrine Command (TRADOC).

### **3.5 Functional Chief's Representative (FCR)**

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 of Staff for Training (ADCST).

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

Each FCR may have an AFCR to help carry out his/her duties.

### **3.7 MACOM Career Program Managers (MCPM)**

Each MACOM identifies a MCPM to assist the FCR/AFCR. The MCPM, in coordination with supervisors and employees, is a key player in the development, implementation, and evaluation of the career programs.

### **3.8 Activity Career Program Managers (ACPM)**

Below the MACOM level, 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 programs. Center, School, and Activity Commanders are expected to provide resources to attain ACTEDS CP-32 objectives. They will support developmental assignments and reassignments, and formal training of participants. They will release employees for ACTEDS training.

### **3.9 Managers and Supervisors**

Managers and supervisors will counsel individual employees about their career development, assist employees in preparation of an IDP, prepare Intern training plans, and release employees for identified CP-32 ACTEDS training and development opportunities.

### **3.10 CP-32 Careerists**

Responsibility for professional development rests first and foremost with the individual CP-32 careerist. In accepting this responsibility, each Army Civilian Trainer and Warfighting Developer will:

- a. Maintain a positive attitude and interest in the development of individual capabilities and potential through training and professional development.
- b. Develop and maintain an ITP as an integral element of the career development, performance appraisal, and counseling processes. The individual will prepare an

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ITP by comparing personal education and experience with the professional development needed to achieve recorded career goals. The initial year's training and development objectives should be reflected in each employee's personal TAPES evaluation. Appendix H includes a sample ITP that may be filled in on-line, printed out and used locally. When completed, this sample meets the Army Civilian Personnel Management requirements for an ITP.

- c. Continually seek to achieve the Skills, Knowledge, and Abilities (SKA) recommended in the CP-32 ACTEDS Plan through experience, self-development, and training.
- d. Seek help from supervisors, local Civilian Personnel Officers (CPO), and functional officials to assess their individual strengths and weaknesses and to seek appropriate training.
- e. Aggressively pursue a variety of developmental assignments through organizational, functional, and geographic mobility.

### 3.11 CP-32 Advisory Board

The CP-32 Advisory Board functions and membership are governed by paragraph 1-13, AR 690-950. The CP-32 Advisory Board addresses the organizational needs and operation of CP-32 in response to the changing needs of Army Civilian Training and Warfighting Developers. The Advisory Board includes the FC, FCR, or designee as chairperson, a CRO personnel representative and key personnel from HQDA, MACOMs, and installations. The CP-32 Advisory Board will normally meet annually or as deemed necessary by the FCR. The functions of the board include:

- 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 MDPs 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.

### 3.12 Career Evaluation and Planning

#### 3.12.1 Responsibilities

Evaluation and planning are a shared responsibility. The primary responsibility rests with the careerist. By asking the individual, a manager or supervisor uses the most

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direct method of identifying individual training needs and career goals. Evaluation and planning initiatives must be evaluated by the immediate supervisor and second-line manager of the individual careerist in terms of demonstrated performance, training and development required, recommended future assignments, and potential for advancement.

### 3.12.2 Participation

Individuals and their managers and supervisors will use evaluations in making choices about future directions. Active participation in career planning is the responsibility of the manager, supervisor, and the ACPM. All participants are expected to support CP-32 personnel in achieving their goals.

### 3.13 Other Sources of Career Planning Information

The classification and qualification standards are additional guides for career planning and are available for review in servicing Civilian Personnel Advisory Centers (CPAC). These standards include:

- a. Office of Personnel Management (OPM) Position Classification Standards for Army Civilian Training and Warfighting Development career program positions involving Training, and Combat, Training, and Doctrine Warfighting Development jobs.
- b. OPM Qualifications Standards for Training and Combat, Training, and Doctrine Development job series.

### 3.14 Key Positions within the Career Field

The FCR designates key positions. Key positions are usually considered to be in grade GS/GM-14/15 and SES in which incumbents have a unique impact on policy making and/or program management. Certain grade GS/GM-13 positions may also be identified as key positions if deemed appropriate by the FCR.

### **SECTION 4 - USING THE MASTER DEVELOPMENT PLANS**

#### **4.1 General**

The Department of the Army is the largest employer of civilian Trainers and Combat, Training, and Doctrine Warfighting Developers. The mission of each MACOM or agency determines the critical SKA required for the CP-32 Training and Combat and Doctrine Warfighting Developments positions. Professional Trainers, and Combat, Training, and Doctrine Warfighting Developers work in roles to support or manage requirements determination, concepts and doctrine development, and development of materiel and soldier systems acquisition and organizational design. Professional Training Developments personnel (GS/GM-1701 or GS/GM-1750 series) and Instructors/Specialists (GS/GM-1712 series) develop and implement resident/nonresident training materials and conduct evaluations. Education and Training Support personnel (GS/GM-1702 Series) work in roles to support or manage training systems, programs, or products.

#### **4.2 Career Phases**

There are four phases within the Training and Warfighting Developments Career Program:

##### **4.2.1 Intern/Entry Phase**

CP-32 employees normally enter the Training and Warfighting Developments career program at the GS-5 or -7 level. Interns are assigned to a training site and attend formal courses as well as direct on-the-job training and observation experiences. Upon completion of the Intern Program, Interns are promoted and assigned as regular employees based on the needs of the Army and in consideration of their career goals and assignment preferences.

##### **4.2.2 Journeyman Phase**

Most positions during this phase are GS -11 - 12 assignments. In smaller organizations and at lower echelons, some 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.

##### **4.2.3 Manager Phase**

During this phase, the career program employee GS-12 will progress from positions with technical supervisory responsibilities to positions with managerial

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responsibilities at the GS/GM-13 level. Employees should seek positions that will enhance or broaden previous experience.

Initially, career program employees should be assigned to other developmental positions within their job series at the same post or installation; then to other large installations, or MACOM staffs. Cross training into other career programs is appropriate during this period.

### 4.2.4 Executive Phase

While assignments in this phase (GS/GM-14 - 15 and SES) become less dependent upon technical background and focus more on managerial ability; the most qualified candidates for selection to these positions will have the experience and possibly the education depicted in the MDPs. Previous assignments should prepare employees to occupy the top executive level positions at MACOM or DA level.

## 4.3 Career Progression

CP-32 employees progress within the program from entry to the managerial and executive phases. The general pattern of progression occurs vertically. [Figure 4-1](#) displays the Training Career Program's Career Development Roadmap. It shows a logical progression in personal and career development by assisting the careerist in setting achievable goals and then devising strategies to achieve those goals.

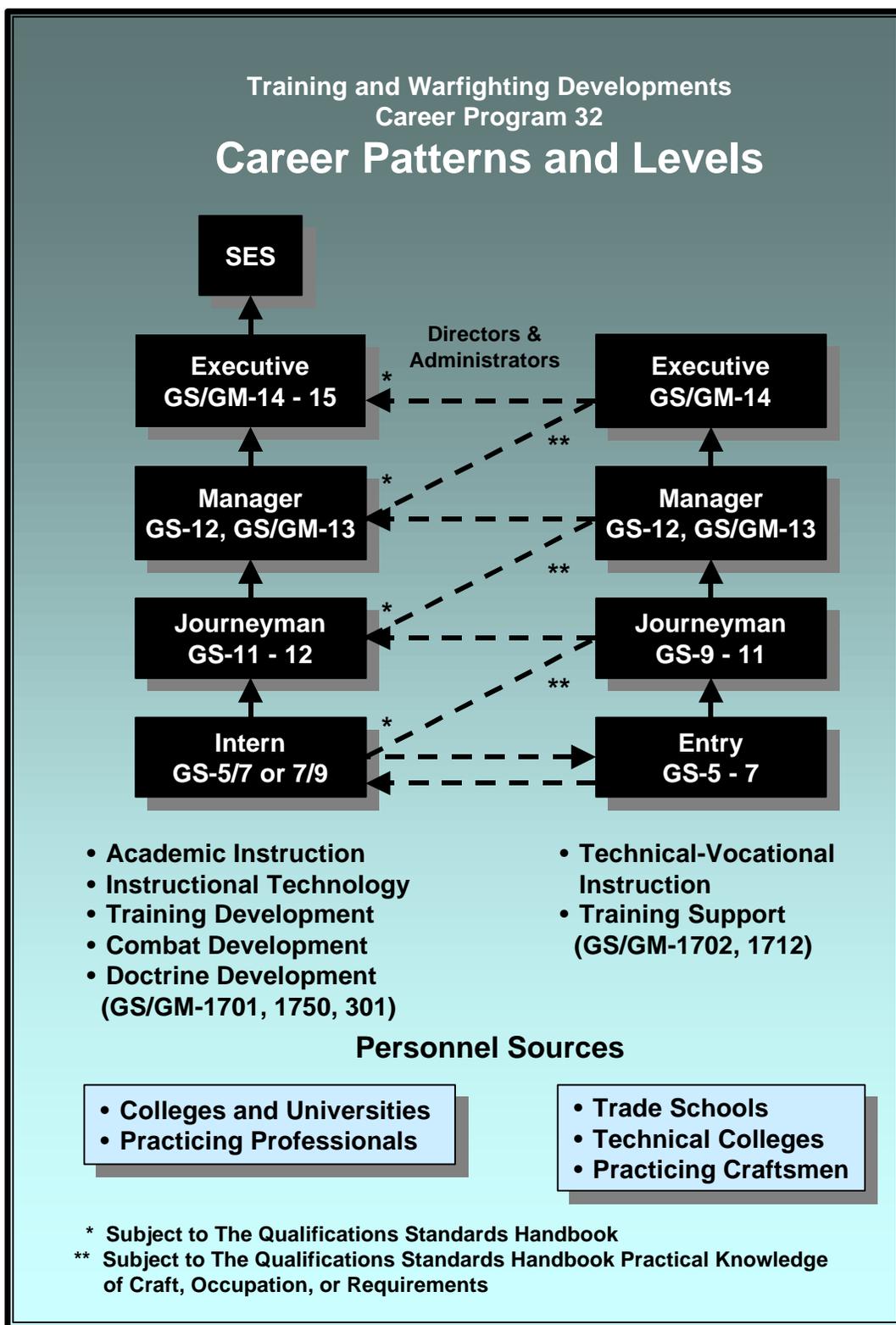


Figure 4-1. Army Training Career Program's Career Development Roadmap

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### 4.4 Master Development Plans

This section provides the background for use of the MDPs. Each MDP table is designed to clarify, as succinctly as possible, the training type, source, length, priorities, and core and functional competencies to be developed for both managerial and technical tracks from entry through the most senior levels.

MDP tables are contained in [Appendices B through G](#).

#### 4.4.1 Recommended Education

The "Recommended Education" column on the MDP displays the levels of education that are recommended and considered appropriate at specific grade levels and career phases within each functional area.

#### 4.4.2 Typical Key Assignments

The "Typical Key Assignments" column reflects assignments in which CP-32 employees may be placed. It is not all-inclusive. 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.

#### 4.4.3 Key Positions

"Key Positions" are normally positions involved in determining strategy, plans, and/or policy in the career program or cluster group. In most career programs, key positions will cover grades GS/GM-13 through SES.

#### 4.4.4 Training Sources

- a. The "Training Sources" column displays the types of courses considered fundamental to career development at certain grade levels within each CP-32 job series. Since CP-32 employees function in many different positions requiring different skills, the employee and supervisor must select from the list those courses that are needed for a particular job and mission.
- b. The sources of training shown in parentheses after the listed courses are not necessarily the only sources available to meet training requirements. In some cases, equivalent training is available through other in-house training programs, through other government or non-government courses, or other self-development methods. Any equivalent training substitute/waiver for mandatory courses/training will be approved by the ACPM for inclusion in the individual employees' ITP/IDP.
- c. Department of the Army Civilians can enroll in the Army Correspondence Course Program by submitting a completed application, DA Form 145, through their immediate supervisor to the Army Institute for Professional Development, Fort

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Eustis, VA. The National Independent Study Center (NISC) is an organization sponsored by the Office of Personnel Management (OPM) that also provides training by correspondence to government employees throughout the United States and overseas.

- d. CP-32 employees should strive to take all courses shown for their job series in a target grade level to be competitive for promotion to the next higher level.

### 4.4.5 Distance Learning

A separate MDP table for Distance Learning (DL) and Interactive Multimedia Instruction (IMI) accompanies each job series in the GS-1700 series for those personnel performing DL-related duties.

## 4.5 Functional Competencies

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 competence in certain functional Skills, Knowledge and Abilities (SKA) through a combination of training and experience. The competencies listed in [Section 5](#) correlate with the training that either introduces or sustains the SKA.

## 4.6 Warfighting Developer Core Competencies

Warfighting Developer core competencies for CP-32 professional occupational series careerists are listed in [Appendix A](#) by their corresponding SKA numbers on the Master Development Plans as follows:

- GS/GM-301-CD at [Appendix B](#)
- GS/GM-301-DD at [Appendix C](#)
- GS/GM-1701 in [Appendix D](#)
- GS/GM-1750 in [Appendix G](#).

These lists of competencies will serve as a general guide to those capabilities required at different career levels. Warfighting Developments core competencies may differ somewhat among job series and career levels and between technical or managerial tracks. Individuals, managers, and supervisors must consider these differences when determining employee professional development needs.

## 4.7 Employee Training and Development Categories and Priorities

Generally, CP-32 employee training and development activities are divided into two categories: Universal and Competitive Training.

### 4.7.1 Universal Training

Universal training requirements provide standardized SKA across the occupational area to all individuals who have similar duties and responsibilities. Universal

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requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. There are three universal training priorities:

a. Priority One (P1) - Mandatory

Typically, this training is a condition of employment. It must be successfully completed within a specific period and is expected to meet one or more of the following criteria:

1. Employee must have this training to meet acceptable performance.
2. Essential for mission accomplishment.
3. Required by higher authority (Law, DoD, OPM) or required for certification, health, or safety reasons.
4. Mandated by ASA (M&RA) as an ACTEDS leader-development core course.
5. Must be essential functional intern training.

b. Priority Two (P2) – Essential if Funding is Available

This is training that personnel should have for effective performance. The training:

1. Provides skills, knowledge, and experience for careerists to achieve maximum job proficiency.
2. Improves the quality of mission accomplishment.

c. Priority Three (P3) – Career Enhancement

This is training that is recommended, rather than being mandated. Generally, this type of training should be funded only after all P1 training and P2 training have been funded. This training:

1. Provides or enhances the knowledge, skills, and abilities needed on the job.
2. Leads to improved mission accomplishment.

### 4.7.2 Competitive Training

Competitive Training (CT) is training for which CP-32 careerists must apply and for which they must be *competitively selected*. CT is normally reserved for grades GS-12 and above. The mode of training is usually formal classroom training and may be either short or long term. Usually, this training is designed to develop these individuals for positions of greater responsibility. CT generally consists of a combination of training in Army-sponsored programs or advanced degrees and a series of developmental assignments.

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### 4.8 Individual Training Plan (ITP)

The ITP for each Intern should be prepared as follows:

#### 4.8.1 Preparing the ITP

An ITP must be developed and tailored for each careerist to integrate his/her qualifications with training to prepare the individual for a position of greater responsibility. The supervisor, with the employee's assistance, will develop the ITP. 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.

#### 4.8.2 Career Counseling

Career counseling should normally occur when the ITP is being developed and during the semiannual performance appraisal.

- a. 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.
- b. 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 ITP and requirements within the established time frame.

### 4.9 Training Requests

CP-32 careerists are advised to maintain a well-developed ITP (see [Appendix H](#)) that anticipates 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.

### 4.10 Self-Development Activities

Although professional organizations are not reflected in the ITP, participation in them is a valuable source of self-development. A number of organizations publish periodicals that contain a wide range of pertinent information.

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Attendance at meetings of professional associations and societies provides opportunities to exchange ideas and concepts with individuals who have similar interests and concerns.

Many industries, schools, and professional organizations offer seminars and conferences on a variety of training and management subjects. Participation in these seminars and conferences is encouraged as a means of maintaining "state-of-the-art" knowledge.

A listing of professional associations, societies and organizations offering self-development opportunities, with contact information, is in [Appendix I](#).

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### SECTION 5 - FUNCTIONAL COMPETENCIES

#### 5.1 General

Competencies are the combination of SKA. The GS/GM-301-CD and GS/GM-301-DD functional competencies are identified separately by skills and knowledge for clarity. GS/GM-1700 Training-series functional competencies remain a combination of skills and knowledge. Abilities are the same for all CP-32 job series.

#### 5.2 GS/GM-301- Combat Developer Competencies

GS/GM-301-CD Competencies are shown in skills and knowledge lists in [Tables 5-1](#) and [5-2](#).

##### 5.2.1 GS/GM-301-CD Skill Requirements

**Table 5-1. GS/GM-301-CD Skills**

No.	Skills
1	Direct, manage, supervise, or execute the Requirements Determination Process In Accordance With (IAW) U.S. Army Training and Doctrine Command (TRADOC) Pamphlet (Pam.) 71-9.
2	Direct, manage, supervise, or execute Organizational and Functional Roles IAW TRADOC Pam. 71-9.
3	Direct, manage, supervise, or execute Integrated Concept Teams (ICT) and participate in Integrated Product Teams (IPT) IAW TRADOC Pam. 71-9.
4	Direct, manage, supervise, or execute Capstone and Subordinate Concepts IAW TRADOC Pam. 71-9.
5	Direct, manage, supervise, or execute Future Operational Capabilities (FOC) IAW TRADOC Pam. 71-9.
6	Direct, manage, supervise, or execute Science and Technology (S&T) Reviews IAW TRADOC Pam. 71-9.
7	Direct, manage, supervise, or execute Warfighting Experiments and Technology Demonstrations IAW TRADOC Pam. 71-9.
8	Direct, manage, supervise, or execute studies and analyses IAW TRADOC Pam. 71-9.
9	Coordinate interdependent Warfighting Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTML-PF) requirements documentation IAW TRADOC Pam. 71-9.
10	Direct, manage, supervise, or execute Warfighting materiel, organization, and soldier system requirements IAW TRADOC Pam. 71-9.
11	Direct, manage, supervise, or execute Models and Simulations (M&S) Requirements Integration and Approval (RIA) IAW TRADOC Pam. 71-9.
12	Direct, manage, supervise, or execute special considerations IAW TRADOC Pam. 71-9.

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**Table 5-1. GS/GM-301-CD Skills (Cont'd)**

No.	Skill
13	Direct, manage, supervise, or execute Milestone Decision Reviews (MDR) forums IAW Section 4.2 AR 70-1.
14	Direct, manage, supervise, or execute Combat Developer (CBTDEV) tasks IAW Section 2.27, AR 71-9.
15	Direct, manage, supervise, or execute support for Logistics-Oriented Schools (LOS) IAW TRADOC Reg. 700-1.
16	Direct, manage, supervise, or execute Integrated Logistics Support (ILS) IAW AR 700-127.

### 5.2.2 GS/GM-301-CD Knowledge Requirements

**Table 5-2. GS/GM-301-CD Knowledge**

No.	Knowledge
1	The DOTML-PF requirements determination processes IAW AR 71-9 and TRADOC Pamphlet (Pam.) 71-9.
2	Operational concepts for battlefield requirements/capabilities and for Army transformation/modernization.
3	Key CD processes.
4	Proponent Models and Simulations (M&S).
5	Proponent automated Command and Control (C2) systems.
6	Mission Needs Statements (MNS) and Operational Requirements Documents (ORD).
7	New materiel developments.
8	The Requirements Determination process IAW TRADOC Pam. 71-9.
9	Organizational design and documentation with the Basis of Issue Plan (BOIP) and Table of Organization & Equipment (TOE) processes.
10	Proponent issues and supportive rationale for consideration by Functional Area Assessment (FAA), Total Army Analysis (TAA), and Force Design Update (FDU) General Officer (GO) review groups.
11	Research methods and procedures.
12	Research and analysis techniques.
13	Analytical methods, techniques, and statistical analysis, including methods of data display.
14	Descriptive statistics, e.g., measures of central tendency, variability, and frequencies.
15	Inferential statistics, e.g., t-test, chi-square, and ANOVA.
16	Acquisition policies.

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**Table 5-2. GS/GM-301-CD Knowledge (Cont'd)**

No.	Knowledge
17	Legalities of dealing with representatives of private industry.
18	Analytical and evaluative methods.
19	Department of the Army (DA)/Office of the Secretary of Defense (OSD) agencies and commands.
20	Army organization, missions, and functions.
21	Military unit configurations and capabilities.
22	Future organizational design.
23	Combat, doctrine, and training development cycles.
24	Detailed analysis of complex functions, processes, and procedures.
25	Information Technology (IT) e.g., systems capability, operating a PC, accessing databases, creating, and manipulating data files through interrelated software packages) (e.g., MS Word, MS Excel, MS PowerPoint, and MS Access), sending and receiving Electronic Mail (e-mail), and accessing information from the Internet.
26	Proponent systems and logistics databases to properly document unit requirements.
27	Program evaluation and review techniques.
28	Operations research techniques.
29	Advanced mathematical and statistical techniques
30	M&S development and implementation.
31	Weapon systems and equipment evaluation methodologies.
32	Tactical Engagement Simulations (TES).
33	Systems research and evaluation of proponent organizations, equipment, and tactics.
34	Cost-benefit analysis techniques.
35	Literature and other research to support studies in varying future time frames.
36	Analysis methodology procedures, plans, and designs.
37	Unique deterministic methodologies to integrate system characteristics through combat mission profiles.
38	Specialized subject matter based on systems.
39	Operation of Manpower and Personnel Integration (MANPRINT) requirements.
40	Specialized CD knowledge.
41	Application of specialized knowledge to writing materiel and organizational requirements
42	Automated Systems Approach to Training (ASAT) applications to CD.
43	Automated Systems Approach to Training - Doctrine Module (ASAT-D) application to CD.
44	The SAT process.

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**Table 5-2. GS/GM-301-CD Knowledge (Cont'd)**

No.	Knowledge
45	CSS disciplines, doctrine, and functions.
46	Support operations.
47	The Logistics Doctrine Development process.
48	Army Warfighting (tactical) doctrine.
49	The DoD equipment prioritization process.
50	The U.S. Army organizational structure.
51	Required coordination IAW applicable regulations.
52	Proponent systems and logistics databases to properly document unit requirements.
53	CD initiatives, Army trends, and budgetary constraint application to Integrated Logistics Support (ILS) problems, Army transformation, and force modernization plans and programs.
54	Resource planning, e.g., manpower, facilities, equipment, devices, ammunition, and publication costs.
55	The Acquisition Process, which includes the phases: concept exploration, demonstration/validation, full-scale development, production/deployment, and the component activities within each phase in accordance with DA Pam 11-25.
56	Department of Defense (DoD) contracting procedures, e.g., cost analyses techniques, IGCEs, contract data management, SOW format, contract writing techniques, solicitation document (RFP) preparation procedures, and contractor performance and proposal evaluation.
57	New Equipment Training (NET) functions and responsibilities as outlined in AR 350-35.
58	NET planning from concept phase through production phase, e.g., development concepts preparing plans, Depot Training, ILS, NET Plan, and Material Fielding Plan.
59	Relationships and functional responsibilities of key positions in the logistics management structure, e.g., Program Executive Officer (PEO), Force Integration Staff Officer (FISO), Program Manager (PM), and TRADOC System Manager (TSM) IAW TRADOC PAM 70-2).
60	The Logistics Support Analysis (LSA) process.
61	NET budgeting, e.g., proper use of funds (P7M, P8, P2) and cost estimating.
62	PPBES for fiscal resources, e.g., COB preparation, budget projections, MDEPs, AMS codes, and reconciliation of periodic STANFINS reports with the actual status of funds.
63	Funds administration and identification, e.g., Army's finance and accounting procedures and alternative sources and types of funds.
64	Supervisory functions.
65	Army civilian career management requirements and procedures. Application of AR 690-950, to include the ACCES system, e.g., registration, request for referral, and career appraisal and Intern Program, e.g., space allocation, program of instruction, and permanent duty location.

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**Table 5-2. GS/GM-301-CD Knowledge (Cont'd)**

No.	Knowledge
66	Employee development includes performance appraisal, performance and career counseling, e.g., IDP development, performance feedback, guidance, review, goal setting, and development of performance objectives IAW DA Pamphlet 690-400, Chapter 4302. Perform training and development (developmental opportunities and assignments, short and long term training in accordance with Government Employees Training Act, FPM Chap 410 & AR 690-400 Chap 410).
67	Federal merit promotion/internal placement procedures. Includes vacancy announcements, reinstatement eligibles (IAW AR 690-300, Chap 335, and AR 690-335-1) and the effects of special placement programs, e.g., priority placement, military spouse preference, and handicap program on these procedures.
68	Federal position management and classification system, e.g., job descriptions, position classification standards, and position review, AR 690-500 Chap 501 and FPM Chap 312.
69	Management Employee Relations. Includes Federal absence and leave regulation, adverse action procedures, grievance and appeal procedures, disciplinary procedures, awards, and labor/union relations.
70	Manpower resource management, e.g., Schedule X and TDA, manpower surveys, and PARR.
71	Supervisory responsibilities in Federal Equal Employment Opportunity (EEO), e.g., affirmative action requirements, avoidance of disparate treatment, prohibited personnel practices.
72	AR 25-50 Preparing and Managing Army Correspondence and supporting regulations AR 340-5, Correspondence and Mail Management, TRADOC Memo 25-50, Correspondence Procedure Guide, AR 25-400-2, The Modern Army Record Keeping System (MARKS) and AR 310-50, Authorized Abbreviations Brevity Codes, and Acronyms.
73	Change Management.

### 5.3 GS/GM-301-Doctrine Developer Competencies

GS/GM-301-DD Competencies are shown in the skills and knowledge lists in [Tables 5-3](#) and [5-4](#).

#### 5.3.1 GS/GM-301-DD Skill Requirements

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**Table 5-3. GS/GM-301-DD Skills**

No.	Skills
1	Direct, manage, supervise, or execute U.S. Army Training and Doctrine Command (TRADOC) Doctrinal Literature Program (DLP) responsibilities IAW TRADOC Regulation (Reg.) 25-36.
2	Direct, manage, supervise, or execute Joint doctrine development IAW JP1-01, The Joint Doctrine Development System.
3	Execute multiservice and multinational doctrine development IAW the Air Land Sea Application Center (ALSA) Guide and Allied Administrative Publication (AAP) 3H respectively.
4	Direct, manage, supervise, or execute doctrine management IAW TRADOC Reg. 25-36.
5	Prepare, produce, process, and disseminate Army Doctrine IAW TRADOC Reg. 25-30 and current electronic format policy.

### 5.3.2 GS/GM-301-DD Knowledge Requirements

**Table 5-4. GS/GM-301-DD Knowledge**

No.	Knowledge
1	The Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTML-PF) requirements determination process In Accordance With (IAW) AR 71-9 and TRADOC Pamphlet (Pam.) 71-9.
2	Information Technology (IT), e.g., systems capability, operating a personal computer (PC), accessing databases, creating, and manipulating data files through interrelated software packages (e.g., MS Office - MS Word, MS Excel, MS PowerPoint, and MS Access), and MS Project), sending and receiving Electronic Mail (e-mail), and accessing information from the Internet.
3	Specialized subject matter based on proponency or system.
4	Army organization, missions, and functions.
5	Specialized doctrinal knowledge.
6	Application of specialized knowledge to writing doctrine IAW TRADOC Regulation (Reg.) 25-36.
7	Automated Systems Approach to Training - Doctrine Module (ASAT-D) application to doctrine development.
8	Coordination, monitoring, organization, and application of Systems Approach to Training (SAT) procedures to Tactics, Techniques, and Procedures (TTP) Design and Development.
9	Joint, multiservice, and multinational warfighting doctrine.
10	Support operations.
11	Combat, doctrine, and training development cycles.

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**Table 5-4. GS/GM-301-DD Knowledge (Cont'd)**

No.	Knowledge
12	Combat Service Support (CSS) disciplines, doctrine, functions, and Logistics doctrine development.
13	Army Warfighting doctrine.
14	The DoD equipment prioritization process.
15	Department of the Army (DA)/Office of the Secretary of Defense (OSD) agencies and commands.
16	U.S. Army organizational structures.
17	Military unit configurations and capabilities.
18	Future organizational designs.
19	Analytical methods and techniques.
20	Descriptive statistics, e.g., measures of central tendency, variability, and frequencies.
21	Inferential statistics, e.g., t-test, chi-square, and ANOVA.
22	Doctrinal publication coordination IAW applicable regulations, e.g. AR 25-30 and TRADOC Reg. 25-30.
23	Procedures to analyze real and anticipated operations and plans.
24	The Doctrine requirements determination process In Accordance With (IAW) AR 71-9 and TRADOC Pamphlet (Pam.) 71-9.
25	Proponent needs to anticipate field response to situations.
26	Processes to visualize alternatives.
27	Procedures to develop comprehensive, realistic solutions for response improvement.
28	Required coordination IAW applicable regulations.
29	Procedures to align projects with overarching initiatives.
30	Capstone Armywide, Joint, multi-service, and combined doctrinal publications and TTPs.
31	Armywide doctrinal and training literature programs.
32	Development procedures for print media, e.g., TTPs.
33	Procedures to assist in publishing TRADOC Reg. 25-30.
34	The publication process, regulation, and policy management.
35	English composition principles, practices, methods, and techniques.
36	English usage of grammar.
37	The Target Audience.
38	Procedures to calculate the Reading Grade level (RGL) for the target audience IAW Appendix D, TRADOC Reg 25-30.
39	Typography, layout, and design theory.

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**Table 5-4. GS/GM-301-DD Knowledge (Cont'd)**

No.	Knowledge
40	Processes to establish and maintain effective working relationships with others involved in the publication process.
41	Resource planning (e.g., manpower, facilities, equipment, devices, ammunition, pub. costs).
42	Department of Defense contracting procedures (e.g., cost analyses techniques, Independent Government Cost Estimates (IGCE), contract data management, Statement of Work (SOW) format, contract writing techniques, solicitation document (Request for Proposal (RFP)) preparation procedures, and contractor performance and proposal evaluation.
43	Quality Assurance (QA) procedures and practices (e.g., ensure for standardization of training and doctrine, sampling of programs, processes and products to ensure consistency with regulatory guidance).
44	The Acquisition Process, which includes the phases: concept exploration, demonstration/validation, full-scale development, production/deployment, and the component activities within each phase in accordance with DA Pam 11-25.
45	Planning, Programming, Budgeting, and Execution System (PPBES) for fiscal resources (e.g., Command Operating Budget (COB) preparation, budget projections, Management Decision Packages (MDEP), Army Modernization System (AMS) codes, and reconciliation of periodic Standard Army Finance System (STANFINS) reports with the actual status of funds).
46	Funds administration and identification (e.g., Army's finance and accounting procedures, alternative sources and types of funds).
47	Supervisory functions.
48	Army civilian career management requirements and procedures. Application of AR 690-950, to include the Army Civilian Career Evaluation System (ACCES), e.g., registration, request for referral, and career appraisal and Intern Program, e.g., space allocation, program of instruction, and permanent duty location.
49	Employee development includes performance appraisal, performance and career counseling, e.g., Individual Development Plan (IDP) development, performance feedback, guidance, review, goal setting, and development of performance objectives. Perform IAW DA Pamphlet 690-400, Chapter 4302; training and development (developmental opportunities and assignments, short and long term training in accordance with Government Employees Training Act, FPM Chap 410 & AR 690-400 Chap 410).
50	Federal merit promotion/internal placement procedures. Includes vacancy announcements, reinstatement eligibles IAW AR 690-300, Chap 335, and AR 690-335-1 and the effects of special placement programs, e.g., priority placement, military spouse preference, and handicap program on these procedures.
51	Federal position management and classification system, e.g., job descriptions, position classification standards, and position review IAW AR 690-500 Chap 501 and FPM Chap 312.
52	Management Employee Relations. Includes Federal absence and leave regulation, adverse action procedures, grievance and appeal procedures, disciplinary procedures, awards, and labor/union relations.

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**Table 5-4. GS/GM-301-DD Knowledge (Cont'd)**

No.	Knowledge
53	Manpower resource management, e.g., Schedule X and Table of Distribution and Allowances (TDA), manpower surveys, Program Analysis Resource Review (PARR).
54	Knowledge of supervisory responsibilities in Federal Equal Employment Opportunity (EEO), e.g., affirmative action requirements, avoidance of disparate treatment, and prohibited personnel practices.
55	Knowledge of AR 25-50 Preparing and Managing Army Correspondence and supporting regulations AR 340-5, Correspondence and Mail Management, TRADOC Memo 25-50, Correspondence Procedure Guide, AR 25-400-2, The Modern Army Record Keeping System (MARKS) and AR 310-50, Authorized Abbreviations Brevity Codes, and Acronyms.
56	Knowledge of Change Management.

### 5.4 GS-1700-Series Training Competency Requirements

**Table 5-5. GS-1700-Series Training Competencies**

No.	Competency
1.	Training or instructional strategies, e.g., distance education, active learner participation, individualized instruction vs. group instruction, gaming, tutorials, simulation, etc.
2.	Procedures used in the design, development, and conduct of evaluations of technical and professional training programs to include both effectiveness and efficiency assessment.
3.	Training resource planning, e.g., manpower, facilities, equipment, Training Aids, Devices, Simulators, and Simulations (TADSS), ammunitions, course costs.
4.	Job analysis procedures to develop individual task inventories through the use of one or more of the following methods: literature search or content analysis, interviews, observations or surveys.
5.	Mission analysis procedures to identify missions for a unit or organization and develop collective task inventories for each mission through the use of one or more of the following methods: literature search or content analysis, interviews, observations, surveys, and/ or lessons learned.
6.	Task statement development (individual/collective).
7.	Task analysis procedures to identify conditions, standards, task steps, and knowledge/skills/abilities through the use of one or more of the following methods content analysis, interviews, observations, surveys, and/or lessons learned.
8.	Need analysis/assessment procedures.
9.	Instructional design techniques (for example, principles of sequencing, clustering learning events and learning objectives, and site and media selection).
10.	Development procedures for print and technology based material.
11.	Development procedures for video-based, digital material.
12.	Design principles for video-based, digital media.

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**Table 5-5. GS-1700-Series Training Competencies (Cont'd)**

No.	Competency
13.	Procedures or design principles for Interactive Multimedia Instruction (IMI).
14.	Procedures for validation of learning materials, e.g., individual trials, small group trials, large group trials, and sequential validation process.
15.	Systematic approaches to training, e.g., the Systems Approach to Training (SAT) process, Instructional Systems Development (ISD) model, and Criterion-Referenced Instruction (CRI).
16.	Automated Systems Approach to Training (ASAT) principles, processes and procedures.
17.	Techniques for designing and developing job performance aids.
18.	Criteria for selecting job performance aids.
19.	Theory and development of criterion-referenced tests to include development of test plans, item development, validation, reliability, item analysis, and production of final version of the test.
20.	Procedures for designing data collection instruments, such as interviews, questionnaires, checklists, and collecting data electronically.
21.	Procedures for validating data collection instrument, e.g., select individuals representative of target population, develop validation plan, and record validation.
22.	Procedures for administering data collection instruments, e.g., develop an administration guide, train administrators, and state purposes of instrument and technologies available for data collection.
23.	Procedures for conducting formative evaluation for all phases of the SAT process.
24.	Procedures for conducting summative evaluation to include analysis of test results, student critique, and field feedback and attrition rates.
25.	Surveying or interviewing techniques used in the evaluation process and the appropriate means of recording and interpreting the data.
26.	Script writing and storyboarding.
27.	Armywide doctrinal and training literature programs.
28.	Operational characteristics and capabilities of new technology, e.g., Video Tele-training (VTT), Web-Based Training (WBT), virtual reality, and networking.
29.	Instructional tactics, e.g., demonstration, projects, anecdotes.
30.	Department of Defense contracting procedures, e.g. Independent government cost Estimates (IGCE), Performance Work Statement (PWS), Statement of Work (SOW), and performance evaluation.
31.	Descriptive statistics, e.g., measures of central tendency and variability frequencies.
32.	Inferential statistics, e.g., t-tests, chi-square, and analysis of variance (ANOVA).
33.	Academic counseling and documentation procedures.
34.	Task/site selection procedures and boards.
35.	Write terminal learning objectives, enabling learning objectives, and behavioral performance objectives.

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**Table 5-5. GS-1700-Series Training Competencies (Cont'd)**

No.	Competency
36.	The development of instructional training aids, e.g., transparencies, handouts, models, digital charts, and Graphic Training Aids (GTA).
37.	Development of collective and individual training products, e.g., Mission Training Plan (MTP), Soldier's Manuals (SM), and Individual Training Plans (ITP).
38.	Development of instructional plans that support instructional strategies.
39.	Quality assurance procedures and practices to ensure standardization of training and doctrine; sampling of programs, processes, and products to ensure consistency with regulatory guidance.
40.	Process to include concepts and technology development, system development and demonstration, and sustainment and disposal.
41.	New equipment training functions, responsibilities and planning from concept phase through production phase, to include unit set fielding process.
42.	Relationships and functional responsibilities of key positions in the logistics management structure, e.g., Program Executive Officer (PEO), Force Integration Staff Officer (FISO), Program Manager (PM), and TRADOC System Manager (TSM).
43.	Logistics Support Analysis (LSA) process.
44.	New Equipment Training (NET) budget and proper use of funds.
45.	Procedures for the acquisition, fielding, validation, and acceptance of training devices.
46.	Manpower and Personnel Integration (MANPRINT) requirements.
47.	Automated information management procedures to include Internet research, accessing databases, and creating and manipulating data files through interrelated software packages.
48.	Planning, Programming, Budgeting, and Execution System (PPBES) for fiscal resources.
49.	Funds administration and identification, e.g., Army finance and accounting procedures, alternative sources, and types of funds.
50.	Army Civilian Career Management requirements and procedures. Application of AR 690-950, to include the Army Civilian Career Evaluation System (ACCES), Army Civilian Training, Education, and Development System (ACTEDS) Plan, and Intern program.
51.	Employee development to include performance and career counseling; training and development; developmental opportunities and assignments; and short and long-term training.
52.	Federal merit promotion/internal placement procedures. Includes vacancy announcements, reinstatement eligible, and the effects of special placement programs.
53.	Federal Position Management and Classification System, e.g., job descriptions, position classification standards, and position review.
54.	Federal management employee relations. Includes federal absence and leave regulation, adverse action procedures, grievance and appeal procedures, disciplinary procedures, awards, and labor/union relations.
55.	Manpower resource management, e.g., Schedule X, Table of Distribution and Allowance (TDA), and Manpower Surveys.

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**Table 5-5. GS-1700-Series Training Competencies (Cont'd)**

No.	Competency
56.	Supervisory responsibilities in Federal Equal Employee Opportunity (EEO), e.g., affirmative action requirements, avoidance of disparate treatment, and prohibited personnel practices.
57.	Preparing and managing information to include Army correspondence records, technical data, and schedules.
58.	Classroom Management. The logistics required for a particular course, e.g., size of the classroom; scheduling facility and students; quotas; need for a view-graph, TV, and VCR; VTT; number of computers; simulators; internet connectivity; and local or campus area networking connectivity.
59.	Basic testing procedure to monitor, administer, and secure sensitive test material.
60.	Training Management System (TMS) to include student load, records and statistics through Army Training, Requirements and Resources System (ATRRS), AMS-PC, and other databases.
61.	Training resource identification processes to include TRADOC Analysis System (TRAS), Installation Training Resource Module (ITRM), and Course Level Training Module (CLTM).
62.	Procedures for identification and acquisition for live, constructive, and virtual simulation training; to include determining requirements.
63.	Procedures for testing, deploying, and supporting widely distributed learning environment support packages.
64.	Design principles for simulation training, state-of-the art tools, techniques, and methodologies.
65.	The Security Assistance Training planning and funding processes.
66.	The Defense Security Assistance Management System (DSAMS). Used to monitor status of country programs, initiate Foreign Military Sales (FMS) cases, task for pricing, and input from other Major Commands (MACOM), etc.
67.	International Military Education and Training Program (IMETP) and FMS; including applicable laws and governing regulations.
68.	Applicable laws and regulations relating to release and disclosure of military training to international customers.
69.	Unit Training Plan (UTP) development to include identifying training requirements and developing small and large unit Training Plans and the Training Annex to Operation Orders.
70.	Deployable training techniques for forward deployed forces, e.g., conducting unit and training population needs, assessments for deploying/rotating units, establishing and operating Distance Learning facilities, establishing deployable Training Support Centers (TSC)/mobile, and deployed TADSS sustainment.
71.	Combined arms training exercise planning, e.g., identification of training objectives, scenario generation, event sequencing, and scripting, TADSS requirements, and ammunition, range and facility requirements and integration.
72.	Joint and Combined Training Exercise (J/CTE) planning, e.g., understanding of Army and Joint training doctrine and procedures; understanding coalition nation and partners training doctrine, procedures, and host nation regulations; and analyzing foreign nation requests for training.

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**Table 5-5. GS-1700-Series Training Competencies (Cont'd)**

No.	Competency
73.	Procedures for Training Area Management (TAM), e.g., training and environmental regulations and policies, safety training area environmental management, and pollution abatement.
74.	Change management.

### 5.5 CP-32 Ability Requirements

**Table 5-6. CP-32 Abilities**

No.	Ability
1	Ability to Direct Work Activities. <ul style="list-style-type: none"> <li>- Assign or delegate work</li> <li>- Monitor employee work.</li> </ul>
2	Ability to plan and organize. <ul style="list-style-type: none"> <li>- Establish objectives</li> <li>- Determine requirements</li> <li>- Determine priorities</li> <li>- Establish deadlines</li> <li>- Determine course of action.</li> </ul>
3	Ability to interact with others. Entails cooperation, interpersonal skills, meeting and dealing, and tact and diplomacy. <ul style="list-style-type: none"> <li>- One on one</li> <li>- In groups. Entails teamwork.</li> </ul>
4	Ability to analyze. <ul style="list-style-type: none"> <li>- Obtain information</li> <li>- Define problems</li> <li>- Identify relationships</li> <li>- Evaluate quality by comparison with standards or objectives</li> <li>- Assess impacts</li> <li>- Draw conclusions</li> <li>- Make recommendations.</li> </ul>
5	Ability to communicate orally. <ul style="list-style-type: none"> <li>- Brief</li> <li>- Explain</li> <li>- Persuade.</li> </ul>
6	Ability to express ideas in writing. <ul style="list-style-type: none"> <li>- Reports</li> <li>- Information papers</li> <li>- Memoranda</li> <li>- Letters</li> <li>- Manuals.</li> </ul>

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**Table 5-6. CP-32 Abilities (Cont'd)**

<b>No.</b>	<b>Ability</b>
7	Ability to innovate. - Develop new or revised procedures - Develop new or revised solutions to problems.
8	Ability to initiate or originate action. Entails being a self-starter.

## **SECTION 6 - COMBAT, TRAINING, AND DOCTRINE DEVELOPERS INTEGRATION COURSE**

### **6.1 General**

#### **6.1.1 Purpose**

The purpose of the Combat, Training, and Doctrine Developers Integration Course (CTDDIC) is to provide Army Civilian Training and Warfighting Developments Interns with the skills and knowledge to integrate the basic concepts and principles of Doctrine, Combat, and Training Developments as part of the requirements determination and acquisition processes.

The CTDDIC will orient entry-level Army Training and Warfighting Developers to the relationships of the three disciplines and the efficiencies to be gained by coordinating and integrating requirements throughout the planning process.

The CTDDIC will be among the first courses taken by new Interns to provide a foundation for subsequent courses that address the technical aspects of each discipline.

The CTDDIC will be open to all Army Interns.

#### **6.1.2 Prerequisites**

There will be no subject matter prerequisites for the CTDDIC. The CTDDIC will be flexible to meet individual needs. The only prerequisite for the CTDDIC is a Bachelor of Arts (BA) or Bachelor of Science (BS) degree. Gaining supervisors are responsible to determine the Interns' SKAs. Redundant training may be waived.

#### **6.1.3 CTDDIC Course Design**

CTDDIC Course design reflects the high-level Program of Instruction (POI) architecture for the 144-hour Instructor Led Training (ILT) version of the course. An Interactive Multimedia Instruction (IMI) version, approximately 108 hours in length, is also being developed.

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**Table 6-1. CTDDIC Course Design**

<b>Curriculum</b>	<b>Hours</b>
Introduction Module	24
Combat Developments (CD) Module	29
Doctrine Developments (DD) Module	31
Training Developments (TD) Module	28
Review Module	8
Integrated Concept Team (ICT) Exercise	24
<b>Total</b>	<b>144</b>

### 6.2 Introduction Module

#### 6.2.1 General

The Introduction Module is designed to provide an overview of the CTDDIC and Army Transformation. It also provides introductory skills and knowledge of Change Management. The Introduction Module is adapted from Army briefings and commercially developed Change Management courseware.

#### 6.2.2 Module Design

**Table 6-2. Introduction Module Design**

<b>Module</b>	<b>Hours</b>
Introduction to the CTDDIC Course	2
The Army	8
The Army In Transformation	2
Warfighting Integration	1
Warfighting Developer Roles	1
Change Management	4
Requirements Determination (DTLOMS)	6
<b>Total</b>	<b>24</b>

### 6.3 Combat Developments Module

#### 6.3.1 General

The CD Module is designed to provide an overview of the CD process and provide introductory skills and knowledge of CD policy and procedures based on AR 71-9 and TRADOC Pam. 71-9, Requirements Determination. The CD Module is adapted from the ALMC Combat Developments Course.

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### 6.3.2 Module Design

**Table 6-3. CD Module Design**

<b>Module</b>	<b>Hours</b>
Introduction to the CD Orientation	2
Requirements Determination Process	1
Acquisition Roles and Responsibilities	2
Warfighting Concepts (Capstone & Supporting) and FOCs	3
Science and Technology/Research and Development	2
Warfighting Experiments and Technology Demonstrations	2
Integrated Concept and Product Teams	3
Acquisition Process/Life Cycle Systems Management Model	2
Test and Evaluation	2
Warfighting Materiel Requirements	3
Warfighting Organizational Requirements	3
ILS Responsibilities	1
MRD Observation	1
Student Evaluation	2
<b>Total</b>	<b>29</b>

## 6.4 Doctrine Developments Module

### 6.4.1 General

The DD Module is designed to provide an overview of the DD policy and procedures based on AR 25-30 “The Army Publishing and Printing Program”, TRADOC Regulation (TR) 25-36 “The TRADOC Doctrinal Literature Program”, TR 25-30 “Preparation, Production, and Processing of Armywide Doctrinal and Training Literature Program”, The ALSA Guide, AAJP 3H, and JP 1-01 “The Joint Doctrine Development System”. The DD Module is adapted from the TRADOC doctrine development orientation course.

### 6.4.2 Module Design

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**Table 6-4. DD Module Design**

<b>Module</b>	<b>Hours</b>
Introduction to Doctrine Development	2
Joint, Army, Multinational, and Multi-service Doctrine	4
Doctrinal Agencies and Proponents	6
Doctrine Development Procedures/Processes	8
Doctrine Development Management and Tools	7
Publishing and Distributing a Publication	2
Student Evaluation	2
<b>Total</b>	<b>31</b>

### 6.5 Training Developments Module

#### 6.5.1 General

The TD Module is designed to provide an overview of the TD process and provide introductory skills and knowledge of TD policy and procedures based on TRADOC Reg. 350-70, Systems Approach to Training Management, Processes, and Products. The TD Module is adapted from the Systems Approach to Training (SAT) Basic Course.

#### 6.5.2 Module Design

**Table 6-5. TD Module Design**

<b>Module</b>	<b>Hours</b>
Introduction to the TD Orientation	2
ISD/SAT and CRI	2
Planning	2
Analysis	4
Design	4
Development, Validation, & Testing	3
Implementation	3
Data Collection & Evaluation	2
Training Management	3
Training Support & TADSS	1
Student Evaluation	2
<b>Total</b>	<b>28</b>

### 6.6 Review Module

#### 6.6.1 General

The Review module is designed to reinforce learning from the Introduction and functional modules and to emphasize the interdependent CD, DD, and TD process. This module will also introduce the Integrated Concept Team (ICT) Exercise.

#### 6.6.2 Review Module Design

**Table 6-6. Review Module Design**

<b>Lessons</b>	<b>Hours</b>
Review of CTDDIC Instruction	6
ICT Exercise Introduction	2
<b>Total</b>	<b>8</b>

### 6.7 Integrated Concept Team Exercise Module

#### 6.7.1 General

The ICT Exercise module is designed to provide an experience of the interdependent CD, DD, and TD process and provide introductory skills and knowledge of the preparation of Operational Requirements Documents (ORD); System Training Plans (STRAP); and Tactics, Techniques, and Procedures (TTP). The ICT Exercise is scenario-based, using contemporary concepts and doctrine.

#### 6.7.2 ICT Exercise Module Design

**Table 6-7. ICT Exercise Design**

<b>Module</b>	<b>Hours</b>
I-BCT ABCS Integration Scenario	2
ORD Development Exercise	6
Doctrine/TTP Development Exercise	6
STRAP Development Exercise	6
Student Evaluation	2
After Action Review and Lessons Learned	2
<b>Total</b>	<b>24</b>

### **6.8 Conversion to IMI for Distributed Learning**

The ILT CTDDIC will be converted to IMI to support Distributed Learning. While the ICT Exercise may be maintained as ILT, IMI will make the CTDDIC more rapidly and widely available and eliminate or reduce delivery costs for the Introduction and functional modules, such as student travel and instructor time.

## SECTION 7 - GS-301 COMBAT DEVELOPER MASTER INTERN TRAINING PLAN

### 7.1 General

This section is the DA-wide Master Intern Training Plan (MITP) for all centrally and locally funded Interns in the GS-301-Combat Developer (CD) series.

### 7.2 Objective

The MITP is a comprehensive plan that outlines the core subject matter that all CD Interns should know by the time that they reach target grade. The ACPM will use the MITP as a guide when developing the Intern's IDP. Mandatory courses (Priority One) for Combat Developments Interns are listed in [Appendix B – GS/GM-301-CD - MDP](#) under the Intern phase for GS-7 - 9.

### 7.3 Prerequisite SKA

There will be no subject matter prerequisites for the GS-301-CD Intern Program. Intern training will be flexible to meet individual needs. Gaining supervisors are responsible to determine the Interns' SKAs. Redundant training may be waived.

### 7.4 Core Competencies

Core competencies are those SKA that apply to all Army Training and Warfighting Developments Interns. Core competencies for Interns are identified in [Appendix A](#).

### 7.5 Progression

Progression includes the MITP structure and Phase I and II training and development.

#### 7.5.1 MITP Structure

- a. The MITP supports noncompetitive promotion to a target grade of GS-11 when all requirements have been achieved.
- b. The MITP accommodates a two-phase, 24-month training program. CP-32 GS-301-CD Interns are trained at one of three designated regional training centers: Fort Lee, VA; Fort Benning, GA; and Fort Gordon, GA.
  1. Entry level for GS-301-CD Interns is GS-7.
  2. The Activity Career Program Manager (ACPM) may extend the training plan to a maximum of six months (if necessary) to ensure achievement of learning objectives. If the Intern's training is to be extended, the parent MACOM must be informed of the change.

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c. The training plan has the following two phases.

1. Phase I. This is approximately 52-78 weeks of supervised, rotational On-the-Job Training (OJT), correspondence courses, formal classroom instruction, and any mandatory training, e.g., civilian leadership.
2. Phase II. This is approximately 26-52 weeks of supervised rotational institutional training and OJT at a Permanent Duty Location (PDL). The PDL could be the initial training center or any other DA installation/agency.

### 7.5.2 Phase I Training and Development

During Phase I, the Intern will receive institutional training and training from a higher grade Combat Developer who provides developmental assignments designed to prepare incumbent for work at the target level as well as provide experience and training in the basic application of professional education Skills, Knowledge, and Abilities (SKA).

The Intern also receives guidance on more complex aspects of combat developments as to the application of the requirements determination process. This training will focus on providing the Intern with the ability to develop materiel, organizational, and soldier system requirements at the target grade level.

### 7.5.3 Phase I Training

Phase I training will include:

Priority One:

- Combat, Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC – 3.5 Weeks)
- MANPRINT Applications Course (ALMC 1-5 Days)
- Comptrollership in the Army Sub-course (USAFIC FI 2028 - 8 Hours ACCP)
- PPBES Sub-course (USAFIC FI 2026 - 8 Hours ACCP)
- Interactive Multimedia Instruction Course (HQ TRADOC)
- Quantitative Skills for Trainers (ALMC - 3.5 Days)
- Overview of the MACOM (TRADOC - 2 Hours)
- Write in the Army Style (Local Staff & Faculty)
- Research Techniques (Local College/University - 3 SH)
- Computer Literacy Course (Local College/University - 3 SH)
- Intern Leadership Development Course (CAL - 1 Week)
- Contracting Officer's Representative Course (ALMC - 1 Week)
- Action Officer Development Course (ATSC - 21 Hours ACCP)
- Combat Developments Course (ALMC - 2 Weeks)

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- Intern Training Orientation (Local CPAC - 2 Hours)
- ORSA Familiarization Course (ALMC - 1 Week or ACCP)

### Priority Two:

- Briefing Techniques (USDA Graduate School - 3 Days)
- Effective Writing for Professionals Course (USDA Graduate School - DL CC)
- Branch Officer Basic Course (BOBC) - Selected Modules (TRADOC Schools)

### Priority Three:

None

### Reading Requirements:

Supervisors are responsible for determining reading requirements for new Interns. Suggested readings may include:

- AR 71-9; AR 70-1; AR 73-1
- TRADOC Reg. 71-9
- TRADOC Pam. 525-5
- CJCSI 3170.01A; CJCSI 6212
- DoD 5000.2-R
- DoDI 5000.2

### 7.5.4 Phase II Training and Development

During Phase II, the Intern will also perform basic tasks to support the review, revision, and development of U.S. military materiel, organizational, and soldier system requirements. This approach must be applicable to the development of Army as well as joint and multi-service requirements. A key element of this training will be to ensure that the Intern develops an understanding of the requirements determination and developments processes. Phase II training may be conducted in the area where the Intern will be placed at the conclusion of training.

### 7.5.5 Phase II Training

During Phase II, the Intern will also perform required tasks independently based upon previous experience and will perform progressively more responsible tasks in the following areas:

- Requirements Analysis
- Combat Developments Research
- Developing Requirements Document Outlines
- Combat Development Planning

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- Staffing Combat Developments Requirements (PD and Draft)
- Editing Combat Developments Requirements Documents
- Participating in Integrated Concept Teams
- Reviewing System Training Plans
- Reviewing Test and Evaluation Master Plans

The Intern will rotate to different assignments as deemed necessary to gain knowledge of various combat development processes and their hierarchical interrelationships. On-the-job training will consist of specialized work experiences and projects that gradually increase in complexity and scope to those normally performed by journey-level combat developers.

The task(s) to be trained at each rotational site should be identified for the Intern and the immediate supervisor then used as a basis for rating the Intern's progress.

Training not available during Phase I will be completed in Phase II. A semi-annual review of the Intern's IDP should be implemented to determine currency of requirements, and adjust or modify any training requirements.

### **7.6 Mobility Agreements**

Frequently, a geographic move is necessary to obtain developmental experience. Supervisors should encourage employees to be mobile so that skills can be developed at a variety of organizational levels consistent with career goals and the needs of the Army.

Use of mobility agreements allows management to place graduating Interns in available target positions Armywide. Interns who fail to meet the terms set by the mobility agreement may be separated from the Federal Service.

### **7.7 Approving the IDP**

The ACPM will approve each IDP and ensure:

- a. Overall balance as well as adequate specialization is reflected in the Intern IDP.
- b. Work demands do not primarily dictate the Intern's training.
- c. An IDP for each DA ACTEDS Intern is submitted for approval within 45 days after Intern reports for duty. IDPs should be sent to:

IDP Coordinator  
HQ TRADOC, DCST  
ATTN: ATTG-ZC-T  
Fort Monroe, VA 23651-5000

- d. The ACPM, after reviewing the Intern's transcript and work experience (SF 171) may waive course(s)/training that would be redundant. However, the waived

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courses will be reported when the IDP is sent to the address in paragraph c. above. The IDP form is contained in [Appendix H](#). A sample Intern IDP is shown in [Table 7-1](#).

**Table 7-1. Sample Intern IDP**

1. NAME		2. SSN - -	3. POSITION TITLE	4. PAY PLAN	5. SERIES	6. GRADE	
7. MACOM				8. ORGANIZATION			
9. TRAINING							
9a. PRIORITY	9b. COURSE ID	9c. COURSE TITLE	9d. PROVIDER	9e. DATE SCHEDULED or PROPOSED	9f. DATE COMPLETED	9g. COST TUITION/TRAVEL	9h. TYPE
P1		Combat, Training, and Doctrine Developers Integration Course (CTDDIC)	ALMC	02/11/02	02/15/02	\$100/\$54	R
P1		Action Officer Development Course	ACCP	02/04/02	/ /	\$0/\$0	NR
					Total	\$100/\$54	

### 7.8 Equivalency Credit for Mandatory Functional Training

The ACPM, after reviewing the Intern's transcript and work experience (SF 171), may waive course(s)/training that would be redundant. However, the waived courses will be reported when the IDP is sent to the address in [paragraph 7.7c](#).

### 7.9 Intern Evaluation

#### 7.9.1 Introduction

Interns, unlike regular employees, are in an official training status throughout their Internship; therefore, their performance demands more frequent evaluation. This process is critical to ensure quality training and provide an effective audit trail towards the target level. An Intern will be appraised by comparing performance with standards. These standards must be in effect during the rating period and the Intern must be allowed a reasonable amount of time and resources to complete a task. Duties must be consistent with those covered in the Intern's position descriptions.

#### 7.9.2 Tasks and Standards

Major tasks and performance standards must be based on duties assigned to the Intern. Major or critical tasks will be identified and performance standards discussed prior to the beginning of the training period and as changes to the Intern position or

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other needs occur. Career Interns are rated under the Senior System of the Total Army Performance Evaluation System (TAPES). They will be rated after a six-month period beginning o/a their EOD dates. This first semiannual rating is a special rating. One year after EOD, Interns will receive their first annual rating. Thereafter, they will continue on their EOD-based rating cycle until they complete the Intern Program; then be phased into the DA cyclic rating schedule using the procedures for employees whose annual rating cycle dates change.

### 7.9.3 Changes

Any changes that occur to the IDP during the rating period and the interim appraisal period will be documented on the Intern's TAPES support form (DA Form 7222-1).

### 7.9.4 Rating Chain

The rater will be the Intern's immediate supervisor. The ACPM is the senior rater.

### 7.9.5 Periodic Appraisals

The rater should periodically appraise an Intern's overall performance and inform the employee of progress toward achieving performance requirements. As a minimum, a prearranged conference should be held at the midpoint of each rotational assignment. Feedback will include both weaknesses and strengths demonstrated by the Intern.

Conferences will be held as needed to keep the Intern informed of progress. If performance is unsatisfactory, the supervisor will counsel and assist the Intern to improve performance before beginning action to remove the Intern from the position. On-the-job training will be evaluated on performance of duties. Supervisors will establish critical tasks, supporting tasks, and performance objectives to reflect training to be accomplished. The supervisor, as the rater, will use the performance standards on DA Form 7222-1 to rate the Intern's performance objectives using the rating levels under [Section 7.9.8](#).

### 7.9.6 Probationary Appraisals

As Interns are appraised on a semi-annual basis, the requirement for probationary appraisals after four-months and eight-months of employment is waived for Interns. However, supervisors will certify retention or separation of Interns serving a probationary period during the ninth month of employment.

### 7.9.7 Interim Appraisals

These appraisals keep track of Intern performance if the Intern rotates from one supervisor to another.

Upon change of an Intern's immediate supervisor, an interim appraisal will be completed and certified by signature of both the rater and Intern and then provided

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to the new supervisor. This ensures that the appraisal is kept current and that proper training is being provided throughout the varied rotations.

At the end of the semiannual rating period, the current supervisor will complete and certify the final appraisal using the interim appraisals as support.

### 7.9.8 Performance Rating Levels

- a. Excellence. Consistently exceeds level described by standards and documented expectations; frequently produces more and/or better than expected.
- b. Success. Usually performs at the level described by the standards and documented expectations. Quality/quantity of accomplishments are generally at expected levels. Strengths clearly outweigh weaknesses.
- c. Needs Improvement. Sometimes performs at level described by standard and documented expectations. However, fails enough so that weaknesses slightly outweigh strengths.
- d. Fails. Frequently fails to perform at levels described by standards and documented expectations. Rarely achieves expected results. Weaknesses clearly outweigh strengths. Unsatisfactory performance must be documented, but is not required to be supported on a semi-annual appraisal before corrective action or separation procedures are initiated.

### 7.9.9 Regulatory Guidance

For more information on performance evaluation, see DA Pamphlet 690-400, Total Army Performance Evaluation System (TAPES), Chapter 4302.

### 7.10 Intern Placement

Placement of DA ACTEDS career Interns to a PDL will be directed by the Regional Training Center's ACPM and/or the Training Career Program Office (HQ TRADOC) in accordance with the following criteria:

- a. Effective date of entry into the Training Career Intern Program as reflected on the Intern's Standard Form 50-B, Notification of Personnel Action.
- b. Projected graduation date (PGD).
- c. Service computation date (SDD) as reflected on Standard Form 50-B.
- d. Current performance appraisal.

If a-d above are the same for more than one Intern, the TRADOC/MACOM Career Program Manager will determine which Intern is best qualified based on the job

description for the vacancy and the respective Intern's education, experience, potential and interest.

### **7.11 DA Intern Recruitment**

Department of Army is aggressively recruiting for Interns. If you are interested in further information, please visit the following site:

<http://ncweb.ria.army.mil/dainterns/default.htm>

## SECTION 8 - GS-301 DOCTRINE DEVELOPER MASTER INTERN TRAINING PLAN

### 8.1 General

This section is the DA wide MITP for all centrally and locally funded Interns in the GS-301-Dctrine Developer (DD) Series.

### 8.2 Objective

The MITP is a comprehensive plan that outlines the core subject matter that each DD Interns should know upon reaching target grade. The ACPM will use the MITP as a guide when developing the Intern's IDP. Mandatory courses (Priority One) for Doctrine Developments Interns are listed in [Section 8.5](#) and in [Appendix C – GS/GM-301-DD MDP](#), under the GS-7 - 9 Intern phase.

### 8.3 Prerequisite SKA

There will be no subject matter prerequisites for the GS-301-DD Intern Program. Intern training will be flexible to meet individual needs. Gaining supervisors are responsible to determine the Interns' SKAs. Redundant training may be waived.

### 8.4 Core Competencies

Core competencies are those SKA that apply to all Army Training and Warfighting Developments Interns. Core competencies for Interns are identified in [Appendix A](#).

### 8.5 Progression

Progression includes the MITP structure and Phase I and II training and development.

#### 8.5.1 MITP Structure

- a. The MITP supports noncompetitive promotion to a target grade of GS-11 when all requirements have been achieved.
- b. The MITP accommodates a two-phase, 24 month training program. CP-32 Doctrine Developer Interns will be trained at Fort Lee, VA and Fort Benning, GA.
  1. Entry level for CP-32 301-DD Interns is GS 7.
  2. The Activity Career Program Manager (ACPM) may extend the training plan to a maximum of six months (if necessary) to ensure achievement of training

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objectives. If the Intern's training is to be extended, the parent MACOM must be informed of the change.

c. The training plan consists of two phases.

1. Phase I. This phase consists of approximately 52-78 weeks of supervised, rotational, On-the-Job Training (OJT), and institutional training consisting of correspondence courses, formal classroom instruction, and any mandatory training (e.g., civilian personnel training etc.).
2. Phase II. This phase will consist of approximately 26-52 weeks of supervised rotational OJT at the training site (Fort Lee, VA and/or Fort Benning, GA) or other pre-coordinated TRADOC or non-TRADOC installations responsible for Army doctrinal development. The primary focus will be on hands-on familiarity with the six-phase development cycle laid out in TRADOC Reg. 25-36.

### 8.5.2 Phase I Training and Development

The Intern will receive training from a higher grade Doctrine Developer. This individual provides developmental assignments designed to provide the incumbent the required experiential and academic foundation to successfully perform at the target grade level.

The Intern will perform basic tasks to support the development of US military doctrine and doctrinal support materials. The approach must be applicable to the development of Army doctrine, as well as joint and multi-service doctrine. A key element of this training will be to ensure the Intern develops an understanding of the applicable doctrinal development processes.

### 8.5.3 Phase I Training

Phase I training will include:

Priority One:

- Combat, Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC - 3.5 Weeks)
- Overview of the MACOM (TRADOC - 2 Hours)
- Write In the Army Style (Local CPAC/Staff & Faculty)
- Writing for Government and Business Course (USDA Graduate School - DL CC)
- Writing Sentences and Paragraphs Efficiently Course (USDA Graduate School - DL CC)
- Effective Writing for Professionals Course (USDA Graduate School - DL CC)

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- Introduction to the Editing Process Course (USDA Graduate School - DL CC)
- Proofreading Course (USDA Graduate School - DL - CC)
- Research Techniques (Local College/University - 3 SH)
- Computer Literacy Course (Local College/University - 3 SH)
- Intern Leadership Development Course (CAL - 1 Week)
- Contracting Officer's Representative Course (ALMC – 1 Week)
- Doctrine Developers Course (ALMC - 2 Weeks)
- MANPRINT Applications Course (ALMC - 1-5 Days)
- Briefing Techniques Course (USDA Graduate School - 3 Days)
- Action Officer Development Course (ATSC - 21 Hours ACCP)
- Comptrollership in the Army Sub-course (USAFIC FI 2028 - 8 Hours ACCP)
- PPBES Sub-course (USAFIC FI 2026 - 8 Hours ACCP)
- Interactive Multimedia Instruction Course (ATSC - VTT: 1 Day, Resident: 5 Days)
- Simulations Overview Course (USAIS - 2 Days)
- Quantitative Skills for Trainers Course (ALMC - 3.5 Days)
- Intern Training Orientation (Local CPAC - 2 Hours).

Priority Two:

Branch Officer Basic Course or completion of a MOS producing course (TRADOC Schools - Selected Modules or ACCP or RC3)

Priority Three:

None

Reading Requirements:

Supervisors are responsible for determining reading requirements for new Interns. Suggested readings may include:

- Selected Capstone and Keystone Joint and Army Doctrinal publications (JP 1, Joint Warfare; JP 0-2, UNAAF; JP3-0, Operations; FM-1, The Army; and FM 3-0, Operations)
- JP 1-01, The Joint Publications System
- FM 3-90, Tactics
- AR 25-30, The Army Publishing System
- AR 5-22, The Army Proponent System
- DA Pam. 25-40, Administrative Publication: Action Officers Guide

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- TRADOC Reg. 25-30, Preparation, Processing, and Production of Armywide Doctrinal and Training Literature
- TRADOC Reg. 25-36, The TRADOC Doctrinal Literature Program
- TRADOC Reg. 350-70, Systems Approach to Training Management, Processes, and Products
- TRADOC Pam. 71-9, Requirements Determination
- The Air Land Sea Application Guide.

### 8.5.4 Phase II

The Intern will receive training from a higher grade Doctrine Developer who provides guidance on more complex aspects of doctrine development as to the application of the basic techniques and developmental processes taught in Phase I. This training will focus on providing the Intern the ability to develop doctrine at the target grade level.

The Intern may perform required tasks independently based upon previous experience and will perform progressively more responsible tasks in the following Phases of the Doctrine Development process:

- Phase 1 - Assessment (i.e., provide independent assessment of an FM)
- Phase 2 - Planning (i.e., write and staff a Program Directive)
- Phase 3 - Development (i.e., member of a writing team that develops a Draft FM)
- Phase 4 - Production (i.e., work with an editor and visual information specialist preparing an FM for camera-ready copy)
- Phase 5 - Print/Dissemination (i.e., prepare DA Form 260, Initial Distribution List, and forward to the U.S. Army Training Support Center (ATSC) for publishing)
- Phase 6 - Implementation and Evaluation (i.e., obtain operational forces assessment and feedback on a FM).

The Intern will rotate to different assignments (internal to the installation and external only as necessary) as deemed necessary to acquire knowledge of various doctrine development phases and their hierarchical interrelationships. On-the-job training will consist of specialized work experiences and projects that gradually increase in complexity and scope to those normally performed by journeyman doctrine developers.

The task(s) to be trained at each rotational site should be identified for the Intern and his/her immediate supervisor and then used as a basis for rating the Intern's progress. The Intern must be rotated through each phase of the Army's doctrine development cycle to gain familiarity with the process. Also, arrangements will be

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made for the Intern to participate and/or visit a training exercise to observe an operational force execution of doctrine.

Training not available during Phase I will be completed during Phase II. A semiannual review of the Intern's IDP will be implemented to determine currency of requirements, and adjusted or modified to meet training requirements.

### **8.6 Mobility Agreements**

In order to fulfill training requirements and meet the needs of the Army, employees must submit to geographic displacement. These geographic moves should be consistent with career goals and be in keeping with the needs of the Army.

Use of mobility agreements allows management to place graduating Interns in available target positions Armywide. Interns who fail to meet the terms set by the mobility agreement may be separated from the Federal Service.

### **8.7 Approving the IDP**

The ACPM will approve each IDP and ensure:

- a. Overall balance as well as adequate specialization is reflected in the Intern IDP.
- b. Work demands do not primarily dictate the Intern's training.
- c. An IDP for each DA ACTEDS Intern is submitted for approval within 45 days after Intern reports for duty. IDPs should be sent to:

Mr. Claud Rivers  
HQ TRADOC, DCST  
ATTN: ATTG-ZC-T  
Fort Monroe, VA 23651-5000

- d. The ACPM, after reviewing the Intern's transcript and work experience (SF 171) may waive course(s)/training that would be redundant. However, the waived courses will be reported when the IDP is sent to the address in paragraph c. above. The IDP form is contained in [Appendix H](#). A sample Intern IDP is shown in [Table 8-1](#).

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**Table 8-1. Sample Intern IDP**

1. NAME		2. SSN - -	3. POSITION TITLE	4. PAY PLAN	5. SERIES	6. GRADE	
7. MACOM				8. ORGANIZATION			
9. TRAINING							
9a. PRIORITY	9b. COURSE ID	9c. COURSE TITLE	9d. PROVIDER	9e. DATE SCHEDULED or PROPOSED	9f. DATE COMPLETED	9g. COST TUITION/TRAVEL	9h. TYPE
P1		Combat, Training, and Doctrine Developers Integration Course (CTDDIC)	ALMC	02/11/02	02/15/02	\$100/\$54	R
P1		Action Officer Development Course	ACCP	02/04/02	/ /	\$0/\$0	NR
					Total	\$100/\$54	

### 8.8 Equivalency Credit for Mandatory Functional Training

A careful review is conducted of the Intern’s transcript and work experience (SF 171, OF 612, or other suitable form) for waiver of courses or training that may be redundant. Waived courses will be reported when the IDP is sent to the address in [paragraph 8.7.c](#).

### 8.9 Intern Evaluation

#### 8.9.1 Introduction

Interns are in a special training status throughout their Internship; therefore, their performance requires frequent evaluation. This process is critical to ensure the Intern is adequately trained and qualified to provide work at the target level.

#### 8.9.2 Standards

Appraisal is conducted by comparing performance standards with rating levels in [Section 8.9.6](#). These standards must be in effect during the entire rating period and the Intern must be allowed reasonable time and resources to meet these standards.

- a. Major performance tasks and standards will be based upon duties assigned to the Intern. These duties will be consistent with those covered in the Intern’s position description.

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- b. Major or critical tasks will be identified and discussed prior to the beginning of each training period and as changes to the position occur.
- c. Career Interns are rated under the Senior System of the Total Army Performance Evaluation System (TAPES). Rating will occur after a 6-month period beginning o/a their EOD dates. This first semi-annual rating is a special rating. One year following EOD, Interns will receive their first annual rating. Thereafter, ratings will continue based upon the Interns EOD (rating cycle) until successfully completing the Intern program. The employee will then be phased into the DA cyclic rating schedule.
  - 1. Any changes that are made to the IDP during the rating period will be recorded on the Intern's TAPES support form (DA Form 7222-1).
  - 2. The Intern's immediate supervisor will serve as the rater. The ACPM is the senior rater.

### 8.9.3 Periodic Appraisals

The rater should periodically provide feedback to the Intern regarding the Intern's overall performance and progress. As a minimum, a performance appraisal session should be held with the Intern at the midpoint of each rotational assignment. Both strengths and weaknesses (to include corrective action) should be discussed during these sessions.

- a. Conferences will be held (as frequently as required) to keep the Intern informed of progress within the program.
- b. If progress is unsatisfactory, the rater will counsel and assist the Intern to improve performance prior to initiating action removing the Intern from the program.
- c. The rater will use performance standards as detailed on DA Form 7222-1 to formally evaluate the Intern's performance using the performance rating levels discussed in [section 8.9.6](#).

### 8.9.4 Probationary Appraisals

The requirement for probationary appraisals (4<sup>th</sup> and 8<sup>th</sup> month) is waived for Interns since they are evaluated on a semi-annual basis. However, raters will certify the retention or separation of Interns during the ninth month of their employment.

### 8.9.5 Interim Appraisals

Interim appraisals should be used to track Intern progress when an Intern moves between one supervisor/rater to another.

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- a. The interim appraisal will be completed and signed by both the rater and Intern then provided to the new supervisor/rater.
- b. At the end of the semi-annual rating period, the current supervisor/rater will complete and certify the final appraisal using interim appraisals to support the final.

### 8.9.6 Performance Rating Levels

- a. Excellence. Intern consistently exceeds level described by established standards.
- b. Success. Usually performs at the level described by established standards. Strengths clearly outweigh weaknesses.
- c. Needs Improvement. Sometimes performs at level described by established standards. Weaknesses slightly outweigh strengths.
- d. Fails. Frequently fails to perform at level described by established standards. Weaknesses clearly outweigh strengths. Unsatisfactory performance must be documented, but does not have to be supported on a semi-annual appraisal before corrective action or separation procedures are initiated.

### 8.10 Regulatory Guidance

More information on performance evaluation may be obtained from DA Pamphlet 690-400, Total Army Performance Evaluation System (TAPES).

### 8.11 Intern Placement

Placement of DA ACTEDS career Interns to a PDL will be directed by the Regional Training Center's ACPM and/or the Training Career Program Office (HQ TRADOC) in accordance with the following criteria:

- a. Effective date of entry into the Doctrine Career Intern Program as reflected on the Intern's Standard Form 50-B, Notification of Personnel Action.
- b. Projected graduation date (PGD).
- c. Service computation date (SDD) as reflected on Standard Form 50-B.
- d. Current performance appraisal.

If a-d above are the same for more than one Intern, the TRADOC/MACOM Career Program Manager will determine which Intern is best qualified based on the job description for the vacancy and the respective Intern's education, experience, potential and interest.

### **8.12 DA Intern Recruitment**

Department of Army is aggressively recruiting for Interns. If you are interested in further information, please visit the following site:

<http://ncweb.ria.army.mil/dainterns/default.htm>

# SECTION 9 - GS-1701 AND 1750 TRAINING AND TRAINING DEVELOPERS SERIES MASTER INTERN TRAINING PLAN

## 9.1 General

This section is the DA wide MITP for all centrally and locally funded Interns in the GS-1701 and 1750 TD Series.

## 9.2 Objective

The MITP is a comprehensive plan that outlines the core subject matter that each Intern should know by the time he or she reaches target grade. The ACPM will use the MITP as a guide when developing the Intern's IDP. Mandatory Courses (Priority One) for Training Developments Interns are listed in [Appendices D and G](#) – GS/GM-1701 and 1750 - MDPs under the Intern phase for GS-7 - 9.

## 9.3 Prerequisite SKA

There will be no subject matter prerequisites other than a BA/BS for the GS-1701 and GS-1750 Intern Programs. Intern training will be flexible to meet individual needs. Gaining supervisors are responsible to determine the Interns' SKAs. Redundant training may be waived.

## 9.4 Core Competencies

Core competencies are those SKA that apply to all Army Training and Warfighting Developments Interns. Core competencies for Interns are identified in [Appendix A](#).

## 9.5 Progression

Progression includes the MITP structure and Phase I and II training and development.

### 9.5.1 MITP Structure

- a. The MITP supports noncompetitive promotion to a target grade of GS-11 when all requirements have been achieved.
- b. The MITP accommodates a two phase, 24-month training program. CP-32 ACTEDS Interns are trained at one of six designated regional training centers: Fort Lee, VA; Fort Gordon, GA; Fort Benning, GA; Fort Knox, KY; Fort Leonard Wood, MO; and Fort Sill, OK.
  1. Entry level for CP-32 Interns is GS-5 or 7.
  2. The ACPM may extend the training plan to a maximum of six months (if necessary) to ensure achievement of learning objectives. If the Intern's

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training is to be extended, the parent MACOM must be informed of the change.

c. The MITP has the following two phases.

1. Phase I. This is approximately 52-78 weeks of supervised, rotational on-the-job training, correspondence courses, formal classroom instruction, and any mandatory training, e.g., civilian leadership. Phase I for ACTEDS Interns will take place at one of the six regional training centers.
2. Phase II. This is approximately 26-52 weeks of supervised rotational on-the-job training at a Permanent Duty Location (PDL). The PDL could be the initial training center or any other DA installation/agency.

### 9.5.2 Phase I

The Intern will receive training from a higher grade Instructional Systems Specialist who provides developmental assignments designed to prepare incumbent for work at target level as well as provide experience and training in the basic application of professional education skills, knowledge, and abilities.

The Intern will perform basic tasks to support the Systems Approach to Training (SAT) model that applies to the evaluation, analysis, design, development, and implementation of 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.

### 9.5.3 Phase I Training

Phase I training will include:

Priority One:

- Combat, Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC - 3.5 Weeks)
  - MANPRINT Applications Course (ALMC - 1-5 Days)
  - Contracting Officer's Representative Course (ALMC - 1 Week)
  - Comptrollership in the Army Sub-course FI 2028 (USAFIC - 8 hours)
  - PPBES Sub-course FI 2026 (USAFIC - 8 Hours)
  - Action Officer Development Course (ATSC - 21 Hours ACCP)
  - Intern Leadership Development Course (CAL - 1 Week)
  - Interactive Multimedia Instruction Development Workshop (HQ TRADOC)
  - Simulations Overview Course (USAIS - 2 Days)
  - Quantitative Skills for Trainers Course (ALMC – 3.5 days)
  - Write in the Army Style Course (Local Staff & Faculty - 3 Days)
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- Briefing Techniques Course (USDA Graduate School - 3 Days)
- Instructional Materials Developments Course (Local Staff & Faculty - 2 Weeks)
- Training Management Orientation (Local Staff & Faculty - 1 Week)
- Instructor Training Course (Local Staff & Faculty - 1 Week)
- Job and Task Analysis (Local College/University - 3 SH)
- Systems Approach to Training (SAT) Basic Course (ATSC - 1 Week)
- Evaluation of Training Courses Course (TRADOC - 2 Weeks)
- Training Requirements Analysis System (TRAS) (Local Staff & Faculty - 1 Week, OJT, or in conjunction with the SAT Basic Course)

### Priority Two

- Advanced Statistics Course (Local College/University)
- Computers in the Training Environment Course (Local College/University)
- Computers in Research and Design Course (Local College/University)
- Branch Officers Basic Course (BOBC) or completion of a MOS producing course- Selected modules (TRADOC Schools)

### Priority Three

- Training Developer Middle Manager Course (HQ TRADOC - 1 Week)
- Advanced Programming Course (Local College/University)
- Leadership Education and Development Course (CAL - 1 Week)

### Reading Requirements:

Supervisors are responsible for determining reading requirements for new Interns. Suggested readings may include:

- AR 25-30, Army Publishing
- DA Pam. 25-40
- TRADOC Reg. 25-36, Doctrine Development
- TRADOC Reg. 350-70, Systems Approach to Training Management, Processes, and Products
- TRADOC Pam. 350-70-2, Development of Interactive Multimedia Instruction
- TRADOC Pam. 71-9, Requirements Determination.

#### 9.5.4 Phase II

The Intern will receive training from a higher grade Instructional Systems Specialist who provides guidance on more complex projects as to approach and procedures

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designed to prepare incumbent for work at target level. This training will be in the area where the Intern may be placed at the end of his/her training.

The Intern will perform routine tasks independently based upon previous experience and will perform progressively more responsible tasks in the following areas:

**Table 9-1. GS-1701/1750 Intern Training Development Tasks**

No.	Task
1	Conduct analysis of training materials: <ul style="list-style-type: none"> <li>- Perform needs assessment</li> <li>- Perform threat, doctrine, and mission analysis</li> <li>- Select critical collective tasks</li> <li>- Perform critical collective task analysis</li> <li>- Select critical individual tasks</li> <li>- Perform critical individual task analysis</li> </ul>
2	Design training Materials: <ul style="list-style-type: none"> <li>- Develop objectives</li> <li>- Perform learning analysis</li> <li>- Develop test items</li> <li>- Describe target audience entry behavior</li> <li>- Determine sequence and structure of training</li> </ul>
3	Develop training materials: <ul style="list-style-type: none"> <li>- Review existing materials</li> <li>- Revise or develop materials</li> <li>- Validate training materials and program</li> <li>- Obtain approval</li> <li>- Plan for staff, faculty, and cadre training</li> </ul>
4	Implement training materials: <ul style="list-style-type: none"> <li>- Train staff, faculty, and cadre</li> <li>- Conduct training</li> </ul>
5	Evaluate training materials: <ul style="list-style-type: none"> <li>- Develop general evaluation plan</li> <li>- Conduct internal evaluation</li> <li>- Conduct external evaluation</li> <li>- Conduct evaluation follow-up</li> <li>- Perform needs assessment</li> </ul>

In general, Interns will perform the following:

- Task analysis
- Instructional design
- Performance measures, presentation, evaluation and validation of instruction
- The development of individual and collective training materials in resident and nonresident modes

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- The development of self-development tests with preparatory training materials
- The development of DA training literature

The Intern will rotate to different assignments as deemed necessary to gain knowledge of various programs and their interrelationships. On-the-job training will consist of specialized work experiences and projects that gradually increase in complexity and scope to those normally performed by journeyman Instructional Systems Specialist.

The task(s) to be trained at each rotational site should be identified for the Intern and the immediate supervisor then used as a basis for rating the Intern's progress. Task and subtasks for each phase of the SAT that could be used are listed below. The desired outputs for each sub-task may be found in TRADOC regulation 350-7, Systems Approach to Training, [Appendix A](#).

Training not available during Phase I will be completed in Phase II. A semi-annual review of the Intern's IDP should be implemented to determine currency of requirements, and adjust or clarify any training needs.

### 9.6 Mobility Agreements

Frequently, a geographic move is necessary to obtain developmental experience. Supervisors should encourage employees to be mobile so that skills can be developed at a variety of organizational levels consistent with career goals and the needs of the Army.

Use of mobility agreements allows management to place graduating Interns in available target positions Armywide. Interns who fail to meet the terms set by the mobility agreement may be separated from the Federal Service.

### 9.7 Approving the IDP

The ACPM will approve each IDP and ensure:

- a. Overall balance as well as adequate specialization is reflected in the Intern IDP.
- b. Work demands do not primarily dictate the Intern's training.
- c. An IDP for each DA ACTEDS Intern is submitted for approval within 45 days after Intern reports for duty. IDPs should be sent to:

IDP Coordinator  
HQ TRADOC, DCST  
ATTN: ATTG-ZC-T  
Fort Monroe, VA 23651-5000

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- d. The ACPM, after reviewing the Intern's transcript and work experience (SF 171) may waive course(s)/training that would be redundant. However, the waived courses will be reported when the IDP is sent to the address in paragraph c. above. The IDP form is contained in [Appendix H](#). A sample Intern IDP is shown in [Table 9-2](#).

**Table 9-2. Sample Intern IDP**

1. NAME		2. SSN - -	3. POSITION TITLE	4. PAY PLAN	5. SERIES	6. GRADE	
7. MACOM				8. ORGANIZATION			
9. TRAINING							
9a. PRIORITY	9b. COURSE ID	9c. COURSE TITLE	9d. PROVIDER	9e. DATE SCHEDULED or PROPOSED	9f. DATE COMPLETED	9g. COST TUITION/TRAVEL	9h. TYPE
P1		Combat, Training, and Doctrine Developers Integration Course (CTDDIC)	ALMC	02/11/02	02/15/02	\$100/\$54	R
P1		Action Officer Development Course	ACCP	02/04/02	/ /	\$0/\$0	NR
					Total	\$100/\$54	

### 9.8 Equivalency Credit for Mandatory Functional Training

The ACPM, after reviewing the Intern's transcript and work experience (SF 171), may waive course(s)/training that would be redundant. However, the waived courses will be reported when the IDP is sent to the address in [paragraph 9.7.c](#).

### 9.9 Intern Evaluation

#### 9.9.1 Introduction

Interns, unlike regular employees, are in an official training status throughout their Internship; therefore, their performance demands more frequent evaluation. This process is critical to ensure quality training and provide an effective audit trail towards the target level.

#### 9.9.2 Performance Standards

- a. An Intern will be appraised by comparing performance standards with rating levels in [Section 9.9.6](#). These standards must be in effect during the rating period and the Intern must be allowed a reasonable amount of time and resources to complete a task.

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- b. Major tasks and performance standards must be based on duties assigned the Intern. These duties must be consistent with those covered in the Intern's position descriptions.
- c. Major or critical tasks will be identified and performance standards discussed prior to the beginning of the training period and as changes to the Intern position or other needs occur.

Career Interns are rated under the Senior System of the Total Army Performance Evaluation System (TAPES). They will be rated after a 6-month period beginning o/a their EOD dates. (This first semiannual rating is a special rating.) One year after EOD, Interns will receive their first annual rating. Thereafter, they will continue on their EOD-based rating cycle until they complete the Intern Program. They will then be phased into the DA cyclic rating schedule using the procedures for employees whose annual rating cycle dates change.

- a. Any changes that occur to the IDP during the rating period and the interim appraisal period will be documented on the Intern's TAPES support form (DA Form 7222-1).
- b. The rater will be the Intern's immediate supervisor. The ACPM is the senior rater.

### 9.9.3 Periodic Appraisals

The rater should periodically appraise an Intern's overall performance and inform the employee of progress toward achieving performance requirements. As a minimum, a prearranged conference should be held at the midpoint of each rotational assignment. Feedback will include both weaknesses and strengths demonstrated by the Intern.

- a. Conferences will be held as needed to keep the Intern informed of progress.
- b. If performance is unsatisfactory, the supervisor will counsel and assist the Intern to improve performance before beginning action to remove the Intern from the position.
- c. On-the-job training will be evaluated on performance of duties. Supervisors will establish critical tasks, supporting tasks, and performance objectives to reflect training to be accomplished. The supervisor, as the rater, will use the performance standards on DA Form 7222-1 to rate the Intern's performance objectives using the rating levels under [Section 9.9.6](#).

### 9.9.4 Probationary Appraisals

As Interns are appraised on a semiannual basis, the requirement for probationary appraisals after 4 months and 8 months of employment is waived for Interns. However, supervisors will certify retention or separation of Interns serving a probationary period during the ninth month of employment.

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### 9.9.5 Interim Appraisals

These appraisals keep track of Intern performance if the Intern rotates from one supervisor to another.

Upon change of an Intern's immediate supervisor, an interim appraisal will be completed and certified by signature of both the rater and Intern and then provided to the new supervisor. This ensures that the appraisal is kept current and that proper training is being provided throughout the varied rotations.

At the end of the semiannual rating period, the current supervisor will complete and certify the final appraisal using the interim appraisals as support.

### 9.9.6 Performance Rating Levels.

- a. Excellence. Consistently exceeds level described by standards and documented expectations; frequently produces more and/or better than expected.
- b. Success. Usually performs at the level described by the standards and documented expectations. Quality/quantity of accomplishments are generally at expected levels. Strengths clearly outweigh weaknesses.
- c. Needs improvement. Sometimes performs at level described by standard and documented expectations. However, fails enough so that weaknesses slightly outweigh strengths.
- d. Fails. Frequently fails to perform at levels described by standards and documented expectations. Rarely achieves expected results. Weaknesses clearly outweigh strengths. Unsatisfactory performance must be documented, but is not required to be supported on a semiannual appraisal before corrective action or separation procedures are initiated.

### 9.9.7 Regulatory Guidance

For more information on performance evaluation, you should see DA Pamphlet 690-400, Total Army Performance Evaluation System (TAPES), Chapter 4302.

## 9.10 Intern Placement

Placement of DA ACTEDS career Interns to a PDL will be directed by the Regional Training Center's ACPM and/or the Training Career Program Office (HQ TRADOC) in accordance with the following criteria:

- a. Effective date of entry into the Training Career Intern Program as reflected on the Intern's Standard Form 50-B, Notification of Personnel Action.
- b. Projected graduation date (PGD).

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- c. Service computation date (SDD) as reflected on Standard Form 50-B.
- d. Current performance appraisal.

If a-d above are the same for more than one Intern, the TRADOC/MACOM Career Program Manager will determine which Intern is best qualified based on the job description for the vacancy and the respective Intern's education, experience, potential and interest.

### **9.11 DA Intern Recruitment**

Department of Army is aggressively recruiting for Interns. If you are interested in further information, please visit the following site:

<http://ncweb.ria.army.mil/dainterns/default.htm>

## **SECTION 10 - ARMY CIVILIAN CAREER EVALUATION SYSTEM (ACCES)**

### **10.1 Introduction.**

The Army Civilian Career Evaluation System (ACCES) is a system used by the Department of Army (DA) civilian employees and other eligible employees to apply for DA career program positions at the mandatory referral level (GS-12 through 15) Armywide. Registration in ACCES is voluntary. Once registered, it is the employee's responsibility to update his/her records whenever changes occur (for example, change in series, grade, location, email address, referral desires, geographic availability, etc.) Positions below the mandatory referral levels will be filled using local merit promotion and placement procedures or through the Intern Program.

### **10.2 Veteran's Employment Opportunities Act**

The Veteran's Employment Opportunities Act of 1998 (VEOA) allows preference eligible applicants or veterans who were honorably discharged from the armed forces after 3 or more years of active service to compete for vacancies if the hiring agency accepts applications from applicants outside the agency. Veterans eligible for appointment under VEOA can apply for referral to Army career program positions within the ACCES referral system if they meet the basic qualifications. Applicants must submit resume, career program and grade identification, and proof of veteran status (DD Form 214 or other documentation).

### **10.3 Easy ACCES Web Site**

A Web site, called Easy ACCES, is used by applicants who wish to be referred for Army civilian career program position vacancies. Army civilian career program employees and other eligibles interested in registering for promotion or referral consideration to positions filled by ACCES may do so at this Web site. The referral registration process is completed on line.

#### **10.3.1 Operating Environment**

Easy ACCES operates in an encrypted environment that requires a user identification (User ID) and a personal identification number (PIN) for applicants to view and update their ACCES information. Supervisors and reviewers are also required to obtain a User ID and a PIN in order to provide management ratings for employees that they supervise.

#### **10.3.2 User Registration and Records Update**

Easy ACCES can be accessed at <https://cpol.army.mil/ezacces> to initially register or update all career program ACCES registration records. From this site, the applicant can apply for a User ID and PIN in order to complete an initial referral registration or

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review and update an existing ACCES registration. Supervisors and reviewers can also apply for a User ID and PIN at this site so that they can assign ratings to their employees' Skills, Knowledge, or Abilities (SKA).

### 10.3.3 Referral Registration

ACCES should be considered an open continuous announcement with referral registration available at any time. Applicants should review and update their records annually and each time they are assigned a new supervisor. A new supervisor is responsible, within a reasonable period (4 to 6 months), for reviewing the applicant's ACCES knowledge and ability ratings and submitting any rating changes into ACCES. Registered applicants and management officials may enter their changes at any time. Changes become effective as soon as submitted into the ACCES database. Applicants must update their information promptly to avoid missing a desired referral opportunity.

### 10.3.4 Change Update Procedures

ACCES does not automatically update applicant's records when they are promoted, reassigned, or transfer to other agencies. Therefore, applicants must update their records whenever changes occur (for example, change in series, grade, location, home address, referral desires, geographical availability, etc). When an applicant's record is not found to be not current, the record may be inactivated pending receipt of the updated information. Inactivated records are retained for two years. After two years, the records are permanently deleted and a completely new ACCES initial submission is required in order to re-activate the referral registration.

### 10.3.5 Subject Matter Expert Requirements

There is a requirement in ACCES for subject matter expert (SME) involvement. An SME is an individual who is/has been in or managed the resources of the career field for which the applicant is registering. If the immediate supervisor or reviewer is not an SME, the reviewer must consult with one. The FCR or assigned representative will serve as the reviewer for all non-Army status applicants.

### 10.3.6 Easy ACCES Registration Screens.

Below is information on each screen within Easy ACCES. How each screen functions and what types of information and interaction are expected on that screen is located under the various help buttons on the Web site.

- a. Apply for a User ID – This screen allows applicants to gain access into the Easy ACCES system. Supervisors and reviewers must go through this section also to obtain a User ID and PIN so that they can access the Supervisor/Reviewer section. Military Supervisors and non-Army applicants should contact the Central Referral Administrator, CP-32 Program Office at (757) 788-5646/7/8, DSN: 680-5646/7/8.

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- b. Work on Registration Package – These screens are used for updating or initial referral registration in a career program.
- c. Supervisor/Reviewer – This screen used by supervisors and managers to rate their employees
- d. Referral List Request – This screen shows users how to request a referral list.
- e. User Login – This screen is shown after the Work on Registration Package screen or the Supervisor/Reviewer screen. It is used to verify that the user has permission to enter specific portions of the Easy ACCES system. After authentication, the applicant can enter and register in ACCES for the first time or update a current ACCES registration. It also allows supervisors or reviewers to enter the Supervisor/Reviewer section.
- f. Frequently Asked Questions (FAQ) – This screen lists the answers to the most FAQ from users. This section also includes frequently requested email addresses, mail addresses, and phone numbers.
- g. Career Program Selection – This screen will check to see if there is a current ACCES record for the career program selected. It will notify the applicant if he or she is not currently registered in the selected career program. The screen is designed to ensure that the applicant does not create an unnecessary record in the registration area.
- h. Registration Status and Update Menu – This screen is used to access any part of the referral registration record. Everything begins and ends here when updating any part of the record. It shows the applicant's overall status or just the status of the part currently being worked. The screen is subdivided into Changeable Parts and Viewable Parts.
  - (1) Career Program – The career program shown is the same as the career program selected on the previous screen.
  - (2) Eligible for Referral – This shows the referral status of the applicant. If YES is shown, the applicant's record is being considered for referral list generation. If NO is shown, the applicant's record is not being considered for referral. Click on each CP hyperlink to view deficiencies for each CP. These deficiencies must be corrected before the applicant's record will be considered for referral. The Central Referral Office (CRO) must be contacted to remove a suspension.
  - (3) Changeable Parts Area – Select a radio button on the left side of the part desired. Go to the bottom of the screen and press the "submit" button to go to that part of the record. The applicant may choose to "update the

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database and return to the status menu” by pressing the “submit” button when entries are completed or choose “do not update and return to status menu” which makes no change to the record. If the applicant chooses to return to the Easy ACCES homepage, this will not update the record.

- (a) Part A – Employee Statement. Enter demographic information. For addresses, enter the applicant’s home and office addresses. Applicants located overseas must provide an U.S. government mailing address (Army Post Office (APO) addresses) not a local foreign street address. The email addresses of the applicant, supervisor, and reviewer must be included. The applicant’s email address is important because it is the primary method of interaction between the CRO and the applicant. Each employee must have an individual unique email address. If the supervisor or reviewer email addresses are not provided, the system will not authorize them access to the applicant’s records. The applicant must ensure the information is accurate and current. Failure to keep the information accurate and current may result in loss of referral consideration or inactivation of the referral record.
- (b) Part B – Referral Desires. Referral grades and job categories available for consideration are located here. The applicant must mark the grade levels for which qualified and referrals are desired. Choose only the grade levels for which qualified. At least one category from the list must be chosen. Unless applying under a special appointing authority, the applicant must have accumulated at least 9 months time-in-grade at the next lower grade level to be referred as a promotion applicant. If categories are shown, the applicant must have at least one functional area, elective element, and special skill.
- (c) Part C – Employee’s Knowledge Ratings. Using the knowledge rating scale, applicants rate themselves for each applicable knowledge statement definition. These knowledge ratings may be updated at any time. The resume submitted in Easy ACCES must reflect the level of knowledge selected.
- (d) Part F – Suspend My Participation in ACCES. Applicants may choose to suspend their referral in ACCES because of a recent promotion, a personal situation, etc. Applicants may remain inactive in ACCES for up to 2 years from the date the suspension was initiated. Applicants must contact the CRO to reinstate their referral. After the two-year time limit, the record is completely deleted from ACCES.
- (e) DA 4338, Civilian Career Program Geographical Availability Statement. This section allows applicants to choose their geographical

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preferences for referral consideration. Applicants must ensure that their choices for types of geographical preferences, e.g., lower grade, same grade, or higher grade correspond correctly with the grade and referral desires they have chosen in the referral desire section in Part B. The computer will determine if the correct and corresponding job categories have been chosen. It may change eligibility for referral if this is completed incorrectly. Applicants should return to the status menu after submitting their choices to review their referral status before exiting Easy ACCES.

- (f) Resume – This section will allow the applicant to maintain a resume qualification record in Easy ACCES. The resume may be a free-form document but may not exceed 17,000 characters in length. The resume should be saved as a “text” file then copied and pasted in the resume box before pressing the Update Database button. Applicants may use the Army Resume builder and then cut and past the information into the resume text box.
- (4) View Only – This section of the Status Menu shows viewable entries made by other processes within ACCES. Items in this section are viewable only and cannot be updated or corrected within this section.
- (a) Part E – Supervisor Knowledge Ratings. This screen shows the ratings by the supervisor currently entered in the employee’s knowledge rating area. If the section indicates that the ratings are “incomplete”, the applicant should press the “notify supervisor” button at bottom of the Status Menu to request ratings from the supervisor.
  - (b) Part E – Reviewer Knowledge Ratings. This screen shows the ratings by the reviewer currently entered in the employee’s knowledge rating area. If the section indicates that the ratings are “incomplete,” the applicant should press the “notify reviewer” button at bottom of the Status Menu to request ratings from the reviewer.
  - (c) Part E – Supervisor Ability Ratings. Screen shows the ratings by the supervisor currently entered in the applicant’s rating area.
  - (d) Part E – Reviewer Ability Ratings. Show the ratings by the reviewer currently entered in the applicant’s ability rating area.
  - (e) Part F – Reinstate My Participation OR Withdrawal from ACCES. This screen explains how to reinstate participation in or to withdraw from Easy ACCES

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- (f) Resume Qualification Record – Shows the resume entered in the applicant’s resume file.
- (g) DA 4338, Civilian Career Program Geographical Availability Statement. This screen shows the availability choices currently entered in the applicant’s geographical availability file.
- (h) Re-promotion Eligible – Shows if the applicant has submitted the required paperwork for re-promotion eligibility. Applicants can get more information about obtaining re-promotion eligibility by consulting their servicing civilian personnel operating center (CPOC/CPAC).
- (i) Priority Consideration Eligible – Shows if the applicant is eligible for priority consideration in ACCES. Priority will be given if the applicant was not properly considered in a previous competitive promotion action. For example, the applicant’s name was not referred and should have been, or the selecting official did not receive accurate information from the CRO on the applicant.

### 10.3.7 Request for Referral

All requests for career referrals should be submitted using the automated Request for Referral.

- a. The selecting official may request a list of only “promotable” applicants or both a “promotable” and one of two kinds of “lateral/change to lower grade” lists.
- b. The selecting official, in coordination with the civilian personnel advisor, will identify the appropriate job category and/or functional areas, knowledges, and abilities required; determine the importance of each knowledge and ability; and assign important weights to them using the appropriate table. Any knowledge identified in addition to the “core” must be supported by written justification, usually the job description. The weights assigned must average “3”.
- c. Selecting officials receive a referral list in which applicants’ names are alphabetically listed and grouped by referral category (for example, promotable, lateral, and change to lower grade).
- d. A computer printout on each applicant referred is also provided. The printout contains the self-knowledge and ability ratings used to determine the referral score. A copy of each applicant’s resume is provided to the selecting official by the CPAC/CPOC handling the recruitment action.

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### 10.3.8 Easy ACCES Referral Request Screens.

Below information on each screen and how each screen functions and what types of information and interaction are expected on that screen. Most of the data requested on the individual screens are self-explanatory.

- a. **Mandatory Items** – All items marked with a red asterisk “\*” are mandatory. Easy ACCES will not accept the referral request until all mandatory items are completed.
- b. **Multiple Vacancies** – If the request is for more than one vacancy, a separate PERSACTION number is required for each vacancy. Positions that are identical (same job category, grade and location, and all SKA are weighted the same) may be handled as one request.
- c. **Duty Station** – If the duty station of the position vacancy does not appear on the request form, enter the nearest location. The location identified will be the location screened for the referral list. If a city within a state is selected, all of the registrants who indicated the entire state are also included.
- d. **Incumbent** – Include the full name and new duty station of the former incumbent or indicate “new position” as applicable. The incumbent’s name is assumed to be the employee who is vacating the position, and will not be included on the referral list. To prevent exclusion of an employee, who may be temporarily promoted in the position, enter “encumbered position”. Then employee will be considered if his/her referral registration is complete and registration criteria matches requested referral criteria. There is no guarantee that the incumbent will be referred. Applicants must be among the “best qualified” applicants to be referred for the position. Selecting officials are encouraged to contact CRO to verify an incumbent’s referral registration status before referral lists are requested if they directly supervise the incumbent.
- e. **Description of Position** – Enter a description of duties and other information that may be helpful to applicants. This may include cost of living information, tour of duty, overtime requirements, if PCS expenses will/will not be paid, or other items of interest about the area or the position. Do not simply enter the first few paragraphs of the position description.
- f. **Core Knowledges and Abilities** – All “core” knowledges and abilities for the job category selected must be used. They are identified by a “C”. Knowledges and abilities identified with a Plus sign “+” are considered important for the job category chosen. All other knowledges and abilities selected are considered supplemental and may be weighted if the position description supports the requirement for the Knowledge or ability. The Knowledges and Abilities used in ACCES system are the same as those located in [Section 5](#) of the CP-32

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ACTEDS Plan, except that the ACTEDS Plan identifies them as Skills, Knowledge, and Abilities (SKA) for CD and DD or Competencies and Abilities for Training and TD. Core and Supplemental Knowledges and Abilities used for the ACCES system are included in [Appendix L](#).

- g. Importance Weight – Enter an importance weight for each selected knowledge and ability. The importance weights assigned indicate the relative importance of each in distinguishing high quality performance from average performance by an applicant. The weights assigned do not equate to an applicant's rating.
- h. E-mailing Request to CMOB/CRO and Checking Request for Errors – Complete the referral list request and answer “YES” to the question of emailing list request to CMOB/CRO. Correct all errors that are displayed on your referral list request. The notification letter will appear when all system edits have been met; click on the print icon on the toolbar to print a copy of the referral list request for your record. The system will automatically email your referral list request to the appropriate module box for referral list generation.

### 10.3.9 Point of Contact

The Central Referral Administrator, CP-32 Program Office at (757) 788-5646/7/8, DSN: 680-5646/7/8 for further information or questions.

### APPENDICES

This Plan contains the following appendices:

- [Appendix A](#) - Warfighting Developments Core Competencies
- [Appendix B](#) - GS/GM-301-CD Master Development Plan
- [Appendix C](#) - GS/GM-301-DD Master Development Plan
- [Appendix D](#) - GS/GM-1701 Master Development Plan
- [Appendix E](#) - GS/GM-1702 Master Development Plan
- [Appendix F](#) - GS/GM-1712 Master Development Plan
- [Appendix G](#) - GS/GM-1750 Master Development Plan
- [Appendix H](#) - Individual Training and Development Plans (Downloadable Forms)
- [Appendix I](#) - Associations, Societies, And Organizations Providing Self - Development Opportunities
- [Appendix J](#) - Acronyms
- [Appendix K](#) - References
- [Appendix L](#) - ACCES Core and Supplemental Knowledges and Abilities.

## APPENDIX A - WARFIGHTING DEVELOPMENTS CORE COMPETENCIES

This appendix contains tables of Warfighting Developments Core (common) Competencies, listed by Skills, Knowledge, and Abilities (SKA), that apply to all CP-32 Warfighting Developer job series at all grade levels.

Master Development Plans at [Appendices B-G](#) list Warfighting Developments Core Competencies as follows:

- CS Warfighting Developments Core Skills
- CK Warfighting Developments Core Knowledge
- CA Warfighting Developments Core Abilities.

Refer to [Appendices A-1](#) through [A-3](#).

## CP-32 ACTEDS Plan

### Appendix A-1 - Warfighting Developer Core Skills

No.	Skills
1	Support execution of the Doctrine, Training, Leader Development, Organization, Materiel, and Soldier System (DTLOMS) requirements determination process IAW AR 71-9 and TRADOC Pam 71-9.
2	Operate a personal computer (PC). <ul style="list-style-type: none"> <li>- Access databases</li> <li>- Create, and manipulate data using MS Office (MS Word, MS Excel, MS PowerPoint, and MS Access) and MS Project.</li> <li>- Receive and send e-mail.</li> <li>- Access internet Web sites and Knowledge Management Systems.</li> </ul>
3	Perform Action Officer roles, duties, processes, and procedures
4	Identify key milestones in the history of land warfare.
5	Identify Army organization, missions, and functions.
6	Apply work to the combat, doctrine, and training development cycles.
7	Identify U.S. Army organizational structures.
8	Identify military unit configurations and capabilities.
9	Apply analytical methods and techniques.
10	Prepare and deliver graphical presentations and briefings.
11	Apply English composition principles, practices, methods, and techniques.
12	Apply correct English usage of grammar.
13	Apply Department of Defense contracting procedures.
14	Apply quality assurance procedures and practices.
15	Apply Manpower and Personnel Integration (MANPRINT) requirements.
16	Apply the Life Cycle Systems Management Model (LCSMM) IAW DA Pam 11-25.
17	Apply Planning, Programming, Budgeting, and Execution System (PPBES) for fiscal resources.
18	Apply Modeling and Simulation (M&S) development and implementation.
19	Use employee development tools including Individual Development Plan (IDP) development, performance feedback, guidance, review, goal setting, and development of performance objectives.
20	Preparing and managing Army correspondence, mail and records; and use authorized abbreviations and acronyms.
21	Apply multi-service and Joint requirements.
22	Apply international requirements and Foreign Military Sales (FMS).
23	Apply Change Management principles, tools, and procedures.

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### Appendix A-2 - Warfighting Developer Core Knowledge

No.	Knowledge
1	Knowledge of the Doctrine, Training, Leader Development, Organization, Materiel, and Soldier System (DTLOMS) requirements determination process In Accordance With (IAW) AR 71-9 and TRADOC Pam 71-9.
2	Information Technology (IT), e.g., systems capability, operating a personal computer (PC), accessing databases, creating, and manipulating data files through interrelated software packages (e.g., MS Office - MS Word, MS Excel, MS PowerPoint, and MS Access), and MS Project. Send and receive e-mail. Find a Web site and download information from the Internet. Apply computers for information research, design development, and delivery.
3	Knowledge of Action Officer roles, duties, processes, and procedures
4	Knowledge of the history of land warfare.
5	Knowledge of Army organization, missions, and functions.
6	Knowledge of combat, doctrine, and training development cycles.
7	Knowledge of U.S. Army organizational structures.
8	Knowledge of military unit configurations and capabilities.
9	Knowledge of analytical methods and techniques.
10	Knowledge of graphical presentation and briefing techniques
11	Knowledge of English composition principles, practices, methods, and techniques.
12	Knowledge of English usage of grammar.
13	Knowledge of Department of Defense contracting procedures (e.g., cost analyses techniques, Independent Government Cost Estimates (IGCE), contract data management, Statement of Work (SOW) format, contract writing techniques, solicitation document (Request for Proposal (RFP)) preparation procedures, and contractor performance and proposal evaluation.
14	Knowledge of Quality Assurance (QA) procedures and practices (e.g., ensure for standardization of training and doctrine, sampling of programs, processes and products to ensure consistency with regulatory guidance).
15	Knowledge of operation of Manpower and Personnel Integration (MANPRINT) requirements.
16	Knowledge of the Life Cycle Systems Management Model (LCSMM) which includes the phases: concept exploration, demonstration/ validation, full-scale development, production/deployment, and the component activities within each phase in accordance with DA Pam 11-25.
17	Knowledge of Planning, Programming, Budgeting, and Execution System (PPBES) for fiscal resources (e.g., Command Operating Budget (COB) preparation, budget projections, Management Decision Packages (MDEP).
18	Knowledge of Modeling and Simulation (M&S) development and implementation.
19	Knowledge of employee development includes performance appraisal, performance and career counseling, e.g., Individual Development Plan (IDP) development, performance feedback, guidance, review, goal setting, and development of performance objectives. Perform IAW DA Pamphlet 690-400, Chapter 4302; training and development (developmental opportunities and assignments, short and long term training in accordance with Government Employees Training Act, FPM Chap 410 & AR 690-400 Chap 410).

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### Appendix A-2 - Warfighting Developer Core Knowledge (Cont'd)

No.	Knowledge
20	Knowledge of AR 25-50 Preparing and Managing Army Correspondence and supporting regulations AR 340-5, Correspondence and Mail Management, TRADOC Memo 25-50, Correspondence Procedure Guide, AR 25-400-2, The Modern Army Record Keeping System (MARKS) and AR 310-50, Authorized Abbreviations Brevity Codes, and Acronyms.
21	Knowledge of multi-service and Joint requirements
22	Knowledge of international requirements and Foreign Military Sales (FMS).
23	Knowledge of Change Management.

## CP-32 ACTEDS Plan

### Appendix A-3 - Warfighting Developer Core Abilities

No.	Ability
1	Ability to Direct Work Activities. <ul style="list-style-type: none"><li>- Assign or delegate work</li><li>- Monitor employee work.</li></ul>
2	Ability to plan and organize. <ul style="list-style-type: none"><li>- Establish objectives</li><li>- Determine requirements</li><li>- Determine priorities</li><li>- Establish deadlines</li><li>- Determine course of action.</li></ul>
3	Ability to interact with others. Entails cooperation, interpersonal skills, meeting and dealing, and tact and diplomacy. <ul style="list-style-type: none"><li>- Individually</li><li>- In groups. Entails teamwork.</li></ul>
4	Ability to analyze. <ul style="list-style-type: none"><li>- Obtain information</li><li>- Define problems</li><li>- Identify relationships</li><li>- Evaluate quality by comparison with standards or objectives</li><li>- Assess impacts</li><li>- Draw conclusions</li><li>- Make recommendations.</li></ul>
5	Ability to communicate orally. <ul style="list-style-type: none"><li>- Brief</li><li>- Explain</li><li>- Persuade.</li></ul>
6	Ability to express ideas in writing. <ul style="list-style-type: none"><li>- Reports</li><li>- Information papers</li><li>- Memoranda</li><li>- Letters</li><li>- Manuals.</li></ul>
7	Ability to innovate. <ul style="list-style-type: none"><li>- Develop new or revised procedures</li><li>- Develop new or revised solutions to problems.</li></ul>
8	Ability to initiate or originate action. Entails being a self-starter.

## APPENDIX B - GS/GM-301-CD MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-301-CD Combat Developers in grades GS-7 through Senior Executive Service (SES). The MDP identifies the following:

- Phase - Intern through Executive
- Grade - GS/GM or SES grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

The Master Development Plan in [Appendix B](#) lists GS/GM-301-CD Competencies as follows:

- CDS      Skills
- CDK      Knowledge
- CDA      Abilities.

For complete listings of GS/GM-301-CD SKAs, refer to [Section 5](#).

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE	Senior Executive Service (SES)	Completion of a Doctoral Degree (Ph.D.) or Masters Degree (MA/MS) with additional graduate studies in Management, Business Administration, Logistics, and Technical Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.).	Key Positions. Assistant Deputy Chief of Staff for Combat Developments (ADCSCD) Headquarters U.S. Army Training & Doctrine Command (TRADOC).	<p><b>Priority One (Mandatory)</b></p> <p>General Officer (GO)/Senior Executive Service (SES) Force Integration Course</p> <p>Senior Executive Equal Opportunity Seminar (SEEOS)</p> <p>Leadership at the Peak Course (CCL - 5 Days)</p> <p>SES Orientation Program</p> <p>Army Senior Leader Communications Workshop</p> <p><b>Priority Two (Essential if funding is available)</b></p> <p>HQ DA DAPE-CPS will identify training and development IAW the Civilian Leader Development Action Plan (DA DCSPER) for SES</p> <p>Personnel Management for Executives II Course (AMSC - 5 Days)</p> <p><b>Priority Three (Career Enhancement)</b></p> <p>IAW Civilian Leader Development Action Plan (DA DCSPER) for SES</p> <p>Executive Leadership/Management Program (FEI)</p>	<p>CDA 1-8</p> <p>CDA 1-8</p> <p>CDA 3, 5, 6</p> <p>CDA 3, 5-6</p> <p>CDA 1-8</p> <p>CDK 65-69, 71; CDA 1-8</p> <p>CDA 1-8</p> <p>CDA 1-8</p>

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE (continued)	Senior Executive Service (SES)			<b>Competitive Training</b>	
				Army War College Course (Non Resident)	CDK 19, 20, 21, 24, 31, 45-48, 50; CDA 1-8
				Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)	CDA 1-8
MANAGER	GS/GM-15	Completion of a Masters Degree (MA/MS) with additional graduate studies in Management, Operations Research and Systems Analysis, Logistics, and Technical Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.)	Key Positions. Deputy Director of Combat Developments TRADOC centers, schools, and colleges or other MACOMs; Directors or Deputy Directors of Futures Development Integration Centers (FDIC) at TRADOC schools and centers	<b>Priority One (Mandatory)</b>	
				Combat Development Executive Course (AFMS - 4 Weeks)	CDS 1-16; CDK 1-3, 7-10, 16, 22-24, 37,39-41, 49, 53, 55, 57-62; CDA 1-8
				Personnel Management for Executives I Course (AMSC - 2 Weeks)	CDK 65-69, 71; CDA 1-8
				Organizational Leadership for Executives Course (CAL - 2 Weeks)	CDK 69-70; CDA 1-8
				<b>Priority Two (Essential if funding is available)</b>	
				None	
<b>Priority Three (Career Enhancement)</b>					
None					
				<b>Competitive Training</b>	
				Army War College Course (Non Resident)	CDK 19, 20, 21, 24, 31, 45-48, 50; CDA 1-8

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-15			Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)	CDA 1-8
	GS/GM-13 - 14	Completion of a Bachelors Degree (BA/BS) with additional graduate studies in Management, Business Administration, Logistics, and Technical Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.)	Key Positions. Deputy Director of Combat Developments or Branch Chief at TRADOC centers and schools, or other MACOMs; Deputies or technical advisors to TRADOC System Manager (TSM) and TRADOC Program Integration Offices (TPIO); Assistant deputies at Battle Laboratories; Division Chiefs within ODCSCD. Senior Military Analyst throughout the CD community.	<p><b>Priority One (Mandatory)</b></p> <p>Manager Development Course (ATSC - ACCP)</p> <p><b>Priority Two (Essential if funding is available)</b></p> <p>Personnel Management for Executives I Course (AMSC - 2 Weeks)</p> <p>Organizational Leadership for Executives Course (CAL - 2 Weeks)</p> <p><b>Priority Three (Career Enhancement)</b></p> <p>Management Development Seminar (FEI)</p> <p>Seminar for New Managers (FEI)</p> <p>Personnel Management for Execs. II Course (AMSC - 5 Days)</p> <p><b>Competitive Training</b></p> <p>Sustaining Base Leadership &amp; Management Course (AMSC - 14 Weeks)</p>	<p>CDK 64; CDA 1-8</p> <p>CDK 65-69, 71; CDA 3-8</p> <p>CDK 69-70; CDA 1-8</p> <p>CDA 1-8</p> <p>CDA 1-8</p> <p>CDK 65-69,71;CDA 1-8</p> <p>CDK 20, 24, 62-63; CDA 1-8</p>

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-13 - 14			Command & General Staff Course (CAC - Non-Resident)	CDK 19-21, 24, 31, 45-48, 50; CDA 1-8
				Professional Long Term Training Programs (Staff Colleges, Colleges and Universities, Congressional Fellowship Programs)	CDA 1-8
				Future Studies MS Program (University of Houston - 1 Year)	CDS 8-9, 23; CDK 11-13, 18, 22, 24, 73; CDA 2-8
JOURNEYMAN	GS-11 - 12	Completion of a Bachelors Degree (BA/BS) with additional graduate studies in Management, Business Administration, Logistics, and Technical Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.)	Key Positions. Combat Developments Analyst at TRADOC centers and schools, AMEDD, or JFKCSW; TSMs and TPIOs; Battle Laboratories; and FDICs.	<b>Priority One (Mandatory)</b>	
				CD Course (ALMC - 2 Weeks)	CDS 1-16; CDK 1-13, 16, 18-19, 22-23, 31-33, 37, 40-41, 45-49, 51-55, 57-59, 61; CDA 2-8
				Supervisor Development Course (ATSC - 39 Hours ACCP)	CDK 64; CDA 1-8
				Leadership Education and Development (LEAD) Course (CAL - 1 Week)	CDA 1-8
				Action Officer Development Course (ATSC - 21 Hours ACCP)	CDA 2-8
				Briefing Techniques Course (USDA Graduate School - 3 Days)	CDS 3, 13-14; CDK 13; CDA 5-7
				Army Force Management Course (AFMS - 4 Weeks)	CDS 1, 4, 5, 9-10, 14, 16; CDK 3, 6, 8-9, 23, 53, 55, 57, 60-63; CDA 1-2
				ORSA Familiarization Course (ALMC - 1 Week)	CDK 13, 27-29, 34; CDA 6, 8

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12			<b>Priority Two (Essential if funding is available)</b>	
				Information Technology Course (Local College/University )	CDK 25, CDA 6, 8
				Branch Officer Basic Course or completion of a MOS producing course (TRADOC Schools - Selected modules or ACCP)	CS 4-8; CK 4-8; CA 1-8: CDK 19-21, 24, 31, 45-48, 50; CDA 1-8
				Captains Career Course (TRADOC Schools - Selected Modules)	CS 4-8; CK 4-8; CA 1-8: CDK 19-21, 31, 45-48, 50 CDA 1-8
				Systems Approach to Training Basic Course (ATSC - 1 Week)	CDK 32, 42, 44, 57
				Doctrine Developers Course (ALMC - 2 Weeks)	CDK 43
				Effective Writing for Professionals Course (USDA Graduate School - DL CC)	CDK 41; CDA 6
				Presentation Techniques Course (ALMC - 3 Days)	CDA 5-7
				Project Management Course (USDA Graduate School - 3 Days)	CDK 16-17, 55-56, 59, 61
				Contracting Officer's Representative Course (ALMC - 1 Week)	CDK 17, 59
		MANPRINT Course (ALMC - 9 Days)	CDK 39		

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12			Practical Statistics Course (USDA Graduate School - 32 Hours DL) or Basic Statistics (Local College/University - 6 SH)	CDK 13-14
				Advanced Statistics Course (Local College/University - 6 SH)	CDK 13-15, 29
				Future Studies Practitioners Course (University of Houston - 10 SH)	CDK 35-36, 73
				Total Army Quality - Overview Course (ALMC - 1-2 Days)	CDK 27
				Introduction to Operations Research & Systems Analysis Course (ALMC - 80 Hours ACCP)	CDK 27-28
				Operations Research & Systems Analysis Course (ALMC - 4 Weeks)	CDK 27-29, 34
				<b>Priority Three (Career Enhancement)</b>	
		Advanced Programming Course (Local College/University, e.g., St. Leo College - Resident 3 SH or DL)	CDS 11; CDK 43; CDA 7		
INTERN	GS-7 - 9	Ideal candidate will have extensive experience in Combat Development (CD) OR a combination of experience and college coursework in a related field.	May be assigned as a: <ul style="list-style-type: none"> <li>● Materiel Requirements Analyst</li> <li>● Materiel Analyst</li> <li>● Military Analyst (Organization &amp; Equipment)</li> <li>● Combat Developments</li> </ul>	<b>Priority One (Mandatory)</b>  Overview of the MACOM Orientation (TRADOC - 2 Hours)  Intern Training Orientation (Local CPAC - 2 Hours)  Intern Leadership Development Course (CAL – 1 Week) (Completed first year)	CDK19  CDK 65, 69  CA 2-8

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN (continued)	GS-7 - 9	and/or Information Technology, and Communications.	Specialist <ul style="list-style-type: none"> <li>● Military Development Specialist</li> <li>● Functional Area Specialist (Intelligence, Field artillery, Armor, etc.)</li> </ul>	Combat, Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC)	CDS 1-16; CDK 2-3, 6,8-9,11-13, 23, 43, 53, 55, 57, 60-61
				MANPRINT Applications Course (ALMC -1-5 Days)	CDK 39
				Contracting Officer's Representative Course (ALMC - 1 Week)	CDK 17, 59
				Comptrollership in the Army Sub-course FI2026 (USAFIC - 8 Hours ACCP)	CS 13; CK 13; CDK 63
				PPBES Sub-course FI2028 (USAFIC - 8 Hours ACCP)	CS 17; CK 17; CDK 62
				Action Officer Development Course (ATSC - 21 Hours ACCP)	CDA 2-8
				ORSA Familiarization Course (ALMC -1 Week or ACCP)	CDK 27-28, 30
				Combat Developments Course (ALMC - 2 Weeks)	CDS 1-16; CDK 1-13, 16, 18-19, 22-23, 31-33, 37, 40-41, 45-49, 51-55, 57-59, 61; CDA 2-8
				Computer Literacy Course (SmartForce CBT or Local College/University - 3 SH)	CS 2; CK 2; CDK 25
				Interactive Multimedia Instruction Course (ATSC - 1 Day VTT + 5 Days)	CDA 5-6
Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	CDK 41, 72				

## Appendix B - GS/GM-301-CD Combat Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
INTERN (continued)	GS 5-7			Write in the Army Style Course (Local S&F)	CDK 41, 72	
				Research Techniques (Local College/University)	CS 9; CK 9, CA 4; CDS 8, 12, 14; CDK 7, 10-11-12, 18, 34, 36, CDA 4	
				<b>Priority Two (Essential if funding is available)</b>		
				Briefing Techniques Course (USDA Graduate School - 3 Days)	CDS 3, 13-14; CDK 13; CDA 5-7	
				Effective Writing for Professionals Course (USDA Graduate School - DL CC)	CDK 41; CDA 6	
				Branch Officer Basic Course or completion of a MOS producing course (TRADOC Schools - Selected modules or ACCP)	CS 4-8; CK 4-8; CA 1-8; CDK 19-21,24,31,45-48, 50; CDA 1-8	
				<b>Priority Three (Career Enhancement)</b>		
		None				
		<b>Supervisor-directed reading requirements</b>				

## APPENDIX C - GS/GM-301-DD MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-301-DD Doctrine Developers in grades GS-7 through Senior Executive Service (SES). The MDP identifies the following:

- Phase - Intern through Executive
- Grade - GS/GM or SES grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

The Master Development Plan in [Appendix C](#) lists GS/GM-301-DD Competencies as follows:

- DDS Skills
- DDK Knowledge
- DDA Abilities.

For complete listings of GS/GM-301-DD SKAs, refer to [Section 5](#).

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE	GS/GM-15	Completion of a Doctoral Degree (Ph.D.) or Masters Degree (MA/MS) with additional graduate studies in Management, Business Administration, Logistics, and Technical Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.)	Key Positions. Assistant Deputy Chief of Staff for Doctrine (ADCSDOC) Headquarters U.S. Army Training & Doctrine Command (TRADOC) or other Major Command (MACOM). Deputy Director of Doctrine or Doctrine and Training at TRADOC centers and colleges, or other MACOM.	<p><b>Priority One (Mandatory)</b></p> <p>General Officer (GO)/Senior Executive Service (SES) Force Integration Course</p> <p>Senior Executive Equal Opportunity Seminar (SEEOS)</p> <p>Leadership at the Peak Course (CCL - 5 Days)</p> <p>Army Senior Leader Communications Workshop</p> <p><b>Priority Two (Essential if funding is available)</b></p> <p>Personnel Management for Executives II Course (AMSC - 5 Days)</p> <p><b>Priority Three (Career Enhancement)</b></p> <p>Executive Leadership/Management Program (FEI)</p> <p><b>Competitive Training</b></p> <p>Army War College Course (Non Resident)</p> <p>Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)</p>	<p>DDA 1- 8</p> <p>DDK 71</p> <p>DDA 1-8</p> <p>CA 3, 5-6</p> <p>DDK 49-52, 54; DDA 1-8</p> <p>DDA 1-8</p> <p>DDK 4, 9-10, 13, 15-17; DDA 1-8</p> <p>DDA 1-8</p>

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
MANAGER	GS/GM-13 - 14	Completion of a Bachelors Degree (BA/BS) with additional graduate studies in Management, Business Administration, Logistics, and Tech. Branch-related areas (e.g., Engineering, Communications, Computer Science, etc.)	Key Positions. Deputy Director of Doctrine Developments or Branch Chief at TRADOC centers and schools or other MACOM, TRADOC System Manager (TSM) and TRADOC Program Integration Offices (TPIO), Battle Laboratories, and Futures Offices.	<b>Priority One (Mandatory)</b>		
					Manager Development Course (ATSC - ACCP)	DDA 1-8
					<b>Priority Two (Essential if funding is available)</b>	
					Personnel Management for Executives I Course (AMSC - 2 Weeks)	DDK 49-52, 54; DDA 1-8
					Organizational Leadership for Executives Course (CAL - 2 Weeks)	DDK 52-53; DDA 1-8
					Professional Resource Management Course (Syracuse University - 4 Weeks)	CS 13, 17; CK 13, 17; DDK 42, 45-46
					<b>Priority Three (Career Enhancement)</b>	
					Management Development Seminar (FEI)	DDA 1-8
					Seminar for New Managers (FEI)	DDA 1-8
					<b>Competitive Training</b>	
	Sustaining Base Leadership & Management Course (AMSC - 14 Weeks)	DDK 4, 9-10, 13, 15-17; DDA 1-8				
	Command & General Staff Course (Non-Resident)	DDA 1-8				

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-13 - 14			Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)	DDA 1-8
				Future Studies MS Program (University of Houston - 1 Year)	DDS 3; DDK 23-24, 26, 56; DDA 2-8
JOURNEYMAN	GS-11 - 12	Completion of a Bachelors Degree (BA/BS) with additional graduate studies in Management, Business Administration, Logistics, and Technical Branch-related areas (e.g. Engineering, Communications, Comp. Science, etc.)	Key Positions. Doctrine Developments Analyst at TRADOC centers and schools, TSMs and TPIOs, Battle Laboratories, and Futures Offices, or other MACOM.	<p><b>Priority One (Mandatory)</b></p> <p>Combat Developments Course (ALMC - 2 Weeks)</p> <p>Systems Approach to Training Basic Course (ATSC - 1 Week)</p> <p>Supervisor Development Course (ATSC - 39 Hours ACCP)</p> <p>Leadership Education and Development (LEAD) Course (CAL - 1 Week)</p> <p>Army Force Management Course (AFMS - 4 Weeks)</p> <p>Action Officer Development Course (ATSC - ACCP)</p> <p>Briefing Techniques Course (USDA - 3 Days)</p> <p>Contracting Officer's Representative Course (ALMC - 1 Week)</p>	<p>CS 1, 6,16; CK 1, 6, 16; DDK 1,14, 24, 44</p> <p>DDK 7-8</p> <p>DDK 47; DDA 1-8</p> <p>DDA 1-8</p> <p>DDK 4, 9, 15-16; DDA 1-2</p> <p>CS 1; CK 1; DDA 2-8</p> <p>DDA 2, 5</p> <p>DDK 42, 44</p>

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
JOURNEYMAN (continued)	GS-11 - 12			Doctrine Developers Course - (ALMC - 2 Weeks)	DDS 1-5; DDK 4, 7-8, 11-13; 16-17, 23-24, 26, 31-32, 35, 37, 40, 49, 50-52, 54-55	
				Effective Writing for Professionals Course (USDA Graduate School - DL CC)	CA 6; DDK 6, 35; DDA 6	
				Introduction to the Editing Process Course (USDA Graduate School - DL CC)	CA 6; DDS 1-5; DDK 6, 35; DDA 6	
				<b>Priority Two (Essential if funding is available)</b>		
					Introduction to Information Systems Technology Course (USDA - DL)	DDK 2; DDA 6, 8
					Project Management Course (USDA Graduate School - 3 Days)	DDK 42, 44
					MANPRINT Course (ALMC - 9 Days)	DDK 37
					Budget Formulation (USDA Graduate School - 4 Days)	DDK 45-46
					Practical Statistics Course (USDA Graduate School - 32 Hours DL) or Basic Statistics (Local College/University - 6 SH)	CS 9; CA 9; DDK 19, 20
					Advanced Statistics (Local College/University - 3 SH)	DDK 19, 21
			Computers in Research & Design (Local College/University - 3 SH)	DDK 2; DDA 6, 8		

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12			Future Studies Practitioners Course (University of Houston - 10 SH)	CS 23; CK 23; DDS 3; DDK 23-24, 26, 56
				Total Army Quality - Overview Course (ALMC-1-2 Days)	DDK 43
				Captains Career Course (TRADOC Schools - Selected Modules or ACCP or RC3)	CS 4-8; CK 4-8; CA 1-8; DDK 4, 9-10, 16 -17; DDA 1-8
				<b>Priority Three (Career Enhancement)</b>	
				Advanced Programming (Local College/University.)	DDS 4; DDK 2; DDA 7
INTERN	GS-7 - 9	Ideal candidate will have extensive experience in Doctrine Development (DD) OR a combination of experience and college coursework in a related field.	May be assigned as a doctrine developer or military analyst in a Directorate of Training and/or Doctrine or Directorate of Combat Developments or MACOM equivalent	<b>Priority One (Mandatory)</b>	
				Combat, Training, and Doctrine Developers Integration Course (CTDDIC) - 1st year (ALMC)	DDS 1-5; DDK 1, 5-7, 11, 13, 22, 30-31, 38, 41, 56; DDA 2- 4, 6
				Overview of the MACOM Orientation 1st year (TRADOC - 2 Hours)	DDK 16, 17
				Intern Training Orientation - 1st year (Local CPAC - 2 Hours)	DDA 2-8
				Action Officer Development Course - 1st year (ATSC - ACCP)	CS 1; CK 1; DDA 2-8
				Doctrine Developers Course - (ALMC - 2 Weeks)	DDS 1-5; DDK 4, 7-8, 11-13; 16-17, 23-24, 26, 31-32, 35, 37, 40, 49, 50-52, 54-55
				Intern Leadership Development. Course - 1st Year (CAL - 1 Week)	DDA 2, 5

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN (continued)	GS-7 - 9			Briefing Techniques Course (USDA - 3 Days)	DDA 2, 5
				Contracting Officer's Representative Course (ALMC - 1 Week)	DDK 42, 44
				Write In the Army Style (Local CPAC or S&F)	DDK 6, DDA 6
				MANPRINT Applications Course (ALMC - 1-5 Days)	DDK 4, 16-19, 41, 45
				Interactive Multimedia Instruction Course (HQ TRADOC )	DDK 2-3
				Simulation Overview (USAIS - 5 Days)	DDK 19-21
				Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	DDK 19-21
				Writing for the Government and Business Course (USDA Graduate School - DL CC)	CA 6; DDA 6
				Writing Sentences and Paragraphs Effectively Course (USDA Graduate School - DL CC)	DDS 1–5; DDK 6; DDA 6
				Effective Writing for Professionals Course (USDA Graduate School - DL CC)	CA 6; DDK 6, 35; DDA 6
		Introduction to the Editing Process Course (USDA Graduate School - DL CC)	CA 6; DDS 1-5; DDK 6, 35; DDA 6		
		Proofreading Course (USDA Graduate School - DL CC)	CA 6; DDS 5-6; DDK 35- 36, 43; DDA 6		

## Appendix C - GS/GM-301-DD Doctrine Developments - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN (Continued)	GS-7 - 9			Computer Literacy Course (SmartForce - DL CBT)	CS 2; CK 2
				Comptrollership in the Army Sub- course FI2026 (USAFIC - 8 Hours ACCP)	CS 13; CK 13; DDK 46
				PPBES Sub-course F12028 (USAFAC ACCP - 8 Hours)	CS 17; CK 17; DDK 45
				Research Techniques (Local College/University - 3 SH)	CS 9; CK 9, CA 4; DDS 5; DDK 23, 25-27, DDA 4
				<b>Priority Two (Essential if funding available)</b>	
				Branch Officer Basic Course or completion of a MOS producing course (TRADOC Schools - Selected Modules or ACCP)	CS 4-8; CK 4-8; CA 1-8; DDK 4, 9-10, 15-17; DDA 1-8
		<b>Priority Three (Career Enhancement)</b>			
			None		

## APPENDIX D - GS/GM-1701 MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-1701 Training Developers in grades GS-7 through Senior Executive Service (SES). The MDP identifies the following:

- Phase - Intern through Executive
- Grade - GS/GM or SES grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

An MDP for personnel engaged in Distance Learning (DL) is also provided.

The Master Development Plan in [Appendix D](#) lists GS/GM-1701 Competencies as follows:

- TC Training and Training Development Competencies
- TA Training and Training Development Abilities.

For complete listings of GS/GM-1701 Competencies and Abilities, refer to [Section 5](#).

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
EXECUTIVE	Senior Executive Service (SES)	Completion of a Doctoral Degree (PhD) or Master's Degree with additional graduate studies in Education, Education Technology or Instructional Systems Technology	Key Position Assistant Deputy Chief of Staff for Training (TRADOC)  Mobility may be necessary to achieve SES grade levels.	<b>Priority One (Mandatory)</b>	To enhance executive/management skills such as problem solving and decision making, policy making and verbal and non- verbal skills, TA 1-8	
				General Officer (GO)/Senior Executive Service (SES) Force Integration Course		
				Senior Executive Equal Opportunity Seminar (SEEOS)		
				Leadership at the Peak Course (CCL - 5 Days)		TA 1-8
				SES Orientation Program		TA 1-8
				Army Senior Leader Communications Workshop		TA 3, 5-6
				<b>Priority Two and Three</b>		
				HQDA DAPE-CPS will identify training and development IAW the Civilian Leader Development Action Plan		
EXECUTIVE	GM-15	Master's Degree with additional graduate studies in Education	Professor/Instructor at a Senior Service College Education Technology or Instructional System Technology  Mobility may be necessary to achieve SES grade levels.	<b>Priority One (Mandatory)</b>	TA 1-8	
				None		
				<b>Priority Two (Essential if funding is available)</b>		
				Personnel Management for Executives Course II (AMSC - 5 Days)		
				Senior Training Managers Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4	

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE (continued)	GM-15			<b>Priority Three (Career Enhancement)</b>	
				Executive Leadership/Management Program (FEI)	TA 1-8
				Executive Development Seminar (FEI)	TA 1-8
				Leadership at the Peak Course (CCL - 5 Days)	TA 1-8
				<b>Competitive Training</b>	
		Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)	TA 1-8		
MANAGER	GS/GM-13 - 14	Bachelor's Degree and graduate studies in Education, Education Technology, or Instructional Systems Technology	Key Positions: Dean, School of Engineering and Logistics. Deputy Dean, School of Engineering and Logistics.  Other assignments may include director and division chief career program  * Mobility may be necessary to achieve GS/GM 13, 14, and 15 grade levels	<b>Priority One (Mandatory)</b>	
				Manager Development Course (ATSC - ACCP)	TA 1-8
				<b>Priority Two (Essential if funding is available)</b>	
				Organizational Leadership for Executives Course (CAL - 2 Weeks)	TA 1-8
		Personnel Management for Executives I Course (AMSC - 2 Weeks)	TA 1-8		

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-13 - 14			<b>Priority Three (Career Enhancement)</b>	
				Management Development Seminar (FEI)	TA 1-8
				Seminar for New Managers (FEI - 10 Days)	TA 1-8
				Personnel Management for Executives II (ASMC - 5 Days)	TA 1-8
				Army Force Management Course (AMSC - 4 Weeks)	TC 3,27, 30, 39-45, 47-49, 55, 60; TA 1-8
				Command and General Staff Officer Course (CAC - Non-Resident)	CS 4-8; CK 4-8; TA 1-8
				<b>Competitive Training</b>	
Sustaining Base Leadership and Management Course (AMSC - 14 Weeks)	TA 1-8				
Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)					
JOURNEYMAN	GS-11 - 12	Bachelor's Degree and graduate studies in Education, Education Technology, or Instructional Systems Technology	Chief of Discovery Center Education, National Science Center for Communications and Electronics. Other assignments may include branch chief.	<b>Priority One (Mandatory)</b>	
				Supervisor Development Course (ATSC - 39 Hours ACCP)	TA 1-8
				Leadership Education. and Development (LEAD) Course (CAL - 1 Week)	TA 1-8

**Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan**

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12			<b>Priority Two (Essential if Funding is available)</b>	
				Job related technical training recommended if not taken before entry level:	
				• Briefing Techniques Course (USDA Graduate School - 3 Days)	TC 25, 29, 33, 58; TA 5-6
				• Computer Literacy Course (Local College/University)	CS 2; CK 2; TC 47
				Training Developers Middle Managers Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4
				Write in the Army Style (Local CPAC/S&F - 3 Days)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				Project Management Course (USDA Graduate School - 3 Days)	TC 1-3, 30, 39-45, 48-49, 62
				Contracting Officer's Representative Course (ALMC - 1 Week)	TC 1-3, 30, 39-45, 48-49, 62
				Systems Approach to Training Basic Course (ATSC - 1 Week)	TC 1-29, 34-41, 61-64, TA 4
				Captains Career Course - Selected Modules (TRADOC Schools)	CS 4-8; CK 4-8; TDA 1-8

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN	GS-7 - 9	Bachelor's Degree and Graduate work with emphasis on Education, Education Technology, or Instructional Systems Technology  Childcare employees must meet specific requirements in the X-118.	May be assigned as a: Training Analyst, Course Designer, Course Developer, Test Developer, Evaluator, Instructor in one or more of the following service school organizations:  Directorate of Training and Doctrine Directorate of Evaluation and Standardization Staff and Faculty Division or MACOM equivalent	<b>Priority One (Mandatory)</b>  Combat , Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC)  Contracting Officer's Representative Course (ALMC - 1 Week)  MANPRINT Applications Course (ALMC - 1-5 Days)  Training Management - Parts I & II Course (CAC AIPD Sub-course IS8718 - ACCP)  Intern Leadership Development Course (CAL - 1 Week) (First year of internship)  Instructional Materials Development Course (Local S&F - 1 Week or Local College/University)  Instructor Training Course (Local S&F - 1 Week)  Job and Task Analysis Course (Local College/University)  Systems Approach to Training Basic Course (ATSC - 1 Week)  Briefing Techniques Course (USDA Graduate School - 3 Days)	CS 1, 6, 16: CK 1, 6, 16, TC 1, 4-15, 19, 23-24, 35, 41, 62, 74; TA 4  TC 1-3, 30, 39-45, 48-49, 62  TC 46; TA 4  TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-73; TA 1-2  TA 2-8  TC 10-26, 35-39; TA 6  TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-59, 64, 68, 73; TA 5-6  TC 4-9, 15-16, 19, 34-35, 41, 46, 62; TA 4  TC 1-29, 34-41, 61-64; TA 4  TC 25, 29, 33, 58; TA 5-6

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN (continued)	GS-7 - 9			Evaluation of Training Courses (Local College/University)	TC 2, 14-15, 19-25, 34-35, 39; TA 4
				Interactive Multimedia Instruction Development Workshop (ATSC)	TC 6-9, 11-15, 19, 26, 28, 35, 62-64; TA 5-6
				Simulations Overview Course (USAIS - 2 Days)	TC 1, 3, 11-12, 15, 26, 28, 45, 62, 64, 71-72
				Training Requirement Analysis System Course (TRADOC - 1 Week)	TC 48-49, 61; TA 4
				Action Officer Development Course (ATSC - ACCP)	CS 1; CK 1; TA 2-3, 5-6, 8
				Comptrollership in the Army Sub- course FI2026 (USAFIC - 8 Hours ACCP)	CS 17; CK 17; TC 49
				PPBES Sub-course FI2028 (USAFIC - 8 Hours ACCP)	CS 17; CK 17; TC 48
				Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	TC 31-32
				Write in the Army Style Course (Local S&F - 3 Days)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
					<b>Priority Two (Essential if funding is available)</b>
			Advanced Statistics Course (Local College/University)	TC 31-32	

## Appendix D – GS/GM-1701 General Education and Training Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INTERN (continued)	GS-7 - 9			Computers in the Training Environment (Local College/University, e.g. ODU - Instructional Technology in Education and Training Course)	TC 1-29, 34-39, 58-73; TA 4
				Computers in Research and Design (Local College/University, E.g., ODU - Computer-based Productivity I & II Course)	TC 11-13, 20, 28, 58
				Branch Officers Basic Course or completion of a MOS producing course (TRADOC Schools - Selected Modules or ACCP)	CS 4-8; CK 4-8; TA 1-8
				<b>Priority Three (Career Enhancement)</b>	
				Training Developer Middle Manager Course (TRADOC)	TC 1-29, 34-39, 58-73; TA 4
				Advanced Programming Course (Local College/University)	TC 10-13, 20, 28, 64
				Supervisor Development Course (ATSC - 39 Hours ACCP)	TA 1-8
				Leadership Education and Development Course (LEAD) (CAL - 1 Week)	TA 1-8
		<b>Supervisor-directed reading requirements</b>			

## Appendix D - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DISTANCE LEARNING (DL) INTERACTIVE MULTIMEDIA INSTRUCTION (IMI) MANAGERS AND DEVELOPERS				<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding available)</b>	
				Courses in use of authoring/design software programs for multimedia and/or Computer-Based Training (CBT) or Web-Based Training (WBT) development (Contractors/ATSC)	CS 2, 10; CK 2, 10; TC 11,12,14-17, 27,29, 52, 63
			Courses in Basic Application programs to use and develop IMI in a DL environment: <ul style="list-style-type: none"> <li>• Operating Systems Course</li> <li>• Web Browser(s) Course</li> <li>• Word Processing Course</li> <li>• Graphics Presentation Course</li> <li>• Use of Digital Cameras Course</li> <li>• Databases Course</li> <li>• Spreadsheets Course</li> <li>• E-mail Course</li> </ul> (Contractors, Colleges & Universities)	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63	
			Courses for Computer-Based Assessment programs for use on the Internet or CD-ROM: <ul style="list-style-type: none"> <li>• Evaluation and Scoring Student Data/Performance Course</li> <li>• Identification of Course Improvements Course</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63; TA 4, 7	

## Appendix D - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DL IMI MANAGERS AND DEVELOPERS (continued)				<ul style="list-style-type: none"> <li>• Establishment of Interactive Links Between Sites and Data Repositories Course (Contractors, Colleges &amp; Universities)</li> </ul> <p>Courses in Managing Information Systems:</p> <ul style="list-style-type: none"> <li>• Courses in Identifying the Hardware and Software Needed to Train Tasks</li> <li>• Courses in Understanding/ Using the Efficiency of Local Area Networks (LAN) and other Interconnected Systems (Satellites, SDN, Video Tele-training (VTT), and Cable/Public TV)</li> <li>• Courses in Software Programs Used to Establish/Maintain a Web Site</li> <li>• Courses in Software Programs Used to Establish/maintain a Digital Library (Contractors, Colleges, &amp; Universities)</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52, 63

## APPENDIX E - GS/GM-1702 MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-1702 Trainers in grades GS-7 through GM-14. The MDP identifies the following:

- Phase - Intern through Manager
- Grade - GS/GM grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

An MDP for personnel engaged in Distance Learning (DL) is also provided.

The Master Development Plan in [Appendix E](#) lists GS/GM-1702 Competencies as follows:

- TC Training and Training Development Competencies
- TA Training and Training Development Abilities.

For complete listings of GS/GM-1702 Competencies and Abilities, refer to [Section 5](#).

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER	GS/GM-13 - 14	Bachelor's Degree or Associate Degree and college courses in Education, Psychology, Adult Learning and Management	<p>Key Position: Training Support Manager, Training Systems Manager, Deputy Assistant Deputy Chief of Staff for Training. All at the MACOM level.</p> <p>Mobility may be necessary to achieve GS/GM 13-14 grade levels</p>	<p><b>Priority One (Mandatory)</b></p> <p>Manager Development Course (ATSC-ACCP) (New Managers)</p> <p>Supervisor Development Course (ATSC-39 Hours ACCP ) (New Supervisors)</p> <p><b>Priority Two (Essential if funding is available)</b></p> <p>Organizational Leadership for Executives Course (CAL - 2 Weeks)</p> <p>Curriculum Development Course (Local College/University, e.g. ODU Curriculum Development &amp; Assessment Course)</p> <p>Personnel Management for Executives I Course (AMSC - 2 Weeks)</p> <p>Seminar for New Managers (FEI - 10 Days)</p> <p>Senior Training Managers Course (TRADOC - 1 Week)</p> <p>Management Development Seminar (FEI)</p>	<p>TA 1-8</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>TC 9</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>TC 1-29, 34-39, 58-73; TA 4</p> <p>TA 1-8</p>

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-13 - 14			<p><b>Priority Three (Career Enhancement)</b></p> <p>Information Resources Management for Federal Agencies Course (USDA Graduate School - 4 Days)</p> <p>Professional Resource Management Course (Syracuse University – 4 Weeks)</p> <p>Computer Fundamentals Course (CAC AIPD Sub-course MM0707 - ACCP)</p> <p>Seminar for New Managers (FEI - 10 Days)</p> <p><b>Competitive Training</b></p> <p>Sustaining Base Leadership and Management Course (AMSC - 14-Weeks)</p> <p>Professional Long Term Training: (Senior Service Schools; Colleges and Universities; Congressional Fellowship Programs)</p>	<p>CS 2, 9, CK 9, 23; TDS 2-4; TDK 40, 71; TDA 4</p> <p>CS 13, 17; CK 13, 17; TC 46, 48-49</p> <p>TC 47</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>TA 1-8</p>

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN	GS-11 - 12	College/Votech courses in Office Management, Education, Psychology and Adult Learning; also technical expertise in the training system or program in which incumbent works	Training Support Management, Supervisory Training Technician or Mobilization Training Strategies	<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding is available)</b>	
				Briefing Techniques Course (USDA Graduate School - 3 Days)	TC 25, 29, 33, 58; TA 5-6
				Training Developers Middle Managers Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4
				Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	TC 31-32
				Action Officer Force Integration Course (AFMS - 1 Week)	CS 1; CK 1; TA 2-3, 5-6, 8
				Army Force Management Course (AFMS - 4 Weeks)	TC 3, 27, 30, 39-45, 47-49, 55, 60; TA 1-8
				Intermediate Acquisition Logistic Course (DAU - 3 Weeks)	CS 16; CK 16; TC 42-43
				Performance Appraisal Counseling and Feedback Course (Local CPAC)	TC 51, TA 1, 3, 5
MANPRINT Course (ALMC - 9 Days)	TC 46; TA 4				
Evaluation of Training Courses Course (Local College/University, e.g. FSU)	TC 2, 14-15, 19-25, 34-35, 39; TA 4				

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continue)	GS-11 - 12			Alternative Format for Army Publications Course (HQ TRADOC - Ref: TRADOC Reg. 25-34)	TC 27
				<b>Priority Three (Career Enhancement)</b>	
				PPBES Course (USAFAC - 1 Week 4 Days)	CS 17; CK 17; TC 48
				Economics of Analysis (USDA Graduate School - 4 Days)	TC 29, 52, 63
				Interactive Multimedia Instruction Development Workshop (ATSC - VTT - 1 Day + 5 Days)	TC 6-9, 11-15, 19, 26, 28, 35, 62-64; TA 5-6
				<b>Competitive Training</b>	
				Sustaining Base Leadership and Management Course (AMSC - 14 Weeks)	TA 1-8
				<b>Priority One (Mandatory)</b>	
	GS-8 - 9	College/Votech courses in Typing, Computers, Office Management and Psychology	Training Technician or Training Support	Leadership Education and Development Course (LEAD) (CAL - 1 Week) (New Supervisors)	TA 1-8
				Supervisor Development Course (ATSC - 39 Hours ACCP) (New Supervisors)	TA 1-8
				<b>Priority Two (Essential if funding available)</b>	
				Contracting Officers Representative Course (ALMC - 1 Week)	TC 1-3, 30, 39-45, 48-49, 62

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
JOURNEYMAN (continued)	GS-8 - 9			Writing Performance-Based Statements of Work (USDA Graduate School - 3 Days)	TC 50-51, TA 1, 3, 6	
				Adult Education Theory Course (Local College/University, e.g., FSU)	TC 1-2, 4, 8, 9, 15-15,19-25, 29, 33, 38, 58-59	
				Supervisor Development Course (ATSC- 39 Hours - ACCP)	TA 1-8	
				Evaluation of Training Courses Course (Local College/University, e.g. FSU)	TC 2, 14-15, 19-25, 34-35, 39; TA 4	
				Budget Formulation Course (USDA Graduate School - 4 Days)	TC 30, 44, 48-49, 65	
				<b>Priority Three (Career Enhancement)</b>		
					Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	TC 31-32
			Database Management Systems Course (Local College/University, e.g., ODU Database Concepts Course)	TC 47		
	GS-6 - 7	College courses in Typing, Computers and Office Management	Training Technician or Training Support	<b>Priority One (Mandatory)</b>  None		

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-6 - 7			<p><b>Priority Two (Essential if funding is available)</b></p> <p>Instructional Product Design Course (Local College/University, e.g., U of H Instructional Design and Development Course)</p> <p>Systems Approach to Training Basic Course (ATSC VTT or ALMC - 1 Week)</p> <p>Data Collection and Analysis Course (USDA Graduate School)</p> <p>Workshop in Information Technology Course (USDA Graduate School or Local College/University)</p> <p>Instructor Training Course (Local S&amp;F/CPAC)</p> <p>Test and Measurements (Test Development Workshop (Local Staff &amp; Faculty -1 Week or Local College/University, e.g., ODU, Human Performance Assessment Course)</p> <p>Psychology of Learning Course (Local College/University, e.g., FSU, Foundations of Adult Education)</p>	<p>TC 10-26, 35-39; TA 6</p> <p>TC 1-29, 34-41, 61-64; TA 4</p> <p>TC 20-25</p> <p>TC 47</p> <p>TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-59, 64, 68, 73; TA 5-6</p> <p>TC 2, 18-25</p> <p>TC 1-2, 4, 8, 9, 15-16, 19-25, 29, 33, 38, 58-59</p>

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-6 - 7			<b>Priority Three (Career Enhancement)</b>	
				Basic Statistics Course (Local College/ University)	TC 31-32
				Introduction to Data Processing Course (Local College/University, e.g., ODU, Computer Applications in Educational Administration and Supervision)	TC 28
				Information Resource Management For Federal Agencies Course (USDA Graduate School - 4 Days)	CS 2, 9, CK 9, 23; TDS 2-4; TDK 40, 71; TDA 4
				Introduction to MIS Systems Analysis Course (Local College/University, e.g., Information Systems Planning and Analysis)	TC 28, 47
INITIAL ENTRY	GS-4 - 5	College/Votech courses in Typing and Office Management	Training Technician or Training Support Positions	<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding is available)</b>	
				Managing and Leading Sub-course (ATSC ST5001 - IMI) (Part of Supervisor Development Course)	TA 1-8
				Visual Aid Design Course (Local College/University, e.g., ODU, Design and Development of Digital Instructional Materials Course)	TC 11-12, 26, 28, 36, 64

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INITIAL ENTRY (continued)	GS-4 - 5			Putting Customers First Course (ALMC - 1 Day)	CS 14; CK 14; TA 4
				Writing Sentences and Paragraphs Effectively Course (USDA Graduate School - CC)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				Report Writing Course (USDA Graduate School - 3 Days)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				Modern Army Record Keeping System (MARKS) Course (ATSC AG0404 - ACCP)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				Proofreading Course (USDA Graduate School)	TA 6
				ATTRS Course (Local S&F - CPAC or OJT - 2 Days)	TC 60
				AIMS Course (Local S&F - CPAC or OJT - 2 Days)	TC 60
				Computer Literacy Course (Local University)	CS 2; CK 2; TC 47
				TAMS Course (Local S&F - CPAC - or OJT - 2 Days)	TC 60, 73
				Systems Approach to Training (SAT) Basic Course (ATSC - VTT or ALMC - 1 Week)	TC 1-29, 34-41, 61-64; TA 4
		Communicating for Results (USDA Graduate School - 2 Days)	TA 3, 5		
		Assertiveness Skills Course (USDA Graduate School - 2 Days)	TA 3, 5		

## Appendix E –GS/GM-1702 Education and Training Support Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INITIAL ENTRY (continued)	GS-4 - 5			<p><b>Priority Three (Career Enhancement)</b></p> <p>Test and Measurements (Test Development Workshop (Local Staff &amp; Faculty -1 Week or Local College/University, e.g., ODU, Human Performance Assessment Course)</p>	TC 2, 18-25

## Appendix E - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DISTANCE LEARNING (DL) INTERACTIVE MULTIMEDIA INSTRUCTION (IMI) MANAGERS AND DEVELOPERS				<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding available)</b>	
				Courses in use of authoring/design software programs for multimedia and/or Computer-Based Training (CBT) or Web-Based Training (WBT) development (Contractors/ATSC)	CS 2, 10; CK 2, 10; TC 11,12,14-17, 27,29, 52, 63
			Courses in Basic Application programs to use and develop IMI in a DL environment:		CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63
			<ul style="list-style-type: none"> <li>• Operating Systems Course</li> <li>• Web Browser(s) Course</li> <li>• Word Processing Course</li> <li>• Graphics Presentation Course</li> <li>• Use of Digital Cameras Course</li> <li>• Databases Course</li> <li>• Spreadsheets Course</li> <li>• E-mail Course</li> </ul>		
			(Contractors, Colleges & Universities)		CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63; TA 4, 7
			Courses for Computer-Based Assessment programs for use on the Internet or CD-ROM:		
			<ul style="list-style-type: none"> <li>• Evaluation and Scoring Student Data/Performance Course</li> <li>• Identification of Course Improvements Course</li> </ul>		

## Appendix E - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DL IMI MANAGERS AND DEVELOPERS (continued)				<ul style="list-style-type: none"> <li>• Establishment of Interactive Links Between Sites and Data Repositories Course (Contractors, Colleges &amp; Universities)</li> </ul> <p>Courses in Managing Information Systems:</p> <ul style="list-style-type: none"> <li>• Courses in Identifying the Hardware and Software Needed to Train Tasks</li> <li>• Courses in Understanding/ Using the Efficiency of Local Area Networks (LAN) and other Interconnected Systems (Satellites, SDN, Video Tele-training (VTT), and Cable/Public TV)</li> <li>• Courses in Software Programs Used to Establish/Maintain a Web Site</li> <li>• Courses in Software Programs Used to Establish/maintain a Digital Library (Contractors, Colleges, &amp; Universities)</li> </ul>	<p>CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52, 63</p>

## APPENDIX F - GS/GM-1712 MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-1712 Trainers in grades GS-5 through GM-14. The MDP identifies the following:

- Phase - Intern through Manager
- Grade - GS/GM grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

An MDP for personnel engaged in Distance Learning (DL) is also provided.

The Master Development Plan in [Appendix F](#) lists GS/GM-1712 Competencies as follows:

- TC Training and Training Development Competencies
- TA Training and Training Development Abilities.

For complete listings of GS/GM-1712 Competencies and Abilities, refer to [Section 5](#).

## Appendix F-GS/GM-1712 Training Instruction Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE/ MANAGER	GS/GM- 13 - 14	Bachelor's Degree	<p>Key managerial positions at MACOM, center, and installation levels: Assistant Director; Director of Training and Doctrine; Chief, New Equipment Training Division</p> <p>Assignment may be restricted by specialization of occupational area (e.g. chemical specialization primarily at Chemical School, NET programs)</p> <p>Mobility is restricted by specialization of subject areas</p>	<p><b>Priority One (Mandatory)</b></p> <p>Manager Development Course- (ATSC-ACCP) (New Managers)</p>	TA 1-8
				<p><b>Priority Two (Essential if funding is available)</b></p> <p>Personnel Management for Executives I (AMSC - 2 Weeks)</p>	TA 1-8
				<p>Organizational Leadership for Executives (CAL - 2 Weeks)</p>	TA 1-8
				<p>Correcting Employee Conduct and Performance (USDA Graduate School - 2 Days)</p>	TC 56, TA 1-8
				<p>Intermediate Acquisition Logistics (DAU - 3 Weeks)</p>	CS 16; CK 16; TC 42-43
				<p>Training Developer Middle Managers Course (TRADOC - 1 Week)</p>	TC 1-29, 34-39, 58-73; TA 4
				<p><b>Priority Three (Career Enhancement)</b></p> <p>Personnel Management for Executives II (AMSC - 5 Days)</p>	TA 1-4
				<p>Seminar for New Managers (FEI - 10 Days)</p>	TA 1-8
				<p>Management Development Seminar (FEI)</p>	TA 1-8

## Appendix F-GS/GM-1712 Training Instruction Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
EXECUTIVE/ MANAGER (continued)	GS/GM- 13 - 14			<b>Competitive Training</b>	
				Sustaining Base Leadership and Management (AMSC-14 Weeks)	TA 1-8
				Professional Long Term Training Programs (Senior Service Colleges Colleges and Universities Congressional Fellowship Programs)	TA 1-8
MANAGER	GS-12	Associate's Degree	Branch chief at service school or training center, Training Specialist at MACOM school/level, New Equipment Training Specialist at MACOM or school levels  Mobility is restricted by specialization of subject areas	<b>Priority One (Mandatory)</b>	
				Supervisor Development Course (ATSC - 39 Hours ACCP)	TA 1-8
				Leadership Education. and Development Course (LEAD) (CAL - 1 Week) (New Supervisors)	TA 1-8
				<b>Priority Two Essential if funding is available)</b>	
				Intermediate Acquisition Logistics Course (DAU - 3 Weeks)	CS 16; CK 16; TC 42-43
				Performance Appraisal: Counseling and Feedback Course (Local CPAC)	TC 51, TA 1, 3, 5
				Writing Performance-Based Statements of Work (USDA Graduate School - 3 Days)	TC 50-51, TA 1, 3, 6
				Contracting Officer's Representative Course (ALMC - 1 Week)	TC 1-3, 30, 39-45, 48-49, 62
			Database Management Course (Local College/University, e.g., ODU Database Management Concepts)	TC 47	

## Appendix F-GS/GM-1712 Training Instruction Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES	
MANAGER (continued)	GS-12			Army Force Management Course (AFMS - 4 Weeks)	TC 3, 27, 30, 39-45, 47-49, 55, 60; TA 1-8	
				Computer Literacy Course (Local College/University)	CS 2; CK 2; TC 47	
				Briefing Techniques Course (USDA Graduate School - 3 Days)	TC 25, 29, 33, 58; TA 5-6	
				Evaluation of Training Courses Course (TRADOC or Local College/University)	TC 2, 14-15, 19-25, 34-35, 39; TA 4	
				Alternative Format for Army Publications Course (TRADOC)	TC 27	
				<b>Priority Three (Career Enhancement)</b>		
				Supervision and Group Performance Course (USDA Graduate School)	TC 50-56; TA 1-3	
				Management Development: Part 1 Course (USDA Graduate School - 1 Week)	TA 1-8	
				<b>Competitive Training</b>		
		Sustaining Base Leadership and Management Course (AMSC - 14 Weeks)	TA 1-8			

## Appendix F-GS/GM-1712 Training Instruction Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
JOURNEYMAN	GS-9 - 11	Associate's Degree	Normally assigned as instructor, specialist, or technician in a functional or specialized field (e.g., Hawk instructor, Hawk training specialist, Hawk technician)  Cross-training in other functional areas is encouraged for career advancement	<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding is available)</b>	
				Job related technical courses (TRADOC)	
				Evaluation of Training Courses Course (Local College/University or TRADOC)	TC 2, 14-15, 19-25, 34-35, 39; TA 4
				Contracting Officer's Representative Course (ALMC - 1 Week)	TC 1-3, 30, 39-45, 48-49, 62
				Job and Task Analysis Course or Workshop (Local College/University)	TC 4-9, 15-16, 19, 34-35, 41, 46, 62; TA 4
				Training Requirement Analysis System Course (TRADOC - 1 Week)	TC 48-49, 61; TA 4
Army Force Management Course (AFMS - 4 Weeks)	TC 3, 27, 30, 39-45, 47-49, 55, 60; TA 1-8				
Computer Literacy Course (Local College/University)	CS 2; CK 2; TC 47				
Training Developer Middle Manager's Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4				
INITIAL ENTRY	GS-7	Associate's Degree; or, equivalent technical experience in subject area	Initial/Apprentice assignments at schools and training centers	<b>Priority One (Mandatory)</b>	
				None	

## Appendix F-GS/GM-1712 Training Instruction Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
INITIAL ENTRY (continued)	GS-7			<p><b>Priority Two (Essential if funding is available)</b></p> <p>Job related technical courses (TRADOC, AMC, AMEDD, FORSCOM)</p> <p>Instructor Training Course (Local S&amp;F - 1 Week)</p> <p>Computer Literacy Course (Local College/University)</p> <p>Systems Approach to Training Basic Course (ATSC - 1 Week)</p> <p><b>Priority Three (Career Enhancement)</b></p> <p>None</p>	<p>TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-59, 64, 68, 73; TA 5-6</p> <p>CS 2; CK 2; TC 47</p> <p>TC 1-29, 34-41, 61-64; TA 4</p>

## Appendix F - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DISTANCE LEARNING (DL) INTERACTIVE MULTIMEDIA INSTRUCTION (IMI) MANAGERS AND DEVELOPERS				<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding available)</b>	
				Courses in use of authoring/design software programs for multimedia and/or Computer-Based Training (CBT) or Web-Based Training (WBT) development (Contractors/ATSC)	CS 2, 10; CK 2, 10; TC 11,12,14-17, 27,29, 52, 63
			Courses in Basic Application programs to use and develop IMI in a DL environment: <ul style="list-style-type: none"> <li>• Operating Systems Course</li> <li>• Web Browser(s) Course</li> <li>• Word Processing Course</li> <li>• Graphics Presentation Course</li> <li>• Use of Digital Cameras Course</li> <li>• Databases Course</li> <li>• Spreadsheets Course</li> <li>• E-mail Course</li> </ul> (Contractors, Colleges & Universities)	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63	
			Courses for Computer-Based Assessment programs for use on the Internet or CD-ROM: <ul style="list-style-type: none"> <li>• Evaluation and Scoring Student Data/Performance Course</li> <li>• Identification of Course Improvements Course</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63; TA 4, 7	

## Appendix F - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DL IMI MANAGERS AND DEVELOPERS (continued)				<ul style="list-style-type: none"> <li>• Establishment of Interactive Links Between Sites and Data Repositories Course (Contractors, Colleges &amp; Universities)</li> </ul> <p>Courses in Managing Information Systems:</p> <ul style="list-style-type: none"> <li>• Courses in Identifying the Hardware and Software Needed to Train Tasks</li> <li>• Courses in Understanding/ Using the Efficiency of Local Area Networks (LAN) and other Interconnected Systems (Satellites, SDN, Video Tele-training (VTT), and Cable/Public TV)</li> <li>• Courses in Software Programs Used to Establish/Maintain a Web Site</li> <li>• Courses in Software Programs Used to Establish/maintain a Digital Library (Contractors, Colleges, &amp; Universities)</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52, 63

## APPENDIX G - GS/GM-1750 MASTER DEVELOPMENT PLAN

This appendix contains the Master Development Plan (MDP) for GS/GM-1750 Training Developers in grades GS-7 through Senior Executive Service (SES). The MDP identifies the following:

- Phase - Intern through Executive
- Grade - GS/GM or SES grades within each Phase
- Recommended Education - Degree and other educational background desired
- Typical/Key Assignments - Types of assignments appropriate to each Phase
- Recommended Training/Source - Priority, Course, Provider, Type, and Length
- Competencies - Skills, Knowledge, and Abilities (SKA) numbers from Functional Competencies SKA tables in [Section 5](#) and Core Competency SKA tables in [Appendix A](#) provided by each training course/source.

An MDP for personnel engaged in Distance Learning (DL) is also provided.

The Master Development Plan in [Appendix G](#) lists GS/GM-1750 Competencies as follows:

- TC Training and Training Development Competencies
- TA Training and Training Development Abilities.

For complete listings of GS/GM-1750 Competencies and Abilities, refer to [Section 5](#).

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES	
EXECUTIVE	Senior Executive Service (SES/GM-15)	Master's Degree, EdD, or Ph.D. in Education or Technology	Key executive positions at MACOM level Director of Training, Corps of Engineers, Director, School of Military Packaging Technology Chief, TRADOC Interservice Training Office; Assistant or Deputy Assistant Commandant at some TRADOC Service Schools  Mobility may be necessary to achieve GS/GM-15 grade or SES levels.	<b>Priority One (Mandatory)</b>	To enhance executive/management skills such as problem solving and decision making, policy making and verbal and non- verbal skills, TA 1-8	
				General Officer (GO)/Senior Executive Service (SES) Force Integration Course		
				Senior Executive Equal Opportunity Seminar (SEEOS)		
				Leadership at the Peak Course (CCL - 5 Days)		TA 1-8
				SES Orientation Program		TA 1-8
				Army Senior Leader Communications Workshop		TA 3, 5-6
				<b>Priority Two (Essential if funding is available)</b>		
				Personnel Management for Executives II Course (AMSC - 5 Days)		TA 1-8
				Executive Leadership/Management Program (FEI)		TA 1-8
				Executive Development Seminar (FEI)		TA 1-8
Senior Training Managers Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4					

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES
EXECUTIVE (continued)	Senior Executive Service (SES/GM-15)			<p><b>Competitive Training</b></p> <p>Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Program)</p>	TA 1-8
MANAGER	GS/GM-13 - 14	Bachelor's Degree with emphasis on Education or Technology. Continuing education is suggested.	<p>Key managerial positions at MACOM, college, and installation levels such as: Deputy Director, Directorate of Training and Doctrine Deputy Director, Directorate of Evaluation and Standardization Chief, New Equipment Training Div. Director, Intern</p> <p>Training Chief, Education Branch Staff positions at HQ TRADOC AMC, FORSCOM, Health Services, CMD, USAREUR, HQDA, Corp or Engineers</p> <p>Mobility may be necessary to achieve GS/GM-15 grade or SES levels.</p>	<p><b>Priority One (Mandatory)</b></p> <p>Management Development Course. (ATSC - ACCP) (New Managers)</p> <p><b>Priority Two (Essential if funding is available)</b></p> <p>Personnel Management for Executives I Course (AMSC - 2 Weeks)</p> <p>Intermediate Acquisition Logistics (DAU - 3 Weeks)</p> <p>Organizational Leadership for Executives (CAL - 2 Weeks)</p> <p><b>Priority Three (Career Enhancement)</b></p> <p>Seminar for New Managers Course (FEI - 10 Days)</p> <p>Management Development Seminar (FEI)</p>	<p>TA 1-8</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>CS 16; CK 16; TC 42-43</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>TA 1-8</p> <p>TA 1-8</p>

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES
MANAGER (continued)	GS/GM-13 -14			<b>Competitive Training</b>	
				Sustaining Base Leadership and Management (AMSC - 14 Weeks)	TA 1-8
				Army Force Management Course (AMSC - 4 Weeks)	TC 3, 27, 30, 39-45, 47-49, 55, 60; TA 1-8
				Command and General Staff Officer Course (CAC - Non Resident)	CS 4-8; CK 4-8; TA 1-8
				Professional Long Term Training Programs (Senior Service Colleges, Colleges and Universities, Congressional Fellowship Programs)	TA 1-8
JOURNEYMAN	GS 11 - 12	Bachelor's Degree with emphasis on Education or Education Technology. Continuing Education is suggested.	First line supervisors, Branch chiefs, and Program Managers at service schools and training centers may be assigned as:  Training Analyst Course Designer Course Developer Test Developer Evaluator Instructor  in one or more of the following service school organizations:  Directorate of Training and Doctrine	<b>Priority One (Mandatory)</b>	
				Leadership Education and Development Course (CAL - 1 Week) (New Supervisors)	TA 1-8
				Supervisor Development Course (ATSC - 39 Hours) (For New Supervisors)	TA 1-8
				<b>Priority Two (Essential if funding is available)</b>	
				Intermediate Acquisition Logistics (DAU - 3 Weeks)	CS 16; CK 16; TC 42-43
				Writing Performance-Based Statements of Work (USDA Graduate School - 3 Days)	TC 50-51, TA 1, 3, 6

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12		Directorate of Evaluation and Standardization Staff and Faculty Division  Mobility may be necessary to achieve GS/GM-13 - 14 levels	Army Force Management Course (AFMS - 4 Weeks)	TC 3, 27, 30, 39-45, 47-49, 55, 60; TA 1-8
				Training Management Parts I & II (CAC AIPD IS8718 - ACCP)	TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-73; TA 1-2
				Effective Writing for Professionals Course (USDA Graduate School)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				Instructor Training Course (Local S&F)	TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-59, 64, 68, 73; TA 5-6
				Job and Task Analysis Course (TRADOC/Local S&F)	TC 4-9, 15-16, 19, 34-35, 41, 46, 62; TA 4
				Systems Approach to Training Basic Course (ATSC - 1 Week)	TC 1-29, 34-41, 61-64; TA 4
				Briefing Techniques Course (USDA Graduate School - 3 Days)	TC 25, 29, 33, 58; TA 5-6
				Evaluation of Training Courses (TRADOC/Local College/University)	TC 2, 14-15, 19-25, 34-35, 39; TA 4
				Training Developer Middle Managers Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4
				Manager Development Course (ATSC - ACCP)	TA 1-8
				Captains Career Course - Selected Modules (TRADOC Schools)	CS 4-8; CK 4-8; TA 1-8
				Alternative Formats for Army Publications Course (TRADOC)	TC 27

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES
JOURNEYMAN (continued)	GS-11 - 12			<p><b>Priority Three (Career Enhancement)</b></p> <p>Performance Appraisal: Counseling and Feedback Course (Local CPAC)</p> <p><b>Competitive Training</b></p> <p>Joint Forces Staff Officer Course - Selected Modules (Contact TAPC-CPS)</p> <p>Sustaining Base Leadership and Management (AMSC - 14 Weeks)</p>	<p>TC 51, TA 1, 3, 5</p> <p>TA 1-8</p> <p>TA 1-8</p>
INTERN	GS-7 - 9	Bachelor's Degree and Graduate work with emphasis on Education, Education Technology or Instructional System Technology	<p>May be assigned as:</p> <p>Training Analyst Course Designer Course Developer Test Developer Evaluator Instructor</p> <p>in one or more of the following service school organizations:</p> <p>Directorate of Training and Doctrine Directorate of Evaluation and Standardization Staff and Faculty Division</p>	<p><b>Priority One (Mandatory)</b></p> <p>Combat , Training, and Doctrine Developers Integration Course (CTDDIC) (ALMC)</p> <p>Contracting Officer's Representative Course (ALMC - 1 Week)</p> <p>MANPRINT Applications Course (ALMC - 1-5 Days)</p> <p>Training Management Orientation (Local S&amp;F or CAC AIPD IS 8700 - ACCP)</p> <p>Intern Leadership Development Course (CAL - 1 Week) (To be completed the first year of internship)</p>	<p>CS 1, 6, 16; CK 1, 6, 16; TC 1, 4-15, 19, 23-24, 35, 41, 62, 74; TA 4</p> <p>TC 1-3, 30, 39-45, 48-49, 62</p> <p>TC 46; TA 4</p> <p>TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-73; TA 1-2</p> <p>TA 2-8</p>

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENDED TRAINING SOURCE	COMPETENCIES
INTERN (continued)	GS-7 - 9			Instructional Materials Development. Course (Local College/University)	TC 10-26, 35-39; TA 6
				Instructor Training Course (Local S&F - 1 Week)	TC 1-2, 9, 14, 23-25, 33-34, 38, 51, 58-59, 64, 68, 73; TA 5-6
				Job and Task Analysis Course (Local S&F/Local University)	TC 4-9, 15-16, 19, 34-35, 41, 46, 62; TA 4
				Systems Approach to Training Basic Course (ATSC - 1 Week)	TC 1-29, 34-41, 61-64; TA 4
				Briefing Techniques Course (USDA Graduate School - 3 Days)	TC 25, 29, 33, 58; TA 5-6
				Evaluation of Training Courses (TRADOC/Local University)	TC 2, 14-15, 19-25, 34-35, 39; TA 4
				Interactive Multimedia Instruction Development Workshop (ATSC)	TC 6-9, 11-15, 19, 26, 28, 35, 62-64; TA 5-6
				Simulations Overview Course (USAIS – 2 Days)	TC 1, 3, 11-12, 15, 26, 28, 45, 62, 64, 71-72
				Training Requirement Analysis System Course (Local S&F - 1 Week)	TC 48-49, 61; TA 4
				Action Officer Development Course (ATSC AIPD ST 700 - ACCP)	CS 1; CK 1; TA 2-3, 5-6, 8
		Comptrollership in the Army Sub-course FI2026 (USAFIC - 8 Hours ACCP)	CS 17; CK 17; TC 49		

## Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL KEY ASSIGNMENTS	RECOMMENED TRAINING SOURCE	COMPETENCIES
INTERN (continued)	GS-7 – 9			PPBES Sub-course FI2028 (USAFIC - 8 Hours ACCP)	CS 17; CK 17; TC 48
				Quantitative Skills for Trainers Course (ALMC - 3.5 Days)	TC 31-32
				Write in the Army Style Course (Local S&F - 3 Days)	TC 6, 10, 19-20, 25-26, 35-38, 57, 69; TA 6
				<b>Priority Two (Essential if funding is available)</b>	
				Advanced Statistics Course (Local College/University)	TC 31-32
				Computers in the Training Environment (Local College/University, e.g., ODU Computer Applications in Educational Administration and Supervision Course)	TC 1-29, 34-39, 58-73; TA 4
				Computers in Research and Design Course (Local College/University, e.g., ODU Computer-based Productivity I & II Course)	TC 11-13, 20, 28, 58
				Branch Officer Basic Course or completion of a MOS producing course (TRADOC Schools - Selected Modules or ACCP)	CS 4-8; CK 4-8; TA 1-8
				<b>Priority Three (Career Enhancement)</b>	
Training Developer Middle Manager Course (TRADOC - 1 Week)	TC 1-29, 34-39, 58-73; TA 4				

**Appendix G – GS/GM-1750 Instructional Systems Specialist - Master Development Plan**

<b>PHASE</b>	<b>GRADE</b>	<b>RECOMMENDED EDUCATION</b>	<b>TYPICAL KEY ASSIGNMENTS</b>	<b>RECOMMENED TRAINING SOURCE</b>	<b>COMPETENCIES</b>
INTERN (continued)	GS-7 – 9			Advanced Programming Course (Local College/University)	TC 10-13, 20, 28, 64
				Supervisor Development Course (ATSC - 39 Hours ACCP)	TA 1-8
				Leadership Education and Development. Course (CAL - 1 Week)	TA 1-8

## Appendix G - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DISTANCE LEARNING (DL) INTERACTIVE MULTIMEDIA INSTRUCTION (IMI) MANAGERS AND DEVELOPERS				<b>Priority One (Mandatory)</b>	
				None	
				<b>Priority Two (Essential if funding available)</b>	
				Courses in use of authoring/design software programs for multimedia and/or Computer-Based Training (CBT) or Web-Based Training (WBT) development (Contractors/ATSC)	CS 2, 10; CK 2, 10; TC 11,12,14-17, 27,29, 52, 63
			Courses in Basic Application programs to use and develop IMI in a DL environment: <ul style="list-style-type: none"> <li>• Operating Systems Course</li> <li>• Web Browser(s) Course</li> <li>• Word Processing Course</li> <li>• Graphics Presentation Course</li> <li>• Use of Digital Cameras Course</li> <li>• Databases Course</li> <li>• Spreadsheets Course</li> <li>• E-mail Course</li> </ul> (Contractors, Colleges & Universities)	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63	
			Courses for Computer-Based Assessment programs for use on the Internet or CD-ROM: <ul style="list-style-type: none"> <li>• Evaluation and Scoring Student Data/Performance Course</li> <li>• Identification of Course Improvements Course</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52,63; TA 4, 7	

## Appendix G - Distance Learning - Master Development Plan

PHASE	GRADE	RECOMMENDED EDUCATION	TYPICAL/KEY ASSIGNMENTS	RECOMMENDED TRAINING/SOURCE	COMPETENCIES
DL IMI MANAGERS AND DEVELOPERS (continued)				<ul style="list-style-type: none"> <li>• Establishment of Interactive Links Between Sites and Data Repositories Course (Contractors, Colleges &amp; Universities)</li> </ul> <p>Courses in Managing Information Systems:</p> <ul style="list-style-type: none"> <li>• Courses in Identifying the Hardware and Software Needed to Train Tasks</li> <li>• Courses in Understanding/ Using the Efficiency of Local Area Networks (LAN) and other Interconnected Systems (Satellites, SDN, Video Tele-training (VTT), and Cable/Public TV)</li> <li>• Courses in Software Programs Used to Establish/Maintain a Web Site</li> <li>• Courses in Software Programs Used to Establish/maintain a Digital Library (Contractors, Colleges, &amp; Universities)</li> </ul>	CS 2, 10; CK 2, 10; TC 11,12,14-17,27,29, 52, 63

### APPENDIX H - IDP AND ITP (DOWNLOADABLE FORMS)

This appendix provides the following downloadable forms:

- The Individual Training Plan. This form is used for all personnel in all grades to plan their training and development in coordination with their supervisors on an annual basis.
- Individual Development Plan. This form is required to be completed within 45 days of hiring by each Intern and submitted to HQ TRADOC in accordance with the instructions in [Sections 7-9](#).

After downloading the file:

- ✓ Save as a .doc file.
- ✓ With the cursor in a field, select the F1 key for additional information.
- ✓ Use the Tab Key to move forward and the Shift/Tab key to move backward.
- ✓ The ITP form has a second page in the event the content requires two pages. If the form does not split on to a second page, select Current Page in the printer command dialog box under the Page Range option to prevent printing a blank page.
- ✓ After completing the form, email to your supervisor. After review, the supervisor will print the form for the required signatures.

## CP-32 ACTEDS Plan Individual Training Plan (ITP)

### PRIVACY ACT STATEMENT

Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by supervisors, employees, and civilian personnel officials to plan and/or schedule training, education, or other career developmental activities. Collection of your Social Security Number is authorized by EO 9397. Furnishing the information on this form, including your Social Security Number, is voluntary. If your activity uses the information on this form for purposes other than those indicated above, they will provide you with additional statement reflecting those purposes.

<b>1. NAME</b>	<b>2. SSN</b>	<b>3. POSITION TITLE</b>	<b>4. PAY PLAN</b>	<b>5. SERIES</b>	<b>6. GRADE</b>
<b>7. MACOM</b>		<b>8. INSTALLATION/ AGENCY</b>	<b>9. ORGANIZATION</b>		
<b>10. INITIAL ITP</b> <input type="checkbox"/> <b>UPDATING ITP</b> <input type="checkbox"/>		<b>11. PERIOD COVERED</b> to		<b>12. LAST UPDATED</b>	

### 17. DEVELOPMENTAL OBJECTIVES

<b>13a. SHORT-TERM OBJECTIVES: (1 - 2 YEARS)</b>	<b>14b. LONG-TERM OBJECTIVES: (3 - 5 YEARS)</b>
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### 15. TRAINING

15a. PRIORITY	15b. COURSE ID	15c. COURSE TITLE	15d. PROVIDER	15e. DATE SCHEDULED or PROPOSED	15f. DATE COMPLETED	15g. COST TUITION/TRAVEL
						\$ /\$
						\$ /\$
						\$ /\$
						\$ /\$
						\$ /\$
						\$ /\$
						\$ /\$
<b>15h. TOTAL</b>						\$ /\$

### 16. EDUCATION

16a. PRIORITY	16b. DEGREE	16c. NAME OF PROGRAM	16d. PROVIDER	16e. DATE SCHEDULED or PROPOSED	16f. DATE COMPLETED	16g. COST TUITION/TRAVEL
						\$ /\$
						\$ /\$
						\$ /\$
						\$ /\$
<b>16h. TOTAL</b>						\$ /\$

### 17. DEVELOPMENTAL ACTIVITIES

17a. PRIORITY	17b. PLANNED ACTIVITY/LOCATION	17c. DATE SCHEDULED or PROPOSED	17d. DATE COMPLETED	17e. COST TUITION/TRAVEL
				\$ /\$
				\$ /\$
				\$ /\$
				\$ /\$
<b>17f. TOTAL</b>				\$ /\$

18. I certify that I will support the training, education, and development as agreed upon by the employee and myself as outlined in this ITP.

Supervisor Signature, Title, and Date

19. I have been counseled regarding my career goals and training, education, and developmental activities needed to achieve these goals. Only goals I can realistically be expected to achieve during the developmental period are included.

Employee Signature and Date



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

This appendix contains a listing of the names, contact information, and Web site addresses of associations, societies, and organizations providing self-development opportunities.

**CP-32 ACTEDS Plan**

**Appendix I - Associations, Societies, and Organizations Providing Self-Development Opportunities**

<b>Association, Society, or Organization</b>	<b>Web Site</b>
Armed Forces Communications and Electronics Institute (AFCEA), 4400 Fair Lakes Court, Fairfax VA 22033-3899, (703) 631-6100	<a href="http://www.afcea.org">www.afcea.org</a>
Association of the U.S. Army, 2425 Wilson Blvd., Arlington, VA 22201-0860, (703) 841-4300	<a href="http://www.ausa.org">www.ausa.org</a>
American Society for Training and Development (ASTD), 1640 King Street, Box 1443, Alexandria, VA 22313, (703) 683-8100	<a href="http://www.astd.org">www.astd.org</a>
American Society for Quality Control (ASQC), 611 East Wisconsin Avenue, P.O. Box 3005, Milwaukee, WI 53201-3005, (800) 248-1946	<a href="http://www.asq.org">www.asq.org</a>
International Military Testing Association	<a href="http://www.internationalmta.org">www.internationalmta.org</a>
International Society for Performance Improvement, Bloomington, IN	<a href="http://www.ispi.org">www.ispi.org</a>
National Training Laboratory Institute (NTLI), 300 North Lee Street, Suite 300, Alexandria, VA 22314-2607, (703) 548-1500, (800) 777-5227	<a href="http://www.ntli.org">www.ntli.org</a>
U.S. Army Armor Association: U.S. Army Armor Center, ARMOR Magazine, ATTN: ATZK-ARM, 4401 Vine Grove Road, Fort Knox, KY 40121-5210, (502) 624-2249/2610	<a href="http://www.usarmor-assn.org">www.usarmor-assn.org</a>
U.S. Army Aviation Association, Ft. Rucker, AL	<a href="http://www-rucker.army.mil">www-rucker.army.mil</a>
U.S. Army Ordnance Association, Aberdeen Proving Grounds, MD	<a href="http://www.apg.army.mil">www.apg.army.mil</a>
U.S. Army Quartermaster Association, Ft. Lee, VA, 23801	<a href="http://www.quartermaster.army.mil">www.quartermaster.army.mil</a>
U.S. Army Transportation Association, Ft. Eustis, VA	<a href="http://www.eustis.army.mil">www.eustis.army.mil</a>
U.S. Army Element, School of Music, Ft. Story, VA	<a href="http://www.eustis.army.mil/som/index2.htm">www.eustis.army.mil/som/index2.htm</a>
U.S. Army Field Artillery Association, Ft. Sill, OK	<a href="http://sill-www.army.mil/FAMAG/">http://sill-www.army.mil/FAMAG/</a>
U.S. Army Infantry Association, Ft. Benning, GA	<a href="http://www.infantryassn.com/">http://www.infantryassn.com/</a>
U.S. Army Air Defense Association, PO Box 6101, Ft. Bliss, TX 79906, (915) 568-2711	<a href="http://www.bliss.army.mil">www.bliss.army.mil</a> , <a href="http://www.firsttofire.com">www.firsttofire.com</a>
U.S. Army Special Operations Association, Ft. Bragg, NC, (910) 432-7001	<a href="http://www.bragg.army.mil">www.bragg.army.mil</a>
U.S. Army Intelligence Association, Ft. Huachuca, AZ, (520) 538-1004/5	<a href="http://www.huachuca-usaic.army.mil">www.huachuca-usaic.army.mil</a>
U.S. Army Signal Association, Bldg. 29807 (Conrad Hall) Signal Corps Regimental Association, Chamberlain Ave, Fort Gordon, GA 30905, (706) 791-7967/3919	<a href="http://www.signalcorps.org">www.signalcorps.org</a>

**CP-32 ACTEDS Plan**

**Appendix I - Associations, Societies, and Organizations Providing Self-Development Opportunities (Cont'd)**

<b>Association, Society, or Organization</b>	<b>Web Site</b>
U.S. Army Chemical Association, Ft. Leonard Wood, MO	<a href="http://www.wood.army.mil">www.wood.army.mil</a>
U.S. Army Military Police Association, Ft. Leonard Wood, MO	<a href="http://www.wood.army.mil/mpbulletin">www.wood.army.mil/mpbulletin</a>
U.S. Army Engineer Association, Ft. Leonard Wood, MO	<a href="http://www.wood.army.mil/ERGRMA/G/">www.wood.army.mil/ERGRMA/G/</a>
U.S. Army Adjutant General Association, Ft. Jackson, SC	<a href="http://usassi-www.army.mil">usassi-www.army.mil</a> ,
U.S. Army Finance Association, Ft. Jackson, SC	<a href="http://usassi-www.army.mil">usassi-www.army.mil</a> , <a href="http://www.finance.army.mil">www.finance.army.mil</a>
U.S. Army Chaplain Corps Regimental Association, 10100 Lee Road, Fort Jackson, SC 29207-7090	<a href="http://www.usaccra.org">www.usaccra.org</a>
U.S. Army Judge Advocate General Association, Charlottesville, VA	<a href="http://www.jagnet.army.mil/TJAGSA">www.jagnet.army.mil/TJAGSA</a>
U.S. Army Medical Association, Ft. Sam Houston, TX	<a href="http://www.cs.amedd.army.mil">www.cs.amedd.army.mil</a>
U.S. Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333, (703) 617-0323	<a href="http://www.ari.army.mil">www.ari.army.mil</a>
US Army War College, ATTN: Parameters, 122 Forbes Avenue, Carlisle, PA 17013-5238, (717) 245-4943	<a href="http://carlisle-www.army.mil/usawc/Parameters/">http://carlisle-www.army.mil/usawc/Parameters/</a>
U.S. Army Command and General Staff College, 290 Grant Avenue, Building 77, Fort Leavenworth, KS 66027-1254, Phone: (913) 684-9327	<a href="http://www-cgsc.army.mil/milrev">www-cgsc.army.mil/milrev</a>
World Future Society, Bethesda, MD	<a href="http://www.wfs.org">www.wfs.org</a>

**APPENDIX J - ACRONYMS**

This appendix contains an alphabetical listing of the acronyms used throughout the CP-32 ACTEDS Plan.

## CP-32 ACTEDS Plan

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### ACRONYM LIST

ABBREVIATION	FULL TITLE
<b>A</b>	
A-V	Audio-Visual
ACCES	Army Civilian Career Evaluation System
ACCHRM	Army Center for Civilian Human Resource Management
ACCP	Army Correspondence Course Program
ACPM	Activity Career Program Manager
ACTEDS	Army Civilian Training, Education, and Development System
ADCSCD	Assistant Deputy Chief of Staff for Combat Developments
ADCST	Assistant Deputy Chief of Staff for Training
AFCEA	Armed Forces Communications-Electronics Association
AFCR	Assistant Functional Chief's Representative
AFMS	Army Force Management School
AIMS	Automated Instructional Management System
AIPD	Army Institute for Professional Development
ALMC	Army Logistics Management College
AMEC	Army Management Engineering College
AMS	Army Modernization System
AMC	Army Materiel Command
AMEDD	Army Medical Department
AMSC	Army Management Staff College
ANOVA	Analysis of the Variance
AR	Army Regulation
ASA M&RA	Assistant Secretary of the Army, Manpower and Reserve Affairs
ASAT	Automated Systems Approach to Training
ASAT-D	Automated Systems Approach to Training-Doctrine
ASTD	American Society for Training & Development
ATDLP	Armywide Training and Doctrinal Literature Program
ATSC	Army Training Support Center
ATTRS	Army Training Requirements and Resources System
AUSA	Association of the U.S. Army

### B

BA	Bachelor of Arts
BS	Bachelor of Science
BOBC	Branch Officer Basic Course
BOIP	Basis of Issue Plan

## CP-32 ACTEDS Plan

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### C

C&GSC	Command and General Staff Course
C2	Command and Control
C3	Captains Career Course
CAC	Combined Arms Center
CAI	Computer-Aided Instruction
CAL	Center for Army Leadership
CBI	Computer-Based Instruction
CBT	Computer-Based Training
CCL	Center for Creative Leadership
CD	Combat Developments
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CLTM	Course Level Training Module
CMD	Command
COB	Command Operating Budget
COF	Civilian Objective Force
CONUSA	Continental United States Armies
CP	Career Program
CPAC	Civilian Personnel Advisory Center
CPM	Career Program Manager
CPMS	Civilian Personnel Management System
CPO	Civilian Personnel Officer
CRI	Criterion-Referenced Instruction
CRO	Central Referral Office
CSS	Combat Service Support
CT	Competitive Training
CTDDIC	Combat, Training, and Doctrine Developers Integration Course

### D

DA	Department of the Army
DAPE-CPS	DA DCSPER Civilian Personnel (Office Symbol)
DASA (CPP)	Deputy Assistant Secretary of the Army (Civilian Personnel Policy)
DAU	Defense Acquisition University
DCSDOC	Deputy Chief of Staff for Doctrine (HQ TRADOC)
DCSPER	Deputy Chief of Staff for Personnel
DCSOPS	Deputy Chief of Staff for Operations
DCST	Deputy Chief of Staff for Training (HQ TRADOC)

## CP-32 ACTEDS Plan

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DCSOPS	Deputy Chief of Staff for Operations
DCST	Deputy Chief of Staff for Training (HQ TRADOC)
DD	Doctrine Development
DISAM	Digital Infrared Seeker and Missile Simulation
DL	Distributed Learning, Distance Learning
DLP	Doctrinal Literature Program
DoD	Department of Defense
DoDI	Department of Defense Instruction
DRAG	Doctrine Review and Approval Group Process
DSAMS	Defense Security Assistance Management System
DOTML-PF	Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities

### E

EEO	Equal Employment Opportunity
EOD	Entrance on Duty

### F

FAA	Functional Area Assessment
FC	Functional Chief
FCR	Functional Chief's Representative
FDIC	Future Development Integration Center
FDU	Force Design Update
FEI	Federal Executive Institute
FIO	Force Integration Officer
FISO	Force Integration Staff Officer
FM	Field Manual
FMS	Foreign Military Sales
FOC	Future Operational Capabilities
FORSCOM	Army Forces Command
FPM	Federal Personnel Manual

### G

GM	General Management
GO	General Officer
GS	Grade Series
GTA	Graphic Training Aids

## CP-32 ACTEDS Plan

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### H

HQ	Headquarters
HSC	Health Services Command

### I

IAW	In Accordance With
I-BCT ABCS	Interim-Brigade Combat Team Army Battle Command Systems
ICT	Integrated Concept Team
IDP	Individual Development Plan
IGCE	Independent Government Cost Estimates
ILS	Integrated Logistics Support
ILT	Instructor-Led Training
IMETP	International Military Education and Training Program
IMI	Interactive Multimedia Instruction
IPT	Integrated Product Team
ITP	Individual Training Plan
ISD	Instructional Systems Development
ISPI	International Society for Performance Improvement
IT	Information Technology
ITRM	Installation Training Resource Module
IVD	Interactive Video Disk

### J

J/CTE	Joint and Combined Training Exercise
JFKCSW	John F. Kennedy Center for Special Warfare
JTA	Job Task Analysis
JTR	Joint Travel Regulation

### L

LAP	Leadership at the Peak
LAN	Local Area Networks
LEAD	Leadership Education and Development Course
LSA	Logistics Support Analysis

### M

MACOM	Major Command
MANPRINT	Manpower and Personnel Integration

## CP-32 ACTEDS Plan

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MARKS	Modern Army Record Keeping System
MCPM	MACOM Career Program Manager
MDEP	Management Decision Information Package
MDP	Master Development Plan
MIL-PRF	Military Performance Specifications
MILSTDS	Military Standards
MITP	Master Intern Training Plan
MNS	Mission Needs Statements
MRD	Material Requirements Document
M&S	Model and Simulation
MS	Microsoft

### N

NET	New Equipment Training
NISC	National Independent Study Center
NSC	National Simulation Center

### O

ODU	Old Dominion University
OJT	On-the-Job Training
OPM	Office of Personnel Management
ORD	Occupational Requirements Documents
ORSA	Operations Research/Systems Analysis
OSD	Office of the Secretary of Defense

### P

P1	Priority One
P2	Priority Two
P3	Priority Three
Pam.	Pamphlet
PARR	Program Analysis Resource Review
PC	Personal Computer
PD	Program Directive
PDL	Permanent Duty Location
PEO	Program Executive Officer
PGD	Projected Graduation Date
PM	Program/Project/Product Manager
PMO	Program/Project Management Office
POC	Point of Contact

## CP-32 ACTEDS Plan

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PPBES	Planning, Programming, Budgeting, and Execution System
PWS	Performance Work Statement

### Q

QA	Quality Assurance
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### R

Reg.	Regulation
RFP	Request for Proposal
RGL	Reading Grade Level

### S

S&F	Staff and Faculty
S&T	Science and Technology
SAADC	Semi-Annual Army Doctrine Conference
SAT	Systems Approach to Training
SEEOS	Senior Executive Equal Opportunity Seminar
SES	Senior Executive Service
SCD	Service Computation Date
SDN	Software Defined Network
SKA	Skills, Knowledge, and Abilities
SOW	Statement of Work
STANFINS	Standard Army Financial Information System
STRAP	System Training Plan

### T

TAA	Total Army Analysis
TADSS	Training Aids, Devices, Simulators, and Simulations
TAM	Training Area Management
TAMS	Training Ammunition Management System
TAPC-CPS	TRADOC Civilian Personnel (Office Symbol)
TAPES	Total Army Performance Evaluation System
TBD	To Be Determined
TD	Training Development
TDA	Table of Distribution and Analysis
TDY	Temporary Duty
TES	Tactical Engagement Simulations
TMA	TRADOC Manpower Activity
TMS	Training Management System

## CP-32 ACTEDS Plan

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TOE	Table of Organization and Equipment
TP	TRADOC Pamphlet
TR	TRADOC Regulation
TRADOC	Training and Doctrine Command
TRAS	Training Requirements Analysis System
TSC	Training Support Center
TSM	TRADOC System Manager
TTP	Tactics, Techniques, and Procedures

### U

U of H	University of Houston
USAREUR	U.S. Army Europe
USDA	U.S. Department of Agriculture
UTP	Unit Training Plan

### V

VTC	Video Teleconferencing
VTT	Video Tele-Training

### W

WBT	Web-Based Training
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### APPENDIX K - REFERENCES

This appendix contains document and Web site link references supporting this CP-32 ACTEDS Plan. References include the following:

- DoD Publications:
- Army Publications:
- Web Sites:
  - General
  - Training
  - Doctrine
  - Combat Developments.

## REFERENCES

### DoD Publications:

OPM Atlanta Region, Catalog of Courses, Fiscal Year 2002.

OPM, Guide to Training and Development Services, June 2001.

OPM, 2001-2002 Seminars of Management Development Center.

### Army Publications:

AR 690-400, Employee Performance and Utilization, Chapter 410, Training and Chapter 413, Management Development.

AR 690-950, Civilian Personnel Career Management

DA Pam. 351-4, U.S. Army Formal Schools Catalog.

DA Pam. 351-59, Army Correspondence Course Program (ACCP) Catalog, 22 July 2001.

DA Pam. 690-400, Total Army Performance Evaluation System, Chapter 4302.

FY 02 Catalogue of Civilian Training, Education, and Professional Development Opportunities.

### Web Sites:

#### General

U.S. Army Home Page

<http://www.army.mil/>

TRADOC Home Page

<http://tradoc.army.mil>

AMEDD Home Page

<http://www.armymedicine.army.mil>

SOCOM Home Page

<http://www.socom.mil>

Civilian Personnel Online

<http://www.cpol.army.mil/>

Army Knowledge Online

[http://www.us.army.mil/portal/portal\\_home.jhtml](http://www.us.army.mil/portal/portal_home.jhtml)

Army Personnel Command

<http://www-persom.army.mil>

Army Education and Training  
Career Program Recruitment <http://155.217.58.64/recruit/>

### **Training**

Army Systems Approach to  
Training <http://www.asat.army.mil/>

TR 350-70 "Systems Approach  
to Training Management,  
Processes, and Products <http://www.tradoc.army.mil/tpubs/regs/r350-70/>

Army Training Support Center <http://www.atsc.army.mil/>

Reimer Digital Library <http://www.adtdl.army.mil/atdls.htm>

Army Training Information  
Management Program <http://www.atimp.army.mil/reflink/outlinks8.asp>

DA Civilian Training <http://www.atsc.army.mil/accp/civilian.htm>

Staff and Faculty Distance  
Learning <http://www.atsc.army.mil/itsd/sandfforms.htm>

TNET <http://atsc.army.mil/itsd/courses.htm>

ACCP Catalog <http://www.atsc.army.mil/accp/dlsd.htm>

Joint Readiness Training Center <http://www.jrtc-polk.army.mil/>

National Training Center <http://www.irwin.army.mil/>

Combat Maneuver Training  
Center <http://www.cmtc.7atc.army.mil/>

University of Houston Future  
Studies Program <http://www.cl.uh.edu/futureweb>

### **Doctrine**

Defense Technical Information  
Center (DTIC) <http://dtic.mil/dtic/joint-inet.html>

Reimer Digital Library <http://www.adtdl.army.mil/atdls.htm>

Army Doctrine <http://doctrine.army.mil/>

TRADOC Deputy Chief of Staff for Doctrine	<a href="http://www-tradoc.monroe.army.mil/dcsdoc/">http://www-tradoc.monroe.army.mil/dcsdoc/</a>
HQ Air Force Doctrine Center	<a href="https://www.doctrine.af.mil/">https://www.doctrine.af.mil/</a>
Air War College Doctrine	<a href="http://www.au.af.mil/au/awc/awcgate/awc-forc.htm">http://www.au.af.mil/au/awc/awcgate/awc-forc.htm</a>
Marine Corps Combat Development Command	<a href="http://www.mccdc.usmc.mil">http://www.mccdc.usmc.mil</a>
Marine Corps Doctrine Division (Authorized Users)	<a href="https://www.doctrine.quantico.usmc.mil/">https://www.doctrine.quantico.usmc.mil/</a>
Navy Doctrine	<a href="http://www.nwdc.navy.mil/Doctrine/Doctrine.asp">http://www.nwdc.navy.mil/Doctrine/Doctrine.asp</a>
Navy Doctrine Links	<a href="http://www.nwdc.navy.mil/NWDCLinks.asp">http://www.nwdc.navy.mil/NWDCLinks.asp</a>
Air Defense Doctrine	<a href="http://147.71.210.21/dtac/1searchdtac.asp">http://147.71.210.21/dtac/1searchdtac.asp</a>
Adjutant General Doctrine	<a href="http://agsssi-www.army.mil/docprop_main_page.htm">http://agsssi-www.army.mil/docprop_main_page.htm</a>
Armor Doctrine	<a href="http://www.knox.army.mil/center/dtdd/doctrine.htm">http://www.knox.army.mil/center/dtdd/doctrine.htm</a>
Army War College	<a href="http://carlisle-www.army.mil/">http://carlisle-www.army.mil/</a>
Aviation Doctrine	<a href="http://155.147.98.10/dotds/dotds.htm">http://155.147.98.10/dotds/dotds.htm</a>
Combined Arms Doctrine	<a href="http://www-cgsc.army.mil/cdd/index.htm">http://www-cgsc.army.mil/cdd/index.htm</a>
Combined Arms and Services Doctrine	<a href="http://www.cascom.lee.army.mil/training/#Mission">http://www.cascom.lee.army.mil/training/#Mission</a>
Center for Army Lessons Learned	<a href="http://call.army.mil/call.html">http://call.army.mil/call.html</a>
Chaplain Doctrine	<a href="http://www.usachcs.army.mil/">http://www.usachcs.army.mil/</a>
Chemical Doctrine	<a href="http://www.wood.army.mil/cmdoc/">http://www.wood.army.mil/cmdoc/</a>
Engineer Doctrine	<a href="http://www.wood.army.mil/DDD/ddd.htm">http://www.wood.army.mil/DDD/ddd.htm</a>
Field Artillery Doctrine	<a href="http://155.219.39.98/doctrine/wddfrm.htm">http://155.219.39.98/doctrine/wddfrm.htm</a>
Finance Doctrine	<a href="http://www.finance.army.mil/">http://www.finance.army.mil/</a>

Infantry Doctrine

<http://www-benning.army.mil/CATD/DOCTRINE/index.htm>

Intelligence Doctrine

[http://huachuca-usaic.army.mil/SCHOOL/doc\\_pubs.html](http://huachuca-usaic.army.mil/SCHOOL/doc_pubs.html)

JAG Doctrine

<http://www.jagcnet.army.mil/TJAGSA>

Joint Doctrine

<http://www.dtic.mil/doctrine/>

Medical Doctrine

<http://dcdd.amedd.army.mil/>

Military Police Doctrine

<http://www.wood.army.mil/usamps/default.htm>

Peace Keeping Institute

<http://carlisle-www.army.mil/usacsl/divisions/pki/default.htm>

School of Music Doctrine

<http://www.eustis.army.mil/som/index2.htm>

Signal Doctrine

<http://www.doctrine.gordon.army.mil/>

U.S. Army Physical Fitness  
Doctrine

<http://192.153.150.25/usapfs/Doctrine/index.htm>

U.S. Army Forces Command

<http://www.forscom.army.mil/>

United States Joint Forces  
Command

<http://137.246.33.101/>

U.S. Army Space and Missile  
Defense Command (Doctrine)

<http://www.smdc.army.mil/FDIC/FDIC.html>

Air Land Sea Application Center

<http://www.dtic.mil/alsa/>

Military Analyst Network

<http://www.fas.org/man/doctrine.htm>

United States Army Publishing  
Agency

<http://www.usapa.army.mil/>

AR 25-30 "The Army Publishing  
and Printing Programs"

[http://www.usapa.army.mil/pdf/files/r25\\_30.pdf](http://www.usapa.army.mil/pdf/files/r25_30.pdf)

DA PAM 25-40 "Action Officers  
Guide"

[http://www.usapa.army.mil/pdf/files/p25\\_40.pdf](http://www.usapa.army.mil/pdf/files/p25_40.pdf)

TRADOC Administrative  
Publications

<http://www.tradoc.army.mil/adminpubs.htm>

TR 25-36 “The TRADOC  
Doctrinal Literature Program”  
<http://www.tradoc.army.mil/tpubs/regs/r25-36fram.htm>

TR 25-30 “Preparation,  
Production, and Processing  
of Armywide Doctrinal and  
Training Literature”  
<http://www.tradoc.army.mil/tpubs/regs/2530frm.htm>

TRADOC PAM 525-5 “Force  
XXI Operations”  
<http://www.tradoc.army.mil/tpubs/pams/5255fram.htm>

### **Combat Developments**

TRADOC DCSCD <http://tradoc.monroe.army.mil/dcscd/>

TRADOC Proponents <http://tradoc.monroe.army.mil/dcscd/prop.htm>

Defense Acquisition  
Desk Book and  
DoD.5000 <http://web2.deskbook.osd.mil/default.asp>

CJCSI 3170 [http://www.dtic.mil/doctrine/jel/cjcsd/cjcsi/3170\\_01b.pdf](http://www.dtic.mil/doctrine/jel/cjcsd/cjcsi/3170_01b.pdf)  
Requirements Generation  
System

CJCSI 6215 <http://www.tradoc.army.mil/dcscd/library.htm>  
Interoperability and Supportability of National Security Systems, and Information  
Technology Systems

AR 70-1 [http://www.usapa.army.mil/pdffiles/r70\\_1.pdf](http://www.usapa.army.mil/pdffiles/r70_1.pdf)  
Army Acquisition Policy

TRADOC PAM 71-9  
“Requirements Determination”  
<http://www.tradoc.army.mil/tpubs/pams/p71-9/1999/p71-9.html>

**APPENDIX L - ACCES CORE AND SUPPLEMENTAL  
KNOWLEDGES AND ABILITIES**

This appendix contains core knowledges and abilities used for the Army Civilian Career Evaluation System (ACCES).

## CP-32 ACTEDS Plan

<b>CP-32 Core and Supplemental Knowledges and Abilities</b>				
Job Category Series and Title	Core Knowledges	Supplemental Knowledges	Core Abilities	Supplemental Abilities
<b>01 0301</b> General Training Administration				
<b>02 1701</b> General Education & Training				
<b>03 1750</b> Instructional Systems Specialist				
<b>04 1712</b> Training Instruction				
<b>05 1702</b> Education & Training				
<b>Functional Areas for Training</b>				
Choose one or two only				
01 Administration	2, 3, 15, 47-49	Any Other Training Knowledge	2-8	1
02 Evaluation	2, 15, 20-25, 39, 47	Any Other Training Knowledge	2-8	1
03 Instructor/Training Specialist	2, 9, 10, 14, 15, 18, 29, 33, 36, 58, 59	Any Other Training Knowledge	2-8	1
04 New Equipment Training (NET)	3, 15, 28-30, 39-42, 44, 45	Any Other Training Knowledge	2-8	1
05 Staff and Faculty	2, 4-7, 9, 14, 15, 18, 28, 29, 35, 47, 58, 59	Any Other Training Knowledge	2-8	1
06 Training Developer	4-9, 14, 15, 18, 26, 34, 35, 38	Any Other Training Knowledge	2-8	1
07 Training Devices	15, 28, 39, 40, 42, 43, 45, 46	Any Other Training Knowledge	2-8	1
*All Supervisory Positions	48, 50-56	Any Other Training Knowledge	1-8	None
Use in addition to job categories above				