WELCOME MESSAGE

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

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

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

For assistance, please contact the Army Training Career Program Office at DSN: 680-5648/7 or CML: (757) 788-5648/7.

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

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

TABLE OF CONTENTS

Page

WELCOME MESSAGE i
TABLE OF CONTENTS ii
LIST OF TABLES iv
LIST OF FIGURES v
SECTION 1 - OVERVIEW 1
1.1 Proponent 1
1.2 Revision Highlights 1
1.3 What's New 1
1.4 Future Updates 4
1.5 Suggestions for Improvement 4
1.6 Distribution 5
SECTION 2 - INTRODUCTION 7
2.1 Purpose 7
2.2 Applicability 7
2.3 Goals 9
2.4 Objectives 9
2.5 Army Transformation Influence on CP-32 11
2.6 Warfighting Developer Recruitment 15
2.7 Affirmative Action 15
SECTION 3 - CAREER PROGRAM MANAGEMENT 16
3.1 General 16
3.2 Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA(M&RA)) 16
3.3 Deputy Assistant Secretary of the Army (Civilian Personnel Policy), (DASA (CPP)) 16
3.4 Career Program Functional Chief (FC) 16
3.5 Functional Chief's Representative (FCR) 17
3.6 Assistant Functional Chief's Representatives (AFCR) 17
3.7 CP-32 Advisory Board 17
3.8 CP-32 Army Training Career Program Office 18

3.9 Army, Army Service Component, and Direct Reporting Units Career Program Managers 19
3.10 Activity Career Program Managers (ACPM) 20
3.11 Managers and Supervisors 21
3.12 CP-32 Careerists 21
SECTION 4 - CP-32 JOB SERIES OVERVIEW 22
4.1 GS-1701 – General Education and Training 22
4.2 GS-1702 – Training Support 23
4.3 GS-1712 – Training Instruction 24
4.4 GS-1750 – Instructional Systems 25
4.5 GS-301 – Training 29
4.6 GS-301 – Capability Developments 30
4.7 GS-301 – Doctrine Developments 31
SECTION 5 - PROGRAM BASICS 33
5.1 General 33
5.2 Career Phases 33
5.3 Career Progression 34
5.4 Training and Development Priority Categories 38
5.5 Master Training Plans 41
5.6 Individual Development Plan 43
5.7 Training Requests 45
SECTION 6 - GS-1701 AND GS-1750 TRAINING AND TRAINING DEVELOPERS SERIES MASTER INTERN TRAINING PLAN 46
6.1 General 46
6.2 Objective 46
6.3 Prerequisites 46
6.4 Intern Program Structure 46
6.5 Individual Development Plan 50
6.6 Intern Evaluation 50
6.7 Intern Placement 53
APPENDICES 54
APPENDIX A - Warfighting Developers Common Core Competencies A-1

APPENDIX B - GS-5/9 Common Core Master Training Plan B-1
APPENDIX C - GS-11/12 Common Core Master Training Plan C-1
APPENDIX D - GS-13/14 Common Core Master Training Plan D-1
APPENDIX E - GS-15 Common Core Master Training Plan E-1
APPENDIX F - GS-1701 Functional Competencies F-1
APPENDIX G - GS-1701 Functional Master Training Plans G-1
APPENDIX H - GS-1702 Functional Competencies H-1
APPENDIX I - GS-1702 Functional Master Training Plans I-1
APPENDIX J - GS-1712 Functional Competencies.....J-1
APPENDIX K - GS-1712 Functional Master Training Plans K-1
APPENDIX L - GS-1750 Functional Competencies L-1
APPENDIX M - GS-1750 Functional Master Training Plans M-1
APPENDIX N - GS-301 Training Functional Competencies N-1
APPENDIX O - GS-301 Training Functional Master Training Plans O-1
APPENDIX P - GS-301 Capability Developments Functional Competencies P-1
APPENDIX Q - GS-301 Capability Developments Functional Master Training Plan..... Q-1
APPENDIX R - GS-301 Doctrine Developments Functional Competencies R-1
APPENDIX S - GS-301 Doctrine Developments Functional Master Training Plan..... S-1
APPENDIX T - Training Sources T-1
APPENDIX U - Individual Development Plan U-1
APPENDIX V - Associations, Societies, and Organizations Providing Self-Development Opportunities..... V-1
APPENDIX W - Acronyms W-1
APPENDIX X - References..... X-1

LIST OF TABLES

Table 1-1 GS-1701 "Capper" Job Series Impact 3
Table 3-1 CP-32 HQDA Advisory Board 18
Table 5-1 CP-32 Career Phases.....33

Table 5-2 Universal Training Priorities 38
Table 5-3 University Training Types 40
Table 5-4 Functional Master Training Plan Content 42

LIST OF FIGURES

Figure 1-1 GS-1701 "Capper" Career Progression 2
Figure 5-1 GS-1701 & 1750 General Education and Training and Instructional Systems Career Ladder 35
Figure 5-2 GS-1702 Training Support Career Ladder 35
Figure 5-3 GS-1712 Training Instruction Career Ladder 36
Figure 5-4 GS-301 Training Career Ladder 36
Figure 5-5 GS-301 Capability Developer Career Ladder 37
Figure 5-6 GS-301 Doctrine Developer Career Ladder 37
Figure 6-1 GS-1701/1750 Intern Training Development Tasks 49

SECTION 1 - OVERVIEW

1.1 Proponent

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

1.2 Revision Highlights

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

This plan is a revision of the March 2002 Training and Warfighting Developments CP-32 ACTEDS Plan. The objectives in publishing this revision are to:

a. Change the name of the career program from Training and Warfighting Developments to Training, Capability, and Doctrine Warfighting Developers.

b. Incorporate the addition of the GS 301-Training series into the plan.

c. Incorporate changes to career progression within the GS-1700 and 301-T series. See the “What’s New” section for details.

d. Incorporate the role of simulations and simulators within CP-32.

e. Expand the competencies for each job series and grade level.

f. Provide a Master Intern Training Plan (MITP) and Master Training Plans (MTP) that identify training, education, and development opportunities for Training, Capability, and Doctrine Warfighting Developers.

g. Update all training requirements and sources for the training.

h. Update the CP-32 Web-based Information Tool for online access to this plan and related information.

i. Reflect the working relationships between the CP-32 career fields.

j. Provide the foundation for writing job descriptions for CP-32 career fields.

1.3 What’s New

1.3.1 GS-1701 Capper

In order to support the recognized need for civilian leaders that are multi-functional and adaptive, the GS-1701-14/15 will now be the "capper" for the

GS-1700 and 301-T series. At this level, the Training Manager/Director will be able to perform across the spectrum of the CP-32 GS-1700 and 301-T series. These capper positions will be the Army's leading experts in the use of training capabilities, government and contractor resources to develop training approaches and modules, and the integration of training across doctrine, organization, training, materiel, leader development, personnel and facilities (DOTMLPF).

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

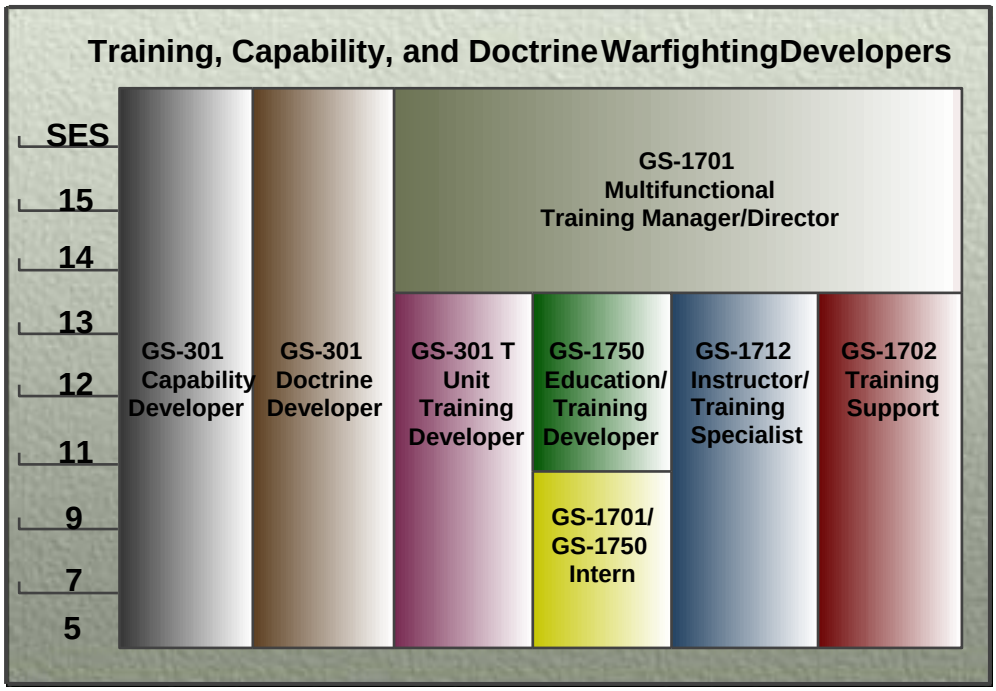

Figure 1-1 GS-1701 "Capper" Career Progression

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

SERIES	GRADE	IMPACT
GS-1701	Intern	GS-1701 and 1750 share functional competencies
	11/13	Current careerists in these grades will be "grandfathered" and until reassigned will utilize GS-1750 competency lists
GS-1700 series and 301-T	14/15	Current careerists in these grades will be "grandfathered" but will utilize GS-1701 competencies lists

1.3.2 Expanded Competencies for Each Job Series

The competencies for each series have been expanded. This refinement provides greater distinction of the duties and responsibilities across the job series. The revised competencies are more closely aligned with the Office of Personnel Management (OPM) classification and grading system. The needs of individual installations may require careerists to perform "other duties as assigned"; however, the competencies for each series/grade are written to reflect the qualifications for the job. These revised competencies allow for clearer identification of staffing needs and the job descriptions to support those needs.

1.3.3 Master Training Plans

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

1.3.4 Individual Development Plans

There are no longer two separate forms – one for careerists and one for interns – for developing/approving career training objectives. All required

information is now contained on one form, the Individual Development Plan (IDP). The Individual Training Plan is obsolete.

1.3.5 The Term "Major Army Command"

To transform the Army into a more agile and adaptable service, the Secretary of the Army and Chief of Staff, Army have directed the realignment of the current Army headquarters, Major Army Commands (MACOM), Field Operating Agencies, and Staff Supporting Agencies. This revised plan uses the new designations.

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

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

1.4 Future Updates

To maintain the accuracy and currency of the information contained in this document, revised or new information will be posted under the "What's New" feature on the CP-32 Web site. http://www.tradoc.army.mil/dcsopst/cp32/index.htm.

1.5 Suggestions for Improvement

Direct questions or comments to the CP-32 Army Training Career Program Office:

CP-32 Army Training Career Program Office
HQ TRADOC, DCS, G-3/5/7
ATTN: ATTG-ZC-T
Fort Monroe, VA 23651-5000

Please contact: DSN: 680-5648/7,
Commercial (757) 788-5648/7.

1.6 Distribution

Primary access to this plan will be through the Army Civilian Personnel On-Line Web site (http://cpol.army.mil/library/train/acteds/) which links to the DCS, G-3/5/7 section of the TRADOC Web site (http://www.tradoc.army.mil/dcsopst/cp32/index.htm).

SECTION 2 - INTRODUCTION

2.1 Purpose

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

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

The CP-32 ACTEDS Plan provides information for the careerist to identify potential career advancement and to become highly developed and experienced within the Department of the Army (DA) environment, while gaining expertise for attaining career goals. The plan provides guidance on career development and progression, technical competencies, and education/training for Training, Capability, and Doctrine Developers beginning at entry levels through Senior Executive Service (SES) within the Army.

CP-32 includes seven job series that are similar in occupational description, but widely varied in functional description. Careerists should discuss the training identified in this plan with their supervisors during their performance appraisal counseling sessions and use the plan to identify training needs in their IDP.

2.2 Applicability

2.2.1 CP-32 Careerists

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

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

Development

- GS-301-DD – Doctrine Development

2.2.1.1 Training – GS-1700 and 301-T Series

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

2.2.1.2 Capability Development – GS-301-CD

Capability Developers (CD) direct, manage, supervise, or execute the Joint Capabilities Integration Development System (JCIDS) process in accordance with TRADOC Regulation (TR) 71-20, "Concept Development, Experimentation, and Requirements Determination" (implementing draft). They are responsible for determining, documenting, and processing warfighting concepts, future operational capabilities, and DOTMLPF requirements. They assess concepts to identify gaps in required capabilities. They are also responsible for developing and managing the integration of DOTMLPF solutions for capability gaps and for directing and managing the development of JCIDS capability documents. It is essential that careerists in the CD job series work in close coordination with training and doctrine personnel to ensure the synchronization of this career program's mission (i.e., capability, doctrine, and education/training development).

2.2.1.3 Doctrine Development – GS-301-DD

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

2.2.2 CP-32 Interns

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

- GS-1701 General Education and Training
- GS-1750 Instructional Systems

2.3 Goals

2.3.1 Short-Term Goal

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

2.3.2 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.

2.3.3 Long-Term Goal

The long-term goal is to build and sustain the corps of highly skilled and qualified Army CP-32 personnel by providing career enhancement opportunities and sustainment training to meet Army needs for the future.

2.4 Objectives

The objectives of the CP-32 ACTEDS Plan follow:

2.4.1 Guide Professional Development and Career Progression

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

2.4.2 Provide Master Training Plans to Guide Career Development

The Master Training Plan (MTP) is a comprehensive outline of training and developmental opportunities from entry level through appointment to the CP SES position. The MTPs reflect progressive career patterns that allow maximum opportunity for high-potential individuals to advance and perform at

their highest capabilities. Functional requirements are based upon competencies by series and grade level. Section 5 provides MTP user guidance for CP-32. The common core MTPs and functional MTPs for each job series are located in the Appendices.

2.4.3 Provide Master Intern Training Plans to Guide Intern Development

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

2.4.4 Provide Guidance on the Use of Individual Development Plans

The IDP is a written plan developed jointly with a supervisor that prepares the careerist/intern for positions of increased responsibility. The IDP aids planning in support of short-, mid-, and long-term career goals. The IDP facilitates identification and communication of developmental objectives, selection and participation in training assignments, and the periodic reevaluation of goals, objectives, and training needs. See Section 5.6 for additional information on the IDP.

2.4.5 Establish a Responsive Professional Development System

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

2.4.6 Expand Training, Capability, and Doctrine Warfighting Developer Capabilities

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

2.4.7 Expand Interaction with Business, Industry, and Academia

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

2.4.8 Provide Guidance and Counsel

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

2.5 Army Transformation Influence on CP-32

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

For detailed information on Army Transformation

Our Army at War — Relevant and Ready:
http://www.army.mil/thewayahead/foreword.html

The Hooah Guide to Army Transformation:
http://www.ausa.org/PDFdocs/Hooah_Guide_web.pdf

2.5.1 Civilian Leadership Development

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

This transformation of civilian training and education will align uniformed and civilian leader development training and education when appropriate, and enable Army civilians to contribute to their fullest potential. The new CES is a systematic means of developing Army civilian leaders and providing them with

the capability to perform the critical tasks, with supporting skills and knowledge, to the prescribed standard appropriate to their levels of responsibility. This includes improving their critical thinking, team building, effective communications, and interpersonal skills. CES will develop civilian leaders who understand and display Army values and professionalism and who exhibit creativity and innovation in a joint, interagency, and multinational environment.

Within the CES a new curriculum will be developed that will capitalize on existing programs/courses to create three distinct levels of leadership education. In addition to a Foundation Course delivered via distributed learning (dL) for all newly appointed DA civilian employees, three levels of leader training will be developed – Basic Leader, Intermediate Leader, and Advanced Leader Courses. These three courses, which will be implemented in phases, will include both resident and non-resident instruction to achieve essential learning outcomes. However, the resident instruction is available only to supervisors. This revised set of courses will replace the current Civilian Leader Development courses, i.e. SBLM, SLE, OLE, PME I and II, and LEAD. For availability, check the “What’s New” section of the CP-32 Web site.

2.5.2 Army Learning Concept 2015 (ALC 2015)

The current learning models have not kept pace with the rapid changes, requirement of Soldiers rotating in and out of battle, and the increasing arrival of digitally savvy Soldiers. It is imperative the CP-32 community ensure the development of relevant and rigorous training and education and leverage emerging technology whenever possible (constructive, virtual and gaming). The Army Learning Concept 2015 (ALC 2015) is the Army’s visualization of how the Army will train and educate Soldiers and leaders in individual knowledge, skills, attributes, and abilities to execute Full Spectrum Operations (FSO) in an era of persistent conflict. The ALC 2015 learning model is based on two basic themes. First is improving the quality, relevance, and effectiveness of face-to-face learning experiences through outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context. The second theme expands the reach of the schoolhouse through the creation of digitized learning environment that blends the operational, institutional, and self-development domains to create a learner-centric, career-long learning capability and significantly expands the use of technology-delivered learning. ALC 2015 gives learners access to a vast repository of digitized learning content by developing a robust capability to rapidly develop, archive, and disseminate information over a variety of current and emerging delivery platforms. It allows a modular, tailored, precision approach to learning at the point of need throughout the career span and facilitates a career-long learning culture.

2.5.3 Use of Cost Effective Training Methodologies

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

2.5.3.1 Blended Training

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

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

2.5.3.2 Immersive Instructional Technologies

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

The term "immersive" means courseware or any type of training that engages the learner in highly interactive, motivating, challenging, and realistic job-related experiences. These immersive instructional technologies simulate a real world experience. This is more than just using technology to re-create the

real world. It's also about the story line and capturing the learner's imagination. Effective training depends both on the technology that is used to present the material and the content of the material itself.

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

2.5.3.3 Simulations

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

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

- **Live simulations** are simulated operations conducted by real operators using real equipment. Military training events using real equipment are live simulations. They are considered simulations because these events are not conducted against a live enemy.
- **Virtual simulations** involve real people operating simulated systems. Virtual simulations place humans in the central role of exercising motor control skills, decision skills, and/or communication skills. An example would be a cockpit mockup to train pilots.
- **Constructive simulations** involve simulated people operating simulated systems. Real people input data into the simulation but are not involved in determining the outcome. For example, a military user may input data on a military unit telling it to move and to engage an enemy target. The constructive simulation determines the speed of movement, the effect of the engagement with the enemy, and any battle damage that may occur. Results are provided digitally or visually, depending on the type of simulation used.

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

2.5.4 Army Performance Improvement

One of the goals of Army Transformation is rapid response to changes in the theater. To meet this goal, CP-32 careerists must reduce training development time. Army Performance Improvement (API) has been identified as a method to reach this goal. API is the systematic analysis of the root causes of gaps in human performance. Instructional Systems Specialists analyze the impediments to maximizing performance, determine and implement solutions, evaluate the impact, and determine financial results, either positive or negative. There are different versions of this model, but all emphasize inputs, outputs, the consequences of performance, feedback, and the skills and knowledge employed by the performer. API interventions deal with the root cause of the problem, not just the symptoms and address all possible solutions, not just training solutions.

API centers on achieving key business goals. The examination of these goals and identifying which are not being successfully met determines which performance gaps must be addressed. This method assures that the right priorities receive focus.

2.6 Warfighting Developer Recruitment

Recruitment for CP-32 careerists will, of necessity, focus on identifying and selecting those persons needed to achieve the desired job mix. Relacement needs are met through the career referral process implemented through Resumix, the Army's automated hiring tool, or the intern program. For more information, refer to the Civilian Personnel On-Line (CPOL) Web-site "How to Apply" page at http://acpol.army.mil/employment/apply.htm.

To learn more about internships visit the Interns Program page on the CP-32 Web site: http://www.tradoc.army.mil/dcsopst/cp32/index.htm or go to Army's CPOL Career Intern page: http://cpol.army.mil/library/permiss/794.html.

2.7 Affirmative Action

Training and developmental opportunities for career program participants covered by this plan applies 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 section includes general information about the roles and responsibilities of key participants in CP-32 management.

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

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

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

a. Approves career management policy.

b. Appoints Functional Chiefs (FC) for all Career Programs and provides oversight, management, and evaluation of all CPs.

c. Serves as FC for Civilian Human Resources Management, Manpower and Force Management, and Equal Employment Opportunity.

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

On behalf of the Army G-1, 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, Army Commands, ASCCs, DRUs and allocates ACTEDS resources annually to support central intern requirements and CP training, education, and development programs.

d. Approves ACTEDS Plans prepared by FCs and personnel proponents.

3.4 Career Program Functional Chief (FC)

An FC is designated for each career program. The FC for CP-32 is the Commanding General, U.S. Army 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, G-3/5/7 (ADCS, G-3/5/7).

3.6 Assistant Functional Chief's Representatives (AFCR)

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

3.7 CP-32 Advisory Board

AR 690-950, paragraph 1-13 governs the CP-32 Advisory Board functions and membership. The CP-32 Advisory Board addresses the organizational needs and operation of CP-32 in response to the changing needs of Army Civilian Training, Capability, and Doctrine Warfighting Developers. The Advisory Board includes the FC, FCR, or designee as chairperson, and key personnel from HQDA, Army Commands, ASCC, DRU, and installations. The CP-32 Advisory Board will normally meet annually or as deemed necessary by the FCR. The functions of the board follow:

a. Forecasting and planning for staffing needs.

b. Reviewing proposals to change the CP-32 program, policies, or ACTEDS Plan.

c. Ensuring relevancy of the job-related criteria used in evaluating individuals for referral.

d. Ensuring that ACTEDS requirements for CP-32 are fully and economically managed.

e. Recommending changes or modification to the ACTEDS MTPs and MITPs, career ladders, and other elements of the CP-32 ACTEDS Plan.

f. Furnishing information to the FCR to support the programming and budgeting of ACTEDS resources.

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

Table 3-1 CP-32 HQDA Advisory Board

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

3.8 CP-32 Army Training Career Program Office

The CP-32 Army Training Career Program Office is a Headquarters Department of the Army office located at Ft. Monroe, VA. It is located at Ft. 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 CP-32 Office also obtains FCR approval for requested professional training based on installations' input. This office then requests and receives professional training dollar allocation from HQDA. The CP-32 Office notifies each installation of the competitive professional dollars they will receive for the next FY. This office provides annual centralized training opportunities for CP-32 careerists.

Additionally, the CP-32 Office reviews and determines training to be developed as self-development training. This office also determines the number of CP-32 interns the Army requires and assists with the placement into permanent positions. The CP-32 Office handles publishing and updating the ACTEDS plan.

The CP-32 Office conducts studies, projects future resource requirements, and arranges meetings/conferences concerning CP-32 issues. The office provides guidance and career counseling for members of the career program as well as coordinating with Activity Career Program Managers (ACPM) and Army Commands Career Program Managers (ACCPM), Army Service Component Commands Career Program Managers (ASCCCPM), and Direct Reporting Units Career Program Managers (DRUCPM). Contact the CP-32 Office at Commercial (757) 788-5647/8 or DSN 680-5647/8.

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

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

a. Advise appropriate headquarters and field activities on career management from a functional standpoint. Inform ACPM of the regulatory, administrative, and procedural requirements of each CP.

b. Analyze ACTEDS centrally funded intern and competitive professional development requirements to support the development of budget requests. Recommend annual ACTEDS centrally funded intern resource needs and monitor program execution.

c. Assist the civilian personnel directors (CPD) in the identification of intern training sites. Assess the quality of intern intake and training and ensure that any needed corrective action is taken.

d. Assist commanders in obtaining necessary resources to administer and support ACTEDS CP requirements throughout the Commands. Monitor the performance of ACTEDS training conducted in their facilities.

e. Monitor EEO progress, as applies to CP-32, and perform the necessary follow-up to ensure full support of EEO goals.

f. Serve, when required, as ACPM for the appropriate headquarter.

g. Advise and assist the FCR in matters related to career management.

h. Ensure all new CP-32 careerists' Social Security Numbers have been provided to the Army CP-32 Career Program Manager for use with Resource Allocation Selection System (RASS).

i. Coordinate training requirements and requests with the CP-32 Army Training Career Program Office.

3.10 Activity Career Program Managers (ACPM)

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

a. Assure availability of AR 690-950 and this ACTEDS plan; inform supervisors and monitor compliance of the regulatory, administrative, and procedural requirements of each CP.

b. In coordination with the CPOC/CPAC, give guidance to supervisors on ACTEDS CP requirements.

c. Monitor and evaluate the execution of ACTEDS requirements at the activity level and provide advice and guidance to supervisors and employees on training, education, and development opportunities and requirements.

d. Monitor and advise supervisors and CP employees on how to plan CP assignments by using ACTEDS plans.

e. Monitor selection of interns in terms of qualifications and high potential to successfully complete the training program. Monitor the management, training, and the performance of interns.

f. Assist the activity commander in determining annual CP staffing requirements and intern resource needs.

g. Name sponsors for interns new to the activity.

h. Approve IDPs for interns.

i. Approve performance plans for interns and act as approving official on their intern appraisals.

j. Sponsor and conduct periodic meetings with CP employees to share experiences and to discuss the status and direction of the CPs.

k. Monitor and coordinate actions required by the Affirmative Employment Program/Plan (AEP) or other requirements established in CPs.

l. Assist in the EEO complaint process and in effecting a resolution in the early stages of the complaint process.

m. Advise and assist employees and supervisors in career appraisal, career referral, and career counseling responsibilities.

n. Publicize training opportunities and career management information to careerists.

o. Ensure all new CP-32 careerists' Social Security Numbers have been provided to the Army CP-32 Career Program Manager for use with RASS.

p. Update installation CP-32 distribution list annually.

q. Coordinate training requirements and requests with the CP-32 Army Training Career Program Office.

3.11 Managers and Supervisors

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

3.12 CP-32 Careerists

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

a. Maintain interest in professional development and take responsibility for acquiring training to improve individual capabilities and the potential for career progression.

b. Develop and maintain an IDP as an integral element of the career development, performance appraisal, and counseling processes. The individual will prepare an IDP by comparing personal education and experience with the professional development needed to achieve recorded career goals. The initial year's training and development objectives should be reflected in each employee's performance evaluation. Appendix U includes a sample IDP that may be filled in electronically, printed out and used locally. This form is available on the CP-32 Web site. When completed, this sample meets the Army Civilian Personnel Management requirements for an IDP.

c. Continually seek to achieve the competencies and associated skills, knowledge, and abilities (SKA) recommended in the CP-32 ACTEDS Plan through experience, self-development, and training.

d. Seek help from supervisors, local Civilian Personnel Advisory Centers (CPAC), and functional officials to assess individual strengths and weaknesses and to seek appropriate training.

e. Pursue a variety of developmental assignments through organizational, functional, and geographic mobility.

SECTION 4 - CP-32 JOB SERIES OVERVIEW

4.1 GS-1701 – General Education and Training

a. CP-32 employees in GS-1701 General Education and Training positions advise, administer, supervise, and/or perform work in the field of education and training. The education and training work involves a combination of capabilities of the GS-1702, 1712, 1750 and 301T series.

b. GS-1701 is the "capper" series for the CP-32 1700 and 301-T job series at the 14/15 level. The 1701s will direct and monitor staff in evaluation, analysis, design, development, implementation and evaluation procedures for education/training products and resources. Careerists align training with the organization's requirements and seek to gain support and commitment for the strategic initiatives that will maximize the value of their organization. Careerists oversee development and approve department budgets, policies, objectives, and priorities and collaborate with and support area teams, field trainers, facilitators, coordinators, and external organizations. Professional knowledge of a specialized field that is not identifiable with any existing series is also covered under the GS-1701 series. The GS-1701 14/15 requires knowledge of at least one of the other CP-32 1700 and 301T job series as indicated below:

- GS-1702 careerists apply procedures for planning, acquisition, management, analysis, reproduction, distribution and sustainment of training support which includes facilities and land, services, training information infrastructures and products; and training aides, devices, simulations and simulators. They are also responsible for managing the training load for schools or MOS/AOC within ATRRS.
- GS-1712 careerists are the subject matter experts in the content of education/training products and materials, provide instruction, and lead discussion groups and seminars of large and small groups of students/staff. Organizes and/or serves as an advisor for workshops consisting of functional experts to determine critical tasks. They manage specialized programs and training development databases and ensure their programs and databases adhere to Army and TRADOC policies, procedures, and standards.
- GS-1750 careerists lead and manage the education/training production effort. They ensure the Army education/training is efficient, effective and relevant and design is based on sound, appropriately applied adult learning principles.
- GS-301-T careerists are primarily involved with the development and management of both collective/unit training programs and training strategies. They focus on ensuring units, and the leaders and Soldiers

in those units, have the capabilities, programs, and strategies necessary to ensure their readiness for full-spectrum operational deployments.

c. Employees classified in the GS-1701 series must have completed a full 4-year course of study leading to a bachelor's degree or higher, which included, or is supplemented by, major study in education or a subject field appropriate to the position.

d. CP-32 interns may enter the Intern Program through the GS-1701 series but upon graduation they automatically become a GS-1750-11.

e. Manager/Director roles for GS-1701 cover a wide spectrum of education and training programs.

4.2 GS-1702 – Training Support

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

b. The GS-1702 series includes the duties specifically responsible for the management, evaluation, and resource processes necessary to develop, assess, and sustain training enablers. Individuals in this series are also responsible for supporting the development of architectures and standards, which are necessary to ensure integration and standardization and for developing tools used to develop and assess training support products, systems, and programs. The GS-1702 can also be responsible for managing training programs and managing the training load.

c. The following functions apply to the GS-1702:

- Training Support Management
- Training Support Analysis
- Training Support Planning
- Training Support Technical Assistance
- Training Scheduling
- Training Materials Management
- Training Information Systems Analysis
- Security Assistance Training Management

- Training Requirements/ Plans Analysis
- Training Simulations Operations
- Training Product Distribution

4.2.1 The Training Support System (TSS)

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

4.3 GS-1712 – Training Instruction

a. CP-32 employees in GS-1712 Training Instruction positions are involved in the direct delivery of instruction or education/training services. It covers classroom instructors, supervisors, and managers of Government operated training programs. They require a practical knowledge of education/training which enables them to apply the appropriate principles and techniques to help students learn to perform the tasks and supporting skills or knowledge. They serve as instructors or supervisors of instructors in specific subject areas; develop or review special subject-matter course materials, training aids, and manuals for training programs; administer training programs; evaluate conduct of training programs; participate in course and test development; manage training programs and/or provide training as part of a mobile training team (MTT). A degree is not required for the GS-1712 series.

b. The Training Instructor/Administrator/Specialist, GS-1712, is a subject matter expert in the content of the material included in training products and presented to students or provided to support unit training. They are experts in the application of the Systems Approach to Training (SAT) implementation phase. This expertise is the result of their field experience, subject matter expertise, instructor training, and practical experience. The GS-1712 presents instruction by the application of various instructional strategies, to include but not limited to, large and small group instruction using Video Tele-training, and computer-assisted, Web-based, and Web-managed instruction. A part of their responsibility is to facilitate learning, counsel students, mentor learners, assist in development and proctoring of student performance tests. Additionally, they respond to content

inquiries from distributed learning students (e.g., IMI) and oversee student progress.

c. As a training administrator, a GS-1712 manages and supervises the conduct of one or more courses. This involves, but is not limited to, ensuring resources are available when and where needed, managing resources, training subordinate GS-1712s, scheduling training (based on the mandatory training sequence), entering and managing data in a learning management system, and counseling students.

d. The GS-1712 is involved in the certification of instructors in that they observe instructors presenting/facilitating lessons, provide guidance and recommendations, prepare reports on instructor performance, and counsel subordinate instructors on their performance.

e. GS-1712s play a major role in the development of training. They serve as members of training production teams and provide content expertise to that production process.

f. The following functions apply to the GS-1712:

- Course Management
- Evaluation (Instructors, Conduct of Training)
- Facilitation
- Instruction
- Training Administration
- Training Simulations Instruction
- Class/Classroom Management
- Training Management (Individual/Collective)
- Training Simulation Instruction
- Technical Subject Matter Expertise (SME)
- Training Materials Management
- Observer Controller

4.4 GS-1750 – Instructional Systems

a. CP-32 employees in GS-1750 Instructional Systems positions perform professional work in training. Many of them serve as instructors, supervisors, administrators, and managers in academic and technical-vocational programs.Others provide professional educational principles and theory in the analysis, design, development, implementation, and evaluation of training programs and products.

b. Employees classified in the GS-1750 series must have completed a full 4-year course of study leading to a bachelor's degree or higher, which included, or is supplemented by, at least 24 semester hours appropriate to the work of the position to be filled. The course work must have included study in at least four of the following five areas:

1. Learning theory, psychology of learning, educational psychology: Study of learning theories as they relate to the systematic design, development, and validation of instructional material.
2. Instructional design practices: Study of the principles and techniques used in designing training programs, developing design strategy and models, and applying design methods to the improvement of instructional effectiveness.
3. Educational evaluation: Study of the techniques for evaluating the effectiveness of instructional/educational programs, including developing written and performance tests and survey instruments, and determining reliability and validity of evaluation instruments.
4. Instructional product development: Study of the techniques appropriate for developing training materials, including identifying learner characteristics, specifying objectives, applying training strategy, validating training materials, and evaluating training.
5. Computers in education and training: Study of the application of computers in education and training, including selecting appropriate computer software.

c. In addition to the mandatory studies above, below is the list of qualifying 3-credit hour courses that can be used to fulfill the remaining 24 semester hour requirement.

1. Introduction to Distance Learning: Serves as an introduction to distance learning terminology, theory, characteristics of learners, history, philosophy, issues relating to interaction, in open and distance education, organizational and government interventions.
2. Introduction to Instructional Systems: Overview of systems theory applied to instructional systems development including principles and procedures for developing total instructional systems.
3. Introduction to Systematic Instructional Design: Introductory course in the systematic design of instruction. The course activities include a series of assignments focused on the acquisition of practical experience in developing and evaluating instructional materials.
4. Theories of Learning and Cognition in Instruction: Introduction to and application of contemporary theories, models, and principles of learning, instruction, and motivation.
5. Managing Instructional Development: Introduction to procedures for managing instructional development projects and organizations. This includes project and organizational design and development, staff development, and leadership principles.
6. Development of Computer Courseware: Procedures for the systematic design and production of computer-based instruction. Includes practice in computer-based course development.
7. Instructional Materials Development: Deals with the process of instructional design and development. Students are introduced to and

the asked to apply instructional design principles derived from information processing theory of cognition. Special consideration is given to the nature of the learner, the nature of the learning task, and the nature of the learning environment.

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

participation and motivation, self-directed learning, transformative learning and recent theoretical perspectives.

16. Curriculum Design in Science: Provides opportunity to learn and apply the principles of curriculum design, implementation and evaluation in science. The course emphasizes analysis of implemented science curricula in terms of philosophical and psychological models, the roles of teachers and students and external forces.
17. Computer-Based Instructional Technology: Major emphasis will be given to historical and social context, computer systems, computer software, operation skills and curriculum adaptation. Instructional processes, delivery system and the use of technology and instructional design will be investigated current research in systems use as related to teaching and learning theories will be explored.
18. Curriculum Integration of Technology: Major emphasis will be given to evaluation of software and applications, instructional design, audio/visual production and curriculum design and integration using technologies as a basis for instruction. Current research in course design and current systems use as related to cognitive teaching and learning theories will be explored.
19. Educational Leadership: Designed to teach students how to plan, organize and conduct research in educational leadership. Conduct staff development based on assessment needs; develop motivational communications and human relations skill; develop leadership skills through the study of practice of effective behavior, plan decision making, probe analysis and management skills within a diverse school setting.

d. The Instructional Systems Specialist (ISS) is responsible for the engineering of efficient and effective education and training programs to include, but is not limited to, ensuring that products and programs are educationally sound and adhere to the proven principles of education and training, e.g., adult learning principles. They coordinate with the capability and doctrine developers to ensure continuity and cohesiveness.

e. The ISS possesses the expertise needed to lead and manage the education and training production effort which includes, but is not limited to the following:

1. Ensuring the instructional product provides for efficient and effective learning by applying the SAT process.
2. Providing education/training development expertise and leadership to improve systemic functioning of the Army's TD process.
3. Designing learning based on sound adult learning principles and application of appropriate learning principles.

4. Keeping all people involved in the development effort informed of progress, problems encountered, developments, changes, and constraints.
5. Establishing and maintaining current production plans (e.g., TD Project Management and Proponent TD Development Plans).
6. Providing supervision, guidance, and training to the content SMEs and other TD team members concerning how they are to perform their development/production responsibilities.
7. Providing information on the latest improvements in producing, distributing, and/or presenting education/training.
8. Providing quality control/assurance of the education and training process and products produced.
9. Identifying and ensuring the availability of resources required to accomplish education and training production.
10. Ensuring the TD resources are efficiently and effectively applied to the education/training production.
11. Counseling subordinate training developers on their performance.
12. Preparing and managing training product production budgets.

f. The following functions apply to the GS-1750:

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

4.5 GS-301 – Training

a. The GS-301-Training (301-T) careerist is primarily involved in the development and management of both collective (team and above)/unit training programs and training strategies. A degree is not required for the GS-301-T series.

b. Their extensive administrative and management responsibilities include identifying live, virtual, and constructive training capability requirements and assisting 1702s in acquiring the specific training enablers required to support those capability requirements. They are focused on ensuring units, and the leaders and Soldiers in those units, have the capabilities, programs, and strategies necessary to ensure their readiness for full-spectrum operational deployments. The GS-301-T may be involved, for example, in providing training at Army Training Centers, home stations,

and Combat Training Centers; managing Battle Simulation Centers; developing and implementing the Army's Combined Arms Training Strategies; or managing collective and individual unit training.

c. The GS-301-T must work in full coordination with force developers, capability developers (GS-301-CD), doctrine developers (GS-301-DD), and members of the GS-1700 series, especially those in the 1702 series. In addition to the CP-32 career field common core competencies, GS-301-Ts require extensive knowledge and skills in the processes, principles, and policies of the Army's Training Program – AR 350-1; principles of leader development; principles of unit and individual training; unit training resource management; and knowledge of the DA, ASCC, DRU, and Army Command organizations, functions, and business processes. Employees classified in this series must have extensive, relevant experience with unit and individual training at all levels of live, virtual, and constructive training.

d. GS-301-T careerist experience and roles are designed to support the professional development of the Operational Army. GS-301-Ts serve, for example, as training program managers, supervisors, and designers. Some related fields of study are administration, and operations research and systems analysis.

e. The following functions apply to the GS-301-T:

- Training Development
- Training Product Distribution
- Program Management
- Mentoring
- DOTMLPF Assessment
- Training Support Analysis
- Training Analysis
- Counseling
- Subject Matter Expertise
- Training Management

4.6 GS-301 – Capability Developments

a. Capability Developments defines the processes of analyzing, determining, prioritizing, and documenting requirements for concepts and doctrine, organizations, training, leader development and education, materiel and materiel-centric DOTMLPF requirements, personnel, and facilities within the context of the force development process. Capability Developers are responsible for representing the end user during the full development and life cycle process and ensure all enabling capabilities are known, affordable, budgeted, and aligned for synchronous fielding and support. This includes analyzing, determining, documenting, and obtaining approval of concepts, capability needs for the Warfighter and Future Operational Capabilities (FOCs). Capabilities Developments lead the Army community in determining solutions for Warfighting functions derived from capability needs and required FOCs; fostering development of

requirements in all DOTMLPF domains; providing user considerations to, and influence on, the Army's Science and Technology (S&T) program. Policy and procedural guidance for Capabilities Developments are contained in AR 71-9, Warfighting Capabilities Determination and TR 71-20, Concept Development, Capabilities Determination, And Capabilities Integration and it's supporting Users Guides.

b. GS-301-CD Warfighting Capability Developers work in roles to support or manage requirements determination, development of materiel and soldier systems acquisition and organizational designs, and DOTMLPF integration.

c. Employees in GS-301-CD positions perform professional work in Capability Developments. Many Capability Developers serve as functional analysts, supervisors, and managers. Others provide professional requirements determination and acquisition principles and theory in the requirement analysis, concepts, and development of materiel and soldier support systems and organizational design.

d. Employees classified in this series must have extensive, relevant experience OR a combination of experience and college/university courses in related fields. Some related fields of study are engineering, information technology, operations research and systems analysis.

4.7 GS-301 – Doctrine Developments

a. Doctrine Developments is the process of defining and articulating doctrine requirements (program directives) followed by researching, analyzing, writing or revising, integrating, documenting, publishing, and distributing doctrine products (Army, Multi-Service, Joint, and Allied Joint publications) to the military force. Army doctrine includes principles, terms, symbols, tactics, techniques, and procedures (TTP), and is contained in field manuals (FM), Field Manual-Interims (FM-I) and Army tactics, techniques, and procedures (ATTP) manuals. The policy and procedural guidance for Army doctrine development is contained in AR 25-30 "The Army Publishing Program", DA PAM 25-40 "Army Publishing: Action Officers Guide", TRADOC Regulation (TR) 25-36 "The TRADOC Doctrinal Literature Program", and TR 25-30 "Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature".

b. GS-301-DD Warfighting Doctrine Developers work in roles to support or manage the development of doctrine.

c. Employees in GS-301-DD positions perform professional work in the life cycle management of doctrine, from inception, development, to rescission. Many Doctrine Developers serve as functional analysts, supervisors, and managers.

d. Employees classified in this series must have extensive, relevant military/DOD operational experience OR a combination of military/DOD experience and college/university courses in related fields. Some related fields of study are engineering, information technology, operations research and systems analysis.

SECTION 5 - PROGRAM BASICS

5.1 General

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

5.2 Career Phases

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

Table 5-1 CP-32 Career Phases

TYPE	DESCRIPTION
Intern/Entry	CP-32 careerists normally enter the program as **GS-5 or -7s**. 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.
Specialist	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.
Intermediate	This level includes specialist positions at grades GS-12 and GS-13. Supervisory responsibilities are usually assigned at this level.
Manager	During this phase, the career program employee, **usually at the GS-12 level**, will progress from positions with technical supervisory responsibilities to positions with managerial responsibilities at the **GS-13 level**. Employees should seek positions that will enhance or broaden previous experience.
Executive	While assignments in this phase (**GS-14/15 and SES**) focus more on managerial ability, technical expertise in the career field is no less important. The specialized technical experience is necessary to effectively manage education and training programs. Previous assignments should prepare employees to occupy the top executive level positions at Army Commands, ASCC, DRU, or DA level.

5.3 Career Progression

CP-32 employees progress within the program from entry to the managerial and executive phases. The general pattern of progression occurs vertically. Career ladders graphically depict recommended progression paths to key managerial or key technical positions. Career ladders for CP-32 careerists are very general. Consult with your supervisor or Career Program Manager for information more specific to your installation. Figures 5-1 through 5-6 display the specific career ladders for each CP-32 job series.

5.3.1 CP-32 Career Ladders

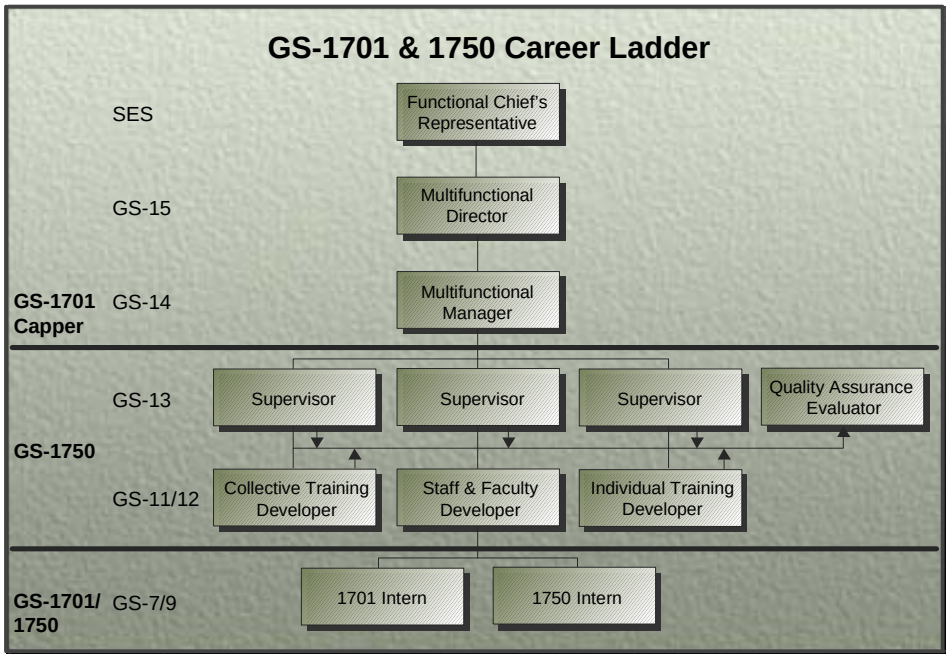

Figure 5-1 GS-1701 & 1750 General Education and Training and Instructional Systems Career Ladder

Figure 5-2 GS-1702 Training Support Career Ladder

Figure 5-3 GS-1712 Training Instruction Career Ladder

Figure 5-4 GS-301 Training Career Ladder

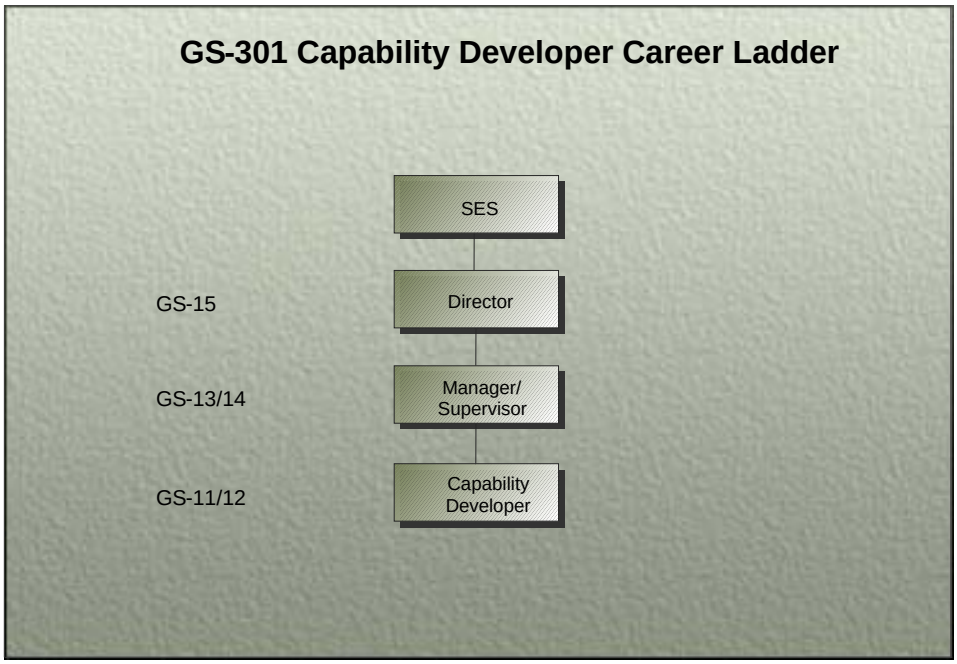

Figure 5-5 GS-301 Capability Developer Career Ladder

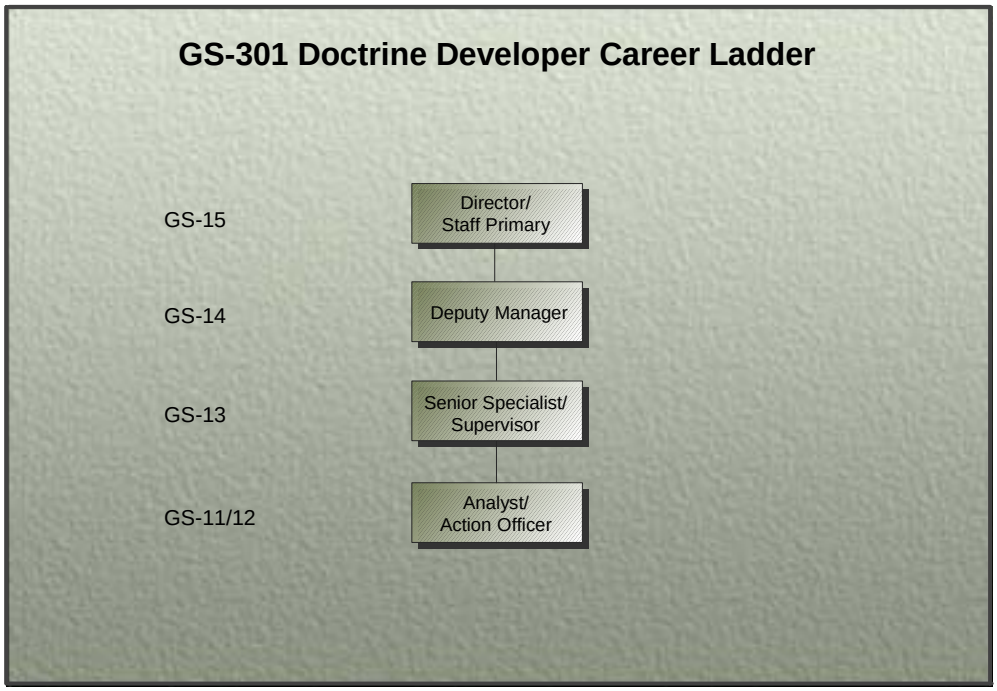

Figure 5-6 GS-301 Doctrine Developer Career Ladder

5.3.2 Key Positions within the Career Field

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

5.4 Training and Development Priority Categories

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

5.4.1 Universal Training

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

Table 5-2 Universal Training Priorities

PRIORITY	DESCRIPTION
Priority One - 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: Mandatory for employee to meet acceptable performance. Essential for mission accomplishment. Required by higher authority (Law, DoD, OPM) or required for certification, health, or safety reasons.

	Mandated by Army G-1 as an ACTEDS leader development core course. Essential to accomplish functional intern training.
Priority Two - Essential if Funding is Available	This **is training that personnel should have for effective performance**. The training Provides skills, knowledge, and experience for careerists to achieve maximum job proficiency. Improves the quality of mission accomplishment.
Priority Three - Career Enhancement	This is training that is **recommended, rather than being mandated**. Generally, this type of training should be funded only after all P1 and P2 training have been funded. This training Provides or enhances the knowledge, skills, and abilities needed on the job. Leads to improved mission accomplishment.

5.4.2 Competitive Training

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

5.4.3 University Training

Training will be approved on a case-by-case basis and will be forwarded through supervisory and major command channels for approval by the FCR.

The training may consist of evening and/or weekend courses that are less than 12 hours per semester (or equivalent quarter) hours.

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

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

Table 5-3 University Training Types

TYPES	DESCRIPTION
Part-Time Training	This is training at an accredited college or university on a less than full-time basis. Training offers graduate level courses in the GS-1750 technical area and will be available to **all** CP-32 careerists, GS-11 and above, who meet the educational requirements of a bachelor degree. There is no cost for this training for those careerists who qualify. The FCR/Designee will make final determination of acceptance.
Tuition Assistance Training	CP-32 will offer tuition assistance for careerists seeking college/university level training directly related to competencies within their job series, support a planned career assignment, or enhance managerial and leadership skills. Assistance is available for attendance at a college or university

	with commuting distance of the work site, exception for distance learning courses. Approval of courses in dependent on CPM verifying courses being related and establishing a partnership with a local college or university. Tuition assistance assists students with partial tuition payment or payment of books.

5.4.4 Developmental Assignments

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

5.5 Master Training Plans

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

5.5.1 The Functional MTP

There is a functional MTP for each job series and grade or grade grouping. This section details the content of the MTP. Each MTP table identifies educational requirements, typical key assignments, prioritized recommended training and sources for completion, and the functional competencies to be developed from entry through the most senior levels.

Functional MTPs for each series can be referenced as follows:

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

Table 5-4 Functional Master Training Plan Content

ITEM	DESCRIPTION
Recommended Education	The levels of education that are **recommended and considered appropriate at specific grade levels** and career phases within each functional area.
Typical Key Assignments	Reflects **assignments in which CP-32 employees may be placed and 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. Key Positions cover grades GS-13 through SES and are **positions involved in determining strategy, plans, and/or policy** in the career program.
Recommended Training/Source	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 needed for a particular job and mission. 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. **The training shown for each grade level is considered cumulative**. The training shown at the entry level is a foundation level. Should a careerist enter the program at a higher grade, all relevant training at lower levels must be evaluated to ensure that the competencies obtained from that training have been acquired through formal training or experience? If not, careerists may take the recommended training shown in the lower grade MTPs.

	A **specific training source** is identified when a **specific course** is recommended. When training can be satisfied through **different sources** it is noted with the term **"Varies"**. Appendix T provides additional information for both these source types and links to Web sites for course specifics. Any equivalent training substitute/waiver for mandatory courses/training will be approved by the ACPM for inclusion in the individual employees' IDP.
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 functional competence through a combination of training and experience. Functional competencies for all series are located in the Appendices. **Note:** Not all functional competencies apply to all careerists within that series.

5.5.2 The Common Core MTP

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

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

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

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

5.6 Individual Development Plan

The completion of an IDP by each careerist in conjunction with their supervisor facilitates the accomplishment of the training objectives outlined on the MTP.

For interns, the IDP is used to facilitate career progress, recordkeeping and career planning discussions among interns and supervisors to foster their early development into fully productive members of the Army.

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

5.6.1 Preparing the IDP

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

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

The IDP form in Appendix U 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.

5.6.2 Career Counseling

Career counseling should normally occur when the IDP is being developed and during the semiannual performance appraisal. Career interns are rated 6 months after their entry into the position and again at the end of 12 months. This first rating (at 6 months) is considered a special rating. The first annual rating is rendered at the end of 12 months. Interns continue on their unique

annual rating cycles (based on their entry into the positions) until they complete the intern program – at which time they are phased into the DA cyclic rating periods.

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

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

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

5.7 Training Requests

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

Certain requests are placed through RASS, an automated financial system that centrally manages the ACTEDS resources for the intern and Competitive Professional Development (CPD) programs.

RASS is a real time, web-based life-cycle management system for centralized management of funds for ACTEDS-approved DA intern and CPD training. RASS eliminates manual procedures, enables creation, submission, approval, status tracking and reporting of training and travel-related request forms (Standard Form (SF) 182, DD Form 1610 and SF 1164).

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

RASS can be accessed at https://acpwap.army.mil/rass/. User manuals can be found on the CPOL Web site http://cpol.army.mil/library/train/rass/index.html.

SECTION 6 - GS-1701 AND GS-1750 TRAINING AND TRAINING DEVELOPERS SERIES MASTER INTERN TRAINING PLAN

6.1 General

This section is the DA wide MITP for all centrally and locally funded interns in the GS-1701 and GS-1750 job series.

6.2 Objective

The MITP identifies the training each intern must complete by the time he or she reaches target grade. This training provides the foundation for future assignments within CP-32. The ACPM will use the MITP as a guide when developing the intern's IDP.

6.3 Prerequisites

6.3.1 GS-1701

The basic requirements are either a

Degree that included or was supplemented by major study in education or in a subject-matter field appropriate to the position.

OR

Combination of education and experience – courses equivalent to a major in education, or in a subject-matter field appropriate to the position, plus appropriate experience or additional course work that provided knowledge comparable to that normally acquired through the successful completion of the 4-year course of study described above.

6.3.2 GS-1750

The basic requirements are a degree that included or was supplemented by at least 24 semester hours appropriate to the work of the position to be filled. The course work must have included study in at least four of five areas discussed in the Section 4.4.

6.4 Intern Program Structure

This section outlines progression through the intern program and the required training to successfully complete the program.

6.4.1 Overview

a. Entry level for CP-32 interns is GS-7. 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 five designated regional training centers: Fort Lee, VA; Fort Gordon, GA; Fort Benning, GA; Fort Sill, OK; and Fort Leonard Wood, MO.

c. 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 training is to be extended, the parent Army Command must be informed of the change.

d. A signed mobility agreement is a pre-condition for employment within the Intern Program. By signing the agreement, the employee acknowledges: a) geographic mobility is a requirement for entry into the program, b) willingness to move to the initial training site, and upon graduation from the intern program, assignment may be to any location within the Department of Army and relocation will be required at that time. Failure to relocate after appointment can be the basis for removal from Federal service.

6.4.2 Phase I

Phase I 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 five regional training centers. The intern receives training designed to prepare incumbent for work at target level. Developmental assignments provide experience and training in the basic application of professional education skills, knowledge, and abilities.

The intern performs 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.

6.4.3 Phase I Training/Recommended Reading

Intern training is listed in Appendices B and M (common core MTP GS-5-9 and GS-1701/1750 – functional MTP under the intern phase for GS-7-9). The

common core and functional competencies to be gained through the training are located in Appendices A and L.

Recommended Reading

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

- AR 25-30, Army Publishing
- AR 70-1, Army Acquisition Policy
- DA Pamphlet 25-40, Action Officers Guide
- TR 25-36, Doctrine Development
- TR 350-70, Systems Approach to Training Management, Processes, and Products
- TRADOC Pamphlet (TP) 350-70-1, Collective Training
- TP 350-70-2, Multimedia Development Courseware Guide
- TP 350-70-4, Evaluation
- TP 350-70-5, Testing
- TP 350-70-6, Analysis
- TP 350-70-8, Training Requirements Analysis System
- TP 350-70-10, Validation
- TP 350-70-12, Distributed Learning – Managing Courseware Productions and Implementation

6.4.4 Phase II

Phase II 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. The intern receives training that will provide guidance on more complex projects as to approach and procedures 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 performs routine tasks independently based upon previous experience and performs progressively more responsible tasks in the following areas:

In general, interns 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
- The development of self-development tests with preparatory training materials
- The development of DA training literature

The intern rotates to different assignments as deemed necessary to gain knowledge of various programs and their interrelationships. On-the-job training consists 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 then used by the immediate supervisor as a basis for rating the intern's progress. Task and subtasks for each phase of the SAT that could be used are listed in Figure 6-1. The desired outputs for each sub-task may be found in TR 350-7, Systems Approach to Training, http://www-tradoc.army.mil/tpubs/regs/r350-70/.

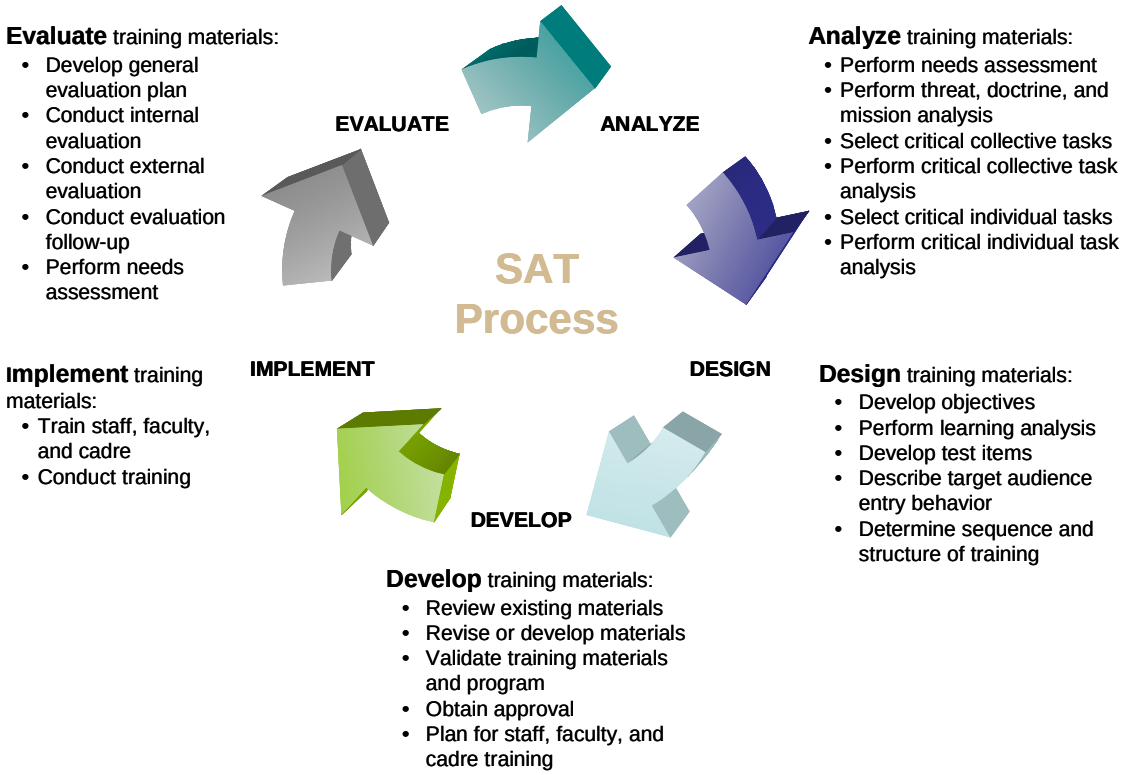

Figure 6-1 GS-1701/1750 Intern Training Development Tasks

Training not available during Phase I will be completed in Phase II. A semi-annual review of the intern's IDP will be implemented to determine currency of requirements, and adjusted or modified to meet training needs.

6.5 Individual Development Plan

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

The ACPM approves each IDP and ensures

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:

   Army CP-32 Training Career Program Office
   HQ TRADOC, DCS, G-3/5/7
   ATTN: ATTG-ZC-T
   Fort Monroe, VA 23651-5000

Intern training will be flexible to meet individual needs. The ACPM, after reviewing the intern's transcript and work experience (resume) 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 and a completed sample are contained in Appendix U.

6.6 Intern Evaluation

6.6.1 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.

6.6.2 Performance Standards

a. 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 on or about their entrance on duty (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.

   1. 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).

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

b. An intern is appraised by comparing performance standards with rating levels shown below. 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.

   1. Excellence. Consistently exceeds level described by standards and documented expectations; frequently produces more and/or better than expected.

   2. Success. Usually performs at the level described by the standards and documented expectations. Quality/quantity of accomplishments is generally at expected levels. Strengths clearly outweigh weaknesses.

   3. Needs improvement. Sometimes performs at level described by standard and documented expectations. However, fails enough so that weaknesses slightly outweigh strengths.

   4. 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.

c. 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.

d. Major or critical tasks are identified and performance standards discussed prior to the beginning of the training period and as changes to the intern position or other needs occur.

6.6.3 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 6.6.2b.

6.6.4 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.

6.6.5 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.

6.6.6 Regulatory Guidance

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

6.7 Intern Placement

Placement of DA ACTEDS career interns to a PDL will be directed by the Regional Training Center's ACPM and/or the CP-32 Army Training Career Program Office 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.

c. Service computation date as reflected on Standard Form 50-B.

d. Current performance appraisal.

If these criteria are the same for more than one intern, the 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.

APPENDICES

This plan contains the following appendices:

Appendix A	Warfighting Developers Common Core Competencies
Appendix B	GS-5-9 Common Core Master Training Plan
Appendix C	GS-11-12 Common Core Master Training Plan
Appendix D	GS-13-14 Common Core Master Training Plan
Appendix E	GS-15 Common Core Master Training Plan
Appendix F	GS-1701 Functional Competencies
Appendix G	GS-1701 Functional Master Training Plan
Appendix H	GS-1702 Functional Competencies
Appendix I	GS-1702 Functional Master Training Plan
Appendix J	GS-1712 Functional Competencies
Appendix K	GS-1712 Functional Master Training Plan
Appendix L	GS-1750 Functional Competencies
Appendix M	GS-1750 Functional Master Training Plan
Appendix N	GS-301-T Functional Competencies
Appendix O	GS-301-T Functional Master Training Plan
Appendix P	GS-301-CD Functional Competencies
Appendix Q	GS-301-CD Functional Master Training Plan
Appendix R	GS-301-DD Functional Competencies
Appendix S	GS-301-DD Functional Master Training Plan
Appendix T	Training Sources
Appendix U	Individual Development Plan
Appendix V	Associations, Societies, And Organizations Providing Self - Development Opportunities
Appendix W	Acronyms
Appendix X	References

APPENDIX A - WARFIGHTING DEVELOPERS COMMON CORE COMPETENCIES

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

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

APPENDIX A

WARFIGHTING DEVELOPERS COMMON CORE COMPETENCIES GS-5/9

No.	Common Core Competency
1.	Seek and make use of feedback from others; remain open to new ideas and approaches. • Realistically assess strengths, weaknesses, and impact on others
2.	Invest time and energy in self-development and growth; establish objectives and goals; e.g. use employee development tools including Individual Development Plan (IDP), development performance feedback, and guidance.
3.	Integrate the knowledge or skill learned in day-to-day work. • Continuously apply lessons learned
4.	Seek opportunities to use innovative or creative methods to accomplish work. • Provide new ideas/concepts
5.	Understand general roles and responsibilities of the Army organization, missions, and functions by demonstrating awareness of critical Army initiatives and key topics; e.g. Army Safety Program, information assurance, anti-terrorism, performance enhancement.
6.	Adjust behavior and work methods in response to change.
7.	Demonstrate belief in abilities, ideas, and self-worth and maintain a positive view of self, even during difficult times.
8.	Maintain a professional demeanor in stressful and difficult situations.
9.	Provide input to organization's long-term strategy.
10.	Assist in the development of Army training doctrine and strategies. • Use tools that support the development of training doctrine and strategy • Conduct research that supports the application of military doctrine and tactics, techniques, and procedures to training requirements • Conduct research to identify the laws and regulations governing release and disclosure of military training to international customers
11.	Align personal vision with organizational, functional, and program goal and objectives.
12.	Prevent conflict through self-management.
13.	Take steps to resolve conflict situations.
14.	Respect cultures and values different from one's own.

15.	Demonstrate knowledge of Army culture; e.g. How the Army Runs, Military courtesy, rank structure, customs and traditions.
16.	Apply Army Values; e.g. Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage.
17.	Inspire, motivate, and guide others toward goal accomplishment.
18.	Emphasize cooperation and a team approach to work.
19.	Build trust and open communication among team members and with stakeholders.
20.	Take responsibility for work products, services, and results. • Ensure property accountability • Complete projects accurately and in a timely manner
21.	Assist in the development of charters, memoranda of understanding/agreement or other formal documentation establishing relationships.

22.	Comply with the laws, policies, and procedures.
	• Army's Equal Opportunity/Sexual Harassment policies
	• All federal, state, local, and host national laws
	• Environmental protection measures
	• Occupational Safety and Health Administration (OSHA) rules/standards
	• Comply with security measures
	• Manage and protect classified information
	• Sexual assault policies
	• Mandatory Army training
	  ▪ Subversion and Espionage Directed Against the U.S Army (SAEDA)
	  ▪ Operations Security (OPSEC)
	  ▪ Anti-terrorism, Prevention of Sexual Harassment (POSH)
	  ▪ Equal Employment Opportunity (EEO/EO)
	  ▪ Ethics, etc.

23.	Effectively identify and assess customer requirements.
24.	Provide timely, flexible, and responsive service to meet customer expectations.
25.	Exercise good judgment by making timely, sound, and well-informed decisions.
26.	Recognize, define, analyze problems and issues, and obtains relevant data.
27.	Obtain relevant data before making a decision.

28.	Develop alternative solutions and plans, and make recommendations to solve problems. • Break down problems • See basic relationships • Develop alternatives and recommendations • Make plans or analyses
29.	Use qualitative and quantitative data and analytical tools in problem solving.

30.	Demonstrate technical proficiency and currency in Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTMLPF) areas of responsibility.
	• Apply principles of:
	  ▪ Systems Approach to Training (SAT)
	  ▪ Combat, Trainers, and Doctrine Developers Integration Course (CTDDIC)
	  ▪ Force Management Course

31.	Appropriately apply procedures, requirements, regulations, policies, and standards related to specialized areas of expertise.
32.	Demonstrate awareness of Joint Capabilities Integration Development System (JCIDS). • Determine Army Joint education and training requirements
33.	Demonstrate awareness of the cross functional integration of Combat, Doctrine, and Training Development processes.
34.	Assist in the development of operational architecture and standards for Army education and training.
35.	Make effective and efficient use of available resources.
36.	Develop cost estimates for projects and activities.
37.	Maintain an awareness of available resources and the process for acquiring needed resources.
38.	Assist with activities that support contracting and acquisition processes.
39.	Provide input to performance standards, evaluations, and IDPs.
40.	Use technology or tools appropriately to perform work activities. • Protect passwords • Protect information • Comply with security IT requirements • Access only appropriate sites
41.	Effectively advocate program/project goals and objectives.

42.	Apply appropriate negotiation approaches to find mutually beneficial solutions to problems and/or conflicts.
43.	Contribute to a positive team atmosphere and foster cooperation, trust, and group identity.
44.	Develop and maintain effective working relationships with others.
45.	Consider and respond appropriately to the needs, feelings, and capabilities of others. Treat all individuals with sensitivity and respect.
46.	Express ideas and facts in a clear, organized, and convincing manner in a style, tone, and level appropriate to the audience and the occasion.
47.	Actively listen to others and show understanding of what they are saying. • Encourages dialogue to understand underlying issues of hopes and fears
48.	Effectively build alliances with key individuals or groups at various levels.
49.	Collaborate with a variety of individuals and groups across organizational boundaries.
50.	Express written facts and ideas in a clear, convincing, and organized manner appropriate to the audience and occasion. • Prepare reports, memorandi, information papers, decision papers, and e-mails • Avoid jargon • Spell out acronyms, as needed • Adopt command/leadership writing style • Comply with approved Army writing styles
51.	Review and critique the writing of others in a constructive and substantive manner.

WARFIGHTING DEVELOPER COMMON CORE COMPETENCIES GS-11/12

No.	Common Core Competency
1.	Develop and implement methods to distribute/share knowledge throughout the organization.
2.	Review and update Individual Development Plan (IDP) annually.
3.	Review and appraise performance.
4.	Develop insights, innovative solutions, and non-traditional approaches to improve organizational effectiveness.
5.	Create an environment that supports creativity and innovation.
6.	Design and implement new or innovative programs/processes.
7.	Initiate actions that involve risk to achieve a recognized benefit or advantage.
8.	Demonstrate knowledge of roles and responsibilities of the Army organizations, enterprises, missions, and functions.
9.	Understand multiservice and joint warfighting requirements.
10.	Apply change management principles, tools, and procedures.
11.	Work concurrently on related and/or conflicting priorities without losing focus or attention.
12.	Influence others to believe in the spirit of public service and in a commitment to make a meaningful contribution.
13.	Participate in the development of organization's long-term strategy by collecting and validating lessons learned and conducting analysis.
14.	Promote and actively support the organization's vision.
15.	Attempt to resolve interpersonal and inter-group conflict constructively.
16.	Address and seek to resolve formal and informal complaints from employees.
17.	Understand how cultures differ and how these differences impact work behavior.
18.	Create an environment in which individuals are equally respected and recognized for their perspectives and contributions.
19.	Provide employment and development opportunities to foster a diverse workforce.
20.	Promote fair and ethical practices in all organizational activities.

21.	Empower others by sharing power and authority.
22.	Create an environment that encourages and rewards cooperation, collective problem-solving and participative decision-making.
23.	Develop leadership in others through motivating, coaching, mentoring, and rewarding.
24.	Monitor projects and activities and take corrective actions when necessary.
25.	Provide clear guidance for completion of tasks and projects.
26.	Model compliance with the laws, policies, and procedures.
27.	Anticipate the needs of customers, stakeholders, and partners.
28.	Integrate customer, stakeholder, and partner needs and expectations into the development and delivery of services and products.
29.	Use feedback systems to meet customer requirements and expectations.
30.	Act decisively on own authority when timely action is needed, even in uncertain situations. • Perceive the impact and implications of decisions
31.	Benchmark other organizations to support problem solving.
32.	Identify opportunities for integration across Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTMLPF)
33.	Develop technical documents; (e.g. plans, strategies, concepts, reports). • Field manuals • Pamphlets • Training circulars • Tactics, Techniques, and Procedures (TTPs) • System Training Plans (STRAPs) • Long and short range training plans • Joint Capabilities Integration Development Systems (JCIDS) outputs
34.	Develop JCIDS inputs. • Prepare requirements documentation; (i.e. initial capabilities document (ICD), capability development document (CDD), capability production document (CPD), etc.) and all supporting plans, documents and materials • Integrate joint training requirements into Army education and training.
35.	Understand the basic principles of Planning, Programming, Budgeting, and Execution (PPBE) process.
36.	Prepare and justify budget inputs for own organization, projects, and activities.

37.	Participate in procurement of equipment, facilities, supplies, or services. • Develop Performance Work Statements (PWS) • Surveillance plans • Purchase request documentation • Track expenditures
38.	Take an active role in recruiting, training and developing staff. • Mentor • Provide developmental assignments (cross-functional assignments, job rotations) • Provide for mobility to new roles and positions • Employ sound personnel management and supervisory practices
39.	Communicate performance expectations and assess employee performance: • Give timely feedback • Conduct formal performance appraisals • Counsel and develop subordinates
40.	Recognize and reward team members based on performance.
41.	Take timely and appropriate corrective/disciplinary actions with employees.

42.	Consistently apply merit system principles, EEO goals, and all applicable personnel policies and regulations.
	• Adhere to:
	  ▪ Labor Relations guidelines
	  ▪ Employee Relations guidelines
	  ▪ Affirmative employment

43.	Plan and execute organizational training and development.
44.	Ensure staff members are trained and capable in new information technology.
45.	Integrate information technologies into the workplace to improve organizational effectiveness.
46.	Seek and evaluate new technologies to improve mission accomplishment.
47.	Use power, authority, and influence appropriately to achieve goals.
48.	Use appropriate influence to energize others. • Develop contacts to build and strengthen internal and external support bases
49.	Collaborate effectively with others to resolve disagreements or conflicts in a positive and constructive manner.
50.	Provide appropriate feedback in a manner that reinforces or elicits desirable behavior.
51.	Share ideas and rationale so that others understand positions and policies.

52.	Develop and conduct effective briefings.
53.	Select appropriate communication media and methods. • Adapt to virtual work environment
54.	Communicate expectations for success.
55.	Identify concerns of stakeholders to find common ground across interests.
56.	Maintain current awareness of internal and external politics and issues impacting the work of the organization.

WARFIGHTING DEVELOPER COMMON CORE COMPETENCIES GS-13/14

No.	Common Core Competency
1.	Create a lifelong learning environment.
2.	Create an environment that encourages, recognizes, and rewards risk-taking, creativity, and innovation.
3.	Reinforce knowledge of general roles and responsibilities of the Army organization, missions, and functions.
4.	Support Joint, Interagency, and Multinational (JIM) operations.
5.	Adjust priorities based on internal and external influences.
6.	Create and foster a culture that encourages a commitment to public service.
7.	Develop objectives and set priorities consistent with the organization's long-term strategies.
8.	Adjust strategic policies and plans in response to change, both internal and external.
9.	Conduct holistic analysis to support strategic planning and implementation. • Change management
10.	Act as a catalyst and champion of change.
11.	Initiate and support strategies and programs to manage organizational change and interpersonal conflict.
12.	Recognize barriers to cultural understanding and develop strategies for reducing bias.
13.	Create a culture that fosters high standards of ethics.
14.	Establish ethical guidelines. • Conduct line of duty investigations
15.	Foster an environment that facilitates a high performing work force and models a high standard of performance for others.
16.	Establish and exercise management controls to ensure the integrity of the organization's processes.
17.	Identify how organizational or program results will be measured.

18.	Enforce compliance with the laws, policies, and procedures. • Recommend disciplinary actions/compliance with Uniform Code of Military Justice • Apply risk management
19.	Effectively manage a system for customer expectations and addresses questions and concerns.
20.	Establish feedback systems to meet customer requirements and expectations.
21.	Make effective decisions impacting the entire organization.
22.	Approve and market emerging opportunities. • Develop strategies and campaign plan
23.	Direct and monitor integration across Doctrine, Organization, Training, Materiel, Leader Development, Personnel and Facilities (DOTMLPF).
24.	Approve and integrate developments across DOTMLPF. • Manage the Systems Approach to Training (SAT) process • Manage combat, doctrine, and training systems • Develop and manage the combat, doctrine, and training workload
25.	Review and approve Joint Capabilities Integration Development System (JCIDS) documentation. • Manage preparation of requirements documentation; (i.e. initial capability document (ICD), capability development document (CDD), capability production document (CPD), etc.) and all supporting plans, documents, and materials • Ensure integration of joint training requirements into Army education and training
26.	Identify and advocate for resources required to accomplish the mission. • Prepare/validate Program Objective Memorandum (POM) submission • Prioritize POM submissions
27.	Execute budget to ensure cost-effective resource management. • Track and monitor budget execution
28.	Oversee procurement of equipment, facilities, supplies, or services.
29.	Monitor and rate contract performance
30.	Ensure accountability for employee development and performance improvement.

31.	Ensure application of appropriate personnel management procedures for military and civilians. • Document authorizations • Enforce: ▪ Recruitment and filling procedures ▪ Supervision and evaluation policy and procedures
32.	Support programs and activities that promote employee well being and balance.
33.	Strategically integrate and manage information technologies to improve organizational effectiveness. • Plan and certify IT architectures and networks • Comply with command guidance for IT acquisition • Determine the impact of technological changes on the organization
34.	Approve and adopt new technologies to improve mission accomplishment.
35.	Communicate the organization's mission as it relates to the Army's mission. • Communicate a vision for work units, translating broad organizational goals into concrete objectives, plans, priorities, and assignments
36.	Create synergy and enthusiasm to accomplish organizational mission.
37.	Manage competition between individuals or groups to eliminate barriers to building partnerships.
38.	Create an organizational culture of partnering.
39.	Anticipate the internal and external implications of statements or actions.
40.	Consider political and organizational reality, the media, and special interest in decision-making.
41.	Advise the Commander on the impact of internal and external political factors.

WARFIGHTING DEVELOPER COMMON CORE COMPETENCIES GS-15

No.	Common Core Competency
1.	Communicate priorities based on internal and external influences.
2.	Formulate effective strategies consistent with the contemporary operating environment.
3.	Apply a long-term perspective in analyzing issues and developing strategic plans.
4.	Create a shared vision for the organization aligned with the Army's vision.
5.	Apply cross cultural considerations to strategic decision-making.
6.	Influence financial and other stakeholders to support emerging opportunities.
7.	Integrate processes to support emerging opportunities.
8.	Evaluate the effectiveness of Doctrine, Organization, Training, Materiel, Leader Development, Personnel and Facilities, (DOTMLPF) integration efforts.
9.	Evaluate the effectiveness of Joint Capabilities Integration Development System (JCIDS) integration efforts. • Direct preparation of requirements documentation; (i.e. initial capabilities document (ICD), capability development document (CDD), capability production document (CPD), etc.) and all support plans, documents and materials

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

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

The MTP identifies the following:

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

Improving Your Image Course	Varies	2	
Being Prepared for Change Course	Varies	6	
Effective Writing Course	Varies	10, 21, 50, 51	
Report Writing Course	Varies	21, 50	
Ethics and Sensitivity/ Adversity Training	Varies	14, 22, 45	
Capability Development Course	ALU	30, 32	
Contract Officer's Representative Course	ALU	36	
Cost Estimating Basics Course	Varies	36	
Planning, Programming, Budgeting, and Execution Course	USDA Graduate School	37, 38	
Performance Evaluation Training	Varies	39	
	OJT	2-4, 9, 10, 20, 30, 33, 34, 40, 48, 49	
Priority Three (Career Enhancement)	**Source**	**Core Competencies**	**Notes**
Civilian Basic Course	AMSC	2, 12, 13, 15-18, 21, 22, 27, 28, 43, 44, 46, 48, 50	IMI portion available to all at any time for self-development
Briefing Techniques Course	Varies	46	
Proof Reading/Editing Course	Varies	51	
Competitive Training	**Source**	**Core Competencies**	**Notes**
Civilian Basic Course	AMSC	2, 12, 13, 15-18, 21, 22, 27, 28, 43, 44, 46, 48, 50	IMI and resident portions are required for supervisors and managers within one year of placement

APPENDIX B

COMMON CORE MASTER TRAINING PLAN GS-5/9

Priority One (Mandatory)	Source	Core Competencies	Notes
Foundation Course	AMSC	2, 11-16, 18, 19, 22, 24, 25, 27, 37, 40, 43-50	Mandatory for all new employees
EEO, Ethics, SAEDA, and POSH Training	Local Installation	22	
Priority Two (Essential if funding is available)	**Source**	**Core Competencies**	**Notes**
Combat, Training, and Doctrine Developers Integration Course	ALU	30-32	CES Foundation Course (dL) required prior to taking CTDDIC
Action Officer Development Course	AMSC	1, 6-8, 12, 15, 17-21, 25-28, 31, 35, 41-44, 46, 50	ACCP in Reimer Digital Library
An Essential Guide to Giving Feedback Course	Varies	1	
Coping with Criticism and Feedback Course	Varies	1	
Data Collection and Analysis Course	Varies	26, 29	
Improving Army Customer Service Course	ALU	23, 24	
Research Techniques Course	Varies	27, 29	
Basic Research Course	Varies	27, 29	
Statistical Course	Varies	29	
Department of the Army Operations Research and Systems Analysis Familiarization Course	ALU	29	
The Trail Guide for Future Leaders Brief	CPOL	2	

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

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

The MTP identifies the following:

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

APPENDIX C

COMMON CORE MASTER TRAINING PLAN GS-11/12

Priority One (Mandatory)	Source	Core Competencies	Notes
Supervisor Development Course	AMSC	1-3, 15-23, 25, 26, 38-42, 47, 48	ACCP in Reimer Digital Library Mandatory for first time supervisors
Priority Two (Essential if funding is available)	**Source**	**Core Competencies**	**Notes**
Action Officer Development Course	AMSC	1, 4	ACCP in Reimer Digital Library
Action Officer Force Integration Course	AFMS	1, 4	
Performance Appraisal Counseling and Feedback Course	Varies	2, 3, 20, 23, 39-42, 50	
An Essential Guide to Giving Feedback Course	Varies	50	
Correcting Employee Conduct and Performance Course	Varies	39, 41	
Capability Development Course	ALU	32, 34	
Project Management Course	Varies	11, 24, 25	
Public Involvement – Communication Course	Varies	12, 55, 56	
Project Team Building Course	Varies	27-29, 43	
Department of the Army Operations Research/ Systems Analysis Familiarization Course	ALU	13, 31, 33	
Statistical Course	Varies	52	

Planning, Programming, Budgeting and Execution Course	USDA Graduate School	35, 36	
Contracting Officer's Representative Course	ALU	37	
Performance-Based Statements of Work Course	ALU	37	
Information Technology Course	Varies	44-46	
	OJT	13	
Priority Three (Career Enhancement)	**Source**	**Core Competencies**	**Notes**
Civilian Basic Course	AMSC	1, 3-7, 14, 15, 17-23, 30, 38-40, 48, 49, 56	IMI portion available to all at any time for self-development
Civilian Intermediate Course	AMSC	1, 4-8, 10, 22, 36, 38, 43, 49, 51	IMI portion available to all at any time for self-development
Joint Advanced Warfighting School Course	JFSC	9	
Briefing Techniques Course	Varies	52-54	
Effective Writing Course	Varies	33	
Competitive Training	**Source**	**Core Competencies**	**Notes**
Civilian Basic Course	AMSC	1, 3-7, 14, 15, 17-23, 30, 38-40, 48, 49, 56	IMI and resident portions are required for supervisors and managers within one year of placement
Civilian Intermediate Course	AMSC	1, 4-8, 10, 22, 36, 38, 43, 49, 51	IMI and resident portions are required for supervisors and managers within one year of placement
Basic Force Management Course	AFMS	4, 8, 32	

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

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

The MTP identifies the following:

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

APPENDIX D

COMMON CORE MASTER TRAINING PLAN GS-13/14

Priority One (Mandatory)	Source	Core Competencies	Notes
Manager Development Course	AMSC	1	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Core Competencies**	**Notes**
Continuing Education for Senior Leaders	AMSC	1-4, 7-13, 15, 21, 32, 33, 35-37	14's and 15's only
Seminar for New Managers	FEI	1, 31	
Management Development Seminar: Leading Change	FEI	1, 31	
Enabling Creativity Course	Varies	2	
Leading through Change Course	Varies	10, 11	
Organization Culture and Leadership Course	Varies	12	
Ethics Training	Varies	13, 14	
Performance Appraisal: Counseling and Feedback Course	Varies	15, 16	
Project Cost Estimating and Budgeting Course	Varies	27	
Decisions and Risk Course	Varies	21	
Managerial Accountability Course	Varies	30	
Leadership for Learning Course	Varies	32, 35-41	
Teamwork and Emotional Intelligence Course	Varies	36, 38	
Health, Safety, and Security Challenges Course	Varies	32	Available at Army e-Learning

	OJT	4, 6, 19, 20, 22, 33, 34	
Priority Three (Career enhancement)	**Source**	**Core Competencies**	**Notes**
Civilian Intermediate Course	AMSC	1, 3, 8, 10, 11	IMI portion available to all at any time for self-development
Civilian Advanced Course	AMSC	2, 3, 7, 10, 26, 27, 41	IMI portion available to all at any time for self-development
Supervisor Development Course	AMSC	1, 11, 12, 15, 16 18	ACCP in Reimer Digital Library Mandatory for first time supervisors
Action Officer Development Course	AMSC	2	ACCP in Reimer Digital Library
Action Officer Force Integration Course	AFMS	2, 23, 24	
Project Management Course	Varies	5, 7, 8	
Project Team Building Course	Varies	9, 17, 30	
Capability Developments Course	ALU	23-25	
Budget Formulation Course	Varies	26	
Contracting Officer's Representative Course	ALU	27-29	
Information Technology Course	Varies	33, 34	
Intermediate Leader Education Common Core	CGSC	1	
Competitive Training	**Source**	**Core Competencies**	**Notes**
Civilian Intermediate Course	AMSC	1, 3, 8, 10, 11	IMI and resident portions are required for supervisors and managers within one year of placement
Civilian Advanced Course	AMSC	2, 3, 7, 10, 26, 27, 41	IMI and resident portions are required for supervisors and

			managers within one year of placement
Advanced Force Management Course	AFMS	1, 2	
Senior Leader Development Program	HQ, TRADOC	1-5, 6, 8, 9	14's only

APPENDIX E - GS-15 COMMON CORE MASTER TRAINING PLAN

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

The MTP identifies the following:

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

APPENDIX E

COMMON CORE MASTER TRAINING PLAN GS-15

Priority One (Mandatory)	Source	Core Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Core Competencies**	**Notes**
Continuing Education for Senior Leaders	AMSC	1-5, 7	
Executive Leadership and Management Courses	Varies	1	
Executive Development Seminar: Leading Change	FEI	1	
Leadership at the Peak Course	CCL	1	
Priority Three (Career enhancement)	**Source**	**Core Competencies**	**Notes**
Leadership for Learning Course	Varies	2	
Project Team Building Course	Varies	2, 3, 5-7	
Competitive Training	**Source**	**Core Competencies**	**Notes**
Defense Leadership and Management Program	CPMS	1-4, 8, 9	
Senior Service College Course	SSC	1	Non-resident
Senior Leader Development Program	HQ, TRADOC	1-4, 8, 9	

APPENDIX F - GS-1701 FUNCTIONAL COMPETENCIES

APPENDIX F

GS-1701 GENERAL EDUCATION AND TRAINING FUNCTIONAL COMPETENCIES GS-14

No.	Functional Competency
1.	Lead/Manage education and training programs.
2.	Develop/Manage education and training program policy.
3.	Manage execution of resources and programs according to assigned priorities.
4.	Identify resources required to develop and execute assigned education and training programs.
5.	Advise leadership on education and training issues.
6.	Serve as the senior education and training program subject matter expert (SME).
7.	Develop education and training concepts.
8.	Serve as education and training technology SME.
9.	Manage CP-32 Intern Training Program.
10.	Serve as the Activity Career Program Manager, Army Command Career Program Manager, Army Service Component Command Career Program Manager, or Direct Reporting Unit Career Program Manager.

GS-1701 GENERAL EDUCATION AND TRAINING FUNCTIONAL COMPETENCIES GS-15

No.	Functional Competency
1.	Monitor and supervise implementation of education and training program policy through subordinate supervisors.
2.	Provide education and training development and education and training management conceptual and analytical expertise to subordinate supervisors and senior leadership.
3.	Establish education and training development and education and training implementation priorities with subordinate supervisors.
4.	Direct education and training program reviews.
5.	Direct education and training program review follow-on actions (e.g. organizational changes and resource prioritization).
6.	Plan and obtain resources necessary to accomplish education and training program requirements.
7.	Direct and oversee education and training budget execution through subordinate supervisors.
8.	Direct leveraging of technology for education and training.

GS-1701 GENERAL EDUCATION AND TRAINING FUNCTIONAL COMPETENCIES SENIOR EXECUTIVE SERVICE

No.	Functional Competency
ECQ 1. Leading Change	The ability to develop and implement an organizational vision which integrates key national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity - to continually strive to improve customer service and program performance within the basic Government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity, and persistence, even under adversity.
ECQ 2. Leading People	The ability to design and implement strategies which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.
ECQ 3. Results Driven	The ability to stress accountability and continuous improvement, to make timely and effective decisions, and to produce results through strategic planning and the implementation and evaluation of programs and policies.
ECQ 4. Business Acumen	The ability to acquire and administer human, financial, material, and information resources in a manner which instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision making.
ECQ 5. Building Coalitions/ Communications	The ability to explain, advocate, and express facts and ideas in a convincing manner, and to negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization

APPENDIX G - GS-1701 FUNCTIONAL MASTER TRAINING PLANS

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

The MTP identifies the following:

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

APPENDIX G

GS-1701 FUNCTIONAL MASTER TRAINING PLAN GS-14 CAPPER

Required Education	Typical Key Assignments
Bachelor's Degree. Graduate studies in education, education technology, or instructional systems technology highly recommended.	Division Chief, Assistant to Director, Deputy Dean, or Senior Instructor. Mobility may be necessary to achieve GS-15 grade levels.

Priority One (Mandatory)	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1- 4, 9	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Leadership Essentials Course	Varies	1	
Introduction to Management Course	Varies	1	
Education Leadership and Management Courses	Varies	1	
Executive Leadership and Management Courses	Varies		
Policy for Federal Executives Course	Varies	2	Graduate School, USDA offers this course
Budget Execution Course	Varies	3	
Financial Planning for Federal Employees Course	Varies	4	Graduate School, USDA offers this course
Management Analysis Planning Course	Varies	4	
Leading Change Course	Varies	7	
Advanced Concepts of Information Technology Course	Varies	8	

AR 690-950, Career Management	Self-development	9, 10	
	OJT	9, 10	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Assertive Supervision Course	Varies	1	
Management Development Seminar: Leading Organizations	FEI	1-4, 9	
Seminar for New Managers	FEI	1-4, 9	
Intermediate Leader Education Common Core	CGSC	1-4, 9	
Competitive Training	**Source**	**Competencies**	**Notes**
Senior Training Managers' Course	HQ, TRADOC	5, 6, 8	Directors and Division Chiefs Only
Advanced Force Management Course	AFMS	6	
Defense Leadership and Management Program	CPMS	1-5, 6, 8, 9	

GS-1701 FUNCTIONAL MASTER TRAINING PLAN
GS-15 CAPPER

Recommended Education	Typical Key Assignments
Master's Degree. Graduate studies in education, education technology, or instructional systems technology highly recommended.	Division Chief, Deputy or Assistant to SES or GO, Dean or Deputy Dean, Professor/Instructor at a Senior Service College. Mobility may be necessary to achieve SES grade levels.

Priority One (Mandatory)	Source	Functional Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Leading for Results Course	Varies	1	
Executive Leadership Workshop Course	FEI	1-8	
Strategic Planning for Government Organizations Course	Varies	2	Graduate School, USDA offers this course
Setting Performance Goals and Expectations Course	Varies	3, 4	
Motivating Employees Course	Varies	3	
Program Evaluation Course	Varies	5	
Federal Budget Process Course	Varies	6, 7	
Information Technology Management for CEO and Senior Executives Course	Varies	8	
Fundamentals of Information Technology Management and Capital Planning Course	Varies	7, 8	

Priority Three (Career Enhancement)	Source	Functional Competencies	Notes
Executive in Residence Program	FEI	1, 2, 4	
Executive Leadership and Management Courses	Varies	1-8	
Executive Development Seminar: Leading Change	FEI	1-8	
Leadership at the Peak Course	CCL	1-8	
Competitive Training	**Source**	**Competencies**	**Notes**
Defense Leadership and Management Program	CPMS	1-5, 7	
Senior Service College Course	SSC	1-8	

GS-1701 FUNCTIONAL MASTER TRAINING PLAN SENIOR EXECTUTIVE SERVICE

Recommended Education	Typical Key Assignments
Completion of a Doctoral Degree (Ph.D.) or Masters Degree (MA/MS) with additional graduate studies in education, education technology or instructional systems technology	Assistant Deputy Chief of Staff for Operations and Training (ADCSOPS& T), Headquarters U.S. Army Training & Doctrine Command (TRADOC)

Priority One (Mandatory)	Source	Functional Competencies	Notes
General Officer (GO)/Senior Executive Service (SES) Force Integration Course	AFMS	ECQ 1-5	Must be completed within the first 3 years of SES service
Senior Executive Diversity Awareness Training Course	HQDA EO	ECQ 1-5	Must be completed within the first 3 years of SES service
Leadership at the Peak Course	CCL	ECQ 1-5	Must be completed within the first 3 years of SES service. After serving a minimum of 6 months in an SES or equivalent position
Army Senior Leader Communications Workshop	Office of the Chief of Public Affairs, Pentagon	ECQ 1-5	Must be completed within the first 3 years of SES service. Information available at CPOL
APEX Orientation Program	HRD	ECQ 1-5	
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
OPM SES Briefing for New Executives	OPM	ECQ 1-5	
National Security Decision Making Seminar	NSS	ECQ 1-5	
National Security Leadership Course	NSS	ECQ 1-5	
Principle-Centered Leadership Week	FranklinCovey	ECQ 1-5	

Priority Three (Career Enhancement)	Source	Functional Competencies	Notes
None			
Competitive Training	**Source**	**Competencies**	**Notes**
None			

APPENDIX H - GS-1702 FUNCTIONAL COMPETENCIES

APPENDIX H

GS-1702 TRAINING SUPPORT FUNCTIONAL COMPETENCIES GS-5/7

No.	Functional Competency
1.	Assist in delivering Training Support enablers. • Assist in identifying training support capabilities to meet training requirements • Input data to appropriate automation tools to support the delivery of training support enablers, including Training Aids Devices Simulators and Simulations (TADSS), training products, facilities and land, and training services • Assist in managing training support facilities, including simulation centers, distance learning classrooms, ranges, etc.
2.	Assist with the integration of Training Support management, evaluation, and resourcing processes. • Assist with developing integration and synchronization documents for training support enablers
3.	Assist in providing technical advice on Training Support to leaders. • Provide input on the use of the tools used to develop/deliver training support products to leadership to support product improvements
4.	Assist in developing Army training doctrine and strategies. • Assist in using the tools that support the development of training doctrine and strategy • Assist in conducting research that supports the application of military doctrine and tactics, techniques, and procedures to training requirements • Assist in conducting research to identify the laws and regulations governing release and disclosure of military training to international customers
5.	Assist in applying training resource management processes. • Assist in applying appropriate training resource processes and procedures to manage training and training support requirements • Assist with inputting training support requirements into budget and resource processes, as appropriate • Assist with inputting training support requirements into resources processes (such as Training Requirements and Analysis System), as required

6.	Assist in accomplishing Security Assistance training program mission, functions, and organizational objectives. • Apply knowledge of Security Assistance training basic principles, concepts, and methodology to daily activities • Use automation tools that support Security Assistance training processes • Apply knowledge of the interoperability of Security Assistance training structure at all levels to (DA staff, TRADOC staff, subordinate installation staff, and TRADOC and non-TRADOC DoD Schools) • Compile readily available data from prescribed sources and apply to appropriate reference source • Input International Military Student (IMS) reservations into the Army Training Requirements and Resources System (ATRRS) database and general ATRRS queries (course scope and prerequisite data) • Assist in review, updating, and disseminating policies and disseminating of policies and procedures pertaining to International Military Student Officer (IMSO) operations • Assist in various studies, one-time projects, and actions pertaining to school IMSO issues • Apply general Security Assistance training technician skills in support of quota management processes • Assist in executing actions that support the goals and processes of the Security Assistance Training Program • Apply a general working knowledge of Security Assistance training quota management procedures and processes (Structure Manning Decision Review and Training Requirements Arbitration Process)
7.	Assist with changes to Army training support based on impacts of joint interagency, multinational (JIM) operations. • Input changes to Army training support tools (e.g., Training and Doctrine Development Tool, Distributed Learning materials, or Range Instrumentation) to support JIM operations • Assist in evaluating impacts of JIM operations on Army training support
8.	Assist with preparation of training support services. • Input data to training and/or resource automation systems, e.g. ATRRS, TRADOC Educational Data System-Redesign (TREDS-R) or Learning Management System (LMS), and Automated Instructional Management System Request Program
9.	Assist in delivering training support enablers for international weapons sales • Assist with providing training support enablers to authorized users

GS-1702 TRAINING SUPPORT FUNCTIONAL COMPETENCIES GS-9/11

No.	Functional Competency
1.	Deliver Training Support enablers. • Assist in delivering training support enablers, including Training Aids Devices Simulators and Simulations (TADSS), training products, facilities and land, and training services to support training requirements • Manage training support facilities, including simulation centers, ranges etc. • Assist in developing and delivering training information infrastructures used to deliver training enablers to soldiers • Use appropriate automation tools to support training support product development and delivery processes
2.	Support the integration of Training Support processes. • Assist with developing input to integrate and synchronize training support process across Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTMLPF) and training domains to eliminate redundancies and fill gaps • Assist with developing concepts for holistic approaches to the development and delivery of training support enablers
3.	Provide technical advice for Training Support to leaders. • Consolidate input from subordinates and develop input on training support issues to leaders to support decision-making • Assist training support leaders with technical advice for Joint-, Interagency-, and Multinational-related actions
4.	Support the Training Development (TD) process. • Assist in developing automation tools that support TD
5.	Provide input to the Training Resource Management process. • Determine appropriate training resources processes and procedures to manage training and training support requirements • Input training support requirements into budget and resource processes • Input training requirements into Army Training Requirements and Resources System (ATRRS) • Manage action in accordance with the Training Requirements Analysis System (TRAS) • Monitor status of country programs, initiate Foreign Military Sales (FMS) cases, etc. in the Defense Security Assistance Management System (DSAMS)

6.	Manage Security Assistance training programs. • Use DSAMS to manage country programs, monitor status of country programs, and development and administration of FMS cases • Apply thorough knowledge of Army/DoD military training for assigned schools or countries to research and analyze course of instruction for training objective, scope, special prerequisites, and training paths in support of Combined Education and Training Plan (CETP) • Apply broad knowledge of Structure Manning Decision Review and Training Requirements Arbitration Process processes and capability to establish international training requirement projections • Apply thorough knowledge of ATRRS (enter student reservations, generate complex reports and queries) and the ATRRS interface with DSAMS • Apply thorough knowledge of Security Assistance training regulations and policies governing the training of international military students • Apply analytical approach to training program management • Communicate in an international/multi-cultural environment • Determine the effect of Congressional Presentation Documents, CETPs, and other DoD and Joint Chiefs of Staff (JCS) planning processes on the Security Assistance Training Program • Apply laws and regulations governing release and disclosure of military training to international customers
7.	Assist in identifying Army training support requirements for joint training. • Analyze joint training requirements to determine implications for Army • Assist in developing architectures and standards that link Army training support to joint training support
8.	Apply changes to Army training support from joint interagency, multinational (JIM) operations requirements. • Apply JIM goals and objectives to Army training support requirements • Produce gap analysis of impacts of JIM Operations on Army training support • Determine affects of Congressional Presentation Documents, 7 year training plans, and other DoD and JCS planning processes on the Security Assistance Training Program
9.	Identify specific actions necessary to complete Training Support coordination. • Assist in the identification of proper coordination requirements across Training Support System (TSS) components and product lines • Identify agencies/partners that are part of the TSS coordination process
10.	Prepare documents and data for training support services. • Prepare data and documents for ATRRS, TRADOC Educational Data System-Redesign (TREDS-R) or Learning Management System (LMS), and Automated Instructional Management System Request Program

11.	Deliver training support for implementing international weapons sales programs. • Assist in developing training programs to support major international weapons sales tailored to meet country needs • Provide correct quantity and type of training support enablers to authorized users • Assist in preparing information, briefings and other communications with international partners
12.	Provide Quality Assurance assistance in the area of training support. • Provide assessment and evaluation support for training support programs. products, and services at all levels of proponency

GS-1702 TRAINING SUPPORT FUNCTIONAL COMPETENCIES GS-12/13

No.	Functional Competency
1.	Manage Training Support enablers. • Manage the development and delivery of architectures and standards • Ensure delivery of training support enablers • Oversee management of training support facilities, including simulation centers, distance learning classrooms, ranges, etc. • Manage the development and delivery of training information infrastructures used to deliver training enablers to soldiers • Manage the development of automation tools that support training support asset management • Identify redundancies and gaps in training support enablers necessary to support training requirements • Determine if training support requirements are in line with training strategies • Provide input to the Program Objective Memorandum (POM) and Programming, Planning, Budgeting and Execution (PPBE) processes for training support enablers • Coordinate resources needed for implementation of execution year changes to training programs with installations, HQDA G1/G3/G8, and Installation Management Agency (IMA)
2.	Manage the integration of Training Support processes. • Provide input to integrate and synchronize training support process across Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTMLPF) and training domains to eliminate redundancies and fill gaps • Develop concepts for holistic approaches to the development and delivery of training support enablers
3.	Provide technical advice for Training Support decisions. • Provide input on training support issues to leaders to support decision-making • Provide technical advice to training support leaders for Joint, Interagency and Multinational (JIM) related actions
4.	Assist in developing Army training doctrine and strategies. • Provide input to the development of Army training doctrine and strategy • Apply military doctrine and tactics, techniques, and procedures to training requirements

5.	Manage training support activities for the Training Development (TD) process.
	• Manage the application of training support processes related to TD, including:
	  ▪ System Training Plans
	  ▪ New Equipment Training
	  ▪ Displaced Equipment Training
	• Manage the development of automation tools that support TD

6.	Manage the Training Resource Management process. • Determine the processes for Structure Manning Decision Review, Army Program for Individual Training (ARPRINT) and Course Level Training Model (CLTM) that feed the PPBE process, the POM, and the Army Analysis process • Manage Army Training Requirements and Resources System (ATRRS), TRADOC Educational Data System-Redesign (TREDS-R) or Learning Management System (LMS), Automated Instructional Management System (AIMS) Request Programs, and other individual automation training management tools • Manage the Training Requirements Analysis System (TRAS)
7.	Manage/Lead Security Assistance programs to include Total Package Approach for international weapons sales. • Direct, plan, program, schedule, administer, develop, and manage training programs to support major international weapons sales in conjunction with the Combined Education and Training Plan and Combatant Command (COCOM) guidance • Interpret and apply laws and regulations relating to release and disclosure of military training to international customers under International Military Education and Training, Foreign Military Sales (FMS), pseudo FMS (counternarcotics and counterterrorism) and other Security Assistance Programs such as Excess Defense Articles/Presidential Drawdowns • Determine the impact of Security Assistance/Security Cooperation planning and funding processes on Security Assistance/Security cooperation programs • Develop training programs to support major international weapons sales tailored to meet country needs • Interact with high-ranking U.S. and foreign dignitaries at the Department of State, the Office of the Secretary of Defense, Army Commands, Army Service Component Commands, Direct Reporting Units, COCOM, and foreign embassies • Provide guidance to the International Military Student Officer regarding international student administration • Analyze, evaluate, and recommend methods for overcoming training deficiencies resulting from introduction of new U.S. equipment or U.S. equipment obsolescence
8.	Manage Army training support processes that integrate with joint training process. • Implement Army training support changes to ensure integration with Joint Training Processes • Manage the development and delivery of architectures and standards of Army training support to ensure integration with Joint Training Processes

9.	Manage changes to Army training support required by Joint, Interagency, Multinational (JIM) operations. • Design program changes to accommodate JIM operations impact on Army training support • Implement programs and products that will ensure Army training supports JIM Operations • Manage Security Assistance Training Program to meet Congressional Presentation Documents, 7 year training plans, and other DoD and Joint Chiefs of Staff planning processes • Apply laws and regulations governing release and disclosure of military training to international customers
10.	Manage procedures to ensure coordination of all training support requirements are complete and correct. • Perform as agency lead in coordinating training support actions to ensure synchronization of effort • Identify and coordinate with agencies that are impacted by training support requirements • Manage approval process for implementation of formal coordination documents

APPENDIX I - GS-1702 FUNCTIONAL MASTER TRAINING PLANS

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

The MTP identifies the following:

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

APPENDIX I

GS-1702 FUNCTIONAL MASTER TRAINING PLAN GS-5/7

Recommended Education	Typical Key Assignments
College courses in typing, computers and office management	Training Technician and Training Support

Priority One (Mandatory)	Source	Functional Competencies	Notes
Foundation Course	AMSC	2, 4	Mandatory for all new employees
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Action Officer Development Course	AMSC	1-9	ACCP in Reimer Digital Library
Automated Systems Approach to Training Tutorial	ATSC	1, 3	Tutorial located in the ASAT on-line Learning Center www.asat.army.mil Access is based on version compatibility
FM 7-0 & FM 7-1 IMI Courses	RDL	4	Located in Commandant Approved Training
Training Officer Security Assistance Management Course	DISAM	6	
Cross-Cultural Communications Course	USAFSOC	6	
	OJT	2, 6-9	With SATFA Branch Chief
	OJT	5	OJT supports Training Resource Management process
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Basic Course	AMSC	2, 4	IMI portion available to

			all at any time for self-development
Competitive Training	**Source**	**Competencies**	**Notes**
Civilian Basic Course	AMSC	2, 4	IMI and resident portions are required for supervisors and managers within one year of placement

GS-1702 FUNCTIONAL MASTER TRAINING PLAN GS-9/11

Recommended Education	Typical Key Assignments
College/Vocational technical courses in typing, computers, office management and psychology or college/vocational technical courses in office management, education, psychology and adult learning; also technical expertise in the training system or program in which incumbent works	Training Technician, Training Support, Training Support Manager, Supervisory Training Technician and Mobilization Training Support Technician

Priority One (Mandatory)	Source	Functional Competencies	Notes
Supervisor Development Course	AMSC	4	ACCP in Reimer Digital Library Mandatory for first time supervisors
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Combat, Training, and Doctrine Developers Integration Course	ALU	2	CES Foundation Course (dL) required prior to taking CTDDIC
Systems Approach To Training Basic Course	ATSC or local Staff and Faculty	4, 7	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Overview of Training Management	CAC	5	ACCP in Reimer Digital Library Course Number IS8700
	OJT	1, 6, 8, 11	OJT supports delivery of training enablers, Training Resource Management process, security assistance training, training support for JIM operations, and international weapons sales
Joint Capabilities Integration and Development System Course	Varies	7	

Capability Developments Course	ALU	7, 10	
MANPRINT Applications Course	ALU	7	
Project Management Course	Varies	9	
Training Development Contract Technical Manager Course	ATSC	10	www.atsc.army.mil/itsd/index.asp Prerequisite IMI available in Reimer Digital Library
Contracting Officer's Representative Course	ALU	10	
Lean Six Sigma Course	Varies	12	
Simulations Overview	USAIS	1, 7	Coordinate enrollment with local Staff and Faculty
	OJT	1, 6, 8, 11	OJT supports delivery of training enablers, Training Resource Management process, security assistance training, training support for JIM operations, and international weapons sales
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Intermediate Course	AMSC	4	IMI portion available to all at any time for self-development
Learning Theory, Psychology of Learning, Educational Psychology	Varies	4	ECU offers courses via dL
Instructional Design Practices	Varies	4	ECU offers courses via dL
Instructional Product Development	Varies	4	ECU offers courses via dL
Educational Evaluation	Varies	4	ECU offers courses via dL
Computers in Education	Varies	4	ECU offers courses via dL

Competitive Training	Source	Competencies	Notes
Civilian Intermediate Course	AMSC	4	IMI and resident portions are required for supervisors and managers within one year of placement
Training Developers Middle Managers' Course	HQ, TRADOC	4	Supervisors and managers only

GS-1702 FUNCTIONAL MASTER TRAINING PLAN GS-12/13

Recommended Education	Typical Key Assignments
Bachelor's Degree or Associate Degree and college courses in education, psychology, adult learning and management	Training Support Manager and Training Systems Manager

Priority One (Mandatory)	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1-3, 5	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Doctrine Developers Course	ALU	4	
Project Management Course	Varies	6, 10	
Defense Institute of Security Assistance Management Advanced Training Course	DISAM	6	
Joint Capabilities Integration and Development System Course	Varies	8	
Capability Developments Course	ALU	8	
Lean Six Sigma Course	Varies	10	
	OJT	1, 7, 9	OJT supports management of training support enablers, security assistance program, and training support for JIM operations
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Intermediate Course	AMSC	1-3, 5	IMI portion available to all at any time for self-development
Civilian Advanced Course	AMSC	1-3, 5	IMI portion available to all at any time for self-

			development
Learning Theory, Psychology of Learning, Educational Psychology	Varies	5	ECU offers courses via dL
Instructional Design Practices	Varies	5	ECU offers courses via dL
Instructional Product Development	Varies	5	ECU offers courses via dL
Educational Evaluation	Varies	5	ECU offers courses via dL
Computers in Education	Varies	5	ECU offers courses via dL
Competitive Training	**Source**	**Competencies**	**Notes**
Civilian Intermediate Course	AMSC	1-3, 5	IMI and resident portions are required for supervisors and managers within one year of placement
Civilian Advanced Course	AMSC	1-3, 5	IMI and resident portions are required for supervisors and managers within one year of placement
Senior Training Managers' Course	HQ, TRADOC	2, 3, 5	Directors and Division Chiefs only
Defense Leadership and Management Program	CPMS	1-3, 5	GS-13s and above only

APPENDIX J - GS-1712 FUNCTIONAL COMPETENCIES

APPENDIX J

GS-1712 TRAINING INSTRUCTION FUNCTIONAL COMPETENCIES GS-7/9

No.	Functional Competency
1.	Assist as a technical content subject matter expert (SME) with needs analysis data collection and identification of performance deficiency.
2.	Gather mission analysis information. • Acquire data (Table of Organization & Equipment/Table of Distribution & Allowance(s) • Assist with collection of mission analysis data • Feedback reports
3.	Assist as a technical content SME in conducting collective tasks analysis. • Acquire reference materials • Acquire mission analysis data
4.	Assist as a technical content SME in conducting job analysis. • Acquire reference materials • Draft a total task inventory • Identify potential individual critical tasks performed by job incumbent • Assist in writing task titles
5.	Assist as a technical content SME in conducting individual tasks analysis. • Acquire the critical task list • Identify references required to conduct the analysis

6.	Assist as a technical content SME in producing a System Training Plan (STRAP).
	• Acquire a copy of:
	  ▪ All STRAPs that affects a specific proponent
	  ▪ Pertinent regulations and pamphlets

7.	Comply with regulatory guidance and procedures for the production of an individual education/training course/lesson. • Army Regulation 350-1 • TRADOC Regulation 350-70 • TRADOC Pamphlet 350-70-series • Policy memos
8.	Comply with copyright and intellectual property laws.

9.	Assist as a technical content SME in designing/developing an individual education/training course/lesson following the Systems Approach to Training (SAT). • Acquire all data required to design a course: ▪ Critical individual and collective task data ▪ Training Strategy ▪ Skill knowledge matrix ▪ References ▪ Safety and environmental factors and considerations data • Draft a lesson outline to include: ▪ Learning objectives ▪ Learning steps/activities ▪ Methods of instruction ▪ Student handout and materials ▪ Assignment materials ▪ Safety and environmental factors and considerations • Apply adult learning principles • Mark education/training material with appropriate security classification • Draft a Course Management Plan • Comply with copyright and intellectual property laws • Draft a student handouts, information sheets, study guides, and practical exercise sheets • Compile a Program of Instruction • Add lesson detail to outlines required to create lesson or lesson plans
10.	Assist as a technical content SME in producing a job aid. • Acquire the: ▪ Supporting analysis data ▪ Target audience description ▪ Technical standards requirements • Revise the target audience description • Detail job aid production justification to include results that should be achieved
11.	Assist as a technical content SME in verifying technical operability of educational/training products. • Access the specified course/courseware based on the provided directions • Determine if the specified course/courseware: ▪ Includes all files required ▪ Clearly identifies the requirements for any special input devices ▪ Has clear, complete loading instructions ▪ Can be loaded on a computer/system configured to the established standards ▪ Clearly identifies the location to which course/courseware records are saved ▪ Audio-visual features function as required ▪ Displays colors and graphics as designed

	▪ Plays audio as designed ▪ Controls function as required ▪ Navigation and menu options are clear ▪ Allows the learner exit and re-enter into the course/courseware • Document technical operability discrepancies encountered
12.	Assist with integrating simulations into training products and programs. • Comply with DoD and Army policies that govern the development and use of simulations
13.	Present education/training on specified lessons. • Prepare for instruction presentation: ▪ Acquire material to be presented ▪ Acquire required supporting products ▪ Provide recommended changes to appropriate POC ▪ Acquire regulations, laws, policies, and procedural guidance applicable to presentation ▪ Study the lesson material ▪ Rehearse presentation ▪ Set up education/training facility for lesson presentation • Serve as a technically competent and professional role model • Present individual resident education/training instruction: ▪ Inform students of graduation criteria and requirements ▪ Organize learners for effective education/training learning ▪ Follow the mandatory training sequence ▪ Hand out the student evaluation plan, student guide, and other required material ▪ Conduct a group-pace (synchronous) lesson to include: ▪ Stopping learner from performing an unsafe action ▪ Providing feedback conducive to improved learning • Facilitate a group-paced learning session • Conduct remedial training and study hall • Perform post instruction operations • Administer criterion referenced test/practical exercise • Determine learner(s) eligibility • Evaluate learner(s) test/practical exercise performance • Report test/practical exercise feedback to learner(s) and administration • Maintain sensitive test material control/accountability • Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements. • Enter data into student records.

14.	Assist as a technical content SME in the management of a learner enrolled in a proponent course. • Acquire documents and records required to manage learners to include: ▪ Eligibility requirements these do not read properly ▪ Learner's records ▪ Learner status criteria ▪ Student evaluation plan ▪ Help in-process learner ▪ Enroll learner into a course/courseware ▪ Authenticate learner ▪ Establish learner's eligibility ▪ Create learner's e-mail, voicemail, phone, and video access accounts ▪ Provide learner access to required education/training data and information • Maintain learner: ▪ Administrative (enrollment) status ▪ Academic records ▪ Attendance • Help conduct learning: ▪ Set up graduation ceremony ▪ Track learner performance • Help out-process learner
15.	Assist as a technical content SME in conducting an After Action Review (AAR). • Draft an AAR Plan • Assemble and organize participants • Guide discussions to include soliciting discussion of recent events; i.e., what, when, and where • Conduct statistical analysis of training lessons learned
16.	Input data into the training development database.

GS-1712 TRAINING INSTRUCTION FUNCTIONAL COMPETENCIES GS-11

No.	Functional Competency
1.	Provide input to the needs analysis process. • Identify the required performance • Provide technical information
2.	Assist in conducting mission analysis. • Serve as subject matter expert (SME) for a mission analysis • Research existing mission analysis literature • Prepare battlefield organization diagram
3.	Serve as SME for collective task analysis (CTA). • Provide technical content to a CTA (performance steps, conditions, standard, performance measures, etc.) • Verify the collective task analysis is technically accurate • Make technical corrections/modifications to the CTA
4.	Serve as SME for job analysis. • Prepare the final total task inventory • Identify potential individual critical tasks performed by job incumbent • Recommend changes to the total task inventory
5.	Serve as SME for individual task analysis (ITA). • Provide technical content to an ITA • Verify the individual task analysis is technically accurate • Make technical corrections/modifications to the ITA • Identify the task performance specifications (condition, performance steps, performance measures, safety factor, environmental consideration, supporting skills and knowledge, etc.)
6.	Assist as a technical content SME in developing a Basis of Issue Plan (BOIP). • Acquire information for inclusion in the BOIP • BOIP input
7.	Assist as a technical content SME in developing training strategies. • Provide draft content input
8.	Assist as a technical content SME in developing training requirements analysis documents. • Prepare a draft Individual Training Plan (ITP) • Prepare a draft Course Administrative Data for all courses affected by a proponent ITP

9.	Assist as a technical content SME in developing a short-range individual training strategy for a specific proponent enlisted, warrant, commissioned officer, or Department of the Army Civilian job. • Provide recommendations concerning where critical individual tasks should be trained • Acquire a copy of each System Training Plan that affects the education/training to be provided • Recommend: ▪ Where the individual tasks will be trained ▪ Task sustainment training requirements
10.	Assist as a technical content SME in producing a drill. • Acquire the individual and collective task analysis data to be included in the drill • Recommend performance steps and performance sequence • Serve as an SME when validating the drill
11.	Assist as a technical content SME in preparing a Collective Training Support Package (TSP). • Acquire the collective task performance specifications • Draft the training events • Recommend the training sequence • Serve as an SME when validating the TSP
12.	Assist as a technical content SME in designing individual education/training products following the Systems Approach to Training. • Verify the technical accuracy and completeness of the task data • Provide technical input to individual education/training production • Coordinate production input with an Instructional Systems Specialist, GS 1750, and team member • Obtain approval of produced material from the assigned Instructional Systems Specialist, GS 1750 • Draft scenarios, exercises and drills to support individual training
13.	Assist as a technical content SME in designing/developing an individual education/training course/lesson. • Provide technical input • Coordinate design/development work with the Instructional Systems Specialist, GS 1750, team member • Obtain educational/training effectiveness approval of produced material from the assigned Instructional Systems Specialist, GS 1750 • Provide input to the Student Evaluation Plan • Compile a course/lesson outline to include: ▪ Purpose and scope ▪ Course outline and structure ▪ Instructional strategies ▪ Learning objectives (terminal/enabling)

	▪ Learning steps/activities ▪ Learning prerequisites • Recommend: ▪ Academic time (training time) ▪ Training structure ▪ Instructor-to-student ratio ▪ Equipment ratios ▪ Media requirements ▪ Initial risk assessment code to each lesson • Identify all resources required to conduct the education/training: personnel, equipment, materials, facilities, training product, and references requirements • Finalize a Course Management Plan (CMP) to include compiling a Program of Instruction (POI) • Assign initial foreign disclosure statement for each lesson • Prepare and lay out drawings/graphics • Write student handouts, information sheets, study guides, and practical exercise sheets
14.	Provide technical content to develop education/training audiovisual products. • Describe performance setting (condition) • Assist in Interactive Multimedia Instruction (IMI) validation: ▪ Provide technical content recommendations on design, flowcharts, scripts, and storyboards
15.	Assist as a technical content SME in integrating simulations and simulations technology into training products and programs.
16.	Assist as a technical content SME in developing strategy for use of simulations and simulations technology in training products and programs.
17.	Assist as a technical content SME in developing a Course Management Plan (CMP). • Prepare draft CMP contents to include: ▪ Course manager guidance ▪ Instructor certification requirements ▪ Instructor/facilitator guidance ▪ Learner guidance ▪ Complete reference list • Create possible training schedules based on the course map
18.	Assist as a technical content SME in compiling a Soldier Training Publication (STP). • Acquire: ▪ Individual task analysis data ▪ Long-range individual training strategy ▪ Short-range individual training strategy ▪ Self-development training strategy

	• Build: ▪ The training guide ▪ A comprehensive glossary ▪ The table of contents
19.	Assist as a technical content SME in the production of a job aid. • Recommend production of a job aid • Provide job aid content
20.	Verify technical operability of educational/training products. • Verify that the: ▪ Information needed to download or access web-based products is accurate ▪ URL is correct ▪ Course and courseware has all required contents ▪ Appropriate files needed to load the product are clearly identified ▪ Education/training products will operate on a computer/system configured to the established standards • Determine if the audio-visual quality contributes to and does not distract from learning • Prepare technical operability testing report • Return course/courseware to producer with report if it does not meet technical operability standards
21.	Assist as a technical content SME with validation of learning materials and the analysis of the findings and comments. • Participate as an SME in validation of learning material in: ▪ Individual validation trial ▪ Small group trials ▪ Large group trials ▪ Sequential testing group validation ▪ Instructor and Key Personnel Training/New Equipment Training training material and test validation • Complete questionnaires, interviews, and/or observation • Validate content of education/training product and verify that the products: ▪ Are doctrinally and technically correct ▪ Include sufficient detail ▪ Are clearly written in the Army writing style ▪ Use language that the target audience understands ▪ Use current, appropriate, and applicable references • Evaluate a technical manual: ▪ Identify deficiencies ▪ Write change/update recommendations ▪ Provide feedback directly to the Technical Manual (TM) proponent

22.	Present education/training on specified lessons.
	• Conduct a web-managed lesson
	• Facilitate self-paced learning to:
	  ▪ Monitor learner progress
	  ▪ Respond to learner needs
	• Mentor learner
	• Counsel learner
	• Guide the learning process

23.	Assist as a technical content SME in the management of proponent courses.
	• Acquire:
	  ▪ References guiding course management
	  ▪ Course administrative data and other course information from data source database
	  ▪ Course name and number
	• Calculate proponent capability to train the identified student load

24.	Conduct an After Action Review (AAR).
	• Develop AAR Plan
	• Determine:
	  ▪ What happened during execution
	  ▪ When it happened
	  ▪ Why it happened
	• Identify:
	  ▪ Key facts
	  ▪ What was done well
	  ▪ What needs improvement
	  ▪ Training weaknesses and retraining requirements
	  ▪ Methods to improve training and personal performance
	• Providing personal feedback

25.	Assist as a SME in an instructor evaluation.
	• Acquire documentation on the training required for the evaluation: the ITP, critical task list for Program of Instruction, lesson plans, Student Evaluation Plan, student critiques, training schedule, and local policy
	• Observe the instructor presentation
	• Determine if the instructor/facilitator
	  ▪ Presented a well-groomed appearance, confident bearing, and enthusiasm
	  ▪ Had no distracting mannerisms
	  ▪ Used appropriate gestures and movement
	  ▪ Possessed needed communication skills: enunciation, speech volume, tone rate, grammar and choice of words
	• Determine if the instructor:
	  ▪ Applied appropriate presentation techniques

	▪ Provided timely response to questions ▪ Followed the lesson as designed ▪ Informed as to and the performance standard to be achieved • Determine if the instructional environment meets standards: ▪ Facility ventilation ▪ Noise levels ▪ Adequate space ▪ Environmental conditions ▪ Student ability to see and hear ▪ Availability of resources/materials ▪ Effectiveness of audio-visuals • Determine if the instructor informed student of: ▪ The learning objective ▪ Class completion requirements ▪ Testing/graduation requirements • Determine if the instructor/facilitator: ▪ Controlled disruptive students ▪ Provided adequate and appropriate demonstrations ▪ Conducted an AAR • Determine if the student was informed of: ▪ How the material would be tested and the standard to be achieved ▪ All safety factors and environmental considerations ▪ The lesson risk level ▪ The hazards to the environment ▪ All warnings and cautions for training safety, training hazards and job safety
26.	Assist as a SME in evaluating fielded Training Aids Devices Simulators and Simulations (TADSS)/Army Modernization Training (AMT). • Acquire material and product to be evaluated • Verify evaluation report • Observe the use of the TADSS/TSP • Determine if the TADSS/System TSP: ▪ Trains approved critical task ▪ Content is current, accurate, and complete • Use the TADSS/TSP IAW provided directions • Document observation/use findings • Draft report of personal findings

27.	Assist as a SME in conducting education/training studies.
	• Provide content input to training studies/analysis
	• Provide input to a:
	  ▪ Training/TD cost analysis
	  ▪ Training effectiveness analysis
	  ▪ Costs of alternatives analysis

28.	Input data into the training development workload database.

GS-1712 TRAINING INSTRUCTION FUNCTIONAL COMPETENCIES GS-12

No.	Functional Competency
1.	Coordinate subject matter expert (SME) support of the training analysis process.
2.	Assist with the conduct of needs analysis. • Determine the cause of performance deficiency • Develop performance solutions
3.	Serve as a senior technical SME in the conduct of mission analysis. • Provide Table of Organization & Equipment/Table of Distribution & Allowance(s) data • Identify type unit missions • Identify critical collective tasks • Ensure the mission analysis content is technically accurate • Ensure the mission list is complete • Ensure the critical collective task list is complete
4.	Serve as a senior SME in the conduct of multiple collective task analyses. • Resolve technical disparities • Ensure the collective task analysis (CTA) content of all collective tasks is technically accurate
5.	Serve as a senior technical SME in the compiling of a total task inventory. • Verify the total task inventory is comprehensive and accurate • Verify the tasks are written to IAW the prescribed requirement
6.	Serve as a senior SME in the conduct of multiple individual task analyses. • Resolve technical disparities • Ensure the ITA content of all individual tasks is technically accurate
7.	Serve as a senior SME in the construction/updating of System Training Plans (STRAPs). • Provide input to new proponent STRAPs • Provide SME input to non-proponent STRAPs to include documenting: ▪ Who requires training ▪ What tasks are to be trained ▪ Where and how the Army will conduct training ▪ Education/training assumptions • Delineate Active Component/Reserve Component (AC/RC) training differences

8.	Serve as a senior SME with the development of a Basis of Issue Plan (BOIP).
	• Identify:
	  ▪ The units, organizations, and/or activities that have or are to receive the product or equipment
	  ▪ Members of the Military Occupational Specialty (MOS)/Area of Concentration (AOC) affected by the BOIP

9.	Serve as a senior SME in the construction of training strategies and Standards in Training Commission (STRAC).
	• Provide content information
	• Recommend:
	  ▪ Education/training sites
	  ▪ Sequence of training events/activities
	• Identify:
	  ▪ Training constraints
	  ▪ RC requirements

10.	Assist as a senior technical SME in developing a long-range individual training strategy. • List all courses to be included in the strategy • Delineate the purpose and scope of each course

11.	Assist as a senior technical SME in developing a short-range unit training strategy.
	• Obtain collective task analysis data
	• Prepare the collective task matrix
	• List missions/collective tasks to be trained
	• Recommend:
	  ▪ Frequency and interval for training
	  ▪ Prerequisite training gates
	  ▪ Optimal means/event for providing the training
	  ▪ Duration of the training events
	• Identify the desired outcome of each training event
	• Integrate STRAC
	• Draft scenarios to support unit training

12.	Assist as a senior technical SME in developing STRAC Ammunition Tables. • Acquire copies of the STRAC tables that affect the education/training of a specific proponent • Acquire and compile field feedback and studies related to the STRAC table usage • Recommend type and quantity of ammunition and pyrotechnic that must be fired by an individual or crew to develop proficiency in (train to standard) a specified weapons system • Recommend how often an individual must receive refresher/sustainment training in order to maintain performance proficiency • Identify and recommend changes to STRAC tables • Integrate the STRAC standards into the task and lesson objective standards

13.	Verify the accuracy and completeness of SME input (content) to the drill production.
14.	Assist as a senior technical SME in designing a training exercise. • Acquire the individual and collective task analysis data to be included in the training exercise • Recommend performance steps and performance sequence • Serve as SME when validating the drill
15.	Support the development of a Collective Training Support Package (TSP). • Assign technically qualified SME to the project • Ensure the validity and correctness of technical input • Recommend Training Aids Devices Simulators and Simulations (TADSS) to be used in executing the training

16.	Assist as a senior technical SME in designing/developing an individual education/training course/lesson.
	• Identify all resources required to conduct the education/training instructors
	  ▪ Assistant Instructors
	  ▪ Support personnel
	  ▪ Equipment (vehicles, tools AV, weapons, etc.)
	  ▪ Operating Tempo (OPTEMPO) requirements
	  ▪ Vehicle mileage
	  ▪ Facilities (ranges, training areas, classrooms, shops, labs, library)
	  ▪ Consumables (ammo, paper, spare parts)
	  ▪ Training support requirements
	• Assign risk assessment code to each lesson
	• Assign the foreign disclosure restriction required for each lesson

17.	Approve Interactive Multimedia Instruction (IMI) products for technical content. • Ensure audio and visuals are realistic and actually support learning • Verify accuracy, completeness, and currency of content • Ensure IMI is user friendly
18.	Assist as a senior technical SME with integrating simulations and simulations technology into training products and programs.
19.	Assist as a senior technical SME in developing a strategy for the use of simulations and simulations technology in training products and programs.

20.	Assist as a senior technical SME with the development of a Course Management Plan.
	• Finalize:
	  ▪ Course manager guidance
	  ▪ Instructor/facilitator guidance
	  ▪ Learner guidance
	  ▪ Required reference list

	• Delineate the: ▪ Course manager qualifications ▪ Instructor certification requirements • Include: ▪ Course structure ▪ Course map (mandatory training sequence) ▪ Course manager guidance ▪ Instructor/facilitator guidance ▪ Test administration guidance ▪ Learner guidance
21.	Assist as a senior technical SME with compiling a Soldier Training Publication (STP). • Incorporate ▪ Standard Chapter 1 ▪ Long-range individual training strategy ▪ Short-range individual training strategy ▪ Self-development training strategy ▪ Career development model • Construct a Career Development Model • Prepare camera-ready copy
22.	Assist as a senior technical SME with supervising the production of a job aid. • Assign a qualified SME to the team • Coordinate with Training Developers and Quality Assurance Office • Enforce compliance with copyright and intellectual property laws • Ensure: ▪ Work is progressing on schedule ▪ Job aid actually replaces education/training ▪ Technical content is accurate, current, and relevant
23.	Assist as a senior technical SME with supervising the technical operability of Distributed Learning (dL) educational/training products. • Ensure education/training products are tested prior to reproduction and distribution • Submit technical operability testing report • Verify that the security requirements of the education/training products meet the established standards
24.	Assist as a senior technical SME in validating an education/training product. • Recommend improvements to include education/training: ▪ Efficiency ▪ Effectiveness • Compile validation feedback. • Recommend the learning objective criticality rating • Provide content validation information

25.	Supervise the presentation of education/training of specified MOS/AOC or functional courses.
	• Assign instructors to specific lessons
	• Verify qualifications of subordinate instructors
	• Ensure student records are current and accurate
	• Schedule presentations IAW mandatory training sequence
	• Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training/training development (task) proponent
	• Counsel subordinates on instructional techniques
	• Identify subordinate instructional education/training requirements
	• Acquire course training for subordinate instructors to include:
	  ▪ Instructor Training Course
	  ▪ Small Group Instructor
	  ▪ Systems Approach to Training

26.	Supervise the implementation of proponent courses. • Compile course resourcing data • Verify accuracy of course/courseware data • Identify the number of students to be trained in proponent courses
27.	Manage learners enrolled in a proponent course. • Grant enrollment waivers • Enroll the learner • Evaluate learner progress • Certify learner attainment of education/training requirements • Process learner inquiries • Recommend whether a learner should be graduated, recycled, or dropped from training • Out-process learners
28.	Supervise the conduct of an After Action Review (AAR). • Assign responsibility for accomplishing what needs to be done • Ensure application of AAR findings • Direct retraining • Authorize training to continue to next lesson

29.	Evaluate instructor presentation.
	• Prepare for conducting the evaluation to include reviewing:
	  ▪ Appropriate course documentation
	  ▪ Previous evaluation of instructor
	• Observe instructor presentations
	• Determine if the instructor:
	  ▪ Meets prescribed performance standards

	▪ Presents lesson as designed ▪ Appropriately addresses safety and environmental consideration ▪ Provides adequate learner feedback • Document observations • Evaluate instructional environment • Provide evaluation feedback to the instructor
30.	Assist as a senior technical SME in evaluating fielded TADSS/Army Modernization Training (AMT). • Evaluate the effectiveness of a fielded TADSS • Participate in conducting: ▪ TADSS Post Fielding Training Effectiveness Analysis (PFTEA) ▪ System TSP PFTEA
31.	Supervise instructor personnel. • Ensure subordinate training developers are trained to meet their assigned duties and responsibilities • Evaluate performance of subordinate Training Instruction Specialist (GS 1712) personnel • Certify subordinate Training Instruction Specialist (GS 1712) personnel
32.	Assist in the management of a training contract. • Draft: ▪ Request for Proposal ▪ Delivery Order ▪ Statement of Work • Identify technical deficiencies in contractor produced products • Compile the government furnished Information • Advise on education/training procurement: ▪ TADSS ▪ IMI ▪ Training • Review contractor produced education/training products and material for technical content • Provide written comments on the currency and accuracy of the of contractor produced education/training products and material content
33.	Assist as a senior technical SME on the use of the training development database.

GS-1712 TRAINING INSTRUCTION FUNCTIONAL COMPETENCIES GS-13

No.	Functional Competency
1.	Supervise a needs analysis.
2.	Manage a mission analysis. • Supervise: ▪ Compilation of mission list ▪ Identification of collective critical tasks • Ensure the validity and correctness of technical input to a mission analysis
3.	Manage multiple collective task analyses. • Identify technically qualified subject matter experts (SME) • Ensure the validity and correctness of technical input to a collective task analysis
4.	Manage multiple job task analyses projects. • Identify technically qualified SME • Ensure the validity and correctness of technical input to the job analysis • Verify that all proponent individual critical tasks are current and approved by the commandant
5.	Manage multiple individual task analyses. • Identify technically qualified SME • Ensure the validity and correctness of technical input to individual task analysis • Verify: ▪ There is an individual task analysis report completed on all proponent individual critical tasks ▪ All proponent task analysis reports are current, accurate, and complete
6.	Prepare a Basis of Issue Plan (BOIP). • Coordinate with the: ▪ New equipment training or proponency office ▪ Audio-visual Production Officer (AVPRO) or local Visual Information/Training Support Center (VI/TSC) ▪ U.S. Army National Guard (ARNG) and Reserve Component (RC) advisors at the proponent school • Determine the number of copies of the initial distribution • Submit TRADOC Form 888-R
7.	Provide unit training development input to the Army Training Strategy.

8.	Provide input to a proponent long-range unit combined training strategy. • Provide resource estimates for the Program Objective Memorandum and possibly an unfinanced requirement • Address the time period from the third year following the execution year and beyond • Provide the long-range estimation of who (which units), how, when, and where unit training will be provided
9.	Support the development of a short-range unit training strategy. • Assign technically qualified SME • Ensure the validity and correctness of technical input to the strategy
10.	Ensure the accuracy and validity of SME input to the short-range Individual training strategy for all proponent Military Occupational Specialty/Area of Concentration and Department of the Army Civilian (DAC) jobs for all skill levels. • Assign technically qualified SMEs to provide the input • Ensure the non-duplication of education and training
11.	Ensure the accuracy and validity of SME input in the development of Standards in Training Commission Ammunition Tables.
12.	Support the development of a short-range unit training strategy. • Assign technically qualified SME to the project • Ensure the validity and correctness of technical input to the training exercise • Approve the technical content of a training exercise for submission to the approving authority

13.	Supervise the support provided by a training department to the production of individual education/training production.
	• Assign:
	  ▪ A course manager
	  ▪ SME(s) to serve as members on the design/development team
	• Coordinate individual education/training production activities with the proponent Quality Assurance Office
	• Follow the Systems Approach to Training (SAT) process

14.	Supervise the support provided by a training department to the design/development of course material.
	• Approve:
	  ▪ Lessons for course content
	  ▪ Course Management Plan (CMP)
	• Ensure:
	  ▪ Compliance with laws, and regulations pertaining to Army education/training development.
	  ▪ Accuracy, currency, and completeness of lesson content
	• Enforce:
	  ▪ Security regulations and laws

	▪ Copyright and intellectual property laws and regulations • Obtain appropriate approval for assigned risk • Obtain approval for the assigned foreign disclosure restriction
15.	Supervise development of a Course Management Plan (CMP). • Course manager qualifications • Instructor certification requirements • Possible training schedules
16.	Supervise the compiling of a Soldier Training Publication (STP). • Ensure current data is included • Obtain authentication signature • Maintain quality control of the STP production ensuring: ▪ Validity of content ▪ Currency of content ▪ Inclusion of safety and environment protection requirement
17.	Manage SME participation in the validation of education/training materials. • Assign qualified SME to participate in a validation • Ensure that education/training products, especially student tests, are validated prior to implementation • Assist in the analysis of education/training product validation data: ▪ Recommend improvements through analysis of the findings ▪ Apply validation feedback to improve training products/materials
18.	Manage the presentation of education/training. • Ensure: ▪ Proponent courses are conducted to standard ▪ Required training resources are available for presenting the training as scheduled or available when required by the student taking distance learning ▪ Instructors receive support, materials, and equipment required for presenting this training ▪ Subordinate instructors are trained to present this training ▪ Facilities, material, equipment, and systems required for presenting this instruction are properly maintained • Maintain quality control over the presentation of proponent courses • Ensure instructors are qualified and certified • Maintain an environment conducive to student learning
19.	Manage proponent courses. • Provide course resourcing data to DA • Determine if proponent has the capability to training the identified student load • Ensure required training resources are available when required • Ensure instructors receive support, materials, and equipment required • Ensure proponent are trained to present and manage this training

	• Continuously evaluate course effectiveness and efficiency • Provide feedback to the training/training development (task) proponent • Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements • Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained • Obtain required reference materials • Include distance learning management guidance as required
20.	Supervise the management of learners enrolled in proponent courses. • Ensure subordinates provide guidance, assistance, and counseling to learners • Maintain quality control over student management • Determine whether to: ▪ Graduate learner ▪ Recycle learner ▪ Remove learner from training • Set-up a graduation ceremony
21.	Manage conduct of an After Action Review.
22.	Supervise instructor evaluation. • Ensure instructor evaluations are conducted on all assigned instructors to improve instructional presentations
23.	Support the evaluation of fielded Training Aids Devices Simulators and Simulations (TADSS)/Army Modernization Training (AMT). • Assign qualified SME to the evaluation team • Review technical content review input to: ▪ TADSS Post Fielding Training Effectiveness Analysis (PFTEA) ▪ System TSP PFTEA • Approve the technical/content review of: ▪ TADSS PFTEA ▪ System TSP PFTEA
24.	Support the Structure Manning Decision Review (SMDR) process.
25.	Supervise the technical support of education/training studies/analysis. • Coordinate study/analysis technical support • Ensure SMEs are available to assist in the education/training studies/analysis
26.	Manage education/training instructor personnel development. • Determine training and training support personnel requirements to include Training Instruction Specialist (GS 1712) requirements • Ensure that Training Instruction Specialist (GS 1712) personnel attend required Staff and Faculty common training courses

27.	Supervise contracts for instructors.
	• Finalize a:
	  ▪ Request for proposal
	  ▪ Statement of work
	  ▪ Delivery order
	• Analyze contractor provided education/training
	• Identify efficiencies and deficiencies in contractor provided education/training
	• Assign qualified SMEs to support TD contracts

APPENDIX K - GS-1712 FUNCTIONAL MASTER TRAINING PLANS

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

The MTP identifies the following:

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

APPENDIX K

GS-1712 FUNCTIONAL MASTER TRAINING PLAN GS-7/9

Recommended Education	Typical Key Assignments
Associate's Degree or equivalent technical experience in subject area for GS-7s. Associate's Degree for GS-9s.	Instructor, training specialist, and technician in a functional or specialized field (e.g., Hawk instructor, Hawk training specialist, Hawk technician)

Priority One (Mandatory)	Source	Functional Competencies	Notes
Foundation Course	AMSC	6	Mandatory for all new employees
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	1-5, 9, 10, 16	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Automated Systems Approach to Training Tutorial	ATSC	16	Tutorial located in the ASAT on-line Learning Center www.asat.army.mil Access is based on version compatibility
Automated Systems Approach to Training Basic Course	ATSC	16	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Army Basic Instructor Course	ATSC	7, 9, 10, 13-15	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Small Group Instructor Training Course	ATSC or local Staff and Faculty	7, 9, 10, 13-15	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)

Video Teletraining Instructor Training Course	ATSC	7, 9, 10, 13-15	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Introduction to Distributed Learning Instruction Course	ATSC	7,9,10,13-15	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Synchronous Distributed Learning Instructor Course	ATSC	7,9,10,13-15	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
	OJT	6, 8, 11, 12	
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Action Officer Development Course	AMSC	2, 7, 8, 13, 16	ACCP in Reimer Digital Library
Asynchronous Distributed Learning Instructor Course	ATSC	7, 9, 10, 13-15	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty). ABIC and 12 months of platform experience are prerequisite to ADLIC
Intellectual Property Overview	Varies	8	
Statistical Course	Varies	2, 11	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Combat, Training, and Doctrine Developers Integration Course	ALU	6	

GS-1712 FUNCTIONAL MASTER TRAINING PLAN GS-11

Recommended Education	Typical Key Assignments
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

Priority One (Mandatory)	Source	Functional Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	1-5,10-14, 17, 19-21	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Automated Systems Approach to Training Tutorial	ATSC	1-5,10-14, 17, 19-21	Tutorial located in the ASAT on-line Learning Center www.asat.army.mil Access is based on version compatibility
Automated Systems Approach to Training Basic Course	ATSC	1-5,10-14, 17, 19-21	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Lean Six Sigma Course	Varies	27	
Simulations Overview	USAIS	15, 16, 26	Coordinate enrollment with local Staff and Faculty

Instructional Materials Development Course	Varies	1-3, 12-14	
Interactive Multimedia Instruction Course	Varies	1-3, 12-14	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Army Basic Instructor Course	ATSC	19, 22, 24, 25	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Asynchronous Distributed Learning Instructor Course	ATSC	23	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) ABIC and 12 months of platform experience are prerequisites to ADLIC
Small Group Instructor Training Course	ATSC or local Staff and Faculty	19, 22, 24, 25	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Video Teletraining Instructor Training Course	ATSC	22	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Statistical Course	Varies	27	
Training Development Contract Technical Manager Course	ATSC	12, 13	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Prerequisite IMI available in RDL Fielding date for Phase 2, 2nd Qtr FY 10
	OJT	1, 8, 15, 16, 25, 28	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Combat, Training, Doctrine Developers Integration	ALU	6, 26	

Course			
Civilian Basic Course	AMSC	1, 6, 8, 9, 17	IMI portion available to all at any time for self-development
Learning Theory, Psychology of Learning, Educational Psychology	Varies	9, 22-24	ECU offers courses via dL
Instructional Design Practices	Varies	12-14, 16, 17, 19	ECU offers courses via dL
Instructional Product Development	Varies	12-14, 19, 21, 23	ECU offers courses via dL
Educational Evaluation	Varies	1-5, 12, 21, 25-27	ECU offers courses via dL
Computers in Education	Varies	13-16, 20	ECU offers courses via dL
Competitive Training	**Source**	**Competencies**	**Notes**
Training Developers Middle Managers' Course	HQ, TRADOC	1, 6, 8, 9, 17	Supervisors and managers only
Civilian Basic Course	AMSC	1, 6, 8, 9, 17	IMI and resident portions are required for supervisors and managers within one year of placement

GS-1712 FUNCTIONAL MASTER TRAINING PLAN GS-12

Recommended Education	Typical Key Assignments
Associate's Degree	Branch Chief, Training Specialist and New Equipment Training Specialist Mobility is restricted by specialization of subject areas

Priority One (Mandatory)	Source	Functional Competencies	Notes
Supervisor Development Course	AMSC	25-28, 31	ACCP in Reimer Digital Library Mandatory for first time supervisors
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Interactive Multimedia Instruction Course	Varies	14, 16-19	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Army Basic Instructor Course	ATSC	22, 25, 26, 28, 29, 31	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Asynchronous Distributed Learning Instructor Course	ATSC	17, 23	If job/position requires www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) ABIC and 12 months of platform experience are prerequisites to ADLIC
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	2-6, 13-16, 22, 24	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Automated Systems Approach to Training Tutorial	ATSC	32	Tutorial located in the ASAT on-line Learning Center www.asat.army.mil Access is based on

			version compatibility
Automated Systems Approach to Training Basic Course	ATSC	32	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Modeling and Simulation Course	Varies	14, 16-19	
Test Development Course	Varies	14, 16, 24	
Test and Measurements Course	Varies	14, 16, 24	
Overview of Training Management	CAC	20, 26, 27	ACCP in Reimer Digital Library Use number IS8700
Statistical Course	Varies	26, 27	
	OJT	13, 15, 18, 19, 26, 27, 29, 32	
Priority Three (Career Enhancing)	**Source**	**Competencies**	**Notes**
Civilian Intermediate Course	AMSC	2, 7-12, 26, 20, 26	IMI portion available to all at any time for self-development
Capability Developments Course	ALU	30	
Learning Theory, Psychology of Learning, Educational Psychology	Varies	26-28	ECU offers courses via dL
Instructional Design Practices	Varies	9, 10, 14, 16, 20, 24, 25	ECU offers courses via dL
Instructional Product Development	Varies	16, 22	ECU offers courses via dL
Educational Evaluation	Varies	1-6, 24, 29-31	ECU offers courses via dL

Computers in Education	Varies	17-19, 23	ECU offers courses via dL
Competitive Training	**Source**	**Competencies**	**Notes**
Training Developers Middle Managers' Course	HQ, TRADOC	2, 7-12, 26, 20, 26	Supervisors and mangers only
Civilian Intermediate Course	AMSC	2, 7-12, 26, 20, 26	IMI and resident portions are required for supervisors and managers within one year of placement
Basic Force Management Course	AFMS	30	

GS-1712 FUNCTIONAL MASTER TRAINING PLAN GS-13

Recommended Education	Typical Key Assignments
Bachelor's Degree	Assistant Director, Director of Training and Doctrine or Chief, New Equipment Training Division Assignment may be restricted by specialization of occupational area (e.g. chemical specialization primarily at Chemical School, NET programs) Mobility is restricted by specialization of subject areas

Priority One (Mandatory	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1-5, 13-16, 20, 22, 25, 27	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Instructional Materials Development Course	Varies	14, 17, 19	
Interactive Multimedia Instruction Course	Varies	13, 14, 17	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Modeling and Simulation Course	Varies	8, 23	
Test Development Course	Varies	13, 19	
Test and Measurements Course	Varies	13, 19	
Overview of Training Management	CAC	18, 19	ACCP in Reimer Digital Library Use number IS8700
Quality Assurance Evaluator Course	HQ, TRADOC	18, 19, 23, 25	IMI and resident portions are required for Quality Assurance personnel
Research Techniques	Varies	10, 25	

Course			
Statistical Course	Varies	23, 25, 26	
	OJT	6, 11, 12, 15, 21, 23, 24	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Civilian Advanced Course	AMSC	1,13-16, 20, 22, 25, 27	IMI portion available to all at any time for self-development
Learning Theory, Psychology of Learning, Educational Psychology	Varies	18-21, 26	ECU offers courses via dL
Instructional Design Practices	Varies	8-10, 12-14	ECU offers courses via dL
Instructional Product Development	Varies	7, 13, 14	ECU offers courses via dL
Educational Evaluation	Varies	1-5, 17, 22	ECU offers courses via dL
Computers in Education	Varies	23	ECU offers courses via dL
Competitive Training	**Source**	**Competencies**	**Notes**
Civilian Advanced Course	AMSC	1,13-16, 20, 22, 25, 27	IMI and resident portions are required for supervisors and managers within one year of placement
Senior Training Managers' Course	HQ, TRADOC	1, 13-16, 20, 22, 25, 27	Directors and Division Chiefs only
Defense Leadership and Management Program	CPMS	1,13-16, 20, 22, 25, 27	
Advanced Force Management Course	AFMS	10, 30	

APPENDIX L - GS-1750 FUNCTIONAL COMPETENCIES

APPENDIX L

GS-1750 INSTRUCTIONAL SYSTEMS FUNCTIONAL COMPETENCIES GS-7/9

No.	Functional Competency
1.	Assist in conducting a needs analysis. • Acquire performance deficiency(ies) documents • Identify the required performance and the sequence of actual performance • Develop tentative solutions to a performance deficiency(ies) • Store needs analysis documentation

2.	Assist in conducting a mission analysis.
	• Acquire all available literature/documentation/resources that guide, direct, or explain the activities of the unit(s):
	  ▪ Table of Organization and Equipment (TOE) and Table of Distribution and Allowance (TDA) and Toe Narratives
	  ▪ Regulatory guidance
	  ▪ Evaluation reports
	  ▪ Lessons learned
	  ▪ Unit evaluation data
	  ▪ Field feedback
	  ▪ Appropriate after action reports
	  ▪ Unit standard operating procedure(s)
	  ▪ Doctrine changes
	• Create a mission analysis survey and interview/observation forms
	• Compile:
	  ▪ Tentative mission lists
	  ▪ Unit mission matrix
	• Recommend critical collective tasks for the unit being analyzed
	• Write and number collective task IAW regulatory requirements
	• Develop organization charts to show type unit structure and relationship to other units
	• List all known or possible individual tasks identified during the mission analysis
	• Identify equipment used by the unit being analyzed
	• Prepare command approval memorandum with enclosures

3.	Assist in conducting a collective task analysis (CTA). • Acquire documents needed to conduct the CTA. For example: mission analysis data, job analysis data, safety assessment reports, other safety-related documents • Identify all references required by title, publication number, date, and paragraph number

	• List all of the equipment/end items/materials required by National Stock Number (NSN), line item number (LIN) and nomenclature • List a collective task performance hazards and environmental/safety factors • List supporting individual and collective tasks • Prepare the collective to individual task matrix • Assist in identifying supported collective tasks • Recommend drill candidates • Compile CTA documentation
4.	Assist in conducting a job analysis. • Acquire required current references such as; field feedback/evaluation reports, appropriate TOE(S)/TDA(S) and existing target audience information documents identified in earlier analysis processes • Assist in developing the target audience description to include determining armed services vocational aptitude battery scores required for the job • Compile the total individual task inventory: ▪ List all potential individual critical tasks performed by job incumbent ▪ Write the individual task title IAW regulation ▪ Assign a temporary task item number to each task title • Create a job analysis survey: ▪ Establish the training emphasis scale ▪ Provide capability to determine percent performing factor ▪ Prepare interview forms • Assist in conducting a Critical Task/Site Selection Board: ▪ Prepare individual critical task selection board documents ▪ Determine the proponent for identified critical tasks IAW TR 350-70
5.	Assist in conducting an individual task analysis. • Acquire individual task analysis reference documents, e.g. job analysis data, references, existing task analysis documents, etc. • Identify all references required by title, publication number, date, and paragraph number • List task performance steps and all skills and knowledge by each step • Identify all resources required to perform the individual task • List all the environmental factors and considerations associated with task • Identify safety hazards and that affect task performance • Prepare the individual task-to-skill/knowledge matrix • Compile a list of supporting individual tasks • Prepare individual task analysis documents to include the: ▪ Individual task-to-collective task matrix ▪ Task hierarchy graphic ▪ Individual task analysis report ▪ Soldier Training Publications (STP) task summary

6.	Assist in producing a System Training Plan (STRAP).
	• Acquire copies of:
	  ▪ All STRAPs that pertain to a specific proponent
	  ▪ Pertinent regulations and pamphlets
	• Update long-and short-range training strategies
	• Update proponent TD management plans
	• Compile:
	  ▪ The STRAP training annexes
	  ▪ An executive summary of how New Equipment Training/Displaced Equipment Training (NET/DET) are executed
	• Gather detailed target audience information/data
	• Acquire pertinent MANPRINT documents

7.	Assist in developing a Basis of Issue Plan (BOIP). • Acquire information for inclusion in the BOIP • Draft TRADOC Form 888-R
8.	Assist in developing a long-range individual training strategy. • Acquire a copy of all STRAPs that identify the Military Occupational Specialty/Area of Concentration (AOC) covered by the strategy • Prepare a draft Individual Training Plan (ITP) • Prepare a draft Course Administrative Data (CAD) for all courses affected by a proponent ITP
9.	Assist in developing a short-range individual training strategy for a specific proponent enlisted, warrant, commissioned officer, or Department of the Army Civilian (DAC) job. • Acquire a copy of each STRAP that affects the education/training to be provided • Acquire the critical individual task analysis data • Prepare an initial draft individual short-range training strategy • Identify sources for existing education/training products
10.	Assist in developing a self-develop training strategy for a specific proponent enlisted, warrant, commissioned officer, or DAC job. • Compile information for the directed component of the self-develop training strategy • Compile information for the self motivated component of the self-develop training strategy • Delineate the requirement or create/update a self-develop training strategy • Draft a guide to help individuals posture themselves for promotion, better job, or self-motivated improvement in personal performance • Draft Part 2 of the Career Development Model
11.	Assist in developing Standards in Training Commission (STRAC) Ammunition Tables. • Acquire copies of the STRAC tables that affect the education/training of a specific proponent • Recommend how often an individual must receive refresher/sustainment training

	in order to maintain performance proficiency • Integrate the STRAC standards into the task and lesson objective standards • Acquire and compile field feedback and studies related to the STRAC table usage
12.	Assist in producing a drill. • Acquire the individual and CTA data to be included in the drill
13.	Assist in designing a training exercise. • Acquire the individual and CTA data to be included in the training exercise
14.	Compile a Training and Evaluation Outline. • Extract specific portions of the CTA data from the Training Development (TD) database
15.	Assist in producing a Collective Training Support Package (TSP). • Acquire the collective task performance specifications • Acquire the short-range unit training strategy • Identify capability of Training Aids Devices Simulators and Simulations (TADSS) to support the required training
16.	Assist in designing an individual education/training course. • Use appropriate automated data processing equipment and supporting TD software products such as instructional design software and Web-managed/IMI training development programs • Acquire all data required to design a course: ▪ Critical individual and collective task data ▪ Training strategy ▪ Skill knowledge matrix ▪ References ▪ Safety and environmental factors and considerations data • Draft a course outline to include: ▪ Course title and number ▪ Purpose and scope ▪ Lesson outlines ▪ Learning objectives ▪ Learning steps/activities ▪ Methods of instruction ▪ Learning hierarchy and course map ▪ Learning prerequisites ▪ Student handout and materials ▪ Write the assignment materials • Apply adult learning principles: (Behaviorism, Constructivism, etc.) ▪ Provide unpredictable situations (complexity, frequency, and timing) ▪ Enhance the transfer learning ▪ Improve learner ability to solve problems • Assist in identifying all resources required to conduct the education/training. This

	includes, but is not limited to personnel, equipment, materials, facilities, training product, references requirements • Draft a Course Management Plan • Mark education/training material with appropriate security classification • Comply with copyright and intellectual property laws • Assemble Training Requirements Analysis System (TRAS) information to include compiling a Program of Instruction (POI) • Draft and lay out drawings/graphics • Draft student handouts, information sheets, study guides, and practical exercise sheets
17.	Assist in producing a job aid. • Acquire: ▪ Supporting analysis data ▪ Target audience description ▪ Technical standards requirements • Draft a job aid: ▪ Apply principles of training design and audiovisual display ▪ Delineate the purpose of a job aid ▪ Write guidance that eliminates or minimizes memorization requirements ▪ Document graphics, directions, and signals/cues requirements ▪ Meet distribution technical standards • Produce a camera-ready copy master
18.	Assist in designing an audio-visual (AV) product. • Acquire all data required to design a presentation medium (PM): ▪ Critical Individual and Collective Task Data ▪ Training strategy ▪ Skill knowledge matrix ▪ References (regulations, policy and procedural guidance) ▪ Safety and environmental factors and considerations data ▪ Employ the Systems Approach to Training (SAT) processes and evaluation principles in developing an education/training PM product ▪ Conduct a Defense Automated Visual Information System/Defense Instructional Technology Information System (DAVIS/DITIS) search • Comply with: ▪ The AV product Life Cycle processes ▪ Procedures for developing, prototyping, testing and producing an AV product ▪ Procedures for the acquisition, fielding, validation, and acceptance of an AV product • Prepare graphics • Draft dialog and narration • Acquire music • Compile a storyboard

	• Draft DD Form 1995 of videotape production • Draft a detailed, description of every major AV event • Address one or more of the human senses to maximize learning • Recommend operational characteristics and capabilities of new educational technology in the development
19.	Assist in producing an Interactive Multimedia Instruction (IMI) product. • Acquire all data required to design an IMI product: ▪ Critical Individual and Collective task data ▪ Training strategy ▪ Skill knowledge matrix ▪ References (regulations, policy, and procedural guidance) ▪ Safety and environmental factors and considerations data ▪ Employ the SAT processes and evaluation principles in developing an education/training IMI product ▪ Conduct a DAVIS/DITIS search • Comply with: ▪ The IMI product Life Cycle processes ▪ Procedures for developing, prototyping, testing, and producing an IMI product ▪ Procedures for the acquisition, fielding, validation, and acceptance of an IMI product • Draft self-paced learning Terminal Learning Objectives (TLO)/Enabling Learning Objectives (ELO), and activities that: ▪ Maximize student interactivity ▪ Present information in small chunks ▪ Present information in small sequential steps (simple to complex, prerequisite knowledge/skills) ▪ Provide practice ▪ Provide appropriate positive/negative feedback ▪ Provide learning branching ▪ Provide for collaborative learning ▪ Incorporate IMIs that enhance learning ▪ Draft criterion referenced tests • Draft/update: ▪ The course map ▪ Student directions to access specified course/courseware ▪ Update the Student Evaluation Plan to include: o IMI completion criteria o Academic time limit o IMI test(s) synopsis o Test retake limit • Recommend instructional strategies • Draft DD Form 2568

	• Update the Course Management Plan (CMP) to include: ▪ Identify requirements for managing adjunctive material ▪ Identify administrative requirements ▪ Detail IMI management (e.g., distribution, replacement, and revision) ▪ Detail training records management • Update the TRAS documents (ITP, CAD, POI)
20.	Assist in designing a training simulation. • Determine if a training simulation is required for proponent short and long-range training strategies • Draft education/training input to the acquisition documents
21.	Assist with integrating simulations into training products and programs. • Comply with DOD and Army policies that govern the development and use of simulations
22.	Assist in designing a training device. • Determine that a training device is required as part of the training strategy • Draft training input to the acquisition documents
23.	Assist in producing a simulator. • Document the critical tasks and supporting skills and knowledge to be trained by the simulator • Acquire the existing analysis and design documentation • Determine if the training strategy or needs analysis requires production of a simulator
24.	Assist in producing a criterion referenced test. • Acquire and study references to include: ▪ Regulations ▪ Pamphlets ▪ Policy memorandums • Acquire: ▪ TLOs/ELOs ▪ Lessons ▪ Student population data ▪ Target Audience Description ▪ Task analysis data • Draft criterion referenced performance test items that match the TLO to include: ▪ Actual performance items ▪ Short answer items ▪ Completion items ▪ Fill-in-the-blank items ▪ Essay items ▪ Matching items

	▪ Multiple choice items ▪ Test item sets • Draft the Student Evaluation Plan: ▪ Identify formative and summative test requirements ▪ Recommend course completion requirements ▪ Test administrator's instructions ▪ Test checklist/scoring key ▪ Prepare a test plan • Maintain test/test item control
25.	Assist in developing a Course Management Plan (CMP). • Prepare draft CMP contents to include the: ▪ Course Manager Guidance ▪ Instructor Certification Requirements ▪ Instructor/Facilitator Guidance ▪ Learner guidance ▪ Complete reference list • Create possible training schedules based on the course map
26.	Assist in compiling a Soldier Training Publication (STP). • Acquire: ▪ Individual task analysis data ▪ Long-range individual training strategy ▪ Short-range individual training strategy ▪ Self-development training strategy • Construct a Career Development Model • Prepare camera-ready copy
27.	Assist in verifying technical operability of educational/training products. • Access the specified course/courseware based on the provided directions • Determine if the specified course/courseware: ▪ Includes all files required ▪ Clearly identifies the requirements for any special input devices ▪ Has clear, complete loading instructions ▪ Can be loaded on a computer/system configured to the established standards ▪ Clearly identifies the location to which course/courseware records are saved ▪ Audio-visual features function as required ▪ Displays color and graphics as designed ▪ Plays audio as designed ▪ Colors were displayed as intended ▪ Controls function as required ▪ Navigation and Menu options are clear ▪ Allows the learner exit and re-entry into the course/courseware • Document technical operability discrepancies encountered

28.	Assist in conducting a validation.
	• Acquire copies of products to be validated
	• Draft validation plan
	• Draft data collection instruments to include:
	  ▪ Interview forms
	  ▪ Questionnaires
	  ▪ Observation forms
	• Compile collected data
	• Administer questionnaires
	• Conduct interviews
	• Recommend improvements to include education/training:
	  ▪ Efficiency
	  ▪ Effectiveness
	• Compile validation feedback

29.	Assist in the management of a learner enrolled in a Staff and Faculty course.
	• Acquire documents and records required to manage learners to include:
	  ▪ Eligibility requirements
	  ▪ Learner's records
	  ▪ Learner status criteria
	  ▪ Student evaluation plan
	• Help to in-process learner:
	  ▪ Enroll learner into a course/courseware:
	  ▪ Authenticate learner
	  ▪ Establish learner's eligibility
	  ▪ Create learner e-mail/voice mail /phone/video/access accounts
	  ▪ Provide learner access to required education/training data and information
	• Maintain:
	  ▪ Learner administrative (enrollment) status
	  ▪ Learner academic records
	  ▪ Learner attendance
	• Help to conduct learning:
	  ▪ Set up graduation ceremony
	  ▪ Track learner performance
	  ▪ Determine the average time taken to complete a lesson
	• Help to out-process learner

30.	Assist in the presentation of education/training on the SAT and TRAS processes.
	• Acquire:
	  ▪ Material to be presented
	  ▪ Regulations, laws, policies, and procedural guidance applicable to presentation
	• Present individual resident education/training instruction:

	▪ Prepare education/training facility for lesson presentation ▪ Organize learners for effective education/training learning ▪ Study the lesson material ▪ Rehearse presentation • Conduct a group-pace (synchronous) lesson: ▪ Stop learner from performing an unsafe action ▪ Provide feedback conducive to improved learning • Facilitate a group-paced learning session • Conduct remedial training and study hall • Perform post instruction operations • Participate in instruction (synchronous or asynchronous) as a learner • Administer criterion referenced test/practical exercise • Determine learner(s) eligibility • Acquire required supporting individual education/training products • Evaluate learner(s) test/practical exercise performance • Report test/practical exercise feedback to learner(s) and administration • Maintain sensitive test material control/accountability • Counsel learner
31.	Assist in conducting an After Action Review (AAR). • Draft an AAR Plan • Assemble and organize participants • Guide discussions to include soliciting discussion of recent events; i.e., what, when, and where • Conduct statistical analysis of training lessons learned
32.	Assist in the management of Staff and Faculty courses. • Acquire: ▪ References guiding course management ▪ Course administrative data and other course information from data source database ▪ Course name and number • Calculate proponent capability to train the identified student load
33.	Assist in evaluating collective training products. • Acquire a collective training product including: ▪ Doctrine ▪ Mission Training Plan (MTP) ▪ Exercise ▪ Drill ▪ Unit TSP • Review a collective training product • Identify deficiencies

	• Write change/update recommendations • Provide feedback to the collective training product proponent
34.	Assist in evaluating the training development process. • Acquire reference documents to include, but not limited to: ▪ Army and TRADOC Regulations ▪ Laws and Department of Defense Instruction (DODI)
35.	Assist in evaluating Training Development (TD) management. • Develop evaluation surveys and questionnaires • Administer evaluation surveys and questionnaires • Conduct evaluation interviews • Assist in analyzing evaluation survey data • Assist in developing evaluation reports • Develop briefings and graphic data displays • Attend QA conferences, symposiums, meetings etc • Evaluate compliance of the TD process and outputs for quality, accuracy, and completeness, and compliance with requirements • Apply the QC check lists to help determine the quality of the products produced
36.	Assist in evaluating the conduct of individual training. • Access and acquiring required education/training documentation to include: ▪ Regulations, supporting pamphlets, and policy memos ▪ Education/training products to be evaluated • Consolidate evaluation data and drafting evaluation reports to include: ▪ External evaluation reports ▪ Internal evaluation reports ▪ Self-assessment report
37.	Assist in conducting an internal evaluation. • Draft an Internal Evaluation Plan
38.	Assist in evaluating the conduct of non-resident training. • Determine how the products are distributed • Acquire copies of the non-resident training products • Determine what support is provided by the Training Support System
39.	Assist in conducting an accreditation. • Acquire access to products to be included in the accreditation • Acquire Affiliation American Council on Education (ACE)/college credit information • Review education/training products: ▪ Verify the products were produced in compliance with regulations and policies ▪ Identify problem areas (i.e. document doesn't exist; document is out of date, etc.) • Maintain a repository of proponent education/training products

	▪ Compare products and materials to criteria: o Determine if lesson objective standards have measurable criteria o Determine if the education/training produced and implemented is based on command approved, current critical task, and supporting skills and knowledge • Compile collected data • Draft evaluation reports: ▪ External evaluation reports ▪ Internal evaluation reports ▪ Self-assessment report
40.	Assist in conducting an external evaluation. • Compile an external evaluation instrument (survey) • Collect accurate, valid, reliable external evaluation information • Compile external survey results
41.	Assist in conducting a self-assessment. • Draft a proponent self-assessment plan • Determine if: ▪ The training institution is efficient and effective at the conduct of training ▪ Education and training is conducted to standard
42.	Assist in evaluating student testing. • Collect data specifically related to student performance measures/tests • Compile test/test item analysis data into critical information • Conduct test/test item analysis
43.	Assist in an instructor evaluation. • Acquire documentation on the training required for the evaluation to include the ITP, Critical task list for POI, lesson plans, Student Evaluation Plan, student critiques, training schedule, local policy • Observe the instructor presentation • Determine if the instructor/facilitator: ▪ Presented a well-groomed appearance, confident bearing, enthusiasm ▪ Had no distracting mannerisms ▪ Used appropriate gestures and movement ▪ Possessed needed communication skills (enunciation; speech volume, tone and rate; grammar and choice of words) • Determine if the instructor: ▪ Applied appropriate presentation techniques ▪ Provided timely response to questions ▪ Followed the lesson as designed ▪ Informed as to and the performance standard to be achieved • Determine if the instructional environment meets standards to include, but not limited to:

	▪ Facility ventilation ▪ Noise levels ▪ Adequate space ▪ Environmental conditions ▪ Student ability to see and hear ▪ Availability of resources/materials ▪ Effectiveness of audio/visuals • Determine if the instructor informed student of: ▪ The learning objective ▪ Class completion requirements ▪ Testing/graduation requirements • Determine if the instructor/facilitator: ▪ Controlled disruptive students ▪ Provided adequate and appropriate demonstrations ▪ Conducted an AAR • Determine if the student was informed of: ▪ How the material would be tested and the standard to be achieved ▪ All safety factors and environmental considerations ▪ The lesson risk level ▪ The hazards to the environment ▪ All warnings and cautions for training safety, training hazards and job safety
44.	Assist in evaluating fielded Training Aids Devices Simulators and Simulations (TADSS)/Army Modernization Training (AMT). • Acquire material and product to be evaluated • Observe the use of the TADSS/TSP • Use the TADSS/TSP IAW provided directions • Document observation/use findings • Draft report of evaluation findings • Identify: ▪ Distance learning facilities ▪ Deployable Training Support Centers/mobile ▪ Deployed TADSS/IMI sustainment requirements • Comply with laws and regulations relating to release and disclosure of military training to international customers for TADSS/IMI
45.	Assist in conducting education/training studies. • Draft study/analysis plan/proposal • Track status of studies • Provide input to training studies/analysis • Collect data • Set up In-Process/Progress Reviews (IPR)

46.	Assist in collecting an analysis of evaluation data.
	• Draft the:
	  ▪ Evaluation survey, questionnaires, critique form, interview form, or observation sheets
	  ▪ Directions for completing survey
	• Determine survey sample size
	• Identify survey takers
	• Identify appropriate measurement, i.e., T-test, chi square, analysis of variance, etc.
	• Validate a survey/questionnaire
	• Obtain a survey control number from Army Research Institute (ARI)
	• Administer surveys and questionnaires
	• Record survey results
	• Access Internet for acquire data
	• Compile data
	• Maintain a survey repository
	• Draft training evaluation reports and data display

47.	Assist in the management of education/training development.
	• List all education/training products that must be produced by the proponent to included those identified in the:
	  ▪ Needs analysis
	  ▪ Short-range training strategies
	  ▪ STRAP
	• Collect data and information required to manage education/training
	• Prepare initial TD plans to include:
	  ▪ Draft a TD Project Management plan
	  ▪ Compile the proponent's TD Plan
	  ▪ Calculate the proponent's total TD workload in man-years
	  ▪ Labor costs
	• Enter data into the TD workload database
	• Query current TD workload database
	• Compile production costs
	• Drafting TD Reports
	• Assist in evaluating instructor and key personnel training (IKPT)
	• Provide input to:
	  ▪ TD workload prioritizations
	  ▪ TD program requirements

48.	Input data into the training development database.
49.	Comply with copyright and intellectual property laws.

GS-1750 INSTRUCTIONAL SYSTEMS FUNCTIONAL COMPETENCIES GS-11

No.	Functional Competency
1.	Assist/Conduct a needs analysis. • Clarify the performance deficiency(ies) • Identify the triggering circumstance(s) • Develop and recommend solutions to the performance deficiency(ies) • Develop and recommend partial training solution(s)
2.	Assist/Conduct a mission analysis. • Identify all type unit echelons/elements • Research the literature/documentation/resources and document unit research findings • Coordinate the conduct of the mission analysis to include obtaining subject matter expert (SME) support and gathering data via interviews, surveys, and observation analysis • Identify all type unit missions • Identify Table of Organization and Equipment (TOE)/Table of Distribution and Allowance (TDA) specific and shared collective tasks for the unit being analyzed • Prepare the mission to collective task matrix • Ensure TOE/TDA structure and organizational interaction diagrams reflect the unit's operation • Identify safety or environmental factors that affect collective task performance
3.	Assist/Conduct a collective task analysis (CTA). • Develop initial task performance specifications to include drafting the: condition, performance standard, performance steps, and performance measures • Identify the equipment/end items/materials required • Review safety assessment reports and other safety related documents • Identify all the environmental factors and considerations • Coordinate with safety and environment offices • Identify supporting individual and collective tasks performed as part of the collective task being analyzed • Identify supported collective, Army Universal Task List tasks, the universal joint tasks, and operational or strategic level tasks • Determine drill candidates • Finalize CTA documentation • Maintain task performance specifications on retired collective tasks

4.	Assist/Conduct a job analysis. • Conduct a detailed job research • Identify the appropriate TOE(s) and TDA(s) narratives • Develop the target audience description • Maintain quality control of the total task inventory which involves: ▪ Verify task list is comprehensive and accurate ▪ Verify tasks meet the definition of a task • Conduct a job analysis survey: ▪ Prepare the job analysis survey correspondence • Assist in conducting a Critical Task/Site Selection Board: ▪ Compile the Critical Task Selection Board results ▪ Maintain detailed record of task selection board proceedings ▪ Prepare command approval memorandum with enclosures • Identify which identified tasks are common or shared tasks
5.	Assist/Conduct of an individual task analysis. • Develop initial task performance specifications to include: ▪ Draft the condition, performance standard, and performance measures ▪ Verify the performance steps ▪ List special conditions ▪ List required military and civilian references ▪ List all the environmental factors and considerations associated with the performance step • Identify the required equipment/end items/materials by nomenclature (Title), National Stock Number (NSN), and line item number (LIN). • Identify all the safety factors, hazards, and considerations associated with the performance step. (includes hazardous communication program considerations) • Identify supported individual and collective tasks • Identify the supporting individual tasks • Maintain current individual critical task analysis records
6.	Assist/Produce a System Training Plan (STRAP). • Write an executive summary of the general concept for how New Equipment Training/Displaced Equipment Training (NET/DET) should be executed • Obtain education/training and content input to a STRAP
7.	Draft a Basis of Issue Plan (BOIP). • Identify: ▪ The units, organizations, and/or activities that have or are to receive the product or equipment. ▪ Members of the Military Occupational Specialty(MOS)/Area of Concentration (AOC) affected by the BOIP
8.	Assist/Develop a long-range individual training strategy. • List all courses to be included in the strategy

	• Delineate the purpose and scope of each course • Compile the Individual Training Plan (ITP) • Prepare Part 1 of the Career Development Model
9.	Assist/Produce a collective Training Support Package (TSP). • Draft the training events • Recommend the training sequence • Recommend Training Aids, Devices, Simulators and Simulations (TADSS) to be used in executing the training

10.	Assist/Design an individual education/training product.
	• Verify the accuracy and completeness of the task data
	• Coordinate for proponent/non-proponent task analysis
	• Compile a course outline to include:
	  ▪ Purpose and scope
	  ▪ Course outline and structure
	  ▪ Instructional Strategies
	  ▪ Learning objectives (Terminal Learning Objectives [TLO]/Enabling Learning Objectives [ELO])
	  ▪ Learning steps/activities
	  ▪ Learning prerequisites
	• Finalize the resource requirements by instructional unit
	• Finalize a Course Management Plan
	• Coordinate security classification assignment with security office
	• Identify safety and environmental factors and considerations
	• Assign initial risk assessment code to each lesson
	• Assign initial foreign disclosure statement for each lesson
	• Provide Training Requirements Analysis System (TRAS) information to include compiling the POI
	• Draft scenarios, exercises and drills to support individual training
	• Prepare and laying out drawings/graphics
	• Write student handouts, information sheets, study guides, and practical exercise sheets

11.	Assist/Produce a job aid. • Revise the target audience description • Detail job aid production justification to include results that should be achieved • Coordinate for reproduction of a graphic or textural product • Create or coordinate for the graphics
12.	Assist/ Design an audio-visual (AV) product. • Verify the accuracy and completeness of the task data • Coordinate for proponent/non-proponent task analysis • Analyze existing AV products for usability

	• Draft production approval package (supportive documentation) • Revise the target audience description • Prepare education/training input to the acquisition documents • Apply with the AV life cycle processes • Write a treatment • Draft an AV product script • Produce a storyboard • Write a detailed, clear, informative description of every major event

13.	Assist/Produce an Interactive Multimedia Instruction (IMI) Product.
	• Verify the accuracy and completeness of the task data
	• Coordinate for proponent/non-proponent task analysis
	• Analyze existing AV products for usability
	• Draft production approval package (supportive documentation)
	• Revise the target audience description
	• Prepare education/training input to the acquisition documents
	• Apply with the IMI life cycle processes
	• Prepare audiovisual design documentation
	• Build in criterion referenced tests
	• Recommend:
	  ▪ Learner management controls
	  ▪ Controls that lead the student through the learning process
	  ▪ Learner remediation paths
	• Draft a detailed information flowchart with supporting narrative
	• Propose use of animation
	• Incorporate:
	  ▪ Safety notes and cautions
	  ▪ Environmental factors and considerations
	  ▪ Security Classification markings
	  ▪ Foreign disclosure restriction statements

14.	Finalize testing requirement.
	• Finalize:
	  ▪ The course map
	  ▪ Student directions to access specified course/courseware
	  ▪ DD Form 2568
	• Identify:
	  ▪ Prerequisite phases, modules, tasks, skills, and knowledge
	  ▪ Method of Instructions

15.	Assist/Design a training simulation. • Prepare training input to the acquisition documents

16.	Assist/Develop strategy for use of simulations and simulations technology in training products and programs.
17.	Assist/Integrate simulations and simulations technology into products and programs.
18.	Assist/Design a training device. • Finalize training input to the acquisition documents
19.	Assist/Produce a criterion referenced test. • Identify: ▪ Weight points for each tests ▪ GO/NO GO requirements for each test ▪ Minimum passing scores ▪ Final grade requirements ▪ Course attendance requirements ▪ Critical lessons/tests ▪ Student instructions ▪ Pass/fail criteria ▪ Resources requirements (equipment, supplies, facilities, and personnel) • Compile a criterion referenced test • Recommend: ▪ Mastery pre-testing (testing out) procedures ▪ Test-challenging procedures ▪ Dismissal/failure policy ▪ Graduation (pass/fail) criteria ▪ Grade adjustment procedures ▪ Recycle policy ▪ Attendance policy • Finalize: ▪ Student Evaluation Plan ▪ Test plans ▪ Test administrator's instructions ▪ Evaluator's instructions ▪ Scoring keys ▪ Test items/item sets
20.	Assist/Develop a Course Management Plan (CMP). • Finalize: ▪ Course manager guidance ▪ Instructor/facilitator guidance ▪ Learner guidance • Delineate: ▪ Course manager qualifications ▪ Instructor certification requirements

21.	Develop education and training products.

22.	Verify technical operability of educational/training products.
	• Verify:
	  ▪ Information needed to download or access web-based products is accurate
	  ▪ URL is correct
	  ▪ Course/courseware has all required contents
	  ▪ Appropriate files needed to load the product are clearly identified
	  ▪ Education/training products will operate on a computer/system configured to the established standards
	• Determine if the AV quality contributes to and does not distract from learning
	• Prepare technical operability testing report
	• Return course/courseware to producer with report if it does not meet technical operability standards

23.	Assist/Conduct a validation.
	• Finalize validation plan
	• Coordinate for target audience representation
	• Observe individual use of training products and materials
	• Identify education/training product deficiencies
	• Finalize data collection instruments to include:
	  ▪ Interview forms
	  ▪ Questionnaires
	  ▪ Observation forms
	• Recommend the learning objective criticality rating
	• Analyze validation data
	• Draft validation reports
	• Assist in instructor and key personnel and Net material and test validation

24.	Assist/Present education and training on the System Approach to Training (SAT) and Training Requirements Analysis System (TRAS) processes.
	• Prepare for instruction presentation
	• Present education/training IAW mandatory training sequence on:
	  ▪ SAT
	  ▪ TRAS
	• Facilitate self-paced learning to include:
	  ▪ Monitor learner progress
	  ▪ Respond to learner needs
	• Mentor a learner
	• Identify the individual training requirements for a subordinate
	• Prepare a Course Administrative Data (CAD) for all courses affected by a proponent ITP

25.	Conduct an After Action Review (AAR).
	• Develop an AAR Plan
	• Determine during execution:
	  ▪ What happened
	  ▪ When it happened
	  ▪ Why it happened
	• Identify:
	  ▪ Key facts
	  ▪ What was done well
	  ▪ What needs improvement
	  ▪ Training weaknesses and retraining requirements
	  ▪ Methods to improve training and personal performance
	• Provide personal feedback

26.	Assist/Evaluate Training Development (TD) management. • Track TD management trends • Analyze trends • Develop evaluation reports • Analyze evaluation data • Analyze education/training products to verify that they are developed IAW the SAT • Evaluate testing procedures/programs • Compile evaluation data • Assist with developing of TD/training polices and procedures
27.	Assist/Conduct an internal evaluation.

28.	Assist/Evaluate fielded Training Aids, Devices, Simulators and Simulations (TADSS)/Army Modernization Training (AMT).
	• Verify evaluation report
	• Determine if the TADSS/System TSP:
	  ▪ Trains approved critical task
	  ▪ Are included in the proponent training strategies
	• Evaluate the effectiveness of a system TSP

29.	Assist/Collect and analyze evaluation data.
	• Finalize the:
	  ▪ Evaluation survey, critique form, questionnaires, interview form, or observation sheets
	  ▪ Directions for completing survey

30.	Enter evaluative information/data and findings into an evaluation repository database.
31.	Input data into the training development workload database.
32.	Use education/training production software.

GS-1750 INSTRUCTIONAL SYSTEMS FUNCTIONAL COMPETENCIES GS-12

No.	Functional Competency
1.	Advise the command on learning models, methods and strategies.
2.	Lead needs analysis. • Determine the best doctrine, organizational, training, materiel, leader development, personnel, and/or facilities solution(s) • Identify the precise cause of identified performance deficiency(ies) • Recommend process, procedural, or technology changes that will improve education/training efficiency and effectiveness
3.	Lead a mission analysis. • Identify type unit to be analyzed • Conduct detailed unit research • Conduct interviews of knowledgeable subject matter experts (SMEs) • Accept the type unit mission list • Identify all collective tasks that the echelons perform to support the missions on the mission matrices • Identify supporting individual tasks • Ensure the mission analysis is comprehensive • Distribute the approved critical collective task list
4.	Lead a collective task analysis (CTA). • Select the collective critical task to analyze • Identify the final collective task performance specifications to include: ▪ Condition ▪ Performance standard ▪ Performance steps ▪ Performance measures ▪ Safety and environmental factors/consideration ▪ Equipment ▪ References • Coordinate for SME instructional systems specialist and evaluator reviews of the CTA • Verify that all task performance hazards and environmental/safety factors are identified and listed • Distribute the approved CTA data • Resolve technical disparities • Maintain current collective critical task analysis records • Maintain quality control of the CTA process and products

5.	Lead a job analysis. • Comply with the individual critical task selection procedures • Recommend addition of a verb to the TRADOC verb list • Analyze the job analysis survey data • Conduct a Critical Task/Site Selection Board • Establish horizontal and vertical integration for each task • Distribute the approved individual critical task list
6.	Lead an individual task analysis. • Establish the final individual task performance specifications to include: ▪ Condition ▪ Performance standard ▪ Performance steps with skills and knowledge ▪ Performance measures ▪ Equipment ▪ References ▪ A permanent individual task number ▪ Safety and environmental factors/consideration • Coordinate for SME, instructional systems specialist, and evaluator reviews of the individual task analysis • Coordinate with safety and environment offices • Distribute the approved task analysis data to the appropriate organizations • Maintain quality control of the individual task analysis process and products which involves: ▪ Confirm task analysis is complete and educationally sound ▪ Verify that the individual task analysis is current ▪ Confirm that task standards describe the minimum acceptable level of performance
7.	Lead the development of a System Training Plan (STRAP). • Document: ▪ Who requires training ▪ What tasks are to be trained ▪ Where and how the Army will conduct training ▪ Education/training assumptions • Detail: ▪ Education/training requirements ▪ Army Component/Reserve Component (AC/RC) training concept ▪ The training concept ▪ Training support requirements • Delineate: ▪ AC/RC training differences ▪ Potential constraints by Manpower and Personnel Integration (MANPRINT) domains

	• Establish:
	  ▪ The New Equipment Training/Displaced Equipment Training(NET/DET) training strategy
	  ▪ Education/training production milestones
	• Identify:
	  ▪ The target audience
	  ▪ Training constraints
	  ▪ Training Aids Devices Simulators and Simulations (TADSS) including embedded training requirements
	  ▪ Resource requirements
	  ▪ All education/training products to be produced
	• Coordinate STRAP strategy with the proponents' unit and individual training strategies

8.	Lead the preparation of a Basis of Issue Plan for training devices/materials.
	• Coordinate with the:
	  ▪ New equipment training or proponency office
	  ▪ Audio-visual Production Officer (AVPRO) or local Visual Information/Training Support Center (VI/TSC)
	  ▪ U.S. Army National Guard (ARNG) and Reserve Component (RC) advisors at the proponent school
	• Determine the number of copies for initial distribution
	• Submit TRADOC Form 888-R

9.	Lead the development of a proponent long-range unit combined training strategy. • Provide resource estimates for the Program Objective Memorandum and possibly an unfinanced requirement • Address the time period from the third year following the execution year and beyond • Provide the long-range estimation of who (which units), how, when, and where unit training will be provided
10.	Lead the development of a long-range individual training strategy. • Identify long-range peacetime/mobilization training requirements • Establish the development and implementation milestones
11.	Lead the development of a short-range unit training strategy. • Obtain the CTA data • Prepare the collective task matrix • List missions/collective tasks to be trained • Establish frequency and interval for training • Recommend prerequisite training gates • Identify the optimal means/event for providing the training • Determine the duration of the training events • Describe the purpose for and the desired outcome of each training event • Integrate Standards in Training Commission (STRAC) • Draft scenarios to support unit training

12.	Lead the development of a short-range individual training strategy for a specific proponent enlisted, warrant, commissioned officer, or DAC job. • Integrate STRAP information into the training strategy as appropriate • Establish: ▪ Exactly how each critical individual task will be trained ▪ What courses and training products (e.g., Interactive Media Instruction [IMI]) must be produced to support the training ▪ The mandatory sequence of the training (if any) ▪ Where the individual tasks will be trained ▪ Task sustainment training requirements • Prepare Part 3 of the Career Development Model
13.	Lead the development of a self-develop training strategy for a specific proponent enlisted, warrant, commissioned officer, or civilian career field for which DA has responsibility for training. • Create the directed component of the self-develop training strategy specifically: ▪ Identify training required (or suggested) by the Army for promotion or performance improvement ▪ Include activities to prepare for the next higher level of responsibility (i.e., prepare for promotion), function in the current duty assignment, develop leadership capability (improve personal ability to perform common core leadership tasks, and prepare for attending a phase/module of a course • Create the self motivated component of the self-develop training strategy. Specifically address: ▪ Education levels, college degrees, or college level courses, and professional reading ▪ Skills and knowledge successful individuals have found beneficial to their career development • Formulate a strategy that assists individuals in developing a personal self-development training strategy • Prepare Part 2 of the Career Development Model
14.	Lead the development and provide education/training input to the Standards in Training Commission (STRAC) Ammunition Tables. • Recommend type and quantity of ammunition and pyrotechnic that must be fired by an individual or crew to develop proficiency in (train to standard) a specified weapons system • Determine how often an individual must receive refresher/sustainment training in order to maintain performance proficiency • Identify and recommend changes to STRAC tables
15.	Lead the production of collective training products.
16.	Lead the production of a drill. • Establish the performance steps • Establish the performance sequence • Conduct validation trials of a drill

17.	Lead the production of an exercise. • Establish the performance steps • Establish the performance sequence • Conduct validation trials of an exercise
18.	Lead the production of a Collective Training Support Package (TSP). • Delineate all details needed to implement the unit training and validate the TSP • Conduct validation trials of the unit TSP

19.	Supervise the design/development of individual education/training products.
	• Ensure current data is included
	• Obtain authentication signature
	• Maintain quality control of the STP production ensuring:
	  ▪ Validity of content
	  ▪ Currency of content
	  ▪ Inclusion of safety and environment protection requirement
	• Identify tasks to be included in the course
	• Establish the:
	  ▪ Purpose and scope of a course
	  ▪ Learning hierarchy and course map
	  ▪ Learning prerequisites
	  ▪ Course outline
	  ▪ Instructional strategies
	  ▪ Learning objectives (TLO/ELOs)
	  ▪ Learning steps/activities
	  ▪ Methods of instruction
	  ▪ Mandatory training sequence
	  ▪ Academic time (training time)
	  ▪ Training structure
	  ▪ Instructor-to-student ratio
	  ▪ Equipment ratios
	  ▪ Media requirements
	• Identify all resources required to conduct the education/training.
	  ▪ Instructors
	  ▪ Assistant Instructors
	  ▪ Support personnel
	  ▪ Equipment (vehicles, tools AV, weapons, etc.)
	  ▪ Operating Tempo (OPTEMPO) requirements
	  ▪ Vehicle mileage
	  ▪ Facilities (ranges, training areas, classrooms, shops, labs, library)
	  ▪ Consumables (ammo, paper, spare parts)
	  ▪ Training support requirements
	• Approve the Course Management Plan

	• Determine the security classification • Enforce copyright and intellectual property laws and regulations • Incorporate environmental factors and considerations • Account for safety and environmental factors and considerations • Assign Risk Assessment code to each lesson • Assign the foreign disclosure restriction required for each lesson • Write scenarios, exercises and drills to support individual training • Add lesson detail to outlines required to create lesson or lesson plans
20.	Lead the production of a job aid. • Identify the job aid requirement • Establish the objective/purpose of the job aid • Establish the type job aid to be produced (checklist, procedural guide, decision table, worksheet, algorithm, or other device a soldier can use in performing tasks) • Structure the job aid • Apply training media display/application principles

21.	Lead the design of audio-visual (AV) product.
	• Establish the AV purpose. Include detail on:
	  ▪ Why the AV is being developed
	  ▪ Results to be achieved
	  ▪ Evaluation criteria for testing AV products
	• Finalize production approval package
	• Determine if a commercial off-the-shelf product is a suitable AV substitute
	• Describe what the AV program will provide
	• Detail every major event
	• Identify production resource requirements
	• Write an AV product script to include: detail scenes, sequences, dialog, narration, graphics, music played, camera angles, etc.

22.	Lead the production of an Interactive Multimedia Instruction (IMI) product.
	• Establish the IMI purpose. Include detail on:
	  ▪ Why the IMI is being developed
	  ▪ Results to be achieved
	  ▪ Evaluation criteria for testing IMI products
	• Finalize production approval package
	• Determine if a commercial off-the-shelf product is a suitable IMI substitute
	  ▪ Select:
	  o Instructional strategies
	  o The most cost effective and appropriate technology for delivering education/training
	• Create learning activities that:
	  ▪ Maximize student interactivity
	  ▪ Present information in small chunks

	▪ Present information in small sequential steps (simple to complex, prerequisite knowledge/skills) ▪ Include learner remediation paths • Create a detailed information flowchart, with supporting narrative • Establish: ▪ Controls that lead the student through the learning process ▪ Branching based on learner capabilities ▪ Learner management controls ▪ Learner limits (time allowed, mandatory completion date, retries permitted) ▪ Requirement for animation ▪ Length of training • Build in retesting/testing capabilities • Provide for repeated practice and "What if" drills • Comply with copyright and intellectual property laws • Submit the IMI package for final approval
23.	Manage the design of a training simulation. • Provide input to the creation of a simulation • Recommend branching training paths to account for all possible student/unit responses and effects on other group members/units • Conduct a Training Effectiveness Analysis of a simulation • Create criterion reference tests/exercises simulating real actions for individuals and group • Determine if transfer of learning to real task performance occurs
24.	Integrate simulations and simulations technology into training products and programs.
25.	Develop strategy for use of simulations and simulations technology in training products and programs.
26.	Lead the design of a training device. • Define the critical characteristics of the training device • Define the operational/functional requirements for the training device • Identify the training support requirements
27.	Assist in producing simulator capabilities. • Determine if: ▪ A simulator can emulate task performance ▪ Training will transfer to the real environment • Prepare and submit all supporting required acquisition documentation • Conduct a training effectiveness analysis
28.	Lead the production of a criterion referenced test. • Create the: ▪ Test plan ▪ Student evaluation plan

	• Create a Criterion referenced performance/performance-based test: ▪ Establish control requirements ▪ Incorporate test control requirements in the appropriate course/courseware documents • Conduct validation of a criterion referenced performance/performance-based test • Provide performance test/performance-based test validation reports • Establish course/courseware completion/graduation requirements: ▪ Test purpose and strategy ▪ Pass score requirements ▪ Establish type of tests to use
29.	Lead the development of a Course Management Plan (CMP). • Include the: ▪ Course structure ▪ Course map (mandatory training sequence) ▪ Course manager guidance ▪ Instructor/facilitator guidance ▪ Test administration guidance ▪ Learner guidance ▪ Course manager qualifications ▪ Instructor certification requirements ▪ Possible training schedules ▪ Required reference list
30.	Supervise the development of education and training products. • Ensure current data is included • Obtain authentication signature • Maintain quality control of the STP production ensuring: ▪ Validity of content ▪ Currency of content ▪ Inclusion of safety and environment protection requirement
31.	Supervise the technical operability of Distributed Learning (dL) products. • Ensure education/training products are tested prior to reproduction and distribution • Submit technical operability testing report • Verify that the security requirements of the education/training products meets the established standards
32.	Lead the validation of an education/training product. • Conduct individual validation trial to include, but not limited to: ▪ Select the target audience representation ▪ Implement the training with the target audience representation ▪ Observe individual use of training products and materials ▪ Determine necessary improvements through; questionnaires, interviews, and/or observation

	▪ Identify the learning objective criticality rating • Conduct a group validation trial to include, but not limited to: ▪ Conduct fixed sample group validation ▪ Conduct sequential testing group validation ▪ Determine necessary improvements through analysis of the findings • Verify course, product, material, or instrument effectiveness in training the objective. • Identify education/training product deficiencies. • Determine improvement requirements to include: ▪ Efficiency ▪ Effectiveness ▪ Utility of training objectives, structure, sequence, products, and materials ▪ The degree of validity of a measuring instrument • Apply validation feedback to improve training products/materials.
33.	Manage staff and faculty course administration. • Grant enrollment waivers • Enroll the learner • Evaluate learner progress • Certify learner attainment of education/training requirements • Process learner inquiries • Recommend whether a learner should be graduated, recycled, or dropped from training • Provide feedback to learner • Out-process learner
34.	Present education/training. • Present education/training on: ▪ Training methods ▪ Principles of adult learning ▪ Assessment of learning ▪ Learning in collaborative groups ▪ Providing feedback to learners ▪ Instructor training ▪ Test development ▪ Education/training development ▪ Education/training evaluation • Teach a course/lesson on the World Wide Web • Counsel subordinates/learner
35.	Evaluate collective training product. • Determine the quality, clarity and pertinence of: ▪ Short-range unit training strategies ▪ Unit training support packages

	▪ Drills ▪ Exercise ▪ Simulations ▪ Simulators ▪ STRAC • Evaluate field manuals, evaluate tactics, techniques, and procedures documents
36.	Evaluate the application of the training development process. • Identify deficiencies and efficiencies in the development of education/training. • Evaluate training analysis process to include: ▪ Needs Analysis ▪ Mission Analysis ▪ Collective Task Analysis ▪ Job Analysis ▪ Individual Task Analysis • Verify: ▪ Certification of instructors ▪ Qualification of evaluators ▪ Qualification of training developers
37.	Manage the evaluation of Training Development (TD). • Draft a Master Evaluation Plan • Determine QA measures that provide needed metrics • Coordinate with TD proponents • Recommend changes to resolve education/training deficiencies • Interface with key proponent leaders/stakeholders • Conduct follow-up evaluations • Verify implementation of evaluation recommendations • Ensure education/training is horizontally and vertically aligned • Recommend TD/training policy changes
38.	Lead an evaluation of individual education and training. • Evaluate the conduct of resident education/training • Provide positive and negative feedback • Collect feedback from education/training personnel concerning the quality, value, efficiency, and/or effectiveness of the education/training presented • Finalize evaluation reports to include: ▪ External evaluation reports ▪ Internal evaluation reports ▪ Self-assessment report
39.	Conduct an internal evaluation. • Verify the integration of risk assessment, safety factors, and environmental considerations into education/training programs and products.

	• Verify education/training products meet the established standards • Identify deficiencies and efficiencies in the conduct of resident training
40.	Evaluate the conduct of non-resident training. • Identify deficiencies and efficiencies in the conduct of non-resident training to determine: ▪ The effectiveness of product distribution ▪ The effectiveness of student management • Determine if the Training Support System provides needed support
41.	Conduct an accreditation. • Plan/coordinate accreditation visit to include: ▪ Functionally-aligned Training Battalions • Recommend solutions to identified deficiencies • Determine if AC and RC Soldiers educated/trained to the same task standard • Analyze problem areas and recommending solutions to identified deficiencies • Determine if the education/training meets the needs of operational forces • Identify deficiencies and efficiencies in the conduct of resident and non-resident training • Verify that: ▪ The integration of vetted lessons learned into the education/training products ▪ The education/training trains what it is supposed to train ▪ The education/training is relevant ▪ Data has been entered into the education/training databases ▪ Tests are criterion references ▪ Education/training product meets the established production standards ▪ Data has been entered into the education/training databases • Evaluate ▪ Student management (i.e., tracking of students through resident and dL course modules) ▪ Scheduling of facilities, students, courseware, equipment, OPTEMPO, and other resource requirements ▪ Appropriateness and effectiveness of courseware/media • Identify Higher Headquarters Issues • Finalize evaluation reports to include: ▪ External evaluation reports ▪ Internal evaluation reports ▪ Self-assessment report
42.	Conduct an external evaluation. • Plan an external evaluation • Determine if course graduates: ▪ Meet established job performance requirements ▪ Need for the instruction they received

	▪ Require other instruction • Conduct an external evaluation survey: ▪ Create an external evaluation instrument (survey) ▪ Validate the external evaluation instrument ▪ Analyze the external evaluation survey data
43.	Conduct a self-assessment. • Apply the accreditation standards to the proponents operation • Develop courses of action • Conduct needs analysis to determine the true solution to any identified deficiency(ies)
44.	Evaluate student testing process. • Determining if student performance measurement: ▪ Tests/test items are valid and reliable ▪ Complies with testing policy ▪ Tests are administered the same each time. • Evaluate test management/grading • Analyze test/test item analysis data
45.	Evaluate instructor presentation. • Prepare for conducting the evaluation to include reviewing: ▪ Appropriate course documentation ▪ Previous evaluation of instructor • Observe instructor presentations • Determine if the instructor: ▪ Meets prescribed performance standards ▪ Presents lesson as designed ▪ Appropriately addresses safety and environmental consideration ▪ Provides adequately learner feedback • Document observations • Evaluate instructional environment • Provide evaluation feedback to the instructor
46.	Evaluate Fielded TADSS/Army Modernization Training (AMT). • Evaluate the effectiveness of a fielded TADSS • Conduct a: ▪ TADSS Post Fielding Training Effectiveness Analysis (PFTEA) ▪ System TSP PFTEA • Evaluate the effectiveness of a system TSP
47.	Conduct an education/training study. • Finalize study/analysis plan/proposal
48.	Collect and analyze evaluation data.

	• Collect training evaluation data:
	  ▪ Administer a survey
	  ▪ Observe the education/training
	  ▪ Administer a questionnaire
	  ▪ Conduct interviews
	• Specify source(s) and data to be collected
	• Obtain statistically valid sampling
	• Coordinate and scheduling data collection
	• Distribute:
	  ▪ Surveys, questionnaires, etc
	  ▪ Findings report
	  ▪ Recommendations
	• Conduct statistical analysis of quantitative data:
	  ▪ Identify the mean, range, and standard deviation
	  ▪ Employ descriptive statistics
	  ▪ Employ inferential statistics
	• Document all trends
	• Interpret the results of the analysis

49.	Plan an education/training development project.
	• Identify specific TD workload activities to be scheduled
	• Generate all the plans required to accomplish a proponents TD mission to include:
	  ▪ Project Management Plans
	  ▪ Proponent TD plan
	  ▪ Master Evaluation Plan
	• Maintain quality of the project management plan
	• Determine TD project:
	  ▪ TDY costs
	  ▪ Printing/publishing costs
	  ▪ TD labor costs
	  ▪ Audiovisual support requirements
	• Finalize training development reports
	• Provide peer assistance to TD/training personnel

50.	Manage the use of the training development database.
51.	Integrate Distributed Learning (dL)/IMI training with resident education and training.
52.	Maintain currency in the fields of adult learning, adult training and education, education/training development, performance improvement, program evaluations, and quality assurance.
53.	Participate in/contribute to professional forums, etc.
54.	Manage TD databases.

GS-1750 INSTRUCTIONAL SYSTEMS FUNCTIONAL COMPETENCIES GS-13

No.	Functional Competency
1.	Supervise the training analysis process.
2.	Supervise a needs analysis. • Ensure needs analysis work is accomplished efficiently and effectively • Recommend process, procedural, or technology that will improve education/training efficiency and effectiveness • Submit needs analysis outputs for command approval • Maintain quality control of the needs analysis process and outputs
3.	Provide quality assurance oversight of the needs analysis process. • Ensure approved solutions are implemented and deficiencies are corrected
4.	Supervise a mission analysis. • Ensure the mission analysis is complete, comprehensive, and technically accurate • Ensure the mission analysis is kept current • Resolve differences of opinion on recommended changes to the collective task list • Submit mission analysis outputs for command approval • Maintain quality control of the mission analysis process and products
5.	Provide quality assurance oversight of the mission analysis process. • Ensure the critical collective tasks are approved by the Commander/Commandant
6.	Supervise a collective task analysis (CTA). • Establish the CTA team to include: technically qualified subject matter experts (SME), qualified instructional systems specialists, quality assurance representatives and contractors • Ensure the critical CTA is complete, comprehensive, and technically accurate • Confirm task analysis is conducted on every proponent critical collective task
7.	Provide quality assurance of the CTA process. • Verify that the CTA is complete and educationally sound • Ensure identified CTA deficiencies are corrected
8.	Supervise a job analysis. • Establish the job analysis team to include: technically qualified SME(s), qualified instructional systems specialists, quality assurance representatives, and contractors • Obtain the Commander/Commandant approval of the individual critical task list • Maintain quality control of the job analysis process and products

9.	Provide quality assurance of the job analysis process. • Ensure the critical individual tasks are approved by the Commander/Commandant
10.	Supervise an individual task analysis (ITA). • Establish the ITA team to include: technically qualified SME(s), qualified instructional systems specialists, quality assurance representatives, and contractors • Approve the ITA
11.	Provide quality assurance of the individual task analysis process. • Verify that task standards are objective, observable, and measurable • Ensure identified individual task analysis deficiencies are corrected
12.	Supervise the Structure Manning Decision Review (SMDR) process.
13.	Supervise production of a System Training Plan (STRAP). • Provide input to proponent affected new/revised STRAPs • Obtain Command approval of a STRAP • Establish how the education/training products will be validated • Establish how the external evaluation will be conducted
14.	Provide quality assurance of STRAP production. • Verify the relevancy and currency of the learning • Ensure products include appropriate safety, environment, security, and foreign disclosure information • Verify the efficiency and effectiveness of the proponent production processes • Verify Active Component/Reserve Component (AC/RC) training to the same standard • Approve a Basis of Issue Plan for submission to appropriate approving authority
15.	Provide quality assurance for training strategy production. • Verify that all required training strategies are produced and complied with • Verify strategies and plans are comprehensive and based on approved doctrine
16.	Provide education/training development input to the Army Training Strategy.
17.	Supervise the development of a proponent long-range unit training strategy. • Maintain quality control of the long-range individual training strategy production • Approve the long-range unit training strategy for submission to the proponent Commander/Commandant
18.	Supervise the development of a long-range individual training strategy. • Maintain quality control of the long-range individual training strategy production • Approve the Individual Training Plan (ITP) for submission to the proponent Commander/Commandant • Approve a Course Administrative Data for submission to the proponent Commander/Commandant

19.	Develop a short-range unit training strategy.
	• Identify how proponent units will train each collective task
	• Establish:
	  ▪ Which unit training support packages (TSP) are required
	  ▪ Which simulations will be used, developed, or updated
	  ▪ The prerequisite training gates
	  ▪ The mandatory sequence of the training (if any)
	• Estimate resources required to implement the short-range unit training strategy
	• Provide unit training execution guidance
	• Submit the specified unit training resource usage data report to DAMO-TR
	• Write scenarios to support unit training
	• Maintain quality control of the short-range unit training strategy production

20.	Supervise the development of a short-range individual training strategy for all proponent Military Occupational Specialty/Area of Concentration (AOCs) and Department of the Army Civilian (DAC) jobs (all skill levels). • Ensure the efficiency and effectiveness of the individual short-range training strategy production • Ensure the horizontal and vertical alignment of proponent education and training • Ensure the non-duplication of education and training • Maintain quality control of the short-range individual training strategy production
21.	Supervise the development of a self-develop training strategy for a specific proponent enlisted, warrant, commissioned officer, or DAC job. • Ensure comprehensive coverage of the self-development training strategy • Maintain quality control of the self-development training strategy production
22.	Provide education/training development input to Future Training Plans.
23.	Supervise the development of education/training input to the Standards in Training Commission (STRAC) Ammunition Tables. • Ensure valid input is provided to all proponent STRAC tables • Ensure STRAC standards are integrated into the proponent's education/training products • Maintain quality control of the development of education/training input to the STRAC Ammunition Tables
24.	Provide quality assurance of collective training production. • Verify that all required collective training products are produced, validated, and distributed • Verify that all required collective training products are based on command approved critical collective tasks and current doctrine
25.	Supervise collective training production.

26.	Supervise the production of a drill. • Maintain quality control of the training drill production • Approve the drill for submission to the approving authority
27.	Supervise the production of proponent training exercise. • Maintain quality control of the training exercise production • Approve the training exercise for submission to the approving authority
28.	Supervise collective TSP production. • Ensure that the unit TSP was validated • Maintain quality control of the collective TSP production
29.	Supervise the production of individual education/training.
30.	Provide quality assurance of individual education/training production. • Verify the relevancy and currency of the learning • Ensure products include appropriate safety, environment, security, and foreign disclosure information • Verify the efficiency and effectiveness of the proponent production processes • Verify AC/RC training to the same standard • Ensure training support requirements are identified

31.	Supervise the design of individual education/training courses.
	• Establish the design team
	• Coordinate for SME and QA support
	• Enforce compliance with copyright and intellectual property laws
	• Ensure:
	  ▪ That work is progressing on schedule
	  ▪ Incorporation of vetted lessons learned
	• Approve the:
	  ▪ Student evaluation plan
	  ▪ Course management plan
	  ▪ Course design/Program of Instruction (POI) to include submitting POI to Commandant for approval
	• Enforce security regulations and laws
	• Obtain appropriate approval for assigned risk
	• Obtain approval for the assigned foreign disclosure restriction
	• Maintain quality control of the individual training production to include ensuring:
	  ▪ Validity of tests
	  ▪ Relevancy of the material
	  ▪ Efficiency and effectiveness of the learning
	  ▪ Currency of the material
	  ▪ Compliance with security, safety, and environment protection requirement
	  ▪ Measurability of standards

32.	Provide quality assurance of job aid production. • Verify the relevancy and currency of the job aids • Ensure job aids include: ▪ Appropriate safety ▪ Environment ▪ Security ▪ Foreign disclosure information
33.	Supervise the production of a job aid. • Establish the job aid production team • Coordinate for SME and QA support • Enforce compliance with copyright and intellectual property laws • Ensure: ▪ Work is progressing on schedule ▪ The job aid actually replaces education/training • Maintain quality control of the job aid production process ensuring: ▪ Validity of content ▪ Relevancy of the material presented ▪ Currency of the material ▪ Inclusion of security, safety, and environment protection information
34.	Provide quality assurance for audio-visual (AV) / Interactive Multimedia Instruction (IMI) products. • Verify the relevancy and currency of the learning • Ensure products include: ▪ Appropriate safety ▪ Environment ▪ Security ▪ Foreign disclosure information • Verify the efficiency and effectiveness of the proponent production processes • Establish formative evaluation procedures
35.	Supervise an audio-visual (AV) production. • Track production milestones • Present program reports, briefings on production status • Submit production approval package • Coordinate with key positions in the logistics management structure to include: ▪ Program Executive Officer (PEO) ▪ Force Integration Staff Officer (FISO) ▪ Program Manager (PM) ▪ TRADOC System Manager (TSM) for TADSS/IMI • Ensure the: ▪ Educational soundness of the AV product

	▪ Audios and visuals contribute directly to learning ▪ Special effects, presentation layout, colors used, etc., contribute to learning
36.	Supervise an Interactive Multimedia Instruction (IMI) production. • Track production milestones • Present program reports, briefings on production status • Submit product approval package • Coordinate with key positions in the logistics management structure to include: ▪ PEO ▪ FISO ▪ PM ▪ TSM for TADSS/IMI • Determine graphic and AV requirements • Develop a prototype with other team members • Ensure: ▪ Educational soundness of the IMI product ▪ Audios and visuals contribute directly to learning ▪ Special effects, presentation layout, colors used, etc. contribute to learning • Approve updated education/training documents such as the: ▪ Course Management Plan (CMP) ▪ Student Evaluation Plan ▪ Course Map ▪ Training Requirements Analysis System (TRAS) documents
37.	Provide education and training design expertise to simulation development. • Describe every major event that is to occur in the simulation: ▪ Show event links ▪ Delineate what the simulation must provide ▪ Include activities that simulate or imitate reality ▪ Provide for sequential, progressive learning • Identify all resource requirements identifies the training support requirements identifies program costs and distribution needs • Define the critical characteristics and operational/functional requirements for the training simulation • Verify the simulation meets the critical characteristics, operational/functional, and fidelity requirements
38.	Supervise the design of a training device. • Identify the requirement for a training device • Define the requirement for a training device • Justify the requirement for a training device • Verify the training device meets the critical characteristics, operational/functional, and fidelity requirements

39.	Provide education and training guidance to simulator production. • Verify the approved requirement for the simulator • Delineate the critical characteristics and operational/functional requirements • Establish the simulator fidelity requirement • Determine costs and distribution needs • Verify the simulator meets the critical characteristics, operational/functional, and fidelity requirements

40.	Supervise the production of a criterion referenced test.
	• Ensure:
	  ▪ Work is progressing on schedule
	  ▪ Criterion referenced tests are produced IAW regulations
	• Define sustained poor performance
	• Approving student evaluation plan (SEP)

41.	Provide quality assurance of the proponent testing program. • Verify test validation • Verify the validity of the SEP

42.	Supervise development of a Course Management Plan (CMP).
	• Ensure that a CMP:
	  ▪ Contains all required information
	  ▪ Is current

43.	Provide quality assurance of technical operability testing of dL products. • Verify testing is conducted on all appropriate proponent products • Verify the tests are conducted prior to reproduction and distribution

44.	Supervise the conduct of education/training product validation initiatives.
	• Approve the validation:
	  ▪ Plan
	  ▪ Process application
	  ▪ Results
	• Coordinate the validation
	• Manage content validation

45.	Provide quality assurance of the validation process and results. • Validate recommendations • Ensure validation is conducted prior to implementation
46.	Supervise the management of Staff and Faculty courses managers. • Ensure subordinates provide guidance, assistance, and counseling to learners • Maintain quality control over student management • Determine whether to: ▪ Graduate a learner

	▪ Recycle learner ▪ Remove learner from training • Set up a graduation ceremony
47.	Supervise the presentation of education/training. • Supervise the presentation of education/training on: ▪ System Approach to Training (SAT) ▪ Training Requirements Analysis System (TRAS) ▪ Instructor training ▪ Test development • Ensure presentation of education/training is IAW mandatory training sequence on: ▪ Evaluation ▪ Training development/training management • Schedule presentations IAW mandatory training sequence • Maintain quality control over the presentation of Staff and Faculty courses
48.	Supervise conduct of an After Action Review (AAR). • Assign responsibility for accomplishing what needs to be done • Ensure application of AAR findings • Direct retraining • Authorize training to continue to next lesson
49.	Supervise formal on-the-job training. • Provide: ▪ Demonstrations ▪ Asynchronous Instructional material ▪ Hands-on supervision • Conduct individual training on individual critical tasks • Serve as a: ▪ Mentor ▪ Instructor/facilitator • Answer learner questions • Relate the learning directly to job performance and mission accomplishment • Verify accomplishment of learning objectives
50.	Supervise the implementation of Staff and Faculty courses. • Compile course resourcing data • Verify accuracy of course/courseware data • Identify the number of students to be trained in a Staff and Faculty courses
51.	Supervise the evaluation of collective training products. • Provide detailed feedback on products to the appropriate branch and/or proponent
52.	Supervise the evaluation of the training development process. • Interface/liaison with:

	▪ Accrediting agencies (institutional, programmatic, TRADOC) ▪ American Council on Education for college credit recommendations ▪ DOD Agencies i.e. USAREC, HRC, Army Education • Verify that the proponent school presents education/training on command approved critical tasks • Qualify Training Developers: ▪ Ensure qualification of training developers ▪ Recommend Training Developments (TD) experience level
53.	Evaluate Training Developments (TD) management. • Certify: ▪ Instructors ▪ Evaluators • Brief evaluation results to leadership for decision making • Represent the proponent at QA conferences, symposiums, meetings etc • Assess impact of changes in force structure as they relate to education/training programs
54.	Supervise the evaluation of the conduct of individual training. • Supervise the evaluation of resident education/training • Transmit evaluation feedback data ▪ Distribute Center for Army Lessons Learned (CALL) or Combat Training Center (CTC)-reported deficiencies • Determine the effectiveness and efficiency of the education/training institution, manpower, process, training program, and training products and materials • Verify evaluation reports are complete and accurate • Determine how well the Training Support System (TSS) supports the organization
55.	Supervise the conduct of an internal evaluation. • The Quality Assurance Office representative(s) works with the TD task proponent workforce to: ▪ Identify means to improve the quality and effectiveness of the education/training ▪ Gather internal feedback and management data ▪ Identify weaknesses/problems, and strengths ▪ Check the quality of the training content ▪ Check what the students are assimilating ▪ Compare the course objectives and standards to actual presentation ▪ Control the training environment ▪ Promptly move graduates to units ▪ Properly apply the TD process

56.	Supervise the evaluation of non-resident training. • Ensure all aspects of non-resident education/ training are covered during the evaluation • Evaluate DL product reproduction and distribution management
57.	Supervise the conduct of an accreditation. • Determine how well that institution accomplishes its mission. • Study how the institution: ▪ Conducts training ▪ Provides required training support ▪ Accomplishes its proponent functions • Compare the organization's operations and products to the accreditation standards • Plan an accreditation • Determine if the organization has the: ▪ Necessary organizational structure ▪ Resources required • Determine how well the institution: ▪ Provides education/training ▪ Provides required training support ▪ Conducts proponent functions • Track Higher Headquarters Issues (HHI) • Finalize solutions to identified deficiencies • Verify efficiencies are implemented and reevaluated • Submit evaluation reports for approval. ▪ External evaluation reports ▪ Internal evaluation reports ▪ Self-assessment report ▪ HHI • Present evaluation results to the appropriate command authorities
58.	Supervise the conduct of an external evaluation. • Ensure that an external evaluation is conducted on all proponent courses
59.	Supervise the conduct of a self-assessment. • Set up the self-assessment team • Coordinate the self-assessment work • Analyze evaluation results
60.	Supervise the evaluation of the student testing process. • Deliver analysis results to the proponent • Ensure test/test item analysis results are applied

61.	Supervise instructor evaluation. • Ensure instructor evaluations are conducted to improve instructional presentations
62.	Supervise the evaluation of Fielded TADSS/Army Modernization Training (AMT). • Verify the accuracy and completeness of a: ▪ TADSS Post Fielding Training Effectiveness Analysis (PFTEA) ▪ System TSP PFTEA • Enforce laws and regulations relating to release and disclosure of military training to international customers for TADSS/IMI
63.	Supervise education/training studies/analysis. • Oversee conduct of studies/analyses • Determine objectives/requirements of study • Coordinate funding for a study/analysis
64.	Supervise the collection an analysis of evaluation data. • Approve the evaluation survey, questionnaires, or observation sheets • Manage the collection process to ensure: ▪ Respondents anonymity ▪ Validity of results • Obtain approval of recommendations • Report findings and recommendations • Secure authorization for administration of survey/questionnaire
65.	Supervise the organization's education/training development activities. • Determine proponent's TD requirements to include what TD workload can be accomplished with available resources • Analyze impact on units and individuals for not providing required education/training • Approve the plans required to accomplish a proponents TD mission: ▪ Project Management Plans ▪ Proponent TD plan ▪ Master Evaluation Plan • Schedule proponent TD projects to include applying prioritization criteria • Enforce the TD workload production schedule • Submit training development reports
66.	Ensure data included in the education and training databases is current, relevant, accurate and complete.

67.	Supervise training development/training personnel. • Ensure subordinate training developers are trained to meet their assigned duties and responsibilities • Evaluate performance of training development (GS 1750) personnel • Certify training development (GS 1750) personnel • Evaluate GS 1750 interns' performance
68.	Manage the education and training development/training contracts. • Assign TD personnel to the contract team • Ensure the contract documents provide the details needed to acquire a final quality product. • Approve acceptance of a contractor produced education/training product
69.	Ensure the integration of Distributed Learning (dL)/IMI training products as part of the training strategy.
70.	Recommend studies and analyses of new education/training development related concepts, ideas, and theories.
71.	Prepare professional papers on education/training development related concepts.
72.	Provide vision/strategies for integration of new technologies for education and training.

APPENDIX M - GS-1750 FUNCTIONAL MASTER TRAINING PLANS

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

The MTP identifies the following:

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

APPENDIX M

GS-1750 FUNCTIONAL MASTER TRAINING PLAN GS-7/9

Required Education	Typical Key Assignments
Bachelor's Degree. Graduate studies in education, education technology, or instructional systems technology highly recommended.	Training Analyst, Course Designer, Course Developer, Test Developer, Evaluator and Instructor

Priority One (Mandatory)	Source	Functional Competencies	Notes
Combat, Training, and Doctrine Developers Integration Course	ALU	1, 2, 4, 5, 16, 27, 28, 31, 34, 36, 37, 40	CES Foundation Course (dL) required prior to taking CTDDIC
Foundation Course	AMSC	31	Mandatory for all new employees
MANPRINT Applications Course	ALU	4	
Systems Approach to Training Basic Course	ATSC or Local Staff and Faculty	1-5, 13-16, 18-26, 28, 30, 34-41, 43-45, 47, 49	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Instructional Materials Development Course	Varies	16, 18-22, 24, 27, 28, 34, 42, 49	
Briefing Techniques Course	Varies	27, 31, 45	
Technical Writing	Varies	6-27	
Statistical Course	Varies	33-38, 40, 42, 46	
Action Officer Development Course	AMSC	31	ACCP in Reimer Digital Library
Planning, Programming, Budget and Execution Course	USDA Graduate School	8-10	
Army Basic Instructor Course	ATSC	30, 31, 43	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)

Introduction to Distributed learning Instruction Course	ATSC	30, 43	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Synchronous Distributed Learning Instructor Course	ATSC	30, 43	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Interactive Multimedia Instructor Course	Varies	16-21, 24, 27, 28, 34, 44, 49	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Learning Theory, Psychology of Learning, Educational Psychology	Varies	29, 30, 32	ECU offers courses via dL
Instructional Design Practices	Varies	8-10, 16-18, 20-22, 24	ECU offers courses via dL
Instructional Product Development	Varies	17, 19, 25, 47	ECU offers courses via dL
Educational Evaluation	Varies	1-5, 28, 33-38, 42, 43, 46	ECU offers courses via dL
Computers in Education	Varies	18-23, 27	ECU offers courses via dL
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Training Development Contract Technical Manager Course	ATSC	16, 20, 47	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Prerequisite IMI available in RDL Fielding date for Phase 2, 2nd Qtr FY 10
Courses in use of authoring/design software programs for multimedia and/or computer-based training or Web-based training development	Varies	18-22	
Simulations Overview	USAIS	20-23, 27, 44	Coordinate enrollment with local Staff & Faculty
Test Development Course	Varies	24	

Test and Measurements Course	Varies	24	
Automated Systems Approach to Training Tutorial	ATSC	26	Tutorial located in the ASAT on-line Learning Center www.asat.army.mil Access is based on version compatibility
Automated Systems Approach to Training Basic Course	ATSC	26	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Research Techniques Course	Varies	45-46	
	OJT	6-12, 17, 27-28, 38, 40-41, 47-49	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Advanced Statistics Course	Varies	45	

GS-1750 FUNCTIONAL MASTER TRAINING PLAN GS-11

Required Education	Typical Key Assignments
Bachelor's Degree with emphasis on education or education technology. Continuing education is suggested	Training Analyst, Course Designer, Course Developer, Test Developer, Evaluator and Instructor

Priority One (Mandatory)	Source	Functional Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	1-6, 8, 9, 10, 12-24, 26-29	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Automated Systems Approach to Training Tutorial	ATSC	26	Tutorial is located at the on-line Learning Center www.asat.army.mil Access is based on version compatibility
Automated Systems Approach to Training Basic Course	ATSC	9, 10, 21	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Instructional Materials Development Course	Varies	10-12, 14-19, 21, 26-27	
Interactive Multimedia Instruction Course	Varies	13, 15-18, 31	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Test Development Course	Varies	14, 19, 26-27	

Test and Measurements Course	Varies	14, 19, 26	
Modeling and Simulation Course	Varies	15-17	
Courses in use of authoring/design software programs for multimedia and/or computer-based training or Web-based training development	Varies	13, 15-18, 31	
Army Basic Instructor Course	ATSC	24, 25	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Asynchronous Distributed Learning Instructor Course	ATSC	10-14, 19-22	If job/position requires http://www.atsc.army.mil/itsd/index.asp (under Staff and Faculty). ABIC and 12 months of platform experience are prerequisites to ADLIC
Small Group Instructor Training Course	ATSC or local Staff and Faculty	23, 24, 25	If required by job or position www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Video Teletraining Instructor Training Course	ATSC	24, 25	If required by job or position www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
MANPRINT Action Officers Course	ALU	1-3, 5-7, 11, 16, 17, 21, 27	
Planning, Programming, Budget and Execution Course	USDA Graduate School	8	
Lean Six Sigma Course	Varies	28	
Evaluation of Training Course	Varies	22, 23, 26-29	
Research Techniques Course	Varies	29	

Statistical Course	Varies	26, 29	
Learning Theory, Psychology of Learning, Educational Psychology	Varies	20, 24, 25	ECU offers courses via dL
Instructional Design Practices	Varies	8, 10, 12, 14, 15, 17-19, 21	ECU offers courses via dL
Instructional Product Development	Varies	10, 11, 13, 16, 19, 21	ECU offers courses via dL
Educational Evaluation	Varies	1-5, 23, 26, 27-29	ECU offers courses via dL
Computers in Education	Varies	12, 13, 15-17, 22, 28	ECU offers courses via dL
Training Development Contract Technical Manager Course	ATSC	26	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Prerequisite IMI available in RDL. Fielding date for Phase 2, 2nd Qtr FY 10
	OJT	1-7, 28, 30-32	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Basic Course	AMSC	24	IMI portion available to all at any time for self-development
Competitive Training	**Source**	**Functional Competencies**	**Notes**
Training Developers Middle Managers' Course	HQ, TRADOC	8, 24-25	Supervisors and managers only
Civilian Basic Course	AMSC	24	IMI and resident portions are required for supervisors and managers within one year of placement

GS-1750 FUNCTIONAL MASTER TRAINING PLAN GS-12

Required Education	Typical Key Assignments
Bachelor's Degree with emphasis on education or education technology. Continuing education is suggested.	Training Analyst, Course Designer, Course Developer, Test Developer, Evaluator and Instructor

Priority One (Mandatory)	Source	Functional Competencies	Notes
Supervisor Development Course	AMSC	2-22, 26, 28-32, 38	ACCP in Reimer Digital Library Mandatory for first time supervisors
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Systems Approach to Training Basic Course	ATSC or Local Staff and Faculty	2-6, 15, 18, 23, 24, 28-30, 32-34, 39, 40, 42, 44, 46, 47, 48, 51	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Instructional Materials Development Course	Varies	16-17, 19-20, 28, 30, 39-40, 51	
Interactive Multimedia Instruction Course	Varies	22	Ft Rucker's S&F offers IMI training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Modeling and Simulation Course	Varies	23-27	
Test Development Course	Varies	19, 28	
Test and Measurements Course	Varies	19, 28	
Training Management Orientation	ATSC	33, 37	ACCP
Quality Assurance Evaluator Course	HQ, TRADOC	39-42, 44, 46, 48	IMI and resident portions are required for Quality Assurance personnel

Research Techniques Course	Varies	47, 48, 52	
Statistical Course	Varies	47, 48	
Evaluation of Training Course	Varies	39, 40	
Learning Theory, Psychology of Learning, Educational Psychology	Varies	20, 24, 25	ECU offers courses via dL
Instructional Design Practices	Varies	8, 10-12, 15, 19	ECU offers courses via dL
Instructional Product Development	Varies	16, 19, 21	ECU offers courses via dL
Educational Evaluation	Varies	1-5, 22, 23, 26-29	ECU offers courses via dL
Computers in Education	Varies	12, 13, 15, 16	ECU offers courses via dL
	OJT	14, 15, 18, 52, 54	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Civilian Intermediate Course	AMSC	2-23, 26, 28-33, 37, 38	www.asat.army.mil Access is based on version compatibility IMI portion available to all at any time for self-development
Automated Systems Approach to Training Tutorial	ATSC	50	Tutorial located in the ASAT on-line Learning Center
Automated Systems Approach to Training Basic Course	ATSC	50	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty) Ft Rucker's S&F offers ASAT training either at Ft. Rucker or your installation. Contact POC at (334) 255-1160 for coordination.
Army Basic Instructor Course	ATSC	34, 45	

Competitive Training	Source	Competencies	Notes
Civilian Intermediate Course	AMSC	2-23, 26, 28-33, 37, 38	IMI and resident portions are required for supervisors and managers within one year of placement
Training Developers Middle Managers' Course	HQ, TRADOC	1, 7-13, 34, 37	Supervisors and managers only
Basic Force Management Course	AFMS	13	

GS-1750 FUNCTIONAL MASTER TRAINING PLAN GS-13

Required Education	Typical Key Assignments
Bachelor's Degree with emphasis on education or education technology. Continuing education is suggested.	Deputy Director, Directorate of Training and Doctrine; Deputy Director, Directorate of Evaluation and Standardization; Chief, New Equipment Training Division; Director, Intern Training; and Chief, Education Branch

Priority One (Mandatory)	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1, 2, 4, 6, 8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44, 46-52, 54, 55, 63-65, 67, 68	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Supervisor Development Course	AMSC	1, 2, 4, 6, 8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44, 46-52, 54, 55, 63-65, 67	ACCP in Reimer Digital Library Mandatory for first time supervisors
Quality Assurance Evaluator Course	HQ, TRADOC	3, 5, 7, 9, 11, 12, 14, 15, 24, 30, 32, 34, 41, 43, 45, 51-62	IMI and resident portions are required for Quality Assurance personnel
Instructional Materials Development Course	Varies	37	
Training Development Contract Technical Managers Course	ATSC	68	ACCP in Reimer Digital Library (under Staff & Faculty) Prerequisite IMI available in RDL Fielding date for Phase 2, 2nd Qtr FY 10

Research Techniques Course	Varies	70-71	
Statistical Course	Varies	70-71	
Modeling and Simulation Course	Varies	37-39	
Learning Theory, Psychology of Learning, Educational Psychology	Varies	46-50, 67, 70	ECU offers courses via dL
Instructional Design Practices	Varies	31, 33, 37, 38, 40	ECU offers courses via dL
Instructional Product Development	Varies	16-22, 29, 33,35, 39, 40, 65	ECU offers courses via dL
Educational Evaluation	Varies	1-11, 44, 51-55, 60-62, 64	ECU offers courses via dL
Computers in Education	Varies	35-37, 39	ECU offers courses via dL
	Self-development	16, 22, 70-72	
	OJT	19, 39, 61, 66, 69	
Priority Three (Career Enhancing)	**Source**	**Competencies**	**Notes**
Civilian Advanced Course	AMSC	1, 2, 4, 6, 8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44, 46-52, 54, 55, 63-65, 67, 68	IMI portion available to all at any time for self-development
Competitive Training	**Source**	**Competencies**	**Notes**
Senior Training Managers' Course	HQ, TRADOC	1-4, 6-8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44, 46-52, 54, 55, 63-65, 67, 68	Directors and Division Chiefs only
Civilian Advanced Course	AMSC	1, 2, 4, 6, 8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44,	IMI and resident portions are required for supervisors and managers within one year of placement

		46-52, 54, 55, 63-65, 67, 68	
Advanced Force Management Course	AFMS	13, 20	
Defense Leadership and Management Program	CPMS	1-4, 6-8, 10, 13, 17, 18, 20, 21, 23, 25-29, 31, 33, 35, 36, 38, 40, 42, 44, 46-52, 54, 55, 63-65, 67, 68	

APPENDIX N - GS-301 TRAINING FUNCTIONAL COMPETENCIES

APPENDIX N

GS-301 TRAINING
FUNCTIONAL COMPETENCIES
GS-7/9

No.	Functional Competency
1.	Assist with the implementation of Systems Approach to Training.
2.	Assist in gathering data to develop collective training products.
3.	Apply policies and procedures pertaining to unit training management.
4.	Apply policies and procedures pertaining to unit training and training support plans and strategies.
5.	Assist in evaluating unit training programs.
6.	Collect statistical analysis data and prepare written documentation for approval.
7.	Research the implications of force development decisions on training programs and strategies.
8.	Research the implications of combat development decisions on training programs and strategies.
9.	Research the implications of doctrine development decisions on training programs and strategies.

GS-301 TRAINING
FUNCTIONAL COMPETENCIES
GS-11/12

No.	Functional Competency
1.	Implement the Systems Approach to Training process for unit training development.
2.	Develop collective and associated unit individual training products.
3.	Support development of training strategies.
4.	Implement policies and procedures pertaining to unit training management.
5.	Implement policies and procedures pertaining to unit training and training support plans and strategies.
6.	Apply policies to assess unit training programs. • Plan internal and external quality assurance assessments to evaluate training programs and products to ensure compliance with training directives
7.	Apply qualitative and quantitative methods to assess unit training effectiveness.
8.	Interpret basic statistical analysis data. • Collect, review, analyze, compare and interpret data to assess the effectiveness of training products - individual, collective, and unit levels • Prepare written analyses and summaries of results
9.	Document training plans using a relevant requirements analysis tool.
10.	Review requirements documents to determine the necessary Doctrine, Organization, Training, Materiel, Leader Development, Personnel and Facilities (DOTMLPF) solutions.
11.	Conduct review and analysis of joint and service strategic plans, doctrine, collective tasks, and lessons learned for training implications.
12.	Develop training programs and strategies to meet the requirements generated by changes in force, doctrine, and combat developments.
13.	Integrate simulations and simulations technology into training products and programs.
14.	Develop strategy for the use of simulations and simulations technology in training products and programs.

GS-301 TRAINING
FUNCTIONAL COMPETENCIES
GS-13

No.	Functional Competency
1.	Direct the application of the five phases of Systems Approach to Training.
2.	Manage Human Performance Improvement projects. • Assess Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities (DOTMLPF) solutions • Determine DOTMLPF capabilities required and potential solution or solutions for a performance problem
3.	Provide technical guidance for the development of collective and unit individual training products.
4.	Develop, coordinate, and gain consensus on training strategies and programs.
5.	Implement and manage adherence to policies pertaining to collective training, training development, and training support.
6.	Review qualitative and quantitative methods used to assess, and improve the effectiveness of complex training, training management functions.
7.	Manage unit training development products.
8.	Gather and analyze unit training requirements for submission in the Program Objective Memorandum (POM).
9.	Prepare long-range plans and strategies to identify training and training support capability requirements necessary for combat developers to design training support equipment necessary for unit and individual readiness.
10.	Assess long-range plans, strategies and new equipment fielding to ensure training requirements are included.
11.	Review concepts and future plans for force modernization and technology trends for the purpose of determining training and training support capability requirements.
12.	Survey and analyze Training, Leader Development and Education (TLE) initiatives for training implications.
13.	Remain current, identify, and analyze the requirements of Training Transformation (both Joint and Army) Capabilities.
14.	Plan, develop, and execute the TLE Science and Technology (S&T) Program. • Provide input to TP 525-66 for the development of Force Operational Capabilities (FOCs). • Review all facets of S&T work to include Small Business Innovation Research (SBIR), Army Technology Objectives (ATOs), Army Technology Demonstrations (ATDs), and Advanced Concept Technology Demonstrations (ACTDs).

15.	Assess the implications of training and training support studies on training programs and strategies.
16.	Understand the impact of new training technologies and enablers on training programs and strategies.
17.	Supervise the Structure Manning Decision Review (SMDR) process.
18.	Coordinate integration/synchronization of training products within TRADOC organizations - especially with combat developers, force developers, and doctrine developers.
19.	Understand the relationships among training, analysis, and experimentation, and support their different requirements.
20.	Prepare and coordinate Army and joint requirements documentation and all supporting plans, documents, and materials.
21.	Evaluate leader development requirements to develop the correct individual training, unit training, and training support capability requirements necessary to meet readiness requirements.

APPENDIX O - GS-301 TRAINING FUNCTIONAL MASTER TRAINING PLANS

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

The MTP identifies the following:

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

APPENDIX O

GS-301-T FUNCTIONAL MASTER TRAINING PLAN GS-7/9

Recommended Education	Typical Key Assignments
College courses in instructional design/technology	Training/Training Support Analyst, Military Analyst and Unit/Collective Training Developer

Priority One (Mandatory)	Source	Functional Competencies	Notes
Foundation Course	AMSC	3	Mandatory for all new employees
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	1-3, 5, 6	www.atsc.army.mil/itsd/index.asp (under Staff and Faculty)
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Action Officer Development Course	AMSC	2, 3, 5, 6	ACCP in Reimer Digital Library
Data Collection and Analysis Course	Varies	2, 6	
Combat, Training, and Doctrine Developers Integration Course	ALU	1, 4	CES Foundation Course (dL) required prior to taking CTDDIC
Research Techniques Course	Varies	6-9	
Statistical Course	Varies	2, 6	
Report Writing Course	Varies	6, 7	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Basic Course	AMSC	3	IMI portion available to all at any time for self-development

Competitive Training	Source	Competencies	Notes
Civilian Basic Course	AMSC	3	IMI and resident portions are required for supervisors and managers within one year of placement

GS-301-T FUNCTIONAL MASTER TRAINING PLAN GS-11/12

Recommended Education	Typical Key Assignments
Bachelor's Degree in instructional design/technology	Training/Training Support Analyst, Military Analyst and Unit/Collective Training Developer

Priority One (Mandatory)	Source	Functional Competencies	Notes
Supervisor Development Course	AMSC	2	ACCP in Reimer Digital Library Mandatory for first time supervisors
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Simulations Overview	USAIS	13-14	Coordinate enrollment with local Staff and Faculty
Combat, Training, and Doctrine Developers Integration Course	ALU	10	CES Foundation Course (dL) required prior to taking CTDDIC
Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	1-5, 11-12	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Statistical Course	Varies	7-8	
Data Collection and Analysis Course	Varies	11	
Overview of Training Management	CAC	3	ACCP in Reimer Digital Library Course number IS8700
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Civilian Intermediate Course	AMSC	2	IMI portion available to all at any time for self-development

Practical/Basic Statistics Course	Varies	7-8	
Effective Writing Course	Varies	2, 12, 14	
Learning Theory, Psychology of Learning, Educational Psychology	Varies	1	ECU offers courses via dL
Instructional Design Practices	Varies	1, 2	ECU offers courses via dL
Instructional Product Development	Varies	1-3, 14	ECU offers courses via dL
Educational Evaluation	Varies	1, 7-9	ECU offers courses via dL
Computers in Education	Varies	13, 14	ECU offers courses via dL
Training Development Contract Technical Manager Course	ATSC	3	www.atsc.army.mil/itsd/index.asp (under Staff and Faculty) Prerequisite IMI available in RDL Fielding date for Phase 2, 2nd Qtr FY10
	OJT	9	
Competitive Training	**Source**	**Competencies**	**Notes**
Training Developers Middle Managers' Course	HQ,TRADOC	2	Supervisors and managers only
Civilian Intermediate Course	AMSC	2	IMI and resident portions are required for supervisors and managers within one year of placement

GS-301-T FUNCTIONAL MASTER TRAINING PLAN GS-13

Recommended Education	Typical Key Assignments
Bachelor's Degree in instructional design/technology	Training/Training Support Analyst, Military Analyst and Unit/Collective Training Developer

Priority One (Mandatory)	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1, 3, 15	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Planning, Programming, Budgeting, and Execution Course	USDA Graduate School	8	
Project Management Course	Varies	7, 14, 17, 18	
Acquisition Process Course	Varies	20	
	OJT	5, 16, 19	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Managerial Diversity Course	Varies	2	
Civilian Advanced Course	AMSC	2	IMI portion available to all at any time for self-development
Managing Technical Professionals Course	Varies	2	
Going from Management to Leadership Course	Varies	4	
Statistical Course	Varies	6	
Strategic Management-Planning Course	Varies	9, 10, 11, 13	
Lean Six Sigma Course	Varies	12	
Learning Theory, Psychology of Learning, Educational	Varies	1	ECU offers courses via dL

Psychology			
Instructional Design Practices	Varies	1, 2, 9, 21	ECU offers courses via dL
Instructional Product Development	Varies	1-4, 7	ECU offers courses via dL
Educational Evaluation	Varies	1, 6, 12	ECU offers courses via dL
Computers in Education	Varies	16	ECU offers courses via dL
Competitive Training	**Source**	**Competencies**	**Notes**
Senior Training Managers' Course	HQ, TRADOC	1, 3, 15	Directors and Division Chiefs only
Civilian Advanced Course	AMSC	2, 13	IMI and resident portions are required for supervisors and managers within one year of placement
Defense Leadership and Management Program	CPMS	1-3, 13, 15, 21	

APPENDIX P - GS-301 CAPABILITY DEVELOPMENTS FUNCTIONAL COMPETENCIES

APPENDIX P

GS-301 CAPABILITIES DEVELOPER FUNCTIONAL COMPETENCIES GS-11

No.	Functional Competency
1.	Assist in the execution of the requirements and determination Process (using Joint Capabilities Integration Development System (JCIDS) or its equivalent). • Possess a novice to moderate understanding of TRADOC Regulation 71-20, JCIDS Writer's Guides, Army Regulation 71-9, CJCSI 3170.01, the online JCIDS Manual, DODD 5000.01, DODI 5000.02, AR 70-1, and related DOD/Joint/Army publications and provide inputs to update it, as required (applies for all functions for GS 07 thru GS11s).
2.	Assist in the execution of the Organizational and Functional roles in support of capabilities development as a Capabilities Development Analyst/Military Analyst.
3.	Serve as a junior member (of an Integrated Concept Team (ICT), an Integrated Capabilities Development Team (ICDT) and an Integrated Product Team (IPT).
4.	Assist in the execution of developing capstone, operating, functional and joint concepts.
5.	Assist in the development of the required capabilities (DOTMLPF) with documentation.
6.	Assist in the execution of the Science and Technology (S&T) Reviews.
7.	Assist in the execution of the warfighting experiments and technology demonstrations.
8.	Assist/support studies and analyses in support of capability development.
9.	Assist in the development and Integration of Warfighting Doctrine, Organization, Training, Materiel, Leader Development & Education, Personnel, and Facilities (DOTMLPF) requirements documentation.
10.	Assist in the execution of models and simulations (M&S) Requirements Integration and Approval (RIA).
11.	Assist in the execution of special considerations in support of capabilities development (i.e. Accelerated Capabilities Development, ONS review & execution, Directed Requirements, etc.).
12.	Assist in the Execution/Support of Milestone Decision Reviews (MDR) forums. • Participate as a junior member of an Integrated Concept Team (ICT) to aid in determining concept and related capabilities documents required for Material Development Decisions (MDD) and Milestone A • Assist in the Preparation of a Capabilities Development Document (CDD) to be submitted at Milestone B • Assist in the Conduct a DOTMLPF analysis to determine if a Capabilities Production Document (CPD) is required and submit at Milestone C

13.	Assist in the development of warfighting concepts. • Participate as a junior member of an Integrated Concept Team member to write concepts, perform analysis and experimentations and recommend solution sets • Assist in determining warfighting mission needs across all DOTMLPF domains • Assist in documenting warfighting mission needs across all DOTMLPF domains • Assist in the preparation of a DOTMLPF Change Recommendation (DCR), DOTMLPF Integrated Capabilities Recommendation (DICR), Initial Capabilities Document (ICD), CDD and a CPD
14.	Assist in supporting/executing Integrated Logistics Support (ILS) activities. • Assist in the development of specific, measurable, and testable support related material requirements based on required logistics, operational performance, life cycle goals, and readiness requirements • Assist in ensuring that ILS considerations are incorporated into all material system requirement documents and integrated into the supportability strategy • Assist in obtaining historical data to be used from fielded systems when developing requirement documents and integrated logistics support program objectives
15.	• Assist in developing resource implications associated with DOTMLPF integration of requirements documents

GS-301 CAPABILITY DEVELOPER FUNCTIONAL COMPETENCIES GS-12/13

No.	Functional Competency
1.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of the requirements and determination Process (using Joint Capabilities Integration Development System (JCIDS) or its equivalent). • Possess a thorough understanding of TRADOC Regulation 71-20, JCIDS Writer's Guides, Army Regulation 71-9, CJCSI 3170.01, the online JCIDS Manual, DODD 5000.01, DODI 5000.02, AR 70-1, and related DOD/Joint/Army publications and provide inputs to update it, as required (applies for all functions for GS 13/14s)
2.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of Organizational and Functional roles in support of capabilities development.
3.	Serve as a senior member of an Integrated Concept Team (ICT), an Integrated Capabilities Development Team (ICDT) and an Integrated Product Team (IPT).
4.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of developing capstone, operating, functional and joint concepts.
5.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the development of required capabilities (DOTMLPF) with documentation.
6.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of the Science and Technology (S&T) Reviews.
7.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of the warfighting experiments and technology demonstrations.
8.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assist/support of studies and analyses in support of capabilities development.
9.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the development and Integration of Warfighting Doctrine, Organization, Training, Materiel, Leader Development & Education, Personnel, and Facilities (DOTMLPF) requirements documentation.
10.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of models and simulations (M&S) Requirements Integration and Approval (RIA).
11.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of

	special considerations in support of capabilities development (i.e. Accelerated Capabilities Development, ONS review & execution, Directed Requirements, etc.).
12.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the support of Milestone Decision Reviews (MDR) forums. • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level an Integrated Concept Team (ICT) to determine concept and related capabilities document required for Material Development Decisions (MDDs) and Milestone A • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level the preparation of a Capabilities Development Document (CDD) to be submitted at Milestone B • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level the conduct of a DOTMLPF analysis to determine if a Capabilities Production Document (CPD) is required and submit at Milestone C.
13.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the execution of the development of warfighting concepts. • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level participation of Integrated Concept Team members to write concepts, perform analysis and experimentations and recommend solution sets • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level the determination of warfighting mission needs across all DOTMLPF domains • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level the documentation of warfighting mission needs across all DOTMLPF domains • Work/Manage at a senior Capabilities Developments Analyst or Military/middle manager level the preparation of a DOTMLPF Change Recommendation (DCR), DOTMLPF Integrated Capabilities Recommendation (DICR), Initial Capabilities Document (ICD), CDD and a CPD
14.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assistance & participation needed to support/execute Integrated Logistics Support (ILS) activities. • Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assistance needed in the development of specific, measurable, and testable support related material requirements based on required logistics, operational performance, life cycle goals, and readiness requirements • Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assistance needed to ensure that ILS considerations are incorporated into all material system requirement documents and integrated into the supportability strategy • Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assistance needed in obtaining historical data to be used from fielded systems when developing requirement documents and integrated logistics support program

	objectives
15.	Work/Manage at a senior analyst/middle manager level (Senior Capabilities Developments Analyst or Military Analyst/Team leader/Branch Chief) the assistance needed to develop the resource implications associated with DOTMLPF integration of requirements documents

GS-301 CAPABILITY DEVELOPER FUNCTIONAL COMPETENCIES GS-14/15

No.	Functional Competency
1.	Senior Manager directs the execution of the requirements and determination Process (using Joint Capabilities Integration Development System (JCIDS) or its equivalent). • Possess a thorough/expert understanding of TRADOC Regulation 71-20, JCIDS Writer's Guides, Army Regulation 71-9, CJCSI 3170.01, the online JCIDS Manual, DODD 5000.01, DODI 5000.02, AR 70-1, and related DOD/Joint/Army publications and provide GO/SES level inputs to update it, as required (applies for all functions for GS-15s)
2.	Senior Manager directs the execution of Organizational and Functional roles in support of capabilities development.
3.	Senior Manager directs Integrated Concept Teams (ICT), Integrated Capabilities Development Teams (ICDT) and Integrated Product Teams (IPT).
4.	Senior Manager directs development of capstone, operating, functional and joint concepts.
5.	Senior Manager directs development of required capabilities (DOTMLPF) with documentation.
6.	Senior Manager directs Science and Technology (S&T) reviews.
7.	Senior Manager directs warfighting experiments and technology demonstrations.
8.	Senior Manager directs studies and analyses in support of capability development.
9.	Senior Manager directs Development and Integration of Warfighting Doctrine, Organization, Training, Materiel, Leader Development & Education, Personnel, and Facilities (DOTMLPF) requirements documentation.
10.	Senior Manager directs execution of models and simulations (M&S) Requirements Integration and Approval (RIA).
11.	Senior Manager directs execution of special considerations in support of capabilities development (i.e. Accelerated Capabilities Development, ONS review & execution, Directed Requirements, etc.).
12.	Senior Manager directs the support of Milestone Decision Reviews (MDR) forums. • Senior Manager directs an Integrated Concept Team (ICT) to determine concept and related capabilities document required for Material Development Decisions (MDDs) and Milestone A • Senior Manager directs the preparation of a Capabilities Development Document (CDD) to be submitted at Milestone B • Senior Manager directs the conduct of a DOTMLPF analysis to determine if a Capabilities Production Document (CPD) is required and submit at Milestone C..

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

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

The MTP identifies the following:

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

APPENDIX Q

GS-301-CD FUNCTIONAL MASTER TRAINING PLAN GS-11

Recommended Education	Typical Key Assignments
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.)	Capabilities Developments Analyst/Military Analyst, Team Leader

Priority One (Mandatory)	Source	Functional Competencies	Notes
Foundation Course	AMSC	1-15	Mandatory for all new employees
Supervisor Development Course	AMSC	2, 3	ACCP in Reimer Digital Library Mandatory for first time supervisors
Capabilities Based Planning (CLM041)	DAU	1-5, 8, 9	Mandatory for all ARCIC workforce
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Capabilities Based Assessments (CLR250)	DAU	1-5, 8, 9	
Developing Requirements (CLR252)	DAU	1-5, 9, 13,15	
Fundamentals of Systems Acquisition Management (ACQ101)	DAU	1-3, 15	
Capability, Training, and Doctrine Developers Integration Course (ALMC-TI)	ALU	1-15	CES Foundation Course (dL) required prior to taking CTDDIC

Priority Three (Career Enhancement)	Source	Functional Competencies	Notes
Cost Analysis (CLB007)	DAU	1-3, 8, 15	
Analysis of Alternatives (CLM101)	DAU	1-4, 6, 8, 10, 12, 13	
Acquisition Logistics Fundamentals (LOG101)	DAU	1-3,15	Pre-requisite is DAU ACQ 101
Fundamentals of Test and Evaluation (TST102)	DAU	1-3, 7, 8, 10	Pre-requisite is DAU ACQ 101
Net-Ready Key Performance Parameter (CLM029)	DAU	1-3, 8,14,15	
Doctrine Developers (ALMC-DD)	ALU	1-3, 5	
Systems Approach to Training Basic	ATSC	2, 4	
Army Force Management Basic Course	AFMC	1-15	
Competitive Training	**Source**	**Competencies**	**Notes**
Civilian Basic Course	AMSC	1-15	IMI and resident portions are required for supervisors and managers within one year of placement

GS-301-CD FUNCTIONAL MASTER TRAINING PLAN GS-12/13

Recommended Education	Typical Key Assignments
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.)	Team Leader, Branch Chief, Technical Advisors, Senior Capabilities Development Analyst and Senior Military Analyst

Priority One (Mandatory)	Source	Functional Competencies	Notes
Manager Development Course	AMSC	1-15	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Functional Competencies**	**Notes**
Capabilities Development Course (ALMC-CD)	ALU	1-15	Pre-requisites are DAU CLM 041, CLR 250, and CLR 252
Core Concepts for Requirements Management (RQM110)	DAU	1-5, 9,13	
Cost Analysis (CLB007)	DAU	1-3, 8,15	
Analysis of Alternatives (CLM101)	DAU	1-4, 6, 8, 10, 12, 13	
Acquisition Logistics Fundamentals (LOG101)	DAU	1-3,15	Pre-requisite is DAU ACQ101
Fundamentals of Test and Evaluation (TST102)	DAU	1-3, 7, 8,10	Pre-requisite is DAU ACQ101
Intermediate Systems Acquisition, Part A (ACQ201a)	DAU	1-3,15	
Priority Three (Career Enhancement)	**Source**	**Functional Competencies**	**Notes**
Department of the Army Operations Research Systems Analysis Familiarization Course	ALU	1-3, 8	

Management Development Seminar: Leading Organizations	FEI	1-15	
Seminar for New Managers	FEI	1-15	
Intermediate Leader Education Common Core	CGSC	1-15	
Competitive Training	Source	Competencies	Notes
Defense Leadership and Management Program	CPMS	1-15	
Advanced Force Management Course	AFMS	1-15	
Civilian Intermediate Course	AMSC	1-3	IMI and resident portions are required for supervisors and managers within one year of placement
Civilian Advanced Course	AMSC	1-15	IMI and resident portions are required for supervisors and managers within one year of placement

GS-301-CD FUNCTIONAL MASTER TRAINING PLAN GS-14/15

Recommended Education	Typical Key Assignments
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.	Deputy Division Chiefs, Division Chiefs, Directors or Deputy Directors

Priority One (Mandatory)	Source	Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Army Force Management Course, Advanced	AFMC	1-15	
Core Concepts for Requirements Management Practicum (RQM 310)	DAU	1-5, 9, 13	Prerequisites: CLM 041 and RQM 110
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Executive Leadership Workshop	FEI	1-15	
Executive Leadership and Management Courses	Varies	1-15	
Executive Development Seminar: Leading Change	FEI	1-15	
Leadership at the Peak Course	CCL	1-15	
Competitive Training	**Source**	**Competencies**	**Notes**
Army Congressional Fellowship Program	ACFP	1-15	
Senior Service College Course	SSC	1-15	
Defense Leadership and	CPMS	1-15	

APPENDIX R - GS-301 DOCTRINE DEVELOPMENTS FUNCTIONAL COMPETENCIES

APPENDIX R

GS-301 DOCTRINE DEVELOPER FUNCTIONAL COMPETENCIES GS-11/12

No.	Functional Competency
1.	Develop U.S. Army doctrine. • Assess Army doctrine • Plan Army doctrine • Conduct research for the development, staffing, and adjudication of comments on Army doctrine • Obtain approval of Army doctrine • Determine types of media and methods of distribution for Army doctrine • Review Army doctrine for currency, recommending/initiating appropriate changes • Incorporate formatting, punctuation, and writing style of Army doctrine in drafts field manuals • Ensure that the Army doctrine hierarchy is followed • Support the management and sustainment of Army doctrine • Use the automation and merging technology to support and develop Army doctrine
2.	Develop U.S. joint doctrine. • Support the initiation stage of joint doctrine • Conduct writing, staffing, and adjudication of draft joint doctrine in the development stage • Support the approval stage of joint doctrine • Support the maintenance stage of joint doctrine • Ensure that the joint doctrine hierarchy is followed
3.	Develop multi-service publications • Support the assessment, research, and justification stage for development of new/revised multi-service publications • Provide comments to support the justification to initiate the development of a multi-service publication • Participate in joint working groups to write a multi-service publications • Provide comments on the draft multi-service publication during the worldwide review process • Provide proponent recommendations for supporting Army approval/disapproval of a multi-service publication • Determine where multi-service publications fit in the Army doctrine hierarchy

4.	Develop Allied joint doctrine. • Support the environment in which an Allied Joint Publication (AJP) is initiated • Participate in the Allied Working Group to formulate a draft AJP • Ratify a draft AJP • Support the review process to provide user feedback on an approved AJP • Ensure that the AJP doctrine hierarchy is followed
5.	Support the Joint Capabilities and Integration Development System process.
6.	Adhere to the System Approach to Training process as it applies to doctrine development.

GS-301 DOCTRINE DEVELOPER FUNCTIONAL COMPETENCIES GS-13/14

No.	Functional Competency
1.	Supervise the development of U.S. Army doctrine. • Supervise: ▪ Assessment of Army doctrine ▪ Planning of Army doctrine ▪ Research for the development, staffing, and adjudication of comments on Army doctrine ▪ Obtaining approval of Army doctrine ▪ Determining type of media and methods of distribution for Army doctrine ▪ Implementation, evaluation, and recommend updating or rescission of Army doctrine that is obsolete ▪ Formatting, punctuation, and writing style of Army doctrine in drafts field manuals ▪ Management and sustainment of Army doctrine • Manage the Army doctrine hierarchy • Manage the activities for automation and merging technology used to support and develop Army doctrine
2.	Supervise the development of U.S. joint doctrine. • Observe the initiation stage of joint doctrine • Supervise the development stage for writing, staffing, and adjudication of draft joint doctrine • Monitor the approval stage of joint doctrine • Monitor the maintenance stage of joint doctrine • Verify the joint doctrine hierarchy is followed
3.	pervise the development of multi-service publications. • Monitor the assessment, research, and justification stage for development of new/revised multi-service publications • Approve comments to support the justification to initiate the development of a multi-service publication • Provide knowledgeable staff to participate in the joint working groups that write a multi-service publication • Direct the review of comments on the draft multi-service publication during the worldwide review process • Approve: ▪ Comments on the draft multi-service publication during the worldwide review process ▪ Proponent recommendations for supporting Army approval/disapproval of a multi-service publication • Recommend where multi-service publications fit in the Army doctrine hierarchy

4.	Supervise the development of Allied joint doctrine. • Verify: ▪ Environment in which a Allied joint publication (AJP) is initiated ▪ Process and assign knowledgeable staff to participate in the Allied Working Group used to formulate a draft AJP ▪ Process used to ratify a draft AJP ▪ Process used to obtain user feedback on an approved AJP • Ensure that the AJP doctrine hierarchy is followed
5.	Supervise the doctrine portion of the Joint Capabilities and Integration Development System process.
6.	Supervise the System Approach to Training process as it applies to doctrine development.

GS-301 DOCTRINE DEVELOPER FUNCTIONAL COMPETENCIES GS-15

No.	Functional Competency
1.	Direct the development of U.S. Army doctrine. • Direct: ▪ Assessment of Army doctrine ▪ Planning of Army doctrine ▪ Research of the development, staffing, and adjudication of comments on Army doctrine ▪ Obtaining approval of Army doctrine ▪ Determining type of media and methods of distribution for Army doctrine ▪ Implementation, evaluation, and recommend updating or rescission of Army doctrine that is obsolete ▪ Formatting, punctuation, and writing style of Army doctrine in drafts field manuals ▪ Management and sustainment of Army doctrine • Manage the Army doctrine hierarchy • Manage the activities for automation and merging technology used to support and develop Army doctrine
2.	Direct the development of U.S. joint doctrine. • Direct: ▪ Supporting the initiation of joint doctrine development ▪ Writing, staffing, and adjudication of draft joint doctrine ▪ Supporting the approval stage of joint doctrine ▪ Supporting the maintenance stage of joint doctrine ▪ Adherence to joint doctrine hierarchy
3.	Direct the development of multi-service publications. • Direct proponents to monitor the assessment, research, and justification stage for development of new/revised multi-service publications • Approve: ▪ Comments to support the justification to initiate the development of a multi-service publication ▪ Comments on the draft multi-service publication during the worldwide review process ▪ Proponent recommendations for supporting Army approval/disapproval of a multi-service publication • Recommend where multi-service publications fit in the Army doctrine hierarchy • Direct: ▪ Knowledgeable staff to participate in the joint working groups that writes a multi-service publication ▪ Review of draft multi-service publication during the worldwide review process

4.	Direct the development of Allied joint doctrine.
	• Verify the environment in which a Allied Joint Publication (AJP) is initiated
	• Direct:
	  ▪ Knowledgeable staff to participate in the Allied Working Group used to formulate a draft AJP
	  ▪ Process to ratify a draft AJP
	  ▪ Process to provide user feedback on an approved AJP
	• Adherence to the AJP doctrine hierarchy

5.	Direct the doctrine portion of the Joint Capabilities and Integration Development System process.
6.	Direct the System Approach to Training process as it applies to doctrine development.

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

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

The MTP identifies the following:

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

APPENDIX S

GS-301-DD FUNCTIONAL MASTER TRAINING PLAN GS-11/12

Recommended Education	Typical/Key Assignments
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.)	Doctrine Developments Analyst

Priority One (Mandatory)	Source	Functional Competencies	Notes
Foundation Course	AMSC	1-6	Mandatory for all new employees
Supervisor Development Course	ATMC	1	ACCP in Reimer Digital Library Mandatory for first time supervisors
Doctrine Developers Course	ALU	1-4	
Doctrine Networked Education and Training Courses	DOCNET	2, 3	
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Capability Development Course	ALU	5	CES Foundation Course (dL) required prior to taking CTDDIC
Joint Training Course	JFSC	2-4	
Captains Career Course	TRADOC Schools	1, 2, 4	Selected modules
Simulations Overview	USAIS	1	Coordinate enrollment with local Staff and Faculty
Contracting Officer's Representative Course	ALU	1-4	

Systems Approach to Training Basic Course	ATSC or local Staff and Faculty	6	www.atsc.army.mil/itsd/index.asp (under Staff & Faculty)
Training Analysis Course	Under development	6	IMI portion available to all at any time for self-development
Joint, Interagency, and Multinational Planner's Course	JFSC	2-4	
Action Officer Force Integration Course	AFMS	1-6	
MANPRINT Action Officers Course	ALU	1-6	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Civilian Basic Course	AMSC	1-6	IMI portion available to all at any time for self-development
Civilian Intermediate Course	AMSC	1-6	IMI portion available to all at any time for self-development
Computers in Research & Design Course	Varies	1-4	
Competitive Training	**Source**	**Competencies**	**Notes**
Civilian Basic Course	AMSC	1-6	IMI and resident portions are required for supervisors and managers within one year of placement
Civilian Intermediate Course	AMSC	1-6	IMI and resident portions are required for supervisors and managers within one year of placement
Training Developers Middle Managers' Course	HQ, TRADOC	6	Supervisors and managers only
Basic Force Management Course	AFMS	1-6	

GS-301-DD FUNCTIONAL MASTER TRAINING PLAN GS-13/14

Recommended Education	Typical/Key Assignments
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.)	Deputy Director, Branch Chief, System Manager and Program Integration Officer

Priority One (Mandatory)	Source	Competencies	Notes
Manager Development Course	AMSC	1-6	ACCP in Reimer Digital Library
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Joint Planning Orientation Course	JFSC	2-4	
Contracting Officer's Representative	ALU	1-4	
Training Administration Course	Under development	6	IMI portion available to all at any time for self-development
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Civilian Advanced Course	AMSC	1-6	IMI portion available to all at any time for self-development
Joint and Combined Warfighter School	JFSC	2-4	
Doctrine Networked Education and Training Courses	DOCNET	2	
Joint, Interagency, and Multinational Planner's Course	JFSC	4	
Doctrine Developers Course	ALU	3	

Management Development Seminar: Leading Organizations	FEI	1-6	
Seminar for New Managers	FEI	1-6	
Competitive Training	**Source**	**Competencies**	**Notes**
Advanced Force Management Course	AFMS	5	
Army/Joint Staff Officer Orientation Course	AFMS	1-4	
Senior Training Managers' Course	HQ, TRADOC	1-6	Directors and Division Chiefs only
Civilian Advanced Course	AMSC	1-6	IMI and resident portions are required for supervisors and managers within one year of placement
Defense Leadership and Management Program	CPMS	1-6	

GS-301-DD FUNCTIONAL MASTER TRAINING PLAN GS-15

Recommended Education	Typical/Key Assignments
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.)	Director of Doctrine or Doctrine and Training

Priority One (Mandatory)	Source	Functional Competencies	Notes
None			
Priority Two (Essential if funding is available)	**Source**	**Competencies**	**Notes**
Executive Leadership Development Course	FEI	1-6	
Continuing Education for Senior Leaders	AMSC	1-6	
Army War College (AWC)	SSC	1-6	
Priority Three (Career Enhancement)	**Source**	**Competencies**	**Notes**
Executive Leadership and Management Courses	Varies	1-6	
Executive Development Seminar: Leading Change	FEI	1-6	
Leadership at the Peak Course	CCL	1-6	
Competitive Training	**Source**	**Competencies**	**Notes**
Senior Service College Course	SSC	1-6	
Army Congressional Fellowship Program	ACFP	1-6	
Defense Leadership and Management Program	CPMS	1-6	

Advanced Force Management Course	AFMS	5	

APPENDIX T - TRAINING SOURCES

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

APPENDIX T
TRAINING SOURCES

Links for further information on the courses referenced in the Functional and Common Core Master Training Plans

TRAINING & EDUCATION LINKS – SPECIFIC

For courses listed in the Master Training Plans indicating a specific source

ACFP	• **Army Congressional Fellowship Program** The Army Congressional Fellowship Program is designed to provide congressional training to top Army officers and civilians. URL: http://cpol.army.mil/library/train/catalog/acfp.html
AFMS	• **Army Force Management School** The Army Force Management School is the Army's central educational institution for preparing senior analysts and leaders for assignment in the Force Management community worldwide. URL: http://afms1.belvoir.army.mil/
ALU	• **Army Logistics University** Provides training, education, consulting, research and selected information services in acquisition, logistics, management science, environmental management and related subjects to the United States Army, Department of Defense and to other eligible organizations. URL: http://www.almc.army.mil/
AMSC	• **Army Management Staff College** Educates and prepares Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. URL: http://www.amsc.belvoir.army.mil/
ATSC	• **Army Training Support Center** ATSC manages plans, integrates, implements, and sustains specific Training Support System (TSS) programs, products, services, and facilities that support training across all training domains, TRADOC's core missions, and the Army. URL: http://www.atsc.army.mil/itsd/s&fhomepage.asp • **Army Correspondence Course Program** The formal nonresident extension of the United States Army Training and Doctrine Command (TRADOC) service schools' curriculum. URL: http://www.atsc.army.mil/accp/aipdnew.asp

	• **ASAT Training** URL: http://www.asat.army.mil/
CCL	• **Center for Creative Leadership** Nonprofit educational institution that serves as an international resource for increasing the leadership capabilities of individuals and organizations from across the public, private and nonprofit sectors. URL: http://www.ccl.org/programs/
CGSC	• **Command and General Staff College** The US Army Command & General Staff School educates and trains intermediate level Army Officers, International Officers, Sister Service Officers, and Interagency leaders prepared to operate in full spectrum Army, joint, interagency, and multinational operations as field grade commanders and staff officers. URL: https://cgsc2.leavenworth.army.mil/login/login.asp **Intern Leadership Development Course** URL: http://cgsc.leavenworth.army.mil/cltd/CLTD_courses/
CPMS	• **Civilian Personnel Management Service** CPMS offers DLAMP, a Department-wide program for growing future DoD civilian leaders through "joint" civilian training, education and development. URL: http://www.cpms.osd.mil/jldd/dlamp_index.aspx
CPOL	• **Army Civilian Personnel** Army Civilian Training and Education (ACTEDS) - listed at the CPOL website. This website also has a link to the Northeast Region CPOC, our servicing CPOC and lists training course offerings from our servicing CPOC. URL: http://cpol.army.mil/library/train/catalog/ **SES Development Page** URL: http://cpol.army.mil/library/ses/dev_prog/
DISAM	• **Defense Institute of Security Assistance Management** Provides professional education, research, and support to advance U.S. foreign policy through Security Assistance and Cooperation. URL: http://disam.osd.mil/
DOCNET	• **Doctrine Networked Education and Training** Doctrine Networked Education and Training (DOCNET) courses are a series of online multimedia presentations of key Joint Doctrine information. URL: http://www.dtic.mil/doctrine/docnet

FEI	• **Federal Executive Institute** Dedicated to developing career leaders for the Federal Government. URL: http://www.leadership.opm.gov/
FranklinCovey	• **FranklinCovey** FranklinCovey provides effectiveness training, productivity tools, and assessment services for organizations, teams, and individuals. URL: http://www.franklincovey.com/fc/training_and_consulting
HQDA EO	• **Department of the Army Equal Opportunity** The Equal Opportunity program formulates, directs, and sustains a comprehensive effort to maximize human potential to ensure fair treatment for military personnel, family members, and DA civilians. URL: http://www.armyg1.army.mil/eo/training.asp
HQ TRADOC	• **Quality Assurance Evaluator Course** (requires AKO account) URL: https://tradocsecapps.army.mil/events/qao/index.htm • **Senior Training Managers' Course/Training Developer Middle Managers' Course** URL: http://www.tradoc.army.mil/dcsopst/tdadd/tdsmd/staffmgmt.htm • **Combat Developments Executive Course** (ARCIC site under development) • **Senior Leader Development Program** URL: http://www.tradoc.army.mil/dcspil/cpd/cld.htm • **TRADOC Schools** URL: http://www.tradoc.army.mil/schools.htm
HRD	• **Department of Defense Human Resources Directorate** HRD employees work in 10 different divisions serving the human resource, personnel security, and equal employment opportunity needs of civilian, military, executive, and political personnel. URL: http://hrd.whs.mil/page.cfm?info=127
JFSC	• **Joint Forces Staff College** Provides students the tools to operate in a joint environment. URL: http://www.jfsc.ndu.edu/
NSS	• **National Securities Studies** The premier professional development and training program for the senior civilian and military leadership of the Defense Department. URL: http://www.maxwell.syr.edu/nss/index.htm

OPM	• **Office of Personnel Management** The Federal Government's Human Resources Agency. URL: http://www.leadership.opm.gov/index.cfm **SES Briefing for New Executives** URL: http://www.opm.gov/ses/orientation.asp
SSC	• **Army War College** Prepares senior military officers and civilians for strategic-leadership responsibilities through either resident or distance learning enrollment. URL: http://www.carlisle.army.mil/ • **National War College** Prepares future leaders of the Armed Forces and federal officials for high-level policy, command, and staff responsibilities through a senior-level course of study in national security strategy. URL: http://www.ndu.edu/nwc/index.htm • **Industrial College of the Armed Forces** The Industrial College of the Armed Forces mission is to prepare selected military and civilians for strategic leadership and success in developing our national security strategy and in evaluating, marshalling, and managing resources in the execution of that strategy. URL: http://www.ndu.edu/icaf/ • **Joint and Senior Service Schools** Provides a link to various Joint and Senior Service Schools URL: https://jdeis.js.mil/jdeis/welcome_info/jschools.htm
USAFSOC	• **U.S. Air Force Special Operations Command** Cross-Cultural Communications course is designed to improve the communication and problem-solving skills of DoD personnel engaged in training, administration, or negotiation with foreign military personnel. URL: http://www2.afsoc.af.mil/library/factsheets/factsheet.asp?id=220
USAIS	• **U.S. Army Infantry School – Simulations Overview** Coordination through Local Staff & Faculty. URL: https://www.infantry.army.mil/QASFD/content/other_trng.htm

TRAINING & EDUCATION LINKS – VARIES

For courses listed in the Master Training Plans the content of which can be accessed through a variety of sources

- **ASTD Certification Institute**
  Offers a broad based certification program for learning and performance professionals. It is based on the areas of expertise outlined in the ASTD Competency Model.

  URL: http://www.astd.org/astd/cplp/overview.htm

- **Army e-Learning**
  No cost to individuals or organizations. . . Course completion certificates. . . College credits. . . Preparation for computer certifications. . . Mentoring available. . . 1500 courses available online.

  URL: https://usarmy.skillport.com/rkusarmy/login/usarmylogin.cfm

- **Civilian Personnel Operating Center Management Agency**
  Exercises control over the Army's civilian personnel organizations including delivering training on a regional basis, i.e., training based on special needs or requirements for which regional planning and delivery would be more cost efficient and effective.

  URL: http://www.chra.army.mil/cpocma_home__main.htm

- **Defense Acquisition University**
  Consolidates and integrates education and training for the Defense Acquisition workforce.

  URL: http://www.dau.mil/catalog/default.aspx

- **East Carolina University**
  Offers robust undergraduate and graduate education programs.

  URL: http://www.ecu.edu/cs-acad/aa/SrchCatalog.cfm

- **Federal Acquisition Institute OnLine University**
  Promotes the development of a professional acquisition workforce by providing information, management tools, and training opportunities.

  URL: http://www.faionline.com/kc/login/login.asp?kc_ident=kc0001

- **Graduate School, USDA**
  The Graduate School, USDA is recognized as the premier institution of lifelong learning that provides high-quality training, development and education for organizations and individuals committed to public service.

  URL: http://grad.usda.gov/index.php?option=com_frontpage&Itemid=1

- **Langevin Learning Services**
  Provides training workshops/software....Instructional Systems Design/Course Design....Needs Analysis/Assessment....Instructional Delivery/Facilitation....Training Management/Direction.

  URL: http://207.107.10.214/

- **Learning Communications**
  Provides employee and management training resources and services using the broadest possible array of delivery channels including DVD, video and the latest streaming video and e-Learning technologies. Focus is on single source, blended learning solutions to learning challenges including courseware, consulting and training, on-site workshops, enterprise library solutions, and online assessments.

  URL: http://www.learncom.com/index.do

- **Learning Tree International**
  Information Technology and Management training.

  URL: http://www.learningtree.com/

- **Management Concepts**
  Business and leadership training including a Federal Managers Practicum resulting in certification.

  URL: http://www.managementconcepts.com/

- **National Defense University**
  The National Defense University prepares military and civilian leaders from the U.S. and other countries to address national and international security challenges, through multi-disciplinary educational programs, research, professional exchanges, and outreach.

  URL: http://www.ndu.edu/colleges.cfm

- **National Seminars Group**
  One day, generic in nature, local training at a reasonable cost.

  URL: http://www.nationalseminarstraining.com/

- **Reimer Digital Library (RDL)**
  The single repository of approved Army training and doctrine information.

  URL: http://www.train.army.mil/

- **SkillPath Seminars**
  One day, generic in nature, local training at a reasonable cost.

  URL: http://www.skillpath.com/

- **The U.S. Army Corps of Engineers Professional Development Support Center**

The center provides job-related training through technical, professional, managerial, and leadership courses to meet the unique needs of the Army Corps of Engineers and other government agencies.

URL: http://pdsc.usace.army.mil/Default.aspx

- **University of Phoenix**
  One of the largest accredited private universities in North America; offers an array of certificate and degree programs for both undergraduate and graduate students.

  URL: http://www.phoenixdegrees.com/

- Colleges and Universities

TRAINING & EDUCATION GENERAL INFORMATION

- **Army Civilian Training Catalog**
  Provides ready information to course information for essential training.

  URL: http://cpol.army.mil/library/train/catalog/toc.html

TRAINING & EDUCATION ASSESSMENT

- **Civilian Leader Improvement Battery (CLIMB)**
  The CLIMB is a voluntary assessment designed to measure leadership competencies and identify training suited to individual strengths and weaknesses.
  URL: http://www.123assess.com/climb/home.do

APPENDIX U - INDIVIDUAL DEVELOPMENT PLAN

This appendix contains a copy of the Individual Development Plan which facilitates the accomplishment of the training objectives outlined on the Master Training Plan. There is also a completed sample to assist in completing the form.

A downloadable form is available on the CP-32 Web site which can be completed on-line and printed for signature.

Individual Development Plan (IDP)

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.

1. NAME	2. SSN	3. POSITION TITLE	4. PAY PLAN GS	5. SERIES	6. GRADE

7. ARMY COMMAND, ASCC, DRU	8. INSTALLATION/ AGENCY	9. ORGANIZATION

10. INITIAL IDP ☐ UPDATING IDP ☐	11. PERIOD COVERED to	12. LAST UPDATED

13. TRAINING

13a. PRIORITY	13b. COURSE ID	13c. COURSE TITLE or ON-THE-JOB TRAINING	13d. PROVIDER	13e. TRAINING TYPE	13f. DATE SCHEDULED or PROPOSED	13g. DATE COMPLETED	13h. COST TUITION/TRAVEL
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
							$ /$
						13i. TOTAL	$ /$

14. DEVELOPMENTAL ASSIGNMENTS

14a. PRIORITY	14b. PLANNED ACTIVITY/LOCATION	14c. DATE SCHEDULED or PROPOSED	14d. DATE COMPLETED	14e. COST TUITION/TRAVEL
				$ /$
				$ /$
				$ /$
				$ /$
				$ /$
			14f. TOTAL	$ /$

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

Supervisor Signature, Title, and Date

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

Employee Signature and Date

Types of Training:

- R – Resident
- IMI – Interactive Multimedia Instruction
- SD – Self-Development
- NR –Non-Resident
- B – Blended
- dL – Distance Learning
- OJT – On-the-Job Training

Sample Individual Development Plan (IDP)

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.

1. NAME	2. SSN	3. POSITION TITLE	4. PAY PLAN	5. SERIES	6. GRADE
Franklin Jones	123-45-6789	Training Developer	GS	1750	7

7. Army Command, ASCC, DRU	8. INSTALLATION/ AGENCY	9. ORGANIZATION
TRADOC	Fort Monroe, VA	DCSOPS&T

10. INITIAL IDP ☐ UPDATING IDP ☒	11. PERIOD COVERED	12. LAST UPDATED
	December 06 to June 07	June 06

13. TRAINING

13a. PRIORITY	13b. COURSE ID	13c. COURSE TITLE or ON-THE_JOB TRAINING	13d. PROVIDER	13e. TRAINING TYPE	13f. DATE SCHEDULED or PROPOSED	13g. DATE COMPLETED	13h. COST TUITION/TRAVEL
P1		Combat, Training, and Doctrine Developers Integration Course (CTDDIC)	ALMC	B	01/02/07	2/02/06	$0/$300
P1		Action Officer Development Course	ATSC	dL	02/04/07		$ /$
P1		Instructional Materiel Development	Waived-equivelent course taken at Cambridge University (provide name of college)				$ /$
							$ /$
							$ /$
						13i. TOTAL	$0/$300

14. DEVELOPMENTAL ASSIGNMENTS

14a. PRIORITY	14b. PLANNED ACTIVITY/LOCATION	14c. DATE SCHEDULED or PROPOSED	14d. DATE COMPLETED	14e. COST TUITION/TRAVEL
				$ /$
				$ /$
				$ /$
				$ /$
			14f. TOTAL	$ /$

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

Supervisor Signature, Title, and Date

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

Employee Signature and Date

Types of Training:

- R – Resident
- IMI – Interactive Multimedia Instruction
- SD – Self-Development
- NR –Non-Resident
- B – Blended
- dL – Distance Learning
- OJT – On-the-Job Training

APPENDIX V - ASSOCIATIONS, SOCIETIES, AND ORGANIZATIONS PROVIDING SELF-DEVELOPMENT OPPORTUNITIES

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

APPENDIX V

Associations, Societies, and Organizations Providing Self-Development Opportunities

	Association, Society, or Organization	Web Site
	Armed Forces Communications and Electronics Institute (AFCEA), 4400 Fair Lakes Court, Fairfax, VA 22033-3899, (703) 631-6100, (800) 336-4583	http://www.afcea.org
	Association of the U.S. Army (AUSA), 2425 Wilson Blvd., Arlington, VA 22201-0860, (703) 841-4300, (800) 336-4570	http://www.ausa.org/webpub/DeptHome.nsf/byid/DeptHome.nsfhome
	American Society for Training and Development (ASTD), 1640 King Street, Box 1443, Alexandria, VA 22313, (703) 683-8100	http://www.astd.org/astd
	American Society for Quality (ASQ), 600 North Plankinton Avenue, Milwaukee, WI 53203, (800) 248-1946	http://www.asq.org
	International Military Testing Association	http://www.internationalmta.org
	International Society for Performance Improvement, 1400 Spring Street, Suite 260 Silver Spring, Maryland USA 20910, (301) 587-8570	http://www.ispi.org
	LifeAnswers, Inc. 345 Ayr Hill Avenue NE Vienna, Virginia 22180 (703) 242-9175	http://www.lifeanswers.com/ft.html
	National Training Laboratory Institute, 300 North Lee Street, Suite 300, Alexandria, VA 22314-2630, (703) 548-1500, (800) 777-5227	http://www.ntl.org/
	U.S. Army Armor Association, P.O. Box 607, Fort Knox, KY 40121	http://www.usarmor-assn.org/

	Army Aviation Association of America, 755 Main Street, Suite 4D, Monroe, CT 06468-2830, (203) 268-2450	http://www.quad-a.org/
	U.S. Army Ordnance Corps Association, P.O. Box 377, Aberdeen Proving Grounds, MD, (410) 272-8540	http://www.usaoca.org/
	Association of Quartermasters, P.O. Box 5038, Fort Lee, VA 23801, (804) 734-3082	http://www.associationofquartermasters.com/
	National Defense Transportation Association, 50 South Picket Street, Suite 220 Alexandria, VA 22304-7296 (703) 751-5011	http://www.ndtahq.com/
	U.S. Field Artillery Association, P.O. Box 33027, Bldg 758 McNair Avenue, Fort Sill, OK 73503, (580) 355-4677 Toll-free (866) 355-4677	http://www.usfaa.com/index.html
	National Infantry Association, P.O. Box 2823 Columbus, GA 31902, (706) 323-2560	http://www.infantryassn.com/main.htm
	Air Defense Artillery Association, P.O. Box 33727 Ft. Sill, OK 73503 (831) 261-5800	http://www.firsttofire.com
	Special Forces Association, P.O. Box 41436 Fayetteville, NC 28309-1436 (910) 485-5433	http://www.sfahq.org/
	Military Intelligence Corps Association, P.O. Box 13020 Fort Huachuca, AZ 85670-3020 (520) 538-1004/5	http://www.micorps.org/
	Signal Corps Regimental Association, P.O. Box 7740, Fort Gordon, GA 30905, (706) 364-1755, (800) 389-3500	http://www.signalcorps.org

	Chemical Corps Regimental Association, Ft. Leonard Wood, MO (573) 329-6566	http://www.chemical-corps.org/indexFlash.htm
	Military Police Association	http://www.militarypoliceassn.net/index.php
	Army Engineer Association, P.O. Box 30260, Alexandria VA 22310-8260, (703) 428-7084	http://www.armyengineer.com/
	Adjutants General Association of the United States, 1300 Military Road, Lincoln, NE 68508-1090 (402) 309-7107	http://www.agaus.org/
	U.S. Army Finance Corps Association, P.O. Box 10069, Ft. Jackson, SC 29207	http://www.fincorps.org/
	Judge Advocates Association 720 Seventh Street, NW, 3rd Floor, Washington, DC 20001-3716	http://www.jaa.org/index.htm
	U.S. Army Research Institute for the Behavioral and Social Sciences, 2511 Jefferson Davis Hwy, Arlington, Virginia 22202-3926, (703) 602-8049	http://www.hqda.army.mil/ari/index.shtml
	U.S. Army War College, ATTN: Parameters, 122 Forbes Avenue, Carlisle, PA 17013-5238, (717) 245-4943	http://carlisle-www.army.mil/usawc/Parameters/
	Military Review, U.S. Army Combined Armed Center, 290 Grant Avenue, Building 77, Fort Leavenworth, KS 66027-1254, (913) 684-9327	http://usacac.leavenworth.army.mil/CAC/milreview/index.asp
	World Future Society, 7910 Woodmont Ave, #450 Bethesda, MD 20814, (800) 989-8274	http://www.wfs.org

APPENDIX W - ACRONYMS

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

APPENDIX W
ACRONYM LIST

A

AAR	After Action Review
ACCP	Army Correspondence Course Program
ACDEP	Army Concept Development and Experimentation Program
ACE	American Council on Education
ACFP	Army Congressional Fellowship Program
ACPM	Activity Career Program Manager
ACTD	Advanced Concept Technology Demonstrations
ACTEDS	Army Civilian Training, Education, and Development System
ADCST	Assistant Deputy Chief of Staff for Training
ADDIE	Analysis, Design, Development, Implement, Evaluate
AEP	Affirmative Employment Program/Plan
AFCEA	Armed Forces Communications and Electronic Institute
AFCR	Assistant Functional Chief's Representative
AFMS	Army Force Management School
ARCIC	Army Capabilities Integration Center
ARFORGEN	Army Force Generation
AIMS	Automated Instructional Management System
AIPD	Army Institute for Professional Development
AJP	Allied Joint Publication
ALMC	Army Logistics Management College
ALMS	Army Learning Management System
AMC	Army Materiel Command
AMEDD	Army Medical Department
AMSC	Army Management Staff College
AMT	Army Modernization Training
AOC	Area of Concentration
AR	Army Regulation
ARI	Army Research Institute
ARNG	U.S. Army National Guard
AROC	Army Requirements Oversight Council
ARPRINT	Army Program for Individual Training
ASA M&RA	Assistant Secretary of the Army, Manpower and Reserve Affairs
ASAT	Automated Systems Approach to Training
ASCC	Army Service Component Commands
ASTD	American Society for Training & Development
ASQ	American Society for Quality

ATD	Army Technology Demonstration
ATDLP	Armywide Training and Doctrinal Literature Program
ATIMP	Army Training Information Management Program
ATO	Army Technology Objective
ATSC	Army Training Support Center
ATRRS	Army Training Requirements and Resources System
AUSA	Association of the U.S. Army
AV	Audio-visual
AVPRO	Audio-visual Production Officer
AWC	Army War College

B

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

C

CGSC	Command and General Staff Course
C3	Captains Career Course
CAC	Combined Arms Center
CAD	Course Administrative Data
CAL	Center for Army Leadership
CALL	Center for Army Lessons Learned
CBA	Capabilities Based Assessment
CCL	Center for Creative Leadership
CCP	Concept Capability Plan
CD	Combat Developments
CDD	Capabilities Development Document
CES	Civilian Education System
CETP	Combined Education and Training Plan
CIDS	Capabilities Integration Development System
CMP	Course Management Plan
COCOM	Combatant Command/Commander
CONUSA	Continental United States Armies
CP	Career Program
CPAC	Civilian Personnel Advisory Center
CPD	Capabilities Production Document
CPD	Civilian Personnel Directors

CPM	Career Program Manager
CPMS	Civilian Personnel Management Service
CPOC	Civilian Personnel Operations Center
CPOL	Civilian Personnel Online
CRI	Criterion-Referenced Instruction
CT	Competitive Training
CTC	Combat Training Center
CTA	Collective Task Analysis
CTC	Combat Training Centers
CTDDIC	Combat, Training, and Doctrine Developers Integration Course

D

DA	Department of the Army
DAC	Department of the Army Civilian
DAMO-TR	Training, Exercises, and Military Operations (TEMO) Domain Resource Manager
DASA (CPP)	Deputy Assistant Secretary of the Army (Civilian Personnel Policy)
DAU	Defense Acquisition University
DAVIS	Defense Automated Visual Information System Search
DCR	DOTMLPF Change Recommendation
DCS, G-1	Deputy Chief of Staff, G-1
DCS, G-3/5/7	Deputy Chief of Staff, G-3/5/7
DD	Doctrine Development
DET	Displaced Equipment Training
DISAM	Defense Institute of Security Assistance Management
DITIS	Defense Instructional Technology Information System Search
dL	Distributed Learning
DoD	Department of Defense
DODI	Department of Defense Instruction
DOTMLPF	Doctrine, Organization, Training, Materiel, Leader Development, Personnel, and Facilities
DRU	Direct Reporting Unit
DSAMS	Defense Security Assistance Management System
DTIC	Defense Technical Information Center

E

EEO	Equal Employment Opportunity
ELO	Enabling Learning Objective
EOD	Entrance on Duty

F

FASCLASS	Fully Automated System for Classification
FC	Functional Chief
FCB	Functional Capabilities Board
FCC	Family Child Care
FCR	Functional Chief's Representative
FDIC	Future Development Integration Center
FEI	Federal Executive Institute
FISO	Force Integration Staff Officer
FM	Field Manual
FMS	Foreign Military Sales
FOC	Force Operational Capabilities
FORSCOM	Forces Command (Army)
FSA	Functional Solution Analysis

G

GO	General Officer
GS	Grade Series

H

HHI	Higher Headquarters Issues
HQ	Headquarters
HSI	Human System Integration

I

IAW	In Accordance With
ICD	Initial Capabilities Document
ICDT	Integrated Capabilities Development Teams
ICT	Integrated Concept Team
IDP	Individual Development Plan
IKPT	Instructor and Key Personnel Training
ILS	Integrated Logistics Support
IMA	Installation Management Agency
IMET	International Military Education and Training
IMI	Interactive Multimedia Instruction
IMSO	International Military Student Officer
IPR	In-Process/Progress Reviews
IPT	Integrated Product Team

ISD	Instructional Systems Design/Development
ISS	Instructional Systems Specialist
ITA	Individual Task Analysis
ITP	Individual Training Plan

J

JAG	Judge Advocate General
JCB	Joint Capabilities Board
JCIDS	Joint Capabilities Integration Development System
JCS	Joint Chiefs of Staff
JFSC	Joint Forces Staff College
JIM	Joint Interagency Multinational
JROC	Joint Requirements Oversight Council
JTA	Job Task Analysis

L

LDRSHIP	Displays Loyalty, Duty, Respect, Selfless Service, Honesty, Integrity and Personal Courage (Army values)
LIN	Line Item Number
LMS	Learning Management System
LOS	Logistics-Oriented Schools

M

MA	Master of Arts
MS	Master of Science
MACOM	Major Command
MANPRINT	Manpower and Personnel Integration
MCPM	MACOM Career Program Manager
MDC	Management Development Centers
MDR	Milestone Decision Reviews
MER	Management, Evaluation, and Resource
MIL-PRF	Military Performance Specifications
MILSTDS	Military Standards
MITP	Master Intern Training Plan
MOS	Military Occupational Specialty
MTP	Master Training Plan
MTP	Mission Training Plan
MTT	Mobile Training Team
M&S	Models and Simulations

N

NET	New Equipment Training
NCOES	Noncommissioned Officer Education System
NOT	New Organizational Training
NSN	National Stock Number
NWC	National War College

O

OA	Operational Architecture
ODCSCD	Office of the Deputy Chief of Staff, Combat Developments
OES	Officer Education System
OJT	On-the-Job Training
OPM	Office of Personnel Management
OPSEC	Operations Security
OPTEMPO	Operating Tempo
ORSA	Operations Research/Systems Analysis
OSD	Office of the Secretary of Defense
OSHA	Occupational Safety and Health Administration
OV	Occupational View

P

Pam	Pamphlet
PDL	Permanent Duty Location
PEO	Program Executive Officer
PFTEA	Post Fielding Training Effectiveness Analysis
PI	Performance Improvement
PMO	Program/Project Management Office
POC	Point of Contact
POI	Program of Instruction
POM	Program Objective Memorandum
POSH	Prevention of Sexual Harassment
PPBE	Planning, Programming, Budgeting, and Execution
PWS	Performance Work Statement

Q

QA	Quality Assurance
QAO	Quality Assurance Office

R

RASS	Resource Allocation Selection System
RC	Reserve Component
REG	Regulation
RIA	Requirements Integration and Approval
ROI	Return on Investment

S

S&F	Staff and Faculty
S&T	Science and Technology
SAEDA	Subversion and Espionage Directed Against the U.S. Army
SAT	Systems Approach to Training
SBIR	Small Business Innovation Research
SEEOS	Senior Executive Equal Opportunity Seminar
SEN	Satellite Education Network
SEP	Student Evaluation Plan
SES	Senior Executive Service
SKA	Skills, Knowledge, and Abilities
SMDR	Structure Manning Decision Review
SME	Subject matter expert
SOCOM	Special Operations Command
SOW	Statement of Work
SRS	Strategic Readiness System
SSP	Simulation Support Plan
STP	Soldier Training Publication
STRAC	Standards in Training Commission
STRAP	System Training Plan
SV	Systems View

T

TADSS	Training Aids, Devices, Simulators, and Simulations
TD	Training Development
TDA	Table of Distribution and Allowance
TEA	Training Effectiveness Analysis
TES	Tactical Engagement Simulations
TII	Training Information Infrastructures
TLE	Training, Leader Development and Education
TLO	Terminal Learning Objective

TM	Technical Manual
TNET	Teletraining Network
TOE	Table of Organization and Equipment
TP	TRADOC Pamphlet
TPIO	TRADOC Program Integration Office
TR	TRADOC Regulation
TRADOC	Training and Doctrine Command
TRAS	Training Requirements Analysis System
TREDS-R	TRADOC Educational Data System-Redesign
TSM	TRADOC System Manager
TSP	Training Support Package
TSS	Training Support System (Army)
TTP	Tactics, Techniques, and Procedures
TV	Technical View

U

USACE	U.S. Army Corps of Engineers
USAFSOC	U.S. Air Force Special Operations Command
USAREUR	U.S. Army Europe
USDA	U.S. Department of Agriculture

V

VI/TSC	Visual Information/Training Support Center
VTC	Video Teleconferencing
VTT	Video Teletraining

W

WOES	Warrant Officer Education System

APPENDIX X - REFERENCES

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

APPENDIX X
REFERENCES

General

Organization	Links
U.S. Army	http://www.army.mil
TRADOC	http://www.tradoc.army.mil
Army Medical Department (AMEDD)	http://www.armymedicine.army.mil
U. S. Specials Operations Command (SOCOM)	http://www.socom.mil
Civilian Personnel On-Line	http://www.cpol.army.mil
Army Knowledge Online	https://www.us.army.mil/suite/login/welcome.html
U.S. Army Human Resources Command	https://www.hrc.army.mil/indexflash.asp
Army Education and Training Career Program Recruitment	http://cpol.army.mil/library/permiss/794.html
Sources of Training	http://cpol.army.mil/library/permiss/73.html
Army Library Program	http://www.libraries.army.mil/lib.htm#career
JFCOM's Official JCIDS Training	http://www.jfcom.mil/ (requires WEBGATE account - access through Login)
DOTMLPF Information	http://www.jfcom.mil/ (requires WEBGATE account - access through Login)
The ACTEDS Training Catalog	http://cpol.army.mil/library/train/catalog/toc.html
Office of Personnel Management (OPM) Position Classification Standards	http://www.opm.gov/fedclass/html/gsseries.asp
OPM Qualifications Standards	http://www.opm.gov/qualifications/
Reimer Digital Library	http://www.train.army.mil/
AFMS Primers	http://www.afms1.belvoir.army.mil/courses/indexc.htm (see left menu)

Training

Organization	Links
Automated Systems Approach to Training (ASAT)	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
Army Training Information Management Program	http://www.atsc.army.mil/atimp/
DA Civilian Training	http://www.atsc.army.mil/accp/civilian.htm
Staff & Faculty Distributed Learning	http://www.atsc.army.mil/itsd/S&Fhomepage.asp
Teletraining Network (TNET)	http://www.atsc.army.mil/itsd/vtt/vttmain.asp
Army Correspondence Course Program (ACCP) Catalog	http://www.atsc.army.mil/accp/aipdnew.asp
Joint Readiness Training Center	http://www.jrtc-polk.army.mil
National Training Center	http://www.irwin.army.mil
Joint Multinational Readiness Center	http://www.jmrc.hqjmtc.army.mil/
Army Learning Management System (ALMS)	https://www.lms.army.mil/DLS (requires AKO account)
Space Missile Defense Command/U.S. Army Forces Strategic Command	http://www.smdc.army.mil/FWC/Training/Training.html
Video Teletraining (VTT) (Teletraining Network [TNET] & Satellite Education Network [SEN])	http://www.atsc.army.mil/itsd/vtt/vtthome.asp

Doctrine Developments

Organization	Links
Defense Technical Information Center (DTIC)	http://www.dtic.mil/
Army Doctrine	http://doctrine.army.mil
ARCIC, CDE, JAD	http://www.arcic.army.mil/ (direct link currently not available)
HQ Air Force Doctrine Center (.mil and .gov users only)	https://www.doctrine.af.mil
Air War College Doctrine	http://www.au.af.mil/au/awc/awcgate/awc-forc.htm
Marine Corps Combat Development Command	http://www.mccdc.usmc.mil
Marine Corps Doctrine Division (.mil and .gov users only)	https://www.doctrine.quantico.usmc.mil/
Navy Doctrine	http://www.nwdc.navy.mil/Doctrine
Navy Doctrine Links	http://www.nwdc.navy.mil/Doctrine/DoctrineLinks.aspx
Air Defense Doctrine	http://airdefense.bliss.army.mil/
Air War College – Strategies and Doctrine	http://www.au.af.mil/au/awc/awcgate/awc-doct.htm#army
Adjutant General Doctrine	http://agsssi-www.army.mil/docprop_main_page.htm
Armor Doctrine	http://www.knox.army.mil/center/TDCD/index.htm (requires AKO account)
Army War College	http://carlisle-www.army.mil
Combined Arms Doctrine	http://usacac.army.mil/CAC/CADD/index.asp
Combined Arms Support Doctrine	http://www.cascom.army.mil/odct/index.htm
Center for Army Lessons Learned	http://call.army.mil/
Chaplain Doctrine	http://www.usachcs.army.mil/
Chemical Doctrine	http://www.wood.army.mil/cmdoc

Engineer Doctrine	http://www.wood.army.mil/DDD/
Finance Doctrine	http://www.finance.army.mil
Infantry Doctrine	https://www.benning.army.mil/infantry/toc/school.htm
Intelligence Doctrine	http://www.universityofmilitaryintelligence.us/main.asp
Judge Advocate General (JAG) Doctrine	http://www.jagcnet.army.mil/JAGCNETINTERNET/HOMEPAGES/AC/TJAGSAWEB.NSF/Main?OpenFrameset
Joint Doctrine	http://www.dtic.mil/doctrine
Medical Doctrine	https://acfi.amedd.army.mil/dcdd/main/index1.htm (requires AKO account)
Military Police Doctrine	http://www.wood.army.mil/usamps/default.htm
U.S. Army Peace Keeping and Stability Operations Institute	http://www.carlisle.army.mil/usacsl/divisions/pksoi/default.htm
Signal Doctrine	http://www.gordon.army.mil/doctrine/
U.S. Army Physical Fitness Doctrine	https://www.infantry.army.mil/usapfs/
U.S. Army Forces Command	http://www.forscom.army.mil/
United States Joint Forces Command	http://www.jfcom.mil/
U.S. Army Space and Missile Defense Command (Doctrine)	http://www.smdc.army.mil/FWC/SMDFWC.html
Air Land Sea Application Center	http://www.alsa.mil/
Military Analysis Network	http://www.fas.org/man/index.html
United States Army Publishing Agency	http://www.usapa.army.mil
AR 25-30 The Army Publishing Program	http://www.usapa.army.mil/pdffiles/r25_30.pdf
DA PAM 25-40 Action Officers Guide	http://www.usapa.army.mil/pdffiles/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/regndx.htm

TR 25-30 Preparation, Production, and Processing of Armywide Doctrinal and Training Literature	http://www.tradoc.army.mil/tpubs/regndx.htm

Combat Developments

Organization	Links
TRADOC Army Capabilities Integration Center (ARCIC)	http://www.arcic.army.mil/
School Locations	http://www.tradoc.army.mil/schools.htm
Department of Defense Issuances	http://www.dtic.mil/whs/directives/
Chairman of the Joint Chief of Staff Instruction (CJCSI) Directive Electronic Library	http://www.dtic.mil/cjcs_directives/
Joint Experimentation, Transformation and Concepts Division	http://www.dtic.mil/futurejointwarfare/
Army Publishing Directorate (APD)	http://www.usapa.army.mil
AR 70-1 Army Acquisition Policy	http://www.usapa.army.mil/pdffiles/r70_1.pdf
DA Pam 70-3, Army Acquisition Procedures	http://www.usapa.army.mil/pdffiles/p70_3.pdf
Defense Acquisition Desk Book	http://akss.dau.mil/jsp/default.jsp
TRADOC Reg 71-20, Concept Development, Experimentation, And Requirements Determination	http://www.us.army.mil/suite/doc/5234034 (requires AKO account)