USACHPPM

SCIENTIST AND ENGINEER CAREER DEVELOPMENT GUIDE

Tools of Excellence

USACHPPM
Readiness thru Health
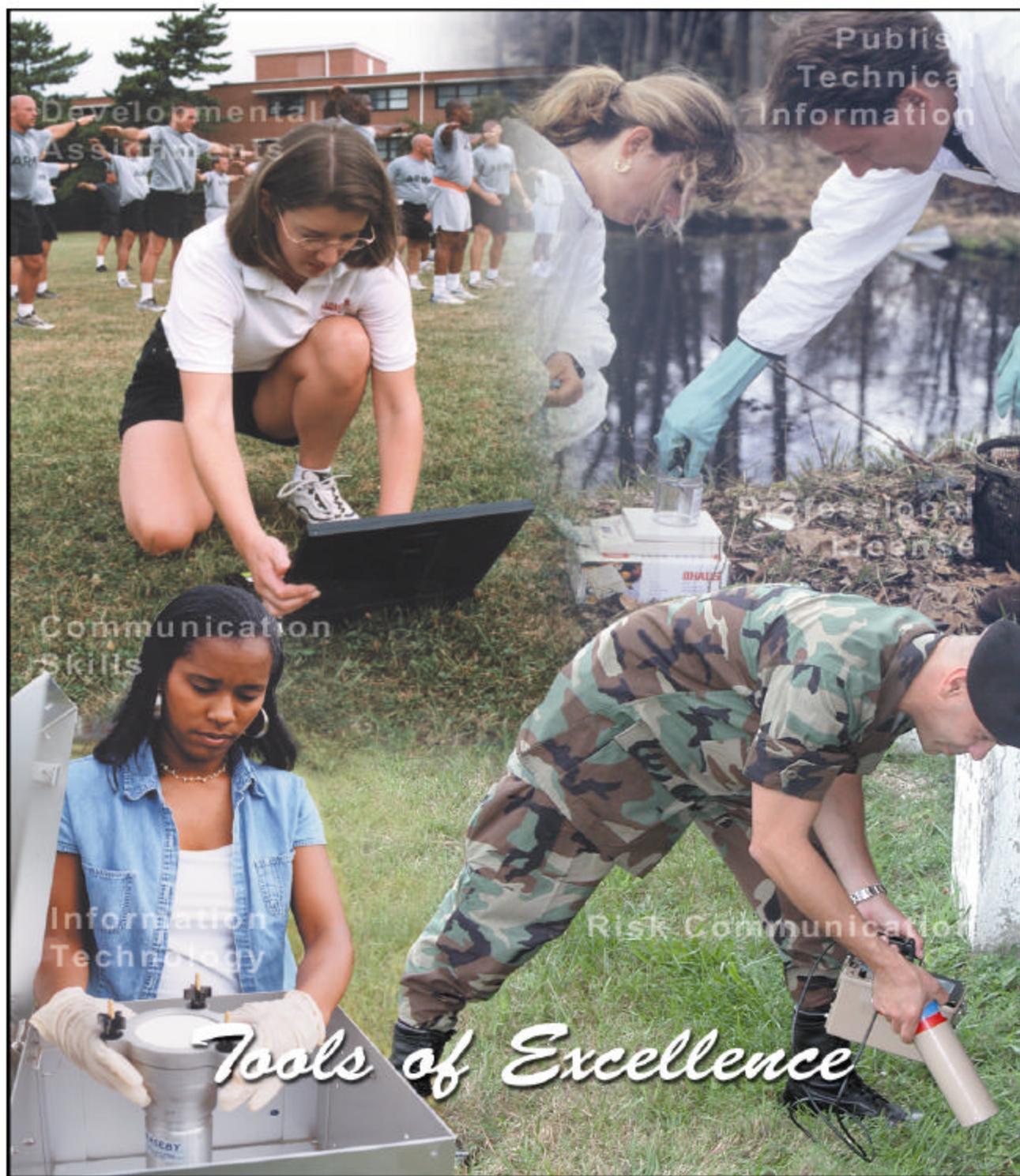
SCIENTISTS AND ENGINEERS
CAREER DEVELOPMENT GUIDE

FOREWORD

The U. S. Army Center for Health Promotion and Preventive Medicine has seen many changes during the years since the first Scientists and Engineers Career Development Guide was published. One thing that has not changed is the purpose for which this guide was first developed. The training of our people has been identified as one of this Center's critical corporate goals. If we are truly the center of health excellence, then leadership development, staff credentialing, and continuing education must be stressed for all employees at every stage of their careers. These efforts should focus on maintaining the Center's high degree of technical specialization, as well as looking beyond currently accepted practice to evolving methodologies and state-of-the-art science that will shape our future. This guide is intended to help us move toward sustaining a well-trained, competent, and professional work force. Please use this guide as a starting point for the training and development of our most valuable resource – our people.

The Center would like to acknowledge and thank LTC Kenneth Wiggans, Drilling Individual Mobilization Augmentee, and Ms. Gail Gibson, Publications Management Division, for their contributions to this document. If you have any questions or comments, please contact me at 5-8717 or e-mail:
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1. Introduction

The Scientists and Engineers Career Development Guide is meant for supervisors and employees alike to help organize individual training, career development, and professional growth. This document is not meant to be a set of standards or a "one size fits all" plan for the many disciplines and specialties of the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) scientists and engineers. Rather, the guidelines presented should serve as a framework for employees to develop personal and professional goals and for supervisors to guide, advise, and assist their employees in achieving these goals. For the convenience of the reader, related publications and key sources of information are listed in Appendix A.

2. Goals

The goals of this guide are as follows—

- To develop individual employees who can competently address current and future technical and leadership areas to sustain USACHPPM as a Center of health excellence.

- To develop individual employees who can reach their fullest potential and competently compete for positions of increasing responsibility.

Success in achieving these goals can be measured by answering "yes" to the following questions—

- Are we developing the necessary subject matter experts in specific technical areas?

- Are we truly developing our managers and leaders in a measured, systematic fashion rather than the best technical personnel coming to work one day and finding themselves supervisors?

- Are we affording our senior people the opportunity to participate in a rotational assignment that broadens their perspective?

- Do our employees seek, and do their supervisors encourage, nationally recognized certification/registration in their technical specialty?

- Do we encourage our people to participate in technical and professional organizations to help set the standards that the Department of Defense (DOD) and Army must meet, to learn from the experiences of their technical peers, and to foster the mutual solution of problems?

- Do we document what works and what doesn't work so that those who come after us will have the benefit of our experience?

- Do we acknowledge the development of our people, who are viewed by our customers and stakeholders as subject matter experts, with incentives to keep them satisfied and loyal to the Center?

3. Army Civilian Training, Education, and Development System (ACTEDS)

The Army Civilian Training, Education, and Development System (ACTEDS) is a requirements-based system that ensures planned development of civilian members of the force through a blending of progressive and sequential work assignments, formal training, and self-development. Individuals should use the ACTEDS to guide them as they progress from entry level to key positions. ACTEDS seeks to assure the systematic development and sustainment of the Army's civilian work force and the development of technically competent and confident civilian leaders so essential to Army readiness.

The Army's goals for ACTEDS are to—

- Provide a holistic approach to civilian leadership development through a planned combination of leadership courses, professional and technical training, progressively more responsible job assignments, and self-development.

- Develop broad gauged, multi-disciplinary civilian executive talent in complex fields such as research and development, engineering and science, industrial hygiene, community health nursing, and occupational health nursing.

- Ensure consistent quality across occupations through planned career development of civilian employees from entry to senior executive levels.

- Ensure technical proficiency at each progression level and offer an opportunity for growth and development of those individuals with high potential for advancement.

ACTEDS plans are developed for career programs (e.g., CP-16 Engineers and Scientists (Non-Construction), CP-18 Engineers and Scientists (Resources and Construction) and career fields (CF-53 Medical)) through a process that uses formal or informal job analysis techniques to identify required knowledge, skills, and abilities. Scientists and engineers should refer to their appropriate ACTEDS before preparing their Individual Development Plan (IDP) or Career Development Master Training Plan (see Sections 4 and 5 for more information).

4. Individual Development Plan (IDP)

The IDP contributes to a systematic approach to career development. It is a key document by which the employee and supervisor identify and track career objectives in the areas of education, training, and experience opportunities. The IDP will be prepared annually to help scientists and engineers—

- Develop a road map to key on-the-job experiences and training.

- Identify opportunities to strengthen their field knowledge, experience, and operations management capability.

- Identify opportunities to strengthen their managerial and leadership skills.

The IDP form, CHPPM Form 413-R-E, is located in Appendix B. You may obtain this form electronically on FormFlow.

5. Career Development Training Guidance

Appendix C provides a sample of a Career Development Training Plan that gives employees an idea of what they might want to consider to enhance their career progression. It is a critical document for employees and their supervisors to use when preparing the IDPs and conducting performance reviews. Scientists and engineers may want to prepare a training plan to help guide their progression through the five career stages following either a technical or management career path—

- Intern

- Associate (Technical/Team Leader)

- Senior (Technical/Supervisor)

- Master (Technical Expert)

- Master (Management Expert)

An employee progresses through the five stages by—

- *Acquiring* knowledge, skills, and abilities from work assignments and training.

- *Applying* the acquired knowledge, skills, and abilities.

The following pages outline the knowledge, skills, and abilities that are expected of USACHPPM scientists and engineers as they progress from the intern to master level.

SCIENTISTS AND ENGINEERS
CAREER STAGES

INTERN

In general, an Intern—

- Is a newly hired college graduate,

- Is a recruit from another Federal Agency hired at a grade level below the full-potential performance level, or

- Is a USACHPPM employee who is changing positions or career fields.

An Intern—

- Works under the supervision and direction of a more senior employee and/or technical mentor.

- Works to acquire experience.

- Accepts supervision and direction.

- Performs detailed and routine work.

- Exercises creativity and initiative under close supervision.

- Learns to perform well under pressure and to accomplish a task on time.

- Acquires an understanding of the DOD, the Army, and USACHPPM and how they interrelate.

Skills

The intern will have the following competencies—

Accuracy.

- Performs detailed work.

- Helps complete projects.

Perspective.

- Develops a broad perspective on how his/her work fits into the overall Center mission.

- Develops perspective through communication with peers, supervisors, and technical mentors.

Discipline.

- Produces quality projects by specified deadlines.

- Avoids starting several projects without finishing previous work.

- Moves toward conducting projects independently.

Communication.

- Develops effective oral and written communication skills.

- Learns to perform in low trust/high concern and/or sensitive communication interactions.

Career Development

An intern should be aware of the following areas of career development—

Orientation.

- Within Center.

- Within directorate.

- Within program.

- Within team (if applicable).

On-the-Job Training.

- Participates in job assignments that emphasize collaboration and communication among peers.

- Participates in rotational assignments within the Center.

Mentoring.

- Provides interns with--

- ♦ One-on-one training.

- ♦ Knowledge of the Center's informal organization.

- ♦ Visibility, peer support, and help from nonprofessionals.

- Selects mentors based on--

  - ♦ Technical competence.

  - ♦ Teaching ability.

  - ♦ Knowledge of the informal system.

  - ♦ Emotional maturity, compatibility, and influence.

  Formal Training.

- Intern Leadership Development Course.

- Technical writing.

- Time management.

- Effective oral communication.

- Computer literacy--

  - ♦ Productivity Software.

  - ♦ E-mail system.

  - ♦ Command Information Management System (e.g., timesheets).

- Basic project-cost accounting.

- Program-specific Government technical courses.

- Program-specific non-Government technical courses.

- University (advanced degree) courses--

  - ♦ Risk Communication.

  - ♦ Effective Briefing Techniques.

- Action Officer Development Course.

Formal Presentation. The intern participates in technical project presentations before a group of peers and the Deputy for Technical Services.

Additional Considerations.

- Rotational assignments.

- Engineer-in-Training, Industrial Hygienist-in-Training certification, or equivalent.

- Membership on Center committees and/or teams.

- Membership in technical organizations.

ASSOCIATE

An Associate—

- Concentrates on one problem or technical area.

- Assumes responsibility for a definable portion of a project or a complete project of limited scope.

- Works independently and produces significant results.

- Develops technical credibility.

- Develops more of his/her own resources to solve problems, relying less on supervisor or mentor for answers.

- Builds in confidence and ability.

Skills

The associate will have the following competencies—

Project Responsibility.

- Assumes full responsibility for entire projects, or major parts thereof.

- Shows technical competence in his/her selected area of expertise.

- Effectively uses oral, written, negotiation, non-verbal communication skills at various levels within the Center and occasionally outside the Center.

- Gains recognition among supervisors, technical mentors, and peers.

Independence.

- Works with less direct supervision than an intern.

- Begins to develop personal contacts, primarily within the Center, and sources of information other than the immediate supervisor.

- Maintains the mentoring relationship established as an intern.

Self-Management.

- Accepts responsibility for routine day-to-day management.

- Manages time successfully.

- Balances the daily work schedule as well as multiple deadlines.

    Credibility.

- Develops technical credibility for his/her work.

- Establishes credibility with his/her supervisor, peers, and others within the Center.

    Communication.

- Improves oral, written, negotiation, non-verbal, and active listening communication skills.

- Interacts at many levels within the Center.

- Develops outside contacts including installation personnel, regulatory officials, personnel from professional and technical organizations and associates, etc.

- Improves performance in low trust/high concern and/or sensitive communication interactions.

Career Development

An associate should be aware of the following areas of career development—

    Projects.

- Allows for the development of an area of expertise.

- Provides an opportunity for matrixing and Center recognition.

    On-the-Job Training. The associate participates in developmental assignments outside the Center.

    Formal Training.

- Risk communication.

- Effective writing.

- Effective briefing techniques, conflict resolution/negotiation skills.

- Program-specific Government technical courses.

- Program-specific non-Government technical courses.

- University (advanced degree) courses.

- State-of-the-art technical conferences/classes.

- Leadership Education and Development Course.

- Supervisory Development Course.

    Formal Presentation.

- Published information papers, technical guides, or equivalent.

- Technical paper or poster session at a technical conference.

    Formal Publications.

- Technical guide, information paper presentation, or equal presentation at the directorate level.

- Article in a peer-review journal.

    Additional Considerations.

- Rotational assignments.

- Professional License, Engineer-in-Training certification, or equivalent.

- Membership on Center committees and/or teams.

- Membership in professional organizations and/or committees.

- Additional Center/directorate/program duties.

SENIOR

A Senior—

- Makes significant technical contributions in his/her area of expertise.

- Begins working in more than one area.

- Attains a greater breadth of technical skills and application of those skills.

- Solves problems of a broader scope beyond the single installation project.

- Stimulates others through ideas and information.

- Develops other employees by--

    - Acting as a leader for a small group.

    - Serving as a mentor to junior professionals.

    - Assuming a formal supervisory or team leader role.

- Deals with outside organizations to benefit others within the Center.

Skills

The senior will have the following competencies—

Mentor.

- Attains sufficient technical and organizational knowledge to effectively develop interns.

- Develops formal or informal mentoring relationships.

Innovator.

- Gains recognition throughout the directorate and Center as a source of technical expertise.

- Leads teams working in his/her area of specialization.

- Positively influences his/her own work and the work of others.

Manager.

- Displays technical knowledge, skills, and abilities.

- Performs as a project manager.

- Assumes responsibility for large and more visible projects.

    Communication.

- Promotes the Center and its services at the DOD, the Army, and other levels.

- Favorably represents the Center to external customers, and provides for future "business."

Career Development

A senior should be aware of the following areas of career development—

    Projects.

- Allows for refinement and expansion of areas of expertise.

- Allows for use of innovation and problem-solving skills.

- Demands contact with outside organizations or involvement with Army/DOD policy.

- Requires responsibility for and control of a subprogram element.

    On-the-Job Training.

- Participates in developmental assignments outside the Center.

- Participates in rotational assignments.

    Formal Training.

- Program-specific Government-technical courses.

- Program-specific non-Government-technical courses.

- University (advanced degree) courses.

- State-of-the-art technical conferences/classes.

- Business management courses.

- Engineering/technical management courses.

- Resource management courses.

- Project management courses.

- Leadership development courses.

Formal Presentation. The senior prepares technical conference presentations.

Formal Publication. The senior prepares technical papers or publications in peer-review journals.

Additional Considerations.

- Long-term civilian training.

- Rotational and developmental assignments.

- Professional or equivalent license or credentials.

- Membership on Center committees and/or teams.

- Membership in professional organizations and/or committees.

- Membership on the Army/DOD task forces.

- Office in professional organizations.

- Attendance at professional meetings/conferences.

- Additional Center/directorate/program/team duties.

- Assignment as the Center's representative for other agencies or Office of The Surgeon General at technical or professional meetings and/or conferences.

MASTER
(Technical Expert)

Based on the Center's Master Consultant Program
(USACHPPM Reg 690-2, May 2001)

A Master Technical Expert—

- Provides direction for the program, directorate, or Center-

    ♦ Highlights opportunities, issues, and challenges in his/her area of expertise.

    ♦ Focuses activities on areas of knowledge, skills, and abilities.

    ♦ Identifies services that should be eliminated or started.

    ♦ Guides the Center in general, technical directions.

- Represents the Center to individuals and groups-

    ♦ At different levels within the Center.

    ♦ Outside the Center (DOD, the Army and others).

- Sponsors promising individuals to test/prepare for key roles within the Center.

Skills

The master (technical expert) will have the following competencies—

Direction.

- Analyzes and interprets actions inside and outside of the Center to directly, or indirectly, control decision-making.

- Identifies strengths and weaknesses in his/her particular area of expertise.

- Helps correct those weaknesses and uses his/her strengths to the Center's advantage.

- Influences policy-making.

Authority. The master technical expert collaborates on important team/program/directorate/Center issues and concerns with the manager.

Representation.

- Demonstrates polished communication skills and uses them inside and outside of the Center.

- Promotes the Center and its services at the DOD, the Army, and other levels.

- Represents the Center favorably to external customers and provides for future "business."

- Develops extensive networks among his/her peers, superiors, customers, and throughout the Center's sphere of influence.

Sponsoring. The master technical expert recognizes potential in other individuals who have proven track records and promotes their professional development by providing opportunities.

Career Development

A master technical expert should be aware of the following areas of career development—

Projects.

- Assigned unique jobs with high visibility that are technically challenging.

- Assigned projects on the cutting edge of technology and/or concern significant DOD or Army policy.

- Represents the Center to all levels in outside organizations.

On-the-Job Training.

- Participates in job assignments that provide significant contact with peer groups and other technical experts.

- Engages in matrixing between programs.

- Participates in developmental assignments outside the Center.

Formal Training.

- Program-specific Government technical courses.

- Program-specific non-Government technical courses.

- University (advanced degree) courses.

- State-of-the-art technical conferences/classes.

- Engineering/technical management courses.

- Executive seminars.

- Science, technology, and public policy courses/conferences.

- Project/program management courses.

Formal Presentation. The master technical expert prepares technical conference presentations.

Formal Publication. The master technical expert prepared technical papers or publications.

Additional Considerations.

- Advanced degrees.

- Long-term civilian training.

- Rotational assignments.

- Representation on policy committees.

- Professional license, certification, or equivalent.

- Lead role on Center committees and/or teams.

- Membership in professional organizations and/or committees.

- Office in professional organizations.

- Attendance at professional meetings/conferences.

- Technical conference presentations.

- Sponsor/cosponsor of technical conferences.

- Technical papers and/or publications.

- Additional Center/directorate/program duties.

MASTER
(Management Expert)

The Master (Management Expert) title is not a formal program as is the Master Consultant, but it describes the attributes of those managers who have reached a high level within the Center through their contributions and expertise.

A Master Management Expert—

- Provides direction for the team/program/directorate/Center in the following areas--

    ♦ Career opportunities and dangers in his/her area of expertise.

    ♦ Hiring actions.

    ♦ Decision-making process (either formally or informally).

    ♦ Employee recognition (particularly team acknowledgements).

    ♦ Utilization of all strengths of employees.

    ♦ Long-range training and development of subordinates.

    ♦ Communication with employees, co-workers, and superiors.

- Acts as a strong teacher and coach.

- Leads by example.

- Sets the standard for high ethical behavior.

- Councils individuals on both the good and poor aspects of their job performance.

- Plans and schedules projects or workload well in advance, and communicates these plans to all appropriate levels of the organization.

- Interfaces frequently with customers at all levels.

- Attends leadership development training to develop and refine knowledge, skills, and abilities. (See Table 1.)

- Develops and refines indicators of performance.

- Maintains data of pertinent performance indicators.

Skills

The master (management expert) will have the following competencies—

Direction. The master management expert analyzes and interprets actions inside and outside of the Center to directly, or indirectly, control decision-making.

Authority.

- Manages resources, accepts and assigns projects, develops personnel, and participates in policy-making.

- Exercises formal and/or informal authority to--

  ♦ Initiate action and influence decisions.

  ♦ Obtain resources and approval.

Representation.

- Demonstrates polished communication skills, and uses them inside and outside the Center.

- Promotes the Center and its services at the DOD, the Army, and other levels.

- Represents the Center favorably to external customers, and provides for future "business."

- Maintains extensive networks among his/her peers, superiors, customers, and throughout the Center's sphere of influence.

Sponsoring.

- Recognizes potential in other employees who have a proven track record, and promotes their professional development by providing opportunities.

Qualities

A master technical expert—

Is results oriented.

- Gets things done and doesn't just talk about it.

- Sets goals.

- Assists in developing strategic planning (long-term).

- Works to meet more immediate or short-term goals.

- Devotes time for the extra effort.

Goes well beyond what is normally expected of a supervisor.

- Develops new ideas and initiatives.

- Is innovative, futuristic, and insightful.

- Prepares for meetings ahead of time.

- Answers inquiries promptly and completely.

- Doesn't "duck" tough questions.

- Ensures formal presentations are accomplished comprehensively and very professionally.

- Routinely walks around the work area, knows what is going on, and is available to answer questions.

Is a people person.

- Is tough but fair.

- Is empathetic.

- Is willing to pitch in to solve problems.

- Is not above getting "hands dirty".

- Knows employees.

- Is a good listener.

Is willing to accept responsibility/accountability.

- Is an independent thinker.

- Gets input but has the courage of his/her convictions.

- Is willing to accept responsibility.

<u>Is willing to spend time and effort in developing subordinates</u>.

- Gives subordinates the credit when things go right.

- Is willing to shoulder the blame when things go wrong.

<u>Takes care of the people</u>.

- Finds ways to obtain training funds.

- Listens to people's problems, as well as their ideas.

- Strives to provide a good work environment.

- Finds innovative ways to reward extraordinary efforts.

- Doesn't wait until someone is leaving to acknowledge his/her good work.

- Is there when people need help (both professionally and personally).

Career Development

A master management expert should be aware of the following areas of career development—

<u>Projects</u>.

- Provides program managers with significant control over all aspects of their individual programs.

- Allows him/her to represent the Center to all levels in outside organizations.

<u>Formal Training</u>.

- Program-specific non-Government-technical courses.

- University (advanced degree) courses.

- State-of-the-art technical conferences/classes.

- Business management courses.

- Management and leadership courses (e.g., Manager Development Course, Command and General Staff College).

- Resource management courses.

- Human resource management courses.

Formal Presentation. The master management expert prepares technical conference presentations.

Formal Publication. The master management expert prepares formal technical papers or publications.

Additional Considerations.

- Advanced degrees.

- Long-term civilian training.

- Rotational and developmental assignments.

- Representation on policy committees.

- Professional license, certification, or equivalent.

- Lead role on Center committees and/or teams.

- Membership in professional organizations and/or committees.

- Officer in professional organizations.

- Attendance at professional meetings and/or conferences.

- Technical conference presentations.

- Sponsor/cosponsor of technical conferences.

- Technical papers and/or publications.

- Additional Center/directorate/program/team duties.

- Advanced risk communication training.

6. Professional Development

Table 1 lists the progressive and sequential leadership training necessary for developing the knowledge, skills, and abilities that are part of the education and development process necessary in pursuing increasing levels of supervisory responsibility and advancement in the management track. See Appendix D for website information on these leadership training courses.

Table 1. Army Leader Development Training

Progressive Development	Civilian	Military	
		Officer	**Enlisted**
Intern	Intern Leadership Development Course* Action Officer Development Course*	Officer Basic Course	Primary Leadership Development Course
Team Leader/High Potential Professional	Supervisory Development Course Leadership Education and Development (LEAD) Course Sustaining Base Leadership and Management Program (AMSC)**		Basic Noncommissioned Officer Course
Supervisor	Leadership Education and Development (LEAD) Course* Supervisory Development Course* Sustaining Base Leadership and Management Program (AMSC)**	Officer Advanced Course Combined Arms & Services Staff School (CAS^3) Pre-Command Course	Advanced Noncommissioned Officer Course
Manager	Manager Development Course* Organizational Leadership for Executives (OLE) Personnel Management for Executives (PME I & II)	Command and General Staff Officer Course	First Sergeants Course
Senior Manager	Senior Service College** Defense Leadership and Management Program (DLAMP)**	Senior Service College	U.S. Army Sergeants Major Course
Senior Executive Service	GO/SES Orientation Training Conference* GO/SES Force Integration Course* Leadership Development Program, CCL* EO Orientation* APEX*	GO/SES Orientation Training Conference GO/SES Force Integration Course Leadership Development Program, CCL	

* Mandatory through classroom instruction and/or
correspondence studies
** Competitive
AMSC – Army Management Staff College

EO – Employment Opportunity
GO – General Officer
SES – Senior Executive Service
CCL – Center for Creative Leadership

APPENDIX A

REFERENCES

1. Department of the Army (DA). *The Army Personnel Proponent System.*
Army Regulation (AR) 600-3, 8 September 1988.

2. Department of the Army (DA). *Total Army Performance Evaluation System.*
Army Regulation 690-400, 16 August 1998.

3. Department of the Army (DA). *Career Management.* Army Regulation 690-950,
8 September 1988.

4. Department of the Army (DA). *U.S. Army Noncommissioned Officer Professional
Development Guide.* DA Pamphlet 600-25, 30 April 1987.

5. Department of the Army (DA). *A Supervisor's Guide to Career Development and
Counseling for Career Program Employees.* DA Pamphlet 690-43, 18 August 1989.

6. Department of the Army (DA). *Mentoring for Civilian Members of the Force.*
DA Pamphlet 690-46, 31 July 1995.

7. U.S. Army Center for Health Promotion and Preventive Medicine. *Master
Consultant Program.* USACHPPM Regulation 690-2, May 2001.

8. Army Civilian Training, Education, and Development System (ACTEDS):

    a. Career Program-12, Safety Management Career Program,
http://www.cpol.army.mil/train/acteds/CP_12/

    b. Career Program-16, Engineers and Scientists (Non-Construction) Civilian
Career Program (Draft).
http://www.dacp16.net/documents/acteds_plan.pdf/

    c. Career Program-18, Engineers and Scientists (Resources and Construction)
(ESRC).
http://www.cpol.army.mil/train/acteds/CP_18/

    d. Career Field-53, Medical Career Fields-
http://www.cpol.army.mil/train/acteds/CF_53/

        (1) Industrial Hygiene, January 1997.

        (2) Medical Records Administration, July 1997.

        (3) Registered Nurse, February 1999.

        (4) Community Health Nurse, February 1999.

(5) Occupational Health Nurse, February 1999.

(6) Pediatric Nurse, February 1999.

(7) Psychiatric Nurse/Nurse Specialist, September 2000.

9. Civilian Personnel Office. http://www.cpol.army.mil/

APPENDIX B

SAMPLE INDIVIDUAL DEVELOPMENT PLAN

CHPPM FORM 413-R-E

INDIVIDUAL DEVELOPMENT PLAN

PRIVACY ACT STATEMENT: Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Personnel Office servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing this information on this form, including your Social Security Number, is voluntary.

Signature of Trainee

Section A - TRAINEE

1. **Name** *(Last, First, Middle Initial)*	2. **Social Security No.**	3. **Period Covered** *(dd mmm yyyy)* TO	4. **Career Field/MOS/SSI**
5. **Position Title/Duty Title**	6. **Pay Plan/Series/Grade/Step/Rank**	7. **Organization Name/Directorate/Program**	

Section B - DEVELOPMENTAL OBJECTIVES AND GOALS (Skills/Performance Enhancement, Career Accomplishments, etc.)

8. **Short-Term Objectives**	Date Completed *(dd/mm/yy)*	9. **Long-Term Goals** *(2-5 Years)*	Date Completed *(dd/mm/yy)*
a.		a.	
b.		b.	
c.		c.	
d.		d.	

Section C - PRIORITY 1* (see back for explanation)

10. **Course Title/Number**	Source	Location	Training Period	Hours	Tuition	Date Completed *(dd/mm/yy)*
a.						
b.						
c.						
d.						

Section D - PRIORITY 2* (see back for explanation)

11. **Course Title/Number**	Source	Location	Training Period	Hours	Tuition	Date Completed *(dd/mm/yy)*
a.						
b.						
c.						
d.						

CHPPM FORM 413-R-E, NOV 2000 (MCHB-CS-IPD)

Section E - PRIORITY 3* (see below for explanation)						
12. Course Title/Number	**Source**	**Location**	**Training Period**	**Hours**	**Tuition**	**Date Completed** *(dd/mm/yy)*
a.						
b.						
c.						
d.						

Section F - APPROVAL/CONCURRENCE/CERTIFICATION

Supervisor/Authorizing Official: I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training within budget constraints. I have counseled the employee for whom this IDP has been prepared.

13. SUPERVISOR/PROGRAM MANAGER/RATER		**14. DIRECTOR/SENIOR RATER**	
a. Type Name *(Last, First, Middle Initial)*	**b. Date**	**a. Type Name** *(Last, First, Middle Initial)*	**b. Date**
c. Signature and Title		**c. Signature and Title**	

15. Trainee: I have been counseled regarding my career goals and training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.	**a. Trainee Signature**	**b. Date**

*Training Priorities: These priorities should be used for all training, to include Army Civilian Training, Education, and Development System (ACTEDS), Universal, and Competitive Development training, as well as occupational and function skill training. Universal training provides standardized knowledge, skills and abilities across an occupational area to all individuals who have similar duties and responsibilities.

Priority 1: Training that is typically a condition of employment, must be successfully completed within a specified time period, and meet one or more of the following criteria: (a) Training is essential for mission accomplishment; (b) Training is mandated by higher authority (e.g., law of Department of Defense) or is required for certification, health or safety reasons; (c) Training is mandated by the Assistant Secretary of the Army (e.g., Manpower and Reserve Affairs) as an ACTEDS leader development core course; (d) Training is essential, functional intern training.

Priority 2: Training must be needed for effective performance and to improve the quality of mission accomplishment. It is recommended that training mandated or specified in an approved training plan for enhancement of performance resulting in the improvement in the quality of mission accomplishment should be completed within a specified time period.

Priority 3: This training, such as on-the-job training, is recommended for all individuals to improve or enhance knowledge, skills and abilities.

APPENDIC C

<u>TABLE 2</u>
<u>SAMPLE CAREER DEVELOPMENT TRAINING PLAN</u>

Career Development Training Plan

Training/Education/ Development	Type	Source	Career Level				
			Intern	Associate	Senior	Master Technical Expert	Master Management Expert
Center/DA orientation	Classroom	Local organization	X				
Work Assignment							
a. Equipment/"tools-of-the-trade" Orientation	OJT	Local organization	X				
b. Cross Function/Rotational Assignments	OJT	Local organization External	X	X	X		
c. Assignment to mentor	OJT	organization	X	X			
d. etc.							
Program Specific Technical							
a. Technical Workshops	Formal classroom	Government, Non-government	X	X	X	X	
b. Occupational Safety and Health	Formal classroom		X	X	X		
c. Contracting Officer's Representative Course	Formal classroom	Non-government		X	X		
d. etc.	Formal classroom						
Program Common							
a. Introduction to Word, Excel, etc.	Formal classroom	Local organization	X				
b. Effective Briefing Techniques	Formal classroom	OPM, DA OPM, DA	X				
c. Effective Writing Skills	Formal classroom		X				
d. etc.	Formal classroom						
Intern Leadership Development Course	Formal classroom	Center for Army Leadership	X				
Action Officer Development Course	Corres.	Army Institute for Professional Development	X				
Project Planning and Control	Formal classroom	School of Engineering & Logistics	X				
Team Building and Team Leadership	Formal classroom	OPM		X	X		
Sustaining Base Leadership and Management Program	Formal classroom	AMSC		X	X	X	
Leadership Potential Seminar	Formal classroom	OPM		X	X		
Supervisory Development Course	Corres.	Government			X	X	
Leadership Education & Development Course	Formal classroom	Center for Army Leadership			X	X	
Developmental Assignments	OJT	DA, MACOM Local organization		X	X	X	X
Manager Development Course	Corres.	Army Institute for Professional Development				X	
Organizational Leadership for Executives	Formal classroom	Center for Army Leadership			X	X	

Career Development Training Plan

Training/Education/ Development	Type	Source	Career Level				
			Intern	Associate	Senior	Master Technical Expert	Master Management Expert

Professional Activities
  a. Certification/License
  b. Active Professional Association
    Membership
  c. Publications
  d. Symposia/Conference Presentation
  e. etc.
	OJT	Local organization		X	X	X	X

Personnel Management for Executives I	Formal classroom	Center for Army Leadership			X	X	
Personnel Management for Executives II	Formal classroom	Center for Army Leadership			X	X	
Advanced Degree	Formal classroom	University/College				X	X
Defense Leadership and Management Program	Formal classroom, OJT	DOD			X	X	X

OPM – Office of Personnel Management
Corres. – Correspondence
OJT – On-the-job training
AMSC – Army Management Staff College
DA – Department of the Army
MACOM – Major Army C ommand
DOD – Department of Defense

APPENDIX D

ARMY LEADERSHIP DEVELOPMENT TRAINING
WEBSITE INFORMATION

Internship Leadership Development Course
http://www-cgsc.army.mil/cal/cltd/cltdfr.htm
http://www-cgsc.army.mil/cal/cltd/ildc.htm

Action Officer Development Course
http://155.217.58.58/cgi-bin/atdl.dll.accp/st7000/top.htm
http://www.cpol.army.mil/train/catalog/ch01aodc.html

Officer Basic Course
http://www.cs.amedd.army.mil/obc/

Primary Leadership Development Course
http://knox-www.army.mil/school/ncoa/pldc.htm

Supervisors Development Course
ST5001: http://155.217.58.58/cgi-bin/atdl.dll/accp/st5001/st5001_top.htm
ST5002: http://155.217.58.58/cgi-bin/atdl.dll/accp.st5002/st5002_top.htm
http://trol.redstone.army.mil/weblink/html/desc_super.html

Leadership Education and Development Course
http://www-cgsc.army.mil/cal/cltd/cltdfr.htm
http://www-cgsc.army.mil/cal/cltd/lead.htm

Sustaining Base Leadership and Management Program
http://www.amsc.belvoir.army.mil
http://www.amsc.belvoir.army.mil/res.htm
http://www.cpol.army.mil/train/catalog/ch01sblm.html

Basic Noncommissioned Officer Course
http://knox-www.army.mil/school/ncoa/ncoa.htm

Officer Advanced Course
http://www.cs.amedd.army.mil/oac/

Combined Arms and Services Staff College
http://www-cgsc.army.mil/cas3/cas3info.htm

Pre-Command Course
http://jackson-www.army.mil/pcc/pcc.htm

*Advanced Noncomissioned Officer Course
http://knox-www.army.mil/school/ncoa/ANCOCPHASE1.htm
http://www-perscom.army.mil/enlist/ancoc1.htm

Manager Development Course
http://www.atsc.army.mil/accp/aipd.htm
https://hosta.atsc.eustis.army.mil/cgi-bin/atdl.dll.accp/st6000/st6000.htm

Organization Leadership for Executives
http://www-cgsc.army.mil/cal/cltd/cltdfr.htm
http://www-cgsc.army.mil/cal/cltd/ole.htm

Personnel Management for Executives I & II
e-mail: registrar@amsc.belvoir.army.mil
http://www.amsc.belvoir.army.mil/amsc_pme.htm
http://www.cpol.army.mil/train/catalog/ch01pme1.html
http://www.cpol.army.mil/train/catalogch01pme2.html

Command and General Staff Officer Course
http://www-cgsc.army.mil/dsa/pubs/cir351-1/contents.htm
http://www-cgsc.army.mil/college.htm

First Sergeants Course
http://usasma.bliss.army.mil/FSC.htm

Defense Leadership and Management Program
http://dlamp.dfas.mil/info.html

Senior Service College Fellowship Program
http://carlisle-www.army.mil/usawc/daa/Pam2000/page43.html

U.S. Army Sergeants Major Course
http://www.amsc.belvoir.army.mil/gsgmc.htm

General Officer/Senior Executive Service Orientation Training Conference
http://www.amsc.belvoir.army.mil/goic.htm
http://www-cpol/army.mil/ses/ses_tcrs.htm

General Officer/Senior Executive Service Force Integration Course
http://www.cpol.army.mil/ses/figoses.htm

Equal Opportunity Seminar for General Officers and Senior Service Members
http://www.cpol.army.mil/ses/eo_semin.htm

Center for Creative Leadership – Leadership Development Program
http://www.ccl.org/
http://www.ccl.org/programs/openenroll/ldp.htm

APEX Orientation Program
http://persec.whs.mil/apex/apexprog.html

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