ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM

COMPTROLLER PLAN

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DEPARTMENT OF THE ARMY
COMPTROLLER PROPONENCY OFFICE

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SECTION I

INTRODUCTION

A. General

The purpose of the Army Civilian Training, Education, and Development System (ACTEDS) is to provide for the systematic training and development of Army career civilians from intern to senior managerial and executive levels. This Comptroller Civilian Career Program (CP 11) ACTEDS Plan outlines sequential and progressive training in the Comptroller functional specialties and in leadership, supervision, and managerial development. It also provides general information and guidance on management of the Comptroller Civilian Career Program, career progression ladders, key positions, and mobility requirements in CP 11.

B. Background

In recent years the Department of the Army has made significant progress in improving its central systems for training, development, and evaluation of civilian career program personnel. At the core of these efforts are two systems – Resumix and the Army Civilian Training, Education, and Development System (ACTEDS). Resumix is the career program evaluation and referral system; ACTEDS provides each career program with a single-source document that outlines progressive and sequential training and development. ACTEDS also provides a basis for determining resource requirements in support of civilian training and development.

Resumix and ACTEDS are competency-based. Both Resumix rating elements and ACTEDS training/development objectives are stated in terms of what the individual must *know* or be *able* to do. These competencies, the knowledges and abilities, are based on the results of a job analysis in which careerists rate and rank the many "tasks" they accomplish in the performance of their duties.

C. Comptroller Civilian Career Program Overview

1. Functional Specialties

   The Comptroller Civilian Career Program (CP 11) covers professional and administrative positions in a variety of financial and resource management related functional specialties. Principally among these are the following (by specialty and principal job series):

   - Multi-Disciplined Financial Analyst 501*
   - Accounting 510
   - Auditing 511

- Operations Research (Cost Analysis) 1515

(*The GS-301, GS-343, GS-501, GS-505, GS-560 series are contained in the emerging Multi-Disciplined Financial Analyst series group designation of GS-501.)

2. Population

There are approximately 10,000 careerists in the Comptroller Civilian Career Program. Of this number, 60% are female, and 40% are male. Their distribution by grade is represented in Figure 1. Approximately 8% of these careerists are also members of the Army Acquisition Corps.

3. Affirmative Action

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

GRADE	POPULATION	PERCENT
BELOW GS-11	1,792	18%
GS-11	2,560	29%
GS-12	2,742	29%
GS-13	1,604	17%
GS-14	547	6%
GS-15	76	1%
TOTAL	9,321	100%

Figure 1 Comptroller Careerist Distribution By Grade

D. Comptroller Civilian Career Program Management Structure

1. Functional Chief/Functional Chief Representative

The senior career program official is the Functional Chief (FC). The FC for the Comptroller Civilian Career Program is the Assistant Secretary of the Army (Financial Management and Comptroller). The FC designates a senior civilian executive to serve as his/her principal advisor; that individual is designated the career program Functional Chief Representative (FCR). Because of the diversity of functions included in the Comptroller Civilian Career Program, the FCR designates a senior civilian in each function to serve as Deputy FCR for that area of specialty.

2. CP 11 Executive Council

The Comptroller Civilian Career Program employs a broad-based management structure to assist and advise the FC and FCR in his/her oversight of the career program. Most prominent in this structure is the CP 11 Executive Council, shown in Figure 2, which is chaired by the FCR. The council meets at least semi-annually. Members are the senior resource management civilians in selected Army commands and HQDA staff elements.

COMPTROLLER CIVILIAN CAREER PROGRAM

CHAIRPERSON: Functional Chief Representative

MEMBERS	
The Auditor General	USAAA
Assistant Deputy Assistant Secretary of the Army, Budget	OASA(FM&C)
Deputy Assistant Secretary of the Army, Financial Operations	OASA(FM&C)
Deputy Assistant Secretary of Army, Resource Analysis & Business Practices	OASA(FM&C)
Deputy for Cost Analysis	OASA(FM&C)
Deputy Director, Program Analysis and Evaluation	HQDA
Deputy Director for Resource Management, Installation Management Agency	HQDA
Director, Resource Management	USACE
Deputy Chief of Staff, Resource Management, G8	AMC
Deputy Chief of Staff, G8	FORSCOM
Deputy Chief of Staff, Resource Management	TRADOC
Deputy Chief of Staff, Resource Management	USAREUR
Deputy Assistant Chief of Staff, Resource Management	EUSA
Assistant Deputy Chief of Staff, Resource Management	USARPAC
Financial Manager	ARNG
Deputy Chief Financial Management Officer	OCAR

Figure 2 CP 11 Executive Council

3. Comptroller Junior Executive Council

The Comptroller Junior Executive Council (CJEC) assists the CP 11 Executive Council and also meets at least semi-annually. The Comptroller Junior Executive Council includes members from:

COMPTROLLER JUNIOR EXECUTIVE COUNCIL
CHAIRPERSON: Chief, Comptroller Proponency Office

MEMBERS	
US Army Audit Agency	USAAA
Eighth US Army	EUSA
US Army, South	USARSO
Army National Guard	ARNG
US Army, Pacific	USARPAC
US Military Academy	USMA
US Army, Europe	USAREUR
US Forces Command	FORSCOM
Network Enterprise Technology Command	NETCOM
Office of the Surgeon General	OTSG
US Army Finance Command	FINCOM
US Army Materiel Command	AMC
US Army Corps of Engineers	USACE
Office of the Chief Army Reserve	OCAR
US Army Medical Command	MEDCOM
Intelligence and Security Command	INSCOM
Army Test and Evaluation Command	ATEC
Headquarters, Department of the Army	HQDA
US Army Military District of Washington	MDW
Military Traffic Management Command	MTMC
US Army Criminal Investigation Command	CIDC
US Army Reserve Personnel Center	ARPERCEN
US Army Space Missile Defense Command	SMDC
US Army Special Operations Command	USASOC
US Army Training and Doctrine Command	TRADOC
US Army Community and Family Support Center	CFSC
US Military Entrance Processing Command	MEPCOM

Figure 3 CP 11 Junior Executive Council

4. Major Army Command and Activity Career Program Managers

   Major Command (MACOM) Career Program Managers (MCPMs) are the Functional Chief's counterparts at MACOM level. They direct the accomplishment of career program functions at activities throughout their commands, and represent the interests of their commands and careerists in providing input and recommendations to the FC/FCR of the career program. Their role is both pivotal and essential to effective career management. The career program management structure is replicated to lower organizational levels, with Activity Career Program Managers (ACPMs) providing support to their local careerists and input to the MCPMs.

5. Supervisors

   Supervisors are the careerists' principal source of information and guidance on the career program and related systems. It is the supervisor's inherent responsibility to guide, direct, and assist careerists in determining potential career progression, patterns, and identifying appropriate training and development opportunities. Supervisors also have the responsibility to assist careerists by establishing developmental assignment opportunities. Supervisors should request assistance from both career program and civilian personnel officials, as appropriate. (See Annex I for more information on career planning.)

E. Mobility

1. Functional Mobility

   Although CP 11 careerists may be able to achieve their career goals within a single specialized area, multi-dimensional and multi-disciplined experience is an essential factor in the career program. CP 11 has long emphasized the importance of multi-disciplinary experience for those wishing to progress to managerial and executive positions. This need for personnel with broad-based experience will increase dramatically as the Army seeks to streamline both the processes and structure associated with resource management.

2. Geographic Mobility

   While CP 11 careerists may be able to achieve their career goals within a limited geographic area, geographic mobility will be an essential factor, especially for those whose objectives are positions at the GS-15 level or in the Senior Executive Service. One or more geographic moves may be necessary to obtain developmental experience in certain Comptroller functional areas or in headquarters staff positions. Supervisors should encourage careerists to be mobile so that skills can be developed at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.

3. Mobility Requirements

   Although there is no formal mobility requirement in the Comptroller Civilian Career Program at this time, such requirements may be implemented in the future for consideration for select positions. Functional and geographical mobility is a factor in evaluating potential post-training utilization of long-term training nominees, especially for the Army Comptrollership Program (ACP) at Syracuse University and the Senior Service Colleges (SSC).

F. Career Evaluation and Planning

Careerists should take the initiative in establishing their personal career goals. They should be assisted by supervisors, career program managers, and mentors in determining how best to achieve those goals. A detailed assessment of individual strengths and areas for improvement is the initial step in developing a training and professional development plan. Annex I of this document contains more specific information on career planning. Tools to assist both the careerist and his/her supervisor in such an assessment include the following:

1. Resumix

   The Department of the Army uses the Resumix system to facilitate job searches for career program positions and generate CP 11 career referral lists for positions at the mandatory career referral levels (GS-12-15). Resumix is the recognized referral system and serves as the Merit Promotion Plan for CP 11. It has the goal of providing selecting supervisors lists of highly qualified candidates for vacancies they need to fill. In order to receive consideration for jobs, financial management careerists must have a resume on file in the Central Resumix database **and** they must apply for specific vacancy announcements. The Army Civilian Resume Builder is the preferred method for preparing a resume and supplemental data sheet for submission to any Army Resumix database. The use of the Army Civilian Resume Builder ensures that the resume is developed in a uniform manner, conforms to the proper format for processing, and is the most efficient way to get a resume into the Central Resumix database. The Army Civilian Resume Builder may be accessed at http://www.cpol.army.mil. If you require assistance registering in Resumix, contact your local Civilian Personnel Operations Center.

2. ACTEDS

   The competencies included within the CP 11 Army Civilian Training, Education, and Development System (ACTEDS) Plan are similar to Resumix rating elements. Employees below the grade levels covered by Resumix and those who are not participating in the evaluation and referral system may use the competency listings to accomplish their own evaluations.

3. APMS XXI

   Effective in 2002, the Army Automated Performance Management Support system (APMS XXI) is the system used to evaluate civilian employee performance. Demonstrated successful performance is an important candidate evaluation criterion for most recruiting officials.

4. Other Rating Systems

   There are several other performance and rating systems in use within the Department of the Army. Some are currently in the test stage and have not been officially implemented. Although not part of the employee's official performance rating, they can provide insight into the careerist's knowledge and abilities. Careerists and supervisors must use the applicable rating system within their respective chain of command and career level.

5. Supervisory Input

   Supervisors are essential to successful career management and planning. Their input in referral, appraisal, and accreditation processes, as well as their concurrent discussions with careerists, provide the most immediate and important source of feedback on performance and functional qualifications. In addition, supervisors are in the best position to assist careerists in evaluating training and development opportunities, establishing realistic career progression goals, and advising careerists on how best to achieve those goals.

G. Army Acquisition & Technology Workforce (A&TWF) – Army Acquisition Corps (AAC)

1. Background

   As a result of the Defense Acquisition Workforce Improvement Act (DAWIA), of 1990, the Department of Defense in 1991 issued Directive 5000.52 on the Defense Acquisition Education, Training, and Career Development Program. The directive established a framework to be used by Military Services and Defense Agencies for enhancing the technical expertise of their Acquisition Workforces, which included both civilian and military members.

a. The A&TWF includes military service members working in jobs and/or assigned in organizations, which have to do, in simplest terms, with buying things for the Army. Acquisition functions and organizations cover the procurement life cycle of research, development, test, evaluation, contracting, contract administration, auditing, and reutilization or disposal. The broad spectrum of acquisition functions is partitioned into Acquisition Career Fields (ACF) (also referred to as Acquisition Position Categories). Of these, ACF Category "K" (Business, Cost Estimating, and Financial Management) most closely aligns with CP 11. Most CP 11 careerists in the A&TWF work in Cost Analysis or in multi-year-appropriation Budget Analysis positions in the field.

b. The AAC is a subset of the A&TWF. It consists of military and civilian workforce members in the most responsible and critical positions of leadership and management. Civilian A&TWF positions at GS-14 and above by definition are in the AAC. Based on the law, the goal of the AAC is to become a world-class corps of dedicated military and civilian acquisition managers capitalizing on the operational experience of Army officers and the technical skills of Army civilians. Again, CP 11 careerists in Cost Analysis and in multi-year-appropriation Budget Analysis positions in the field make up most of the Category "K" slice of the total AAC.

2. A&TWF Certification

A&TWF certification identifies mandatory requirements in education, training, and experience that are needed to meet the requirements of DAWIA. To occupy positions that are identified as "critical acquisition positions," a careerist must have (or obtain within a reasonable time) the appropriate A&TWF certification level in the appropriate Acquisition Career Field. These positions are normally at the GS-14 and GS-15 management levels. Category "K," like the others, is divided into three career levels for purposes of establishing education, training, and experience standards. These career levels are:

- **Level I (Basic Level).** This level is generally for individuals in the grades of GS-05-08/2LT-CPT. Basic level training standards are designed to establish fundamental qualifications and expertise in the individual's job series/functional area or career field. Development at the basic level lays the foundation for career progression and is designed to prepare qualified, motivated personnel for positions of increasing responsibility.

- **Level II (Intermediate Level).** This level is generally for individuals in the grades of GS-09-12/CPT-MAJ. At the beginning of the intermediate level, specialization is emphasized and then later individuals begin to broaden their backgrounds toward a more general overall expertise in their career fields. A lateral movement should follow development of the experience in the individual's primary career field to a related specialty.

- **Level III (Senior Level).** This level is generally for individuals in the grades of GS-13/MAJ and above. By the time an individual reaches Level III, he/she should have completed all mandatory training and education requirements (or equivalents) to that level. He or she should have advanced through a career pattern that has given him/her in-depth knowledge in his/her career field and breadth of knowledge across the entire acquisition process.

These acquisition career levels are unique to the A&TWF and (within it) the AAC. The CP 11 Accreditation Program is separate and distinct from the acquisition certification program. However, most of the required acquisition mandatory training requirements that apply to A&TWF personnel who are also in CP 11 will be fully transferable for credit toward CP 11 Accreditation.

3. Army Acquisition Corps Training and Development for Civilians

Acquisition training requirements are listed in the Defense Acquisition University (DAU) Catalog. Extracts of courses from the catalog pertaining to CP 11 careerists in the A&TWF, as well as courses pertaining to all non-A&TWF CP 11 careerists, are contained in this ACTEDS Plan, at Annexes E, F, and G. More information on AAC/A&TWF is available on the AAC Web site at https://www.perscomonline.army.mil/opfam51/ambmain.htm.

H. Professional Development of Comptroller Personnel

Professional organizations provide numerous education and training opportunities through their workshops, symposia, and institutes and offer excellent opportunities for careerists to receive up-to-date training on current issues. Many of these organizations also have certification programs applicable to CP 11 careerists. Participation in activities of professional organizations and in their training, development and certification programs enhances the professionalism of the comptroller workforce and prepares each careerist to meet present and future challenges. Annex J highlights a number of professional organizations and associations and their various programs.

SECTION II

OBJECTIVES

A. General

The purpose of an ACTEDS plan is to provide the information and guidance necessary to promote systematic training and development of career Army civilians from intern to senior managerial and executive levels. ACTEDS plans are functionally tailored to each career field, systematic and progressive, and combine formal training with developmental assignments.

1. Short-Term Objectives

   The short-term objectives of the CP 11 ACTEDS Plan are as follows:

   - Provide Comptroller careerists and their supervisors with a single-source reference to assist in determining appropriate training and development both to enhance on-the-job performance and to prepare the careerist for progressively more responsible positions.
   - Implement the Multi-Disciplined Financial Analyst Initiative throughout the Army financial management community.
   - Initiate the Army Comptroller Accreditation Program.
   - Assist resource management and civilian personnel representatives in allocating resources for civilian training and development by providing guidance as to the relative importance or applicability of individual Comptroller/Resource Management courses of instruction.
   - Provide careerists with information on the Department of the Army Civilian Leader Development core courses.
   - Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.

2. Long-Term Objectives

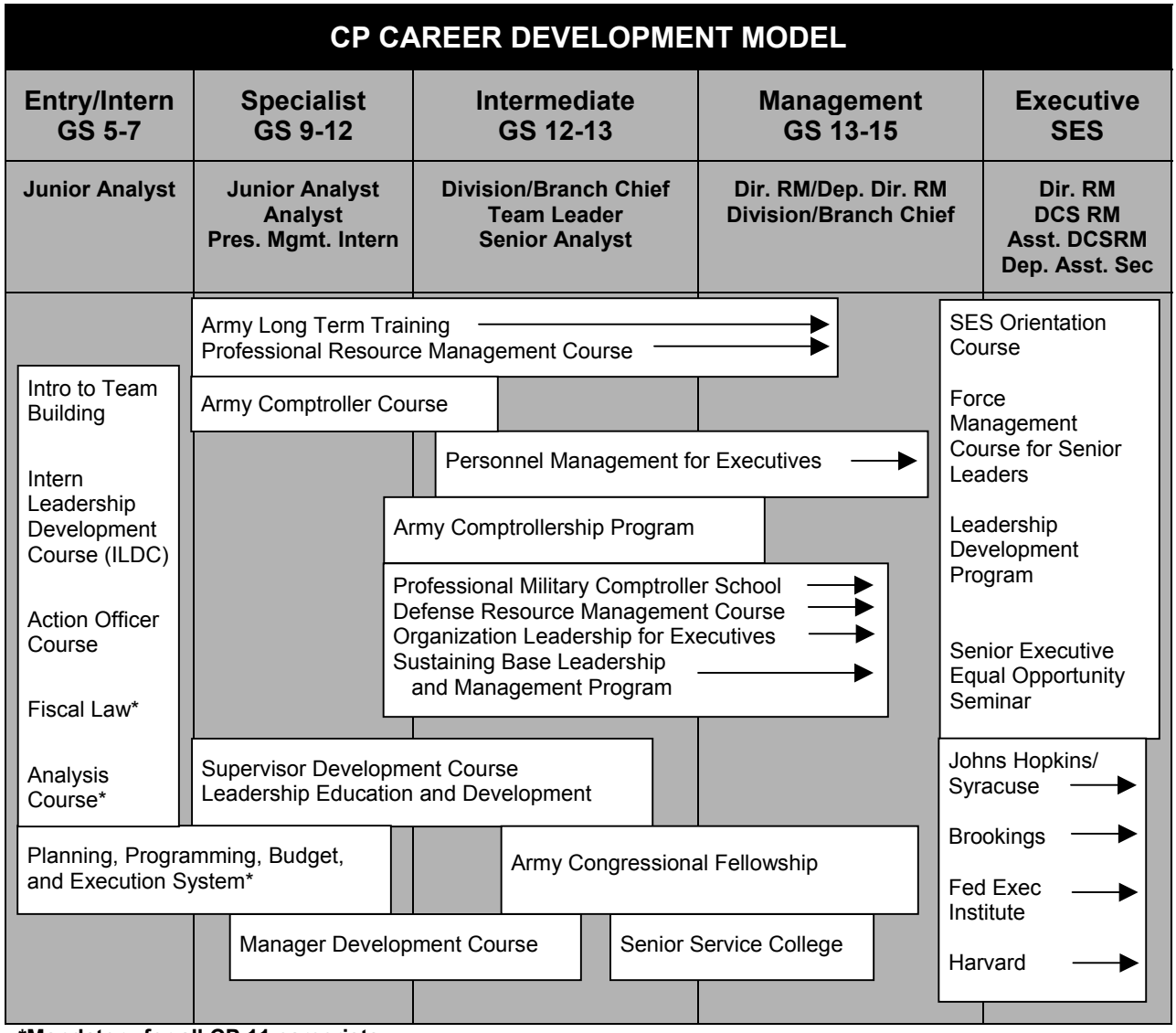
   The CP 11 ACTEDS Plan will be updated periodically to meet the following long-term objectives:

   - Revise, as necessary, information on availability and content of formal courses.

- Expand the master training plans to include more information on developmental assignments, mandatory and recommended courses, and sources of training.
- Field new/revised Master Intern Training Plans (MITPs) for the Comptroller functional specialties, each of which will include a core MITP for the Comptroller Civilian Career Program.
- Provide information on evolving changes in the Comptroller career field, to include the impact on CP 11 of such initiatives as Civilian Personnel Management System XXI (CPMS XXI), Army Transformation, Headquarters Department of Army Realignment, and force structure changes.
- Implement additional mandatory training and/or education requirements in the Comptroller Civilian Career Program and provide information and guidance on CP 11 participation in the Army Acquisition Corps.

B. CP 11 Career Development Model

The CP 11 Career Development Model shown in Figure 4 integrates some training and position assignments recommended at various career points in the life cycle of a CP 11 career. These courses are for illustration purposes only. The intent of the CP 11 program is to expose all careerists to ample formal education, training, professional development, and performance-enhancing job experiences so that all careerists can grow professionally throughout their careers. More details on career development are located in the Master Training Plans, Annex B.



***Mandatory for all CP 11 careerists**

Figure 4 CP 11 Development Model

SECTION III

CAREER LADDER

A. General

Just as in the past, there is no rigidly defined system by which an individual progresses from the entry level, through specialist or intermediate levels, to managerial or executive positions. To a great extent, individual progression depends on demonstrated performance, potential, and both functional and geographical mobility. Additional factors may include availability of formal training programs and supervisory willingness to select and train careerists in developmental assignments.

B. CP 11 Generic Career Ladder

1. A generic CP 11 career ladder is provided at Figure 5. It is applicable to any of the multi-disciplined and specialized series within CP 11. It reflects the general types of positions, from which a careerist may progress from the intern level, including Presidential Management Intern (PMI), to Senior Executive Service (SES). In Figure 5, the terms “analyst” and “team leader” are intended to represent positions at stated grade levels in all Comptroller career field specialties – i.e., to include positions at the same grades and levels of responsibility which use other designations, such as audit manager and budget officer. The intent is to allow for movement between functions and command levels at all grades.

2. Additional terminology used in Figure 5 includes: Major Army Command (MACOM); Major Subordinate Command (MSC); Field Operating Agency (FOA); Director of Resource Management (DRM); Deputy Chief of Staff for Resource Management (DCSRM); Assistant Deputy Chief of Staff for Resource Management (ADCSRM); Deputy Director of Resource Management (DDRM); and the Resource Management Officer (RMO).

3. The generic CP 11 career ladder has been provided to depict the wide variety of potential career progression patterns. The ladder shows the diversity of specialties within CP 11 at various organizational levels. It is important and, in some cases, essential, to move between specialties within the CP 11 career program to enhance opportunities for higher career progression.

4. The Multi-Disciplined Financial Analyst Initiative and the Comptroller Accreditation Program will enable careerists to pursue opportunities across multiple technical financial disciplines. Careerists, who possess knowledge and experience in the Manpower and Force Management field and wish to become

Resource Managers, can achieve this objective through the Multi-Disciplined Financial Analyst Initiative and Accreditation Program. Figure 5 illustrates positions associated with grades that would support career progression within an organizational level.

COMPTROLLER CIVILIAN CAREER PROGRAM
CP 11 GENERIC CAREER LADDER

GRADE	INSTALLATION LEVEL	MACOM/MSC FOA	HQDA/FOA
SES		Comptroller DRM DCSRM/ADCSRM	DASA Deputy DASA Director
15	DRM	DRM DCSRM/ADCSRM Division Chief Team Leader	Director Division Chief
14	DRM/DDRM	DCSRM/ADCSRM Division Chief Branch Chief Team Leader	Division Chief Branch Chief Team Leader
13	DRM/DDRM/RMO Division Chief Branch Chief	Branch Chief Team Leader Senior Analyst	Team Leader Senior Analyst
12	RMO/DDRM Division/Branch Chief Senior Analyst	Team Leader Senior Analyst Analyst	Analyst
11	Branch Chief Analyst PMI	Analyst PMI	Junior Analyst PMI
9	Junior Analyst Intern/PMI	Junior Analyst Intern/PMI	Intern/PMI
5/7	Intern	Intern	Intern

Figure 5 CP 11 Generic Career Ladder

SECTION IV

KEY POSITIONS

A. General

ACTEDS provides the framework for civilian career programs to identify "key positions." These senior positions have significant responsibility for supervision or direction of functions covered by the career program and formulation of career field policy.

B. Key SES Positions in CP 11

1. The Comptroller Civilian Career Program (CP 11) Functional Chief Representative (FCR) supports the concept of key positions and the need for a minimum level of qualifying criteria for fill of such positions. The CP 11 FCR has identified specific positions at the Senior Executive Service (SES) level that are "key."

2. Figure 6 identifies the CP 11 SES key positions at HQDA and its Field Operating Agencies (FOAs). Figure 7 identifies the CP 11 SES key positions at MACOMs and their Major Subordinate Commands (MSC). Individuals whose career goals may include progression to these positions are encouraged to assess their qualifications in terms of competencies, range of experience in functions and/or organizational levels, and levels of education and training.

C. Other Key Positions

1. Positions at the GS-15 level at all organizational levels are key positions, especially positions that are identified as Deputy Chief of Staff for Resource Management (DCSRM), Assistant DCSRM, and Program/Budget Officer.

2. At the Major Command (MACOM) level, GS-15 positions are key positions, especially positions that report directly to the Deputy Chief of Staff for Resource Management (DCSRM).

3. Positions at the GS-15 level at HQDA are key positions, such as Chief, Integration and Evaluation Division, Office of the Deputy Assistant Secretary of the Army for Budget OASA(FM&C); Director of Business Practices, Office of the Deputy Assistant Secretary of the Army for Resource and Analysis and Business Practices, OASA(FM&C); Director of Finance and Accounting Oversight, Office of the Deputy Assistant Secretary of the Army for Financial Operations, OASA(FM&C); and Division Chiefs in the Cost and Economic Analysis Center.

4. At all organizational levels, GS-15 Resource Manager positions are considered key positions.

COMPTROLLER CIVILIAN CAREER PROGRAM

TITLE	LOCATION
Principal Deputy Assistant Secretary of the Army, Financial Management & Comptroller	OASA(FM&C)
Deputy Assistant Secretary of the Army, Financial Operations	OASA(FM&C)
Deputy Assistant Secretary of the Army, Resource Analysis & Business Practices	OASA(FM&C)
Deputy for Cost Analysis	OASA(FM&C)
Assistant Deputy Assistant Secretary of the Army for Budget	OASA(FM&C)
Director of Management & Control	OASA(FM&C)
Director for Business Resources	OASA(FM&C)
Director of Investment	OASA(FM&C)
Deputy Assistant Secretary of the Army, Civil Works Management & Budget	OASA(CW)
Deputy Assistant Secretary of the Army for Plans & Programs	OASA(AL&T)
Assistant Deputy Chief of Staff, G8	G8
Deputy Director for Program Analysis & Evaluation	G8
Deputy Assistant Chief of Staff, Installation Management	OSA
The Auditor General	OSA
Deputy Auditor General for Policy and Operations Management	OSA
Deputy Auditor General for Financial Audits	OSA
Deputy Auditor General for Logistical Audits	OSA
Deputy Auditor General for Acquisition and Force Management Audits	OSA
Director of Logistics Program Analysis	G4

Figure 6 HQDA SES Key Positions

COMPTROLLER CIVILIAN CAREER PROGRAM

TITLE	LOCATION
Deputy Chief of Staff for Resource Management	USACE
Chief, Program Management Division	USACE(CW)
Deputy Chief of Staff, Resource Management, G8	AMC/HQ
Assistant Deputy Chief of Staff, Resource Management	AMC/HQ
Comptroller	AMC/CECOM
Director, Resource Management	AMC/TACOM
Deputy Chief of Staff for Resource Management	USAREUR
Deputy Chief of Staff, G8	FORSCOM
Deputy Chief of Staff for Resource Management	TRADOC

Figure 7 CP 11 MACOM SES Key Positions

SECTION V

MULTI-DISCIPLINED FINANCIAL ANALYST

A. General

Army comptroller careerists of the future must be multi-functional, multi-dimensional, able to analyze situations and recommend solutions, and capable of serving skillfully and confidently as "honest brokers." The Multi-Disciplined Financial Analyst Initiative is a primary focus in the Redesign of Army Financial Management. It embraces a career model architecture of multi-disciplined financial analysts and other, more specialized professionals, all accredited in a broad range of core competencies associated with financial stewardship, financial decision support, and leadership and organizational management.

The initiative encompasses master training plans to develop broad-based financial analysts as well as others in CP 11 education-specific occupations (e.g., GS-510, 511, 1515), from intern through senior executive. All CP 11 careerists will receive formal accreditation in a broad range of multi-disciplined core functions by measuring their credentials against core competencies defined in Army and DoD career documents and the Joint Financial Management Improvement Program. Accreditation determines if one meets minimum mandatory requirements established by the CP 11 career field. Upon accreditation of core competencies, one's baseline professional development level is ascertained, and a careerist (guided by supervisor and mentor) can then design a planned series of career growth events in the categories of formal education, training, professional development, and performance enhancing job experience(s).

B. Core Competencies

The Multi-Disciplined Financial Analyst Initiative has at its core a series of competencies that identify knowledge, skills, and abilities required of the multi-disciplined financial analyst. A competency is "a combination of knowledge, skills, and abilities in a particular discipline which, when acquired, allows a person to perform a task or function at a specifically defined level of proficiency." There are 17 core competencies, aligned in three groups (see Figure 8): Financial Stewardship, Financial Decision Support, and Leadership and Organizational Management. The three groups are "functionally associative," refocusing conventional thinking away from traditional parochial subject areas and away from associated civil service job classifications.

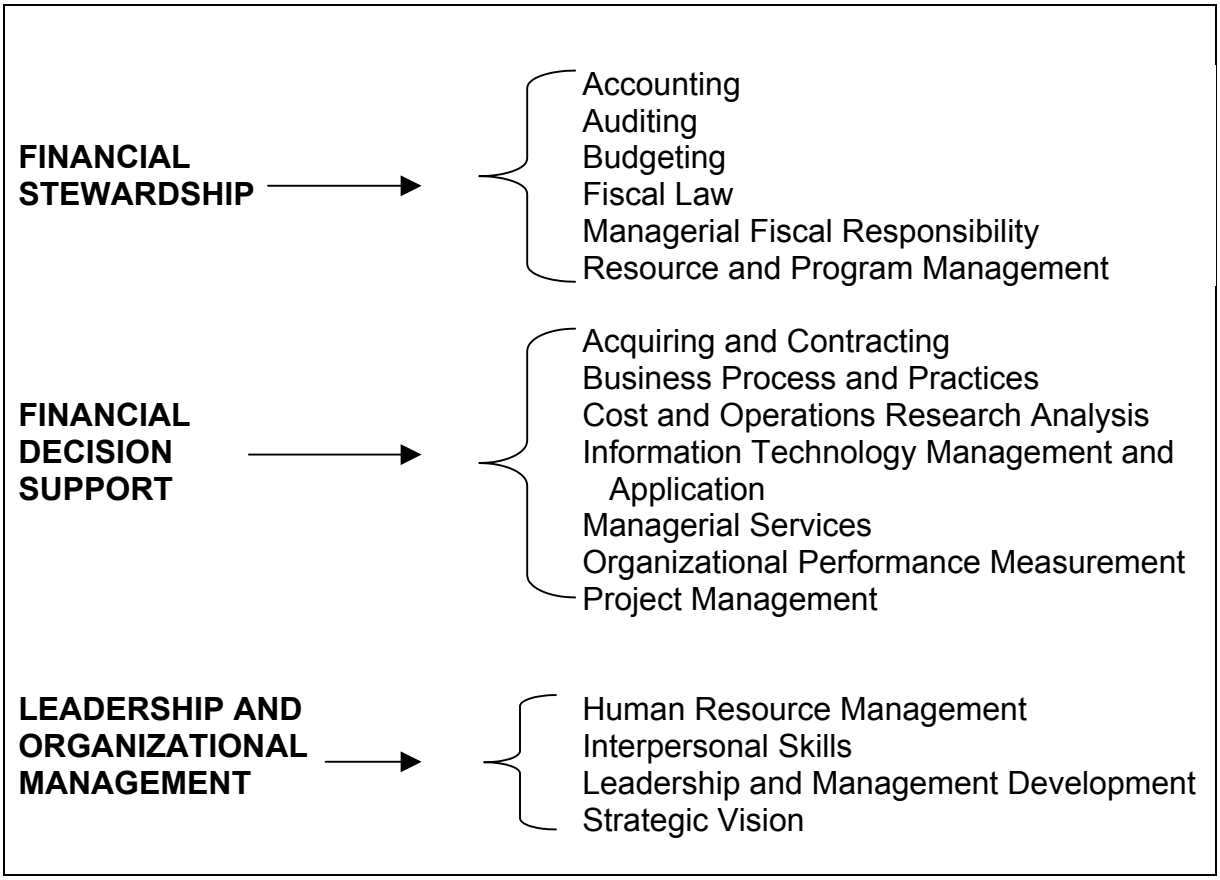


Figure 8 Multi-Disciplined Financial Analyst Core Competencies

C. Career Path Components

Of the Multi-Disciplined Financial Analyst Initiative's five components – Formal Education, Training, Professional Development, Performance Enhancing Job Experience(s), and Accreditation – the first four are interrelated elements of career growth. The fifth component, Accreditation, is a management tool to guide the professional development of Army financial management careerists.

1. Formal Education

   Formal Education's central role is to provide intellectual tools and habits for effective training, competent job performance, and professional growth. It includes more than the accretion of knowledge, the ability to think, and the development of inquisitiveness; it is also value-laden and marks the growth of an empowered and entrepreneurial professional. Education is a catalyst that enables effective training. A recommended objective of the CP 11 Strategic Plan is that by 2010 all employees selected for GS-11 and higher positions will hold four-year undergraduate degrees; that by 2002 all employees selected for GS-14 and higher positions will hold four-year undergraduate degrees; and that by 2005

all employees selected for GS-15 and higher positions will hold graduate degrees.

2. Training

Training complements education and experience in career growth. Whereas education is usually longer term and general in application, training tends to be shorter term and focused on immediate and practical matters. Training's emphasis is on practical application: what to do and how to do it. Training focuses on acquiring limited, job-related skills to meet organizational goals. While both education and training address competencies, education focuses on a complex set of concepts and values, and training deals with technical skills. Sources of training include existing and new classroom courses delivered by governmental, contractual, and other private-sector sources. A number of courses are also available through distance learning and computer-based training.

3. Professional Development

Professional Development is possible through several different competitive development programs centrally funded under CP 11 and Army-wide auspices. Developmental assignments allow careerists to gain on-the-job experience for up to a year or more in positions separate from their own permanent jobs. CP 11-wide competitive development programs include the Professional Resource Management Course (PRMC) at Syracuse University, the Professional Military Comptroller School (PMCS) at Maxwell AFB, the 14-month Army Comptrollership Program at Syracuse University, and long-term "training" (actually formal education) programs at other colleges and universities. Army-wide programs include the Sustaining Base Leadership and Management (SBLM) Program at the Army Management Staff College (AMSC), the Army Congressional Fellowship Program, the Defense Leadership and Management Program (DLAMP), and programs at Senior Service Colleges (SSC). Executive leadership programs include Organizational Leadership for Executives (OLE), Personnel Management for Executives (PME) I and II, Federal Executive Institute (FEI) courses, and Johns Hopkins/Syracuse University programs.

4. Experience

Experience is the concrete application of education and training to specific situations to accomplish organizational tasks. It validates training and enhances knowledge acquired. Experience is indispensable to career growth. Resting on a solid educational base, training, professional development, and experience are inextricably linked. Throughout career progression, experience, which reinforces training and professional development and revalidates education, becomes more important to competency and career growth. Performance enhancing job

experiences are available through job exchange and interchange programs between the Army and the private sector (e.g., Training With Industry), between the Army and other federal government departments (e.g., Intergovernmental Personnel Act opportunities), between the Army and other DoD components, and within the Army, at all levels of command. Army performance enhancing job experiences may be on a one-for-one basis and should be a minimum of 90 days in length. Requirements for a planned job exchange should be outlined in the rated person's performance objectives on the evaluation report support form and the 3-Year Individual Development Plan (3yIDP). Assignments should be multi-functional and organizational in approach and should have objectives jointly developed by careerists and supervisors.

5. Accreditation

Accreditation's twofold purpose is:

- To formally recognize individuals' demonstrated performance and capabilities.
- To assure all professionals are qualified through education, experience, and training, and have demonstrated requisite leadership skills for current duties and those of future positions of greater responsibility and authority.

Accreditation is based on quality and quantity of training completed and on recognition of relevant professional job experience.

Multi-Disciplined Financial Analysts and specialized series analysts (see paragraph E) will complete required or recommended training courses to advance from each accreditation level to the next. Such structured requirements will ensure that all careerists acquire the same foundation of financial management functional training. Content, difficulty, and complexity of training will be commensurate with the various accreditation levels. Core training will be broad enough to develop an analyst in many disciplines, yet "deep" enough to preserve the specialized nature of current functional disciplines in CP 11.

The Comptroller Accreditation Program has four levels, and progression from one level to the next will not be a specific requirement for particular positions or grades. Rather, the process will serve as a career program life cycle guide for professional and personal development. For instance, careerists who reach Level IV are required to continue their professional development at the rate of 40 continuing professional education (CPE) units per year. Training requirements at all four levels will be documented on a 3-Year Individual Development Plan (3yIDP), which all careerists must have. Each of the four-accreditation levels takes three to five years to complete:

- **Level I** – Performs fundamental, basic, and routine activities while gaining subject matter expertise. Generally, works in close relation with a team leader or supervisor.
- **Level II** – Functions independently, and applies knowledge and experience to a variety of complex situations. Works with minimal guidance and direction from a team leader or supervisor.
- **Level III** – Serves as senior specialist/analyst, team leader, or supervisor. A recognized expert with broad scope of responsibility and high visibility.
- **Level IV** – Has executive responsibility for installation, and directorate and/or agency-level policy and implementation.

D. The 3-Year Individual Development Plan (3yIDP)

Professional development is a shared responsibility of careerists and their supervisors. Careerists take responsibility for creating career development plans, and initiating actions that will carry out those plans and attain defined individual career goals. To optimize current and future careerist contributions, supervisors, and managers must stay actively involved in developing, reviewing, and maintaining careerists' career plans. That includes periodically assessing each careerist's knowledge, skills, abilities, and experience, and sharing their assessments with them to guide development of careerists' 3-Year Individual Development Plans (3yIDP). The purpose of the 3yIDP is to specify work assignments, professional development, education, and training that help to reach goals of both a careerist and the Army.

The 3yIDP process emphasizes discussion and joint decisions by the careerist, the supervisor, and the command or agency career program manager, and may also involve input from a careerist's mentor. All four parties focus on the specific developmental experiences necessary to fulfill the mutual goals of individual career development and organizational enhancement over three-year increments. Each 3yIDP is uniquely tailored to the needs of the individual and the organization. For example, one careerist might identify extensive skill training, and another careerist might emphasize a more academic approach. There is no set pattern – the term "individual" is basic to the concept – especially as it applies to the careerist's willingness and capacity to learn and grow. This life cycle of professional growth and continuous learning is built on the four levels of accreditation.

E. Accreditation Requirements

All Army financial management professionals – military and civilian – will participate in the Accreditation Program. Everyone in the career field, not only those designated as "Multi-Disciplined Financial Analysts," must become broadened professionally. Those who enter or remain in the Accounting (510), Auditing (511), and Cost Analysis (Operations Research Analysis, 1515) series will maintain proficiency and currency in specific areas aligned with positive education requirements for their series. Their accreditation requirements differ from those for Multi-Disciplined Financial Analysts. Figure 9 arrays the Comptroller career field accreditation requirements. These are designed to complement, not duplicate, series-unique requirements or other certification requirements (such as Acquisition Corps) for financial management professionals.

FINANCIAL ANALYST/FA 45	ACCOUNTANT	AUDITOR	COST ANALYST	ACQUISITION CORPS
LEVEL I	**LEVEL I**	**LEVEL I**	**LEVEL I**	**LEVEL I**
– Bachelors Degree – Recommended – Planning, Programming, Budgeting, and Execution System (PPBES)* – Fiscal Law Course* – 1 Analysis Course* – 1 course in Financial Stewardship – 1 course in Financial Decision Support – 2 courses in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Planning, Programming, Budgeting, and Execution System (PPBES)* – Fiscal Law Course* – 1 Analysis Course* – 1 Accounting Course – 1 Non-Accounting Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Planning, Programming, Budgeting, and Execution System (PPBES)* – Fiscal Law Course* – 1 Analysis Course* – 1 Auditing Course – 1 Non-Auditing Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Planning, Programming, Budgeting, and Execution System (PPBES)* – Fiscal Law Course* – 1 Analysis Course* – 1 Cost Analysis Course – 1 Non-Cost Analysis Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Planning, Programming, Budgeting, and Execution System (PPBES)* – Fiscal Law Course* – 1 Analysis Course* – 2 Mandatory Acquisition Courses – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences
LEVEL II	**LEVEL II**	**LEVEL II**	**LEVEL II**	**LEVEL II**
– Bachelors Degree – Recommended – Masters Degree (Enrolled in Program) – Recommended – Professional Certification (Working Toward) – Recommended – 2 courses in Financial Stewardship – 2 courses in Financial Decision Support – 2 courses in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree (Enrolled in Program) – Recommended – Professional Certification (Working Toward) – Recommended – 1 Accounting Course – 1 Non-Accounting Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree (Enrolled in Program) – Recommended – Professional Certification (Working Toward) – Recommended – 1 Auditing Course – 1 Non-Auditing Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree (Enrolled in Program) – Recommended – Professional Certification (Working Toward) – Recommended – 1 Cost Analysis Course – 1 Non-Cost Analysis Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree (Enrolled in Program) – Recommended – Professional Certification (Working Toward) – Recommended – 2 Mandatory Acquisition Courses – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences
LEVEL III	**LEVEL III**	**LEVEL III**	**LEVEL III**	**LEVEL III**
– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 courses in Financial Stewardship – 2 courses in Financial Decision Support – 2 courses in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 1 Accounting Course – 1 Non-Accounting Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 1 Auditing Course – 1 Non-Auditing Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 1 Cost Analysis Course – 1 Non-Cost Analysis Course – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 Mandatory Acquisition Courses – 1 course in Leadership and Organizational Management – 2 Performance Enhancing Job Experiences
LEVEL IV	**LEVEL IV**	**LEVEL IV**	**LEVEL IV**	**LEVEL IV**
– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 1 course in Financial Stewardship – 1 course in Financial Decision Support – 2 courses in Leadership and Organizational Management – 1 Performance Enhancing Job Experience	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 courses in Leadership and Organizational Management – 1 Performance Enhancing Job Experience	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 courses in Leadership and Organizational Management – 1 Performance Enhancing Job Experience	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 courses in Leadership and Organizational Management – 1 Performance Enhancing Job Experience	– Bachelors Degree – Recommended – Masters Degree – Recommended – Professional Certification – Recommended – 2 mandatory courses in Acquisition Corps Leadership and Organizational Management – 1 Performance Enhancing Job Experience

*Mandatory for all Comptroller career field military and civilian careerists.

Figure 9 Accreditation Matrix

F. Multi- Disciplined Financial Analyst Career Developmental and Accreditation Model

An individual's career is shaped in part by personal preferences, timing, and action on career path component opportunities in Formal Education, Training, Professional Development, and Performance Enhancing Job Experience. Figure 10 illustrates learning objectives of the 17 core competencies (in the three competency groups) and associates them with available training courses and sample performance enhancing job experiences.

Figure 10 Career Developmental and Accreditation Model for Multi-Disciplined Financial Analyst

LEARNING OBJECTIVE BY CORE COMPETENCY (Annex A-1)	ASSOCIATED COURSES (Annex E, F)	PERFORMANCE ENHANCING JOB EXPERIENCE
FINANCIAL STEWARDSHIP CORE COMPETENCY GROUP		
Accounting – General Accounting – Working Capital Fund Accounting	1, 5, 46, 47, 51, 53, 56, 61, 63, 64, 68, 86, 98, 103	• Experience to expose careerist to general accounting functions. • Experience to expose careerist to systems accounting functions and procedures.
Auditing – Government Audit Standards – Audit Types – Evidential Matters – Work Paper Design/Preparation – Elements of Audit Findings – Conducting Audit Surveys – Fraud Awareness and Reporting – Basic Investigation Techniques – Elements of Fraud – Computer Fraud – Review and Analysis	3, 4, 12, 20, 21, 25, 26, 27, 29, 32, 50, 59, 62, 64, 102	• Experience to expose careerist to general auditing concepts and procedures. • Experience to expose careerist to specific auditing practices as identified in “Learning Objectives” portion.
Budgeting – Federal Budget Process – Budget Formulation – Budget Estimating Techniques – Budget Execution – Internal Policies and Procedures	1, 20, 21, 22, 23, 24, 26, 44, 45, 47, 49, 53, 63, 98, 103	• Experience to expose careerist to broad budgeting concepts and procedures. • Experience to expose careerist to specific budgeting practices identified in “Learning Objectives” portion.
Fiscal Law – Anti-Deficiency Act – Appropriation Law	8, 15, 22, 39, 43, 44, 45, 48	• Experience to expose careerist to broad fiscal law concepts and procedures. • Experience to expose careerist to specific fiscal law elements identified in “Learning Objectives” portion.
Managerial and Fiscal Responsibility – Federal Managers Financial Integrity Act (FMFIA) – Management Control Systems – Funds Allocation & Control – Financial Reporting – Mission & Function of Federal Agencies (Financial)	18, 22, 38, 41, 42, 46, 48, 49, 51, 53, 63, 71, 72, 74, 87, 97, 103	• Experience to expose careerist to managerial fiscal responsibility and decision-making process associated with this competency area.

Career Developmental and Accreditation Model for Multi-Disciplined Financial Analyst

LEARNING OBJECTIVE BY CORE COMPETENCY (Annex A-1)	ASSOCIATED COURSES (Annex E, F)	PERFORMANCE ENHANCING JOB EXPERIENCE
Resource and Program Management – Missions and functions of federal agencies, branches (OMB, Treasury, GSA, OPM, legislative, and judicial) – Principles, methods, techniques, systems of financial management to improve effectiveness and customer service – General manpower management and organizational functions, to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management	1, 8, 9, 10, 20, 22, 23, 24, 35, 98, 104	• Experience to expose careerist to specific areas of fiscal responsibility decision-making identified in "Learning Objectives" portion.
FINANCIAL DECISION SUPPORT CORE COMPETENCY GROUP		
Acquiring & Contracting – Basic Contracting Procedures – Contract Types – Cost Performance/Schedule Data – Acquisition Strategies	14, 17, 21, 27, 28, 29, 41, 52, 106	• Experience to expose careerist to acquiring and contracting concepts and procedures. • Experience to expose careerist to acquisition of contracting practices as identified in the "Learning Objectives" portion of this chart.
Business Processes and Practices – Integration of Human, Financial, Material, and Information Resources and Systems	17, 34, 48, 53, 76, 98, 103, 104	• Experience to increase careerist understanding of organization business processes and practices.
Cost and Operations Research Analysis – Methods of statistical analysis (confidence intervals, regression analysis) for performing cost and economic analysis – Operations research techniques (linear programming, queuing theory, modeling and simulations, decision risk analysis, Earned Value Management, Cost Schedule Control Systems Criteria) – Defense cost/economic analysis program policies/procedures – Life Cycle Management Techniques	3, 21, 27, 29, 30, 38, 39, 46, 48, 60, 61, 78, 83, 84, 97, 102, 103	• Experience to expose careerist to foundations of operation research/ cost analysis concepts and procedures. • Experience to expose careerist to specific operations research/cost analysis areas in the "Learning Objectives" portion.
Information Technology (IT) Management and Application – Approaches for integration of financial information technology in the workplace – Personal computing skills, spreadsheets, word processing, graphics, database management, communication packages	65, 66, 80, 95, 104	• Experience to expose careerist to organization information technology practices and procedures as they relate to financial management.

Career Developmental and Accreditation Model for Multi-Disciplined Financial Analyst

LEARNING OBJECTIVE BY CORE COMPETENCY (Annex A-1)	ASSOCIATED COURSES (Annex E, F)	PERFORMANCE ENHANCING JOB EXPERIENCE
Managerial Services – Management Analysis Concepts – Analytical techniques for determining study design parameters – Performance effectiveness concepts – Productivity measurement techniques – Business Process Reengineering (BPR) concepts and techniques	33, 63, 71, 76, 87, 99	• Experience to expose careerist to broad area of management analysis and studies. • Experience in working on an organization's specific management analyses and studies.
Organizational Performance Measurement – Management and evaluation of the systems used to measure performance – Organizational evaluation system used to measure performance	54, 84, 89, 94	• Experience to expose careerist to foundations of how to measure organizational performance.
Project Management – Program planning, analysis, and evaluation techniques measure program objectives – Methodologies and techniques to balance and prioritize programs within total resource availability (e.g., decision analysis, functional and program reviews, etc.)	18, 52, 54, 61, 76, 80, 87, 88, 103	• Experience to expose careerist to foundations/ procedures for conducting organizational planning and program analysis.
LEADERSHIP AND ORGANIZATIONAL MANAGEMENT CORE COMPETENCY GROUP		
Human Resource Management – Disability Awareness – Substance abuse awareness – Ethics, standards of conduct – Labor management/union agreement EEO/EO – Sexual harassment – Merit Promotion Program – Stress management – Time management – Team building – Civilian/Military Personnel System	17, 67, 70, 73, 85, 86, 91, 98, 105	• Experience to expose careerist to human resource management concepts, processes, procedures, and techniques identified in "Learning Objectives" portion.
Interpersonal Skills – Communication skills – Flexibility – Insight and judgment – Integrity and ethics	12, 13, 39, 42, 61, 70, 72, 91, 95, 102, 107	• Experience to enhance careerist's interpersonal skills in "Learning Objectives" areas.

Career Developmental and Accreditation Model for Multi-Disciplined Financial Analyst

LEARNING OBJECTIVE BY CORE COMPETENCY (Annex A-1)	ASSOCIATED COURSES (Annex E, F)	PERFORMANCE ENHANCING JOB EXPERIENCE
Leadership & Management Development – Setting realistic and achievable workforce performance standards – Motivating and challenging subordinates to meet personal and organizational goals – Meeting organizational goals and standards while maintaining ethical standards – Fostering commitment, team spirit, pride, trust, and group identity – Coaching – Continuous learning – Empowerment – Mentoring – Decision-making – Problem solving/analytical thinking	12,13, 67, 70, 75, 78, 89, 106	• Experience to give careerist the opportunity to demonstrate leadership and personnel management skills and abilities in "Learning Objectives" portion.
Strategic Vision – Strategic Planning Process – Creative and innovative solutions to complex financial and organization management issues – Legislative/administrative regulatory requirements guiding the strategic planning process – Change management – Strategic thinking, planning, and evaluation	12, 54, 67, 87, 102, 104	• Experience to give careerist an opportunity to participate with organizational senior leaders in the strategic planning process used to establish or modify the organization's strategic vision.

G. Accreditation Level Determination Procedures

Determining one's level of accreditation is a thorough and detailed process. The following guidelines and instructions for careerists, supervisors, and command/agency career program managers explain how it is done.

1. Getting Started

The supervisor determines the ratee's level of accreditation annually in conjunction with the 3yIDP and the performance appraisal rating cycle. The ratee provides the supervisor documentation of achievements in formal education, training, professional development, and performance enhancing job experience (the four components discussed above), and applies them against requirements in the Accreditation Matrix, Figure 9. The next step is to summarize the achievements on an Accreditation Worksheet. Ratees record desired training and professional development events on the 3yIDP that will help get them to the next higher accreditation level. Diplomas and official transcripts will be needed to establish formal education. The CP 11 ACTEDS Plan Annex E

contains a partial list of representative courses that may be used. This annex may also be used to assist in determining if specific courses meet training and professional development requirements in the Accreditation Matrix.

Course	Type Training
Federal Government Accounting I	Financial Stewardship (FS)
Activity Based Costing	Financial Decision Support (FDS)
Sustaining Base Leadership and Management Program	Leadership and Organizational Management (LOM)

2. Forms

These three forms document a careerist's accreditation:

- *Comptroller Accreditation Evaluation Form* – Completed by every careerist in the Comptroller Career Field.
- *Supervisor Accreditation Evaluation Worksheet* – Completed by the supervisor.
- *3-Year Individual Development Plan* – Completed by every careerist in consultation with the supervisor on an annual basis.

3. Accreditation Process

- **CP 11 Careerists' Steps**

1). Collect all professional documentation.

2). Download from http://www.asafm.army.mil/proponency/acpo.asp an Accreditation Evaluation Form (AEF), and review information on the accreditation components. Enter on the AEF, field by field, the data gathered in the previous step.

3). Retain a copy of the AEF for record, and forward a copy to your supervisor.

4). Set up an appointment with your supervisor to conduct an initial accreditation level evaluation session using the Supervisor Accreditation Evaluation Worksheet. This normally happens at the start of the performance appraisal rating cycle.

5). Download from http://www.asafm.army.mil/proponency/acpo.asp a 3-Year Individual Development Plan (3yIDP) form, and fill it out on the computer.

6). Set up an appointment with your supervisor to conduct an initial review of the draft 3yIDP at the beginning of the TAPES (Total Army Performance

Evaluation System) performance rating cycle. Complete "draft" 3yIDP in accordance with supervisor's guidance; sign, and submit.

7). Maintain a copy of the following:

- Current signed/dated supervisor's accreditation worksheet
- Current signed/dated careerist's Accreditation Evaluation Form (AEF)
- Current signed/dated careerist's 3yIDP

- ***Supervisors/Raters*** review ratees' AEF and supporting documents and enter results on a Supervisor's Accreditation Worksheet. A supervisor unable to make a determination on a specific accreditation component should get help from the activity or command CP 11 manager or senior Functional Area 45 Officer. Upon completion of the review, the supervisor and ratee meet to plan a 3yIDP-based course of action to attain the targeted level of accreditation. Supervisors should follow these steps:

1). Collect the AEF and supporting documents from the ratee. Download and review from ASA (FM&C) Web site, http://www.asafm.army.mil/proponency/acpo.asp, the Supervisor Accreditation Evaluation Worksheet.

2). Use the Accreditation Matrix in the CP 11 ACTEDS Plan and information on the ratee's AEF to fill in appropriate component areas on the Supervisor Accreditation Evaluation Worksheet.

3). Meet with the ratee to discuss accreditation evaluation process results, and explain how each component of the Supervisor Accreditation Evaluation Worksheet was completed.

4). Review the ratee's draft 3yIDP after the current accreditation level is established. The 3yIDP is the vehicle for tracking advancement toward the next accreditation level. The 3yIDP is a good-faith contract identifying professional development opportunities for the next three annual rating cycles that the rater, ratee, and senior leadership have all agreed to support. (Sometimes it will take an individual more than three years to advance to the next accreditation level; however, the 3yIDP is updated annually, usually at formal TAPES or OER (Officer Evaluation Report) evaluation time, and it extends two years beyond the current rating cycle.)

5). Sign and return the approved 3yIDP to the ratee.

6). Process is repeated yearly to verify progress toward accreditation goals in the 3yIDP.

7). Maintain a copy of the following forms for every rated person:

- Current signed/dated supervisor's accreditation worksheet
- Current signed/dated careerist's AEF
- Current signed/dated ratee's 3yIDP

- ***Major Command Career Program Managers*** help get training quotas and funding that enable ratees to implement and execute their 3yIDPs. They help resolve ratee/supervisor accreditation issues and provide clarification and advice on the process. They may interview ratees and supervisors and if necessary review:
  - Individual's Accreditation Evaluation Form
  - Supervisor's Accreditation Evaluation Worksheet for individuals in question
  - Individual's proposed 3yIDP
  - Information and resolve disputes

4. Accreditation Review

Supervisors will review Accreditation Evaluation Forms with the five-accreditation components in mind as a checklist:

a. Formal Education: Pen-and-ink changes by the ratee indicate the present and the desired Accreditation Levels.

b. Training: Refer to the Accreditation Matrix (Figure 9) and the CP 11 ACTEDS Plan to determine which mandatory and recommended courses are required for the requested level documented on the Accreditation Evaluation Form.

1). For course descriptions and guidance, see ACTEDS Plan Annexes B, E, and F – Master Training Plans.

2). To review Intern Master Training Plan see Annexes C (Master Intern Training Plans), E, and F.

3). To review PMI Master Intern Training Plan see Annexes D (Presidential Management Interns), E, and F.

c. Professional Development: CP 11 professional development opportunities are listed in CP 11 ACTEDS Plan Annexes B and E.

d. **Performance Enhancing Job Experiences:** Duration of these experiences may vary among career members; however, each FA 45 and CP 11 member needs a minimum number of days of direct experience for each level being sought. Each experience must be documented on an Accreditation Evaluation Form and supported by a Standard Form 50, an Officer Record Brief (ORB) entry, or other documentation.

e. **Certification:** To maintain required competencies, financial management careerists may have an annual or biennial requirement to acquire Continuing Education Professional Units. This requirement may include formal education, continuing education, or specialized experience.

ANNEX A – 1

MULTI-DISCIPLINED FINANCIAL ANALYST CORE COMPETENCIES

(SEQUENCED BY 17 CORE COMPETENCIES)

These are the seventeen core competencies for the Multi-Disciplined Financial Analyst occupational series GS-501 identified by three groups:

A. Financial Stewardship (Six Core Competencies)

1. Accounting

- M-01 Knowledge of the design, development, operation, or inspection of accounting systems; the application of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports, and the provision of accounting or financial management advice and assistance to management.

- M-02 Knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems.

- M-03 Knowledge of the laws, regulations, and various directives pertaining to appropriations, fund usage, and overall program planning and development.

- M-04 Knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.

2. Auditing

- M-07 Knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the

development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.

- M-08 Knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular.

- M-09 Ability to apply audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of Certified Public Accountants.

- M-10 Knowledge of the criteria for conducting a go/no-go decision at the end of the audit planning phase, the end of survey phase, and possibly during execution phase of an audit.

- M-11 Knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulations.

3. Budgeting

- M-12 Knowledge of program, budget, and accounting terminology, concepts, principles, laws, and processes for formulating, presenting, defending, and executing budgets.

- M-13 Knowledge of agency budget principles and procedures, processes, and financial management systems in regards to the administrative control of resources, fund allocation, and fund control.

- M-14 Knowledge of budget and financial analysis techniques and state-of-the art developments in the budget field.

- M-15 Ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.

4. Fiscal Law

- M-22 Knowledge of the legislative, administrative, and regulatory requirements, laws, and policies that apply to strategic planning (e.g., GPRA, GMRA, CFO Act, etc.) and the impact of identified requirements on external organizations and operations.

- M-23 Knowledge of the Anti-Deficiency Acts, theories of appropriation law, and their implications for financial decisions.

5. Managerial Fiscal Responsibility

- M-43 Knowledge of the requirements and principles of the Federal Managers' Financial Integrity Act (FMFIA).

- M-44 Ability to implement fiscally responsible management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement.

- M-45 Skill in maintaining control of resources, fund allocation and fund control, paperwork management, program objectives, inter- and intra-agency reimbursable agreements, and funding and financial reports in a fiscally responsible manner.

- M-46 Ability in monitoring agency's use of funds; providing advice on agency's fund control system; preparing apportionments and the OMB required documents; designing and using system processes and procedures that ensure financial integrity.

- M-47 Ability to establish and administer management controls to provide information to and retrieve information from appropriate systems and to disseminate that information to appropriate users.

6. Resource and Program Management

- M-48 Knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial and executive, and their roles in Defense operations.

- M-49 Knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service.

- M-50 Knowledge of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management.

B. Financial Decision Support (Seven Core Competencies)

1. Acquiring and Contracting

- M-05 Knowledge of basic contracting procedures, types of contracts, and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data.

- M-06 Knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.

2. Business Processes and Practices

- M-16 Ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission.

- M-17 Ability to use technology and best business practices to enhance decision-making.

3. Cost and Operations Research Analysis

- M-24 Knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.).

- M-25 Knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.).

- M-26 Knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.

4. Information Technology (IT) Management and Application

- M-32 Knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT based strategies to enhance decision-making, and improving customer service.

- M-33 Skill in personal computing, e.g., spreadsheets, word processing, graphics, database management, communication packages.

5. Managerial Services

- M-40 Knowledge of generally accepted management principles, practices, and functions.

- M-41 Knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes.

- M-42 Knowledge of performance effectiveness concepts, productivity measurement and improvement systems and business reengineering processes.

6. Organizational Performance Measurement

- M-54 Knowledge of the management and evaluation systems that use performance measurement to achieve program objectives.

- M-55 Ability to manage the evaluation systems that use performance measurement to achieve program objectives.

- M-56 Knowledge of the various types of performance measurement and what levels of information they provide to decision makers.

- M-57 Knowledge of the methods for evaluating programs, which have a diverse customer base.

- M-58 Knowledge of the benefits of performance measurement as a tool used in the management strategic planning process.

7. Project Management

- M-51 Ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.

- M-52 Knowledge of program planning, analysis, and evaluation including program issues and analytical techniques to measure progress toward objectives.

- M-53 Knowledge of methodologies and techniques to balance and prioritize programs within total resource availability (e.g., decision analysis, functional and program reviews, etc.).

C. Leadership And Organizational Management (Four Core Competencies)

1. Human Resource Management

- M-27 Knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization. Knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations.

- M-28 Knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations.

- M-29 Skill at building teams and fostering cooperation throughout the organization.

- M-30 Ability to manage HRM resources planning, recruitment and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs.

- M-31 Ability to assess employees' unique developmental needs and to provide developmental opportunities which maximize each employee’s capabilities in an effort to optimize workforce potential while meeting the organization’s strategic vision.

2. Interpersonal Skills

- M-18 Ability to use the personal and professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view.

- M-19 Ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience. Effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax).

- M-20 Ability to display consideration and appropriate responsiveness to the needs, feelings, and capabilities of a diverse work group in varied situations.

- M-21 Ability to demonstrate tact, empathy, sensitivity, and respect in interaction with others.

3. Leadership and Management Development

- M-34 Knowledge of the factors affecting the organization and the leader's ability to act as a catalyst for change, when needed. Influencing, motivating, and challenging subordinates. Ability to design and implement strategies, which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

- M-35 Ability to demonstrate leadership in setting the workforce's expected performance levels, commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment.

- M-36 Ability to empower people by sharing power and authority.

- M-37 Ability to foster commitment, team spirit, pride, trust, and group identity.

- M-38 Ability to develop leadership in others through coaching and mentoring.

- M-39 Ability to develop continuously one's leadership and managerial skills potential through training.

4. Strategic Vision

- M-59 Knowledge of the strategic planning process and how it relates to financial management.

- M-60 Ability to develop creative and innovative solutions to complex financial, budget, and program management issues.

- M-61 Ability to identify problems and potential concerns, provide leadership and involve others in the decision-making process, and build support for options that provide solutions.

- M-62 Knowledge of applicable legislative, administrative, and regulatory requirements as well as organization specific strategic planning guidance.

MULTI-DISCIPLINED FINANCIAL ANALYST SUB CORE COMPETENCIES

(SEQUENCED NUMERICALLY)

- M-01 Knowledge in the design, development, operation, or inspection of accounting systems; the application of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports; and the provision of accounting or financial management advice and assistance to management. – Accounting

- M-02 Knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems. – Accounting

- M-03 Knowledge of the laws, regulations, and various directives pertaining to appropriations, fund usage, and overall program planning and development. – Accounting

- M-04 Knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data. – Accounting

- M-05 Knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance, and schedule data. – Acquiring and Contracting

- M-06 Knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc. – Acquiring and Contracting

- M-07 Knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies, and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles. – Auditing

- M-08 Knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. – Auditing

- M-09 Ability to apply audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of Certified Public Accountants. – Auditing

- M-10 Knowledge of the criteria for conducting a go/no-go decision at the end of the audit planning phase, the end of survey phase, and possibly during execution phase of an audit. – Auditing

- M-11 Knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38 and other applicable agency regulations. – Auditing

- M-12 Knowledge of program, budget, and accounting terminology, concepts, principles, laws, and processes for formulating, presenting, defending and executing budgets. – Budgeting

- M-13 Knowledge of agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. – Budgeting

- M-14 Knowledge of budget and financial analysis techniques and state-of-the art developments in the budget field. – Budgeting

- M-15 Ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems. – Budgeting

- M-16 Ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. – Business Processes and Practices

- M-17 Ability to use technology and best business practices to enhance decision-making. – Business Processes and Practices

- M-18 Ability to use the personal and professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. – Interpersonal Skills

- M-19 Ability to express information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience. Effectively listens to others and clarifies information as needed; accurately uses

English language (i.e., grammar, spelling, punctuation, syntax).
– Interpersonal Skills

- M-20 Ability to display consideration and appropriate responsiveness to the needs, feelings, and capabilities of a diverse work group in varied situations. – Interpersonal Skills

- M-21 Ability to demonstrate tact, empathy, sensitivity, and respect in interactions with others. – Interpersonal Skills

- M-22 Knowledge of the legislative, administrative, and regulatory requirements, laws, and policies that apply to strategic planning (e.g., GPRA, GMRA, CFO Act, etc.) and the impact of identified requirements on external organizations and operations. – Fiscal Law

- M-23 Knowledge of the Anti-Deficiency Acts, theories of appropriation law, and their implications for financial decisions. – Fiscal Law

- M-24 Knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.). – Cost and Operations Research Analysis

- M-25 Knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.). – Cost and Operations Research Analysis

- M-26 Knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies. – Cost and Operations Research Analysis

- M-27 Knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization. Knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations. – Human Resource Management

- M-28 Knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. – Human Resource Management

- M-29 Skill at building teams and fostering cooperation throughout the organization. – Human Resource Management

- M-30 Ability to manage HRM resources planning, recruitment, and selection processes to acquire and maintain a diverse workforce in support of mission requirements and customer needs. – Human Resource Management

- M-31 Ability to assess employees' unique developmental needs and to provide developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organization's strategic vision. – Human Resource Management

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- M-33 Skill in personal computing, e.g., spreadsheets, word processing, graphics, database management, communication packages. – Information Technology (IT) Management and Application

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- M-35 Ability to demonstrate leadership in setting the workforce's expected performance levels, commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. – Leadership and Management Development

- M-36 Ability to empower people by sharing power and authority. – Leadership and Management Development

- M-37 Ability to foster commitment, team spirit, pride, trust, and group identity. – Leadership and Management Development

- M-38 Ability to develop leadership in others through coaching and mentoring. – Leadership and Management Development

- M-39 Ability to develop continuously one's leadership and managerial skills potential through training. – Leadership and Management Development

- M-40 Knowledge of generally accepted management principles, practices, and functions. – Managerial Services

- M-41 Knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes. – Managerial Services

- M-42 Knowledge of performance effectiveness concepts, productivity measurement, and improvement systems and business reengineering processes. – Managerial Services

- M-43 Knowledge of the requirements and principles of the Federal Managers' Financial Integrity Act (FMFIA). – Managerial Fiscal Responsibility

- M-44 Ability to implement fiscally responsible management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. – Managerial Fiscal Responsibility

- M-45 Skill in maintaining control of resources, fund allocation and fund control, paperwork management, program objectives, inter- and intra-agency reimbursable agreements, and funding and financial reports in a fiscally responsible manner. – Managerial Fiscal Responsibility

- M-46 Ability to monitor agency's use of funds; providing advice on agency's fund control system; preparing apportionments and the OMB required documents; designing and using system processes and procedures that ensure financial integrity. – Managerial Fiscal Responsibility

- M-47 Ability to establish and administer management controls to provide information to and retrieve information from appropriate systems and to disseminate that information to appropriate users. – Managerial Fiscal Responsibility

- M-48 Knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive, and their roles in Defense operations. – Resource and Program Management

- M-49 Knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. – Resource and Program Management

- M-50 Knowledge of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. – Resource and Program Management

- M-51 Ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes. – Project Management

- M-52 Knowledge of program planning, analysis, and evaluation, including program issues and analytical techniques to measure progress toward objectives. – Project Management

- M-53 Knowledge of methodologies and techniques to balance and prioritize programs within total resource availability (e.g., decision analysis, functional and program reviews, etc.). – Project Management

- M-54 Knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. – Organizational Performance Measurement

- M-55 Ability to manage the evaluation systems that use performance measurement to achieve program objectives. – Organizational Performance Measurement

- M-56 Knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. – Organizational Performance Measurement

- M-57 Knowledge of the methods for evaluating programs, which have a diverse customer base. – Organizational Performance Measurement

- M-58 Knowledge of the benefits of performance measurement as a tool used in the management strategic planning process. – Organizational Performance Measurement

- M-59 Knowledge of the strategic planning process and how it relates to financial management. – Strategic Vision

- M-60 Ability to develop creative and innovative solutions to complex financial, budget, and program management issues. – Strategic Vision

- M-61 Ability to identify problems and potential concerns, provide leadership and involve others in the decision-making process, and build support for options that provide solutions. – Strategic Vision

- M-62 Knowledge of applicable legislative, administrative and regulatory requirements as well as organization specific strategic planning guidance. – Strategic Vision

ANNEX A – 2

OPERATING/STAFF ACCOUNTING COMPETENCIES

- A-01 Knowledge of the planning, programming, budgeting, and execution system processes, products, terminology, and guidance documents (e.g., Program Budget Guidance {PBG}, Command Operating Budget {COB}, Program Objective Memorandum {POM}, Mission Area Materiel Plan {MAMP}, Long Range Research and Development Plan {LRRDAP}, Future Year Defense Plan {FYDP}).

- A-02 Knowledge of the generally accepted principles, standards, and theories of professional accounting (e.g., double entry accounting, accrual accounting, balance sheets, income statements).

- A-03 Knowledge of appropriation and fiscal code structures (e.g., DFAS-IN 37-100-XX), types of appropriations, types of funds, and their uses.

- A-04 Knowledge of mathematical and statistical applications (e.g., analysis of variance, confidence intervals, probability, regression, correlation, sampling theory, hypothesis testing, trend analysis, linear programming).

- A-05 Knowledge of office automation applications (e.g., spreadsheets, word processing, graphics, database management, communication packages).

- A-06 Knowledge of procedures used to record, classify, and report information on the financial position and operations of Army organizational components (e.g., recording obligations, classifying transactions, status of approved resources).

- A-07 Knowledge of analytical methods and accounting procedures used to interpret financial reports and statements (e.g., ratio analysis, account relationships) in order to provide advice, consultation, and assistance to program directors/functional managers.

- A-08 Knowledge of the practices and techniques of professional governmental accounting (e.g., appropriation accounting, fund accounting, general ledger controls).

- A-09 Knowledge of trends and current developments in government accounting and financial management (e.g., general ledger reporting, deficit reduction, outlay management, Chief Financial Officers Act requirements).

- A-10 Knowledge of non-financial systems and controls as they interact with financial systems and the related internal control environment (e.g., logistic systems, integrated facilities systems, personnel systems).

- A-11 Knowledge of when and how to use technical references (e.g., Comptroller General decisions, GAO standards, OMB circulars and bulletins, Joint Financial Management Improvement Program requirements, Federal Accounting Standards Advisory Board statements, DoD Accounting Manual, Treasury Fiscal Requirements Manual, DoD instructions).

- A-12 Knowledge of DA accounting policies and reporting procedures (e.g., Army Regulations, the Army Accountant's Handbook).

- A-13 Knowledge of the fund distribution process from Congress to the installation level and the procedures used to administratively control funds, including the legal/administrative limitations related to the execution of funds (e.g., AR 37-1).

- A-14 Knowledge of Army internal control program and the requirements of the Federal Managers' Financial Integrity Act (FMFIA) as it pertains to accounting functions (e.g., AR 11-2).

- A-15 Knowledge of general ledger accounting and the control/subsidiary account relationships and reconciliation techniques (e.g., accounts receivable, accounts payable, unliquidated obligations, problem disbursements, journal vouchers, disbursing officers' accountability).

- A-16 Knowledge of automated and manual accounting systems, including source documents, systems flows, systems interfaces, and related internal controls (e.g., STANFINS, CEFMS, CCSS, SOMARDS, SDS).

- A-17 Knowledge of the debt and cash management programs (e.g., Prompt Payment Act, Debt Collection Act of 1982).

- A-18 Knowledge of the expenditure process (e.g., interfund, transactions by others/transactions for others, cash blotter, statement of accountability, Treasury reporting, electronic funds transfer, OPAC).

- A-19 Knowledge of procedures for processing direct and reimbursable programs (e.g., automatic reimbursements, funded reimbursements, interagency agreements, letters of authority/credit, transfer appropriations).

- A-20 Knowledge of cost accounting principles/procedures and allocating costs to specific job orders or processes.

- A-21 Knowledge of policies, procedures, and practices related to financial management of Non-appropriated Fund Instrumentalities (NAFI) (e.g., AR 215-5, AR 215-1).

- A-22 Knowledge of analytical techniques used to evaluate non-appropriated fund financial statements (e.g., acid test ratio, average inventory turnover, cost of goods sold).

- A-23 Knowledge of the procedures for fiscal year end close out (e.g., joint reviews of unliquidated obligations) and financial reports certification.

- A-24 Knowledge of the accounting and other financial data contained in documentation used in support of the accounting transaction (e.g., accounting classification, type of contract, damages, contract terms, notice of assignment, acceptance and payment terms, types of advances, travel itinerary).

- A-25 Knowledge of the functions performed and operating procedures used by the components within the finance and accounting office, and reasons for segregation of functional responsibilities (e.g., general accounting, cost accounting, commercial accounts, travel disbursing, civilian pay, military pay, quality assurance).

- A-26 Knowledge of the legislative process and actions necessary to implement and modify guidance pertaining to finance and accounting policy (e.g., continuing resolution authority, pay raises, new entitlements).

- A-27 Knowledge of automatic data processing concepts (e.g., mainframes, minicomputers, hardware, operating systems, software capabilities).

ANNEX A – 3

SYSTEMS ACCOUNTING COMPETENCIES

- AS-01 Knowledge of automatic data processing concepts (e.g., mainframe, minicomputer, and microcomputer hardware, operating systems, and software capabilities) and computer application environments (e.g., interactive online update, batch interactive, non-real-time (batch) updates).

- AS-02 Knowledge of diagnostic analysis techniques to troubleshoot and debug system deficiencies (e.g., PERT charts, flow charts, data flow diagrams, data models, process models).

- AS-03 Knowledge of at least one system programming language (e.g., any fourth generation language, COBOL, ADA, BASIC, or PASCAL).

- AS-04 Knowledge of logical and physical data structures (e.g., database management systems concepts, relational network, hierarchical databases).

- AS-05 Knowledge of data administration concepts (e.g., data dictionary and encyclopedia applications, and the use of data element and data value standardization and integration within and across systems).

- AS-06 Knowledge of data analysis (e.g., data entities, logical keys, entity relations, cardinality, normalization, and elimination of data redundancies) and data modeling (e.g., of logical data structures).

- AS-07 Knowledge of the configuration management policies and procedures (e.g., Configuration Control Board, Engineering Change Proposal - Software, Software Change Package, Software Qualification Test, Software Acceptance Test) and development of system test plans and evaluation criteria (e.g., modeling, simulation techniques and tools, and test evaluation).

- AS-08 Knowledge of systems/structured analysis principles and design techniques (e.g., creation and use of data flow diagrams).

- AS-09 Knowledge of planning, funding, and procurement processes for system software and hardware development and deployment.

- AS-10 Knowledge of basic communications (e.g., modems, emulation protocols, file transfer procedures) hardware and software required to interconnect

microcomputer, minicomputer, and mainframe processes (e.g., installation Local Area Networks (LANs), departmental LANs, installation support modules, departmental DPI, ASIMS interconnectivity).

- AS-11 Knowledge of concepts, principles, and procedures for performing economic analyses (e.g., cost-benefit analysis, payback, return on investment, present value, and treatment of inflation).

- AS-12 Knowledge of manual and automated tools used in systems analysis, systems design, and system documentation (e.g., FASSA/FASSL in conjunction with the SEM database, accelerator, data designed, or any other computer aided software engineering (CASE) product).

- AS-13 Knowledge of planning and systems design methodology (e.g., project initiation, concept development, logical data design, functional definition, system design, operations, and maintenance) to include development of functional specifications and associated standard documentation (e.g., DoD Std 7935, AR 25-2, TB-18 series) required throughout the systems life cycle.

ANNEX A – 4

AUDITING COMPETENCIES

- AD-01 Knowledge in the application of analytical techniques (e.g., regression analysis, economic analysis, linear programming, statistical techniques, and analysis of variances).

- AD-02 Knowledge of professional auditing practices and procedures (e.g., Government Auditing Standards issued by the Comptroller General of the United States; Quality Standards issued by the President's Council on Integrity and Efficiency; DoD Inspector General's Internal Audit Manual and Army audit policies). Also knowledge of trends and developments in the auditing profession (e.g., Government Performance and Results Act, Government Information Security Reform Act, Activity-Based Management, and quick response auditing) and how they relate to financial and performance audits.

- AD-03 Knowledge of applicable policies (e.g., regulations, circulars, and directives) needed to conduct evaluations of a functional entity (e.g., commercial activities, logistics, personnel, and acquisition).

- AD-04 Knowledge of the Audit By Objectives and Risk-Based Auditing concepts and how they should be used on financial and performance audits.

- AD-05 Knowledge of the elements of a Finding and Recommendation (condition, criteria, cause, effect, and recommendation) during all types of audits.

- AD-06 Knowledge of effective general, hardware, system application, and operating controls required for automated systems (e.g., parity checks, validity tests, edit tables, separation of duties) for application during all types of audits and the requirements for system and information security for automated systems (e.g., physical safeguards, back-up files, passwords).

- AD-07 Knowledge of automatic data processing hardware and software used in the audit process and how to be applied to operations to be audited and to audits (e.g., spreadsheets, word processing, graphics, database management, and communication packages).

- AD-08 Knowledge of the Federal Managers' Financial Integrity Act (Management Control Process) and how it is to be applied to operations being audited and to audits.

- AD-09 Knowledge of audit planning requirements and techniques used to determine milestones, staff size, and necessary staff skills in accordance with generally accepted auditing standards.

- AD-10 Knowledge of audit planning objectives as used in developing audit programs for financial and performance audits.

- AD-11 Knowledge of the types of audit evidence (physical, testimonial, documentary, and analytical) and their use during financial and performance audits.

- AD-12 Knowledge of the criteria (sufficiency, competence, and relevance) for audit evidence.

- AD-13 Knowledge of generally accepted principles, standards, and theories of professional accounting (e.g., double entry accounting, accrual accounting, balance sheets, income statement).

- AD-14 Knowledge of effective marketing techniques and principles of customer service.

- AD-15 Knowledge of audit techniques for evidence gathering (e.g., observations, interviews, comparative analyses, testing, researching laws and regulations, using outside experts, using computers) and their use during financial and performance audits.

- AD-16 Knowledge of communications/presentation techniques and their use during audits.

- AD-17 Knowledge of audit follow-up and resolution techniques (e.g., AR 36-2) on audit reports.

- AD-18 Knowledge of generally accepted government auditing standards for working papers (e.g., complete, accurate, understandable).

- AD-19 Knowledge of principles and techniques used in developing and executing audit survey programs for financial and performance audits.

- AD-20 Knowledge of principles used in developing audit programs for audit execution during financial and performance audits (e.g., steps/tests designed to measure condition, criteria, cause, effect; and to develop recommendations and estimated time requirements).

- AD-21 Knowledge of audit execution procedures (e.g., establish and answer audit objectives; reasonably measure the extent and significance of potential weaknesses; develop information and data needed for the audit report; and summarize the overall results of audit) and their use in financial and performance audits.

- AD-22 Knowledge of audit requirements for tentative written input to the audit report process for financial and performance audits (e.g., Tentative Findings and Recommendations or a tentative draft portion of an audit report not expected to include findings and recommendations).

- AD-23 Knowledge of potential monetary benefit measuring techniques (e.g., budgetary, cost avoidance) and reporting requirements for all types of audits.

- AD-24 Knowledge of audit research, long range/strategic planning, and audit scheduling process (e.g., analysis of past audit coverage, risk assessment techniques, audit prioritization) and how each is accomplished and used at all organization levels.

- AD-25 Knowledge of the criteria (mission, resources, potential for fraud) used in selecting and scheduling multi-location audits involving financial and performance issues as well as multi-location audit process, reporting, and potential.

- AD-26 Knowledge of the Federal Acquisition Regulation with its supplements for contract negotiations, contract terminations, cost principles, and standards.

- AD-27 Knowledge of audit compliance procedures, (e.g., coordinating the results of external audits; including disagreements on conclusions, findings, recommendations, and potential monetary benefits; and preparing, when necessary, consolidated comments).

ANNEX A – 5

COST ANALYSIS COMPETENCIES

- CA-01 Knowledge of planning, programming, budgeting, and execution system processes, products, terminology, and guidance documents (e.g., Program Budget Guidance {PBG}, Command Operating Budget {COB}, Program Objective Memorandum {POM}, Mission Area Material Plan {MAMP}, Long Range Research Development and Acquisition Plan {LRRDAP} and Future Year Defense Program {FYDP}).

- CA-02 Knowledge of mathematical and statistical applications (e.g., analysis of variance, confidence intervals, probability, regression, correlation, sampling theory, hypothesis testing, trend analysis, linear programming).

- CA-03 Knowledge of office automation applications (e.g., spreadsheets, word processing, graphics, database management, and communication packages).

- CA-04 Knowledge of concepts, principles, and procedures for performing cost analyses and estimates (e.g., learning curves, Cost Estimating Relationships (CER), Cost-Performance Estimating Relationships (CPER), data collection and adjustment, normalization, overhead rate analysis, production rate analysis, fixed and variable costs, treatment of inflation).

- CA-05 Knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulation, decision risk analysis, uncertainty analysis, critical path/network analysis).

- CA-06 Knowledge of concepts, principles, and procedures for performing economic analyses (e.g., cost benefit analysis, business case analysis, payback, return on investment, present value, treatment of inflation).

- CA-07 Knowledge of the policies and procedures governing the Cost and Economic Analysis Program (e.g., DoDD/DoDI, AR).

- CA-08 Knowledge of materiel acquisition and life cycle management policies and procedures contained in applicable documents (e.g., DoDD 5000.1, DoDI 5000.2, DoDI 5000.2-R, AR 70-1).

- CA-09 Knowledge of weapon system life cycle cost estimates (e.g., Program Office Estimates (POEs), Component Cost Analyses (CCAs), Analysis of Alternatives (AOA) cost data).

- CA-10 Knowledge of acquisition strategies (e.g., dual sourcing, multi-year procurement, sole source competition, third party financing, streamlined development acquisition process, proof of principle demonstration).

- CA-11 Knowledge of concepts and principles required to evaluate requests for proposals, contractor proposals, and contracts (e.g., Source Selection and Evaluation Board [SSEB], Should Cost, Design-to-Cost).

- CA-12 Knowledge of concepts and principles of contractor cost management and government monitoring procedures (e.g., application of Work Breakdown Structure (WBS), analysis and use of Cost Performance Report/Contractor Cost Data Reporting).

- CA-13 Knowledge of policies and procedures needed to assure implementation of the Earned Value Management System (EVMS) (e.g., DoD 5000.2-R and DLAH 8400.2).

- CA-14 Knowledge of policies, procedures, and data sources required in developing, analyzing, and integrating Congressional and DoD reports (e.g., Selected Acquisition Reports (SAR), and Unit Cost Reports (UCR), Defense Acquisition Executive Summary (DAES).

- CA-15 Knowledge of materiel system logistic support concepts (e.g., two level versus three level maintenance, wholesale versus retail supply system, war reserve stocks, training system concepts).

- CA-16 Knowledge of Information Systems life cycle cost analysis (e.g., centralized mainframe system, distributed network, software cost estimating, satellite and other transmission systems).

- CA-17 Knowledge of Information Systems acquisition and life cycle management policies and procedures as contained in DoDD 5000.1, DoDI 5000.2, and DoD 5000.2-R.

- CA-18 Knowledge of ADP hardware and software (e.g., systems design, languages, programming concepts, database systems, and procedures).

- CA-19 Knowledge of force structure cost estimating (e.g., Table of Organization and Equipment (TOE) structure changes, battalion level training models, base support costs).

- CA-20 Knowledge of concepts required to estimate cost and manpower requirements of institutional training activities (e.g., schools, training centers, and MOS course costs).

- CA-21 Knowledge of concepts and principles required to estimate costs of base support operations (e.g., commercial activities, base realignments, program/budget estimates).

- CA-22 Knowledge of contract costing used in preparing Independent Government Cost Estimates (IGCEs).

- CA-23 Knowledge of policies, procedures, and techniques for validation and tracking of cost estimates and data (e.g., Army Regulations and Department of Army Pamphlets).

- CA-24 Knowledge of cost analysis, cost research contract administration policies, and procedures for acquiring and evaluating contractor services (e.g., technical reports, contracting authority, RFP, bids) and for interpreting government requirements including Statement of Work and Contracting Officer's Representative responsibilities.

- CA-25 Knowledge of cost research and evaluation methods for the design, conduct, analysis, and documentation of cost and economic analysis issues (e.g., statement of work, task orders, contract type, delivery orders).

ANNEX A – 6

SUPERVISORY KNOWLEDGES COMPETENCIES

- SU-01 Knowledge of the federal position management and classification system (e.g., job descriptions, position classification standards, position review.)

- SU-02 Knowledge of federal merit promotion/internal placement procedures. Includes vacancy announcements, reinstatement eligibles, and the effects of special placement programs (e.g., priority placement, military spouse preference, handicap program) on these procedures.

- SU-03 Knowledge of employee development. Includes performance appraisal, performance and career counseling, Individual Development Plan (IDP) development, performance feedback, development of performance standards, and training and development (e.g., developmental opportunities and assignments, short- and long-term training).

- SU-04 Knowledge of supervisory responsibilities in Federal Equal Employment Opportunity (e.g., affirmative action requirements, avoidance of disparate treatment, prohibited personnel practices EEOC, OPM, and appropriate regulations).

- SU-05 Knowledge of Army civilian career program management requirements and procedures to include the Resumix system (e.g., registration, requests for referral, career appraisal) and the intern program (e.g., space allocation, program of instruction, permanent duty location).

- SU-06 Knowledge of management-employee relations (e.g., federal absence and leave regulations, adverse action procedures, grievance and appeal procedures, disciplinary procedures, awards, and labor/union relations), Standards of Conduct, and applicability of other procedures (e.g., EEO, classification, Inspector General, and Office of Special Counsel).

CP 11 ACTEDS COMPETENCIES

ABILITIES

- **Ability to direct work activities.** Ability to assign or delegate work and to monitor the work of others.
- **Ability to plan and organize.** Ability to establish objectives, requirements, priorities, and deadlines in order to determine course of action for work.
- **Human relations ability.** Ability to interact with others in a one-to-one group situation. (It is often called "teamwork," "cooperation," "interpersonal skills, " "ability to meet and deal," and "tact and diplomacy.")
- **Ability to analyze.** Ability to obtain information, define problems, identify relationships, evaluate quality, assess impacts, draw conclusions, and make conclusions/recommendations. Includes the ability to determine quality of projects, programs, or performance by comparison against standards or objectives.
- **Ability to communicate orally.** Ability to brief, instruct, explain, advise, or persuade.
- **Ability to write.** Ability to express ideas in writing (for example, reports, information papers, memoranda, letters, manuals).
- **Ability to innovate.** Ability to develop new or revised policies, procedures, programs, or solutions to problems.
- **Ability to initiate action.** Ability to independently originate action. (One who demonstrates this ability is often called a "self-starter.")

ANNEX A – 7

Senior Executive Service Executive Core Qualifications (ECQs)

The law requires the *executive qualifications* of new career appointees to the Senior Executive Service (SES) be certified by an independent Qualifications Review Board based on criteria established by the Office of Personnel Management (OPM). The Executive Core Qualifications (ECQs) describe the leadership skills needed to succeed in the SES; they also reinforce the concept of an "SES corporate culture." This concept holds that the government needs executives who can provide strategic leadership and whose commitment to public policy and administration transcends their commitment to a specific agency mission or an individual profession. Executives with a "corporate" view of government share values that are grounded in the fundamental government ideals of the Constitution: They embrace the dynamics of American Democracy, an approach to governance that provides a continuing vehicle for change within the federal government.

OPM has identified five fundamental executive qualifications:

1. Leading Change
2. Leading People
3. Results Driven
4. Business Acumen
5. Building Coalitions/Communication

The ECQs were designed to assess *executive* experience and potential – not technical expertise. They measure whether an individual has the broad *executive* skills needed to succeed in a variety of SES positions – not whether they are the most superior candidates for a particular position. (This later determination is made by the employing agency.)

Successful performance in the SES requires competence in each ECQ. The ECQs are interdependent; successful executives bring all five to bear when providing service to the Nation. The basic definition for each ECQ is supplemented by Key Characteristics, which reflect possession of the executive qualification, and those Leadership Competencies, which are particularly important to it. Candidates do not need to have experience in each Key Characteristic to demonstrate possession of the ECQ. Rather, the candidate's overall record (professional and volunteer experience, education and training, awards, accomplishments, and potential) should indicate that he/she has the knowledge, skills, and abilities needed to succeed in the SES.

Based on extensive research of government and private sector executives, the Leadership Competencies are the personal and professional attributes that underpin the ECQs. By demonstrating possession of an ECQ, a candidate also demonstrates possession of its underlying competencies. Candidates need not address these competencies in their qualifications' write-ups. However, experience and training that strengthen these competencies will enhance a candidate's overall qualifications for the SES.

ECQ 1 – Leading Change

This executive core qualification encompasses 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.

Key Characteristics:

(a)	Exercising leadership and motivating managers to incorporate vision, strategic planning, and elements of quality management into the full range of the organization's activities; encouraging creative thinking and innovation; influencing others toward a spirit of service; designing and implementing new or cutting edge programs/processes.
(b)	Identifying and integrating key issues affecting the organization, including political, economic, social, technological, and administrative factors.
(c)	Understanding the roles and relationships of the components of the national policy making and implementation process, including the President, political appointees, Congress, the judiciary, state and local governments, and interest groups; and formulating effective strategies to balance those interests consistent with the business of the organization.
(d)	Being open to change and new information; tolerating ambiguity; adapting behavior and work methods in response to new information, changing conditions, or unexpected obstacles; adjusting rapidly to new situations warranting attention and resolution.
(e)	Displaying a high level of initiative, effort, and commitment to public service; being proactive and achievement-oriented; being self-motivated; pursuing self-development; seeking feedback from others and opportunities to master new knowledge.
(f)	Dealing effectively with pressure; maintaining focus and intensity and remaining persistent, even under adversity; recovering quickly from setbacks.

Leadership Competencies:

- Continual Learning
- External Awareness
- Flexibility
- Service Motivation
- Strategic Thinking
- Vision

ECQ 2 – Leading People

This executive core qualification involves 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.

Key Characteristics:

(a)	Providing leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others toward goal accomplishment; empowering people by sharing power and authority.
(b)	Promoting quality through effective use of the organization's performance management system (e.g., establishing performance standards, appraising staff accomplishments using the developed standards, and taking action to reward, counsel, or remove employees, as appropriate).
(c)	Valuing cultural diversity and other differences; fostering an environment where people who are culturally diverse can work together cooperatively and effectively in achieving organizational goals.
(d)	Assessing employees' unique developmental needs and providing developmental opportunities, which maximize employees' capabilities and contribute to the achievement of organizational goals; developing leadership in others through coaching and mentoring.
(e)	Fostering commitment, team spirit, pride, trust, and group identity; taking steps to prevent situations that could result in unpleasant confrontations.
(f)	Resolving conflicts in a positive and constructive manner; this includes promoting labor/management partnerships and dealing effectively with employee relations matters, attending to morale and organizational climate issues, handling administrative, labor management, and EEO issues, and taking disciplinary actions when other means have not been successful.

Leadership Competencies:

- Conflict Management
- Cultural Awareness
- Integrity/Honesty
- Team Building

ECQ 3 – Results Driven

This executive core qualification stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

Key Characteristics:

(a)	Understanding and appropriately applying procedures, requirements, regulations, and policies related to specialized expertise; understanding linkages between administrative competencies and mission needs; keeping current on issues, practices, and procedures in technical areas.
(b)	Stressing results by formulating strategic program plans which assess policy/program feasibility and include realistic short- and long-term goals and objectives.
(c)	Exercising good judgment in structuring and organizing work and setting priorities; balancing the interests of clients and readily readjusting priorities to respond to customer demands.
(d)	Anticipating and identifying, diagnosing, and consulting on potential or actual problem areas relating to program implementation and goal achievement; selecting from alternative courses of corrective action, and taking action from developed contingency plans.
(e)	Setting program standards; holding self and others accountable for achieving these standards; acting decisively to modify them to promote customer service and/or the quality of programs and policies.
(f)	Identifying opportunities to develop and market new products and services within or outside of the organization; taking risks to pursue a recognized benefit or advantage.

Leadership Competencies:

- Accountability
- Customer Service
- Decisiveness
- Entrepreneurship
- Problem Solving
- Technical Credibility

ECQ 4 – Business Acumen

This executive core qualification involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision-making.

Key Characteristics:

(a)	Assessing current and future staffing needs based on organizational goals and budget realities; applying merit principles to develop, select, and manage a diverse workforce.
(b)	Overseeing the allocation of financial resources; identifying cost-effective approaches; establishing and assuring the use of internal controls for financial systems.
(c)	Managing the budgetary process, including preparing and justifying a budget and operating the budget under organizational and Congressional procedures; understanding the marketing expertise necessary to ensure appropriate funding levels.
(d)	Overseeing procurement and contracting procedures and processes.
(e)	Integrating and coordinating logistical operations.
(f)	Ensuring the efficient and cost-effective development and utilization of management information systems and other technological resources that meet the organization's needs; understanding the impact of technological changes on the organization.

Leadership Competencies:

- Financial Management
- Human Resources Management
- Technology Management

ECQ 5 – Building Coalitions/Communication

This executive core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and 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.

Key Characteristics:

(a)	Representing and speaking for the organizational unit and its work (e.g., presenting, explaining, selling, defining, and negotiating) to those within and outside the office (e.g., agency heads and other government executives; corporate executives; Office of Management and Budget officials; Congressional members and staff; the media; clientele and professional groups); making clear and convincing oral presentations to individuals and groups; listening effectively and clarifying information; facilitating an open exchange of ideas.
(b)	Establishing and maintaining working relationships with internal organizational units (e.g., other program areas and staff support functions); approaching each problem situation with a clear perception of organizational and political reality; using contacts to build and strengthen internal support bases; getting understanding and support from higher level management.
(c)	Developing and enhancing alliances with external groups (e.g., other agencies or firms, state and local governments, Congress, and clientele groups); engaging in cross-functional activities; finding common ground with a widening range of stakeholders.
(d)	Working in groups and teams; conducting briefings and other meetings; gaining cooperation from others to obtain information and accomplish goals; facilitating "win-win" situations.
(e)	Considering and responding appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful and treats others with respect.
(f)	Seeing that reports, memoranda, and other documents reflect the position and work of the organization in a clear, convincing, and organized manner.

Leadership Competencies:

- Influencing/Negotiating
- Interpersonal Skills
- Oral Communication
- Partnering
- Political Savvy
- Written Communication

ANNEX A – 7

LEADERSHIP COMPETENCY DEFINITIONS

ECQ 1 – Leading Change

Continual Learning – Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.
External Awareness – Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.
Flexibility – Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
Service Motivation – Creates and sustains an organizational culture, which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.
Strategic Thinking – Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
Vision – Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

LEADERSHIP COMPETENCY DEFINITIONS

ECQ 2 – Leading People

Conflict Management – Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
Cultural Awareness – Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.
Integrity/Honesty – Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.
Resilience – Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.
Team Building – Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

LEADERSHIP COMPETENCY DEFINITIONS

ECQ 3 – Results Driven

Accountability – Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.
Customer Service – Balances interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end products; is committed to continuous improvement of services.
Decisiveness – Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.
Entrepreneurship – Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.
Problem Solving – Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
Technical Credibility – Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

LEADERSHIP COMPETENCY DEFINITIONS

ECQ 4 – Business Acumen

Financial Management – Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.
Human Resources Management – Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.
Technology Management – Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

LEADERSHIP COMPETENCY DEFINITIONS

ECQ 5 – Building Coalitions/Communication

Influencing/Negotiating – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.
Interpersonal Skills – Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
Oral Communication – Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.
Partnering – Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.
Political Savvy – Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.
Written Communication – Expresses facts and ideas in writing in a clear, convincing, and organized manner.
Source: http://www.opm.gov/ses/html/ecq4.htm

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COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATION
Auditing	Integrity/Honesty Problem Solving Resilience Technical Credibility Financial Management Written Communication	Leading People Results Driven Business Acumen Results Driven Business Acumen Building Coalitions/Communication
Accounting	Integrity/Honesty Resilience Technical Credibility Financial Management	Leading People Business Acumen Results Driven Business Acumen
Budgeting	Flexibility Innovation Resilience Technical Credibility Financial Management Influencing/Negotiating Written Communication	Leading Change Leading Change Business Acumen Results Driven Business Acumen Building Coalitions/Communication Building Coalitions/Communication
Fiscal Law	Integrity/Honesty Accountability Influencing/Negotiating Resilience Technical Credibility	Leading People Results Driven Building Coalitions/Communication Business Acumen Building Coalitions/Communication
Managerial Fiscal Responsibility	Accountability Creativity Customer Service Innovation Interpersonal Skills Entrepreneurship Financial Management Human Resource Management	Results Driven Leading Change Results Driven Leading Change Leading People Results Driven Business Acumen Business Acumen

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATION
Resource and Program Management	External Awareness Accountability Customer Service Interpersonal Skills Problem Solving Technical Credibility	Leading Change Results Driven Results Driven Leading People Results Driven Results Driven
Acquiring and Contracting	Flexibility Decisiveness Entrepreneurship Problem Solving Resilience Influencing/Negotiating	Leading Change Results Driven Results Driven Results Driven Business Acumen Building Coalitions/Communication
Business Processes Practices	Flexibility Creativity Customer Service Innovation Entrepreneurship Influencing/Negotiating	Leading Change Leading Change Results Driven Leading Change Results Driven Building Coalitions/Communication
Cost and Operations Research Analysis	Problem Solving Continual Learning Technology Management Financial Management	Leading Change Results Driven Business Acumen Business Acumen
Information Technology Management and Application	Financial Management Creativity Innovation Technology Management	Business Acumen Leading Change Leading Change Business Acumen
Managerial Services	Customer Service Entrepreneurship Technical Credibility Partnering	Results Driven Results Driven Results Driven Building Coalitions/Communication

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATION
Organization Performance Measurement	Continual Learning Interpersonal Skills Service Motivation Strategic Thinking Accountability	Leading Change Leading People Leading Change Leading Change Results Driven
Project Management	External Awareness Creativity Innovation Flexibility Interpersonal Skills Problem Solving Technical Credibility	Leading Change Leading Change Leading Change Leading Change Leading People Leading People Results Driven
Interpersonal Skills	Conflict Management Cultural Awareness Integrity/Honesty Customer Service Influencing/Negotiating Oral Communication Partnering Political Savvy Written Communication	Leading People Leading People Leading People Results Driven Building Coalitions/Communication Building Coalitions/Communication Building Coalitions/Communication Building Coalitions/Communication Building Coalitions/Communication
Human Resource Management	Flexibility Conflict Management Cultural Awareness Integrity/Honesty Interpersonal Skills Team Building Technical Credibility Human Resource Management Oral Communication Written Communication	Leading Change Leading People Leading People Building Coalitions/Communication Leading People Building Coalitions/Communication Results Driven Business Acumen Business Acumen Building Coalitions/Communication

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATION
Leadership and Management Development	Continual Learning	Leading Change
	External Awareness	Leading Change
	Flexibility	Leading Change
	Service Motivation	Leading Change
	Strategic Thinking	Leading Change
	Vision	Leading Change
	Conflict Management	Leading People
	Cultural Awareness	Leading People
	Integrity/Honesty	Leading People
	Accountability	Results Driven
	Decisiveness	Results Driven
	Influencing/Negotiating	Building Coalitions/Communication
	Political Savvy	Building Coalitions/Communication
Strategic Vision	Strategic Thinking	Leading Change
	External Awareness	Leading Change
	Vision	Leading Change

ANNEX B

Master Training Plans

1. General

a. Master training plans provide the framework for developing a careerist's 3-Year Individual Development Plan (3yIDP). In addition to the formal courses listed in the following plans, individuals are encouraged to take courses in all the other financial disciplines, and take advantage of all rotational and developmental assignments opportunities that become available.

b. ACTEDS Training Categories. ACTEDS training and development is divided into the following two categories:

1). Universal Training. Universal training provides standardized knowledge, skills, and abilities (KSAs) across an occupational area to all individuals who have similar duties and responsibilities. Universal requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. Universal training priorities are as follows:

a). Priority 1 – Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria:

- Careerist must have acceptable performance.
- Training is essential for mission accomplishment.
- Training is mandated by higher authority (law or DoD) or is required for certification, health, or safety reasons.
- Training is mandated by the Assistant Secretary of the Army (Manpower and Reserve Affairs) as an ACTEDS leader development core course.
- Training is essential functional training for interns.

b). Priority 2 – Training that should be successfully completed within a specified time period, but may be delayed if funding is not available and should meet one or both of the following criteria:

- Training enhances functional proficiency.

- Training improves the quality of mission accomplishment.

c). Priority 3 – Training should be funded after Priority 1 and 2 requirements and should meet one or both of the following:

- Provides or enhances KSAs needed on the job **and/or**
- Leads to improvement of mission accomplishment.

2). Competitive Training. This category includes developmental opportunities for which individuals are competitively selected. It also covers Competitive Professional Development (CPD) opportunities, which have career program-wide or career field-wide competition. CPD includes university programs, developmental assignments, training with industry, and short-term training. Career multi-discipline area-wide competitive programs such as university programs, developmental assignments, and training with industry are included in this category. Individuals are competitively selected for both short-term and long-term. Long-term training is, by definition, training that lasts for more than 120 days. The purpose of competitive training is to develop selected individuals for positions of increasing responsibility within the Comptroller Civilian Career Program. Competitive training opportunities for individuals in the Comptroller Civilian Career Program include:

a). Comptroller Competitive Training, such as Army Comptrollership Program (ACP), Professional Resource Management Course (PRMC), Professional Military Comptroller School (PMCS), Army Comptroller Course (ACC), Enhanced Defense Financial Management Training (EDFMT), and University or College Long-Term Training.

b). Army-Wide Competitive Long-Term Training, such as Senior Service Colleges and Fellowships.

c). Army-Wide Competitive Short-Term Training, such as the Sustaining Base Leadership and Management Program at AMSC.

c. Non-competitive Professional Development Training. Organizational Leadership for Executives and Personnel Management for Executives.

d. CP 11 ACTEDS Master Training Plans. The master training plans for members of the Comptroller Civilian Career Program are presented in the following sequence:

- Leader Development Core Courses
- Supervisor/Manager Development Courses
- Comptroller Career-Wide Competitive Training

- Army-Wide Long-Term Training
- Army-Wide Short-Term Training
- CP 11 Functional Master Training Plans
- Acquisition Workforce Master Training Plans

The Leader Development Core, Supervisor/Manager Development Courses, and Competitive Training apply equally to personnel in all CP 11 specialties. With the exception of the Leader Development Core, these courses are **not** repeated within the individual functional training plans.

These training plans include only courses that are available to CP 11 personnel from all Army commands and agencies. MACOMs that sponsor related courses of instruction should supplement this plan with their own course listings, identified by competencies and, if applicable, as equivalent to the courses listed above.

e. Preparing 3-Year Individual Development Plans (3yIDP). The Master Training Plan will be used to prepare the 3yIDP. Courses identified as “Mandatory, Priority 1” must be given primary consideration and scheduled at the earliest possible time. When selecting courses identified as “Mandatory, Priority 2,” the individual's experience and previous training must be taken into consideration. The individual and his/her supervisor should determine jointly whether a course is mandatory. This determination is to be based on the extent to which the individual possesses the competencies provided by the course. Courses identified as “Recommended” should not be considered unless the employee completes mandatory courses and/or clearly demonstrates the competencies provided by those courses.

f. Professional Organizations. Professional associations and organizations are valuable sources of self-development and training opportunities. Attending events of professional associations provides opportunities to exchange ideas and concepts with individuals who have similar interests and concerns. Many of these organizations conduct education and training symposia, workshops, and institutes on financial management issues and topics. Examples of professional organizations which offer professional development events include the following: American Society of Military Comptrollers (ASMC), Association of United States Army (AUSA), Society of Cost Estimating and Analysis (SCEA), Association of Government Accountants (AGA), American Institute of Certified Public Accountants (AICPA), Institute of Certified Management Accountants (CMA), and Institute of Internal Auditors (IIA). Several professional associations and organizations sponsor certification programs and also conduct applicable training in support of these programs.

2. Leader Development Core Courses

The courses listed below comprise the Department of the Army Civilian Leadership Training core courses. Information on application procedures for these courses is found in the "ACTEDS Training Catalog" on the Civilian Personnel Online home page at http://www.cpol.army.mil. These courses apply equally to all CP 11 personnel. Priority 1 courses in this category include the Intern Leadership Development Course (ILDC), the Action Officer Development Course (AODC), the Leadership Education and Development (LEAD) Course, the Supervisor Development Course (SDC), and the Manager Development Course (MDC).

a. Action Officer Development Course (AODC) – http://www.aimsrdl.atsc.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Intern and all employees promoted/appointed to journey-level positions Mandatory, (Priority 1).

3). DESCRIPTION: An action officer is a staff member with subject matter expertise who "works actions" on behalf of senior staff officers or commanders. The term "action officer" does not refer to a duty position. This course describes “staff work” as it is generally practiced Army-wide. The AODC covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communications; writing to the Army Standard; coordinating; conducting briefings; and ethics.

b. Developing Customer-Focused Organizations – Management Development Centers – OPM, Shepherdstown, WV and Denver, CO – http://www.leadership.opm.gov/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager.

3). DESCRIPTION: This one-week course will provide managers with the knowledge and skills necessary to develop and lead organizations which are more responsive to customers and which provide customer satisfaction. The course will provide managers with the knowledge and skills to meet governmental reform goal of providing "customer service equal to the best in the business."

c. Employee Relations Course – Graduate School, US Department of Agriculture – http://www.grad.usda.gov/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Specialist/Journey Level or Manager.

3). DESCRIPTION: This course presents tough issues and compares participants' views. Analyzes current thinking of managers and top administrators in public sector labor relations.

Course consists of multiple subcourses:

- Basic Labor Relations
- Basic Employee Relations

- Introduction to Human Resource Management
- Human Resource Management for Administrative Personnel
- Human Resource Management for Supervisors and Managers
- Mediating Employee Disputes
- Advanced Position Classification

d. Executive Communications Workshop – Management Development Centers – OPM, Shepherdstown, WV and Denver, CO – http://www.leadership.opm.gov/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager (GS-15 and above).

3). DESCRIPTION: This workshop is designed to improve a manager's skills in communicating his/her organizational goals, needs, and statements in a clear, concise, and rational manner. The manager learns to write effective briefings to agency heads, conduct news conferences, and to present Congressional testimony.

e. Executive Development Seminar – Management Development Centers – OPM, Shepherdstown, WV and Denver, CO – http://www.leadership.opm.gov/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)

- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager.

3). DESCRIPTION: This seminar addresses competencies that relate to the social, political, and economic environment of the Federal Executive. Broadens the participants' understanding and administrative and managerial abilities.

f. Executive Management Course – Defense Systems Management College Campus, Fort Belvoir, VA – http://www.dau.mil/schedules/courseinfo-catalog.asp

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager.

3). DESCRIPTION: This course explores the perspectives and positions of key decision-makers of the legislative and executive branches, and defense industry. Emphasis is on recent legislative and executive actions affecting weapon systems, and on the policy and procedural initiatives with a profound effect upon their acquisition.

g. Intern Leadership Development Course (ILDC) – Center for Army Leadership, Fort Leavenworth, Kansas – http://www.cgsc.army.mil/cal/cltd/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Intern/Mandatory, Priority 1, must be completed by all central and local interns prior to graduation from the intern program.

3). PURPOSE: To provide interns with an understanding of the structure of the US Army, the Army's leadership competencies, and a familiarization with their emerging roles as tomorrow's leaders.

4). DESCRIPTION: ILDC teaches about:

- The US Army organization and the interns' roles in it;
- Personal learning style and how it supports the Army's leadership competencies of communication, team development, decision-making, and professional ethics;
- Team building and group dynamics;
- Leadership styles that provide purpose, direction, motivation, and when to use the appropriate style;
- Individual values and how they affect decisions and professional ethics.

h. Leadership Education and Development (LEAD) Course – Center for Army Leadership, Fort Leavenworth, Kansas – http://www.cgsc.army.mil/cal/cltd/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Mandatory (Priority 1).

This course constitutes Phase II of the mandatory supervisor training courses. The target audience is new military and civilian supervisors of civilian employees. New civilian supervisors of civilians must complete both Phase I (Supervisor Development Course {SDC}) and Phase II within six months after appointment to supervisory positions. New military supervisors of civilians must complete both phases within six months, but NLT 12 months of appointment to supervisory positions. Note: SDC must be completed PRIOR to attending LEAD.

3). PURPOSE: To provide training and practical application in the Army leadership doctrine and competencies.

4). DESCRIPTION: The Leadership Education and Development (LEAD) Course is Phase II of mandatory supervisor training. It must be completed within six months of appointment to first supervisory position. LEAD teaches supervisors how to assess their own effectiveness; assess employee and team effectiveness; motivate and influence employees; communicate effectively; conduct counseling; resolve conflicts; develop strategies to create fully functioning teams; make effective decisions; and explain the effect of values on individual and team effectiveness. The Supervisor Development Course (SDC) is Phase I and a prerequisite for the LEAD course.

i. Leading and Retaining Employees with Disabilities – FPMI – http://www.fpmi.com/training/onsite.shtml

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager.

3). DESCRIPTION: Managing employees with disabilities poses stiff challenges to supervisory employee management skills and requires current knowledge of case law and federal regulation. Supervisors addressing disability-related performance or conduct problems, especially issues related to stress or psychiatric disability, are more successful when equipped with the right skills and resources. This seminar provides thorough training on assertive disability management in the federal work culture and highlights the unique issues (and solutions) to managing mental health-related disability.

j. Management Control in Government – Graduate School, US Department of Agriculture (Correspondence Course) – http://www.grad.usda.gov/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Specialist/Journey Level or Manager.

3). TRAINING CATEGORY: Priority 2, for managers with internal control responsibilities.

4). DESCRIPTION: This correspondence course covers the statutory and regulatory requirements of the management control process, the underlying

philosophy on management controls, the major elements of the process, and the basic responsibilities of key players in that process.

k. Manager Development Course – http://www.aimsrdl.atsc.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Mandatory (Priority 1).

Manager Development Course must be completed by all newly appointed managers (regardless of grade) within six months of their appointment to a managerial position. For this course, "manager" means supervisor of supervisors or manager of programs, resources, and/or policy.

3). PURPOSE: To teach new managers basic skills for managing work and leading people.

4). DESCRIPTION: MDC includes lessons in: organizational culture; time management; objectives and plans; problem solving and decision-making; planning, programming, and budgeting; manpower management; communications; information technology applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control; and Army family team building.

l. Organizational Leadership for Executives (OLE) – Center for Army Leadership, Fort Leavenworth, Kansas – http://www.cgsc.army.mil/cal/cltd/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Priority 2 for civilian and military managers (supervisor of supervisors or managers of programs, resources, and/or policy) regardless of grade or rank. Preference is given to personnel appointed to a managerial position within the preceding 12-18 months.

3). PURPOSE: The goal of OLE is to train leaders with increased self-awareness who are able to visualize, communicate, and forge the organization's future. The course explains and demonstrates the leadership skills and competencies required to perform at the executive level. Emphasis is given to material that these leaders can use in leading their organizations to increasing levels of excellence. OLE is entirely experiential in nature to assist the leader in looking beyond daily activities to assessing and interpreting, in an ever-enlarging way, the external environment, the organization, the leadership process, the need for subordinate development at all levels, and the need for continuing self-development.

4). DESCRIPTION: OLE covers the following topics: organizations as systems, organizational climate, influential communications, team development, values, team building, leadership self-assessment, strategic planning, and change management. The objective is to develop leaders with skills to conduct an organizational assessment, communicate influentially, establish an effective organizational climate, manage organizational change, develop an organization strategic plan, diagnose their own personal effectiveness, and build high-performing teams.

m. Personnel Management for Executives (PME) I – Army Management Staff College, Fort Belvoir, Virginia – http://www.amsc.belvoir.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager, Priority 2 for second-line civilian supervisors. Nominee must have leadership responsibility and must give guidance or directions to the work of others. The target audience is GS-13/14, equivalent nonappropriated fund (NAF) personnel, and military personnel, Majors and above. GS-12 and GS -15 personnel are considered on an exception basis.

3). PURPOSE: To help participants discover better ways of dealing with management and leadership problems for which there are no ready solutions. Participants should possess maturity, creativity, resourcefulness, and a willingness to put forth the extra effort to improve leadership skills.

4). DESCRIPTION: The PME I curriculum includes:

- Case discussions which are a combination of academic and personal case studies used to increase the participants' insight into leadership and human relations issues;
- Speaker presentations which include leadership theories and practical application, and are designed to inform, inspire, challenge and generate discussion;
- Small group projects which are designed to provide participants with experience in analyzing managerial problems, arriving at consensus, and developing specific courses of action; and
- Readings and individual study.

n. Personnel Management for Executives (PME) II – Army Management Staff College, Fort Belvoir, VA – http://www.amsc.belvoir.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)

- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager, Priority 3, recommended leader development core course.

3). PURPOSE: Explores the evolving dimensions of leadership and human resource management as primary concerns of federal leaders. PME II challenges the participants to examine their leadership style, their use of power and authority, and to recognize their influence and impact on individuals and their organizations.

4). DESCRIPTION: The PME II curriculum includes: guest speaker presentations which provide leadership theories, research findings, and trends, and are designed to inform, inspire, and challenge; small group activity which allows participants to explore the evolving dimensions and current issues in leadership, and apply strategic and action planning principles and techniques; readings and individual study.

o. Supervisor Development Course (SDC) – http://www.aimsrdl.atsc.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Mandatory (Priority 1).

Supervisor Development Course (SDC) is Phase I of the mandatory supervisory training for all newly appointed supervisors (military and civilian) of civilian employees. New civilian supervisors of civilians must complete both Phase I and Phase II (Leadership Education and Development (LEAD)

within six months after appointment to supervisory positions. New military supervisors of civilians must complete both phases within six months, but NLT 12 months of appointment to supervisory positions.

3). PURPOSE: Provides the new supervisors with the supervisory knowledge necessary to successfully manage work and lead people.

4). DESCRIPTION: The SDC is made up of two subcourses. Both subcourses must be completed. *Subcourse – ST5001: Managing and Leading* provides techniques for managing work and leading people. Management and leadership processes include planning, organizing, coordinating, directing, and controlling. It also includes lessons on delegating authority, problem solving, communicating effectively, and ethics. *Subcourse – ST5002: Human Resources Management* provides training to enable a supervisor to use personnel management and training procedures to ensure mission accomplishment and subordinates' professional growth. It includes lessons on position classification, staffing, human resources development, performance management, awards, discipline, and labor relations.

The mandatory supervisor training courses for all newly appointed supervisors (military and civilian) of civilian employees has two phases. Phase I is the *Supervisor Development Course (SDC)*. It must be completed within six months of appointment to first supervisory position. SDC must be completed prior to attending the Phase II supervisor training. Phase II is the *Leadership, Education, and Development (LEAD) Course*.

p. Sustaining Base Leadership and Management Program – Army Management Staff College, Fort Belvoir, Virginia – http://www.amsc.belvoir.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: GS-12-14 (GS-15s and exceptional GS-11s may request a waiver to policy) – Competitive.

3). PURPOSE: Prepare a select group of Army civilian and military leaders for advancement to key leadership positions in the sustaining base in support of the Army Civilian Training, Education, and Development System (ACTEDS). Promote the bonding of civilian and military leaders, thereby enhancing the cohesiveness of the Total Army. Add to the body of knowledge and experience of sustaining base leadership, management and decision-making by blending student experience with program design and development.

4). DESCRIPTION: The SBLM provides graduate-level, professional knowledge, skill, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base. The College's "muddy boots" definition of the sustaining base is "that aggregation of people, guidance, systems, money, materiel, and facilities which prepare the soldier for, get the soldier to, sustain the soldier during battle, and return that soldier home and, incidentally take care of the soldier's family." It encompasses the Headquarters, Department of the Army through installation, and even unit. It encompasses the environment and context within which the Army must accomplish its mission; functional areas such as fiscal resources, personnel, logistics, acquisition, and installation management; decision-making tools and practices; and thinking skills applied to problem solving. Most learning occurs in seminars, with guest speakers, case studies, student research, and practical exercises rounding out the experience.

The academic program focuses on enduring principles and concepts over transient or procedural activities. The content stresses critical thinking, active learning, and practical work among student and faculty-student teams. Students will complete two weeks of directed pre-course work prior to their arrival for the resident 12-week program. Through frequent written and oral evaluations of progress, students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, places) to each other and the larger economic, social, and political environments within which Army leaders must manage and make decisions. Students must demonstrate their abilities as leaders who can write clearly and concisely, communicate orally, lead people, make decisions, and solve problems. They must demonstrate vision, flexibility, selflessness, and a "can do" attitude. All students are expected to assume leadership roles within each class. SBLM is pass-fail.

5). Non-Resident SBLM. This year-long program starts and ends with two one-week resident modules emphasizing on-site participation. Class size is 90, and eligibility and application procedures are the same as for the resident

program. Applicants must have compelling reasons for not attending the resident program.

3. Comptroller Competitive Training

Following are descriptions of the principal Comptroller/Resource Management competitive training programs. All CP 11 personnel at the targeted grade levels are equally eligible to compete for these programs. For the Army Comptrollership Program (ACP), Professional Resource Management Course (PRMC) and the Professional Military Comptroller School (PMCS), the nomination and selection process is managed through the Office of the Assistant Secretary of the Army (Financial Management and Comptroller). CP 11 careerists are eligible to attend all of the following courses subject to established prerequisites. Careerists should attend both PRMC and PMCS and ideally careerists should attend PRMC first.

a. Long-Term Training

1). Army Comptrollership Program (ACP) – Syracuse University, Syracuse, NY – http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). PURPOSE: The principal objectives of the ACP are to combine the best of both public and business administration theory to develop a broad-based knowledge of management techniques and to provide an academic environment in which all aspects of the developing subjects of resource management and comptrollership can be fully explored. Follow-on operational assignments, to allow graduates to use their new skills, are an integral part of the program.

c). TARGET CAREER PHASE: Specialist/Journey Level.

d). PROGRAM DESCRIPTION: The ACP is a 14-month graduate level program of study, which provides Army resource managers with the conceptual perspective, practical analytical tools, and management skills required in the increasingly complex resource management environment. Courses and seminars are included in the subject areas of quantitative analysis, management information systems, accounting, economics, marketing, operations management, national defense policies and programs, managerial finance, organizational policy and administration, and Army Comptrollership. In addition to the academic program, all students will receive training and take the Certified Defense Financial Manager examination. Completion of program awards a Masters in Business Administration degree and a Masters of Arts in Public Administration degree.

e). NOMINATION PROCEDURES: Minimum grade GS-11; target is GS-12 and GS-13. Active Army and reserve officers are also eligible. Suspense date and specific nomination procedures announced annually by an OASA(FM&C) memorandum to MACOM/Agency resource managers. A Graduate Management Admissions Test (GMAT) score is required.

2). University/College Long-Term Training

Army Civilian Training, Education, and Development System (ACTEDS) funding allows the CP 11 Functional Chief Representative (FCR) to approve and fund training at various colleges and universities, and to provide professional development opportunities. Long-term training (LTT) provides a valuable learning experience and competitive edge for future advancement in leadership positions to those attending. It is also a useful means to cultivate equal employment opportunity objectives for minorities, women and disabled employees. Tuition and book costs are centrally funded. Per diem and travel expenses are funded on a case-by-case basis.

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)

- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: CP 11 Army civilians (GS-11 or above, GS-9 in full performance positions). Must be assigned to any position with 50 percent or more duties directly supporting resource management.

c). DESCRIPTION: Careerists develop their own course of study with local college or university. Courses to be studied are flexible depending on the background of the CP 11 careerists and advice or recommendations made by immediate supervisor. Financial management, resource management, and organizational management courses should be included in careerists' curricula. Some accounting related courses are desirable for careerists with less background in accounting. Computer related courses and quantitative analysis courses are also desirable depending on the background of the CP 11 careerists. Course of study may cover full-time (120 days or more) and part-time.

d). NOMINATIONS PROCEDURES: Careerists must complete application packet consisting of the following forms: CPO Verification Checklist, Installation/MSC/MACOM/IRA Endorsement(s) (as appropriate); Army Sponsored Training Application Form; Functional Review Form; Supplemental Application Questionnaire Form; DA Form 2302-R; Performance Rating (three most recent); Request for Central Resources Support Form; Academic Plan; DD Form 1556; and SF 181. Submit an original and one copy of application packet through appropriate chain of command to the Comptroller Proponency Office: SAFM-PO, 109 Army Pentagon, Washington, DC 20310-0109 between October 1st – May 1st.

b. Short-Term Training

1). Army Comptroller Course (ACC) – Syracuse University, Syracuse, NY – http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). PURPOSE: To obtain a multi-disciplined financial orientation to resource management and financial management at the installation and subordinate command level.

c). TARGET CAREER PHASE: Interns, Specialist/Journey Level, GS-9 to GS-12.

d). DESCRIPTION: A four-week comprehensive training experience, intended for journey-level Army civilian careerists and newly designated FA 45 officers. ACC is a training course in Army financial management and comptrollership. Focusing on federal budget challenges, strategic planning, PPBES, fiscal law, activity- and service-based costing, contracting, manpower management, management controls, competitive sourcing, financial operations, the legislative process, and installation and major command resource management.

e). NOMINATION PROCEDURES: Minimum grade GS-9/Major. Suspense dates and specific procedures announced annually by OASA(FM&C) message to MACOM/Agency resource managers.

2). Enhanced Defense Financial Management Training (EDFMT) – American Society of Military Comptrollers – http://www.asmccertification.com/

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)

b). PURPOSE: To provide participants with a review of Department of Defense financial and resource management environment which will help improve participants' management skills and knowledges.

c). TARGET CAREER PHASE: Specialist/Journey, Manager, and Executive.

d). DESCRIPTION: Goal is to improve the overall technical and managerial capabilities of the resource management workforce by reviewing and discussing 12 core competencies. The 12 core competencies are: Government Resource Management Environment; Defense Resource Management Environment; Manpower Management; Fiscal Law; Accounting; Finance; Management/Internal Controls; Planning, Programming, and Budgeting; Cost and Economic Analysis; Business Management Process Improvement; and Auditing. Course also emphasizes departmental standards rather that service specific solutions. Overall objective is to review, discuss, and identify where to obtain further information on all 12 core competencies.

3). Professional Military Comptroller School (PMCS) – Air University, Center for Professional Development, Maxwell Air Force Base, Alabama – http://www.au.af.mil/au/cpd/pmcs/index.html

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). PURPOSE:

- To develop the individual's capacity to evaluate and adapt the comptroller's role to the economic, political, and social environment of the military organization and its mission.

- To expand the resource manager's knowledge of issues and policies affecting defense resource allocation and military readiness.
- To enhance with a generalist perspective, the individual's comprehension of the academic disciplines essential to effective comptrollership at a high level of professional competence in the Department of Defense.

c). TARGET CAREER PHASE: Manager.

d). DESCRIPTION: Six-week professional development education course conducted five times a year for mid-career and senior resource managers in the Department of Defense. The school's program is a combination of faculty and guest lectures, faculty and student led seminars, and student oral presentations and written assignments. Course topic follow the general subject areas: financial management at the executive level; information management; comptrollership in operating activities; comptrollership in acquisition and support activities; analysis for resource management; executive communication; economics in resource management; leadership and management; and executive stress and fitness. Graduate, undergraduate, and continuing education hours may be obtained.

e). NOMINATION PROCEDURES: Minimum grade GS-12/Major; waiver granted only for GS-11 multi-disciplinary and/or multi-command experience. Suspense dates and specific procedures announced annually by OASA(FM&C) message to MACOM/Agency resource managers.

4). Professional Resource Management Course (PRMC) – Syracuse University, Syracuse, NY –
http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)

- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). PURPOSE: To provide participants with a better understanding of the total Army resource management process and the environment in which it operates and to improve participants' management skills.

c). TARGET CAREER PHASE: Specialist/Journey Level or Manager.

d). DESCRIPTION: PRMC is a unique professional development experience designed to improve mid level, upwardly oriented resource managers interpersonal communication, analytical, negotiation, and consensus building skills. The program critically examines all aspects of Planning, Programming, Budgeting, and Execution System (PPBES) from Planning to Prior-Year Funds management to current issues in resource management (Outsourcing, Activity Based Management, etc.). Innovative approaches to reducing costs are also examined. PRMC makes use of simulations and exercises to integrate the skills and knowledge presented in the course. Exercises deals with all aspects of federal spending and revenue collection, and the difficulties in reaching consensus. PRMC curriculum includes Resource Management topics: Army Management, PPBES Overview, National Security, Congressional Simulation, Exercise in Hard Choices, and RM Simulation. Interpersonal Skills topics included in PRMC curriculum: Team Building, Internal Personal Communication, Conflict Resolution, Motivating and Marketing, Managing Diversity, Managing Organizations, Writing and Briefing Skills, and Ethics. PRMC curriculum includes Quantitative/Accounting Skills: Quantitative Analysis, Cost Accounting, Activity Based Costing (ABC), Outsourcing, Managing Total Quality, and Internal Controls. This four-week course is taught at Syracuse University three times a year.

e). NOMINATION PROCEDURES: Minimum grade GS-11/Major; (GS-9 in full performance positions). Suspense dates and specific procedures announced annually by OASA(FM&C) message to MACOM/Agency resource managers.

4. Army-Wide Competitive Training – Long-Term

Following are descriptions of the principal Army-wide competitive training programs. All CP 11 personnel at the targeted grade levels are equally eligible to compete for these programs. For the Senior Service Colleges and Fellowships, the nomination and selection process is managed through the Office of the Assistant Secretary of the Army Manpower and Reserve Affairs (OASA{M&RA}). Additional details are included in the "Catalog of Civilian Training, Education, & Professional Development

Opportunities," published each fiscal year by the OASA(M&RA) and distributed through civilian personnel channels. The catalog is also available on the World Wide Web. The address is http://www.cpol.army.mil/.

a. Army Congressional Fellowship Program (ACFP) – Washington, DC – http://cpol.army.mil/train/catalog/toc.html

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress.

3). TARGET CAREER PHASE: Managers, one to two slots Army-wide.

4). DESCRIPTION: Fifteen-month (intermittent) professional development assignment, providing instruction and hands-on experience in a congressional office through training and developmental activities including three weeks of intensive briefings on the operations and organization of the Congress; a full-time assignment on the staff of a member, committee, or support agency or organization of the Congress; and frequent seminars during the work assignment on Capitol Hill.

5). NOMINATION PROCEDURES: For grades GS-13/14/15. Suspense dates (usually November 1 of each year) to the Office, Deputy Chief of Staff, G1, Central Program Operations Division.

b. Army War College (AWC) – Carlisle Barracks, PA – Resident – http://carlisle-www.army.mil/main.htm

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: To prepare selected personnel for leadership responsibilities in a strategic security environment during peace and war.

3). TARGET CAREER PHASE: Manager, ten slots Army-wide.

4). DESCRIPTION: Ten to 12-month professional development course focusing on the role of land power, as part of a joint or combined force, in support of the US national military strategy. The curriculum emphasizes theory, concepts, systems, and the national security decision-making process. It teaches through numerous case studies, exercises, and war games. The student seminar group is the fundamental learning vehicle at the school.

5). NOMINATION PROCEDURES: For grades GS-14/15 and high potential GS-13s. Suspense dates (usually 1 November of each year) to the OASA(M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA(M&RA). Candidates nominated for this course must build in sufficient lead-time based on Installation and MACOM level approval process.

c. Army War College (AWC) – Distance Education –
http://dde.carlisle.army.mil/index.htm

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)

- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: Same as above.

3). TARGET CAREER PHASE: Manager, two slots Army-wide.

4). DESCRIPTION: Two-year professional development course, including 22 resident academic days during midcourse and end-of-course periods.

5). NOMINATION PROCEDURES: For grades GS-14/15 and high potential GS-13s. Suspense dates (usually 1 November of each year) to the OASA(M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA(M&RA).

d. Defense Leadership and Management Program (DLAMP) – http://cpol.army.mil/train/catalog/toc.html

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: On April 11, 1997, the Deputy Secretary of Defense authorized this program through Department of Defense Directive 1430.16. The purpose of DLAMP is to establish a DoD-wide program for developing future civilian leaders with a DoD-wide capability to:

- Enable them to assume broader responsibility in an increasingly complex environment.
- Expand their knowledge of the Department's national security mission.
- Strengthen communication and trust among senior military and civilian leaders.

DLAMP also fulfills the mandate of the 1995 Commission on Roles and Missions of the Armed Forces for rotational assignments, a structured educational system, and enhanced opportunities to attend military service schools and replacements for those attending long-term training.

3). DESCRIPTION: DLAMP is a program to develop highly capable senior civilian executives with a joint perspective on managing the Departments workforce and programs. Key elements of the program are as follows:

a). Formal Education. Upon graduation, every DLAMP participant is expected to have a master's degree (or equivalent education), in either a technical discipline or a management field. Participants who enter the program with a pre-existing advanced degree will be required to assess their past formal education with their supervisors and determine whether or not additional graduate courses in specific subjects are key to their success as future leaders in the Department. These employees will be afforded the opportunity to attend up to six graduate courses in business management and public policy areas, at their local duty station, to round out their academic portfolio. A participant who enters the program without an advanced degree may earn one through professional military education (PME) attendance (where master's degrees are conferred) or through an accredited university on a full or part-time basis. There will be 100 master's degree fellowships awarded each year to selected program participants. Participants are expected to pursue this opportunity with local universities and colleges.

b). Professional Military Education. All participants will receive a thorough education in national security policy, studies, and decision-making, as well as leadership. The existing spaces in the ten-month PME in Senior Services Schools and at the National Defense University (NDU) will continue. Additionally, four to five courses on national security strategy and leadership will be available at NDU's School for National Security Executive Education (SNSEE). These courses will provide an excellent introduction to national security and leadership issues in preparation for Senior Service School attendance and are required for all participants.

c). Rotational Assignment. A joint or cross-Component assignment of at least 12 months is highly encouraged, but not funded by DLAMP.

d). Backfill for long-term training. Backfill will be provided for 25% of the students in long-term training.

e). Component and occupation-specific development courses that complement DLAMP. For army participant, these comprise the leader development core curriculum, to include the Sustaining Base Leadership

and Management (SBLM) Program at the AMSC, and occupational training requirements documented in Army Civilian Training, Education, and Development System (ACTEDS) plans.

f). Development will be guided by an individual development plan. DLAMP includes a formal mentoring program.

e. Industrial College of the Armed Forces (ICAF) – Fort McNair, Washington, DC – http://www.ndu.edu/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: To prepare selected personnel for senior leadership and staff positions by conducting postgraduate, executive-level courses of study and associated research dealing with the resource component of national power, with special emphasis on materiel security strategy for peace and war.

3). TARGET CAREER PHASE: Manager, ten slots (seven for Acquisition Corps).

4). DESCRIPTION: The curriculum focuses on broad-based national security decision-making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case-study method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program.

5). NOMINATION PROCEDURES: For grades GS-14/15. Suspense dates (usually 1 November of each year) to the OASA(M&RA)/civilian Personnel Management Directorate and specific procedures announced annually by OASA(M&RA). Candidates nominated for this course **must** build in sufficient lead-time based on Installation and MACOM level approval process.

f. National War College (NWC) – Fort McNair, Washington, DC – http://www.ndu.edu/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: To prepare selected personnel for high-level policy, command, and staff responsibilities by acquiring knowledge of national security strategy.

3). TARGET CAREER PHASE: Manager, one slot Army-wide.

4). DESCRIPTION: The curriculum focuses on broad-based national security decision-making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case-study method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program.

5). NOMINATION PROCEDURES: Minimum grade GS-14. Suspense dates (usually November 1 of each year) to the OASA(M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA(M&RA). Candidates nominated for this course must build in sufficient lead-time based on Installation and MACOM level approval processes.

g. Secretary of the Army Research and Study Fellowships (SARSF) – http://cpol.army.mil/train/catalog/toc.html

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE:

- To support study and research on selected projects relevant to the Army's mission.
- To develop and increase the use of the best talents among Army career civilians.
- To support basic creativity of selected individuals.

3). TARGET CAREER PHASE: Managers, one to five slots Army-wide.

4). DESCRIPTION: Fellowships are awarded for six to 12 months to include study or research at institutions of higher learning or in comparable educational or research environments which best support the project.

5). NOMINATION PROCEDURES: For grades GS-12 and above. Suspense dates (usually 1 November of each year) to the OASA(M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA(M&RA).

5. Army-Wide Competitive Training – Short-Term

Following are descriptions of the principal Army-wide short-term competitive training programs. All CP 11 personnel at the targeted grade levels are equally eligible to compete for these programs. The nomination and selection process is managed through the chain of command by the Office of the Assistant Secretary of Army (Manpower and Reserve Affairs) (OASA{M&RA}).

a. Logistics Executive Development Course (LEDC) – Fort Lee, Virginia – http://www.almc.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). PURPOSE: To prepare selected personnel for high-level policy, command, and staff responsibilities by acquiring knowledge of national security strategy.

3). TARGET CAREER PHASE: Manager (GS-14/15).

4). DESCRIPTION: Sixteen-week, two-day professional development course offered twice a year, focusing on national security policy and strategy with a joint, multi-service perspective. The curriculum is designed to expand and deepen students' knowledge of national security matters and to sharpen their analytical skills. The academic program consists of prescribed core courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. The core curriculum provides students an understanding of the development and implementation of national security policy and strategy. It addresses the domestic and international contexts within which policy and strategy are developed, examines the national security decision-making process, and focuses on the formulation and conduct of national security strategy, military strategy, and joint operations. Completion of the curriculum meets the educational requirements for Joint Specialty Officers.

5). NOMINATION PROCEDURES: Minimum grade GS-11. Check local suspense dates for submission through command channels to the applicant's Functional Chief Representative (FCR). FCRs evaluate the nominees and forward the recommended candidates to ALMC, who makes final selections.

b. Sustaining Base Leadership and Management Program – Army Management Staff College (AMSC), Fort Belvoir, VA – www.amsc.belvoir.army.mil/

1). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

2). TARGET CAREER PHASE: Manager.

3). PURPOSE: To provide advanced professional development across functional areas in the sustaining base and to provide key civilians with comprehensive training comparable to that provided military officers in the Staff and War Colleges.

4). DESCRIPTION: Educates Army leaders in functional relationships, philosophies, and systems relevant to the sustaining base environment, which includes functions such as resource management, personnel management, logistics management, and installation management, and includes TDA organizations such as installations, major headquarters, depots, research and development centers, and medical centers both in CONUS and overseas. Emphasizes development of a broad-based perspective on how the Army runs. Topics include: military forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics, installation management, leadership and management, information management, communicative arts, personnel management systems, and health and fitness.

5). NOMINATION PROCEDURES: GS-12/13/14 (GS-15s and exceptional GS-11s may request a waiver to policy). Suspense dates to the OASA(M&RA)/Civilian Personnel Management Directorate and specific procedures are announced periodically by OASA(M&RA). Selection is made by a DA Secretariat Board.

6. Senior Executive Service (SES) Development

Statute requires the continuing professional development of SES members. The SES Development Program is customer-focused and combines mandatory and optional institutional training, operational assignments, and self-development activities. Mandatory development courses facilitating the transition to SES are:

a. Courses for New SES Members

1). APEX Orientation Program – HQDA, Washington, DC – http://persec.whs.mil/apex/index.html

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: Mandatory General Officers and SES Members (within one year of appointment to the SES).

c). PURPOSE: The objective of the APEX orientation course is to improve the newly appointed executive's effectiveness on the job through enhanced leadership and decision-making strategies, an increased understanding of the Department's structure and processes critical to its operation, the integration of DoD and Component priorities, and by fostering a sense of jointness.

d). DESCRIPTION: The program addresses issues and topics of common concern, regardless of Component affiliation including DoD goals and priorities; the Joint Chiefs and Joint Commands; Component plans and perspectives; Service structures; acquisition; budget and financial administration; personnel and resources; leadership; evolving issues; logistics; diversity; ethics; integrity; conflict of interest; and protocol. The program includes a one-week residential seminar and a week of travel to four Unified Combatant Commands and neighboring military installations.

The purpose of the travel week is to enhance the participants' knowledge of the joint military environment and give them a greater appreciation of the roles and responsibilities of US service members.

2). Force Management Course for Senior Leaders – Army Force Management School, Fort Belvoir, VA – http://cpol.army.mil/ses/dev_prog/index.html

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communications (Influencing/Negotiating, Interpersonal Skills, Oral
- Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: Executive/General Officer (within one year of appointment to the SES).

c). PURPOSE: To familiarize senior leaders with the how and why of determining force requirements and alternative means of resourcing requirements in order to accomplish Army functions and missions as related to their executive management positions within the joint/combined arena.

d). DESCRIPTION: The school will provide information packets approximately four weeks prior to the course date.

3). Leadership Development Program (LDP) – Center for Creative Leadership, Fort Leavenworth, KS – http://www.ccl.org/index.shtml

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: Executive, General Officers, and SES Members.

c). PURPOSE: To provide the opportunity to stimulate a process of growth to help senior leaders become more successful and productive in their work and personal lives, and more effective in leading others to do the same.

d). DESCRIPTION: The LDP is to build the confidence needed for leadership; increase the motivation and ability to set and achieve organizational and personal goals; stimulate personal and career growth through self-directed development; and, improve management skills by identifying strengths and weaknesses as perceived by others.

e). (NOTE: This course is highly desirable for individuals in grades GS-13, GS-14, and GS-15 level. SES members who attended the course previously may elect to attend a higher-level leadership course at the Center for Creative Leadership.)

4). OPM – Senior Executive Service Briefing for New Executives – http://cpol.army.mil/ses/dev_prog/index.html

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)

- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: Executive/General Officer.

c). DESCRIPTION: The SES Briefing covers topics of interest to Government executives and provides insights on domestic and foreign policy issues. Topics include: The SES: Past, Present, & Future, working with congress, and critical issues facing executive branch departments and agencies. The program concludes with a Judge administering the oath of office.

5). Senior Executive Equal Opportunity Seminar – Defense Equal Opportunity Management Institute (DEOMI), Patrick AFB, FL – http://cpol.army.mil/ses/dev_prog/index.html

a). TARGET CAREER PHASE: Executive/General Officer (within one year of appointment to the SES).

b). PURPOSE: To enhance the leadership skills required to manage a diverse workforce effectively.

c). DESCRIPTION: DEOMI will provide information packets approximately four weeks prior to the course date. Participants will be asked to complete an EO/EEO Climate Survey prior to course date.

6). Senior Executive Service (SES) Orientation Course – Assistant Secretary of the Army (Manpower & Reserve Affairs), US Army SES Office, Washington, DC – http://cpol.army.mil/ses/dev_prog/index.html

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)

- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). TARGET CAREER PHASE: Executive/General Officer.

c). PURPOSE: To assist newly appointed SES members in the transition to the Army's Executive Team.

d). DESCRIPTION: The orientation provides insights on the strategic and operational challenges faced by senior leaders and strategies and competencies required for success in the SES.

b. Continuing Professional SES Development

Optional developmental seminars and courses designed to enhance the leadership skills of seasoned executives are available from a variety of sources. Eligible Career SES may apply for sabbaticals to broaden their experience. Some sources and types of optional developmental seminars and courses are listed below:

1). National Security Decision Making Seminar – http://www.nss.edu/

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). DESCRIPTION: The seminar focuses on decision-making skills and the psychology of crisis management and stress, and its effects on the nature of national security decisions and policies. It features a Civil War Staff Ride over a battlefield. This staff ride examines current and past issues such as the relationship between strategy and policy, civilian-military relations, policy formulation, and decision-making. Lessons learned by

examining the two great battles help participants draw conclusions relative to the manner in which the Department of Defense conduct business today. Guest speakers and group discussions in the evening capture the significance of these historic Civil War events and relate them to current issues facing today's decision-makers.

2). National Security Leadership Course – http://www.nss.edu/

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)
- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). DESCRIPTION: The course provides a comprehensive understanding of the strategic context and underpinnings of US national security, and enhances the leadership skills necessary to overcome the internal and external impediments to the decision-making process in the rapidly evolving national security environment . It features case studies, simulations, and small group discussions. It investigates and expands the multi-faceted nature of America's efforts to pursue counter-terrorism activities, including the war on terrorism and Operation Enduring Freedom; coordination of homeland defense and homeland security, including the new Department of Homeland Security; and the Defense Department's continuing development and implementation of Transformation initiatives.

3). Program for Senior Managers in Government – http://www.ksg.harvard.edu/smg-sef/

a). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Service Motivation, External Awareness, Strategic Thinking, Flexibility, Vision)

- Leading People (Conflict Management, Integrity/Honesty, Cultural Awareness, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Resources Management)
- Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

b). DESCRIPTION: This course addresses the complex problems faced by senior executives, including: planning coherent strategies, organization policy making processes, mobilizing support in an environment of shared responsibility, structuring credibility with the media, oversight modes, interest groups, and special constituencies.

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL	**5/7/9**	**MANDATORY PRIORITY 1**	
		Planning, Programming, Budgeting, and Execution System Course US Finance School Fort Jackson, SC (1 week, 4 days) *(See Annex E)* http://www.finance.army.mil/	M-12, M-13, M-14, M-15
		Fiscal Law Course Judge Advocate General's School Charlottesville, VA (4.5 days) *(See Annex E)* http://www.jagcnet.army.mil/TJAGSA	M-03, M-05, M-06, M-12, M-22, M-23
		Intern Leadership Development Course *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-28, M-29, M-37, M-38
		Action Officer Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	M-18, M-19, M-34, M-40
		Analysis Course *(See Annex E & F)*	M-24, M-55, M-57
		One Financial Stewardship Course *(See Annex E & F)*	M-01, M-02, M-03, M-04, M-07, M-08, M-09, M-10, M-11, M-12, M-13, M-14, M-15, M-22, M-23, M-43, M-44, M-45, M-46, M-47, M-48, M-49, M-50
		One Financial Decision Support Course *(See Annex E & F)*	M-05, M-06, M-16, M-17, M-24, M-25, M-26, M-32, M-33, M-40, M-41, M-42, M-52, M-53, M-54, M-55, M-56, M-57, M-58
		Data Collection and Analysis Course Course #PGMT 7001 USDA http://www.grad.usda.gov/	M-16, M-47

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**Army Comptroller Course (ACC)** Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M-12, M-13, M-14, M-15, M-54, M-55, M-56, M-57
		Two Leadership & Organizational Management Courses *(See Annex E and F)*	M-18, M-19, M-20, M-21, M-27, M-28, M-29, M-30, M-31, M-34, M-35, M-36, M-37, M-38, M-39, M-59, M-60, M-61, M-62
		Two Performance Enhancing Job Experiences (Rotational Assignments)	
		PRIORITY 2	
		Activity Based Costing Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-04, M-14, M-16, M-17, M-32, M-48, M-50
		Federal Cost Accounting Concepts Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-02, M-25
		Accounting for Business Operations in Government Management Concepts (3 days) *(See Annex E)* http://www.managementconcepts.com/	M-26, M-46, M-48
		Basic Governmental Auditing Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-11
		PRIORITY 3	
		Budget Execution Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-12

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**Budget Formulation** Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-12
		Federal Budget Process Graduate School, USDA (2 days) *(See Annex E)* http://www.grad.usda.gov/	M-03, M-23, M-46
		Federal Appropriations Law Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-03, M-22, M-23
		Federal Appropriations Law Update Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-22, M-23
		Budget Justification and Presentation Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-12
		Performance Measurement and Budgeting Graduate School, USDA (3 days) *(See Annex E)* http://www.grad.usda.gov/	M-14, M-15
SPECIALIST/ JOURNEY LEVEL	**9/11/12**	**MANDATORY PRIORITY 1**	
		Management Analysis: Data Gathering Graduate School, USDA *(See Annex E)* http://www.grad.usda.gov/	M-40
		One Financial Stewardship Course *(See Annex E & F)*	M-01, M-02, M-03, M-04, M-07, M-08, M-09, M-10, M-11, M-12, M-13, M-14, M-15, M-22, M-23, M-43, M-44, M-45, M-46, M-47, M-48, M-49, M-50, M-51

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**One Financial Decision Support Course** *(See Annex E & F)*	M-05, M-06, M-16, M-17, M-24, M-25, M-26, M-27, M-28, M-29, M-30, M-31, M-32, M-33, M-40, M-41, M-42, M-52, M-53, M-54, M-55, M-56
		PRIORITY 1	
		One Leadership & Organizational Management Course *(See Annex E & F)*	M-18, M-19, M-20, M-21, M-34, M-35, M-36, M-37, M-38, M-39, M-59, M-60, M-61, M-62
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M12, M-13, M-14, M-15, M-54, M-55, M-56, M-57
		or	
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M-13, M-14, M-15, M16
		and	

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**Professional Military Comptroller School (PMCS)** Maxwell AFB, AL (6 weeks) *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	M-18, M-19, M-21, M-22, M-34, M-35, M-37, M-48
		Leadership Education and Development Course **Center for Army Leadership** Fort Leavenworth, KS *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-18, M-19, M-21, M-22, M-34, M-35, M-37
MANAGER	**13/14/15**	**MANDATORY PRIORITY 1**	
		One Financial Stewardship Course *(See Annex E & F)*	M-01, M-02, M-03, M-04, M-07, M-08, M-09, M-10, M-11, M-12, M-13, M-14, M-15, M-22, M-23, M-43, M-44, M-45, M-46, M-47, M-48, M-49, M-50, M-51
		One Financial Decision Support Course *(See Annex E & F)*	M-05, M-06, M-16, M-17, M-24, M-25, M-26, M-27, M-28, M-29, M-30, M-31, M-32, M-33, M-40, M-41, M-42, M-52, M-53, M-54, M-55, M-56
		One Leadership & Organizational Management Course *(See Annex E & F)*	M-18, M19, M-20, M-21, M-34, M-35, M-36, M-37, M-38, M-39, M-59, M-60, M-61, M-62

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
MANAGER (cont)	**13/14/15**	**Supervisor Development Course** *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	M-18, M-19, M-21, M-22, M-34, M-35, M-37, M-48
		Organizational Leadership for Executives *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-34, M-35, M-36, M-37, M-38, M-39
		Personnel Management for Executives I & II *(See Annex B & E)* http://www.amsc.belvoir.army.mil/	M-34, M-35, M-36, M-37, M-38, M-39
		Senior Service College *(See Annex B)* https://www.perscomonline.army.mil/opfamacs/MSP25.htm	M-34, M-35, M-36, M-37, M-38, M-39
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M-59, M60, M-61, M-62
		and	

7. Functional Training Plans

a. Multi-Disciplined Financial Analyst

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
MANAGER (cont)	**13/14/15**	**Professional Military Comptroller School (PMCS)** Maxwell AFB, AL (6 weeks) *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	M-13, M-14, M-15, M-16
EXECUTIVE	**SES**	**MANDATORY PRIORITY 1**	
		Two Leadership & Organizational Management Courses *(See Annex E & F)*	M-18, M-19, M-20, M-21, M-34, M-35, M-36, M-37, M-38, M-39, M-59, M-60, M-61, M-62
		One Financial Stewardship Course *(See Annex E & F)*	M-01, M-02, M-03, M-04, M-07, M-08, M-09, M-10, M-11, M-12, M-13, M-14, M-15, M-22, M-23, M-43, M-44, M-45, M-46, M-47, M-48, M-49, M-50, M-51
		One Financial Decision Support Course *(See Annex E & F)*	M-05, M-06, M-16, M-17, M-24, M-25, M-26, M-27, M-28, M-29, M-30, M-31, M-32, M-33, M-40, M-41, M-42, M-52, M-53, M-54 M-55, M-56

7. Functional Training Plans

b. Accounting

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
		UNIVERSAL TRAINING	
INTERN/ ENTRY LEVEL	**5/7/9**	**MANDATORY PRIORITY 1**	
		Planning, Programming, Budgeting, and Execution System Course US Finance School Fort Jackson, SC (1 week, 4 days) *(See Annex E)* http://www.finance.army.mil/	A-01
		Fiscal Law Course Judge Advocate General's School Charlottesville, VA (4.5 days) *(See Annex E)* http://www.jagcnet.army.mil/TJAGSA	A-12, A-13, A-26
		Intern Leadership Development Course *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-28, M-29, M-37, M-38
		Action Officer Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	M-18, M-19, M-34, M-40
		One Financial Stewardship Course	A-17, A-25, A-15, A-16
		Analysis Course *(See Annex E & F)*	A-22
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY (*See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M-12, M-13, M-14, M-15, M-54, M-55, M-56, M-57
		Two Performance Enhancing Job Experiences (Rotational Assignments)	

7. Functional Training Plans

b. Accounting

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**PRIORITY 2**	
		Advanced Management Accounting and Analysis US Army Finance School Fort Jackson, SC (2 weeks) *(See Annex E)* http://www.finance.army.mil/	A-02, A-04, A-09
		Accounts Payable US Army Finance School Fort Jackson, SC (1 week, 3 days) *(See Annex E)* http://www.finance.army.mil/	A-23, A-24, A-25, A-26
		Introduction to Financial Management Graduate School, USDA and Regional Training Centers (3 days) *(See Annex E)* http://grad.usda.gov/	AD-20, AD-15, A-14
		PRIORITY 3	
		Basic Statistics Graduate School, USDA (4 days) *(See Annex E)* http://www.grad.usda.gov/	A-06, A-07, A-08, A-15, A-16, A-17, A-18, A-19, A-20, A-23, A-24, A-25
		FUNCTIONAL TRAINING	
		PRIORITY 3	
		Budget Execution Graduate School, USDA and Regional Training Centers (4 days) *(See Annex E)* http://www.grad.usda.gov/	A-01, A-02, A-03, A-06, A-13
		Budget Formulation Graduate School, USDA and Regional Training Centers (4 days) *(See Annex E)* http://www.grad.usda.gov/	A-01, A-03, A-11, A-19

7. Functional Training Plans

b. Accounting

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**Introduction to Financial Management** Graduate School, USDA and Regional Training Centers (3 days) *(See Annex E)* http://www.grad.usda.gov/	A-01, A-02, A-09
		Resource Management Budget US Army Finance School Fort Jackson, SC (2 weeks) *(See Annex E & F)* http://www.finance.army.mil/	A-01, A-03, A-06, A-08, A-09, A-10, A-11, A-13, A-19, A-20, A-21, A-23, A-26
SPECIALIST/ JOURNEY LEVEL	**9/11/12**	**PRIORITY 2**	
		Federal Appropriations Law Graduate School, USDA and Regional Training Centers (3 days) *(See Annex B & E)* http://grad.usda.gov/	A-01, A-03, A-11, A-13, A-26
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	A-01, A-10
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	A-01, A-07, A-09, A-10
		and	
		Professional Military Comptroller School (PMCS) Maxwell AFB, AL (6 weeks) *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	A-01, A-09, A-10, A-11, A-13, A-14

7. Functional Training Plans

b. Accounting

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**Leadership Education and Development Course** **Center for Army Leadership** Fort Leavenworth, KS *(See Section B & E)* http://www.cgsc.army.mil/cal/cltd/	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		PRIORITY 3	
		Federal Appropriations Law Update Graduate School, USDA and Regional Training Centers (1 day) *(See Annex E)* http://grad.usda.gov/	A-01, A-03, A-11, A-13, A-26
MANAGER	**13/14/15**	**PRIORITY 1**	
		Supervisor Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		PRIORITY 2	
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	A-01, A-07, A-09, A-10
		and	
		Professional Military Comptroller School (PMCS) (6 weeks) Maxwell AFB, AL *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	A-01, A-09, A-10, A-11, A-13, A-14

7. Functional Training Plans

b. Accounting

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
MANAGER (cont)	**13/14/15**	**Sustaining Base Leadership and Management (SBLM) Program** Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	A-01, A-10
		Two Performance Enhancing Job Experiences	
		Organizational Leadership for Executives *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	SU-04, SU-06
		Personnel Management for Executives I & II *(See Annex B & E)* http://www.amsc.belvoir.army.mil/	SU-03, SU-04, SU-06, SU-05
		Senior Service College *(See Annex B)* https://www.perscomonline.army.mil/opfamacs/MSP25.htm	M-59, M-60, M-61, M-62

7. Functional Training Plans

c. Auditing

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL	**5/7/9**	**MANDATORY PRIORITY 1**	
		Planning, Programming, Budgeting, and Execution System Course US Finance School Fort Jackson, SC (1 week, 4 days) *(See Annex E)* http://www.finance.army.mil/	AD-03
		Fiscal Law Course Judge Advocate General's School Charlottesville, VA (4.5 days) *(See Annex E)* http://www.jagcnet.army.mil/TJAGSA	AD-03, AD-08, AD-11
		Intern Leadership Development Course *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-28, M-29, M-37, M-38
		Action Officer Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	M-18, M-19, M-34, M-40
		One Financial Stewardship Course *(See Annex E & F)*	AD-08, AD-23, AD-25, AD-26
		Analysis Course *(See Annex E & F)*	AD-11, AD-12, AD-15, AD-17, AD-19
		Two Performance Enhancing Job Experiences (Rotational Assignments)	
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	M-12, M-13, M-14, M-15, M-54, M-55, M-56, M-57

7. Functional Training Plans

c. Auditing

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
STAFF AUDITOR	**9/11**	**PRIORITY 1**	
		Communication Skills US Army Audit Agency Various Locations (4 days) *(See Annex E)* https://www.aaa.army.mil/training.htm	AD-17, AD-18, AD-23
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Army Comptroller Course (ACC) Syracuse University Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	AD-03, AD-23
SENIOR AUDITOR	**9/11**	**PRIORITY 1**	
		Detecting and Investigating Fraud U. S. Army Audit Agency Various Locations (3 days) *(See Annex E)* https://www.aaa.army.mil/training.htm	AD-06, AD-25
		Practical Statistical Sampling for Auditors Graduate School, USDA and Regional Training Centers (1 day) *(See Annex E)* http://grad.usda.gov/	AD-01

7. Functional Training Plans

c. Auditing

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SENIOR AUDITOR/ AUDITOR-IN-CHARGE	**12**	**PRIORITY 1**	
		Senior Auditor Tracks US Army Audit Agency Various Locations (5 days) *(See Annex E)* https://www.aaa.army.mil/training.htm	AD-02, AD-03, AD-18, AD-22
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	AD-15, AD-18, AD-19, AD-24
		and	
		Professional Military Comptroller School (PMCS) Maxwell AFB, AL (6 weeks) *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	AD-15, AD-18, AD-19, AD-24
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	AD-15, AD-18, AD-19, AD-24

7. Functional Training Plans

c. Auditing

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
AUDITOR-IN-CHARGE	**12/13/14**	**PRIORITY 2**	
		Advanced Communications US Army Audit Agency Various Locations (4.5 days) *(See Annex E)* https://www.aaa.army.mil/training.htm	AD-15, AD-16, AD-17, AD-18, AD-21, AD-22, AD-27
SENIOR AUDITOR/ AUDITOR-IN-CHARGE/SUPV AUDITOR	**12/13/14**	**Leadership Development Course** US Army Audit Agency Various Locations (4.5 days) https://www.aaa.army.mil/training.htm	SU-03, SU-04, SU-05, SU-06
SUPV AUDITOR/ AUDITOR-IN-CHARGE	**12/13/14**	**PRIORITY 1** **Two Performance Enhancing Job Experiences**	
SUPV AUDITOR	**12/13/14**	**PRIORITY 1**	
		Supervisor Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	AD-15, AD-18, AD-19, AD-24

7. Functional Training Plans

c. Auditing

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SUPV AUDITOR (cont)	**12/13/14**	**Leadership Education and Development Course** Center for Army Leadership Fort Leavenworth, KS *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Organizational Leadership for Executives *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Personnel Management for Executives I & II *(See Annex B & E)* http://www.amsc.belvoir.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Senior Service College *(See Annex B)* https://www.perscomonline.army.mil/opfamacs/MSP25.htm	M-59, M-60, M-61, M-62
PROGRAM DIRECTOR/ INTERNAL AUDIT DIRECTOR	**15/SES**	**National Security Management Course** Maxwell School, Syracuse University, Syracuse, NY (8 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	ECQ1, ECQ5
		Leadership for a Democratic Society Federal Executive Institute (FEI) Charlottesville, VA (4 weeks) *(See Annex B)* http://www.leadership.opm.gov/	ECQ1, ECQ5
		Senior Service College *(See Annex B)* https://www.perscomonline.army.mil/opfamacs/MSP25.htm	M-59, M-60, M-61, M-62

UNIVERSAL REQUIREMENTS

Comptroller General Standards require that Auditors, GS-5 through GS-15, receive 80 hours of continuing professional education and training within a two-year period, to remain professionally qualified. There must be at least 20 hours in any one year and there should be at least 24 hours of government training during the two years.

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
		UNIVERSAL TRAINING	
INTERN/ ENTRY LEVEL	**5/7/9**	**MANDATORY PRIORITY 1**	
		Planning, Programming, Budgeting, and Execution System Course US Finance School Fort Jackson, SC (1 week, 4 days) *(See Annex E)* http://www.finance.army.mil/	CA-01
		Fiscal Law Course Judge Advocate General's School Charlottesville, VA (4.5 days) *(See Annex E)* http://www.jagcnet.army.mil/TJAGSA	CA-10, CA-11
		Intern Leadership Development Course *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-28, M-29, M-37, M-38
		Action Officer Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	M-18, M-34, M-40
		One Financial Stewardship Course *(See Annex B & E)*	M-12, M-13, M-14, M-22, M-23
		Analysis Course *(See Annex E & F)*	CA-02, CA-04, CA-24, CA-25
		Economic Analysis Course Defense Acquisition University (3.5 days) http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-06, CA-07
		Fundamentals of Cost Analysis Defense Acquisition University (3 weeks) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-04, CA-06, CA-25

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**Army Comptroller Course (ACC)** Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	CA-01
		Two Performance Enhancing Job Experiences (Rotational Assignments)	
		PRIORITY 2	
		Introduction to Financial Management Graduate School, USDA and Regional Training Centers (3 days) *(See Annex E)* http://www.grad.usda.gov/	CA-01, CA-12
		Introduction to Life Cycle Costing US Air Force Institute of Technology Wright-Patterson AFB, OH (2 weeks) *(See Annex E)* http://ls.afit.edu/LSA/catalog/	CA-08, CA-16, CA-17
		Pricing Analysis Methods (PAM) US Air Force Institute of Technology Wright-Patterson AFB, OH (2 weeks) *(See Annex F)* http://ls.afit.edu/LSA/catalog/	CA-01, CA-12
		PRIORITY 3	
		Budget Execution Graduate School, USDA (4 days) *(See Annex E)* http://grad.usda.gov/	CA-01
		Budget Formulation Graduate School, USDA (4 days) *(See Annex E)* http://grad.usda.gov/	CA-01

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL (cont)	**5/7/9**	**Economics Analysis Course** Defense Acquisition University (3.5 days) http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-06, CA-07
		Federal Budget Process Graduate School, USDA (2 days) *(See Annex E)* http://grad.usda.gov/	CA-01, CA-10
SPECIALIST/ JOURNEY LEVEL	**9/11/12**	**PRIORITY 1**	
		Economic Analysis Course Defense Acquisition University (3.5 days) http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-06, CA-07
		Fundamentals of Cost Analysis Defense Acquisition University (3 weeks) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-04, CA-06, CA-25
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Intermediate Cost Analysis Defense Acquisition University (3 weeks) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-05, CA-09, CA-11
		Decision Analysis Course (DAC) US Army Logistics Management College Fort Lee, VA (1 week) *(See Annex E)* http://www.almc.army.mil/	CA-02, CA-05

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**Risk Analysis Course (RAC)** US Army Logistics Management College Fort Lee, VA (1 week) *(See Annex E)* http://www.almc.army.mil/	CA-02, CA-05
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	CA-01
		Professional Resource Management Course (PRMC) Syracuse University, Syracuse, NY (4 weeks) *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	CA-01, CA-02
		and	
		Professional Military Comptroller School (PMCS) Maxwell AFB, AL (6 weeks) *(See Annex B & E)* http://www.au.af.mil/au/cpd/pmcs/index.html	CA-01, CA-02
		Operations Research/Systems Analysis Continuing Education Program US Army Logistics Management College Fort Lee, VA (1 week) *(See Annex E)* http://www.almc.army.mil/	CA-24, CA-25
		Operations Research/Systems Analysis Special Topics Seminar US Army Logistics Management College Fort Lee, VA (2-5 days) *(See Annex E)* http://www.almc.army.mil/	CA-02, CA-05, CA-06

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**Resource Management Budget** US Army Finance School Fort Jackson, SC (2 weeks) *(See Annex E & F)* http://www.finance.army.mil/	CA-01, CA-10
		Fundamentals of Systems Acquisition Management Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-08, CA-10
		PRIORITY 3	
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex E)* http://www.amsc.belvoir.army.mil/	CA-01, CA-08, CA-10, CA-21
		Computer Training Course: (Various Software Applications) Graduate School, USDA (2-3 days or varies) *(See Annex E)* http://grad.usda.gov/	CA-03, CA-18
		Basics of Contracting Defense Acquisition University *(See Annex F)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-13, CA-23, CA-24
		Fundamentals of Systems Acquisition Management Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-08, CA-10

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL (cont)	**9/11/12**	**Operations Research/Systems Analysis** US Army Logistics Management College Fort Lee, VA (I – 4 weeks; II – 10 weeks) http://www.almc.army.mil/	CA-24, CA-25
MANAGER	**13/14/15**	**PRIORITY 1**	
		Supervisor Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Sustaining Base Leadership and Management (SBLM) Program Army Management Staff College Fort Belvoir, VA (12 weeks) *(See Annex B, E, & F)* http://www.amsc.belvoir.army.mil/	CA-01, CA-08, CA-10, CA-21
		Leadership Education and Development Course Center for Army Leadership Fort Leavenworth, KS *(See Annex B, E, & F)* http://www.cgsc.army.mil/cal/cltd/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Organizational Leadership for Executives *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		Personnel Management for Executives I & II *(See Annex B & E)* http://www.amsc.belvoir.army.mil/	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06

7. Functional Training Plans

d. Cost Analysis

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
MANAGER (cont)	**13/14/15**	**Senior Service College** *(See Annex B)* https://www.perscomonline.army.mil/opfamacs/MSP25.htm	SU-59, M-60, M-61, M-62
		PRIORITY 3	
		Systems Acquisition Management (SAM) for General and Flag Officers Defense Acquisition University (5 days) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-08, CA-09, CA-10

7. Functional Training Plans

e. Senior Executive Service (SES)

CAREER PHASE	GRADE	SOURCE OF TRAINING	EXECUTIVE CORE QUALIFICATIONS
EXECUTIVE	**SES**	**PRIORITY 1**	
		APEX Orientation Program HQDA, Washington, DC (2 weeks) *(See Annex B & E)* http://persec.whs.mil/apex/apexprog.html	ECQ1, ECQ2, ECQ3, ECQ4, ECQ5
		Senior Executive Equal Opportunity Seminar Defense Equal Opportunity Management Institute, Cocoa Beach, FL (2 days) http://cpol.army.mil/ses/dev_prog/index.html	ECQ2, ECQ3, ECQ4, ECQ5
		Force Integration (FI) for SES and GO HQDA, Washington, DC (1 week) http://www.afms1.belvoir.army.mil/courses/courses1.htm	ECQ1, ECQ2
		Leadership Development Program (LDP) Center for Creative Leadership (CCL) Greensboro, NC (1 week) *(See Annex B & E)* http://www.ccl.org/index.shtml	ECQ2, ECQ4, ECQ5
		PRIORITY 2	
		Systems Acquisition Management (SAM) for General/Flag Officers Defense Acquisition University (5 days) (For acquisition-related positions only) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	ECQ3
		PRIORITY 3	
		National Security Management Course Maxwell School, Syracuse University Syracuse, NY (6 weeks) *(See Annex E)* http://www.nss.edu/	ECQ1, ECQ5

7. Functional Training Plans

e. Senior Executive Service (SES)

CAREER PHASE	GRADE	SOURCE OF TRAINING	EXECUTIVE CORE QUALIFICATIONS
EXECUTIVE (cont)	**SES**	**National Security Leadership Course** Maxwell School, Syracuse University Syracuse, NY (2 weeks) *(See Annex B & E)* http://www.nss.edu/	ECQ1, ECQ5
		National Security Decision Making Seminar Maxwell School, Syracuse University Syracuse, NY (2.5 days) *(See Annex B & E)* http://www.nss.edu/	ECQ1, ECQ5
		Leadership for a Democratic Society Federal Executive Institute (FEI) Charlottesville, VA (4 weeks) http://www.leadership.opm.gov/	ECQ1, ECQ5

7. Functional Training Plans

f. Army Acquisition And Technology Workforce – Business, Cost Estimating, And Financial Management (Category K)

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ CERTIFICA-TION LEVEL 1	**5/7/9**	**MANDATORY PRIORITY 1**	
		Planning, Programming, Budgeting, and Execution System Course US Finance School Fort Jackson, SC (1 week, 4 days) *(See Annex E)* http://www.finance.army.mil/	M-12, M-13, M-14, M-15
		Fiscal Law Course Judge Advocate General's School Charlottesville, VA (4.5 days) *(See Annex E)* http://www.jagcnet.army.mil/TJAGSA	M-49, M-52, M-53
		Intern Leadership Development Course *(See Annex B & E)* http://www.cgsc.army.mil/cal/cltd/	M-28, M-29, M-37, M-38
		Action Officer Development Course *(See Annex B & F)* http://www.aimsrdl.atsc.army.mil/	M-18, M-34, M-40
		One Financial Stewardship Course *(See Annex E & F)*	M-1, M-2, M-3, M-4, M-7, M-8, M-9, M-10, M-11, M-12, M-13, M-14, M-15, M-22, M-23, M-43, M-44, M-45, M-46, M-47, M-48, M-49, M-50, M-51
		Analysis Course *(See Annex E & F)*	M-24
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY *(See Annex B & E)* http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm	CA-01

7. Functional Training Plans

f. Army Acquisition And Technology Workforce – Business, Cost Estimating, And Financial Management (Category K)

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ CERTIFICA-TION LEVEL 1 (cont)	**5/7/9**	**Fundamentals of Systems Acquisition Management** **ACQ 101** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-01, CA-04, CA-08, CA-10, CA-11, CA-12, CA-14, CA-15
		PRIORITY 1	
		Choose two of the following:	
		Fundamentals of Cost Analysis Defense Acquisition University (3 weeks) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-02, CA-04, CA-05, CA-08
		Fundamentals of Earned Value Management Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-11, CA-12, CA-13, CA-24
		Fundamentals of Business Financial Management Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-01, CA-08, CA-09, CA-10, CA-14
		Two Performance Enhancing Job Experiences (Rotational Assignments)	
		PRIORITY 2 – None	
		PRIORITY 3 – None	

7. Functional Training Plans

f. Army Acquisition And Technology Workforce – Business, Cost Estimating, And Financial Management (Category K)

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL/ CERTIFICA-TION LEVEL 2	**11/12**	**PRIORITY 1**	
		Intermediate Systems Acquisition Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-02, CA-05, CA-08, CA-09, CA-10, CA-12, CA-13, CA-14, CA-16
		Contractor Finance for Acquisition Managers **BCF 205** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-06, CA-10, CA-11, CA-14, CA-24
		PRIORITY 1	
		Complete one of the following:	
		Fundamentals of Cost Analysis **BCF 101** Defense Acquisition University *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-02, CA-04, CA-05, CA-08
		Fundamentals of Earned Value Management **BCF 102** Defense Acquisition University (15 days) *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-11, CA-12, CA-13, CA-24
		Fundamentals of Business Financial Management **BCF 103** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-08, CA-09, CA-10, CA-14

7. Functional Training Plans

f. Army Acquisition And Technology Workforce – Business, Cost Estimating, And Financial Management (Category K)

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
SPECIALIST/ JOURNEY LEVEL/ CERTIFICA-TION LEVEL 2 (cont)	**11/12**	**Intermediate Earned Value Management** **BCF 203** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-13
		Intermediate Cost Analysis **BCF 204** Defense Acquisition University *(See Annex E)* http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-02, CA-04, CA-05
		Acquisition Business Management **BCF 211A (Web portion) and 211B (Classroom portion)** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-08
		Two Performance Enhancing Job Experiences	
		PRIORITY 2 – None	
		PRIORITY 3 – None	
MANAGER CERTIFICA-TION LEVEL 3	**13/14/15**	**PRIORITY 1**	
		Business, Cost Estimating, and Financial Management Workshop **BCF 301** Defense Acquisition University http://www.dau.mil/schedules/courseinfo-catalog.asp	CA-01, CA-08, CA-09

7. Functional Training Plans

f. Army Acquisition And Technology Workforce – Business, Cost Estimating, And Financial Management (Category K)

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
MANAGER CERTIFICA-TION LEVEL 3 (cont)	13/14/15	PRIORITY 2 – None	
		PRIORITY 3 – None	

ANNEX C

MASTER INTERN TRAINING PLAN (MITP)

1. General

This Master Intern Training Plan (MITP) describes the universal requirements for training and development of Comptroller Civilian Career Program Interns, as well as the unique requirements for each specialized area. The plan will cover a 24-month period, and may be used in conjunction with the intern career phase of the Comptroller Master Training Plans in Annex B, when preparing specific intern Individual Development Plans (IDPs). Target grade may be GS-9 or GS-11, depending on the individual's qualifications at entry into the intern program, and grade structure at the employing organization.

2. Structure of the MITP

The MITP provides general guidance for a four-phase training program of 24 months. Each phase within the training plan corresponds with the performance appraisal cycle, and blends a variety of training formats, as shown in Figure 11. Supervisors are encouraged to use the six-month evaluations to ensure successful completion of each phase of the IDP. Career interns who successfully complete the program will qualify for non-competitive promotion to their target grade.

STRUCTURE OF THE MASTER INTERN TRAINING PLAN				
EVENT	**PHASE 1**	**PHASE 2**	**PHASE 3**	**PHASE 4**
Orientation	→			
General Skills Training	→	→		
Financial Stewardship Core Training	→	→	→	→
Financial Decision Support Core Training	→	→	→	→
Leadership and Organizational Management Core Training		→	→	→
Performance Enhancing Job Experience Rotational Assignments		→	→	→

Figure 11 Structure of the Master Intern Training Plan

a. Phase 1

The first six months of training provide an orientation to federal employment (as applicable), DoD/DA, the individual's organization, DA civilian leader development training and introductory functional specialty training (formal and on-the-job). Based on the needs of the individual employee, this phase may also include training in general skills such as writing, briefing techniques, and automation applications. Training in the core competency areas of Financial Stewardship and Financial Decision Support should also begin at the halfway point of this phase.

1). Orientation: Conducted locally (estimated 40 hours):

- Federal employment: Civil service status, employee benefits, standards of conduct, and security requirements
- Mission and organization of the Department of Defense, Department of the Army, and the local command/activity

2). General Skills Training: As determined by supervisor

3). Mandatory Courses:

- Intern Leadership Development Course (ILDC), Center for Army Leadership, Fort Leavenworth, KS (40 hours)
- Planning, Programming, Budgeting, and Execution System (PPBES), US Army Finance School, Fort Jackson, SC (1 week, 4 days)
- Fiscal Law (Army JAG School and USDA, 1 week)
- Action Officer Development Course (available online)
- Analysis Course (course specifics to follow, 1 week)
- Army Comptroller Course, Syracuse University (2nd year Internship)

4). Financial Stewardship Courses: See Annex E

5). Financial Decision Support Courses: See Annex E

b. Phase 2

The second six-month phase emphasizes completion of the general skills training requirements. Financial Stewardship and Financial Decision Support training continues in this phase. Beginning in this phase is the necessary training in the third core competency group of Organizational and Leadership Management. Phase 2 may also include performance enhancing job experience rotational assignments. (Any further general skills training should be completed during this phase.)

1). General Skills Training: As determined by supervisor

2). Financial Stewardship Courses: See Annex E

3). Financial Decision Support Courses: See Annex E

4). Organizational and Leadership Management Courses: See Annex E

5). Performance Enhancing Job Experience Rotational Assignments

c. Phase 3/Phase 4

The final 12 months of training in Financial Stewardship, Financial Decision Support, and Organizational and Leadership Management continues. The primary emphasis for phases 3 and 4 should be on the area of Performance Enhancing Job Experience rotational assignments. Rotations should be scheduled so that the interns are exposed to most, if not all the supporting

competency areas associated with Financial Stewardship and Financial Decision Support. Rotations should be sought at all levels of the Army (HQDA, MACOM, MSC, installation, and agency) and should be both internal and external to the organization and the Army.

1). Financial Stewardship Courses: See Annex E

2). Financial Decision Support Courses: See Annex E

3). Performance Enhancing Job Experience Rotational Assignments

3. Career Ladders

a. Career ladders for intern development are depicted at Figure 12 below. The intern career ladders apply to all CP 11 interns (both centrally (DA) and locally funded). All interns will prepare a 3-Year Individual Development Plan (3yIDP). Since the intern program covers only two years of the 3yIPD, the third year of the IDP will be used by supervisors (if necessary) to provide interns who lack some of the necessary qualifying experience the training and/or education required for successful completion of the intern program.

b. For interns who successfully complete the intern program requirements, their supervisors will use the third year of the 3yIDP to identify the next phase of professional development and training that graduating interns will be required to accomplish in their first year at the journeyman level.

CP-11 INTERN CAREER LADDERS						
DA/LOCAL INTERN						PMI
GS-12						**TARGET**
GS-11				**TARGET**		12 mos
GS-9		**TARGET**		12 mos		12 mos
GS-7		12 mos		12 mos		
GS-5		12 mos				

Figure 12 CP 11 Intern Career Ladder

4. Functional MITP

a. Organization

The Master Intern Training Plan identifies universal training and training for each series within CP 11. The six parts of the plan are listed below: (Each part is divided into: Training Description; Type; Source; Length (in hours); Knowledge, Skill, or Ability to be Acquired; Individual Dates; Training Location; and Planning for the Supervisor).

- Part A: Orientation
- Part B: General Functional Skills Training
- Part C: Leader Development Training
- Part D: Performance Enhancing Job Experience Rotational Assignments
- Part E: Core Competency Training Courses
- Part F: On-the-Job Training

b. Terminology

The following terminology is used to describe the "Type (of Training)" in the MITP:

1). On-the-Job-Training (OJT) – training received during assignment in the office that is the target or future permanent assignment.

2). Performance Enhancing Job Experience Rotational Assignments (installation, subordinate command, MACOM, and HQDA levels) – training received during a rotational assignment in another office, organization, or level comprising of at least 90 days in length and concentrating on one of the Financial Management Core Competency Groupings.

3). Resident Course – training received in the classroom mode at a school or on-site.

4). Non-Resident Course – training received in a correspondence, audio-visual, or other non-classroom mode, such as distant learning and computer-based training (CBT).

5. Performance Standards and Evaluations

The supervisor is responsible for completing the intern's six months and subsequent annual performance evaluation. After each rotation, the rotational supervisor should complete an evaluation. A copy should be provided to the Intern Coordinator and the supervisor. The supervisor will then incorporate the rotational performance evaluations into one annual evaluation in accordance with the agency's policies and procedures. Intern must have a satisfactory annual performance appraisal to be

promoted during the internship and to be converted to a permanent competitive position at the end of it. The supervisor will work closely with the intern to correct any unsatisfactory performance.

6. Roles of the Players in the Intern Program

Clearly defined roles and responsibilities of the various players throughout an intern's two-year tenure are important to the success of the Intern Program and the individual intern. Each participant in the Intern Program contributes greatly to the overall development of the intern, both individually and in concert with other participants. Communication and coordination enhance the intern's experience, and the agencies involved in the program. The major players in the Intern Program are listed below, along with their primary responsibilities:

a. Supervisors

Supervisors provide instruction, guidance, and feedback to interns. The success of interns and the Intern Program is due in large part to the interaction interns have with their supervisors. An intern supervisor is responsible for:

- Meeting with the intern to establish the office's expectations and conditions for evaluating performance and achieving developmental objectives;
- Completing the intern's performance evaluation;
- Assisting the intern in the development of an IDP which allows for a reasonable number of rotations;
- Monitoring the execution of the intern's IDP;
- Maintaining contact with the intern's rotational supervisors;
- Assisting with administrative issues, e.g. travel, health benefits, etc.;
- Assigning the intern appropriate work;
- Initiating all appropriate personnel actions in a timely manner;
- Providing regular feedback and guidance;
- Maintaining a basic knowledge of the Intern Program; and
- Helping interns develop and evaluate potential rotational assignments.

b. Interns

An intern is offered many different learning opportunities throughout his/her two-year program. However, the intern must also take control of his/her own career development, and advancement by:

- Being flexible and developing a professional reputation;
- Developing and following up on the goals established in the IDP;
- Achieving goals and objectives established for each rotation by the intern and his/her supervisor;
- Working closely with the agency intern program manager and supervisor selecting rotations with both long- and short-range career goals in mind.

c. Intern Program Manager

Each MACOM and agency has an Intern Program Manager who is responsible for:

- Conducting an orientation to agency mission and structure;
- Acting as a resource person for the intern, supervisor and mentor;
- Helping interns and supervisors identify and clarify responsibilities and commitments;
- Guiding the intern and the supervisor in the design of the IDP with goals and objectives;
- Receiving and reviewing all rotational agreements and evaluations, and ensuring that all requirements are met; and
- Providing information on external and in-house technical and managerial training opportunities for the intern.

d. Rotational Supervisor

The rotational supervisor is the manager responsible for the intern during the temporary assignments outside of the intern's core area. Rotational supervisors are responsible for:

- Ensuring that the intern is assigned a full and appropriate workload;
- Developing objectives to be accomplished during the assignment;
- Communicating the objectives to the intern prior to the beginning of the assignment; and

- Evaluating the intern's performance during the rotation and providing an assessment to the supervisor.

7. Rotational Assignments

Rotational assignments are an important part of the intern experience. They allow interns to learn financial management skills at different organizational levels, develop a broad understanding of Army financial management, establish a professional network, acquire a variety of professional skills, and lay the foundation for future managerial/supervisory responsibilities. Rotations must be carefully planned. Before a rotational assignment is finalized, a written learning objective planning memo should be developed. After action memos will be prepared to evaluate the interns' success in meeting these objectives (see Annex N for forms). Ideally rotational assignments should have the following characteristics:

- Last at least 30 days and involve different types of work assignments
- Include interaction with as many different parts of the Army as possible
- Focus on developing specific professional skills or fulfilling particular managerial competencies
- Complement the intern's existing knowledge or professional interests
- Allow the intern to gain different perspectives either by moving around in the Department of the Army or agency
- Allow an intern to gain experience at a variety of levels

A minimum of two 90-day rotations is required. These rotations should be at the installation, major subordinate command, major command, and Headquarters, Department of the Army levels. For many interns, more will be appropriate. Overall, the number and time allotted for rotational assignments will vary greatly. Ideally, the second year of the internship should be devoted to rotational assignments.

8. Sequencing of Formal Training Courses and Rotational Assignments

a. The proper sequencing of training and performance enhancing job experience rotational assignments is very important to the intern's professional development and growth. Certain events or training logically should occur before others. Each intern's IDP should be designed not only to fit the intern's unique needs and requirements, but also to accommodate the host organization as well.

b. The following matrix is provided to illustrate the recommended sequencing of training and performance enhancing job experience(s) rotational assignments:

Training Courses and Rotational Assignments Sequencing Matrix								
	1ST QTR YEAR 1	2ND QTR YEAR 1	3RD QTR YEAR 1	4TH QTR YEAR 1	1ST QTR YEAR 2	2ND QTR YEAR 2	3RD QTR YEAR 2	4TH QTR YEAR 2
General Skills Training Requirements Courses	X	X						
Financial Stewardship			X	X	X			
Financial Decision Support						X	X	X
Leadership and Organizational Management	X		X			X		
Performance Enhancing Job Experience Rotational Assignments				X	X	X	X	X

Figure 13 Training Courses and Rotational Assignments

9. Professional Associations

Although participation in professional organizations is not reflected in the Individual Development Plan, it is a valuable source of self-development. Meetings, workshop, symposia, training events, and institutes sponsored by professional associations and societies provide valuable professional development opportunities. They are also forums for exchanging ideas and concepts with individuals who have similar interests and concerns. Examples of professional associations include the Association of United States Army (AUSA), American Society of Military Comptrollers (ASMC), Society of Cost Estimating and Analysis (SCEA), Association of Government Accountants (AGA), Federally Employed Women (FEW), Blacks in Government (BIG), American Institute of Certified Public Accountants (AICPA), Institute of Certified Management Accountants (CMA), and Institute of Internal Auditors (IIA). Several professional associations conduct certification training in support of their examinations as well. Annex J highlights a number of professional organizations and associations and their various programs.

10. Master Intern Training Plan

COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART A: ORIENTATION 1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned Work Center	40	Upon completion the intern will be able to: a. Demonstrate an understanding of the provisions, benefits, and responsibilities of federal employment and the provisions and structure of the Army Comptroller Career Management system. b. Identify the key components of the federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DoD/DA a. Overall Organization of DoD and DA b. Organization and Mission of Assigned Organization	OJT	Assigned Work Center	40	a. Describe the mission, organization, and functions of the Comptroller organization. b. Describe the basic functions of the director for resource management; describe what each function encompasses; and list the services a resource management office can provide managers.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Comptroller Organization Orientation a. Finance and Accounting b. Program and Budget c. Management	OJT	Assigned Work Center	40	a. Identify the responsibilities of the finance and disbursement operations of a finance and accounting office. Gain an understanding of accepted principles, standards, and theories of professional accounting. b. Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPBES), Program Budget Guidance (PBG), Command Budget Estimate (COB), Program Objective Memorandum (POM), Mission Area Materiel Plan (MAMP), Long Range Research and Development Plan (ILRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
PART B: GENERAL FUNCTIONAL SKILLS TRAINING 1. Empowering Yourself for Success	Resident Course	EEO	5	Improve communications skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Effective Writing	Resident Course	US Dept of Agriculture	24	Write attention-getting, logical memos. Reports and other documents.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Briefing Techniques	Resident Course	US Dept of Agriculture	24	Organize and present a concise briefing.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Report Writing for Professionals	Resident Course	US Dept of Agriculture	TBD	Enhance writing skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART B: GENERAL FUNCTIONAL SKILLS TRAINING (cont.)							
5. Report Writing	Resident Course	US Dept of Agriculture	TBD	Produce well-written reports that present facts and ideas clearly and logically.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
6. Military Correspondence (AG0102)	Non-Resident	Soldier Support Institute	11	Learn the fundamentals of military correspondence.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparation of the Memorandum and Endorsement (AG0220)	Non-Resident	Soldier Support Institute	7	Learn how to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Preparing Special Purpose Memorandums and Letters (AG0222)	Non-Resident	Soldier Support Institute	4	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
9. The Modern Army Record keeping System (MARKS) (AG0404)	Non-Resident	Soldier Support Institute	8	Identify the concepts and principles of record keeping and filing in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
10. Freedom of Information and Privacy Acts (AG0409)	Non-Resident	Soldier Support Institute	6	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING **PRIORITY 1:** Intern Leadership Development Course (Mandatory)	Resident	Center for Army Leadership	40	a. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. b. Know the operational concept and structure of the Army.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course (Mandatory)	Resident	Army Institute for Professional Development	TBD	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS Interns are given multiple rotational assignments in each of the finance analyst core competency groups. **1. Financial Stewardship** a. Accounting	RA	Rotational	120	a. Demonstrate knowledge in the design, development, operation, or inspection of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports; and the provision of accounting or financial management advice and assistance to management. b. Demonstrate knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems. c. Demonstrate knowledge of the laws, regulations, and various directives pertaining to appropriations, funds usage, and overall program planning and development. d. Demonstrate knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
b. Budgeting	RA	Rotational	120	a. Demonstrate knowledge of program, budget, and accounting terminology, concepts, principles, laws, concepts, and processes for formulating, presenting, defending, and executing budgets. b. Demonstrate knowledge of the agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. c. Demonstrate knowledge of budget and financial analysis techniques and state-of-the-art developments in the budget field. d. Demonstrate an ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1. Financial Stewardship (cont.)** c. Resource and Program Management	RA	Rotational	120	a. Demonstrate knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive and their roles in Defense operations. b. Demonstrate knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. c. Demonstrate an understanding of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. d. Demonstrate an ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
d. Managerial Fiscal Responsibility	RA	Rotational	120	a. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA). b. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. c. Demonstrate skills in maintaining administrative control of resources, fund allocation and fund control, paperwork management, program objectives, inter-and intra-agency reimbursable agreements, and funding and financial reports. d. Demonstrate ability in monitoring agency's use of funds; provide advice on agency's fund control system; prepare apportionment's and the OMB required documents; design and use system processes and procedures that ensure financial integrity. e. Demonstrate ability to establish and administer management controls to provide information to and acquire information from appropriate systems; to disseminate that information to appropriate users.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1. Financial Stewardship (cont.)** e. Fiscal Law	RA	Rotational	40	Demonstrate knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies, and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
f. Auditing	RA	Rotational	40	a. Demonstrate knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. b. Demonstrate skills in the application of audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of CPAs. c. Demonstrate knowledge of the criteria for conducting a go/no-go decision at the end of the audit-planning phase, the end of survey phase, and possibly during execution phase of an audit. d. Demonstrate knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulation.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2. Financial Decision Support** a. Managerial Services	RA	Rotational	120	a. Demonstrate knowledge of generally accepted management principles, practices, and functions. b. Demonstrate knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes. c. Demonstrate knowledge of performance effectiveness concepts, productivity measurement and improvement systems, and business reengineering processes. d. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA).	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
b. Business Processes and Practices	RA	Rotational	80	a. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. b. Demonstrate an ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. c. Demonstrate an ability to use new technology and best business practices to enhance decision-making.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
c. Organizational Performance Measurement	RA	Rotational	80	a. Demonstrate knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. b. Demonstrate an ability to manage the evaluation systems that use performance measurement to achieve program objectives. c. Demonstrate knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. d. Demonstrate knowledge of the methods for evaluating programs that have a diverse customer base.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2. Financial Decision Support (cont.)**							
d. Cost/Operations Research Analysis	RA	Rotational	80	a. Understand how the budget is formulated and executed, major budget phases, and the impact of the government Performance and Results Act on the budget process. b. Demonstrate knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.) c. Demonstrate knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.) d. Demonstrate knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
e. Acquiring and Contracting	RA	Rotational	80	a. Demonstrate knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data. b. Demonstrate knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
f. IT/Resource Management Application	RA	Rotational	40	a. Demonstrate knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT-based strategies to enhance decision-making and improving customer. b. Demonstrate skills in personal computing, e.g., spreadsheets, word processing, graphics, database management, common packages.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management** a. Strategic Vision	RA	Rotational	20	a. Demonstrate knowledge of the Strategic Planning Process and how it relates to financial management. b. Demonstrate an ability to develop creative and innovative solutions to complex financial, budget, and program management issues. c. Demonstrate an ability to identify problems and potential concerns, provide leadership, and involve others in the decision-making process, and build support for options that provide solutions d. Demonstrate knowledge of applicable legislative, administrative and regulatory requirements as well as organization specific strategic planning guidance.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
b. Interpersonal Skills	RA	Rotational	20	a. Demonstrate an ability to use the personal/professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. b. Demonstrate an ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax). c. Demonstrate knowledge of the need to consider and respond appropriately to the needs, feelings, and capabilities of different people in different situations. d. Demonstrate an ability to demonstrate tact, empathy, sensitivity, and respect in the interaction with others.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)** c. Leadership and Management Development	RA	Assigned Work Center	20	a. Demonstrate knowledge of the factors affecting the organization and the leaders ability to act as a catalyst for change, when needed; influencing, motivating, and challenging subordinates. Ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. b. Demonstrate an ability to demonstrate leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. c. Demonstrate an ability to empower people by sharing power and authority. d. Demonstrate an ability to foster commitment, team spirit, pride, trust, and group identity. e. Demonstrate an ability to develop leadership in others through coaching and mentoring. f. Demonstrate an ability to continuously develop one's leadership and managerial skills' potential through training.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)**							
d. Human Resource Management	RA	Assigned Work Center	20	a. Demonstrate knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization; knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations. b. Demonstrate knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. c. Demonstrate ability at building teams and fostering cooperation throughout the organization. d. Demonstrate ability to manage HRM resources planning, recruitment, and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs. e. Demonstrate ability to assess employees' unique developmental needs and providing developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organizations strategic vision.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
PART E: CORE COMPETENCY TRAINING **PRIORITY 1:** 1. Planning, Programming, Budgeting, and Execution System	Resident Course	US Army Finance School	72	Review and analyze resource management organization and functions, manpower management accounting, budgeting, economic analysis, and internal control.	TBD	Fort Jackson, SC	Assigned Supervisor or Training Manager
2. Fiscal Law Course	Resident Course	JAG School	40	Review appropriation and administrative law pertaining to fund control.	TBD	Charlottesville, VA	Assigned Supervisor or Training Manager
3. Analysis Course	Resident Course	TBD	TBD	Trace procedures, processes, and documentation through an organization or an automated system.	TBD	TBD	Assigned Supervisor or Training Manager
4. One Financial Stewardship Course	Resident Course	TBD	TBD	Review practices, procedures, and methods used for controlling financial resources.	TBD	TBD	Assigned Supervisor or Training Manager
5. One Financial Decision Support Course	Resident Course	TBD	TBD	Review managerial tools and techniques that can assist managers in the financial decision-making process.	TBD	TBD	Assigned Supervisor or Training Manager
6. Data Collection and Analysis Course	Resident Course	TBD	TBD	Identify, filter, and sort data to aid in financial decision-making.	TBD	TBD	Assigned Supervisor or Training Manager
7. Army Comptroller Course	Resident Course	Syracuse University	160	Obtain a broad overview of Army Comptroller duties and functions.	2nd Year of Internship	Syracuse, NY	Assigned Supervisor or Training Manager

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 2:** 1. Fundamentals of Cost Analysis	Resident Course	DAU	88	Define cost data and apply appropriate quantitative techniques to estimate costs for major defense acquisition programs. Explain policies governing cost estimating. Perform a life cycle cost analysis.	TBD	TBD	Assigned Supervisor or Training Manager
2. Fundamentals of Business Financial Management	Resident Course	DAU	32	Describe the PPBES process and its relationship to the development of program budget submissions. Summarize the process by which budget authority is appropriated, executed, and reprogrammed.	TBD	TBD	Assigned Supervisor or Training Manager
3. Basics of Contracting	Resident Course	DAU	152	Analyze contracting requirements. Plan competition and source selections. Evaluate quotes and offers.	TBD	TBD	Assigned Supervisor or Training Manager
4. Fundamentals of Contract Pricing	Resident Course	DAU	112	Determine the sources and means of acquiring data for cost and price analysis. Analyze direct and indirect costs. Perform a profit analysis, including the appropriate use and application of requirements relative to cost of money.	TBD	TBD	Assigned Supervisor or Training Manager
5. Activity Based Costing (43AQ)	Resident Course	US Dept of Agriculture	16	Understand the entire activity based costing process and methodology.	TBD	TBD	Assigned Supervisor or Training Manager
6. Performance Measurement and Budgeting	Resident Course	US Dept of Agriculture	16	Understand the process and benefits, and how to evaluate and report performance progress.	TBD	TBD	Assigned Supervisor or Training Manager
7. Basic Cost Accounting Concepts (43AJ)	Resident Course	US Dept of Agriculture	24	Determine cost categories and controllable versus non-controllable costs. Understand how to plan and control the budget and variances.	TBD	TBD	Assigned Supervisor or Training Manager
8. Working Capital Funds (43DD)	Resident Course	US Dept of Agriculture	16	Analyze revolving fund financial statements.	TBD	TBD	Assigned Supervisor or Training Manager
9. Basic Governmental Auditing	Resident Course	US Dept of Agriculture	40	Review basic government audit procedures and standards.	TBD	TBD	Assigned Supervisor or Training Manager
PRIORITY 3: 1. Introduction to Federal Budgeting	Resident Course	US Dept of Agriculture	24	Discuss the federal budget process. Prepare budget assumptions. Prepare a formal unit budget.	TBD	TBD	Assigned Supervisor or Training Manager
2. Introduction to Operations Research Systems Analysis	Non-Resident Course	ALMC	80	Understand the principles and techniques used in statistical and quantitative analysis, to include probability theory and distributions, sampling and estimation, and regression and correlation analysis.	TBD	TBD	Assigned Supervisor or Training Manager
3. Fundamentals of Systems Acquisition Management	Non-Resident Course	DAU	480	Recognize the regulations and governing structures, fundamental precepts and bases of the diverse, interrelated, and changing nature in the different disciplines of defense systems acquisition management.	TBD	TBD	Assigned Supervisor or Training Manager
4. Introduction to Defense Financial Management	Non-Resident Course	ALMC	40	Understand defense financial systems and controls, to include, financial laws, PPBS, defense appropriations, working capital funds, review and analysis, and productivity programs.	TBD	TBD	Assigned Supervisor or Training Manager
5. Budget Execution (43BM)	Resident Course	US Dept of Agriculture	32	Explain sequence of events in budget execution.	TBD	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 3: (cont.)**							
6. Budget Formulation (43AF)	Resident Course	US Dept of Agriculture	32	Use proper budget terminology and show how the federal agency develops its budget submission.	TBD	TBD	Assigned Supervisor or Training Manager
7. Federal Budget Process (43AP)	Resident Course	US Dept of Agriculture	16	Understand budget terms and the budget process.	TBD	TBD	Assigned Supervisor or Training Manager
8. Federal Appropriations Law (43AU)	Resident Course	US Dept of Agriculture	32	Understand the laws governing federal appropriations.	TBD	TBD	Assigned Supervisor or Training Manager
9. Federal Appropriations Law Update (43CD)	Resident Course	US Dept of Agriculture	8	Understand key principles of appropriations law.	TBD	TBD	Assigned Supervisor or Training Manager
10. Budget Justification & Presentation (43AT)	Resident Course	US Dept of Agriculture	32	Understand the budget justification process.	TBD	TBD	Assigned Supervisor or Training Manager
11. Performance Based Budgeting (43EA)	Resident Course	US Dept of Agriculture	16	Understand how to prepare performance-based budgets.	TBD	TBD	Assigned Supervisor or Training Manager
12. Force Integration Training	Resident Course		40	Understand how the Army fits together.	TBD	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART F: ON-THE-JOB TRAINING							
1. Installation				Upon completion of Organizational Assignments, the intern will be able to:	TBD	TBD	Assigned Supervisor or Training Manager
a. Army Budget System	OJT	Assigned Work Center	80	a. Prepare a diagram/flow chart explaining the Army budget system and define elements of the budget cycle. Define Army Management Structure including appropriations, budget programs, budget project accounts, and activity accounts. Relate various programs (investment or capital acquisition, research and development, and working capital) to the appropriations and corresponding budgetary control forms and procedures.			
b. Army Management Structure	OJT	Assigned Work Center	320				
c. Distribution & Control of Funds	OJT	Assigned Work Center	120				
d. Resource Management	OJT	Assigned Work Center	120	b. Explain the procedures for secondary commitments and obligation and assist senior budget analysts in controlling and balancing obligations and recommending budget adjustments.			
e. Installation Budgeting	OJT	Assigned Work Center	120				
f. Budget Formulation	OJT	Assigned Work Center	440	c. Identify organizational missions and workloads of supporting elements or subordinate activities. Describe the relationship of fund distribution and procedures of each to the overall budget processing to include the various budget documents involved.			
g. Budget Reporting	OJT	Assigned Work Center	440				
h. Budget Execution	OJT	Assigned Work Center	710	d. Assist in preparing an installation budget for revolving fund accounts. Describe the methods used to develop resource requirements including both financed and unfinanced requirements, phase financial requirements, and the supporting budget schedules.			
				e. Assist senior budget analysts in applying the methods and techniques for consolidating and integrating subordinate activity operating budgets into a balanced budget. Review latest budget manpower guidance from higher authority and provide it to site directors for budget program planning.			
				f. Assist senior analysts in preparing, coordinating, validating, and reconciling budget report input into the COB estimate. Convert budget report information to the proper data processing mode. Distribute quarterly allotments, monitor resource use, and identify surpluses/shortages in time for corrective action and shifting resource allocations.			

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COST ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART F: ON-THE -JOB TRAINING (cont.)							
2. Subordinate Command a. Distribution & Control of Funds b. Army Mission Funding c. Logistics Funding	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the subordinate command level.	TBD	TBD	Assigned Supervisor or Training Manager
3. MACOM a. Budget Programs Management b. Fund Distribution & Allotment Control c. Budget Reprogramming d. Funding Priorities	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the major command (MACOM) level.	TBD	TBD.	Assigned Supervisor or Training Manager
4. HQDA Level a. POM Process b. Budget Justification c. Army Appropriations	OJT	Assigned Work Center	TBD	Obtain hands-on understanding and application of resource and financial management at Headquarters Department of the Army level.	TBD	TBD	Assigned Supervisor or Training Manager
5. OSD Level a. Interdepartmental Financial Issues b. Joint Financial Management Activities c. Financial Stewardship d. Consolidated Financial Reporting	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the Department of Defense (DoD) level.	TBD	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

MULTI-DISCIPLINED FINANCIAL ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART A: ORIENTATION 1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned Work Center	40	**Upon completion the intern will be able to:** a. Demonstrate an understanding of the provisions, benefits, and responsibilities of federal employment and the provisions and structure of the Army Comptroller Career Management system. b. Identify the key components of the federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DoD/DA a. Overall Organization of DoD and DA b. Organization and Mission of Assigned Organization	OJT	Assigned Work Center	40	a. Describe the mission, organization, and functions of the Comptroller organization. b. Describe the basic functions of the director for resource management; describe what each function encompasses; and list the services a resource management office can provide managers.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Comptroller Organization Orientation a. Finance and Accounting b. Program and Budget c. Management	OJT	Assigned Work Center	40	a. Identify the responsibilities of the finance and disbursement operations of a finance and accounting office. Gain an understanding of accepted principles, standards, and theories of professional accounting. b. Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPBES), Program Budget Guidance (PBG), Command Budget Estimate (COB), Program Objective Memorandum (POM), Mission Area Materiel Plan (MAMP), Long Range Research and Development Plan (ILRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
PART B: GENERAL FUNCTIONAL SKILLS TRAINING 1. Empowering Yourself for Success	Resident Course	EEO	5	Improve communications skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Effective Writing	Resident Course	US Dept of Agriculture	24	Write attention-getting, logical memos. Reports and other documents.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Briefing Techniques	Resident Course	US Dept of Agriculture	24	Organize and present a concise briefing.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Report Writing for Professionals	Resident Course	US Dept of Agriculture	TBD	Enhance writing skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

10. Master Intern Training Plan

MULTI-DISCIPLINED FINANCIAL ANALYST
UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART B: GENERAL FUNCTIONAL SKILLS TRAINING (cont.)							
5. Report Writing	Resident Course	US Dept of Agriculture	TBD	Produce well-written reports that present facts and ideas clearly and logically.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
6. Military Correspondence (AG0102)	Non-Resident	Soldier Support Institute	11	Learn the fundamentals of military correspondence.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparation of the Memorandum and Endorsement (AG0220)	Non-Resident	Soldier Support Institute	7	Learn how to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Preparing Special Purpose Memorandums and Letters (AG0222)	Non-Resident	Soldier Support Institute	4	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
9. The Modern Army Record keeping System (MARKS) (AG0404)	Non-Resident	Soldier Support Institute	8	Identify the concepts and principles of record keeping and filing in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
10. Freedom of Information and Privacy Acts (AG0409)	Non-Resident	Soldier Support Institute	6	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING **PRIORITY 1:** Intern Leadership Development Course (Mandatory)	Resident	Center for Army Leadership	40	a. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. b. Know the operational concept and structure of the Army.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course (Mandatory)	Resident	Army Institute for Professional Development	TBD	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS Interns are given multiple rotational assignments in each of the finance analyst core competency groups. 1. Financial **Stewardship** a. Accounting	RA	Rotational	120	a. Demonstrate knowledge in the design, development, operation, or inspection of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports; and the provision of accounting or financial management advice and assistance to management. b. Demonstrate knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems. c. Demonstrate knowledge of the laws, regulations, and various directives pertaining to appropriations, funds usage, and overall program planning and development. d. Demonstrate knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
b. Budgeting	RA	Rotational	120	a. Demonstrate knowledge of program, budget, and accounting terminology, concepts, principles, laws, concepts, and processes for formulating, presenting, defending, and executing budgets. b. Demonstrate knowledge of the agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. c. Demonstrate knowledge of budget and financial analysis techniques and state-of-the-art developments in the budget field. d. Demonstrate an ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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MULTI-DISCIPLINED FINANCIAL ANALYST UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1.** Financial Stewardship (cont.) c. Resource and Program Management	RA	Rotational	120	a. Demonstrate knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive and their roles in Defense operations. b. Demonstrate knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. c. Demonstrate an understanding of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. d. Demonstrate an ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
d. Managerial Fiscal Responsibility	RA	Rotational	120	a. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA). b. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. c. Demonstrate skills in maintaining administrative control of resources, fund allocation and fund control, paperwork management, program objectives, inter-and intra-agency reimbursable agreements, and funding and financial reports. d. Demonstrate ability in monitoring agency's use of funds; provide advice on agency's fund control system; prepare apportionment's and the OMB required documents; design and use system processes and procedures that ensure financial integrity. e. Demonstrate ability to establish and administer management controls to provide information to and acquire information from appropriate systems; to disseminate that information to appropriate users.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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MULTI-DISCIPLINED FINANCIAL ANALYST UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1.** Financial Stewardship (cont.) e. Fiscal Law	RA	Rotational	40	Demonstrate knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies, and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
f. Auditing	RA	Rotational	40	a. Demonstrate knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. b. Demonstrate skills in the application of audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of CPAs. c. Demonstrate knowledge of the criteria for conducting a go/no-go decision at the end of the audit-planning phase, the end of survey phase, and possibly during execution phase of an audit. d. Demonstrate knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulation.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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MULTI-DISCIPLINED FINANCIAL ANALYST
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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2.** Financial Decision Support a. Managerial Services	RA	Rotational	120	a. Demonstrate knowledge of generally accepted management principles, practices, and functions. b. Demonstrate knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes. c. Demonstrate knowledge of performance effectiveness concepts, productivity measurement and improvement systems, and business reengineering processes. d. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA).	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
b. Business Processes and Practices	RA	Rotational	80	a. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. b. Demonstrate an ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. d. Demonstrate an ability to use new technology and best business practices to enhance decision-making.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
c. Organizational Performance Measurement	RA	Rotational	80	a. Demonstrate knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. b. Demonstrate an ability to manage the evaluation systems that use performance measurement to achieve program objectives. c. Demonstrate knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. d. Demonstrate knowledge of the methods for evaluating programs that have a diverse customer base.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2.** Financial Decision Support (cont.) d. Cost/Operations Research Analysis	RA	Rotational	80	a. Understand how the budget is formulated and executed, major budget phases, and the impact of the government Performance and Results Act on the budget process. b. Demonstrate knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.) c. Demonstrate knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.) d. Demonstrate knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
e. Acquiring and Contracting	RA	Rotational	80	a. Demonstrate knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data. b. Demonstrate knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
f. IT/Resource Management Application	RA	Rotational	40	a. Demonstrate knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT-based strategies to enhance decision-making and improving customer. b. Demonstrate skills in personal computing, e.g., spreadsheets, word processing, graphics, database management, common packages.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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UNIVERSAL TRAINING

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management** a. Strategic Vision	RA	Rotational	20	a. Demonstrate knowledge of the Strategic Planning Process and how it relates to financial management. b. Demonstrate an ability to develop creative and innovative solutions to complex financial, budget, and program management issues. c. Demonstrate an ability to identify problems and potential concerns, provide leadership, and involve others in the decision-making process, and build support for options that provide solutions d. Demonstrate knowledge of applicable legislative, administrative and regulatory requirements as well as organization specific strategic planning guidance.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
b. Interpersonal Skills	RA	Rotational	20	a. Demonstrate an ability to use the personal/professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. b. Demonstrate an ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax). c. Demonstrate knowledge of the need to consider and respond appropriately to the needs, feelings, and capabilities of different people in different situations. d. Demonstrate an ability to demonstrate tact, empathy, sensitivity, and respect in the interaction with others.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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UNIVERSAL TRAINING

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PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)** c. Leadership and Management Development	RA	Assigned Work Center	20	a. Demonstrate knowledge of the factors affecting the organization and the leaders ability to act as a catalyst for change, when needed; influencing, motivating, and challenging subordinates. Ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. b. Demonstrate an ability to demonstrate leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. c. Demonstrate an ability to empower people by sharing power and authority. d. Demonstrate an ability to foster commitment, team spirit, pride, trust, and group identity. e. Demonstrate an ability to develop leadership in others through coaching and mentoring. f. Demonstrate an ability to continuously develop one's leadership and managerial skills' potential through training.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)** d. Human Resource Management	RA	Assigned Work Center	20	a. Demonstrate knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization; knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations. b. Demonstrate knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. c. Demonstrate ability at building teams and fostering cooperation throughout the organization. d. Demonstrate ability to manage HRM resources planning, recruitment, and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs. e. Demonstrate ability to assess employees' unique developmental needs and providing developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organizations strategic vision.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
PART E: CORE COMPETENCY TRAINING **PRIORITY 1:** 1. Planning, Programming, Budgeting, and Execution System	Resident Course	US Army Finance School	72	Review and analyze resource management organization and functions, manpower management accounting, budgeting, economic analysis, and internal control.	TBD	Fort Jackson, SC	Assigned Supervisor or Training Manager
2. Fiscal Law Course	Resident Course	JAG School	40	Review appropriation and administrative law pertaining to fund control.	TBD	Charlottesville, VA	Assigned Supervisor or Training Manager
3. Analysis Course	Resident Course	TBD	TBD	Trace procedures, processes, and documentation through an organization or an automated system.	TBD	TBD	Assigned Supervisor or Training Manager
4. One Financial Stewardship Course	Resident Course	TBD	TBD	Review practices, procedures, and methods used for controlling financial resources.	TBD	TBD	Assigned Supervisor or Training Manager
5. One Financial Decision Support Course	Resident Course	TBD	TBD	Review managerial tools and techniques that can assist managers in the financial decision-making process.	TBD	TBD	Assigned Supervisor or Training Manager
6. Data Collection and Analysis Course	Resident Course	TBD	TBD	Identify, filter, and sort data to aid in financial decision-making.	TBD	TBD	Assigned Supervisor or Training Manager
7. Army Comptroller Course	Resident Course	Syracuse University	160	Obtain a broad overview of Army Comptroller duties and functions.	2nd Year of Internship	Syracuse, NY	Assigned Supervisor or Training Manager

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PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 2:**							
1. Activity Based Costing (43AQ)	Resident Course	US Dept of Agriculture	16	Understand the entire activity based costing process and methodology.	TBD	TBD	Assigned Supervisor or Training Manager
2. Performance Measurement and Budgeting	Resident Course	US Dept of Agriculture	16	Understand the process and benefits, and how to evaluate and report performance progress.	TBD	TBD	Assigned Supervisor or Training Manager
3. Basic Cost Accounting Concepts (43AJ)	Resident Course	US Dept of Agriculture	24	Determine cost categories and controllable versus non-controllable costs. Understand how to plan and control the budget and variances.	TBD	TBD	Assigned Supervisor or Training Manager
4. Working Capital Funds (43DD)	Resident Course	US Dept of Agriculture	16	Analyze revolving fund financial statements.	TBD	TBD	Assigned Supervisor or Training Manager
5. Basic Governmental Auditing	Resident Course	US Dept of Agriculture	40	Review basic government audit procedures and standards.	TBD	TBD	Assigned Supervisor or Training Manager
PRIORITY 3:							
1. Budget Execution (43BM)	Resident Course	US Dept of Agriculture	32	Explain sequence of events in budget execution.	TBD	TBD	Assigned Supervisor or Training Manager
2. Budget Formulation (43AF)	Resident Course	US Dept of Agriculture	32	Use proper budget terminology and show how the federal agency develops its budget submission.	TBD	TBD	Assigned Supervisor or Training Manager
3. Federal Budget Process (43AP)	Resident Course	US Dept of Agriculture	16	Understand budget terms and the budget process.	TBD	TBD	Assigned Supervisor or Training Manager
4. Federal Appropriations Law (43AU)	Resident Course	US Dept of Agriculture	32	Understand the laws governing federal appropriations.	TBD	TBD	Assigned Supervisor or Training Manager
5. Federal Appropriations Law Update (43CD)	Resident Course	US Dept of Agriculture	8	Understand key principles of appropriations law.	TBD	TBD	Assigned Supervisor or Training Manager
6. Budget Justification & Presentation (43AT)	Resident Course	US Dept of Agriculture	32	Understand the budget justification process.	TBD	TBD	Assigned Supervisor or Training Manager
7. Performance Based Budgeting (43EA)	Resident Course	US Dept of Agriculture	16	Understand how to prepare performance-based budgets.	TBD	TBD	Assigned Supervisor or Training Manager
8. Force Integration Training	Resident Course		40	Understand how the Army fits together.	TBD	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART F: ON-THE-JOB TRAINING							
1. Installation				Upon completion of Organizational Assignments, the intern will be able to:	TBD	TBD	Assigned Supervisor or Training Manager
a. Army Budget System	OJT	Assigned Work Center	80	a. Prepare a diagram/flow chart explaining the Army budget system and define elements of the budget cycle. Define Army Management Structure including appropriations, budget programs, budget project accounts, and activity accounts. Relate various programs (investment or capital acquisition, research and development, and working capital) to the appropriations and corresponding budgetary control forms and procedures.			
b. Army Management Structure	OJT	Assigned Work Center	320				
c. Distribution & Control of Funds	OJT	Assigned Work Center	120				
d. Resource Management	OJT	Assigned Work Center	120	b. Explain the procedures for secondary commitments and obligation and assist senior budget analysts in controlling and balancing obligations and recommending budget adjustments.			
e. Installation Budgeting	OJT	Assigned Work Center	120				
f. Budget Formulation	OJT	Assigned Work Center	440	c. Identify organizational missions and workloads of supporting elements or subordinate activities. Describe the relationship of fund distribution and procedures of each to the overall budget processing to include the various budget documents involved.			
g. Budget Reporting	OJT	Assigned Work Center	440				
h. Budget Execution	OJT	Assigned Work Center	710	d. Assist in preparing an installation budget for revolving fund accounts. Describe the methods used to develop resource requirements including both financed and unfinanced requirements, phase financial requirements, and the supporting budget schedules.			
				e. Assist senior budget analysts in applying the methods and techniques for consolidating and integrating subordinate activity operating budgets into a balanced budget. Review latest budget manpower guidance from higher authority and provide it to site directors for budget program planning.			
				f. Assist senior analysts in preparing, coordinating, validating, and reconciling budget report input into the COB estimate. Convert budget report information to the proper data processing mode. Distribute quarterly allotments, monitor resource use, and identify surpluses/shortages in time for corrective action and shifting resource allocations.			

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PART F: ON-THE -JOB TRAINING (cont.)							
2. Subordinate Command a. Distribution & Control of Funds b. Army Mission Funding c. Logistics Funding	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the subordinate command level.	TBD	TBD	Assigned Supervisor or Training Manager
3. MACOM a. Budget Programs Management b. Fund Distribution & Allotment Control c. Budget Reprogramming d. Funding Priorities	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the major command (MACOM) level.	TBD	TBD.	Assigned Supervisor or Training Manager
4. HQDA Level a. POM Process b. Budget Justification c. Army Appropriations	OJT	Assigned Work Center	TBD	Obtain hands-on understanding and application of resource and financial management at Headquarters Department of the Army level.	TBD	TBD	Assigned Supervisor or Training Manager
5. OSD Level a. Interdepartmental Financial Issues b. Joint Financial Management Activities c. Financial Stewardship d. Consolidated Financial Reporting	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the Department of Defense (DoD) level.	TBD	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART A: ORIENTATION 1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned Work Center	40	Upon completion the intern will be able to: a. Demonstrate an understanding of the provisions, benefits, and responsibilities of federal employment and the provisions and structure of the Army Comptroller Career Management system. b. Identify the key components of the federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DoD/DA a. Overall Organization of DoD and DA b. Organization and Mission of Assigned Organization	OJT	Assigned Work Center	40	a. Describe the mission, organization, and functions of the Comptroller organization. b. Describe the basic functions of the director for resource management; describe what each function encompasses; and list the services a resource management office can provide managers.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Comptroller Organization Orientation a. Finance and Accounting b. Program and Budget c. Management	OJT	Assigned Work Center	40	a. Identify the responsibilities of the finance and disbursement operations of a finance and accounting office. Gain an understanding of accepted principles, standards, and theories of professional accounting. b. Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPBES), Program Budget Guidance (PBG), Command Budget Estimate (COB), Program Objective Memorandum (POM), Mission Area Materiel Plan (MAMP), Long Range Research and Development Plan (ILRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
PART B: GENERAL FUNCTIONAL SKILLS TRAINING 1. Empowering Yourself for Success	Resident Course	EEO	5	Improve communications skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Effective Writing	Resident Course	US Dept of Agriculture	24	Write attention-getting, logical memos. Reports and other documents.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Briefing Techniques	Resident Course	US Dept of Agriculture	24	Organize and present a concise briefing.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Report Writing for Professionals	Resident Course	US Dept of Agriculture	TBD	Enhance writing skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART B: GENERAL FUNCTIONAL SKILLS TRAINING (cont.)							
5. Report Writing	Resident Course	US Dept of Agriculture	TBD	Produce well-written reports that present facts and ideas clearly and logically.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
6. Military Correspondence (AG0102)	Non-Resident	Soldier Support Institute	11	Learn the fundamentals of military correspondence.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparation of the Memorandum and Endorsement (AG0220)	Non-Resident	Soldier Support Institute	7	Learn how to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Preparing Special Purpose Memorandums and Letters (AG0222)	Non-Resident	Soldier Support Institute	4	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
9. The Modern Army Record keeping System (MARKS) (AG0404)	Non-Resident	Soldier Support Institute	8	Identify the concepts and principles of record keeping and filing in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
10. Freedom of Information and Privacy Acts (AG0409)	Non-Resident	Soldier Support Institute	6	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING **PRIORITY 1:** Intern Leadership Development Course (Mandatory)	Resident	Center for Army Leadership	40	a. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. b. Know the operational concept and structure of the Army.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course (Mandatory)	Resident	Army Institute for Professional Development	TBD	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS Interns are given multiple rotational assignments in each of the finance analyst core competency groups. 1. **Financial Stewardship** a. Accounting	RA	Rotational	120	a. Demonstrate knowledge in the design, development, operation, or inspection of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports; and the provision of accounting or financial management advice and assistance to management. b. Demonstrate knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems. c. Demonstrate knowledge of the laws, regulations, and various directives pertaining to appropriations, funds usage, and overall program planning and development. d. Demonstrate knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
b. Budgeting	RA	Rotational	120	a. Demonstrate knowledge of program, budget, and accounting terminology, concepts, principles, laws, concepts, and processes for formulating, presenting, defending, and executing budgets. b. Demonstrate knowledge of the agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. c. Demonstrate knowledge of budget and financial analysis techniques and state-of-the-art developments in the budget field. d. Demonstrate an ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 1. **Financial Stewardship (cont.)** c. Resource and Program Management	RA	Rotational	120	a. Demonstrate knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive and their roles in Defense operations. b. Demonstrate knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. c. Demonstrate an understanding of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. d. Demonstrate an ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
d. Managerial Fiscal Responsibility	RA	Rotational	120	a. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA). b. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. c. Demonstrate skills in maintaining administrative control of resources, fund allocation and fund control, paperwork management, program objectives, inter-and intra-agency reimbursable agreements, and funding and financial reports. d. Demonstrate ability in monitoring agency's use of funds; provide advice on agency's fund control system; prepare apportionment's and the OMB required documents; design and use system processes and procedures that ensure financial integrity. e. Demonstrate ability to establish and administer management controls to provide information to and acquire information from appropriate systems; to disseminate that information to appropriate users.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 1. **Financial Stewardship (cont.)** e. Fiscal Law	RA	Rotational	40	Demonstrate knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies, and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
f. Auditing	RA	Rotational	40	a. Demonstrate knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. b. Demonstrate skills in the application of audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of CPAs. c. Demonstrate knowledge of the criteria for conducting a go/no-go decision at the end of the audit-planning phase, the end of survey phase, and possibly during execution phase of an audit. d. Demonstrate knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulation.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 2. **Financial Decision Support** a. Managerial Services	RA	Rotational	120	a. Demonstrate knowledge of generally accepted management principles, practices, and functions. b. Demonstrate knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes. c. Demonstrate knowledge of performance effectiveness concepts, productivity measurement and improvement systems, and business reengineering processes. d. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA).	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
b. Business Processes and Practices	RA	Rotational	80	a. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. c. Demonstrate an ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. d. Demonstrate an ability to use new technology and best business practices to enhance decision-making.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
c. Organizational Performance Measurement	RA	Rotational	80	a. Demonstrate knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. b. Demonstrate an ability to manage the evaluation systems that use performance measurement to achieve program objectives. c. Demonstrate knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. d. Demonstrate knowledge of the methods for evaluating programs that have a diverse customer base.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 2. **Financial Decision Support (cont.)** d. Cost/Operations Research Analysis	RA	Rotational	80	a. Understand how the budget is formulated and executed, major budget phases, and the impact of the government Performance and Results Act on the budget process. b. Demonstrate knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.) c. Demonstrate knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.) d. Demonstrate knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
e. Acquiring and Contracting	RA	Rotational	80	a. Demonstrate knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data. b. Demonstrate knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
f. IT/Resource Management Application	RA	Rotational	40	a. Demonstrate knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT-based strategies to enhance decision-making and improving customer. b. Demonstrate skills in personal computing, e.g., spreadsheets, word processing, graphics, database management, common packages.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management** a. Strategic Vision	RA	Rotational	20	a. Demonstrate knowledge of the Strategic Planning Process and how it relates to financial management. b. Demonstrate an ability to develop creative and innovative solutions to complex financial, budget, and program management issues. c. Demonstrate an ability to identify problems and potential concerns, provide leadership, and involve others in the decision-making process, and build support for options that provide solutions d. Demonstrate knowledge of applicable legislative, administrative and regulatory requirements as well as organization specific strategic planning guidance.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
b. Interpersonal Skills	RA	Rotational	20	a. Demonstrate an ability to use the personal/professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. b. Demonstrate an ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax). c. Demonstrate knowledge of the need to consider and respond appropriately to the needs, feelings, and capabilities of different people in different situations. d. Demonstrate an ability to demonstrate tact, empathy, sensitivity, and respect in the interaction with others.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management (cont.)** c. Leadership and Management Development	RA	Assigned Work Center	20	a. Demonstrate knowledge of the factors affecting the organization and the leaders ability to act as a catalyst for change, when needed; influencing, motivating, and challenging subordinates. Ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. b. Demonstrate an ability to demonstrate leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. c. Demonstrate an ability to empower people by sharing power and authority. d. Demonstrate an ability to foster commitment, team spirit, pride, trust, and group identity. e. Demonstrate an ability to develop leadership in others through coaching and mentoring. f. Demonstrate an ability to continuously develop one's leadership and managerial skills' potential through training.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management (cont.)** d. Human Resource Management	RA	Assigned Work Center	20	a. Demonstrate knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization; knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations. b. Demonstrate knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. c. Demonstrate ability at building teams and fostering cooperation throughout the organization. d. Demonstrate ability to manage HRM resources planning, recruitment, and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs. e. Demonstrate ability to assess employees' unique developmental needs and providing developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organizations strategic vision.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
PART E: CORE COMPETENCY TRAINING **PRIORITY 1:** 1. Planning, Programming, Budgeting, and Execution System	Resident Course	US Army Finance School	72	Review and analyze resource management organization and functions, manpower management accounting, budgeting, economic analysis, and internal control.	TBD	Fort Jackson, SC	Assigned Supervisor or Training Manager
2. Fiscal Law Course	Resident Course	JAG School	40	Review appropriation and administrative law pertaining to fund control.	TBD	Charlottesville, VA	Assigned Supervisor or Training Manager
3. Analysis Course	Resident Course	TBD	TBD	Trace procedures, processes, and documentation through an organization or an automated system.	TBD	TBD	Assigned Supervisor or Training Manager
4. One Financial Stewardship Course	Resident Course	TBD	TBD	Review practices, procedures, and methods used for controlling financial resources.	TBD	TBD	Assigned Supervisor or Training Manager
5. One Financial Decision Support Course	Resident Course	TBD	TBD	Review managerial tools and techniques that can assist managers in the financial decision-making process.	TBD	TBD	Assigned Supervisor or Training Manager
6. Data Collection and Analysis Course	Resident Course	TBD	TBD	Identify, filter, and sort data to aid in financial decision-making.	TBD	TBD	Assigned Supervisor or Training Manager
7. Army Comptroller Course	Resident Course	Syracuse University	160	Obtain a broad overview of Army Comptroller duties and functions.	2nd Year of Internship	Syracuse, NY	Assigned Supervisor or Training Manager

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PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 2:** 1. Advanced Management Accounting and Analysis	Resident Course	US Army Finance School	80	Work with the Army Accountant's Handbook and accounting analysis handle appropriated fund accounting.	TBD	TBD	Assigned Supervisor or Training Manager
2. Activity Based Costing (43AQ)	Resident Course	US Dept of Agriculture	16	Understand the entire activity based costing process and methodology.	TBD	TBD	Assigned Supervisor or Training Manager
3. Performance Measurement and Budgeting	Resident Course	US Dept of Agriculture	16	Understand the process and benefits, and how to evaluate and report performance progress.	TBD	TBD	Assigned Supervisor or Training Manager
4. Basic Cost Accounting Concepts (43AJ)	Resident Course	US Dept of Agriculture	24	Determine cost categories and controllable versus non-controllable costs. Understand how to plan and control the budget and variances.	TBD	TBD	Assigned Supervisor or Training Manager
5. Working Capital Funds (43DD)	Resident Course	US Dept of Agriculture	16	Analyze revolving fund financial statements.	TBD	TBD	Assigned Supervisor or Training Manager
6. Basic Governmental Auditing	Resident Course	US Dept of Agriculture	40	Review basic government audit procedures and standards.	TBD	TBD	Assigned Supervisor or Training Manager
PRIORITY 3: 1. Basic Management Statistics	Resident Course	AMEC	40	Identify elementary concepts and techniques of collection, analysis, and presentation of statistical data.	TBD	TBD	Assigned Supervisor or Training Manager
2. Budget Execution	Resident Course	US Dept of Agriculture	32	Explain sequence of events in budget execution.	TBD	TBD	Assigned Supervisor or Training Manager
3. Budget Formulation	Resident Course	US Dept of Agriculture	32	Use proper budget terminology and show how the Federal agency develops its budget submission.	TBD	TBD	Assigned Supervisor or Training Manager
4. Introduction to Federal Accounting	Resident Course	US Dept of Agriculture	32	Understand basic accounting principles and practices in federal agencies.	TBD	TBD	Assigned Supervisor or Training Manager
5. Introduction to ADP	Resident Course	US Dept of Agriculture	40	Discuss automated systems development, user-manager roles information requirements and design of reports.	TBD	TBD	Assigned Supervisor or Training Manager
6. Introduction to Financial Management	Resident Course	US Dept of Agriculture	40	Describe the functional areas of financial management, budgeting, accounting, internal control, and management services.	TBD	TBD	Assigned Supervisor or Training Manager
7. Practice Problems in Government Accounting	Resident Course	US Dept of Agriculture	40	Gain the capability to plan and conduct management studies for the purpose of defining, analyzing and solving management problems.	TBD	TBD	Assigned Supervisor or Training Manager
8. Resources Management Budget	Resident Course	US Army Finance School	80	Describe the Army's budget formulation process from activity to Congress.	TBD	TBD	Assigned Supervisor or Training Manager
9. Army Fiscal Code (F10752)	Non-Resident Course	Soldier Support Institute	5	Use the Army Fiscal and the Army Management Structure.	TBD	TBD	Assigned Supervisor or Training Manager
10. Expenditure Accounting Part I (F10747)	Non-Resident Course	Soldier Support Institute	8	Presents procedures of military accounting expenditure documents and the effects of processing on the Army Standard Financial System (STANFINS).	TBD	TBD	Assigned Supervisor or Training Manager

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PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 3: (cont.)** 11. Expenditure Accounting Part II (F10748)	Non-Resident Course	Soldier Support Institute	8	Identify and explain various STANFINS basic records.	TBD	TBD	Assigned Supervisor or Training Manager
12. Comptrollership in the Army (F12026)	Non-Resident Course	Soldier Support Institute	8	Explain the evolution of comptrollership and its organizations within the DoD, DA, and Standard Installation Organization.			
13. Review and Analysis (F10934)	Non-Resident Course	Soldier Support Institute	8	Highlights the DA review and analysis process.	TBD	TBD	Assigned Supervisor or Training Manager
14. Federal Budget Process (43AP)	Resident Course	US Dept of Agriculture	16	Understand budget terms and the budget process.	TBD	TBD	Assigned Supervisor or Training Manager
15. Federal Appropriations Law (43AU)	Resident Course	US Dept of Agriculture	32	Understand the laws governing federal appropriations.	TBD	TBD	Assigned Supervisor or Training Manager
16. Federal Appropriations Law Update (43CD)	Resident Course	US Dept of Agriculture	8	Understand key principles of appropriations law.	TBD	TBD	Assigned Supervisor or Training Manager
17. Budget Justification & Presentation (43AT)	Resident Course	US Dept of Agriculture	32	Understand the budget justification process.	TBD	TBD	Assigned Supervisor or Training Manager
18. Performance Based Budgeting (43EA)	Resident Course	US Dept of Agriculture	16	Understand how to prepare performance-based budgets.	TBD	TBD	Assigned Supervisor or Training Manager
19. Force Integration Training	Resident Course		40	Understand how the Army fits together.	TBD	TBD	Assigned Supervisor or Training Manager
PART F: ON-THE-JOB TRAINING 1. Document Control	OJT	Assigned Work Center	200	Use knowledge of professional accounting principles, methods, theory, and practices to accurately interpret and apply to applicable directives. Will use and improve accounting systems and analysis.	TBD	TBD	Assigned Supervisor or Training Manager
2. Accounts Maintenance	OJT	Assigned Work Center	320		TBD	TBD	Assigned Supervisor or Training Manager
3. Ledgers and Reports	OJT	Assigned Work Center	320	Maintain original entry and general ledger books; assist with report preparation and reconciliation. Will assist in verification of posting and maintenance of subsidiary ledgers. Participate in month-end balancing of accounts, correct accounting errors, and reconcile costs to obligations.	TBD	TBD	Assigned Supervisor or Training Manager
4. Analysis & Reconciliation	OJT	Assigned Work Center	320	Review reports, schedules, and analyses. Interpret the significance of accounting data. Obtain accounting information needed from review of unfamiliar program or operational areas. Determine shortcomings of previously prepared reports and analyses.	TBD	TBD	Assigned Supervisor or Training Manager
5. Cost Accounting	OJT	Assigned Work Center	200		TBD	TBD	Assigned Supervisor or Training Manager
6. Stock Fund or Revolving Funds and Financial Inventory Accounting	OJT	Assigned Work Center	240		TBD	TBD	Assigned Supervisor or Training Manager

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PART F: ON-THE-JOB TRAINING (cont.)							
7. Policy Procedures & Systems	OJT	Assigned Work Center	80	Recognize, clarify, and record all documents/transactions affecting the fiscal and financial condition of various accounting methods including: Army Industrial Fund, Stock Fund/Financial Inventory, Cost Accounting, and Appropriation Accounting.	TBD	TBD	Assigned Supervisor or Training Manager
8. Pay & Examination	OJT	Assigned Work Center	200	Identify regulatory documents and assist in preparing, processing, certifying, and approving military and civilian pay, travel vouchers, and commercial vouchers for payment.	TBD	TBD	Assigned Supervisor or Training Manager
9. Disbursing	OJT	Assigned Work Center	40		TBD	TBD	Assigned Supervisor or Training Manager
10. Quality Assurance	OJT	Assigned Work Center	340	Assist in analyzing data from the Defense Finance and Accounting Service (DFAS) and outside audit activities and identify necessary follow-up actions. Review internal controls and procedures to ensure maintenance of a high quality level. Review quality assurance procedures and standard operating procedures.	TBD	TBD	Assigned Supervisor or Training Manager

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PART F: ON-THE-JOB TRAINING (cont.)				Upon completion of Organizational Assignments, the intern will be able to:			
11. Installation				a. Prepare a diagram/flow chart explaining the Army budget system and define elements of the budget cycle. Define Army Management Structure including appropriations, budget programs, budget project accounts, and activity accounts. Relate various programs (investment or capital acquisition, research and development, and working capital) to the appropriations and corresponding budgetary control forms and procedures. b. Explain the procedures for secondary commitments and obligation and assist senior budget analysts in controlling and balancing obligations and recommending budget adjustments. c. Identify organizational missions and workloads of supporting elements or subordinate activities. Describe the relationship of fund distribution and procedures of each to the overall budget processing to include the various budget documents involved. d. Assist in preparing an installation budget for revolving fund accounts. Describe the methods used to develop resource requirements including both financed and unfinanced requirements, phase financial requirements, and the supporting budget schedules. e. Assist senior budget analysts in applying the methods and techniques for consolidating and integrating subordinate activity operating budgets into a balanced budget. Review latest budget manpower guidance from higher authority and provide it to site directors for budget program planning. f. Assist senior analysts in preparing, coordinating, validating, and reconciling budget report input into the COB estimate. Convert budget report information to the proper data processing mode. Distribute quarterly allotments, monitor resource use, and identify surpluses/shortages in time for corrective action and shifting resource allocations.	TBD	TBD	Assigned Supervisor or Training Manager
a. Army Budget System	OJT	Assigned Work Center	80				
b. Army Management Structure	OJT	Assigned Work Center	320				
c. Distribution & Control of Funds	OJT	Assigned Work Center	120				
d. Resource Management	OJT	Assigned Work Center	120				
e. Installation Budgeting	OJT	Assigned Work Center	120				
f. Budget Formulation	OJT	Assigned Work Center	440				
g. Budget Reporting	OJT	Assigned Work Center	440				
h. Budget Execution	OJT	Assigned Work Center	710				

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PART F: ON-THE-JOB TRAINING (cont.)							
12. Subordinate Command a. Distribution & Control of Funds b. Army Mission Funding c. Logistics Funding	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the subordinate command level.	TBD	TBD	Assigned Supervisor or Training Manager
13. MACOM a. Budget Programs Management b. Fund Distribution & Allotment Control c. Budget Reprogramming d. Funding Priorities	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the major command (MACOM) level.	TBD	TBD.	Assigned Supervisor or Training Manager
14. HQDA Level a. POM Process b. Budget Justification c. Army Appropriations	OJT	Assigned Work Center	TBD	Obtain hands-on understanding and application of resource and financial management at Headquarters Department of the Army level.	TBD	TBD	Assigned Supervisor or Training Manager
15. OSD Level a. Interdepartmental Financial Issues b. Joint Financial Management Activities c. Financial Stewardship d. Consolidated Financial Reporting	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the Department of Defense (DoD) level.	TBD	TBD	Assigned Supervisor or Training Manager

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PART A: ORIENTATION 1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned Work Center	40	Upon completion the intern will be able to: a. Demonstrate an understanding of the provisions, benefits, and responsibilities of federal employment and the provisions and structure of the Army Comptroller Career Management system. b. Identify the key components of the federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DoD/DA a. Overall Organization of DoD and DA b. Organization and Mission of Assigned Organization	OJT	Assigned Work Center	40	a. Describe the mission, organization, and functions of the Comptroller organization. b. Describe the basic functions of the director for resource management; describe what each function encompasses; and list the services a resource management office can provide managers.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Comptroller Organization Orientation a. Finance and Accounting b. Program and Budget c. Management	OJT	Assigned Work Center	40	a. Identify the responsibilities of the finance and disbursement operations of a finance and accounting office. Gain an understanding of accepted principles, standards, and theories of professional accounting. b. Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPBES), Program Budget Guidance (PBG), Command Budget Estimate (COB), Program Objective Memorandum (POM), Mission Area Materiel Plan (MAMP), Long Range Research and Development Plan (ILRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
PART B: GENERAL FUNCTIONAL SKILLS TRAINING 1. Empowering Yourself for Success	Resident Course	EEO	5	Improve communications skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Effective Writing	Resident Course	US Dept of Agriculture	24	Write attention-getting, logical memos. Reports and other documents.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Briefing Techniques	Resident Course	US Dept of Agriculture	24	Organize and present a concise briefing.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Report Writing for Professionals	Resident Course	US Dept of Agriculture	TBD	Enhance writing skills.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART B: GENERAL FUNCTIONAL SKILLS TRAINING (cont.)							
5. Report Writing	Resident Course	US Dept of Agriculture	TBD	Produce well-written reports that present facts and ideas clearly and logically.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
6. Military Correspondence (AG0102)	Non-Resident	Soldier Support Institute	11	Learn the fundamentals of military correspondence.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparation of the Memorandum and Endorsement (AG0220)	Non-Resident	Soldier Support Institute	7	Learn how to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Preparing Special Purpose Memorandums and Letters (AG0222)	Non-Resident	Soldier Support Institute	4	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
9. The Modern Army Record keeping System (MARKS) (AG0404)	Non-Resident	Soldier Support Institute	8	Identify the concepts and principles of record keeping and filing in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
10. Freedom of Information and Privacy Acts (AG0409)	Non-Resident	Soldier Support Institute	6	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING **PRIORITY 1:** Intern Leadership Development Course (Mandatory)	Resident	Center for Army Leadership	40	a. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. b. Know the operational concept and structure of the Army.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course (Mandatory)	Resident	Army Institute for Professional Development	TBD	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS Interns are given multiple rotational assignments in each of the finance analyst core competency groups. 1. **Financial Stewardship** a. Accounting	RA	Rotational	120	a. Demonstrate knowledge in the design, development, operation, or inspection of accounting standards, policies, and requirements; the examination, analysis, and interpretation of accounting data, records, or reports; and the provision of accounting or financial management advice and assistance to management. b. Demonstrate knowledge of the accepted accounting principles, policies, procedures, and a general knowledge of the overall accounting structure and systems. c. Demonstrate knowledge of the laws, regulations, and various directives pertaining to appropriations, funds usage, and overall program planning and development. d. Demonstrate knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
b. Budgeting	RA	Rotational	120	a. Demonstrate knowledge of program, budget, and accounting terminology, concepts, principles, laws, concepts, and processes for formulating, presenting, defending, and executing budgets. b. Demonstrate knowledge of the agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. c. Demonstrate knowledge of budget and financial analysis techniques and state-of-the-art developments in the budget field. d. Demonstrate an ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 1. **Financial Stewardship (cont.)** c. Resource and Program Management	RA	Rotational	120	a. Demonstrate knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive and their roles in Defense operations. b. Demonstrate knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. c. Demonstrate an understanding of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. d. Demonstrate an ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
d. Managerial Fiscal Responsibility	RA	Rotational	120	a. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA). b. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. c. Demonstrate skills in maintaining administrative control of resources, fund allocation and fund control, paperwork management, program objectives, inter-and intra-agency reimbursable agreements, and funding and financial reports. d. Demonstrate ability in monitoring agency's use of funds; provide advice on agency's fund control system; prepare apportionment's and the OMB required documents; design and use system processes and procedures that ensure financial integrity. e. Demonstrate ability to establish and administer management controls to provide information to and acquire information from appropriate systems; to disseminate that information to appropriate users.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 1. **Financial Stewardship (cont.)** e. Fiscal Law	RA	Rotational	40	Demonstrate knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies, and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
f. Auditing	RA	Rotational	40	a. Demonstrate knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. b. Demonstrate skills in the application of audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of CPAs. c. Demonstrate knowledge of the criteria for conducting a go/no-go decision at the end of the audit-planning phase, the end of survey phase, and possibly during execution phase of an audit. d. Demonstrate knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulation.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 2. **Financial Decision Support** a. Managerial Services	RA	Rotational	120	a. Demonstrate knowledge of generally accepted management principles, practices, and functions. b. Demonstrate knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes. c. Demonstrate knowledge of performance effectiveness concepts, productivity measurement and improvement systems, and business reengineering processes. d. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA).	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
b. Business Processes and Practices	RA	Rotational	80	a. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. b. Demonstrate an ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. c. Demonstrate an ability to use new technology and best business practices to enhance decision-making.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
c. Organizational Performance Measurement	RA	Rotational	80	a. Demonstrate knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. b. Demonstrate an ability to manage the evaluation systems that use performance measurement to achieve program objectives. c. Demonstrate knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. d. Demonstrate knowledge of the methods for evaluating programs that have a diverse customer base.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 2. **Financial Decision Support (cont.)** d. Cost/Operations Research Analysis	RA	Rotational	80	a. Understand how the budget is formulated and executed, major budget phases, and the impact of the government Performance and Results Act on the budget process. b. Demonstrate knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.) c. Demonstrate knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.) d. Demonstrate knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
e. Acquiring and Contracting	RA	Rotational	80	a. Demonstrate knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data. b. Demonstrate knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
f. IT/Resource Management Application	RA	Rotational	40	a. Demonstrate knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT-based strategies to enhance decision-making and improving customer. b. Demonstrate skills in personal computing, e.g., spreadsheets, word processing, graphics, database management, common packages.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management** a. Strategic Vision	RA	Rotational	20	a. Demonstrate knowledge of the Strategic Planning Process and how it relates to financial management. b. Demonstrate an ability to develop creative and innovative solutions to complex financial, budget, and program management issues. c. Demonstrate an ability to identify problems and potential concerns, provide leadership, and involve others in the decision-making process, and build support for options that provide solutions d. Demonstrate knowledge of applicable legislative, administrative and regulatory requirements as well as organization specific strategic planning guidance.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
b. Interpersonal Skills	RA	Rotational	20	a. Demonstrate an ability to use the personal/professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. b. Demonstrate an ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax). c. Demonstrate knowledge of the need to consider and respond appropriately to the needs, feelings, and capabilities of different people in different situations. d. Demonstrate an ability to demonstrate tact, empathy, sensitivity, and respect in the interaction with others.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management (cont.)** c. Leadership and Management Development	RA	Assigned Work Center	20	a. Demonstrate knowledge of the factors affecting the organization and the leaders ability to act as a catalyst for change, when needed; influencing, motivating, and challenging subordinates. Ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. b. Demonstrate an ability to demonstrate leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. c. Demonstrate an ability to empower people by sharing power and authority. d. Demonstrate an ability to foster commitment, team spirit, pride, trust, and group identity. e. Demonstrate an ability to develop leadership in others through coaching and mentoring. f. Demonstrate an ability to continuously develop one's leadership and managerial skills' potential through training.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

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PART D: ROTATIONAL ASSIGNMENTS (cont.) 3. **Leadership and Organizational Management (cont.)**							
d. Human Resource Management	RA	Assigned Work Center	20	a. Demonstrate knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization; knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations. b. Demonstrate knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. c. Demonstrate ability at building teams and fostering cooperation throughout the organization. d. Demonstrate ability to manage HRM resources planning, recruitment, and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs. e. Demonstrate ability to assess employees' unique developmental needs and providing developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organizations strategic vision.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
PART E: CORE COMPETENCY TRAINING **PRIORITY 1:** 1. Planning, Programming, Budgeting, and Execution System	Resident Course	US Army Finance School	72	Review and analyze resource management organization and functions, manpower management accounting, budgeting, economic analysis, and internal control.	TBD	Fort Jackson, SC	Assigned Supervisor or Training Manager
2. Fiscal Law Course	Resident Course	JAG School	40	Review appropriation and administrative law pertaining to fund control.	TBD	Charlottesville, VA	Assigned Supervisor or Training Manager
3. Analysis Course	Resident Course	TBD	TBD	Trace procedures, processes, and documentation through an organization or an automated system.	TBD	TBD	Assigned Supervisor or Training Manager
4. One Financial Stewardship Course	Resident Course	TBD	TBD	Review practices, procedures, and methods used for controlling financial resources.	TBD	TBD	Assigned Supervisor or Training Manager
5. One Financial Decision Support Course	Resident Course	TBD	TBD	Review managerial tools and techniques that can assist managers in the financial decision-making process.	TBD	TBD	Assigned Supervisor or Training Manager
6. Data Collection and Analysis Course	Resident Course	TBD	TBD	Identify, filter, and sort data to aid in financial decision-making.	TBD	TBD	Assigned Supervisor or Training Manager
7. Army Comptroller Course	Resident Course	Syracuse University	160	Obtain a broad overview of Army Comptroller duties and functions.	2nd Year of Internship	Syracuse, NY	Assigned Supervisor or Training Manager

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PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 1: (cont.)** 8. Audit Process: Basic	Resident Course	US Army Audit Agency	76	Course is organized by audit phase. Course is designed to provide new auditors with a sense of duties and responsibilities during each phase of the audit process.	TBD	TBD	Assigned Supervisor or Training Manager
9. Communication Skills	Resident Course	US Army Audit Agency	36	Designed to improve oral and written communication skills and to impart audit-specific writing techniques. Interviewing and briefing techniques are also included in this course.	TBD	TBD	Assigned Supervisor or Training Manager
10. Practical Statistical Sampling for Auditors	Resident Course	US Dept of Agriculture	32	To develop and understanding on how to select and use the appropriate sampling tools.	TBD	TBD	Assigned Supervisor or Training Manager
11. Intermediate Auditor Tracks	Resident Course	US Army Audit Agency	40	Course organized by audit phase. This course focuses on the role of the intermediate level auditor during the audit process. Giving the auditor a basic understanding of planning, executing, and reporting phases with a concentration on audit planning, developing audit programs, assessing the reliability of electronic data, developing an audit area, answering the audit objective when writing a finding, and how to prepare an audit report through graphics.	TBD	TBD	Assigned Supervisor or Training Manager
12. Resource Management Budget Course (RMBC)	Resident Course	US Army Finance School	80	Examines the Army's budget formulation process from activity to Congressional level, including key aspects to planning and programming, the functions of the activity chief in preparation of the activity budget, the methods used, and the actions taken at all levels up to the President. Covers automatic and funded reimbursement programs and their effect on installation funds. Recommend PPBES prior to this training.	TBD	TBD	Assigned Supervisor or Training Manager
PRIORITY 2: 1. Activity Based Costing (43AQ)	Resident Course	US Dept of Agriculture	16	Understand the entire activity based costing process and methodology.	TBD	TBD	Assigned Supervisor or Training Manager
2. Performance Measurement and Budgeting	Resident Course	US Dept of Agriculture	16	Understand the process and benefits, and how to evaluate and report performance progress.	TBD	TBD	Assigned Supervisor or Training Manager
3. Basic Cost Accounting Concepts (43AJ)	Resident Course	US Dept of Agriculture	24	Determine cost categories and controllable versus non-controllable costs. Understand how to plan and control the budget and variances.	TBD	TBD	Assigned Supervisor or Training Manager
4. Working Capital Funds (43DD)	Resident Course	US Dept of Agriculture	16	Analyze revolving fund financial statements.	TBD	TBD	Assigned Supervisor or Training Manager
5. Basic Governmental Auditing	Resident Course	US Dept of Agriculture	40	Review basic government audit procedures and standards.	TBD	TBD	Assigned Supervisor or Training Manager

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PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 3:**							
1. Budget Execution (43BM)	Resident Course	US Dept of Agriculture	32	Explain sequence of events in budget execution.	TBD	TBD	Assigned Supervisor or Training Manager
2. Budget Formulation (43AF)	Resident Course	US Dept of Agriculture	32	Use proper budget terminology and show how the federal agency develops its budget submission.	TBD	TBD	Assigned Supervisor or Training Manager
3. Federal Budget Process (43AP)	Resident Course	US Dept of Agriculture	16	Understand budget terms and the budget process.	TBD	TBD	Assigned Supervisor or Training Manager
4. Federal Appropriations Law (43AU)	Resident Course	US Dept of Agriculture	32	Understand the laws governing federal appropriations.	TBD	TBD	Assigned Supervisor or Training Manager
5. Federal Appropriations Law Update (43CD)	Resident Course	US Dept of Agriculture	8	Understand key principles of appropriations law.	TBD	TBD	Assigned Supervisor or Training Manager
6. Budget Justification & Presentation (43AT)	Resident Course	US Dept of Agriculture	32	Understand the budget justification process.	TBD	TBD	Assigned Supervisor or Training Manager
7. Performance Based Budgeting (43EA)	Resident Course	US Dept of Agriculture	16	Understand how to prepare performance-based budgets.	TBD	TBD	Assigned Supervisor or Training Manager
8. Force Integration Training	Resident Course		40	Understand how the Army fits together.	TBD	TBD	Assigned Supervisor or Training Manager
PART F: ON-THE-JOB TRAINING							
1. Internal Audit (AAA) (IR)	OJT	Assigned Work Center	 1650 1030	Apply basic auditing principles in analyzing problems and conducting reviews under the supervision of senior/lead auditors. Assist with analyzing data, preparing working papers, developing findings and recommendations, and preparing draft copies of the audit reports during the internal review process.	TBD	TBD	Assigned Supervisor or Training Manager
2. Audit Compliance/Follow-up Program (AAA) (IR)	OJT	Assigned Work Center	 100 360	Describe and apply follow-up actions to ensure adequate/timely corrective action completion; determine if recommended corrective actions will correct or improve the conditions reported.	TBD	TBD	Assigned Supervisor or Training Manager
3. External Review (AAA) (IR)	OJT	Assigned Work Center	 0 360	Understand and use the policies, responsibilities, and procedures for coordinating and responding to external audits and related reports; identify actions to correct deficiencies disclosed by external audit agencies. Assist with coordination efforts between external auditors and training site. Provide policy guidance on matters related to the audit; identify the items of audit reports that are critical and require prompt attention. Prepare and evaluate proposed responses for audit report recommendations.	TBD	TBD	Assigned Supervisor or Training Manager

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PART F: ON-THE -JOB TRAINING (cont.)							
4. Installation				Upon completion of Organizational Assignments, the intern will be able to:	TBD	TBD	Assigned Supervisor or Training Manager
a. Army Budget System	OJT	**Assigned Work Center**	80	a. Prepare a diagram/flow chart explaining the Army budget system and define elements of the budget cycle. Define Army Management Structure including appropriations, budget programs, budget project accounts, and activity accounts. Relate various programs (investment or capital acquisition, research and development, and working capital) to the appropriations and corresponding budgetary control forms and procedures.			
b. Army Management Structure	OJT	Assigned Work Center	320				
c. Distribution & Control of Funds	OJT	Assigned Work Center	120				
d. Resource Management	OJT	Assigned Work Center	120	b. Explain the procedures for secondary commitments and obligation and assist senior budget analysts in controlling and balancing obligations and recommending budget adjustments.			
e. Installation Budgeting	OJT	Assigned Work Center	120				
f. Budget Formulation	OJT	Assigned Work Center	440	c. Identify organizational missions and workloads of supporting elements or subordinate activities. Describe the relationship of fund distribution and procedures of each to the overall budget processing to include the various budget documents involved.			
g. Budget Reporting	OJT	Assigned Work Center	440				
h. Budget Execution	OJT	Assigned Work Center	710	d. Assist in preparing an installation budget for revolving fund accounts. Describe the methods used to develop resource requirements including both financed and unfinanced requirements, phase financial requirements, and the supporting budget schedules.			
				e. Assist senior budget analysts in applying the methods and techniques for consolidating and integrating subordinate activity operating budgets into a balanced budget. Review latest budget manpower guidance from higher authority and provide it to site directors for budget program planning.			
				f. Assist senior analysts in preparing, coordinating, validating, and reconciling budget report input into the COB estimate. Convert budget report information to the proper data processing mode. Distribute quarterly allotments, monitor resource use, and identify surpluses/shortages in time for corrective action and shifting resource allocations.			

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PART F: ON-THE -JOB TRAINING (cont.)							
5. Subordinate Command a. Distribution & Control of Funds b. Army Mission Funding c. Logistics Funding	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the subordinate command level.	TBD	TBD	Assigned Supervisor or Training Manager
6. MACOM a. Budget Programs Management b. Fund Distribution & Allotment Control c. Budget Reprogramming d. Funding Priorities	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the major command (MACOM) level.	TBD	TBD.	Assigned Supervisor or Training Manager
7. HQDA Level a. POM Process b. Budget Justification c. Army Appropriations	OJT	Assigned Work Center	TBD	Obtain hands-on understanding and application of resource and financial management at Headquarters Department of the Army level.	TBD	TBD	Assigned Supervisor or Training Manager
8. OSD Level a. Interdepartmental Financial Issues b. Joint Financial Management Activities c. Financial Stewardship d. Consolidated Financial Reporting	OJT	Assigned Work Center	TBD	Obtain a hands-on understanding and application of resource and financial management at the Department of Defense (DoD) level.	TBD	TBD	Assigned Supervisor or Training Manager

ANNEX D

PRESIDENTIAL MANAGEMENT INTERN (PMI)

1. Program Overview

The PMI Program was established by Executive Order 12384 in 1977. It is designed to attract to the federal service outstanding individuals from a wide variety of academic disciplines who have an interest in, and commitment to, a career in the analysis and management of public policy and programs.

By drawing graduates from diverse social and cultural backgrounds, the PMI Program provides a continuing source of trained men and women to meet the future challenges of public service. During this two-year internship program, a PMI will expand his/her knowledge of the federal government, acquire in-depth knowledge of the Army mission and programs, develop basic management skills, and prepare to enter a generic position of a specific grade at the end of the program.

2. Selecting PMIs

PMIs are graduate degree recipients who have successfully completed a rigorous application and screening process. PMIs are competitively nominated by their schools, have a record of academic excellence, and possess leadership ability. Most have prior professional work experience. The specific criteria for eligibility includes:

- Completion of a master's degree or its equivalent from an accredited college or university during the current academic year;
- Demonstrated exceptional academic achievement;
- Demonstrated capacity for leadership;
- Demonstrated potential for future professional growth; and
- Demonstrated commitment to a career in the analysis and management of public policies and programs.

The Office of Personnel Management (OPM) reviews applications and selects semi-finalists to participate in a structured assessment center process consisting of individual and group interviews and a writing exercise. The criteria used to evaluate applicants include interest in government service, demonstrated leadership, interpersonal and team skills, a wide range of quality of accomplishments, analytical thinking, policy and program evaluation, written expression, and oral communication.

An average of more than 500 PMI finalists are selected depending on the number of potential positions available and are eligible for placement with an executive agency. Many are hired based on interviews held at an OPM sponsored Career Fair. Competition for PMIs is keen. The Executive Order limits OPM to select 400 PMIs. However, there are numerous career opportunities within the federal government.

3. Career Development

The PMI Program places a strong emphasis on career development. During the two-year internship, PMIs experience a myriad of challenging career opportunities. Federal agencies arrange for seminars, briefings, and conferences, as well as on-the-job training and other developmental opportunities. Agencies also provide PMIs with rotational assignments that expose them to another area of their agency, another agency, or another branch of the federal government. According to OPM, a minimum of one rotational assignment is required for PMIs. PMIs receive an initial two-year appointment to an excepted service position in the federal government. At the end of their successful internship, PMIs may be converted to a permanent federal position. The decision to convert a PMI to a permanent position is made by the federal agency to which the PMI is assigned.

Each PMI is assigned to a mentor who guides and assists in planning and coordinating career development experiences during the internship. The PMI, supervisor, mentor, and agency coordinator work together preparing a 3-Year Individual Development Plan (3yIDP). The PMI and his/her supervisor plan developmental assignments and formal training activities that enhance both technical and management/leadership training. The OPM PMI Program Office provides structured career development activities through its own programs and facilitation of Career Development Groups.

OPM is asking agencies to take more responsibility for developing PMIs, subject to their government-wide standards. These standards include completing the IDP, 80 hours of formal training a year, and a minimum of at least one rotational assignment lasting at least 60 days.

The Army has traditionally established additional requirements to that of the ones required by OPM. Two examples of these increased requirements are: each CP 11 PMI will conduct at least two 90-day rotational assignments over the two-year intern period; and each CP 11 PMI will be required to successfully complete at least 80 hours of formal training per year.

4. Planning the Internship

Once the PMI arrives, a planning meeting should be held to formalize expectations discussed during the job interview and to begin to plan the next two years. Since the Army will provide most of the PMIs technical training, these experiences should be thoroughly planned and designed to meet the PMI and the agency's needs. Former PMIs and supervisors report that internships are most successful when PMIs and supervisors establish clear goals at the start while maintaining flexibility throughout the two-year program. The agency PMI coordinator and local Intern Program Manager will be an important resource person for the PMI, supervisor, and mentor during these first few months and throughout the internship.

5. Individual Development Plans

CP 11 PMIs as well as all CP 11 careerists will be required to develop a 3yIDP. Within the first three months of the internship, the intern should prepare his/her 3yIDP. The 3yIDP is a training and development guide for the PMI's internship and the first year of continuous employment. Federal regulations on the PMI Program require agencies to provide individual development planning for PMIs in order to set goals and plans for use of training resources. It also allows the PMI to establish contacts and become familiar with various components of the federal government. The IDP is a planning document to be reviewed periodically and revised as appropriate.

The IDP should include planned rotational assignments and the learning objectives for each rotation, short- and long-range goals, and training activities, including participation in the PMI Program training conferences. The IDP must be reviewed and signed by the PMI, the PMI's supervisor, and his/her mentor. OPM does not require a specific format for the IDP. The learning objectives outlined should include the core competencies of the Multi-Disciplined Financial Analyst. Ideally, the PMI should be exposed to all 17 core competencies through rotational assignments, on-the-job training, and formal training. The PMI must fulfill all accreditation requirements for Level I, and ideally Level II as well.

Preparing the IDP will take time. The PMI should speak to several people to plan his/her rotations to include: managers of other organizations, managers in other departments and agencies (if appropriate), current or former PMIs, the agency PMI coordinator, the supervisor, and the mentor. The PMI may review training course catalogs to select pertinent courses to help achieve the necessary learning objectives. The PMI should also review IDPs of previous PMIs to get ideas for rotations, training, and other career development activities.

6. Performance Standards and Evaluations

The supervisor is responsible for completing the PMI's first two six months and subsequent annual performance evaluation. After each rotation, the rotational supervisor should complete an evaluation. A copy should be provided to the PMI Coordinator and the supervisor. The supervisor will then incorporate the rotational performance evaluations into one annual evaluation in accordance with the agency's policies and procedures. PMIs must have a satisfactory annual performance appraisal to be promoted during the internship and to be converted to a permanent competitive position at the end of it. The supervisor and mentor will work closely with the PMI to correct any unsatisfactory performance.

7. Assignments

PMIs should be assigned projects that challenge them and take advantage of their capabilities. PMIs represent an important pipeline to future government management and leadership. They need to be developed in-house both technically and managerially. Since the PMI Program regulations require agencies to train PMIs in both technical and professional competencies, PMIs should learn the skills and duties of permanent staff, when feasible, especially for the target position. Although highly desirable, some rotations may not always afford PMIs the full range of responsibilities given a permanent employee. However, PMIs can still have a high degree of responsibility for a project of more limited scope.

While OPM is responsible for providing orientation and graduation sessions for the PMIs, supervisors should also ensure that PMIs' work assignments include a mix of both programmatic duties and leadership and management-related experiences. Developmental experiences related to management might include involvement in developing budgets or work plans, participation on an organizational task force, or leading a small workgroup. Some projects should expose the PMI to high-level managers and provide insight into the managers' responsibilities.

8. Rotations

Rotations are an important part of the PMI experience. They allow PMIs to contribute to different programs, develop a broad understanding of the agency's mission, acquire a variety of professional skills, and lay the foundation for future managerial/supervisory responsibilities. Rotations must be carefully planned. Before a rotation is finalized, a written learning objective planning memo should be developed. After action memos will be prepared to evaluate the PMI's success in meeting these objectives (sample provided). Ideally, rotations should have the following characteristics:

- Extend for two to three months and involve different types of work assignments
- Include interaction with as many different parts of the department as possible
- Focus on developing specific professional skills or fulfilling particular managerial competencies
- Complement the PMI's existing knowledge or professional interests
- Allow PMIs to gain different perspectives on his/her agencies either by moving around in the agency or rotating to a related program inside or outside the federal government (at discretion of agency – e.g., OMB or Congress)
- Allow a PMI based in a region to rotate to a headquarters location and vice-versa

A minimum of one 60 to 90-day rotation is required. These rotations should be at the installation, major subordinate command, major command, and Headquarters, Department of the Army levels. For many PMIs, more will be appropriate. Overall, the number and time allotted for rotations will vary greatly.

9. Career Development Groups (CDG)

The purpose of a CDG is to provide educational and developmental activities, programs, and experiences for the PMIs within the group. The CDG is another avenue through which PMIs can acquire their managerial-track competencies, learn the views and insights of key government managers and officials, and foster relationships with other PMIs and agencies. Planning and participating in these activities provide PMIs with opportunities to practice organizational development and theories, group dynamics, management techniques, and interpersonal skills. CDGs are also an important source of support and networking. CDGs are comprised of approximately 20 to 25 PMIs from a cross section of federal agencies/departments, with one group leader/advisor and a co-leader/advisor, typically a high level manager. Washington-based CDGs usually meet once a month for program meetings and/or group activities. Regionally based CDGs generally hold monthly conference calls to plan training activities and discuss issues and concerns of PMIs in the regions. In addition, the CDG leader/advisor is an important resource for individual group members to identify developmental and training opportunities, network with other agencies, and gain valuable insight from the leader/advisor's extensive federal experience.

CDGs should focus on government-wide issues and not the special issues of the PMI's agency. Therefore, supervisors and mentors are encouraged to help PMIs find additional activities that increase their understanding of the agency and its place within the federal government. (For example, in the past PMIs went on a Staff ride to the Gettysburg Battlefield). PMIs should attend at least one such special event per year.

10. PMI Program Activities

CP 11 PMIs are expected to attend the PMI Program-sponsored training conferences and participate in the activities of their Career Development Group (CDG). These activities are intended to broaden the PMI's knowledge of the federal government, enhance their management skills, and develop a network with other PMIs and government executives and officials. Agencies/departments pay a fee to OPM for PMI screening, selection and placement, and career development. Associated travel and per diem expenses are paid by the agency.

11. Training Conferences

The OPM PMI Program office hosts several training programs for PMIs over the two-year internship, such as orientation and graduation training programs. These programs are an important component of PMIs' training and generally include a variety of important program information on specific management topics and government issues. Conferences are in or near Washington, D.C. and last from one to three days each. The agency/department is responsible for PMIs' travel and per diem when they attend training programs.

12. Expenses

OPM charges an annual program fee of $3600 per PMI which supports the program operations, recruitment, screening and selection activities, tuition for OPM sponsored training conferences, and Career Development Group seminars. Expenses for PMI activities vary according to location. Since many of OPM's training conferences are held in or near Washington, D.C., regional PMIs will have higher travel expenses. Most CDG activities for Washington-based PMIs take place in the Washington area; however, Washington-based CDGs may plan occasional activities and programs outside the Washington metropolitan area.

13. Roles of the Players in the PMI Program

Clearly defined roles and responsibilities of the various players throughout a PMI's two-year tenure are important to the success of the PMI Program and the individual PMI. Each participant in the PMI Program contributes greatly to the overall development of the PMI, both individually and in concert with other participants. Communication and coordination enhance the PMI's experience, and the agencies involved in the program. The major players in the PMI Program are listed below, along with their primary responsibilities:

a. Supervisors

Supervisors provide instruction, guidance, and feedback to PMIs. The success of PMIs and the PMI Program is due in large part to the interaction PMIs have with their supervisors. A PMI supervisor is responsible for:

- Meeting with the PMI to establish the office's expectations and conditions for evaluating performance and achieving developmental objectives;
- Completing the PMI's performance evaluation;
- Assisting the PMI in the development of an IDP which allows for a reasonable number of rotations;
- Monitoring the execution of the PMI's IDP;
- Maintaining contact with the PMI's rotational supervisors;
- Assisting with administrative issues, e.g., travel, health benefits, etc.
- Providing time during work hours for the PMI to attend CDG activities and OPM/PMI-sponsored training conferences;
- Assigning the PMI appropriate work;
- Initiating all appropriate personnel actions in a timely manner;
- Providing regular feedback and guidance;
- Maintaining a basic knowledge of the PMI Program; and
- Helping PMIs develop and evaluate potential rotational assignments.

b. PMIs

A PMI is offered many different learning opportunities throughout his/her two-year program. However, the PMI must also take control of his/her own career development and advancement by:

- Being flexible and developing a professional reputation;
- Developing and following up on the goals established in the IDP;
- Achieving goals and objectives established for each rotation by the PMI and his/her supervisor;
- Participating in all OPM- and agency-sponsored career development activities;
- Being an active member of the CDG and accepting leadership roles whenever possible; and
- Working closely with the agency PMI coordinator, supervisor, mentor, and CDG leader/advisor, and selecting rotations with both long- and short-range career goals in mind.

c. Mentor

Mentors are valuable sources of information and advice for the PMI. They help the PMI understand the federal government, the Army, and his/her position in

the agency. A mentor/PMI relationship is very personal and can contribute greatly to a PMI's success. Each CP 11 PMI will be assigned to a SES mentor. The responsibilities of the mentor include:

- Playing a key role in the PMI's career development;
- Providing guidance, advice and support to enhance the professional development of the PMI;
- Serving as a resource for rotational opportunities;
- Linking the PMI into a wider network;
- Helping to develop and evaluate potential rotations; and
- Reviewing the PMI's IDP.

d. PMI Coordinator

The Army's PMI coordinator is the liaison between the PMI, the department, the OPM PMI Program Office, and supervisors. Providing funding for PMI initial costs to OPM. The PMI Coordinator is responsible for:

- Working with agency managers to identify PMI positions;
- Acting as a resource person for the PMI, supervisor and mentor;
- Helping PMIs and supervisors identify and clarify responsibilities and commitments;
- Providing funding to OPM for PMI initial costs.

e. Intern Program Manager

Each MACOM and agency has an Intern Program Manager who is responsible for:

- Conducting an orientation to agency mission and structure;
- Acting as a resource person for the PMI, supervisor and mentor;
- Helping PMIs and supervisors identify and clarify responsibilities and commitments;
- Guiding the PMI and the supervisor in the design of the IDP with goals and objectives; and
- Receiving and reviewing all rotational agreements and evaluations, ensuring that all OPM and requirements are met, and providing information on external and in-house technical and managerial training opportunities for the PMI.

f. Rotational Supervisor

The rotational supervisor is the manager responsible for the PMI during the temporary assignments outside of the intern's core area. These supervisors are responsible for:

- Ensuring that the PMI is assigned a full and appropriate workload;
- Developing objectives to be accomplished during the assignment;
- Communicating the objectives to the PMI prior to the beginning of the assignment; and
- Evaluating the intern's performance during the rotation and providing an assessment to the supervisor.

g. Office of Personnel Management – PMI Program Office

The PMI Program Office is responsible for the overall coordination of the program within the various agencies/departments of the federal government. The PMI Program Office is responsible for:

- Overseeing the PMI recruitment, selection, screening, and placement components;
- Providing structured career development activities, including orientation and graduation programs, as well as other career development activities and programs; and
- Working as a conduit for communication among all those involved in the PMI Program: PMI coordinators, supervisors, mentors, CDG advisors/leaders, and PMIs.

14. Beyond the Internship

PMI positions are two-year Schedule A excepted service appointments at the GS-9/11 grade levels. After successfully completing the program, PMIs are eligible for a non-competitive conversion to a GS-12 competitive career or career-conditional service appointment.

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART A: ORIENTATION 1. Employee Orientation a. Federal employment, civil service, employee benefits, standards of conduct, security requirements, etc. b. Benefits Orientation for New Employees c. Army Career Management Programs	OJT	Assigned Work Center	40	**Upon completion the intern will be able to:** a. Demonstrate an understanding of the provisions, benefits, and responsibilities of federal employment and the provisions and structure of the Army Comptroller Career Management system. b. Identify the key components of the federal benefits package. Learn appropriate resources to assist in developing and maintaining a financial plan. c. Describe the organization of the government, Department of Defense, Department of the Army, Major Army Commands, and the unit of assignment.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. Organization of DoD/DA a. Overall Organization of DoD and DA b. Organization and Mission of Assigned Organization	OJT	Assigned Work Center	40	a. Describe the mission, organization, and functions of the Comptroller organization. b. Describe the basic functions of the director for resource management, describe what each function encompasses, and list the services a resource management office can provide managers.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Comptroller Organization Orientation a. Finance and Accounting b. Program and Budget c. Management	OJT	Assigned Work Center	40	a. Identify the responsibilities of the finance and disbursement operations of a finance and accounting office. Gain an understanding of accepted principles, standards, and theories of professional accounting. b. Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPEBS), Program Budget Guidance (PBG), Command Budget Estimate (COB), Program Objective Memorandum (POM), Mission Area Material Plan (MAMP), Long Range Research and Development Plan (ILRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
PART B: GENERAL/ FUNCTIONAL SKILLS TRAINING 1. Briefing Techniques	Resident Course	US Dept of Agriculture	24	Organize and present a concise briefing.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
2. PPBES Course (Mandatory)	Resident Course	US Dept of Agriculture	160	Demonstrate knowledge of Planning, Programming, Budgeting, and Execution System (PPBES), Program Budget Guidance (PBG), Command Budget Estimate (CBE), Program Objective Memorandum (POM), Mission Area Materiel Plan (MAMP), Long Range Research and Development Plan (LRRDAP).	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
3. Fiscal Law Course (Mandatory)	Resident Course	JAG School	40	Understand the legal aspects of fiscal stewardship.	1st Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
4. Force Integration Training Course	Resident Course	TBD	40	Understand how the Army fits together.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

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TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART B: GENERAL FUNCTIONAL SKILLS TRAINING (cont.) 5. Military Correspondence (AG0102)	Non-Resident Course	Soldier Support Institute	TBD	Learn the fundamentals of military correspondence.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
6. Preparing of the Memorandums and Endorsement (AG0220)	Non-Resident Course	Soldier Support Institute	TBD	Learn how to prepare memorandum and endorsements within the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
7. Preparing Special Purpose Memorandums and Letters (AG0222)	Non-Resident Course	Soldier Support Institute	TBD	Learn format for special memorandum and letters used in the Army.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
8. Freedom of Information and Privacy Acts (AG0409)	Non-Resident Course	Soldier Support Institute	TBD	Explain and understand the responsibilities of the privacy and freedom of information acts.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager
PART C: LEADER DEVELOPMENT TRAINING **PRIORITY 1:**	Resident Course	OPM	40	a. PMI Orientation Session b. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision-making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Intern Leadership Development Course (Mandatory)	Resident Course	Center for Army Leadership		a. Know how to apply leadership doctrine and competencies, including professional ethics, management technologies, planning, decision-making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. b. Know the operational concept and structure of the Army. c. Know the operational concept and structure of the Army.	1ST Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
Action Officer Development Course (Mandatory)	Resident Course	Army Institute for Professional Development	Online	Learn requirements for staff work.	Complete prior to internship graduation	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS Interns are given multiple rotational assignments in each of the finance analyst core competency groups. **1. Financial Stewardship** a. Accounting	RA	Rotational	160	a. Demonstrates knowledge in the design, development, operation, or inspection of accounting standards, policies and requirements; the examination, analysis, and interpretation of accounting data, records or reports, and the provision of accounting or financial management advice and assistance to management. b. Demonstrates knowledge of the accepted accounting principles, policies, procedures and a general knowledge of the overall accounting structure and systems. c. Demonstrate knowledge of the laws, regulations, and various directives pertaining to appropriations, funds usage, and overall program planning and development. d. Demonstrate knowledge of the accounting systems and subsystems, e.g., program planning, budget execution, and attainment reporting, in order to coordinate accounting decisions with other organizations for processing fiscal and accounting data.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
b. Budgeting	RA	Rotational	160	a. Demonstrate knowledge of program, budget, and accounting terminology, concepts, principles, laws, concepts and processes for formulating, presenting, defending, and executing budgets. b. Demonstrate knowledge of the agency budget principles and procedures, processes, and their financial management systems in regards to the administrative control of resources, fund allocation, and fund control. c. Demonstrate knowledge of budget and financial analysis techniques and state-of-the-art developments in the budget field. d. Demonstrate an ability to perform a variety of budgeting systems assignments requiring new and innovative approaches to structuring and modifying budgeting systems.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1. Financial Stewardship (cont.)** c. Resource and Program Management	RA	Rotational	160	a. Demonstrate knowledge of missions and functions of federal agencies and the branches of government, e.g., OMB, Treasury, GSA, OPM, legislative, judicial, and executive and their roles in Defense operations. b. Demonstrate knowledge of and ability to use principles, methods, techniques, and systems of financial management to improve effectiveness and customer service. c. Demonstrate an understanding of general manpower management and organizational functions to include requirements determination, allocation, utilization, documentation, costing, and reporting processes as they relate to financial management. d. Demonstrate an ability to research, interpret, and apply laws, regulations, directives, policies, Comptroller General decisions, and court opinions governing the agency's management processes.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
d. Managerial Fiscal Responsibility	RA	Rotational	120	a. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA). b. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings and harness audit information for program improvement. c. Demonstrate skills in maintaining administrative control of resources, fund allocation and fund control, paperwork management, program objectives, inter-and intra-agency reimbursable agreements, and funding and financial reports. d. Demonstrate ability in monitoring agency's use of funds; provide advice on agency's fund control system; prepare apportionment's and the OMB required documents; design and use system processes and procedures that ensure financial integrity. e. Demonstrate ability to establish and administer management controls to provide information to and acquire of information from appropriate systems and to disseminate that information to appropriate users.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **1. Financial Stewardship (cont.)** e. Fiscal Law	RA	Rotational	40	Demonstrate knowledge of the systematic examination (Financial Audit) and appraisal of financial records, financial and management reports, management controls, policies and practices affecting or reflecting the financial condition and operating results of an activity or organization; or analytical work (Operational Audit) related to the development and execution of audit policies and programs when such work requires the application of professional accounting, knowledge, standards, and principles.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager
f. Auditing	RA	Rotational	160	a. Demonstrate knowledge of the techniques for summarizing the results of audit surveys, e.g., memorandum, local survey report, and multi-location audit circular. b. Demonstrate skills in the application of audit standards promulgated by non-governmental bodies, e.g., Institute of Internal Auditors and the American Institute of CPAs. c. Demonstrate knowledge of the criteria for conducting a go/no-go decision at the end of the audit-planning phase, the end of survey phase, and possibly during execution phase of an audit. d. Demonstrate knowledge of generally accepted professional auditing practices, principles, standards, theories, and procedures, along with an awareness of current trends and future developments in the auditing profession, e.g., Comptroller General Government Auditing Standards (GAS), OMB, DoD and military service policies and procedures and regulations governing conduct of financial and performance audits and FMFIA, OMB Circular A-123, DoDD 5010.38, and other applicable agency regulation.	1st Year 3rd Quarter through 2nd Year 1st Quarter	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2. Financial Decision Support** a. Managerial Services	RA	Rotational	160	a. Demonstrate knowledge of generally accepted management principles, practices, and functions. b. Demonstrate knowledge of complex/large-scale management improvement study design parameters, and analytical techniques that apply to organizational development concepts, principles, and processes c. Demonstrate knowledge of performance effectiveness concepts, productivity measurement and improvement systems, and business reengineering processes d. Demonstrate knowledge of the requirements and principles of the federal manager's Financial Integrity Act (FMFIA).	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
b. Business Processes and Practices	RA	Rotational	160	a. Demonstrate an ability to implement management controls systems within the agency, including a quality assurance program, and to effectively support program auditors, respond to findings, and harness audit information for program improvement. b. Demonstrate an ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission. c. Demonstrate an ability to use new technology and best business practices to enhance decision-making.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
c. Organizational Performance Measurement	RA	Rotational	160	a. Demonstrate knowledge of the management and evaluation systems that use performance measurement to achieve program objectives. b. Demonstrate an ability to manage the evaluation systems that use performance measurement to achieve program objectives. c. Demonstrate knowledge of the various types of performance measurement and what levels of information they provide to decision-makers. d. Demonstrate knowledge of the methods for evaluating programs that have a diverse customer base.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **2. Financial Decision Support (cont.)** d. Cost/Operations Research Analysis	RA	Rotational	160	a. Understand how the budget is formulated and executed, major budget phases, and the impact of the government Performance and Results Act on the budget process. b. Demonstrate knowledge of concepts, principles, and procedures (including methods of statistics such as analysis of variance, confidence intervals, regression, etc.) for performing cost and economic analyses and estimates for a variety of programs (e.g., information systems, ADP hardware/software, force structure, training, manpower, weapon systems, etc.) c. **Demonstrate knowledge of operations research techniques (e.g., linear programming, queuing theory, modeling and simulations, decision risk analysis, etc.)** d. Demonstrate knowledge of policies and procedures governing Defense cost and economic analysis programs, and life cycle management techniques for various systems, programs, and acquisition strategies.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
e. Acquiring and Contracting	RA	Rotational	120	a. Demonstrate knowledge of basic contracting procedures, types of contracts and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data b. Demonstrate knowledge of acquisition strategies such as dual sourcing, multi-year procurement, sole source competition, etc.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager
f. IT/Resource Management Application	RA	Rotational	120	c. Demonstrate knowledge of cost effective and efficient approaches for integrating information technology (IT) into the workplace for improving program effectiveness, developing IT-based strategies to enhance decision-making, and improving customer. d. Demonstrate skills in personal computing, e.g., spreadsheets, word processing, graphics, database management, common packages.	1st Year 2nd Quarter through 2nd Year 4th Quarter	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management** a. Strategic Vision	RA	Rotational	40	a. Demonstrate knowledge of the Strategic Planning Process and how it relates to financial management. b. **Demonstrate an ability to develop creative and innovative solutions to complex financial, budget, and program management issues.** c. Demonstrate an ability to identify problems and potential concerns, provide leadership and involve others in the decision-making process, and build support for options that provide solutions. d. Demonstrate knowledge of applicable legislative, administrative, and regulatory requirements as well as organization specific strategic planning guidance.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
b. Interpersonal Skills	RA	Rotational	40	a. Demonstrate an ability to use the personal/professional business habits of communicating effectively and honestly with the result of attracting others to a similarly reasonable and logical point of view. b. Demonstrate an ability of expressing information in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listens to others and clarifies information as needed; accurately uses English language (i.e., grammar, spelling, punctuation, syntax). c. Demonstrate knowledge of the need to consider and respond appropriately to the needs, feelings, and capabilities of different people in different situations. d. Demonstrate an ability to demonstrate tact, empathy, sensitivity, and respect in the interaction with others.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)** c. Leadership and Management Development	RA	Assigned Work Center	40	a. Demonstrate knowledge of the factors affecting the organization and the leader's ability to act as a catalyst for change, when needed; influencing, motivating, and challenging subordinates. Ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. b. Demonstrate an ability to demonstrate leadership in setting the workforce's expected performance levels commensurate with the organization's strategic objectives; inspiring, motivating, and guiding others towards goal accomplishment. c. Demonstrate an ability to empower people by sharing power and authority. d. Demonstrate an ability to foster commitment, team spirit, pride, trust, and group identity. e. Demonstrate an ability to develop leadership in others through coaching and mentoring. f. Demonstrate an ability to continuously develop one's leadership and managerial skills' potential through training.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART D: ROTATIONAL ASSIGNMENTS (cont.) **3. Leadership and Organizational Management (cont.)** d. Human Resource Management	RA	Assigned Work Center	40	a. **Demonstrated knowledge of how human resource management (HRM) policies and practices support the missions and functions of the organization;. Knowledge of the applicable HRM legislative, administrative, and regulatory requirements; and the impacts of human resource management policies on external organizations.** b. Demonstrated knowledge of how HRM policies and practices support the missions and functions of the organization and the impact on policies in external organizations. c. Demonstrated ability at building teams and fostering cooperation throughout the organization. d. Demonstrated ability to manage HRM resources planning, recruitment and selection processes to acquire and maintain a diverse workforce in support of the organizations mission and meeting customer needs. e. Demonstrated ability to assess employees' unique developmental needs and providing developmental opportunities that maximize each employee's capabilities in an effort to optimize workforce potential while meeting the organizations strategic vision.	Complete Prior to Internship Graduation	TBD	Assigned Supervisor or Training Manager
PART E: CORE COMPETENCY TRAINING **PRIORITY 1:** 1. Planning, Programming, Budgeting and Execution System	Resident Course	US Army Finance School	72	Review and analyze resource management organization and functions, manpower management accounting, budgeting, economic analysis, and internal control.	TBD	Fort Jackson, SC	Assigned Supervisor or Training Manager
2. Fiscal Law Course	Resident Course	JAG School	40	Review appropriation and administrative law pertaining to fund control.	TBD	Charlottesville, VA	Assigned Supervisor or Training Manager
3. Analysis Course	Resident Course	TBD	TBD	Trace procedures, processes, and documentation through an organization or an automated system.	TBD	TBD	Assigned Supervisor or Training Manager
4. One Financial Stewardship Course	Resident Course	TBD	TBD	Review practices, procedures, and methods used for controlling financial resources.	TBD	TBD	Assigned Supervisor or Training Manager
5. One Financial Decision Support Course	Resident Course	TBD	TBD	Review managerial tools and techniques that can assist managers in the financial decision-making process.	TBD	TBD	Assigned Supervisor or Training Manager
6. Data Collection and Analysis Course	Resident Course	TBD	TBD	Identify, filter, and sort data to aid in financial decision-making.	TBD	TBD	Assigned Supervisor or Training Manager
7. Army Comptroller Course	Resident Course	Syracuse University	160	Obtain a broad overview of Army Comptroller duties and functions.	2nd Year of Internship	Syracuse, NY	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART E: CORE COMPETENCY TRAINING (cont.) **PRIORITY 2:** 1. Activity Based Costing (43AQ)	Resident Course	US Dept of Agriculture	16	Understand the entire activity based costing process and methodology.	TBD	TBD	Assigned Supervisor or Training Manager
2. Performance Measurement and Budgeting	Resident Course	US Dept of Agriculture	16	Understand the process and benefits, and how to evaluate and report performance progress.	TBD	TBD	Assigned Supervisor or Training Manager
3. Basic Cost Accounting Concepts (43AJ)	Resident Course	US Dept of Agriculture	24	Determine cost categories and controllable versus non-controllable costs. Understand how to plan and control the budget and variances.	TBD	TBD	Assigned Supervisor or Training Manager
4. Working Capital Funds (43DD)	Resident Course	US Dept of Agriculture	16	Analyze revolving fund financial statements.	TBD	TBD	Assigned Supervisor or Training Manager
5. Basic Governmental Auditing	Resident Course	US Dept of Agriculture	40	Review basic government audit procedures and standards.	TBD	TBD	Assigned Supervisor or Training Manager
PRIORITY 3: 1. Budget Execution (43BM)	Resident Course	US Dept of Agriculture	32	Explain sequence of events in budget execution.	TBD	TBD	Assigned Supervisor or Training Manager
2. Budget Formulation (43AF)	Resident Course	US Dept of Agriculture	32	Use proper budget terminology and show how the federal agency develops its budget submission.	TBD	TBD	Assigned Supervisor or Training Manager
3. Federal Budget Process (43AP)	Resident Course	US Dept of Agriculture	16	Understand budget terms and the budget process.	TBD	TBD	Assigned Supervisor or Training Manager
4. Federal Appropriations Law (43AU)	Resident Course	US Dept of Agriculture	32	Understand the laws governing federal appropriations.	TBD	TBD	Assigned Supervisor or Training Manager
5. Federal Appropriations Law Update (43CD)	Resident Course	US Dept of Agriculture	8	Understand key principles of appropriations law.	TBD	TBD	Assigned Supervisor or Training Manager
6. Budget Justification & Presentation (43AT)	Resident Course	US Dept of Agriculture	32	Understand the budget justification process.	TBD	TBD	Assigned Supervisor or Training Manager
7. Performance Based Budgeting (43EA)	Resident Course	US Dept of Agriculture	16	Understand how to prepare performance-based budgets.	TBD	TBD	Assigned Supervisor or Training Manager
8. Force Integration Training	Resident Course		40	Understand how the Army fits together.	TBD	TBD	Assigned Supervisor or Training Manager

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL, OR ABILITY TO BE ACQUIRED	INDIVIDUAL DATES	TRAINING LOCATION	PLANNING SUPERVISOR
PART F: ON-THE -JOB TRAINING							Assigned Supervisor or Training Manager
1. Installation				Upon completion of Organizational Assignments, the intern will be able to:	TBD	TBD	
a. Army Budget System	OJT	Assigned Work Center	80	a. Prepare a diagram/flow chart explaining the Army budget system and define elements of the budget cycle. Define Army Management Structure including appropriations, budget programs, budget project accounts, and activity accounts. Relate various programs (investment or capital acquisition, research and development, and working capital) to the appropriations and corresponding budgetary control forms and procedures.			
b. Army Management Structure	OJT	Assigned Work Center	320				
c. Distribution & Control of Funds	OJT	Assigned Work Center	120				
d. Resource Management	OJT	Assigned Work Center	120				
e. Installation Budgeting	OJT	Assigned Work Center	120	b. Explain the procedures for secondary commitments and obligation and assist senior budget analysts in controlling and balancing obligations and recommending budget adjustments.			
f. Budget Formulation	OJT	Assigned Work Center	440	c. Identify organizational missions and workloads of supporting elements or subordinate activities. Describe the relationship of fund distribution and procedures of each to the overall budget processing to include the various budget documents involved.			
g. Budget Reporting	OJT	Assigned Work Center	440				
h. Budget Execution	OJT	Assigned Work Center	710				
				d. Assist in preparing an installation budget for revolving fund accounts. Describe the methods used to develop resource requirements including both financed and unfinanced requirements, phase financial requirements, and the supporting budget schedules.			
				e. Assist senior budget analysts in applying the methods and techniques for consolidating and integrating subordinate activity operating budgets into a balanced budget. Review latest budget manpower guidance from higher authority and provide it to site directors for budget program planning.			
				f. Assist senior analysts in preparing, coordinating, validating, and reconciling budget report input into the COB estimate. Convert budget report information to the proper data processing mode. Distribute quarterly allotments, monitor resource use, and identify surpluses/shortages in time for corrective action and shifting resource allocations.			

15. Presidential Management Intern (PMI)

MASTER INTERN TRAINING PLAN

TRAINING DESCRIPTION	TYPE	SOURCE	LENGTH (HOURS)	KNOWLEDGE, SKILL OR ABILITY TO BE ACQUIRED	INDIVI DATES	TRAINING LOCATION	PLANNING SUPERVIS OR
PART F: ON-THE -JOB TRAINING (cont.) 2. Subordinate Command a. Distribution & Control of Funds b. Army Mission Funding c. Logistics Funding	OJT	Assigned Work Center	TBD	Obtain an on hand understanding and application of resource and financial management at the subordinate command level.	TBD	TBD	Assigned Supervisor or Training Manager
3. MACOM a. Budget Programs Management b. Fund Distribution & Allotment Control c. Budget Reprogramming d. Funding Priorities	OJT	Assigned Work Center	TBD	Obtain an on hand understanding and application of resource and financial management at the major command (MACOM) level.	TBD	TBD.	Assigned Supervisor or Training Manager
4. HQDA Level a. POM Process b. Budget Justification c. Army Appropriations	OJT	Assigned Work Center	TBD	Obtain an on hand understanding and application of resource and financial management at Headquarters Department of the Army level.	TBD	TBD	Assigned Supervisor or Training Manager
5. OSD Level a. Interdepartmental Financial Issues b. Joint Financial Management Activities c. Financial Stewardship d. Consolidated Financial Reporting	OJT	Assigned Work Center	TBD	Obtain an on hand understanding and application of resource and financial management at the Department of Defense (DoD) level.	TBD	TBD	Assigned Supervisor or Training Manager

ANNEX E

COURSE DESCRIPTIONS – RESIDENT

COURSE TO COMPETENCY GROUP MATRIX			
	COURSE TITLE	TRAINING SOURCE	CORE COMPETENCY GROUP*
*FS – Financial Stewardship FDS – Financial Decision Support LOM – Leadership & Organizational Management			
1.	Accounting for Business Operations in Government	MGTC	FDS
2.	Accounts Payable	USAFS	FS
3.	Activity Based Costing	USDA	FDS
4.	Advanced Communications Course	USAAA	FS/FDS
5.	Advanced Management Accounting and Analysis	USAFS	FDS
6.	Adverse and Performance Based Actions	USDA	LOM
7.	Apex Orientation Program (for New SES)	OSD	LOM
8.	Appropriations Law Seminar	MGTC	FS
9.	Army Comptroller Course (ACC)	FM&C	FS/FDS
10.	Army Comptrollership Program (ACP)	FM&C	FS/FDS/LOM
11.	Assertiveness Skills	USDA	LOM
12.	Audit Process: Basic	USAAA	FS/FDS
13.	Basic Communication Skills	USDA	LOM
14.	Basic Contract Administration	USDA	FDS
15.	Basic Employee Relations	USDA	LOM
16.	Basic Governmental Auditing	USDA	FS
17.	Basic Labor Relations	USDA	LOM
18.	Basic Statistics	USDA	FDS
19.	Briefing Techniques	USDA	LOM
20.	Budget Analysis Workshop	USDA	FDS
21.	Budget Analysis Workshop: Advanced	USDA	FDS
22.	Budget Execution	USDA	FDS
23.	Budget Formulation	USDA	FDS

COURSE TO COMPETENCY GROUP MATRIX			
	COURSE TITLE	TRAINING SOURCE	CORE COMPETENCY GROUP*
*FS – Financial Stewardship	FDS – Financial Decision Support	LOM – Leadership & Organizational Management	
24.	Budget Justification and Presentation	USDA	FDS
25.	Communication Skills	USAAA	FDS/LOM
26.	Computer Training Courses: (Various Software Applications)	USDA	FDS
27.	Contract Auditing	USDA	FS/FDS
28.	Contracting Officer's Representative	USDA	FDS
29.	Cost and Price Analysis	MGTC	FDS
30.	Cost Benefit Analysis Workshop	USDA	FDS
31.	Data Analysis and Interpretation	MGTC	FS
32.	Data Collection and Analysis	USDA	FDS
33.	Decision Analysis Course	ALMC	FDS
34.	Defense Regional Inter-Service Support (DRIS) Agreements	ALMC	FDS
35.	Defense Resource Management Course	NPGS	FS/FDS
36.	Detecting and Investigating Fraud	USAAA	FS
37.	Economics of Analysis	USDA	FDS
38.	Enhanced Defense Financial Management Training (EDFMT)	ASMC	FS/FDS
39.	Ethics in Federal Contracting	MGTC	FS/FDS
40.	Evaluating a Contractor's Performance	MGTC	
41.	Executive Development Seminar	OPM	LOM
42.	Executive Management	DSMC	LOM
43.	Federal Appropriations Law Course	USDA	FS
44.	Federal Appropriations Law Update	USDA	FS
45.	Federal Budget Process	USDA	FDS
46.	Federal Cost Accounting Concepts	USDA	FDS
47.	Federal Government Accounting I	USDA	FS
48.	Fiscal Law Course	JAG	FS
49.	Force Integration Course for General Officer/SES	AFMS	LOM

COURSE TO COMPETENCY GROUP MATRIX			
	COURSE TITLE	TRAINING SOURCE	CORE COMPETENCY GROUP*
*FS – Financial Stewardship FDS – Financial Decision Support LOM – Leadership & Organizational Management			
50.	Fundamental Accounting Procedures in Federal Agencies	MGTC	FS
51.	Fundamentals of Cost Analysis	DAU	FDS
52.	Fundamentals of Earned Value Management	DSMC	FDS
53.	Fundamentals of Systems Acquisition Management	DSMC	FDS
54.	Human Resources Management for Supervisors and Managers	USDA	LOM
55.	Human Resources Management: Introduction	USDA	LOM
56.	Installation Logistics Management	ALMC	FDS
57.	Intermediate Auditor Tracks	USAAA	FS/FDS/LOM
58.	Intermediate Cost Analysis	DAU	FDS
59.	Intern Leadership Development Course	CAL	LOM
60.	Interpersonal Communications	USDA	LOM
61.	Introduction to Federal Accounting	USDA	FS
62.	Introduction to Financial Management	USDA	FDS
63.	Introduction to Information Technology	USDA	FDS
64.	Introduction to Life Cycle Costing	AFIT	FDS
65.	Introduction to Program Evaluation	USDA	FDS
66.	Leadership Development Program (LDP)	CCL	LOM
67.	Leadership Education and Development (LEAD)	CAL	LOM
68.	Leading Change	USDA	LOM
69.	Leading Teams and Groups	USDA	LOM
70.	Management Accountability and Control	USDA	FS/FDS
71.	Management Analysis: Advanced Applications	USDA	FDS
72.	Management Analysis: Data Gathering	USDA	FDS
73.	Management Analysis: Planning Course	USDA	FDS
74.	Management Development	USDA	FDS/LOM
75.	Managing Workforce Diversity	USDA	LOM

COURSE TO COMPETENCY GROUP MATRIX			
	COURSE TITLE	TRAINING SOURCE	CORE COMPETENCY GROUP*
*FS – Financial Stewardship	FDS – Financial Decision Support	LOM – Leadership & Organizational Management	
76.	Manpower and Force Management	ALMC	FDS
77.	National Security Decision Making Seminar	SYRACUSE	LOM
78.	National Security Leadership Course	SYRACUSE	LOM
79.	National Security Management Course	SYRACUSE	LOM
80.	Operations Research/Systems Analysis Continuing Education Program	ALMC	FDS
81.	Operations Research/Systems Analysis Special Topics Seminar	ALMC	FDS
82.	OPM – Senior Executive Service Briefing for New Executives	OPM	LOM
83.	Organizational Leadership for Executives (OLE)	CAL	LOM
84.	Performance Measurement and Budgeting	USDA	FDS
85.	Personnel Management for Executives (PME) I & II	AMSC	LOM
86.	Planning, Programming, Budgeting, and Execution System	USAFS	FS/FDS/LOM
87.	Position Classification: Basic	USDA	LOM
88.	Position Classification for Supervisors and Administrative Staff	USDA	LOM
89.	Practical Comptrollership	NPGS	FS/FDS
90.	Practical Statistical Sampling for Auditors	USDA	FS
91.	Professional Military Comptroller School (PMCS)	USAF	FS/FDS
92.	Professional Resource Management Course (PRMC)	USA/SYR	FS/FDS/LOM
93.	Program for Senior Managers in Government	SYRACUSE	LOM
94.	Program Systems and Processes	MGTC	FDS
95.	Project Management	USDA	FDS
96.	Project Risk Management	MGTC	FS
97.	Report Writing	USDA	FS/FDS
98.	Resource Management Budget Course (RMBC)	USAFS	FDS
99.	Risk Analysis Course	ALMC	FDS

COURSE TO COMPETENCY GROUP MATRIX			
	COURSE TITLE	TRAINING SOURCE	CORE COMPETENCY GROUP*
*FS – Financial Stewardship	FDS – Financial Decision Support	LOM – Leadership & Organizational Management	
100.	Senior Auditor Tracks	USAAA	FS/FDS/LOM
101.	Senior Executive Equal Opportunity Seminar	OPM	LOM
102.	Senior Executive Service (SES) Orientation Course	HQDA/NCR	LOM
103.	Supervision and Group Performance	USDA	LOM
104.	Survey of Federal Accounting Concepts and Standards	FMS	FS
105.	Sustaining Base Leadership and Management Program	AMSC	LOM
106.	Systems Acquisition Management (SAM) for General/Flag Officers	DAU	FDS
107.	Team Leadership Essentials	USDA	LOM
108.	Technical Writing	USDA	FS/FDS/LOM

TRAINING SOURCES	ACRONYMS
Air Force Institute of Technology	AFIT
American Society of Military Comptrollers	ASMC
Army Force Management School	AFMS
Army Legislative Affairs Fellowship Program	ALAFP
Army Management Staff College	AMSC
Center for Army Leadership	CAL
Center for Creative Leadership	CCL
Defense Acquisition University	DAU
Defense Systems Management College	DSMC
Federal Executive Institute	FEI
Financial Management & Comptroller	FM&C
Government Affairs Institute – Brookings Institution	GAI
Headquarters, Department of the Army	HQDA
Interactive Technology Group	ITG
Management Concepts, Incorporated	MGTC
Naval Center for Acquisition Training	NCAT
Naval Post Graduate School	NPGS
US Army Audit Agency	USAAA
US Army Finance School	USAFS
US Army Judge Advocate General School	JAG
US Department of Agriculture – Graduate School	USDA
US Federal Financial Management Network	USFED
US General Services Administration	GSA
US Office Of Personnel Management	OPM
US Treasury – Center for Applied Financial Management	FMS
COMPETENCIES BY COMPETENCY GROUP	**ACRONYMS**
FINANCIAL STEWARDSHIP	**FS**
Accounting	FS
Auditing	FS
Budgeting	FS
Fiscal Law	FS
Managerial Fiscal Responsibility	FS
Resource and Program Management	FS

FINANCIAL DECISION SUPPORT	FDS
Acquiring and Contracting	FDS
Business Processes and Practices	FDS
Cost and Operations Research Analysis	FDS
Information Technology (IT) Management and Application	FDS
Managerial Services	FDS
Organizational Performance Measurement	FDS
Project Management	FDS
LEADERSHIP & ORGANIZATIONAL MANAGEMENT	**LOM**
Human Resource Management	LOM
Interpersonal Skills	LOM
Leadership & Management Development	LOM
Strategic Vision	LOM

CONTINUING PROFESSIONAL EDUCATION AND CONTINUING EDUCATION UNITS

Many courses, workshops, training events, and meetings award Continuing Professional Education (CPE) or Continuing Education Unit (CEU) credits. The following describes CPE and CEU credits:

1. **Continuing Professional Education (CPE):** An academic measure used by various states and licensing organizations to encourage and enhance professionals to keep current in theoretical and procedures changes in their chosen career field. The academic measure for calculating CPE credits is a 50-minute contact hour as equivalent to one CPE credit. The National Registry of CPE Sponsors further quantifies CPE credits as:

   a. Under the semester system, 15 contact hours are equivalent to one CPE credit.

   b. Under the quarter system, ten contact hours are equivalent to one CPE credit.

   c. Self-study programs base CPE credit on average completion time per course.

2. **Continuing Education Credit (CEU):** A nationally recognized, uniform unit of measurement used to quantify continuing education and training activities. The CEU is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The above information is provided as general guidelines. CEU courses are not designed to convert training hours into semester hours. A college, university, or training organization is not required to grant as much credit as recommended by the reviewers.

   Clarification on the amount of CPE/CEU credits granted for all courses must be obtained from the training activity.

   The following resident course descriptions identify known CPE or CEU credits by course.

COURSE DESCRIPTIONS – RESIDENT

1. **ACCOUNTING FOR BUSINESS OPERATIONS IN GOVERNMENT –** http://www.managementconcepts.com/

   COURSE LENGTH: 3 days

   SPONSOR/LOCATION: Management Concepts

   TARGET CAREER PHASE: Specialist/Journey Level & Manager

   COMPETENCY GROUP/CPE/CEU: Financial Decision Support

   EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

   DESCRIPTION: Demonstrates how revolving funds operate, how to prepare a budget for a typical program, how to interpret a federal financial report, and ways to measure your revolving fund budget plan against actual program results.

2. **ACCOUNTS PAYABLE –** http://www.finance.army.mil/

   COURSE LENGTH: 1 week, 3 days

   SPONSOR/LOCATION: US Army Finance School, Fort Jackson, SC

   TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

   COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Covers organization and functions of commercial accounts branch. Includes instruction on receipt, examination, preparation, and processing of vouchers from commercial vendors. Discusses the prompt payment act, including calculation of discounts and interest penalties. Covers imprest fund and small purchase procedures. Discusses commercial accounts section.

3. ACTIVITY BASED COSTING – http://www.grad.usda.gov/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, USDA Audit Training Institute, Washington, DC

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (16 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability)

DESCRIPTION: Covers basics of activity based costing to determine unit costs and to find ways to improve timeliness, quality, and cost of program delivery. Addresses cost pools, activity drivers, and unit costs. Course will examine the application of ABC, a tool to be used for making decisions in budgeting, pricing, consolidation, outsourcing, and monitoring efficiency and quality of costs.

4. ADVANCED COMMUNICATIONS COURSE – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Specialist/Journey Level & Manager – Auditor-in-Charge/GS-12-14

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Emphasizes skills and techniques for reviewing work papers, findings, and audit reports.

5. ADVANCED MANAGEMENT ACCOUNTING AND ANALYSIS – http://www.finance.army.mil/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Finance School, Fort Jackson, SC

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (80 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Deals with appropriated fund accounting. One week focuses on the Army Accountant's Handbook; the other addresses accounting analysis, including a staff study.

6. ADVERSE AND PERFORMANCE BASED ACTIONS – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: All Levels – (Anyone who needs a thorough knowledge of how to process formal cases against problem employees under adverse action (5 USC 752) and performance-based action (5 USC 432) regulations, including personnel specialists and agency managers.)

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management)

DESCRIPTION: Is designed to teach the correct steps for initiating and processing a formal adverse action claim. Outlines the rules/procedures for determining case jurisdiction and causes, penalties, appeals, and grievance procedures, and discusses “whistle-blower” issues.

7. APEX ORIENTATION PROGRAM – http://persec.whs.mil/apex/apexprog.html

COURSE LENGTH: 2 weeks (within one year of appointment to the SES)

SPONSOR/LOCATION: DoD, SES Education and Training Office, Washington Headquarters Services (Personnel & Security Division), 5001 Eisenhower Avenue, Alexandria, VA. Washington, DC, Charlottesville, VA, and travel to Unified Combatant Commands

TARGET CAREER PHASE: SES

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Service Motivation, Strategic Thinking), Leading People (Cultural Awareness, Integrity/Honesty), Building Coalitions/Communication (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Addresses issues and topics of common concern, regardless of Component affiliation, including DoD goals and priorities; the Joint Chiefs and Joint Commands; Component plans and perspectives; service structures; acquisition; budget and financial administration; personnel and resources; leadership; evolving issues; logistics; diversity; ethics; integrity; conflict of interest; and protocol. Includes a one-week residential seminar and a week of travel to four Unified Combatant Commands and neighboring military installations. The purpose of the travel week is to enhance the participants' knowledge of the joint military environment and give them a greater appreciation of the roles and responsibilities of US service members.

8. APPROPRIATIONS LAW SEMINAR –
http://www.managementconcepts.com/scripts/mcibrowse.asp?Catalog=AL

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Interprets appropriations, determining appropriation availability as to purpose, establishing appropriation availability time and amount, obligating appropriations, and responding to continuing resolutions.

9. ARMY COMPTROLLER COURSE (ACC) –
http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

COURSE LENGTH: 4 weeks

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TARGET CAREER PHASE: Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is a four-week comprehensive training experience intended for journey-level Army civilian careerists and newly designated FA 45 officers. ACC is a training course in Army financial management and comptrollership focusing on federal budget challenges, strategic planning, PPBES, fiscal law, activity and service based costing, manpower management, contracting, management controls, competitive sourcing, financial operations, the legislative process, and installation and major command resource management. Concept is to put newly designated FA 45 officers on equal footing, since fewer than 20% will have had military comptrollership training or experience before being designated. ACC will be mandatory for FA 45s after Command and Staff College.

10. ARMY COMPTROLLERSHIP PROGRAM (ACP) –
http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

COURSE LENGTH: 14 months

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support; Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Continual Learning), Leading People (Team

Building), Results Driven (Problem Solving), Business Acumen (Financial Management), Building Coalitions/Communication (Oral Communication, Written Communication)

DESCRIPTION: Provides a high quality, accelerated program of advanced education in resource management for selected Army officers and Department of the Army civilians. Includes a post-ACP operational assignment and placement prior to reporting to Syracuse University. Training provides the future resource managers with a conceptual perspective, practical analytical tools, and management skills required in the increasingly complex resource management environment. Requires a major research paper. May lead to a master's degree in business administration and a master's degree in public administration. Degree candidates are required to complete 60 credits. All students must successfully complete or obtain a waiver of the required management core courses.

11. ASSERTIVENESS SKILLS – http://www.grad.usda.gov/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communications)

DESCRIPTION: Emphasizes differences between non-assertive, assertive, and aggressive behaviors and how verbal and nonverbal behavior influence others' behavior. Teaches more productive ways to communicate instructions, recommendations, and feelings.

12. AUDIT PROCESS: BASIC – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Introduces to new auditors the duties and responsibilities of Army internal auditors. Students learn the audit process through the completion of the "audit game."

13. BASIC COMMUNICATION SKILLS – http://www.grad.usda.gov/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (3 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Oral Communication, Written Communication)

DESCRIPTION: Is for all employees who want to develop their basic communication skills speaking, listening, and writing to become more effective on the job. Course topics: how to deal effectively with different personalities; how to gain valuable communication experience to help you achieve your goals; understanding your own behavior style; how to deliver an oral presentation; effective organization and composition of written work; analyzing your verbal and nonverbal communication skills; recognizing communication barriers and how to minimize them; and examining new approaches that will help you work well with others.

14. BASIC CONTRACT ADMINISTRATION – http://www.grad.usda.gov/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level (Personnel involved in the federal contracting process.)

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (3.0 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides an understanding of how to administer contracts for supplies and services beginning with establishing a plan and ending with contract closeout. Makes you aware of the critical duties performed by contracting personnel during the post-award administration phase of the acquisition process.

15. BASIC EMPLOYEE RELATIONS – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management)

DESCRIPTION: Includes topics such as applicable statutes; conduct and discipline issues; performance, probationary periods, leave, and control; medical issues and accommodating the disabled; performance management; grievances; appeals; awards and recognition; and new developments in employee relations.

16. BASIC GOVERNMENTAL AUDITING – http://www.grad.usda.gov/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (40 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides information on explaining the requirements and expectations of a governmental auditor by describing the legal and regulatory standards that apply to governmental auditors; addressing how Government Auditing Standards are applied in audits; identifying appropriate evidence and preparing audit working papers that meet Government Auditing Standards; developing audit findings with condition, criteria, cause, effect, and recommendations; and communicating audit findings to several different audiences.

17. BASIC LABOR RELATIONS – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management)

DESCRIPTION: Includes topics such as stages of the collective bargaining process, labor relations program, employee-management relationship under Title VII, contract administration, negotiation process and resolution of impasses, grievance systems, and arbitration.

18. BASIC STATISTICS – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Addresses the terms, symbols, and formulas used in descriptive statistics. Covers the concepts of correlation and regression analysis. Topics

include the meaning and role of statistics, frequency distributions and arrays, means, measures of variation, and normal distribution.

19. BRIEFING TECHNIQUES – http://www.grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Influencing/Negotiating, Oral Communication)

DESCRIPTION: Provides ideas on how to prepare and present ideas more productively in less time and with better success. Uses videotapes, lectures, role-playing, films, and discussions to emphasize techniques of effective oral presentations.

20. BUDGET ANALYSIS WORKSHOP – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Learn to use the right tools to extract the information you need from even the most complex budget document. Prepare to analyze all aspects of your budget.

21. BUDGET ANALYSIS WORKSHOP: ADVANCED – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Develops workload, efficiency, and effectiveness measures for a typical federal program; identifies strengths and weaknesses of budget justifications; conducts a mid-fiscal year financial review; and comments on the financial implications of audit findings.

22. BUDGET EXECUTION – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Covers the "reformulation" of spending plans based on the appropriation bill as passed by Congress. Topics cover sequence of events in budget execution: impoundments, rescissions, and deferrals; reporting on budget execution; anti-deficiency act; reprogramming of funds; decision-making in budget execution; following OMB Cir A-34; and writing a budget execution plan.

23. BUDGET FORMULATION – http://www.grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Teaches students to use proper budget terminology, describe how a federal agency develops its budget submission, calculate from raw data the number needed for a budget submission, complete budget schedules in tune with OMB Cir A-11, and rework budget schedules to keep current with Presidential directives.

24. BUDGET JUSTIFICATION AND PRESENTATION – http://www.grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Presents justifications, assembling of technical support for presentation, advocate funding, and personnel resource requirements to Congress.

25. COMMUNICATION SKILLS – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 4 days

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level – GS-9/11

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management; Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Oral communication, Written Communication)

DESCRIPTION: Is designed to improve oral and written communication skills and to impart audit-specific writing techniques. Interviewing and briefing techniques are also included in this course.

26. COMPUTER TRAINING COURSES: (Various Software Applications) – http://www.grad.usda.gov/

COURSE LENGTH: Each software application course – 2-3 days or varies

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Technology Management)

DESCRIPTION: Covers various software training. dBASE III PLUS covers database management and concepts; EXCEL covers Microsoft's spreadsheet and operations; FOXPRO covers database and related concepts; POWERPOINT Microsoft's presentation software; WINDOWS covers Microsoft's interface with the disk operating system, the use of icons, print manager, and other tasks; and WORD for WINDOWS covers Microsoft's word processing application.

27. CONTRACT AUDITING – http://www.grad.usda.gov/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: USDA Graduate School Audit Training Institute, Washington, DC

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Covers topics for contracts auditing: Federal Cost Accounting Standard clauses applications to contracts and grants with local and state governments, education institutions, and nonprofit organizations.

28. CONTRACTING OFFICER'S REPRESENTATIVE – http://www.almc.army.mil/catalog/coursedescriptions.html

COURSE LENGTH: 1 week, 4 days

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides overview of legal requirements and fundamentals of contracting that lead to award of a contract. Course concentrates on service contracts.

29. COST AND PRICE ANALYSIS – http://www.managementconcepts.com/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (40 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Decisiveness, Problem Solving)

DESCRIPTION: Covers the troublesome areas of contract cost and price analysis. Specifically addresses cost estimating; contractor price, cost, and profit analysis; contract pricing negotiations; pricing problems after contract award; and analysis of direct costs.

30. COST BENEFIT ANALYSIS WORKSHOP – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level (While there is no grade restriction, this course is designed for mid-level managers, analysts, and staff who have no previous training in cost-benefit analysis, and who are in positions where a working knowledge of cost-benefit analysis is important.)

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Addresses ability to quantify benefits from available data; performance of basic cost-benefit studies; time-value of money in cost-benefit studies; planning framework for cost-benefit studies; types and behaviors of costs; present value concept; cost-effectiveness vs. cost-benefit Internal rate of return; and OMB Circular A-94.

31. DATA ANALYSIS AND INTERPRETATION – http://www.managementconcepts.com/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Covers how to develop a data analysis plan; use computer applications to facilitate data analysis, including regression, correlation, and cost-benefit analysis; interpret results of data analyses; and conduct a time-series analysis.

32. DATA COLLECTION AND ANALYSIS – http://grad.usda.gov/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Problem Solving), Business Acumen (Financial Management)

DESCRIPTION: Shows how to collect and analyze data and how methods shape results and reliability of management study or audit.

33. DECISION ANALYSIS COURSE – http://www.almc.army.mil/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Includes overview of statistics, data collection and probability for decisions, Single-Attribute & Multiple-Attribute Decisions, Sensitivity and Software, PERT/CPM Networks for Cost and Time Decisions, and contemporary Decision Analysis. After an overview of decision techniques, participants learn the statistical foundations of decision-making, as well as of appropriate data collection and analysis. A challenging group workshop and small groups

capstone project instill the proper use of techniques and theories. Consists of lectures, classroom exercises, and graded group workshops. Participants learn to choose and use modern techniques that aid problem solving at any government level.

34. DEFENSE REGIONAL INTER-SERVICE SUPPORT (DRIS) AGREEMENTS – http://www.almc.army.mil/catalog/coursedescriptions.html

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Concentrates on DRIS regulatory policies and procedures; organizational functions and responsibilities; inter-service, interdepartmental, and interagency support agreement negotiations; DRIS studies; preparation of DD Form 1144 and supporting documents; and DRIS reporting.

35. DEFENSE RESOURCES MANAGEMENT COURSE (DRMC) – http://www.nps.navy.mil/drmi/overview.htm#DRMC

COURSE LENGTH: 4 weeks

SPONSOR/LOCATION: Defense Resources Management Institute, Naval Postgraduate School, Monterey, CA

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Decisiveness, Problem Solving), Business Acumen (Financial Management)

DESCRIPTION: Gives managers an opportunity to develop understanding of the concepts, principles, processes, applications, and techniques of Defense Management Integration concepts, principles, and techniques of management decision theory, economic reasoning, and quantitative analysis. Emphasis on the analytical aspects of resource management, including needs, objectives, alternatives, analytical models, effectiveness, cost, and criteria analysis.

36. DETECTING AND INVESTIGATING FRAUD – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 3 days

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level – Lead Auditor/GS-9

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is designed to give auditors a basic understanding of their role in detecting and reporting fraud, as well as how to work with Criminal Investigation Division (CID). Auditors learn how agents build their cases and what the agent needs from auditors to build a case. Covers functional areas such as acquisition, contract, and environmental.

37. ECONOMICS OF ANALYSIS (Quality, Productivity, and Cost-Benefit Analysis) – http://grad.usda.gov/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.3 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Decisiveness, Entrepreneurship), Business Acumen (Financial Management)

DESCRIPTION: Is ideal for analysts interested in improving their understanding of analysis. Participants in recent quality enhancement efforts seeking a different point of view and managers wishing to understand the role of quality, productivity, and cost analysis. Techniques in improving their organizations will also benefit.

38. ENHANCED DEFENSE FINANCIAL MANAGEMENT TRAINING (EDFMT) – http://www.asmccertification.com/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: American Society of Military Comptrollers

TARGET CAREER PHASE: Specialist/Journey & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (40 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Accountability, Decisiveness, Technical Credibility), Results Driven (External Awareness, Service Motivation, Strategic Thinking), Business Acumen (Financial Management)

DESCRIPTION: Improves the overall technical and managerial capabilities of the resource management workforce by reviewing and discussing twelve core competencies. The twelve core competencies are: Government Resource Management Environment, Defense Resource Management Environment, Manpower Management, Fiscal Law, Accounting, Finance, Management/Internal Controls, Planning, Programming, and Budgeting, Cost and Economic Analysis, Business Management Process Improvement, and Auditing. Course also emphasizes departmental standards rather than service specific solutions. Overall objective is to review, discuss, and identify where to obtain further information on all 12 core competencies.

39. ETHICS IN FEDERAL CONTRACTING – http://www.managementconcepts.com/

COURSE LENGTH: 1 day

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support (0.6 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Integrity/Honesty), Results Driven (Accountability), Building Coalitions/Communication (Political Savvy)

DESCRIPTION: Is designed for all federal acquisition officials, program officials, or others who need to know federal rules on ethics and integrity in government contracting. Examines the impact of the rules of professional conduct on the interaction between government employees and contractor personnel. Other topics discussed are acquisition integrity, whistleblower provisions, anti-gratuity provisions, and revolving door legislation. Discusses the status of the most current federal legislation and regulations on ethics in government contracting.

40. EVALUATING A CONTRACTOR'S PERFORMANCE –
http://www.managementconcepts.com/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Details the basic principles in planning, organizing, and integrating a development/production contract. Focuses on the use of earned value for measuring progress.

41. EXECUTIVE DEVELOPMENT SEMINAR –
http://www.leadership.opm.gov/content.cfm?CAT=e-eds012802

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: Office of Personnel Management Centers, Denver, CO; Kings Point, NY; and Oak Ridge, TN

TARGET CAREER PHASE: Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Creativity and Innovation, External

Awareness), Leading People (Cultural Awareness, Integrity/Honesty, Team Building)

DESCRIPTION: Addresses competencies that relate to the social-political-economical environment of the Federal Executive. Broadens the participants' understanding and administrative and managerial abilities.

42. EXECUTIVE MANAGEMENT – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: Defense Systems Management College Campus, Fort Belvoir, VA

TARGET CAREER PHASE: Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management
(9.6 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (External Awareness), Building Coalitions/Communication (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Explores the perspectives and positions of key decision-makers of the legislative and executive branches and defense industry. Emphasis is on recent legislative and executive actions affecting weapon systems and on the policy and procedural initiatives with a profound effect upon their acquisition.

43. FEDERAL APPROPRIATIONS LAW COURSE – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is designed for budget professional, unit managers, or attorneys. Prerequisite knowledge: a comprehensive understanding of the laws governing federal appropriations. Course covers how to correctly interpret appropriations law; know how to use valuable reference guides, including the General Accounting Offices (GAO) Principles of Federal Appropriations Law; know what time frames apply to federal appropriations and why it is critical to adhere to them; and how to use federal appropriations only for the purpose intended.

44. FEDERAL APPROPRIATIONS LAW UPDATE – http://grad.usda.gov/

COURSE LENGTH: 1 day

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager (Managers who have completed "Federal Appropriation Law.")

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (8 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Covers the key principles of appropriations law, recent Comptroller General opinions that may impact your agency, a summary of the newly released Volume III of the "Principles of Federal Appropriations Law," and the trends in appropriations restrictions and requirements.

45. FEDERAL BUDGET PROCESS – http://grad.usda.gov/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (16 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Presents four phases of budget process, roles played by departments and agencies, budget's effect on nation's economic health, and

understanding of budgeting terms such as appropriation, apportionment, allotment, obligation, and outlay.

46. FEDERAL COST ACCOUNTING CONCEPTS – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides concepts and practical applications of how cost accounting may be employed in operations. Topics covered include the role of managerial cost accounting, scope and objectives of Federal Accounting Standards Advisory Board, cost processes and methodology, and basic principles and concepts.

47. FEDERAL GOVERNMENT ACCOUNTING I – http://grad.usda.gov/

COURSE LENGTH: 2 semester credits; correspondence, 14 lessons

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Presents basic principles and practices of accounting and concepts and methods of fund control systems in federal agencies; accounting for funding processes (appropriation, apportionment, allotment, obligation, disbursement, and reimbursement); transfer appropriation; and working fund advances.

48. FISCAL LAW COURSE – http://www.jagcnet.army.mil/TJAGSA

COURSE LENGTH: 4 1/2 days

SPONSOR/LOCATION: The Judge Advocate General's School, Charlottesville, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Gives basic knowledge of law and regulations on obligation and expenditure of appropriated funds and insight into current DA fiscal problems. Covers statutory constraints and administrative proceedings in appropriation control and DoD obligation of funds.

49. FORCE INTEGRATION COURSE FOR GENERAL OFFICER/SENIOR EXECUTIVE SERVICE – http://www.afms1.belvoir.army.mil/textonly.html

COURSE LENGTH: 1 week (within one year of appointment to the SES)

SPONSOR/LOCATION: Army Force Management School, Fort Belvoir, VA

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (External Awareness, Flexibility), Leading People (Conflict Management, Cultural Awareness, Team Building)

DESCRIPTION: Familiarizes senior executives with the how to and why of determining force requirements and alternative means of resourcing requirements in order to accomplish Army functions and missions as related to their executive-level management positions within the joint/combined arena.

50. FUNDAMENTAL ACCOUNTING PROCEDURES IN FEDERAL AGENCIES – http://www.managementconcepts.com/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Intern/Entry Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Addresses the federal accounting cycle, double-entry accounting techniques, original entries, fund accounting concepts, standard general ledger, and journal entries.

51. FUNDAMENTALS OF COST ANALYSIS – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (9.9 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Addresses origin of cost analysis and its impact on decision-making, and overview of the fundamental concepts in cost and economic analyses. Other concepts include economic life, sunk cost, and inflation. Discusses concept and goal of design-to-cost/design-to-unit-production-cost commitments and their relationships to the life cycle model.

52. FUNDAMENTALS OF EARNED VALUE MANAGEMENT – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 8 class days

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Details the basic principles in planning, organizing, and integrating a development/production contract. Focuses on the use of earned value for measuring progress.

53. FUNDAMENTALS OF SYSTEMS ACQUISITION MANAGEMENT – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: Internet

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides contracting personnel with a fundamental knowledge and in-depth understanding of the systems acquisition environment from requirement definition to field deployment.

54. HUMAN RESOURCES MANAGEMENT FOR SUPERVISORS AND MANAGERS – http://grad.usda.gov/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (3 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Integrity/Honesty, Team Building), Results Driven (Technical Credibility)

DESCRIPTION: Addresses how the personnel management functions relate to your management responsibilities; how to use personnel staffing resources to meet your needs; how to select, promote, and detail subordinates in accordance with merit promotion and equal opportunity principles; how to organize and manage positions; and how to develop employees. Specific topics discussed are: merit principles and prohibited personnel practices; position management and classification; staffing and placement; performance appraisal and incentive awards; training and development; employee relations; benefits; and labor/management relations.

55. HUMAN RESOURCES MANAGEMENT: INTRODUCTION –
http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management, Cultural Awareness, Integrity/Honesty)

DESCRIPTION: Is designed to provide an understanding of the terms and functions of federal personnel management. Is especially useful for equal employment opportunity (EEO) staff and personnel assistants. Specifically, the course will address: understanding the primary regulations, practices, and policies of the federal personnel management system; how personnel laws and regulations are implemented by the personnel office; position classification, position management and merit promotion principles, performance management requirements, labor, employee relations, and EEO procedures; as well as personnel staffing and placement techniques.

56. INSTALLATION LOGISTICS MANAGEMENT –
http://www.almc.army.mil/catalog/apdxA.htm

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides coverage of all functional areas of the Directorate of Logistics (DOL) responsibilities, practices, and problems at all levels of the organization to develop and to increase competence and effectiveness in logistic support at the installation. Objectives are well suited for individuals whose job responsibilities interface with installation logistics either at the installation level or in a major command.

57. INTERMEDIATE AUDITOR TRACKS – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Audit Agency/TBD

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship and Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is composed of three subject tracks to provide training in several areas. The focus will be on work papers, writing findings, and management controls. The week will begin with a two-day concentration on how to write work papers and evolve into writing findings for the next two days. The last day will focus on management controls and the auditors' responsibility and the Yellow Book Standards. Attendees are invited to attend the entire week, or just the tracks they feel are essential to them.

58. INTERMEDIATE COST ANALYSIS – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (8.9 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides the experienced cost analyst with the mathematical and statistical tools necessary to develop cost estimates for weapons systems. The course covers estimating the cost of an entire weapons system advanced regression techniques, treatment of uncertainty in cost analysis, use of models, estimating operations and support costs, and performing economic analysis. Final course for costing personnel in the DoD cost and price analysis curriculum.

59. INTERN LEADERSHIP DEVELOPMENT COURSE (ILDC) – http://www.cgsc.army.mil/cal/cltd/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Center for Army Leadership/On-site at Army installations and activities

TARGET CAREER PHASE: Intern/Entry Level (First six months)

COMPETENCY GROUP/CPE/CEU: Leadership and Organization Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Cultural Awareness, Integrity/Honesty, Team Building)

DESCRIPTION: Provides instruction in and practical application of leadership doctrine and competencies including professional ethics, management technologies, planning, decision making, technical and tactical competencies, team development, teaching and counseling, supervision, and communications. Additionally, the course addresses the operational concept and structure of the US Army.

60. INTERPERSONAL COMMUNICATIONS – http://grad.usda.gov/

COURSE LENGTH: 2-3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Leadership and Organization Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Influencing/Negotiating, Partnering)

DESCRIPTION: Explains the dynamics of work groups. Participants learn to pinpoint communication problems, say what they mean, and analyze and improve communication systems.

61. INTRODUCTION TO FEDERAL ACCOUNTING – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is an in-depth course developed for federal accounting technicians and clerks who want to sharpen their accounting expertise. Course addresses: mastering the key concepts of federal government accounting; making sure you are using generally accepted accounting principles; preparing accurate transaction data; knowing how to use the standard general ledger; and better analyzing transaction flow techniques.

62. INTRODUCTION TO FINANCIAL MANAGEMENT – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides overview of functional areas of financial management, budgeting, accounting, internal control, and management services. Case materials give experience in summarizing, analyzing, and reporting financial results. Provides an understanding of the roles budget analysts, accountants, and auditors play in accomplishing financial management goals.

63. INTRODUCTION TO INFORMATION TECHNOLOGY – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Technology Management)

DESCRIPTION: Teaches the fundamental concepts, terminology, and laws that form the foundation of information systems, technology management, and e-Government. Course provides a discussion of the objectives of e-Government and the systems used to support it. Also includes discussions on computer security.

64. INTRODUCTION TO LIFE CYCLE COSTING – http://ls.afit.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Air Force Institute of Technology, Wright-Patterson Air Force Base, OH

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Acquaints students with the concepts of Life Cycle Costing as it applies to the acquisition of systems and subsystems. Stresses the interdisciplinary nature of life cycle costing analysis and examines the influences of economic analysis, reliability and maintainability, cost estimating techniques, models, logistics support, and procurement.

65. INTRODUCTION TO PROGRAM EVALUATION – http://grad.usda.gov/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (3.0 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is designed for personnel in the field of program evaluation or who need to review the basics of program evaluation. Course covers evaluating a program's effectiveness, describing programs effectively, identifying information that is useful in evaluation, collecting reliable data and analyzing data effectively, use of techniques to determine how your organization's products or services affect society, and how much the effect is worth. By taking this course you will learn how to identify critical elements of the evaluation process, the phases of research design, techniques for evaluating the strengths and weaknesses of various data-gathering techniques, how to interpret statistical data, and a process for establishing a program's costs and benefits.

66. LEADERSHIP DEVELOPMENT PROGRAM (LDP) – http://www.ccl.org/index.shtml

COURSE LENGTH: 1 week (within 18 months of appointment to the SES)

SPONSOR/LOCATION: Center for Creative Leadership/Various locations

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building), Results Driven (Accountability), Building Coalitions/Communication (Interpersonal Skills, Influencing/Negotiating)

DESCRIPTION: Is designed to build the confidence needed for leadership; increase the motivation and ability to set and achieve organizational and personal goals; stimulate personal and career growth through self-directed

development; and improve management skills by identifying strengths and weaknesses as perceived by others.

(Note: This course is highly desirable for individuals in grades GS-13, GS-14, and GS-15 level.)

67. LEADERSHIP EDUCATION AND DEVELOPMENT (LEAD) – http://www-cgsc.army.mil/cal/cltd/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Center for Army Leadership, Fort Leavenworth, KS and on-site at Army installations and activities

TARGET CAREER PHASE: All Levels (New supervisors)

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Service Motivation), Leading People (Integrity/Honesty, Team Building), Results Driven (Technical Credibility)

DESCRIPTION: Provides instruction in and practical application of leadership doctrine and competencies, including professional ethics, counseling skills, communication, group development theory, team building, motivation, problem solving, and decision-making.

68. LEADING CHANGE – http://grad.usda.gov/

COURSE LENGTH: 5 Days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Flexibility, Service Motivation, Vision), Leading People (Team Building), Results Driven (Accountability, Technical Credibility)

DESCRIPTION: Provides the knowledge and skills you need to help shape the future of your organization. Explores various tools for understanding and facilitating change, and strategies for managing and shaping change. Allows development of a better understanding of your leadership role in the continuing change process and discover the endless possibilities into exercising true leadership.

69. LEADING TEAMS AND GROUPS – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building)

DESCRIPTION: Is designed for leaders, managers, and team members who want to build results-oriented teams and objectively measure team performance. The course discusses how to objectively assess your team's internal process, cost effectiveness, and actual results. Training on how to use the balanced scorecard system to capture your team's accomplishments and help you to recognize your team's achievements despite the constraints of existing performance management systems. Attendees will design a team reward system that works, and also develop results-oriented objectives and measures using the peer appraisal system to assess your team's performance.

70. MANAGEMENT ACCOUNTABILITY AND CONTROL – http://grad.usda.gov/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides information that describes management controls and their benefits for effective government operations. Examines provisions of the Federal Managers' Financial Integrity Act and guidelines for meeting those requirements. Applies GAO standards for management controls in government; evaluating and reporting on an agency's internal control structure and assess control risk; conducting management control reviews and taking corrective action as necessary; and recognizing material weaknesses and reporting on these and the general results of control assessments.

71. MANAGEMENT ANALYSIS: ADVANCED APPLICATIONS – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Problem Solving)

DESCRIPTION: Compares various approaches to organizational problems. Uses case studies to learn how to plan a study, spot, and analyze the problem systematically; analyze organizational direction; find out how workers feel; judge efficiency, economy, effectiveness, and productivity; and talk with management.

72. MANAGEMENT ANALYSIS: DATA GATHERING – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Decisiveness, Technical Credibility), Business Acumen (Financial Management)

DESCRIPTION: Is designed for program and management analysts, auditors, and other staff who want to improve their ability to produce thoroughly researched, useful management studies. Topics to discussed include: assessment various ways to measure a causal model; construct relevant hypotheses; inspections and physical layout analyses; development and execution of both a work sampling and a work distribution analysis; constructing statistically reliable questionnaires; flow chart procedures via single-column process flow charts and computerized flow charts; and effective interviewing techniques.

73. MANAGEMENT ANALYSIS: PLANNING COURSE – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Problem Solving, Technical Credibility) Business Acumen (Financial Management)

DESCRIPTION: Is designed to teach the fundamentals of planning and preparing a valuable management analysis study for your organization. Recommended for all management and program analysts, technicians, and assistants who want to increase efficiency and effectiveness on the job. Attendance results in an improved understanding of the management analysis process.

74. MANAGEMENT DEVELOPMENT – http://grad.usda.gov/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management, Cultural Awareness)

DESCRIPTION: Provides opportunities to begin experimenting and testing individual managerial style, concepts, and approaches. Provides a total systems experience.

75. MANAGING WORKFORCE DIVERSITY – http://grad.usda.gov/

COURSE LENGTH: 2 days on-site delivery – (This course is available for delivery on-site at a location of your choice. Please contact the Training Center serving your state for more information.)

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: All Levels

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Cultural Awareness)

DESCRIPTION: Is designed for all federal employees. Discusses the real issues faced by managers, supervisors, project and team leaders, diversity program managers, and human resource managers. Topical areas: knowing the business necessity and benefits gained from managing diversity; understanding how behaviors impact people differently as a result of their gender, cultural, and ethnic background; identifying inclusive management practices for integrating a diverse workforce; determining when diversity is part of an issue; effects of managing diversity; cross-cultural communication; impact of cultural and ethnic differences; and gender equity and valuing differences.

76. MANPOWER AND FORCE MANAGEMENT – http://www.almc.army.mil/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management, Human Resource Management)

DESCRIPTION: Highlights manpower and force management functions. The subjects covered during the manpower blocks of instruction are tailored to the manpower management functions described in AR 570-4. Addresses the fundamental aspects of planning and programming, requirements determination, standards and guidance, documentation, allocation, and analysis and evaluation. Force management function areas covered include developing, manning, and equipping the force. Automated manpower and information systems are also discussed.

77. NATIONAL SECURITY DECISION MAKING SEMINAR – http://www.nss.edu/

COURSE LENGTH: 2 1/2 days

SPONSOR/LOCATION: Syracuse University and Johns Hopkins University

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organization Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Service Motivation, Strategic Thinking), Leading People (Team Building), Results Driven (Decisiveness), Business Acumen (Technology Management), Building Coalitions/Communications (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Focuses on decision-making skills and the psychology of crisis management and stress, and its effects on the nature of national security decisions and policies. It features a Civil War Staff Ride over a battlefield. This staff ride will examine current and past issues such as the relationship between strategy and policy, civilian-military relations, policy formulation, and decision-making. Lessons learned by examining the two great battles will help participants draw conclusions relative to the manner in which the Department of Defense conduct business today. Guest speakers and group discussions in the evening will capture the significance of these historic Civil War events and relate them to current issues facing today's decision-makers.

78. NATIONAL SECURITY LEADERSHIP COURSE – http://www.nss.edu/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: Syracuse University and Johns Hopkins University

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Service Motivation, Strategic Thinking), Leading People (Team Building), Results Driven (Decisiveness), Business Acumen (Technology Management), Building Coalitions/Communications (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Emphasizes the multi-faceted nature of America's efforts to pursue counter-terrorism activities, including the war on terrorism and Operation Enduring Freedom; coordination of homeland defense and homeland security, including the new Department of Homeland Security; and the Defense Department's continuing development and implementation of Transformation initiatives.

79. NATIONAL SECURITY MANAGEMENT COURSE – http://www.nss.edu/

COURSE LENGTH: 6 weeks

SPONSOR/LOCATION: Maxwell School of Citizenship and Public Affairs, Syracuse University, Syracuse, NY

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organization Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Continual Learning, External Awareness, Strategic Thinking)

DESCRIPTION: Involves the interplay of policy and process in the complex defense environment. Participants can expect a thorough treatment of the strategy context and underpinning of national security policy within the American democratic framework, which explores the full range of challenges in the national security establishment. Over time, effective managers must master the various professional "disciplines" employed to carry out the national security agenda.

80. OPERATIONS RESEARCH/SYSTEMS ANALYSIS CONTINUING EDUCATION PROGRAM – http://www.almc.army.mil/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides graduate level instruction in subjects of interest to Army operations research analysts. Provides professionals the opportunity to gain an in-depth knowledge of a particular subject and to keep pace with the latest developments in the field of operations research.

81. OPERATIONS RESEARCH/SYSTEMS ANALYSIS SPECIAL TOPICS SEMINAR – http://www.almc.army.mil/

COURSE LENGTH: 3-5 days

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides education in a specific operations research technique. Topics include cost analysis and estimation, decision analysis, design and analysis of experiments, economic analysis, linear and goal programming, non-parametric statistics, probability, regression and correlation analysis, risk analysis, statistics, and venture evaluation and review techniques.

82. OPM – SENIOR EXECUTIVE SERVICE BRIEFING FOR NEW EXECUTIVES – http://cpol.army.mil/ses/dev_prog/index.html

COURSE LENGTH: 2 days (optional)

SPONSOR/LOCATION: Personnel Management, The SES Learning Center, Washington, DC

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (External Awareness, Strategic Thinking, Vision), Building Coalitions/Communication (Influencing/Negotiating, Political Savvy, Partnering)

DESCRIPTION: Covers topics of interest to Government executives and provides insights on domestic and foreign policy issues. Topics include: The SES: Past, Present, & Future, working with congress, and critical issues facing executive branch departments and agencies. The program concludes with a judge administering the oath of office.

83. ORGANIZATIONAL LEADERSHIP FOR EXECUTIVES (OLE) – http://www.cgsc.army.mil/cal/cltd/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: Center for Army Leadership, Fort Leavenworth, KS

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Continual Learning, External Awareness), Leading People (Team Building), Results Driven (Accountability, Technical Credibility)

DESCRIPTION: Covers the following topics: organizations as systems; organizational climate; influential communications; team development; values; team building; leadership self-assessment; strategic planning; and leading change. The objective is to develop leaders with skills to conduct an organizational assessment; communicate influentially; establish an effective organizational climate; manage organizational change; develop an organization

strategic plan; diagnose their own personal effectiveness; and build high-performing teams.

84. PERFORMANCE MEASUREMENT AND BUDGETING – http://www.grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Strategic Thinking), Results Driven (Accountability, Technical Credibility), Business Acumen (Financial Management)

DESCRIPTION: Is designed for professionals involved in the performance measurement, strategic planning or financial measurement process. Course will discuss: how to link financial and performance measures; how to follow the critical steps for developing performance measures; and how to recognize key indicators of financial performance. Creates meaningful evaluation structures and reports.

85. PERSONNEL MANAGEMENT FOR EXECUTIVES (PME) I & II – http://www.amsc.belvoir.army.mil/

COURSE LENGTH: PME I, 9 days; PME II, 4-5 days

SPONSOR/LOCATION: Army Management Staff College, Fort Belvoir, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building), Results Driven (Accountability, Technical Credibility)

DESCRIPTION: PME I – Relates personnel management to the total management function; sharpens insights into the dynamics of organizational

behavior and the role of executives in achieving results; improves management skills; and reveals current developments in personnel management.

PME II – Provides understanding of the theory, skills, and issues of PME and an understanding of group rapport and trust. Reinforces the human relations skills developed in PME I.

86. PLANNING, PROGRAMMING, BUDGETING, AND EXECUTION SYSTEM (PPBES) – http://www.finance.army.mil/

COURSE LENGTH: 1 week, 4 days

SPONSOR/LOCATION: US Army Finance School, Fort Jackson, SC

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support; Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Provides training in resource management organization and functions, review and analysis, manpower management accounting, budgeting, economic analysis, and internal control. Students identify key documents and time sequences for PPBES, principles, rules, and procedures for appropriated funds, fund flow from Congress to user, components of the Army's manpower management system, and apply obligation principles and rules.

87. POSITION CLASSIFICATION: BASIC – http://www.grad.usda.gov/

COURSE LENGTH: 10 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Human Resource Management)

DESCRIPTION: Is designed for position classification specialists, human resources management specialists, or others who have position classification authority. Learn to classify position descriptions written in a variety of formats, apply General Schedule and Federal Wage System Standards and Guides, apply various data collection techniques, conduct a desk audit, prepare an evaluation statement, classify mixed grade and mixed series positions, classify lead and supervisory positions, and the classification appeals process.

88. POSITION CLASSIFICATION FOR SUPERVISORS AND ADMINISTRATIVE STAFF – http://grad.usda.gov/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building), Results Driven (Accountability, Technical Credibility)

DESCRIPTION: Is designed for supervisors, managers, and administrative staff who prepare and evaluate job descriptions or have delegated position classification authority should take this course (longer on-site courses go beyond basic principles to actual skills of classifying positions). Course addresses how to: identify work characteristics that impact a positions classification; recognize the basic principles underlying position management and how they impact other issues; differentiate among position classification standards, qualification standards, performance standards, and performance elements; and structure an organizational unit while balancing sound classification practices and principles.

89. PRACTICAL COMPTROLLERSHIP – http://pcc.nps.navy.mil/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: Naval Postgraduate School, Monterey, CA

TARGET CAREER PHASE: Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Features a hands-on, how-to approach to the subject matter disciplines involved in the real world setting. Emphasizes acquisition of skills and knowledges directly applicable to the job.

90. PRACTICAL STATISTICAL SAMPLING FOR AUDITORS – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (32 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Learn to select and implement sampling methods used in conducting performance or operational audits. Emphasis is placed on sample-size determination and how to appraise and present the audit results. Learn all the steps from problem formulation to statistical design, field work, analysis and presentation of findings, using sampling software.

91. PROFESSIONAL MILITARY COMPTROLLER SCHOOL (PMCS) – http://www.au.af.mil/au/cpd/pmcs/index.html

COURSE LENGTH: 6 weeks

SPONSOR/LOCATION: Air University, Center for Professional Development, Maxwell Air Force Base, AL

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management), Building

Coalitions/Communication (Oral Communication, Partnering, Written Communication)

DESCRIPTION: Contributes to the professional development of mid-career military and civilian comptroller personnel. Develops the financial management expertise of managers who are responsible for defense resources. Course topics are grouped under the following subject areas: financial management at the executive level; information management; comptrollership in operating activities; comptrollership in acquisition and support activities; analysis for resource management; executive communication; economics in resource management; leadership and management; and executive stress and fitness.

92. PROFESSIONAL RESOURCE MANAGEMENT COURSE (PRMC) – http://sominfo.syr.edu/facstaff/army/suarmyrm/index.htm

COURSE LENGTH: 4 weeks

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Leadership and Organizational Management (14 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is an Army dedicated program, which is designed to contribute to the overall professional development of resource management personnel. Provides participants with a better understanding of the total Army resource management process and the environment in which it operates, and improves the management skills of participants. PRMC is a unique professional development experience designed to improve mid-level, upwardly oriented resource managers interpersonal communication, analytical, negotiation, and consensus building skills. The program critically examines all aspects of Planning, Programming, Budgeting, and Execution System (PPBES) from Planning to Prior-Year Funds management to current issues in resource management (Outsourcing, Activity Based Management, etc.). Innovative approaches to reducing costs are also examined. PRMC makes use of simulations and exercises to integrate the skills and knowledge presented in the course. Exercises deal with all aspects of federal spending and revenue collection and the difficulties in reaching consensus. PRMC curriculum includes Resource Management topics: Army Management, PPBES Overview, National

Security, Congressional Simulation, Exercise in Hard Choices, and RM Simulation. Interpersonal Skills topics included in PRMC curriculum: Team Building, Internal Personal Communication, Conflict Resolution, Motivating and Marketing, Managing Diversity, Managing Organizations, Writing and Briefing Skills, and Ethics. PRMC curriculum includes Quantitative/Accounting Skills: Quantitative Analysis, Cost Accounting, Activity Based Costing (ABC), Outsourcing, Managing Total Quality, and Internal Controls. This four-week course is taught at Syracuse University three times a year. Syracuse University faculty teaches it, with guest presentations by senior HQDA and MACOM representatives.

93. PROGRAM FOR SENIOR MANAGERS IN GOVERNMENT –
http://www.ksg.harvard.edu/

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: John F. Kennedy School of Government, Harvard University

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organization Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Strategic Thinking, Vision), Leading People (Team Building), Results Driven (Problem Solving), Business Acumen (Human Resources Management), Building Coalitions/Communication (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Addresses the complex problems faced by senior executives, including planning coherent strategies, organization policy making processes, mobilizing support in an environment of shared responsibility, structuring credibility with the media, oversight modes, interest groups, and special constituencies.

94. PROGRAM SYSTEMS AND PROCESSES –
http://www.managementconcepts.com/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Strategic Thinking, External Awareness, Vision), Leading People (Cultural Awareness Team Building), Results Driven (Entrepreneurship, Problem Solving, Customer Service, Decisiveness)

DESCRIPTION: Teaches methods and techniques for organizing a program, evaluating and developing program systems and processes; and taking action to improve program results.

95. PROJECT MANAGEMENT – http://grad.usda.gov/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Decisiveness, Technical Credibility), Business Acumen (Financial Management, Human Resource Management)

DESCRIPTION: Is designed for professionals who manage major projects. Learn effective scope, time, and cost management; sound project integration skills; techniques for managing project quality; a process for evaluating a project's human resource requirements; tips for managing the communications aspects of a project; techniques for managing project risk; and how to manage project procurement.

96. PROJECT RISK MANAGEMENT – http://www.managementconcepts.com/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Management Concepts Incorporated, Vienna, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Uncover secrets to effective risk management – an integral part of successful projects. Learn techniques that enable you to add to the probability of project success by following proven methodologies for project risk management. Discover different approaches to identify risks; methods and tools to assess and quantify risks and determine their impacts; risk prioritization and mitigation techniques; and approaches to monitor, control, and communicate risks throughout the project life cycle. Determine how best to prepare a project risk management plan.

97. REPORT WRITING – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support; Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Written Communication)

DESCRIPTION: Is designed for professionals who need to write logical and user-friendly reports. By taking this course, you learn how to choose the right style and tone, organize your report logically, pinpoint what your reader needs to know, incorporate research into your report, limit your report's scope and context for greater effectiveness, and the appropriate sentence structure and punctuation.

98. RESOURCE MANAGEMENT BUDGET COURSE (RMBC) – http://www.finance.army.mil/

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Finance School, Fort Jackson, SC

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Examines the Army's budget formulation process from activity to Congressional level, including key aspects to planning and programming, the functions of the activity chief in preparation of the activity budget, the methods used, and the actions taken at all levels up to the President. Covers automatic and funded reimbursement programs and their effect on installation funds. Recommend PPBES prior to this training.

99. RISK ANALYSIS COURSE – http://www.almc.army.mil/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Includes a brief review of Decision Analysis techniques and their limitations, Risk Management and Analysis Techniques (including Risk Worksheets, Conditional Probability, Simulation, and Modern Networking and Risk Software), and Decision/Risk Analysis trends. Consists of lectures, classroom exercises, and graded group workshops. Participants learn to choose and use modern techniques that aid problem solving at any government level.

100. SENIOR AUDITOR TRACKS – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 1 week

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Is a one-week multi-track course. During this training, senior auditors focus on personnel management, review written audit products, marketing and current audit issues. Attendees are welcome to attend all tracks or select only those tracks that meet their training needs.

101. SENIOR EXECUTIVE EQUAL OPPORTUNITY SEMINAR
http://cpol.army.mil/ses/dev_prog/index.html

COURSE LENGTH: 2 days (within one year of appointment)

SPONSOR/LOCATION: Defense Equal Opportunity Management Institute (DEOMI), Patrick AFB, FL, Cocoa Beach, FL

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Cultural Awareness, Team Building)

PURPOSE: Enhances the leadership skills required to manage a diverse workforce effectively.

102. SENIOR EXECUTIVE SERVICE (SES) ORIENTATION COURSE –
http://cpol.army.mil/ses/dev_prog/index.html

COURSE LENGTH: 1 week (when offered)

SPONSOR/LOCATION: Secretary of the Army (Manpower and Reserve Affairs), U.S. Army SES Office, Washington, DC 20310-0111

TARGET CAREER PHASE: Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Service Motivation, Strategic Thinking, Vision), Leading People (Team Building), Results Driven (Accountability, Customer Service), Business Acumen (Human Resources Management), Building Coalitions/Communication (Partnering, Political Savvy)

DESCRIPTION: Assists newly appointed SES members in the transition to the Army's Executive Team by providing discussion and insight on the strategic and operational challenges faced by senior leaders, and by obtaining a unified frame of reference and a common understanding of Army mission and challenges.

103. SUPERVISION AND GROUP PERFORMANCE – http://grad.usda.gov/

COURSE LENGTH: 1 week

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (3.0 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management, Cultural Awareness, Team Building)

DESCRIPTION: Is designed for supervisors, managers, team leaders, and others who want to build group process and leadership skills. Participants should first complete "Introduction to Supervision" or a similar course. By taking this course, you learn how to diagnose a group's current stage of development; strategies to improve productivity and morale; plan and facilitate a productive meeting; negotiate individual and group conflicts and the dynamics of change; and the reasons for resistance and the skills needed to implement change.

104. SURVEY OF FEDERAL ACCOUNTING CONCEPTS AND STANDARDS – http://www.fms.treas.gov/tas/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Financial Management Service/Treasury Agency Service

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (24 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Offers an overview of the Statement of Federal Financial Accounting Concepts (SFFACs) and the Statement of Federal Financial Accounting Standards (SFFASs) recommended by the Federal Accounting Standards Advisory Board (FASAB). Accountants and auditors will obtain recent FASAB updates to the accounting standards such as exposure drafts, implementation guides, and recommended accounting standards. In addition,

participants will learn how to recognize, record, and report on transactions and accounts covered by the standards through exercises and class discussions of FASAB meetings and newsletters.

105. SUSTAINING BASE LEADERSHIP AND MANAGEMENT (SBLM) PROGRAM – http://www.amsc.belvoir.army.mil/

COURSE LENGTH: 2 weeks pre-course work, 12 weeks in residence

SPONSOR/LOCATION: Army Management Staff College, Fort Belvoir, VA

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (42 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change (Continual Learning, External Awareness, Flexibility, Service Motivation, Strategic Thinking, Vision), Leading People (Conflict Management, Cultural Awareness, Integrity/Honesty, Team Building), Results Driven (Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, Technical Credibility), Business Acumen (Financial Management, Technology Management, Human Resources Management), Building Coalitions/Communication (Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication)

DESCRIPTION: Provides graduate-level, professional knowledge, skill, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base. Encompasses the environment and context within which the Army must accomplish its mission; functional areas such as fiscal resources, personnel, logistics, acquisition, and installation management; decision-making tools and practices; and thinking skills applied to problem solving. Most learning occurs in seminars, with guest speakers, case studies, student research, and practical exercises rounding out the experience.

The content stresses critical thinking, active learning, and practical work among student and faculty-student teams. Students will complete two weeks of directed pre-course work prior to their arrival for the resident 12-week program. Through frequent written and oral evaluations of progress, students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, places) to each other and the larger

economic, social, and political environments within which Army leaders must manage and make decisions.

106. SYSTEMS ACQUISITION MANAGEMENT (SAM) FOR GENERAL/FLAG OFFICERS – http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 5 Days

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: SES

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Customer Service, Decisiveness, Problem Solving), Business Acumen (Financial Management, Technology Management), Building Coalitions/Communication (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: Explores how participants can better support, guide, and oversee acquisition programs. Participants have the opportunity to interact directly with senior leadership in order to benefit from their insight on current policy and acquisition initiatives.

107. TEAM LEADERSHIP ESSENTIALS – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager (Managers, leaders of task forces, teams, work groups, and anyone responsible for building and facilitating successful teams.)

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building)

DESCRIPTION: Is designed for learning to plan and manage tasks among team members; enforcing team norms and operating procedures; managing organizational boundaries to provide the team with support and resources;

confidently facilitating difficult team conflicts; coaching and motivating your team to better performance; developing trust and building confidence among your team members. Topics include: how to develop clear, agreed-upon goals; your role and responsibility as a team leader; appropriate leadership styles for each phase of group development; collaborative problem solving techniques and decision-making processes in groups; appreciating and optimizing differences in behavioral styles; team effectiveness and leadership models; evaluating your team performance; and team leadership essentials.

108. TECHNICAL WRITING – http://grad.usda.gov/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School, US Department of Agriculture/Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship; Financial Decision Support; Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Written Communication)

DESCRIPTION: Is designed for professionals who want to learn valuable proven skills for preparing complicated documents and reports that are well organized, clearly written, and easy to follow. By taking this course, you learn how to consistently produce readable technical documents, avoid common writing pitfalls, apply readability formulas, conduct an audience analysis, and design document specifications: sentence to paragraph to full document design.

ANNEX F

COURSE DESCRIPTIONS – NON-RESIDENT, CORRESPONDENCE, AND ONLINE PROGRAMS

This annex covers non-resident courses and subcourses available from the US Army Finance School, US Army Logistics Management College, the Army Management Staff College, the Defense Acquisition University, and the US Department of Agriculture Graduate School as well as online courses.

The Army Institute for Professional Development (AIPD) will only accept electronic enrollments for Army correspondence courses. Careerists can enroll through the AIPD Web site at http://www.aimsrdl.atsc.army.mil/ or through the Army Training Requirements and Resources System (ATRRS). Courses can be taken online or a traditional hard copy of the course can be requested. Additional information is available in DA Pamphlet 351-20, Army Correspondence Course Program Catalogs.

1. Mandatory Correspondence Courses – Army Institute for Professional Development (AIPD) Web site – http://www.aimsrdl.atsc.army.mil/

a. COURSE: ACTION OFFICER DEVELOPMENT COURSE (AODC)

1). DCPDS COURSE CODE: 12AOC

2). ARMY CORRESPONDENCE COURSE NUMBER: 131 F41 (ST7000)

3). COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

4). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Creativity and Innovation, External Awareness)
- Leading People (Cultural Awareness, Integrity/Honesty, Team Building)
- Business Acumen (Financial Management, Human Resources Management)
- Building Coalitions/Communication (Interpersonal Skills, Oral Communication, Written Communication)

5). DESCRIPTION: Prepares students for staff work with training that is similar to what is offered to military officers at the Combined Arms and Services Staff School, Center for Army Leadership. The term "action officer" does not refer to a duty position. This course describes "staff work" as it is generally practiced Army-wide. The AODC covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communications; writing to the Army Standard; coordinating; conducting briefings; and ethics.

b. COURSE: MANAGER DEVELOPMENT COURSE (MDC)

1). DCPDS COURSE CODE: 12MDC

2). ARMY CORRESPONDENCE COURSE NUMBER: 131 F31 (ST 6000)

3). COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

4). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Creativity and Innovation, External Awareness)
- Leading People (Cultural Awareness, Integrity/Honesty, Team Building)
- Business Acumen (Financial Management, Human Resources Management)
- Building Coalitions/Communication (Interpersonal Skills, Oral Communication, Written Communication)

5). DESCRIPTION: Includes lessons in organizational culture; time management; objectives and plans; problem solving and decision-making; planning, programming, and budgeting; manpower management; communications; information technology applications; the Army Environmental Program; equal employment opportunity; professional ethics; internal management control; and Army family team building.

c. COURSE: SUPERVISOR DEVELOPMENT COURSE (SDC)

1). DCPDS COURSE CODE: 12BSD

2). ARMY CORRESPONDENCE COURSE NUMBER: 131 F21 (ST5001, ST5002)

3). COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

4). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management, Cultural Awareness, Integrity/Honesty, Team Building)

5). DESCRIPTION: Is made up of two subcourses. Both subcourses must be completed. *Subcourse – ST5001: Managing and Leading* provides techniques for managing work and leading people. Management and leadership processes include planning, organizing, coordinating, directing, and controlling. It also includes lessons on delegating authority, problem solving, communicating effectively, and ethics. *Subcourse – ST5002: Human Resources Management* provides training to enable a supervisor to use personnel management and training procedures to ensure mission accomplishment and subordinates' professional growth. It includes lessons on position classification, staffing, human resources development, performance management, awards, discipline, and labor relations.

The mandatory supervisory training courses for all newly appointed supervisors (military and civilian) of civilian employees are two phased. Phase I is the *Supervisor Development Course (SDC)*. It must be completed within six months of appointment to first supervisory position.

2. Description of Non-Resident Courses

a. SPONSOR: Air Force Institute of Technology, Wright-Patterson AFB, Ohio – http://ls.afit.edu/

1.) COURSE: PRICING ANALYSIS METHODS (PAM)

a). COMPETENCY GROUP/CPE/CEU: Financial Decision Support

b). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

c). DESCRIPTION: Estimates environment in which price analysis takes place, sources of data, methods for analyzing direct and indirect costs, performing profit analysis, and selected current pricing topics.

b. SPONSOR: Army Logistics Management College, Fort Lee, VA – http://www.almc.army.mil/

1). COURSE: INTRODUCTION TO DEFENSE FINANCIAL MANAGEMENT

a). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

b). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

c). DESCRIPTION: Encompasses defense financial systems and controls, to include introduction to defense financial management, planning, programming, and budgeting appropriations, command operating program and budget, budget execution review, accounting, working capital funds, and review and analysis processes.

c. SPONSOR: Army Management Staff College, Fort Belvoir, VA – http://www.amsc.belvoir.army.mil/

1). COURSE: SUSTAINING BASE LEADERSHIP AND MANAGEMENT (SBLM) PROGRAM (NON-RESIDENT)

a). COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management

b). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):

- Leading Change (Continual Learning, Creativity and Innovation, External Awareness)
- Leading People (Cultural Awareness, Integrity/Honesty, Team Building)
- Business Acumen (Financial Management, Human Resources Management)
- Building Coalitions/Communication (Interpersonal Skills, Oral Communication, Written Communication)
- Results Driven (Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, Technical Credibility)

c). DESCRIPTION: Provides graduate-level, professional knowledge, skill, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base. It encompasses the environment and context within which the Army must accomplish its mission; functional areas such as fiscal resources, personnel, logistics, acquisition, and installation management; decision-making tools and practices; and thinking skills applied to

problem solving. This year-long program starts and ends with two one-week resident modules emphasizing on-site participation. Class size is 90, and eligibility and application procedures are the same as for the resident program. Applicants must have compelling reasons for not attending the resident program.

The content stresses critical thinking, active learning, and practical work among student and faculty-student teams. Students will complete four weeks of directed pre-course work prior to their arrival for the resident one-week orientation. Through frequent written and oral evaluations of progress, students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, places) to each other and the larger economic, social, and political environments within which Army leaders must manage and make decisions. Also requires attendance at a resident one-week end of session that includes a capstone exercise.

d. SPONSOR: Army Soldier Support Institute, US Army Finance School, Ft Jackson, SC – http://www.aimsrdl.atsc.army.mil/

1). COURSE: DISBURSING OPERATIONS MANAGEMENT COURSE

a). CURRICULUM: 3 Subcourses

b). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

c). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

d). SUBCOURSES:

(1). FI0842 – Disbursing Operations: Part I

DESCRIPTION: Presents technical information and cash and check control procedures of each functional area within the disbursing division.

(2). FI0843 – Disbursing Operations: Part II

DESCRIPTION: Presents information on the cash management procedures of Class A Agents and Class B Agents; procedures relating to usage, control, and preparation of Treasury checks in check branch operations; and the types of losses in an FAO account, reporting, and processing requirements, and how to preclude such losses.

(3). FI0844 – Disbursing Operations: Part III

DESCRIPTION: Presents information on the accounts branch operations such as cashbook transactions, concept of Total Accountability and the cash control officer's processing of documents.

2). COURSE: MILITARY ACCOUNTING SUPERVISOR/TECHNICIAN COURSE

a). CURRICULUM: 17 Subcourses

b). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

c). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

d). SUBCOURSES:

(1). FI0177 – Army Stock Fund Accounting: Part I

DESCRIPTION: Provides instruction on the purpose of the Army stock fund and its revolving fund concept, and on the concepts of unit cost resourcing and how they affect the stock fund. It also describes the procedures used to develop the stock fund equation and post financial transactions to it.

(2). FI0178 – Army Stock Fund Accounting: Part II

DESCRIPTION: Presents the Standard Army Intermediate-Level Supply System (SAILS), the Standard Army financial Inventory Accounting and Reporting System (STARFIARS), the Standard Financial System (STANFINS), and the Military Standard Requisitioning and Issue Procedures (MILSTRIP). Identifies the major files found in SAILS and STARFIARS.

Identifies the documents and the concept behind MILSTRIP, including those procedures that deal with interfund transactions.

(3). FI0179 – Army Stock Fund Accounting: Part III

DESCRIPTION: Presents basic procedures for analyzing Army stock fund (ASF) federal procurement documents and recording general ledger and subsidiary ledger effects, if applicable. Presents how to determine the nature of the transaction and the stage of the procurement transaction as represented by the document; recording general ledger and subsidiary ledger effects that would result in accordance with the fund pro-forma.

(4). FI0180 – Army Stock Fund Accounting: Part IV

DESCRIPTION: Presents basic procedures for analyzing Army stock fund (ASF) local procurement documents and recording general ledger and subsidiary ledger effects, if applicable. Presents how to determine the nature of the transaction and the stage of the procurement transaction as represented by the document; recording general ledger and subsidiary ledger effects that would result in accordance with the stock fund pro-forma.

(5). FI0181 – Army Stock Fund Accounting: Part V

DESCRIPTION: Presents basic procedures for analyzing Army stock fund (ASF) reimbursement documents and miscellaneous inventory transactions, and recording the general ledger and subsidiary ledger effects, if applicable. Presents how to determine the nature of the transaction, what stage of the reimbursement transaction is represented by the document, and record the general ledger effects that would result in accordance with the stock fund pro-forma.

(6). FI0182 – Army Stock Fund Accounting: Part VI

DESCRIPTION: Presents basic procedures for analyzing Army stock fund (ASF) open transaction history listing, and determining the correct financial adjustment required. Contains instruction on how to determine the correct financial adjustment required to correct the listing. You will also be required to reconcile and verify month-end STARFIARS reports.

(7). FI0710 – Basic NAF Accounting

DESCRIPTION: Covers the basic double entry accounting systems with emphasis on the general principles used in recording, classifying, summarizing, and interpreting individual financial transactions.

(8). FI0747 – Expenditure Accounting: Part I

DESCRIPTION: Presents principles, procedures of military accounting expenditure documents, and the effects of processing on the Army Standard Financial System (STANFINS).

(9). FI0748 – Expenditure Accounting: Part II

DESCRIPTION: Covers how to identify and explain the purposes of the various STANFINS basic records, master files, and control measures.

(10). FI0752 – Army Fiscal Code

DESCRIPTION: Covers procedures for using the Army Fiscal Code and the Army Management Structure in conjunction with expenditure and collection classifications.

(11). FI0754 – Reimbursement Accounting: Part I

DESCRIPTION: Presents principles and procedures of the Installation Reimbursement Program.

(12). FI0755 – Reimbursement Accounting: Part II

DESCRIPTION: Presents principles and procedures of Reimbursement Accounting.

(13). FI0756 – Reimbursement Accounting: Part III

DESCRIPTION: Presents the funded reimbursement transactions of a laundry and dry cleaning facility in an installation; defines absent activities and explains the accounting situations and different methods of financing absent activities; and explains the accounting transactions involving funded reimbursement activities and their effect on some general ledger accounts.

(14). FI0757 – Reimbursement Accounting: Part IV

DESCRIPTION: Describes the Army Family Housing (AFH) Appropriation, which finances the family housing activity in an installation; describes the accounting procedures for each type of AFH expense; explains the process created accounting transactions that occur in the Operations and Maintenance, Army (OMA) (2020) and Operations and Maintenance, AFH (7025) relationship; describes the Type/Action codes and input formats for recording AFH/OMA transactions and the general ledger effects of such transactions.

(15). FI0758 – General Fund Accounting: Part I

DESCRIPTION: Deals with financial management organization and policies, general accounting principles and rules, as well as General Fund Accounting concepts needed by Department of the Army accounting personnel at the installation level.

(16). FI0759 – General Fund Accounting: Part II

DESCRIPTION: Presents obligation principles and rules in expenditure accounting at the Army installation level.

(17). FI0824 – Accounts Payable

DESCRIPTION: Presents duties of an accounting technician or voucher examiner in the accounts payable branch of a finance and accounting office. Gives instruction on following the laws, rules, and regulations governing the procurement of and payment for supplies and non-personal services.

3). COURSE: NONAPPROPRIATED FUNDS MANAGEMENT COURSE

a). CURRICULUM: 7 Subcourses

b). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

c). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

d). SUBCOURSES:

(1). FI0708 – Introduction to Nonappropriated Funds (NAF) and Central Accounting Office Operations

DESCRIPTION: Describes the NAF system and the financial management responsibilities of each level of associated command.

(2). FI0710 – Basic NAF Accounting

DESCRIPTION: Covers the basic double entry accounting systems with emphasis on the general principles of recording, classifying, summarizing, and interpreting individual financial transactions.

(3). FI2000 – Preparing NAF Financial Statements

DESCRIPTION: Identifies format and the items used in an income statement and balance sheet, what accounts you can list under different parts of both, and how to prepare both documents.

(4). FI2002 – Analyzing NAF Financial Statements

DESCRIPTION: Teaches financial analysis of NAF operations using income statements, balance sheets, and governing regulations.

(5). FI2003 – Preparing Written and Oral Financial Statements Analyses

DESCRIPTION: Teaches how to prepare a written narrative and an oral briefing discussing the financial trends implied by the statements.

(6). FI2004 – Budgeting for Morale, Welfare, and Recreation Operations

DESCRIPTION: Describes the various budgets prepared by the Installation Morale, Welfare, and Recreation Fund (IMWRF) and documents required for their support.

(7). FI2024 – Controlling Central Accounting Division Operations

DESCRIPTION: Describes relationships of the basics of Nonappropriated Fund programs with financial management.

4). COURSE: PLANNING, PROGRAMMING, BUDGETING, AND EXECUTION SYSTEM COURSE

a). CURRICULUM: 17 Subcourses

b). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

c). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

d). SUBCOURSES:

(1). FI0752 – Army Fiscal Code

DESCRIPTION: Covers procedures for using the Army Fiscal Code and the Army Management Structure in conjunction with expenditure and collection classifications.

(2). FI0758 – General Fund Accounting: Part I

DESCRIPTION: Deals with financial management organization and policies, general accounting principles and rules, as well as General Fund Accounting concepts needed by Department of the Army accounting personnel at the installation level.

(3). FI0759 – General Fund Accounting: Part II

DESCRIPTION: Presents obligation principles and rules in expenditure accounting at the Army installation level.

(4). FI0934 – Review and Analysis

DESCRIPTION: Covers Department of the Army review and analysis process, the comptroller's and major activity director's staff responsibility for program review and analysis. Includes basic procedures for progress and statistical reporting and analysis, and determining and applying the various kinds of analytical processes.

(5). FI2026 – Comptrollership in the Army

DESCRIPTION: Highlights the evolution of comptrollership and its organization within the DoD, DA, and Standard Installation Organization.

(6). FI2028 – Planning, Programming, Budgeting, and Execution System (PPBES)

DESCRIPTION: Examines phases of the Army's PPBES from the standpoint of purpose, personnel involved, stages within phases, and the different documents which flow from each phase. Also discusses the program budget cycles, that is, the “mechanics” of PPBES.

(7). FI2030 – Manpower Management

DESCRIPTION: Analytical methods used to address manpower funding problems, manpower management, PPBES, and use of the manpower staffing standard system (MS-3).

(8). FI2032 – Activity and Major Activity Budgeting

DESCRIPTION: Identifies the roles of key individuals involved with budgeting and discusses budget manpower guidance and the command operating budget.

(9). FI2034 – Internal Control Systems

Presents basic requirements of the Federal Managers' Financial Integrity Act of 1982 and the Army's Internal Control programs. Describes the Internal Control Review Checklist and the 12 standards essential to the maintenance of good management control standards.

(10). FI3020 – Research, Development, and Acquisition (RDA)

DESCRIPTION: Identifies the principles and techniques associated with the RDA Management System and describes that system's application and impact on the resource management budgetary process.

(11). FI3022 – Army Industrial Fund

DESCRIPTION: Identifies the Army Industrial Fund and describes its policies, procedures, and uses within the resource management arena.

(12). FI3024 – Operation and Maintenance, USAR (OMAR)

DESCRIPTION: Identifies and describes the policies and procedures for funding the USAR and the procedures for financial management, budgeting, and fund control of the OMAR appropriation.

(13). FI3026 – Military Construction Appropriation (MCA)

DESCRIPTION: Describes the MCA program, its uses, program policies, and sources of MCA funding.

(14). FI3028 – Commercial Activities and Organizational Efficiency Reviews

DESCRIPTION: Teaches the concepts, policies, and procedures associated with management of the Army's organizational efficiency review and commercial activities programs.

(15). FI3030 – Cost and Economic Analysis

DESCRIPTION: Identifies the organizational structure responsible for developing cost and economic analysis policies and procedures.

(16). FI3032 – Installation Management Program

DESCRIPTION: Describes the concept, background, and workings of installation management programs to include standard installation organization and model installation program.

(17). FI3034 – Army Productivity Programs

DESCRIPTION: Describes the Army's Productivity Improvement Programs and their procedures and relationships to resource management.

5). COURSE: RESOURCE MANAGEMENT BUDGET COURSE (RMBC)

a). CURRICULUM: 22 Subcourses

b). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

c). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

d). SUBCOURSES:

(1). FI0177 – Army Stock Fund Accounting: Part I

DESCRIPTION: Provides instruction on the purpose of the Army stock fund and its revolving fund concept, and on the concepts of unit cost resourcing and how they affect the stock fund. Also describes the procedures used to develop the stock fund equation and post financial transactions to it.

(2). FI0178 – Army Stock Fund Accounting: Part II

DESCRIPTION: Presents the Standard Army Intermediate-Level Supply System (SAILS), the Standard Army financial Inventory Accounting and Reporting System (STARFIARS), the Standard Financial System (STANFINS), and the Military Standard Requisitioning and Issue Procedures (MILSTRIP). Identifies the major files found in SAILS and STARFIARS. Identifies the documents and the concept behind MILSTRIP, including those procedures that deal with interfund transactions.

(3). FI0752 – Army Fiscal Code

DESCRIPTION: Covers procedures for using the Army Fiscal Code and the Army Management Structure in conjunction with expenditure and collection accounting classifications.

(4). FI0758 – General Fund Accounting: Part I

DESCRIPTION: Teaches the fundamentals of general fund accounting; deals with topics in governmental accounting.

(5). FI0759 – General Fund Accounting: Part II

DESCRIPTION: Presents obligation principles and rules in expenditure accounting at the Army installation level.

(6). FI0790 – Accounting for Resource Managers: Part I

DESCRIPTION: Provides basic procedures involving reimbursement and stock fund principles and concepts with which resource management personnel at an installation or activity should be familiar.

(7). FI0791 – Accounting for Resource Managers: Part II

DESCRIPTION: Provides basic procedures involving decentralized fund control.

(8). FI0921 – Basic Statistics

DESCRIPTION: Covers percentages, index numbers, measures of central tendency and dispersion, and the properties of the normal curve.

(9). FI0950 – Management Survey

DESCRIPTION: Covers the general concept of a management survey, plus certain management information systems and automatic data processing considerations.

(10). FI2026 – Comptrollership in the Army

DESCRIPTION: Highlights the evolution of comptrollership and its organization within the DoD, DA, and Standard Installation Organization.

(11). FI2028 – Planning, Programming, Budgeting, and Execution System (PPBES)

DESCRIPTION: Examines phases of the Army's PPBES from the standpoint of purpose, personnel involved, stages within phases, and the different documents which flow from each phase.

(12). FI2032 – Activity and Major Activity Budgeting

DESCRIPTION: Identifies the roles of key individuals involved with budgeting and discusses budget manpower guidance and the command operating budget.

(13). FI2038 – Budget Adjustments/Review and Analysis

DESCRIPTION: Describes basic procedures involved with budget adjustments and budget analysis.

(14). FI3000 – Resource Management: Comparative and Descriptive Measures

DESCRIPTION: Teaches basic mathematical tools needed by resource managers.

(15). FI3040 – Federal Budget Process

DESCRIPTION: Teaches the major public laws involving the financial management of the federal government and their impact on the federal budgetary process, Army budget formulation and process, and congressional budget actions.

(16). FI3042 – Activity Budgeting

DESCRIPTION: Teaches the budget organization at the installation level, the relationships among the elements of the budget organization, and how to prepare an activity budget.

(17). FI3044 – Developing a Unit-Level Command Budget Estimate

DESCRIPTION: Covers how to identify and describe the procedures used to develop and submit a unit's tactical budget, and the methods used to determine the costs of unit training events. Also, how to validate the Program 2 exercise portion of a division's command budget estimate and prepare a commander's impact statement for unfinanced exercise requirements.

(18). FI3046 – Program and Budget Advisory Committee

DESCRIPTION: Identifies and describes the purpose and responsibilities of the Program and Budget Advisory Committee (PBAC) at the installation level; the responsibilities of the PBAC members and major activity directors in preparing for and conducting PBAC function; and the relationship of PBAC to resource management.

(19). FI3048 – Budget Administration

DESCRIPTION: Covers how to identify and describe the procedures used to effectively administer an activity's budget using an unfinance requirements list, year-end procedures, obligation reports, Standard Army Finance reports, commitment ledgers, and other data.

(20). FI3050 – Resource Management: Year-End Procedures and Recoveries

DESCRIPTION: Covers resource management functions and procedures associated with year-end closeout, de-obligation of funds, and prior year recoveries.

(21). FI3084 – The Unit Supply Funding Process

DESCRIPTION: Teaches the fundamentals of the Army supply system and how the supply and financial system interface. Describes the classes of supply, the flow of requisitions, funding process, and the role of the resource manager in this process.

(22). FI3086 – Budgeting for a JCS Level Exercise

DESCRIPTION: Covers how to identify and describes the elements and procedures used to prepare a Joint Chiefs of Staff (JCS) exercise budget estimate.

e. SPONSOR: Defense Acquisition University – http://www.dau.mil/schedules/courseinfo-catalog.asp

1). COURSE: BASICS OF CONTRACTING

a). COMPETENCY GROUP/CPE/CEU: Financial Decision Support

b). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Technical Credibility), Business Acumen (Financial Management)

c). DESCRIPTION: Provides an understanding of the evaluation and surveillance techniques of contractor-initiated performance measurement systems. Course content includes in-depth analysis of the C/SCSC criteria and their interrelationships, effect on contractor performance measurement, and the discipline, visibility, and integrity effects they have on contractor management control systems.

3. Description of Correspondence and Online Courses sponsored by USDA Graduate School – http://grad.usda.gov/

a. COURSE: COST ACCOUNTING I: JOB ORDER COST ACCOUNTING

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Explains fully the accounting for materials, timekeeping, payroll, and the allocations of overheads. Training and practice are provided in the assignment of these cost components to the cost sheet established for each job.

b. COURSE: COST ACCOUNTING II: PROCESS COST ACCOUNTING

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Covers the process cost system, which is used for mass production of identical goods. To obtain an average cost of producing a unit, the student learns to accumulate costs by processes or departments. The period statement prepared shows the cost of production, number of units produced, and average cost per unit.

c. COURSE: COST ACCOUNTING III: A MANAGEMENT TOOL

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Helps students become specialists in the use of tools or techniques to aid management. These methods are in the areas of decision-making, planning, and controlling. Subjects include techniques for cost analysis and classification, types of budgets, standard costs, direct costs, decision cost analysis, and capital expenditure analysis.

d. COURSE: FEDERAL GOVERNMENT ACCOUNTING I

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Provides study and application of basic principles and practices of accounting in federal agencies. Concepts and methods of fund control systems also are covered. Allows practice with basic records-obligation control, cash disbursement, object class, general ledgers, and cost ledgers is provided. Other topics include accounting for funding, processes appropriation, apportionment, allotment, obligation, disbursement and reimbursement, transfer appropriation, accounts-consolidated, and working fund advances.

e. COURSE: INTERMEDIATE ACCOUNTING I

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Explores the conceptual framework of financial reporting, asset measurement, income determination, and valuation of liabilities. It covers advanced discussions of specific topics such as cash, receivables, inventories, property and depreciation, intangibles, and current liabilities and contingencies.

f. COURSE: INTERMEDIATE ACCOUNTING II

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Covers valuation of long-term liabilities and receivables and investments; financial reporting of stockholders' equity, retained earnings, and other issues; accounting for income taxes, post employment benefits, and leases; and discussions of other special topics, such as the statement of cash flows, earnings per share, and accounting for changes and errors.

g. COURSE: INTERNAL AUDIT I: ELEMENTARY ASPECTS OF INTERNAL AUDITING

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen, Results Driven

3). DESCRIPTION: Deals with the theory and practical application of modern, management-oriented internal auditing. It is designed for the student new to internal auditing or as a refresher for those with a number of years of experience. Internal Audit I covers the development and profession of internal auditing, systems of internal controls, dealing with people, performing preliminary audit surveys, audit programs, field work and deficiency findings, auditor's working papers, statistical sampling, audits of computer systems, and employee and management fraud.

h. COURSE: INTERNAL AUDIT II: ADVANCED ASPECTS OF INTERNAL AUDITING AND ADMINISTRATION OF THE INTERNAL AUDIT FUNCTION

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Covers computer-assisted auditing and operations research; audit reports; review of and reply to audit reports by management; audit summaries and activity reports to executive management; establishing the internal audit function; selecting and developing the staff; preparing long-range audit schedules and controlling audit projects; quality control of the audit function; principles of management; relationships with external auditors and audit oversight committees; and Standards for the Professional Practice of Internal Auditing.

i. COURSE: MANAGEMENT CONTROLS IN GOVERNMENT

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Allows understanding concepts and principles of controls to enable managers and staff to apply them better. For auditors and evaluators, understanding provides more meaningful and positive assessments. This course employs practical illustrative exercises that allow students to apply initiative. The text, lectures, and quizzes are designed to stimulate and maintain interest, and create a desire to be involved.

j. COURSE: PAY OPTIONS FOR RECRUITMENT AND RETENTION

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Understand how to use pay flexibilities to recruit and retain high quality employees. This course is both a learning and a job tool. Practice using each pay flexibility in a real situation.

k. COURSE: PAY SETTING FOR FWS POSITIONS

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Takes you step by step through the full range of procedures you will use to set pay for employees under the Federal Wage System (FWS).

l. COURSE: PAY SETTING FOR GS POSITIONS

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Learn, step by step, how to handle the full range of procedures used to set pay for employees under the General Schedule (GS).

m. COURSE: PRINCIPLES OF ACCOUNTING I: BASIC PRINCIPLES

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Is designed specifically to serve the needs of students whose career objectives require less than a full year of accounting. It teaches the elementary principles of accounting for a sole proprietorship through problems and practice in journalizing, posting, preparing general and subsidiary ledgers, payroll records and procedures, closing entries, and financial statements.

n. COURSE: PRINCIPLES OF ACCOUNTING II: FINANCIAL ACCOUNTING

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Covers the more advanced principles such as the accrual basis of accounting, including notes payable and interest, notes receivable, accounts receivable, bad debts, inventory valuation, property, plant and equipment, and business taxes. This course also includes partnership accounting and corporation accounting.

o. COURSE: PRINCIPLES OF ACCOUNTING III: MANAGERIAL ACCOUNTING

1). COMPETENCY GROUP/CPE/CEU: Financial Stewardship

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

3). DESCRIPTION: Covers the more advanced principles such as departmental accounting, branch and home office accounting, manufacturing and cost accounting, financial budgeting, internal reports for management, financial statement analysis, and basic concepts of data processing systems for accounting.

p. COURSE: PROGRAM AND MANAGEMENT ANALYSIS (CERTIFICATE OF ACCOMPLISHMENT)

1). COMPETENCY GROUP/CPE/CEU: Financial Decision Support

2). EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Technology Management)

3). DESCRIPTION: Covers key concepts and skills required by the successful management/program analyst. The courses are government-oriented, job-related, practical and hands-on; they are taught by instructors with many years of high-level government experience. The program provides a framework for the development of a full and well-rounded mastery of analytic skills for the complete management (or program) analyst, and the Certificate of Accomplishment identifies you as a competent and fully trained professional in the field.

ANNEX G

TRAINING AND DEVELOPMENTAL EXPERIENCES

1. Policy

a. The CP 11 training and development policy is to support the full utilization of the CP 11 workforce in achieving the stated strategic goals as outlined in the CP 11 Strategic Plan by making training and developmental opportunities widely available to all CP 11 careerists with the goals of: improving organizational performance; maintaining scientific, professional, technical, and management proficiency; building and retaining a skilled and effective workforce; and enhancing individual capabilities.

b. Specifics of Training and Developmental Policy:

- The use of on-the-job training through selected work experiences as the primary method of developing the job-related knowledge, skills, and abilities of careerists.
- The support of systematic plans to broaden careerists' knowledge and skills through planned, work-related developmental assignments including "on-the-job" training, rotational assignments, developmental assignments, and inter-agency work experiences.
- The use of formal training and educational experiences to complement work experiences. Recommend using distant learning as well as correspondence courses.
- The Action Officer Development Course is required for all interns and for all individuals promoted or appointed to journey-level positions.
- New supervisors must complete the Leadership Education and Development (LEAD) and the Supervisory Development Courses within six months after appointment to a supervisory position. Managers must complete the Manager Development Course within six months after appointment to a managerial position.
- The support of careerist's training, retraining, and organizational development activities leading to better ways of delivering services, improving work performance, and increasing the value of careerist's contributions to current and future Agency missions.
- It is highly recommended that supervisors and managers receive training on purchase cards and DD Form 1556, appropriation bills, Army Values, and the Defense Civilian Personnel Data System (DCPDS).

- The encouragement and support of careerist's self development activities as appropriate.

2. Developmental Activities

a. Developmental activities are structured work/training experiences, agreed to between careerist and supervisor, with well-defined objectives intended to enhance job knowledge and skills. Some people refer to developmental activities as a combination of structured "on-the-job" activities and formal classroom training. Some developmental experiences are designed to broaden a careerist's knowledge and understanding of the Army through a combination of expanded work experiences and formal training. Others may be particularly related to specific job requirements, when skill enhancement is required to properly perform a task.

b. Developmental work assignments, with appropriate levels of responsibility, are extremely beneficial for the development of competent multi-disciplined financial analysts. Developmental assignments can involve short work assignments outside one's own organization, but inside the installation. When a broader more insightful knowledge of higher organizational management and program operations is required, developmental work assignments outside of the parent organization are an effective means of acquiring this experience and are highly encouraged. CP 11 Developmental Assignment Opportunities are published on the Army Financial Management Web site at http://www.asafm.army.mil/.

c. In 1998, the Chief Financial Officers (CFO) Council established an inter-Agency Fellows Program designed to provide career development opportunities to promising Federal financial managers and to provide the federal government with a cadre of experienced staff who will be a source for future financial management leaders. More details concerning this CFO Fellows Program are available at the FinanceNet Web site at http://www.financenet.gov/financenet/fed/.

3. Performance Enhancing Job Experiences

a. Performance enhancing job experiences are a type of developmental experience. These exchange experiences benefit both the organization and the individual. As the federal workforce continues to experience streamlining pressures, an increasing demand for multi-disciplined analysts with greater breadth and depth of knowledge and skills will result. The multi-disciplined careerists will experience more intrinsic and extrinsic benefits in terms of job challenge, satisfaction, and visibility; greater recognition and awards; enhanced promotional opportunities; and increased marketability because of their multi-disciplined background.

b. There are many types of exchange assignments. Some examples are:

- Cross-disciplinary, i.e., between financial management and acquisition
- Across functional areas, i.e., between Budgeting, Auditing, Accounting, Cost Analysis, Management Analysis
- Private Sector/Training with Industry Exchanges
- Performance enhancing job experiences can occur within an installation, between organizations or installations, on an interagency basis, between the public and private sectors, as well as between segments of the public sector (federal, state, and local).

c. In the 3yIDP process, consideration should be given to identifying performance enhancing job experiences that involve realistic and attainable goals that will benefit both the individual and the organization.

4. Formal Training Activities

a. Formal training activities supplement the development of necessary skills outlined in the supporting core competencies. Each formal training activity usually consists of a well-defined lesson plan, specific training objectives, and a clear definition of learning objectives. The delivery of training may take one of several formats, and may be delivered by training vendors or organizational subject matter experts:

- Instructor/classroom-based training
- Computer-based training
- “Train-the-Trainer”
- Video/satellite-based training
- Video and audio tapes
- Telephone-based training
- In place work team training
- Self-study
- Correspondence Courses
- Any other means of effective training presentation

ANNEX H

MENTORING AND COACHING

1. Mentoring & Coaching

a. ***Mentoring*** involves counseling others, through formal or informal methods. A mentor willingly serves as a role model for his or her associate, sharing organization insights and lessons learned. Mentors provide sound advice on career development goals, strategies, and options. ***Coaching*** involves clearly communicating performance expectations and openly sharing information for the benefit of the organization. Coaches also model and communicate the values, behaviors, and work practices expected of the workforce. Like a mentor, coaches provide constructive feedback. Coaching is normally done in the context of a supervisor-employee relationship, and can be a daily activity.

b. Managers or non-managers, either internal or external to a careerist's organization, may perform mentoring. CP 11 careerists are encouraged to seek appropriate mentor(s). However, whether or not you have a mentor-associate relationship is entirely up to you. Careerists may choose to have more than one mentor. You and your supervisor should discuss the need for a mentor.

c. Mentoring involves guiding and nurturing the growth of others through various stages of their development. Mentoring is a technique with strategies and practices that can be learned. Generally speaking, a mentor is someone of substantial experience, talent, or professional standing who nurtures the career of an associate. Mentoring can be conducted through a formal program or by an informal understanding between a mentor and associate. The best mentors combine technical competence, business acumen, relevant experience, the ability to effectively communicate, and most importantly the ability to listen and provide candid and constructive feedback.

d. A successful mentor will at a minimum:

- Assist you with recommendations for training and work experience at each career level.
- Work with you to seek appropriate assignments, training, and exposure.
- Act as an advisor for your career decisions, and provide necessary information about important organizational issues.
- Meet frequently and regularly with you to review progress.
- Care about you.

2. Resource Management Mentorship Program (RMMP)

a. General

1). Overview. RMMP is a formal mentoring program with an emphasis on acquiring and developing skills. The mentoring process requires Mentors and Associates to work together to reach specific goals and to provide each other with feedback to ensure goals are reached. Based on career interests, goals, and needs, less experienced careerists (Associates) are matched with more experienced careerists (Mentors). Applications to participate in the RMMP are submitted in accordance with an annual formal RMMP announcement. Together, the Mentor and Associate share experiences that can build a successful and enriching partnership.

2). Improvement Plan. The Associate prepares an improvement plan, identifying skill areas needing strengthening. The plan documents skills and experiences to be gained, specific activities to be pursued, and an approximate time for finishing the developmental activities. The plan should be finalized with the Mentor and the Associate's supervisor.

3). Partnership Plan. The Partnership Plan is a crucial part of the mentorship program. Key components include the confidentiality of the partnership, duration of the formal partnership, frequency and place of meeting, approximate amount of time to be invested by both partners, specific role of the Mentor, careerists goals, and the no-fault termination.

4). Program Manager. The program manager for the RMMP is a staff member assigned to the Comptroller Proponency Office. The Program Manager analyzes, evaluates, and develops career management policies and procedures for the implementation, training, publicity, and evaluation of RMMP.

5). MACOM Program Sponsor. The program sponsor at each MACOM assists the Proponency Office Program Manager with implementation and evaluation of the RMMP.

b. Program Guidelines

Underlying RMMP's establishment in 1994 were these principles:

- All resource management professionals, military and civilian, regardless of their skill levels, are capable of improving their current performance.
- Professional development and growth should be both continuous and systematic.

- Developmental efforts or plans should be based on comprehensive assessment of needs and the matching of these needs to specific developmental experiences.
- Skill development should be consistent with the CP 11 Army Civilian Training, Education, and Development System (ACTEDS) Plan for financial and resource management careerists, and within the Functional Area 45 Comptroller Professional Development Guide for military personnel.
- While this program is intended to enhance competitiveness and advancement potential, participation in the program is not a guarantee or a prerequisite for promotion.

c. Program Objectives

- To partner a more experienced resource management careerist, Mentor, with a less experienced resource management careerist, Associate, in order to improve overall job performance of the associate, provide the Associate insight into the Army culture, and assist the Associate in making career decisions.
- To improve specific job skills of resource management careerists, thereby increasing their productivity and potential for higher jobs.
- To improve employment and advancement opportunities for all resource management professionals to become part of the Army leadership.

d. Civilian and Military Eligibility Requirements

- Be a Comptroller Civilian Career Program (CP 11) careerist, grade GS-9 through Senior Executive Service (SES). GS-5 through GS-7 may participate on an exception basis.
- Be a FA 45, Comptroller, in ranks Captain – General Officer.

e. Program Length

- It could vary according to the needs and interests of the Mentor and Associate. Partnerships can be extended beyond the one year, either informally or formally, through submission of a RMMP application by both partners for continuation. Maximum time is one year per application; the length of each partnership.
- A partnership can be terminated at any time during the year. The “no-fault termination clause” can be used by either partner at any time, for any reason.

f. Mentor's Roles and Responsibilities

1). There are numerous roles for the Mentor during the partnership. The roles will vary depending on the needs of the Associate, and on the partnership the Mentor builds with the Associate. Like the hands on a clock, the Mentor's role points in many different directions. There are at least ten different roles: teacher, guide, counselor, motivator, sponsor, coach, advisor, referral agent, role model, and door opener. At any given time, an Associate may require the Mentor to perform one or all of these roles. How often the roles are changed depends on the needs of the Associate.

2). Mentor's Responsibilities:

- Serve as an unbiased confidant and advisor.
- Discuss with the Associate the Associate's current status and how it was attained, and suggest steps to take to reach his or her personal and professional goals.
- Discuss the available resources within the Department of the Army that could possibly help the Associate reach his or her goal.
- Provide objective and positive suggestions, as appropriate, on office demeanor and acceptable work ethics.
- Provide objective and positive suggestions on how the Associate may improve job proficiency and productivity.
- Informally assess the Associate's performance at least once a quarter. (The Mentor will not provide input to the Associate's annual performance evaluation.)
- Assist the Associate in finalizing the Improvement Plan.
- Discuss the Partnership Plan with the Associate.
- Complete the semiannually RMMP evaluation form.
- Notify the Program Manager or Program Sponsor if:
  - The Mentor or Associate leaves the organization.
  - Telephone number, room number, grade, or name changes.
  - The Mentor is experiencing difficulties with his or her Associate.
  - The Mentor has questions about mentorship program procedures.
  - The partnership ends – no fault termination clause.

g. Associate's Roles

1). The Associate, as well as the Mentor wears many hats. These include the roles of gauge, student, and trainee.

2.) Associate's responsibilities:

- Make initial contact with the Mentor.
- Identify developmental areas and formulate an Improvement Plan for accomplishing goals.
- Finalize Improvement Plan with the assistance of the supervisor and Mentor.
- During the partnership, continuously work with the Improvement Plan.
- Discuss the Partnership Plan with the Mentor.
- Notify the Program Manager and the Mentor if:
  - The Associate or Mentor leaves the organization.
  - Telephone number, room number, grade, or name changes.
  - The Associate is experiencing difficulties with his or her Mentor.
  - The Associate has questions about mentorship program procedures.
  - The partnership ends – no fault termination clause.
  - Completes the RMMP semi-annually evaluation forms.
  - Expend required time and effort to make the partnership work.

h. Mentorship Training CD

The Mentorship Training CD is available to all careerists by contacting the Comptroller Proponency Office or by visiting the home page at http://www.asafm.army.mil/.

ANNEX I

CAREER PLANNING

1. Introduction

A careerist's professional development is a shared responsibility of the careerist and supervisor. In order to design a successful career, each individual needs to take responsibility to create a career development plan and initiate actions that will lead to his or her career goals. To optimize current and future careerist contributions, supervisors and managers must be actively involved with their careerists in developing their career plans. This involvement includes periodic assessments of each careerist's knowledge, skills, abilities, and experience. This assessment then leads to the generation of a 3-Year Individual Development Plan (3yIDP), identifying work assignments and training that promote Army careerists' goals.

Professional development for an individual will contribute to improved performance. In establishing a financial and resources management career development template, personnel throughout the CP 11 community will utilize identical tools and approaches resulting in careerists becoming "universally assignable" across the Army in the multi-disciplined financial analyst area. Common tools and approaches will improve efficiency, decrease turnaround times, reduce down time, improve customer service, and cut costs. The purpose of career development is to enhance current performance and enable individuals to take advantage of future opportunities. Career development cannot be directly associated with a promotion or increased pay – there are no guarantees.

Members of the CP 11 community are encouraged to maintain a current set of skills and consider their continued professional education and development, as well as obtaining certification from one or more of the relevant organizations listed in Annex I. For those individuals already certified, e.g., Certified Public Accountants (CPAs), the CP 11 leadership endorses continuing professional education and development.

2. The 3-Year Individual Development Plan (3yIDP)

The Individual Development Plan (IDP) encompass a period of three years, hence the name 3-Year Individual Development Plan. The 3yIDP employs a concept that emphasizes discussion and joint decisions by the careerist, the supervisor, the senior rater/Major Command Program Managers, and with input from the careerist's mentor on the specific developmental experiences necessary to fulfill the mutual goals of individual career development and organizational enhancement over three year increments. Each 3yIDP is uniquely tailored to the needs of the individual and the organization. For example, one careerist might identify extensive skill training,

where another careerist might emphasize a more academic approach. There is no set pattern – the term "individual" is basic to the concept – especially as it applies to the employee's willingness and capacity to learn and grow. This life cycle of professional growth and continuous learning utilizes a four-level accreditation approach. This accreditation approach and the 3yIDP are discussed further in this section.

This ACTEDS Plan contains a framework of core competencies designed to aid in the development of an IDP. The 3yIDP is a personal action plan, jointly agreed to by you and your supervisor, which identifies your short- and long-term career goals over a period of three years. The 3yIDP should be updated annually to ensure that it reflects your professional goals as well as the organization's long-term plan for how it intends to use your skills in meeting the organization's goals and missions. A 3yIDP also identifies the training and other developmental experiences needed to achieve those goals, for the benefit of the individual and organization, within a specified time frame.

3. The Benefits of Career Planning

Why should you be concerned about planning your career? It is *your* career. If you don't take responsibility for the success of your career, then who will? Besides, considering all the time and energy you spend at work, why not ensure you get maximum satisfaction from your work and career? Additionally the Army benefits from having a competent and motivated workforce, capable of "re-tooling" itself to meet the demands placed on it by constant organizational and technological changes.

The workplace has been affected by a number of significant changes or trends, which have definite ramifications for your career planning:

- **Less job security:** Gone is the era of high job security, with the same employer for life, where good workers automatically move up well-defined career ladders. Even in the federal sector, in response to increased pressures to reduce costs solutions like restructuring, downsizing, and automation will continue to eliminate some jobs and drastically alter others. Workers will, of necessity, need to be more mobile in finding the right job – and employer.
- **Up is not the only way:** With the thinning of management positions and flattening of organizational structures, the traditional linear career patterns will be less available. Careerists will need to be more flexible, adaptable, and creative in identifying their next jobs, and may need to consider lateral moves or rotational assignments to broaden their experience or leverage their skills.
- **Technical knowledge and skills obsolescence:** Rapid advancements in technology and state-of-the-art knowledge require careerists to upgrade their

skills and "re-tool" themselves just to remain current with their job requirements. For example, in high tech organizations, some skills become obsolete within 18 months. Also, missions and projects end and new ones start up, often requiring new or different technical skills or expertise from the workforce.

It is definitely to your advantage to position yourself for long-term employability in the rapidly changing world of work. Begin preparing now for the future.

4. Roles and Responsibilities for Career Planning

Career development is a shared responsibility among careerists, managers, and the organization. The following identifies the minimum actions each should take to ensure effective career development:

a. Careerist's Role

- Determine what his or her career goals are today, as well as five years, ten years, and 15-20 years in the future.
- Assess individual aptitudes, strengths, and developmental needs with supervisor and mentors.
- Seek mentor and supervisor input and prepare a 3-Year Individual Development Plan (3yIDP) that supports both the current position and longer term professional goals.
- Work with his or her supervisor to schedule appropriate on-the-job training, required complementary formal training, and developmental activities.

b. Supervisor's Role

- The careerist's supervisor is in an excellent position to support his/her development by:
- Providing feedback on your performance in your current job performance and identifying strengths and areas for improvement.
- Acting as a mentor and coach.
- Representing the organization's needs, goals, and opportunities.
- Communicating what is happening around the local installation and within the Department of the Army and the Department of Defense.
- Helping assess the careerist's advancement potential and qualifications for other positions.

- Acting as a resource and referral for exploring the careerist's development options.
- Supporting the careerist's training and development, providing training opportunities and funding, if related to the mission, and ensuring funds are available.

c. Manager's Role

- Support the development and training of their subordinates, providing opportunities to discuss career goals and plans with every employee.
- Determine the job-related knowledge, skills, abilities, and experience careerists need to effectively accomplish the work of the organization.
- Mentor and coach careerists in their professional development planning (see Annex H).
- Help the careerist define the short-term and long-term development and training needs.

d. Leader's Role

- Ensure an organizational structure exists that supports the required knowledge, skills, abilities, and experience development of its workforce.
- Provide resources – dollars and time – for development to occur.
- Provide a clear road map for career development activities.
- Utilize the talents, abilities, and resources of each careerist in support of organizational goals.
- Develop a proactive and realistic approach to meeting future staffing needs.

e. Mentor's Role

- Assist associate in determining skills and competency strengths and areas for improvement.
- Monitor an associate's career development.
- Listen to the associate.
- Recommend training and development opportunities.
- Serve as a role model, coach, guide, and counselor.
- Provide professional advice on career issues.

- Motivate the associate to attain higher career goals.

f. CP 11 Executive Council's Role

- Assist in overseeing the Comptroller Civilian Career Program (CP 11).
- Develop policy changes for CP 11 career management.
- Ensure a viable CP 11 Intern Program and full utilization of all Intern allocations.
- Make decisions on recommendations from the CP 11 Junior Executive Council.
- Review proposed changes to Army-wide career program management.
- Develop and monitor CP 11 Strategic Plan.
- Oversee the Resumix registration and results.

g. CP 11 Junior Executive Council's Role

- Advise the CP 11 Executive Council on career management issues.
- Disseminate CP 11 policy guidance to subordinate commands and installation CP 11 careerists and training coordinators.
- Coordinate applications for developmental assignments and competitive training and professional development opportunities.
- Act as a liaison in gathering CP 11 training and professional development requirements.
- Serve as the advisor for CP 11 career issues at the MACOM, subordinate command, or special staff.

h. Comptroller Proponency Office's Role

- Oversee all CP 11 career management issues.
- Publish the Army Civilian Training, Education and Development System (ACTEDS) Comptroller Civilian Career Program (CP 11) Plan.
- Monitor administration of the Comptroller Civilian Career Program appraisal and referral systems.
- Communicate career management and planning information to CP 11 careerists.
- Formulate, justify, and execute FCR CP 11 ACTEDS central funding of all costs associated with PRMC, PMCS, ACC, EDFMT, ACP, GLFMP, HBCU

and HIS Partnerships, Competitive Professional Development Programs, and University and College Long-Term Training.

- Oversee the nomination and selection processes for CP 11 short- and long-term training programs.
- Administer and support Proponency/career management advisory boards, (e.g., CP 11 Executive Council and CP 11 Junior Executive Council).

5. Knowledge of Work Environment

Answer the following questions to identify what is currently going on around you, at your installation, and in the Army, and what changes you expect to occur in the near future:

- How is the mission of your organization (e.g., branch, office, division, etc.) changing?
- What other changes are occurring regarding customers, services/products, work processes, organizational structure, reporting relationships, and personnel? Is this a change of which you want to be a part of or is it time for you to consider a move?
- What are the organization's changing needs regarding the workforce and what new expertise and skills will be required or desirable?
- What opportunities are available for developing this new expertise and skills (work experiences, training, rotational/exchange assignments, professional conferences, mentoring, etc.)?
- How might your role (job) change in your organization? How can you prepare for or develop new skills for these changes?
- What new expertise and skills does your organization want you to learn?
- What new missions or projects at your installation or within the Army appeal to you?
- What are the organization's future needs?
- What kinds of development activities would help position you for participation in another work project?

6. Knowledge of Self

To gain a better understanding of yourself, answer the following questions:

- Of the new and recent developments in your organization or field, what interests you the most?

- What are your current strengths for pursuing these interests?
- What do you need to do to reposition your career so that you can get involved in these new developments?
- Is it time for you to consider working outside of your installation or MACOM? If you are considering a complete career change, what experiences and learning would help reposition your career in the direction of your new interests?
- Of all the things you have done in the last five years (work and non-work related), what specific activities and functions have energized you the most? What developmental activities – work experiences, learning, skill building – would help you grow in or increase these energizing functions?
- Other things you would like to learn are...?
- What non-work related issues do you need to consider that will likely impact your career plans (e.g., health, family, financial, and social)?

7. Integration of Knowledge of Self and Work Environment

To address the match between you and your career goals and organizational needs, answer the following questions:

- In what areas do your interests and personal plans overlap with the changing needs of your organization? (Any areas of overlap represent "first choice" development targets.)
- What knowledge, skills, or abilities are important for increasing or maintaining the quality of your performance in your present assignments? (See Annex A – Competencies.)
- What knowledge, skills, or abilities would help you prepare for opportunities or roles you might have in the future? (See Annex A – Competencies.)
- Compared to the developmental needs suggested by these factors, what other interests for development are important for you?

8. Goal Development

A goal is a statement of a desired outcome or accomplishment that is specific, observable, and realistic. Based on the data you have generated about yourself and your specific career issues, write some career goals for the next three years and answer the following questions:

- What do you want to accomplish, and what are the knowledge and skills you want to acquire or improve by this time next year?

- What do you want to accomplish, and what are the knowledge and skills you want to acquire or improve by the end of the second year?
- What do you want to accomplish, and what are the knowledge and skills you want to acquire or accomplish by the end of the third year?
- What barriers or obstacles might prevent you from accomplishing your goals on time (e.g., time, money, and other commitments)?
- What can you do to overcome these barriers or obstacles? What resources are available to help you?

9. Method for Taking Action

To achieve your career goals, identify the actions you plan to take by placing an "X" in front of all applicable actions. In planning your career moves, consider all of the following possibilities and remember "Up" is not the only way:

- **Lateral Move:** Change in position within or outside an organization, but not necessarily a change in status or pay.
- **Job Enrichment:** Expand or change your job in order to provide growth experiences for yourself.
- **Exploration:** Identify other jobs that require skills you have and also tap your interests and values. Job rotation is an example.
- **Downshifting:** Take an assignment or job at a lower level of responsibility, rank, and/or salary in order to reposition your career for something new and interesting to you, or to achieve a better balance between work and personal life.
- **Change Work Setting:** No significant change to your job duties, but have a different boss, organization, or employer.
- **No Change:** Do nothing, but only after careful consideration.

Remember, there is a wide range of potential actions for you to consider in order to achieve your goals:

- Accept new assignments in your current job.
- Rotate to a different project/job.
- Seek a mentor(s).
- Volunteer for a task force or process action/reengineering team.
- Obtain on-the-job guidance from someone who is more expert in a specific area.
- Attend seminars/conferences (on-site and off-site).

- Enroll in university courses.
- Attend commercial/contracted courses.
- Experience self-paced learning (books, videos, computer-based instruction, etc.).
- Attend professional organizations' education and training programs.
- Pursue an academic degree or certification program.
- Apply for sabbatical leave.
- Conduct informational interviews.
- Seek self-development activities.
- Move to a new job within your installation.
- Move to a new job within the Department of Defense, MACOM, agency, or the federal government.
- Move to a new job outside of the federal government.
- Start your own business.
- Plan retirement.
- Investigate other actions.

ANNEX J

PROFESSIONAL ORGANIZATIONS, CERTIFICATION, AND CONTINUING PROFESSIONAL EDUCATION

1. Professional Organizations

Professional organizations provide numerous education and training opportunities through their workshops, symposia, and institutes and offer excellent opportunities for careerists to receive up-to-date training on current issues. Many of these organizations also have certification programs applicable to CP 11 careerists. Participation in activities of professional organizations and in their training, development, and certification programs enhances the professionalism of the comptroller workforce and prepares each careerist to meet present and future challenges.

2. Certification

Certification is an external formal process that formally recognizes professional workers for achieving expertise and excellence in their field and is a means to encourage employees to continue their education and hone their professional skills. Certification programs are primarily sponsored by states and by professional associations. Certification requirements typically consist of specific types of formal education and experience, character references, and passing of an examination. To maintain certification, there may also be a continuing education requirement.

Since certification provides recognition for achievement of professional excellence, it is highly encouraged that all careerists seek certification appropriate to their occupation.

3. Overview of Professional Organizations and Associations

The following lists many of the professional associations and types of certification programs available to the financial and resources management community. This is not an exhaustive list. Members of the CP 11 community are encouraged to participate in these, or similar professional associations, many of which offer professional certification and continuing professional education credits.

Some of the other national organizations that pertain to the CP 11 community include the Performance Management Association (PMA), the International Society of Parametric Analysts (ISPA), and the National Management Association (NMA).

a. American Association for Budget and Program Analysis (AABPA)

The American Association for Budget and Program Analysis (AABPA) is a professional organization whose members comprise the entire range of financial management from the federal, state, and local sectors. Additional information is available on their Web site: http://www.aabpa.org/.

b. American Society of Military Comptrollers (ASMC)

ASMC is the non-profit educational and professional organization for persons, military and civilian, involved in the overall field of military comptrollership. ASMC was established as the Society of Military Accountants and Statisticians in 1948 in San Antonio, TX, and was open only to active duty officers. Since then, ASMC has expanded to include all DoD and Coast Guard Financial Management personnel. In 1991, the national headquarters was opened in Alexandria, VA, and currently serves a growing professional society of 18,000 members. Military comptrollership is defined as the professions of financial management in the Department of Defense and Coast Guard. ASMC promotes the education and training of its members, and supports the development and advancement of the profession of military comptrollership. The society provides professional programs to keep members abreast of current issues and encourages the exchange of techniques and approaches.

ASMC is working with DoD on the Defense Financial Management Certification Program. The Web site below is designed to provide you with easy access to general subject matter in areas that comprise the common body of knowledge that forms the basis for the Defense Financial Management Certification (DFMC) Program examination. It guides you to other Web sites that contain major documents, manuals, regulatory guidance, and existing interactive courses in these general subjects. It is intended to allow you to begin formulating a general study plan for the examination and to start building familiarity with areas of financial management where more knowledge or experience is needed. Additional information is available on their Web site: http://www.asmccertification.com/.

c. American Society of Public Administration (ASPA)

The American Society of Public Administration (ASPA) is a nationwide professional organization focused on public administration with a membership of practitioners, teachers, and students. The Headquarters office is located in Washington, D.C. There are many local chapters. Additional information is available on their Web site: http://www.aspanet.org/.

d. American Society for Quality (ASQ)

The ASQ, through its certification program, offers formal peer recognition that an individual has demonstrated proficiency within and a comprehension of a specified body of knowledge at a point in time. Five certifications are offered; two of potential interest to the CP 11 community – Quality Auditor and Quality Technician Certification. Additional information is available on their Web site: http://www.asq.org/.

e. Association for Budgeting and Financial Management (ABFM)

The Association for Budgeting and Financial Management (ABFM) is a section of the American Society of Public Administration (ASPA) and is dedicated to promoting wider recognition of the importance of budgeting and financial management in public policy and management decisions. Additional information is available on their Web site: http://www.abfm.org/.

f. Association of Government Accountants (AGA)

The Association of Government Accountants (AGA) is a professional association with individuals representing executive levels in federal, state, and local government agencies and departments. Members include accountants, auditors, budget analyst, CP 11s, finance directors, and others. The Association offers educational programs and encourages professional development and certification.

The certification program sponsored by the AGA is the Certified Government Financial Manager (CGFM) program. To qualify for certification, applicants must have a bachelor's degree from an accredited college or university and at least 24 credit hours of study in courses related to financial management. They must also have 6 years of experience in government financial management. Since 1997, CGFM candidates are required to pass a governmental professional management proficiency examination. The examination covers concepts and practices regarding the governmental environment, governmental accounting and budgeting, and governmental financial management and control, as well as additional subjects deemed appropriate by the Professional Certification Board. Additional information is available on their Web site: http://www.agacgfm.org/.

g. Blacks in Government (BIG)

BIG functions as a knowledgeable, problem-identifying and solving organization for Black civil servants. It is dedicated to:

- Establishing and operating socio-economic, political, and cultural programs which enhance the life, liberty, and pursuit of happiness for Blacks.
- Eradicating all vestiges of unlawful treatment towards Blacks.
- Eliminating institutionalized racism that oppresses Blacks and violates barriers to full and equal citizenship for Blacks.
- Encouraging pride and motivation in Blacks so as to promote achievement of full potential and recognition of societal contributions.
- Sponsoring a national effort to promote the well-being, education, and professional development of Blacks.
- Acting as advocate for equal employment opportunities and conditions that affect Blacks.

This shall include, but not be limited to, those administrative and personnel selections, recruitments, placements, promotions, upward mobility, and other similar areas. BIG conducts numerous professional development and training workshops. Additional information is available on their Web site: http://www.bignet.org/.

h. Certified Fraud Examiner (CFE)

The Certified Fraud Examiner Program is an accrediting process for individuals with the specialized skills necessary to detect, investigate, and deter fraud. To become a CFE, candidates must meet certain minimum standards for education and experience and pass the uniform CFE examination.

The uniform examination is administered entirely on computer and is designed to test candidates' knowledge in the following areas: financial transactions; investigation; legal elements of fraud; and criminology and ethics. Further information about the CFE program can be obtained by accessing the Association of Certified Fraud Examiners Web site at http://www.cfenet.com/.

i. Certified Information Systems Auditor (CISA)

The Certified Information Systems Auditor (CISA) Program is sponsored by the Information Systems Audit and Control Association. Requirements for certification include successful completion of the CISA examination and information systems auditing, internal control, or security experience. The examination covers the following areas: information systems audit standards and practices and information systems security and control practices; information systems organization and management; information systems process; information systems integrity, confidentiality, and availability; information systems

development, acquisition, and maintenance. Additional information is available on their Web site: http://www.isaca.org/.

j. Certified Public Accountant (CPA)

The CPA designation is probably the best known and most prestigious recognition in the financial management field. CPA certificates are issued by all states to protect residents of those states. The certification process is designed to assess professional competence and includes adequate technical knowledge, the ability to apply such knowledge skillfully with good judgment, and an understanding of professional responsibility.

The CPA Uniform Examination is the standardized certification test designed to assess the knowledge and skills relevant to practicing CPAs. To take the examination, applicants must meet their state's requirements for education, experience, and knowledge. In most states, a four-year degree in accounting is currently required, although some states currently require a 5th year.

The test, which spans 15 hours over two days, is administered in 54 jurisdictions (50 states and four U.S. territories) twice a year, on the first Wednesday and Thursday in May and the first Wednesday and Thursday in November. The examination consists of four sections: Auditing; Financial Accounting and Reporting; Accounting and Reporting – Taxation, Managerial, and Governmental; and Not-For-Profit Organizations, Business Law, and Professional Responsibilities.

Application procedures, including deadline and fees, and work experience prerequisites vary by jurisdiction. Most states require candidates to submit complete application and educational documentation. Specific application information can be obtained from each state's Board of Accountancy or the American Institute of Certified Public Accountants at http://www.aicpa.org/index.htm.

k. Federally Employed Women, Inc. (FEW)

As a private organization, FEW works improve the status of women employed by the federal government. This includes contact with Congress to encourage progressive legislation. FEW national officers meet with management officials at all levels of agencies to demonstrate support of the Federal Women's Program (FWP), to encourage officials to support the program, and to obtain insight on the effectiveness of the FWP at agency and local levels. Additional information is available on their Web site: http://www.few.org/.

l. Institute of Internal Auditors (IIA) and the Certified Internal Auditor (CIA)

The CIA program, sponsored by the Institute of Internal Auditors, provides the base from which internal auditors can seek professional recognition and career direction. Certification requirements include education, experience, ethics, and an examination. The certification examination has four parts: internal audit process; internal audit skills; management control and information technology; and the audit environment.

The education requirement is a bachelor's degree or its equivalent and 24 months of internal auditing experience. Additional information is available on their Web site: http://www.theiia.org/iia/index.cfm.

m. Institute of Management Accountants (IMA) and the Certified Management Accountant (CMA)

The Institute of Management Accountants (IMA) administers the CMA program. To become a CMA, candidates must meet specific experience requirements and pass an examination that consists of four parts and is administered nationwide. The four parts of the examination are: economics, finance, and management; financial accounting and reporting; management reporting, analysis, and behavioral issues; and decision analysis and information systems. Additional information is available on their Web site: http://www.imanet.org/.

n. National Association of Asian American Professionals (NAAAP)

NAAAP is committed to the advancement of professionalism of Asian Americans, the promotion of the Asian American community and its multi-cultural heritage, and the enrichment of American society. NAAAP serves to build business and social contacts through networking opportunities. Additional information is available on their Web site: http://www.naaap.org/.

o. National Association of Hispanic Federal Employees (NAHFE)

NAHFE Partnership Agreements provide for a proactive, mutually cooperative and supportive framework between NAHFE and the departments involved. Each agreement addresses NAHFE's mission as well as the particular needs of each department. The fundamental motivation: develop strategies that address the recruitment, training development, promotion, and retention of Hispanic Americans consistent with the objectives of the Federal Equal Opportunity Recruitment Program (FEORP) and the White House Initiative on Educational Excellence for Hispanic Americans (Executive Order 12900). NAHFE promotes career opportunities for qualified Hispanics in the federal GS/GM-13/15 grade levels and in the Senior Executive Service policy-making positions. NAHFE

conducts periodic training and professional development workshops. Additional information is available on their Web site: http://www.nahfe.org/.

p. Project Management Institute (PMI)

The PMI sponsors a Project Management Professional Certification Program. Information concerning certification options is available at the PMI Web site: www.pmi.org/certification/.

ANNEX K

GLOSSARY OF TERMS

Accreditation: Accreditation is the management process employed to determine if an individual meets the necessary standards established for a particular occupation and level. The purpose of accreditation is twofold. The first and most important aspect of accreditation is the formal recognition of an individual's demonstrated performance and capabilities. The second is to assure that all professionals are qualified in terms of education, experience, and training and have demonstrated the requisite leadership skills to perform the duties of their current positions or of positions of greater responsibility and authority.

Attitudes: Pre-dispositions to behaving in a certain way. Sometimes they are manifestations of innate talents.

Basic Career Stage: Performs fundamental, basic, and routine activities while gaining subject matter expertise.

Business Relationships: A general competency consisting of the knowledge and skills needed to effectively collaborate, internally and externally, with customers, partners, and team members in the business environment.

Career Development: Systematic development designed to increase an employee's potential for advancement and career change through classroom training, reading, work experience, and other developmental experiences.

Career Path(s): A diagram illustrating typical job progression opportunities and options, designed to assist employees in planning and pursuing their career goals.

Career Stage: Level of career development. Outlined in a model consisting of four stages or phases – intern/entry level, specialist/journey level, manager, and executive. These terms are individually defined in this Glossary.

Certification: A process that formally recognizes professional workers for achieving expertise and excellence in their field. Certification programs are primarily sponsored by state and professional associations. Certification requirements typically consist of specific types of formal education and experience, character references, and passing of an examination. To maintain certification, there may also be a continuing education requirement.

Change Management: A general competency defined as balancing the requirements of change and continuity, while continually improving all aspects of product and service delivery within the basic organizational framework; maintaining focus, intensity, and persistence in an environment of competing interests.

Coaching: A general competency defined as clearly communicating performance expectations to peers and employees; openly sharing information for the benefit of the organization; modeling and communicating the values, behaviors, and work practices expected of the workforce; providing constructive feedback. Coaching is normally done in the context of a supervisor-employee relationship, and can be a daily activity.

Communication Skills: A general competency defined as expressing information, in writing and orally, in a succinct and organized manner that is appropriate for the intended audience; effectively listening to others and clarifying information as needed; accurately using the English language (e.g., grammar, spelling, punctuation, syntax).

Competency: A generalized subject/performance area for which the individual must be capable to perform adequately at the appropriate stage of career development.

Computer-Based Training (CBT): CBT consists of instructional information displayed on the computer, including visuals and quizzes. Advanced CBT can be non-linear in format and interactive with the student.

Continuing Education Units (CEU): A uniform unit of measurement stated as contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing Professional Education (CPE): An academic measure used by various states and licensing organizations to encourage and enhance professionals to keep current in theoretical and procedural changes in their chosen profession or career field. Careerists are required to obtain a specific number of CPE credits to be able to retain previously awarded profession certification.

Continuous Learning: A general competency defined as grasping the essence of new information; mastering new technical and business knowledge; recognizing one's own strengths and weaknesses; pursuing self-development; seeing feedback from others and opportunities to master new knowledge.

Creative Thinking and Innovation: A general competency defined as using imagination to develop new solutions to problems; designing new methods where established methods and procedures are ineffective or non-existent.

Critical Thinking: A general competency area consisting of the knowledge and skills required by employees to gather data, analyze problems, evaluate options, and develop/implement creative solutions to organizational challenges.

Customer Focus: A general competency defined as working with clients, customers, and partners to accurately assess their needs, provide information or assistance, resolve their problems, or satisfy their requirements; being knowledgeable of and committed to providing quality products and/or services.

Decision Making: A general competency defined as making sound, well informed, and objective decisions; perceiving the impact and implications of these decisions; committing to action, even in uncertain situations, to accomplish organizational goals.

Developmental Activities and Experiences: Structured work and training experiences, agreed to between employee and supervisor, with well-defined objectives intended to enhance job knowledge and skills. Developmental activities and experiences may be a combination of structured "on-the-job" activities and formal classroom training.

Empowerment: A general competency defined as creating and sustaining an organizational culture that encourages others to provide the quality of service essential to high performance; enabling others to acquire resources and tools, including the responsibility and authority for work accomplishment.

External Awareness: A general competency defined as identifying the internal and external environment, i.e., political, economic, social, that impact the work of the organization; approaching each problem situation with a clear perception of organizational and political reality; recognizing the impact of alternative courses of action.

Flexibility: A general competency defined as being open to change and new information; adapting behavior and work methods in response to new information, changing conditions, or unexpected obstacles; adjusting rapidly to new situations warranting attention and resolution; willingly championing new ideas and methods, despite opposition, when the organizational benefits outweigh the cost.

Formal Training: Classroom training with an instructor that usually includes visuals (e.g., viewgraphs), training manuals, student workbooks, and quizzes.

3-Year Individual Development Plan (3yIDP): A three-year plan jointly generated by an employee and his or her supervisor, often with mentor input, that documents the employee's short- and long-term career goals and the training and developmental experiences necessary to mutually achieve these goals and organizational enhancement.

Information Gathering and Utilization: A general competency area defined as identifying a need for and knowing how to gather information; organizing and maintaining information in a logical fashion; applying appropriate information to organizational challenges.

Insight and Judgment: A general competency defined as using common sense, maintaining confidentiality, readily admitting to errors, and effectively using the culture and politics of the organization.

In Place Work Team Training: Simultaneous, formal training of an entire work team.

Integrity and Ethics: A general competency defined as contributing to maintaining the integrity of the organization; displaying high standards of ethical conduct; understanding the impact of violating these standards on the organization, self, and others.

Interpersonal Skills: A general competency defined as considering and responding appropriately to the needs, feelings, and capabilities of different people in different situations; being tactful, compassionate, and sensitive, and treating others with respect; relating well to people from varied backgrounds and different situations; being sensitive to cultural diversity, race, gender, disabilities, and other individual differences.

Journey Career Stage: Functions independently and applies knowledge and experience to variety of complex situations.

Leadership: A general competency area consisting of the knowledge and skills that encompass an understanding of the organization, the external environment that impacts the organization, and the skills needed to influence, motivate, and challenge others in the workplace.

Learning Objectives: Learning objectives reflect the expected performance level required to be competent. They are expressed in objective, behavioral terms that enable measurement of achievement by employees and their management.

Managing Human Resources: A general competency defined as planning, distributing, coordinating, and monitoring work assignments of others; evaluating work performance and providing feedback to others on their performance; ensuring that staff are appropriately selected, utilized and developed, appraised, and rewarded, and that they are treated in a fair and equitable manner; taking appropriate corrective action when required.

Mentoring: A general competency defined as counseling others, through formal or informal methods; willingly serving as a role model; sharing organization insights and lessons learned; providing sound advice on career development goals, strategies, and options.

Multi-Disciplined: Possessing competency and work experience in more than one broad category of core competency groups.

Multi-Disciplined Financial Analyst: CP 11 careerist who has attained the prescribed accreditation levels and completed work experience in more than one broad category of core competency groups.

Negotiating and Influencing: A general competency defined as persuading others to accept recommendations and exchange information or change their behavior in order to accomplish common goals; working with others towards an agreement; persuading others to achieve mutually acceptable solutions; managing and successfully resolving conflicts and disagreements through give and take.

On-the-Job Training: Informal training received by a careerist, in the workplace, from a more senior peer, mentor, or supervisor.

Organizational Awareness: A general competency defined as knowing the organization's vision, mission, and culture, and how its social, political, and technological systems work; operating effectively within these systems to maximize their benefit to the organization.

Partnering: A general competency defined as identifying common goals and objectives, with new and prospective partners, and pursuing mutually beneficial and cooperative activities; developing networks and builds alliances; engaging in cross-functional activities; facilitating "win-win" situations.

Performance Enhancing Job Experience: Work experience gained at the same or different organizational level than a careerist has previously performed. It may include a specific project or performance of duties with broader scope, increased responsibilities and more complexity. This experience must be at least 90 days in duration and can be obtained in private industry, state, local, or federal governmental agencies.

Performance Measurement System (PMS): A methodology for managing a system by monitoring appropriate status indicators and comparing them with a standard.

Position: A specific job consisting of all the current major duties and responsibilities assigned or delegated by management.

Problem Solving and Analytical Thinking: A general competency defined as identifying problems; determining accuracy and relevancy of information; using sound judgment to generate and evaluate alternatives and to make recommendations.

Program: A related series of undertakings that continue over a period of time (normally years), which are designed to pursue or are in support of a focused scientific or technical goal, and which are characterized by design, development, and operations of systems; relatively high funding levels; firm schedules; and firm technical and/or scientific objectives.

Project: A defined, time-limited activity with clearly established objectives and boundary conditions executed to gain knowledge, create a capability, or provide a service as part of an overall program.

Rotational Assignment: A work assignment in an office or organization outside an intern's duty office. Interns should spend the equivalent of one work year performing rotational assignments. Ideally these assignments would occur during the last year of the internship.

Self-Management: A general competency defined as setting well-defined and realistic personal goals; displaying a high level of initiative, effort, and commitment towards completing assignments in a timely manner; working with minimal supervision; being motivated to achieve despite obstacles; demonstrating responsible behavior.

Senior Career Stage: Senior specialist/analyst, team leader, or supervisors – a recognized expert with broad scope of responsibility and high visibility.

Strategic Thinking, Planning, and Evaluating: A general competency defined as taking a long-term view, acting as a catalyst for, and contributing to organizational change; building a shared vision with others; influencing others to translate vision into action; identifying and implementing appropriate metrics to measure progress.

Stress Management: A general competency defined as dealing calmly and effectively with high stress situations, such as tight deadlines, hostile individuals, emergency and dangerous situations; balancing job and personal pressures.

Stretch Goals: Identification of short- and long-term objectives that challenge the organization.

Teamwork: A general competency defined as encouraging and facilitating cooperation, pride, trust, and group identity; fostering commitment and team spirit; working with others to achieve goals; facilitating an open exchange of ideas and fostering an atmosphere of open communication.

Time Management: A general competency defined as using one's time in the most effective and productive way; properly assessing and utilizing priorities in time allocation; controlling the distractions that waste time and break flow.

Train the Trainer: A training approach that teaches a core group of subject matter experts the format and content of formal training classes. The subject matter expert then instructs others using the material and design format.

Validation: To solicit input from a group of individuals in order to verify or prove a concept, e.g., appropriateness of technical competencies.

Web Based: Information/data that is displayed on the Internet (World Wide Web) and accessible through the use of Web-based software and a computer workstation.

ANNEX L

REFERENCES

- **American Association for Budget and Program Analysis (AABPA)**
  http://www.aabpa.org/
- **American Institute of Certified Public Accountants (AICPA)**
  http://www.aicpa.org/index.htm
- **American Society for Quality (ASQ)**
  http://www.asq.org/
- **American Society of Military Comptrollers (ASMC)**
  http://www.asmccertification.com/
- **American Society of Public Administration (ASPA)**
  http://www.aspanet.org/
- **Army Civilian Personnel Online**
  http://cpol.army.mil/
- **Army Institute of Professional Development (AIPD)**
  http://www.atsc.army.mil/accp/aipdnew.asp
- **Assistant Secretary of the Army, Financial Management and Comptroller**
  http://www.asafm.army.mil/
- **Association for Budgeting and Financial Management (ABFM)**
  http://www.abfm.org/
- **Association of Certified Fraud Examiners**
  http://www.cfenet.co
- **Association of Government Accountants (AGA)**
  http://www.agacgfm.org/

- **Association of United States Army (AUSA)**
  http://www.ausa.gov/
- **Blacks In Government (BIG)**
  http://www.bignet.org/
- **Chief Financial Officers Act of 1990, Public Law 101-576**
  http://govinfo.library.unt.edu/npr/library/misc/cfo.html
- **Chief Financial Officers Career Development**
  http://cfoc.gov/
- **Comptroller Accreditation Program Handbook**
  http://www.asafm.army.mil/proponency/acpo.asp
- **DA PAM 600-3, Commissioned Officer Development and Career Management**
  http://books.usapa.belvoir.army.mil/cgi-bin/bookmgr/books/p600_3/CONTENTS
- **Defense Acquisition University (DAU)**
  http://www.dau.mil/
- **Defense Finance and Accounting Service (DFAS)**
  http://www.dfas.mil/
- **Federally Employed Women (FEW)**
  http://few.org
- **Functional Area 45 (Comptroller) Professional Development Guide**
  http://www.asafm.army.mil/proponency/acpo.asp
- **Government Management Reform Act of 1994**
  http://www.npr.gov/npr/library/misc/s2170.html
- **Government Performance and Results Act of 1993**
  http://www.opm.gov/gpra/GPRAresources.htm
- **Information Systems Audit and Control Association (ISACA)**
  http://www.isaca.org/

- **Institute of Internal Auditors (IIA) and the Certified Internal Auditor (CIA)**
  http://www.theiia.org/iia/index.cfm
- **Institute of Management Accountants (IMA) and the Certified Management Accountant (CMA)**
  http://www.imanet.org
- **Joint Financial Management Improvement Program**
  http://www.jfmip.gov/jfmip/
- **Management Concepts**
  http://www.managementconcepts.com
- **National Association of Asian American Professionals (NAAAP)**
  http://www.naaap.org
- **National Association of Hispanic Federal Employees (NAHFE)**
  http://www.nahfe.org
- **National Defense University**
  http://www.ndu.edu/
- **Project Management Institute (PMI)**
  http://www.pmi.org/info/default.asp
- **Society of Cost Estimating and Analysis**
  http://www.sceaonline.net/main page.htm
- **The Brookings Institution – Center for Public Policy Education**
  http://www.brookings.edu
- **The Judge Advocate General's School**
  http://www.jagcnet.army.mil/tjagsa
- **United States Army Acquisition Corps**
  http://asc.rdaisa.army.mil/
- **United States Department Of Agriculture, Graduate School**
  http://www.grad.usda.gov

- **United States Department of Labor**

  http://www.dol.gov/

- **United States Department of the Treasury – Financial Management Service**

  http://fms.treas.gov/index.html

- **United States Office of Personnel Management – The Federal Executive Institute and Management Development Centers**

  http://www.leadership.opm.gov/

ANNEX M

ACRONYMS

AABPA	American Association for Budgeting and Program Analysis
AAC	Army Acquisition Corps
AAW	Army Acquisition Workforce
ACTEDS	Army Civilian Training, Education, and Development System
ACP	Army Comptrollership Program
ACPM	Activity Career Program Manager
ADP	Automatic Data Processing
ABFM	Association for Budgeting and Financial Management
AFIT	Air Force Institute of Technology
AFMS	Army Force Management School
AGA	Association of Government Accountants
AICPA	American Institute of Certified Public Accountants
AIPD	Army Institute of Professional Development
ALMC	Army Logistics Management College
ASA	Assistant Secretary of the Army
ASPA	American Society of Public Administration
AMSC	Army Management Staff College
ASMC	American Society of Military Comptrollers
ASQ	American Society for Quality
AWCF	Army Working Capital Fund
BIG	Blacks in Government
BRM	Business Resources Management
CACM	Certified Associate Contracts Manager
CBT	Computer Based Training
CEU	Continuing Education Unit
CFE	Certified Fraud Examiner
CFO	Chief Financial Officer
CGFM	Certified Government Financial Manager
CIA	Certified Internal Auditor
CISA	Certified Information Systems Auditor
CMA	Certified Management Accountant
CP	Career Program

CPA	Certified Public Accountant
CPCM	Certified Professional Contracting Manager
CPE	Continuing Professional Education
DA	Department of the Army
DAWIA	Defense Acquisition Workforce Improvement Act
DLAMP	Defense Leadership and Management Program
DoD	Department of Defense
DSMC	Defense Systems Management College
DWCF	Defense Working Capital Funds
FASB	Federal Accounting Standards Board
FC	Functional Chief
FCR	Functional Chief Representative
FEI	Federal Executive Institute
FEW	Federally Employed Women
FM	Financial Management
FM&C	Financial Management and Comptroller
FMFIA	Federal Manager's Financial Integrity Act
GAAP	Generally Accepted Accounting Practices
GAO	General Accounting Office
GAS	Government Auditing Standards
GLFMP	Graduate Level Financial Management Program
GMAT	Graduate Management Admissions Test
GPRA	Government Performance and Results Act
GS	General Schedule
GSA	General Services Administration
HRM	Human Resource Management
HQDA	Headquarters Department of the Army
IDP	Individual Development Plan
IFMP	Integrated Financial Management Program
IFMS	Integrated Financial Management System
IIA	Institute of International Auditors
IMA	Institute of Management Accountants
IOS	International Organization for Standardization
ISPA	International Society of Parametric Analysis
JFMIP	Joint Financial Management Improvement Program
LTT	Long-Term Training
MITP	Master Intern Training Plan

M&RA	Manpower and Reserve Affairs
MS	Microsoft
NMA	National Management Association
NAHFE	National Association of Hispanic Federal Executives
NPS	Naval Postgraduate School
OASA	Office of the Assistant Secretary of the Army
OMB	Office of Management and Budget
OPM	Office of Personnel Management
PCRM	Program Control and Resources Management
PMA	Performance Management Association
PMCS	Professional Military Comptroller School
PMI	Project Management Institute
PMI	Presidential Management Intern
PPBES	Planning, Programming, Budgeting, and Execution System
PRMC	Professional Resource Management School
RM	Resource Management
RMMP	Resource Management Mentorship Program
SES	Senior Executive Service
SSC	Senior Service College
TAPES	Total Army Performance Evaluation System
TDA	Table of Distribution and Allowances
TS	Technical Support
USAFS	United States Army Finance School
USDA	United States Department of Agriculture
3yIDP	3-Year Individual Development Plan

ANNEX N

FORMS

1. **CP 11 3-YEAR INDIVIDUAL DEVELOPMENT PLAN (3yIDP)**
2. **CP 11 ACCREDITATION EVALUATION FORM (AEF)**
3. **SUPERVISOR'S ACCREDITATION EVALUATION WORKSHEET (AEW)**
4. **INTERN ROTATIONAL ASSIGNMENT WORKSHEET**
5. **INTERN EVALUATION OF ROTATIONAL ASSIGNMENT**
6. **ROTATIONAL ASSIGNMENT SUPERVISOR EVALUATION**

COMPTROLLER 3-YEAR INDIVIDUAL DEVELOPMENT PLAN (3yIDP) **10/24/00**

PRIVACY ACT STATEMENT

Section 4103 of Title 5 to U.S. Code permits the collection of this information. Supervisors, careerists, and civilian personnel officials to plan and/or schedule training, education, and other career development activities use this information. If your activity uses the information on this form for purposes other than those indicated above, it will provide you with additional statements reflecting those purposes.

NAME (*First Name / MI / Last Name*)	**POSITION TITLE**	**ID No.**

MACOM	**SERIES & GRADE**	**RANK & FA**	**ORGANIZATION**

3yIDP PERIOD (*From – To*)	**CURRENT ACCREDITATION LEVEL**	**OBJECTIVE ACCREDITATION LEVEL**	**E-MAIL ADDRESS**

Comm Phone Number	**DSN Phone Number**	**Comm FAX Number**	**DSN FAX Number**

DEVELOPMENTAL OBJECTIVES

SHORT-TERM OBJECTIVES (YEAR 1) (NARRATIVE)	**LONG-TERM OBJECTIVES (YEAR 2 & 3) (NARRATIVE)**

FORMAL EDUCATION

YEAR	**INSTITUTION(S)**	**COURSE TITLE(S)**	**COURSE DATES**	**ARE YOU PURSUING A DEGREE?** (*Yes or No*)	**DEGREE TYPE**
YEAR 1					
YEAR 2					
YEAR 3					

NAME (*First Name / MI / Last Name*)	ID Number

TRAINING

There are three types or categories of training: (1) Mandatory Training; (2) Other – Elective Training; and (3) Professional Development Programs. All training helps the Careerist/Officer develop skills and abilities and gain knowledge in one of three competencies groups. The Competency Groups (CG) includes: Financial Stewardship (FS), Financial Decision Support (FDS) and Leadership and Organizational Management (LOM).

(1) MANDATORY TRAINING

YEAR	COURSE TITLE(S)	INSTITUTION(S)	CG	LENGTH
YEAR 1				
YEAR 2				
YEAR 3				

(2) OTHER – ELECTIVE TRAINING

YEAR	COURSE TITLE(S)	INSTITUTION(S)	CG	LENGTH
YEAR 1				
YEAR 2				
YEAR 3				

(3) PROFESSIONAL DEVELOPMENT PROGRAMS

YEAR	COURSE TITLE(S)	INSTITUTION(S)	CG	LENGTH
YEAR 1				
YEAR 2				
YEAR 3				

COMPTROLLER 3-YEAR INDIVIDUAL DEVELOPMENT PLAN (3yIDP)

NAME (*First Name / MI / Last Name*)	ID Number

PERFORMANCE ENHANCING JOB EXPERIENCES

Competency Group (CG) includes: Financial Stewardship (FS), Financial Decision Support (FDS) and Leadership and Organizational Management (LOM)

YEAR	DESCRIPTION OF ACTIVITY	ORGANIZATION(S)	ASSIGNMENT LENGTH	COMPETENCY GROUP
YEAR 1				
YEAR 2				
YEAR 3				

PROFESSIONAL CERTIFICATION

YEAR	CERTIFICATION AWARDED	ORGANIZATION(S)	TARGET DATE	RENEWAL DATE
YEAR 1				
YEAR 2				
YEAR 3				

I certify that I have conducted a counseling session to identify the formal education, training, professional development, and performance enhancing job experiences that will support the goals outlined in the careerist's 3yIDP.		I certify that I have validated the information contained on this form and will support careerist's pursuit of the necessary training need.	
SUPERVISOR'S SIGNATURE		SUPERVISOR'S SIGNATURE	
TITLE		TITLE	
DATE		DATE	
CAREERIST'S SIGNATURE		DATE	

COMPTROLLER ACCREDITATION EVALUATION FORM (AEF)

10/24/00

PRIVACY ACT STATEMENT

Section 4103 of Title 5 to U.S. Code permits the collection of this information. Supervisors, careerists, and civilian personnel officials to plan will use this information and/or schedule training, education, and other accreditation related activities. If your activity uses the information on this form for purposes other than indicated above, they will provide you with additional statements reflecting those purposes.

CAREERIST'S INFORMATION

Name *First Name / MI / Last Name*	ID No.

Grade	Series	Rank	FA	Date of Last Promotion MM/YY	Yrs of Service (In Yrs)	Position Title

Registered In Resumix (Y or N)	Sex (M or F)	Office Phone (COMM)	Office Phone (DSN)	E-mail Address:

MACOM	Organization	Current Accreditation Level	Objective Accreditation Level

Organization Address	INTERN INFORMATION Are You An Intern? (Y or N)	Were You An Intern? (Y or N)	If you were an Intern then where (Circle one) and identify? PMI – MACOM – HQDA – LOCAL – OTHER	Completed Internship in: Year

FORMAL EDUCATION
(List formal education beyond high school)

From	To	COLLEGE/UNIVERSITY	LOCATION	ACADEMIC MAJOR	HOURS	DEGREE

TRAINING

There are three types or categories of training: (1) Mandatory Training; (2) Other – Elective Training; and (3) Professional Development Programs. All training helps the Careerist/Officer develop skills and abilities and gain knowledge in one of three competencies groups. The Competency Groups (CG) includes: Financial Stewardship (FS), Financial Decision Support (FDS), and Leadership and Organizational Management (LOM).

(1) MANDATORY TRAINING

COURSE OR PROGRAM TITLE	CG	INSTITUTION	DURATION	CPE/CEU	COMPLETED MM/YY

(2) OTHER – ELECTIVE TRAINING

COURSE OR PROGRAM TITLE	CG	INSTITUTION	DURATION	CPE/CEU	COMPLETED MM/YY

COMPTROLLER ACCREDITATION EVALUATION FORM (AEF)

NAME *First Name / MI / Last Name*	TITLE	ID No.

(2) OTHER – ELECTIVE TRAINING (Continued)

COURSE OR PROGRAM TITLE	CG	INSTITUTION	DURATION	CDR/CEU	COMPLETED MM/YY

(3) PROFESSIONAL DEVELOPMENT PROGRAMS

COURSE OR PROGRAM TITLE	CG	INSTITUTION	DURATION	CDR/CEU	COMPLETED MM/YY

PERFORMANCE ENHANCING JOB EXPERIENCE(S)
(Include length and type of job)

ORGANIZATION	POSITION TITLE	DESCRIPTION OF DUTIES	DATES (FROM/TO)

PROFESSIONAL CERTIFICATION

ORGANIZATION	CERTIFICATE GRANTED	DATE GRANTED	RENEWAL DATE

PREVIOUS POSITIONS HELD

SERIES/GRADE/ RANK	DATES (FROM/TO)	POSITION TITLE	ORGANIZATION

SIGNATURE:	DATE:

Supervisor's Accreditation Evaluation Worksheet

10/24/00

NAME *First Name / MI / Last Name*		SUPERVISOR'S NAME *First Name / MI / Last Name*
ID No.		
TITLE		TITLE
DATE *MM/DD/YY*		DATE: *MM/DD/YY*
Competency Group (CG) includes: Financial Stewardship (FS), Financial Decision Support (FDS) and Leadership and Organizational Management (LOM)		

ACCREDITATION COMPONENT		ACCREDITATION LEVEL 1			ACCREDITATION LEVEL 2			ACCREDITATION LEVEL 3			ACCREDITATION LEVEL 4		
		Title or Type	Req-met Y/N	CG	Title or Type	Req-met Y/N	CG	Title or Type	Req-met Y/N	CG	Title or Type	Req-met Y/N	CG
Formal Education													
TRAINING	Mandatory PPBES FISCAL LAW ANALYSIS												
	Other – Electives												
	Professional Development Programs												
Performance Enhancing Job Experiences													
Certification				N/A			N/A			N/A			N/A

Req-met = Requirement Met, CG = Competency Group, (FS = Financial Stewardship, FDS = Financial Decision Support, LOM = Leadership & Organizational Management) AEW

INTERN ROTATIONAL ASSIGNMENT WORKSHEET

INTERN NAME:

LOCATION OF ROTATIONAL ASSIGNMENT:

DATES OF ASSIGNMENT: TO

OBJECTIVES OF ASSIGNMENT & ASSOCIATED CORE COMPETENCIES:

MAJOR DUTIES AND TASKS (LIST):

INTERN SUPERVISOR SIGNATURE:_____DATE:_____

ROTATIONAL ASSIGNMENT SUPERVISOR SIGNATURE:_____DATE:_____

INTERN SIGNATURE:_____DATE:_____

INTERN EVALUATION OF ROTATIONAL ASSIGNMENT

Intern Programs are designed to provide new employees and employees newly assigned to specific professional career programs with academic training and work experience. During the two-year intern program, interns are given an opportunity to expand their knowledge of the Army mission and programs, refine abilities, and develop skills needed to enter a target position at the end of the program. A rotational assignment is a vital part of the intern's professional development. Rotational assignments must be carefully planned and implemented. This form is designed to help plan and evaluate rotational assignments for interns. Each intern must fill out this form upon the completion of each rotational assignment.

1. What were the major tasks, projects and responsibilities you were assigned or completed during this rotational assignment?

2. Did you achieve the learning objectives identified in your Intern Rotational Assignment Worksheet? If not, why? What core competencies were addressed in this assignment?

3. What were the starting and ending dates of this rotational assignment? Was the time sufficient to achieve the stated learning objectives?

4. Were the supervision and on-the-job training adequate to achieve stated learning objectives? If not, why?

5. What are your recommendations for improving this rotational assignment?

Other Comments:

INTERN SIGNATURE:_____DATE:_____

ROTATIONAL ASSIGNMENT LOCATION:_____

ROTATIONAL ASSIGNMENT DATES:_____

ROTATIONAL ASSIGNMENT SUPERVISOR EVALUATION

During the two-year intern program, interns are given opportunities to expand their knowledge of the Army mission and programs, refine their abilities and develop skills needed to enter a target position at the end of the program. A rotational assignment is a vital part of the intern's professional development. Rotational assignments must be carefully planned and implemented.

This form is designed to evaluate and help plan rotational assignments for the interns. Every rotational assignment supervisor is requested to evaluate the intern's performance while in your organization.

Intern Name:
Rotational Assignment Dates:

1. Did the intern display highly developed interpersonal skills and a willingness to be a team player during this rotational assignment?

2. Did he or she achieve the learning objectives identified in the Rotational Assignment Worksheet? If not, why?

3. Did the intern display the ability to assist the office in its mission?

4. What was your overall impression of the rotational assignment?

Please comment on the following questions:

1. What are the intern's greatest strengths?

2. How could the intern improve?

3. What could have improved the rotational assignment?

4. Based on this rotational assignment, would you host another intern?

Other Comments:

ROTATIONAL ASSIGNMENT
SUPERVISOR SIGNATURE:_____ DATE:_____

ANNEX O

Determining Continuing Professional Education Units

In an environment of increasingly complex financial management work and accelerating change, professional financial managers have recognized the need to make a strong commitment to their Continuing Professional Education (CPE). The CPE concept is a valuable tool for professionals to maintain skills and gain knowledge of new developments in their field. CP 11 careerists and FA 45 officers familiar with CPE may not be exactly sure how the system works, may wish advice on tracking CPE units, or may have questions about the kinds of courses or activities that earn individual CPE unit. In those respects, this annex may prove helpful.

After obtaining Level IV accreditation, financial management careerists are required to continue their professional development by completing 40 hours of Continuing Professional Education (CPE) each year. The date for measuring CPE qualification is one year from the signed date of the Supervisor's Evaluation Worksheet where the rated person was first recognized at Level IV.

Individuals are responsible for documenting their own CPE. An easy way to do that is to record continuing professional education units in a readily accessible log, such as the 3yIDP form. Ratees will be asked during the review of their 3yIDP to provide evidence of CPE units to the supervisor/rater for Level IV renewal.

One unit of CPE is awarded for each 50 minutes of contact time in the activities below:

- Attendance at relevant formal training courses.
- Attendance at relevant college courses – unless the course is a part of one's degree-seeking program.
- Attendance at briefings or lectures on relevant subjects. Usually the sponsor – e.g., Association of Government Accountants (AGA), http://www.agacgfm.org, American Society of Military Comptrollers (ASMC), http://www.asmconline.org, American Institute of Certified Public Accountants (AICPA), http://www.aicpa.org/index.htm – provides certificates to attendees at a luncheon with a presentation by an eligible speaker.
- Attendance at classes and workshops of professional conferences. The sponsors will normally provide certificates of CPE units to attendees.
- Teaching and course preparation for relevant subject matter.
- Preparation and delivery of briefing and work-related documents outside of the scope of your primary/routine business (both for teaching and for preparing to

teach or deliver special briefings). Your supervisor must clearly identify these tasks or assignments as separate, unique, and outside your normal duties.

- Reading of articles in professional journals. Both AGA and AICPA give CPE units for reading articles in their journals. In order to get these units, you will need to take a short test at their Web sites.
- Preparing and publishing articles in professional journals. Again, it is important that your supervisor identify the time required and that the article be done separately from your normal duties.

Examples of activities that do ***not*** qualify for CPE units:

- On-the-job training.
- Basic or elementary courses in topics and subjects in which the careerist already has the necessary knowledge and skills and that served as the initial basis for qualification for Level IV accreditation.
- Programs restricted to the financial management organization's administrative operations, such as time and attendance report preparation or internal administrative reporting responsibilities. Security management courses and basic training in computer software such as Microsoft Word or Microsoft Excel do not count toward CPE.
- Business sessions at professional organization conferences, conventions, and meetings. (Networking is valuable for professional development but doesn't yield CPE units.)
- Preparation and presentation time for repeat deliveries of presentations within a given one-year period for which the first was creditable.
- Teaching university or college courses full-time or part-time.

ARMY CIVILIAN TRAINING, EDUCATION AND DEVELOPMENT SYSTEM (ACTEDS)

COMMENT SHEET

1. Is this guide useful for career planning? Please comment.

_____

_____

_____

2. What additional subjects would you like to see addressed in this guide?

_____

_____

_____

3. What recommendations would you make to improve future editions?

_____

_____

_____

4. General Comments.

_____

_____

_____

Name:_____ Mailing Address:_____

DSN Phone:_____ Comm Phone:_____

Please mail to:

OASA(FM&C), SAFM-PO
109 Army Pentagon
Washington, DC 20310-0109
or
E-mail to: proponency@hqda.army.mil