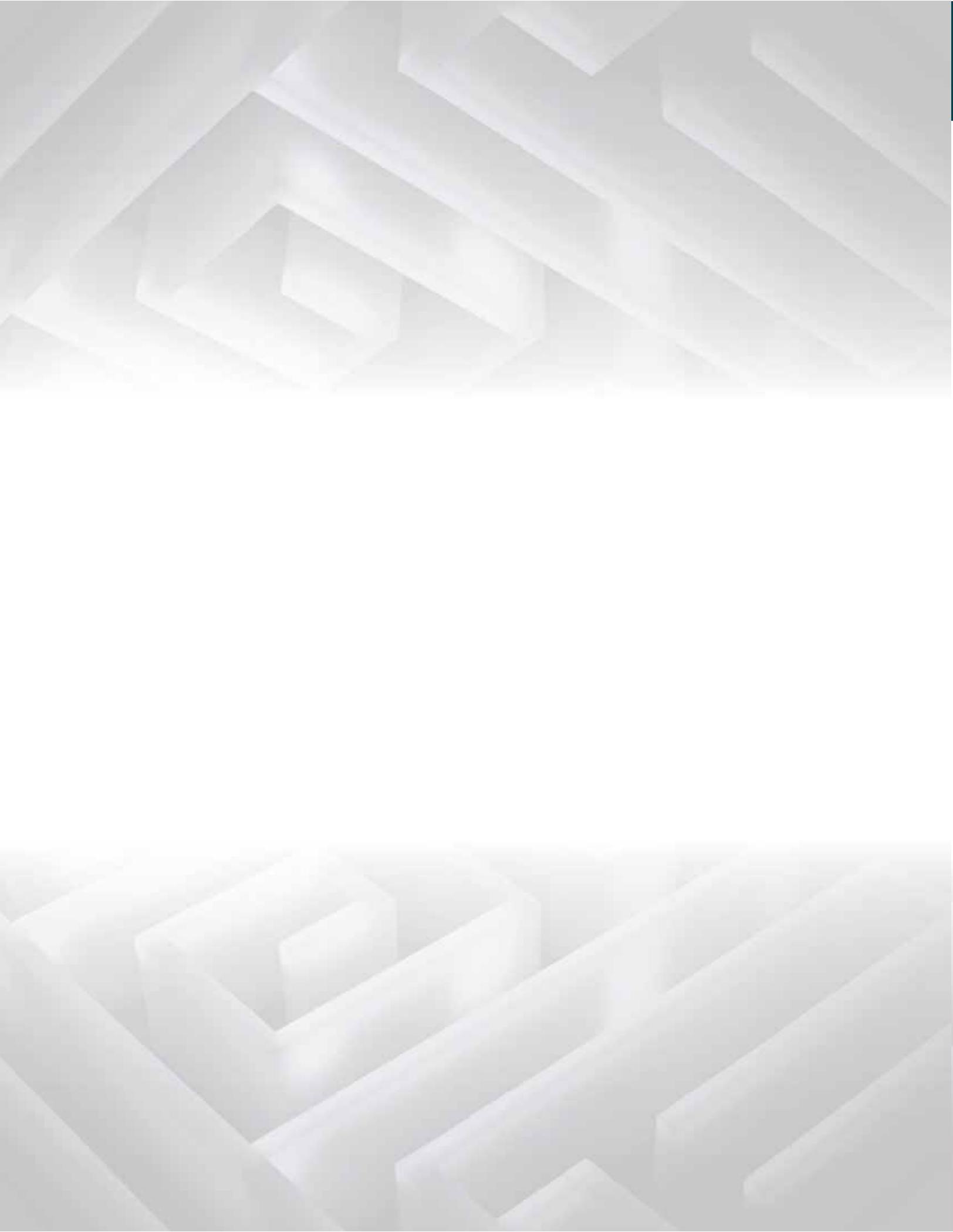




ANNEX C: MASTER INTERN TRAINING PLAN (MITP)



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

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: 15

- Army Foundation Course (CES), Online (57 hours)
- Planning, Programming, Budgeting, and Execution (PPBE), US Army Financial Management School, Fort Jackson, SC (1 week, 4 days)/ Graduate School (1 week)
- Fiscal Law (Army JAG School Distance Learning)
- Action Officer Development Course (available online)
- Analysis Course (course specifics to follow, 1 week)
- Army Comptroller Course, Syracuse University (2nd year Internship)
- One Financial Stewardship Course
- One Financial Decision Support
- Data Collection & Analysis Course
- Principles of Cost Analysis Management
- Defense Decision Support Course
- Contracting Course
- Working Capital Fund Course
- Two Leadership and Organizational Management Courses
- General Schedule (GS 101) – (available online)

4. Financial Stewardship Courses: See Annex E

5. Financial Decision Support Courses: See Annex E

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

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, ACOM, ASCC, DRU, 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

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 3yIDP, 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.

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 journey level.

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

Figure 12

4. Functional MITP

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

Terminology

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

- **On-the-Job-Training (OJT)** – training received during assignment in the office that is the target or future permanent assignment.
- **Performance Enhancing Job Experience Rotational Assignments** (installation, subordinate command, ACOM, 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.
- **Resident Course** – training received in the classroom mode at a school or on-site.
- **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:

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; ensuring a minimum of two 90 day rotational assignments
- 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
- Help interns develop and evaluate potential rotational assignments
- Preparing required personnel actions for promotion

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.

Intern Program Manager

Each ACOM/ASCC/DRU 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.

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, Army Commands, Army Service Component Commands, Direct Reporting Units 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

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.

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								
	1 ST QTR YEAR 1	2 ND QTR YEAR 1	3 RD QTR YEAR 1	4 TH QTR YEAR 1	1 ST QTR YEAR 2	2 ND QTR YEAR 2	3 RD QTR YEAR 2	4 TH 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

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.