COMPTROLLER CIVILIAN CAREER PROGRAM











CPII ACTEDS PLAN

(Army Civilian Training, Education & Development System)



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DEPARTMENT OF THE ARMY

OFFICE OF THE ASSISTANT SECRETARY OF THE ARMY FINANCIAL MANAGEMENT AND COMPTROLLER 109 ARMY PENTAGON WASHINGTON DC 20310-0109 SPRING 2011

MEMORANDUM FROM THE CP 11 FUNCTIONAL CHIEF REPRESENTATIVE

The Comptroller Civilian Career Program (CP-11) Army Civilian Training, Education, and Development System (ACTEDS) Plan provides for the systematic training and development of Army careerists at all levels. This document provides detail guidance on quality education, training, professional development opportunities and career management which support the development of our multi-disciplined and multi-dimensional workforce.

It is important that we invest in our workforce through education, training, and professional development opportunities. This investment will empower the CP 11 workforce to meet the future demands of the Army. As a Department of the Army Civilian, you are responsible for your professional development. This ACTEDS Plan will empower you to take charge of your career by building and fulfilling your professional development program.

Our goal is to develop a technically competent, multi-functional and confident financial management workforce capable of providing responsive, innovative and professional service. In doing so, we must ensure that our CP 11 careerists are well informed of the available education, training, and developmental opportunities. Most important, our goal is to increase awareness of these programs and opportunities within the financial management community.

For assistance, please contact the Comptroller Proponency Office at DSN 225-7655 or CML: (703) 695-7655 or Proponency@hqda.army.mil.

Terry L. Placek

CP 11 Functional Chief Representative

OVERVIEW

Proponent

The proponent agency for this document is the Office of the Assistance Secretary of the Army (Financial Management & Comptroller) (OASA (FM&C) Comptroller Proponency Office.

Description

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

This CP II ACTEDS Plan is a revision of the 2003 CP II ACTEDS Plan. The goals of publishing this revision are to ensure that the plan:

- Properly addresses CP II career development.
- Updates identification of training, education, and developmental opportunities.

The principal modifications to the plan consist of:

- New series added to CP II (Introduction).
- Incorporate the addition of the financial management technical series
- Update all training requirements
- Incorporate the training for General Fund Enterprise Business System (GFEBS)
- Update the Comptroller Web-based Information Tool for online access to this plan and related information.

Revisions

Revised or new information will be posted on the appropriate webpage to maintain the accuracy and currency of the information contained in this document.

• Suggestions for Improvement

Users are invited to send comments and suggestions for improvement on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

OASA (FM&C) Proponency Office ATTN: SAFM-PO 109 Army Pentagon, Room 3E341 Washington, DC 20310-0109 703-695-7655 proponency@hqda.army.mil

Affirmative Action Statement

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.

Distribution

Primary access to this plan will be via the Internet at http://cpol.army.mil, which is linked to the CP II webpage. This latter link should be used to submit comments or suggestions for improvement of this plan.









SECTION I: INTRODUCTION





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. Although the CP11 ACTEDS Plan focuses on civilians, the information in the ACTEDS Plan is also applicable to the career development, education and training of military financial management professionals.

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

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. 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.

The Civilian Workforce Transformation Task Force is developing specific short and long-term initiatives to transform the civilian workforce, consistent with Congress 2010 NDAA requirements. This transformation is one of the Army's top priorities, and has the support of Senior Army leadership.

C. Comptroller Civilian Career Program Overview

Series	Title	Population
110	Economist 26	
301	Misc Administration and Program 1001	
343	Management and Program Analysis 3181	
501	Financial Administration and Program 1293	
501	Financial Administration and Program	272
503	Financial Clerical and Assistant 384	
505	Financial Management	147
505	Financial Management	32
510	Accounting	1580
511	Auditing	616
525	Accounting Technician	648
530	Cash Processing	311
540	Voucher Examining	45
544	Civilian Pay	
545	Military Pay 158	
560	Budget Analysis	3939
560	Budget Analysis	391
561	Budget Clerical and Assistance	500
561	Budget Clerical and Assistance	84
599	Financial Management	100
896	Industrial Engineering	5
1160	Financial Analysis	16
1160	Financial Analysis	6
1163	Insurance Examining	3
1515	Operations Research 416	
1520	Mathematics	3
1530	Statistician	9
	TOTAL	15326

Figure 1

D. Comptroller Civilian Career Program Management Structure

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.

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 four times a year. Members are the senior resource management professional in selected Army commands and Headquarter Department of the Army (HQDA) staff elements.

COMPTROLLER CIVILIAN CAREER PROGRAM CP 11 EXECUTIVE COUNCIL Chairperson: Functional Chief Representative			
Members			
Deputy Auditor General	USAAA		
Deputy Director of Army Budget	OASA(FM&C)		
Deputy Assistant Secretary of the Army, Financial Operations	OASA(FM&C)		
Deputy Assistant Secretary of Army for Cost and Economics	OASA(FM&C)		
Deputy Director, G8	HQDA-G8		
Director for Resource Management, Installation Management Command	IMCOM		
Director, Resource Management	USACE		
Deputy Chief of Staff, Resource Management, G8	AMC		
Deputy Chief of Staff, G8	FORSCOM		
Deputy Chief of Staff, G8	TRADOC		
Deputy Chief of Staff, G8	USAREUR		
Director, Resource Management	NGB		
Assistant Deputy Chief of Staff, Resource Management	USARPAC		
Director, Resources	ACSIM		
Director, Resource Management	OCAR		

Figure 2

Comptroller Junior Executive Council

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

COMPTROLLER JUNIOR EXECUTIVE COUN Chairperson: Chief, Comptroller Proponency Of			
Members			
US Army Audit Agency	USAAA		
US Army North	ARNORTH		
Eighth US Army	EUSA		
US Army, South	USARSO		
US Southern Command	SOUTHCOM		
Army National Guard	NGB		
US Army, Pacific	USARPAC		
US Military Academy	USMA		
US Army, Europe	USAREUR		
US European Command	EUCOM		
S Forces Command	FORSCOM		
Network Enterprise Technology Command	NETCOM		
Office of the Surgeon General/US Army Medical Command	OTSG/ MEDCOM		
US Army Financial Management Command	FMCOM		
US Army Materiel Command	AMC		
US Army Corps of Engineers	USACE		
US Army Installation Management Command	IMCOM		
Office of the Chief Army Reserve	OCAR		
US Army Reserve Command	USARC		
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		
Office of the Assistant Chief of Staff for Installation Management	ACSIM		

US Army Acquisition Support Command Center	AASC
Surface Deployment and Distribution Command	SDDC
National Defense University	NDU
US Army Criminal Investigation Command	CIDC
US Army Human Resources Command	HRC
US Army Space and Missile Defense Command	SMDC
US Africa Command	AFRICOM
US Army Accessions Command	USAAC
US Army Africa	USAAF
US Army Central Command	ARCENT
US Army Special Operations Command	USASOC
US Army Training and Doctrine Command	TRADOC
Family and Morale, Welfare and Recreation Command	FMWRC
US Military Entrance Processing Command	MEPCOM

Figure 3

Army Command (ACOM), Army Service Component Command (ASCC), Direct Reporting Units (DRU), and Combatant Command (COCOM) with Army as Executive Agency (EUCOM, AFRICOM and SOUTHCOM):

ACOM, ASCC, DRU and COCOM Career Program Managers (CPMs) are the Functional Chief's counterparts at their levels. 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 ACOM, ASCC, DRM and COCOM CPMs.

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.

E. Mobility

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.

Organizational Mobility

Pertains to someone going to another position in the same organization within that same commuting area.

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.

Mobility Requirements

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, organizational and geographical mobility are factors in evaluating potential post-training utilization of long-term training nominees, especially for the Defense Comptrollership Program (DCP) 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 their goals. A detailed assessment of individual strengths and areas for improvement is the initial step in developing an Individual Training Development (IDP) plan. **Section IV** 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:

Army Centralized Resumix System

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 CP 11 positions. Resumix is the recognized referral system and serves as the Merit Promotion Plan for CP 11. It has the goal of providing selecting officials a list of highly qualified candidates for vacancies that are to be filled. 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. The use of the Army Civilian Resume Builder ensures that the resume is developed in a uniform manner and conforms to the proper format for processing. The Army Civilian Resume Builder may be accessed at Civilian Personnel Online. If you require assistance registering in Resumix, contact your local Civilian Personnel Assistance Center.

ACTEDS

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.

NDAA and NSPS Transition

The National Defense Authorization Act (NDAA) 2010 repealed the National Security Personnel System (NSPS). When passing NDAA 2010, Congress required that all employees be transitioned from NSPS no later than 1 January 2012. Since the NDAA was enacted on 28 October 2009, the Department of the Army has been working with Command leadership to develop a transition plan focused on minimizing negative impact on employees and avoiding an undue interruption to mission.

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, Logistics and Technology Workforce (AL&T) - 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. DAWIA was amended during FY 04 and 05. The modifications were so significant that DAWIA is now referred to as DAWIA II. Most of the revisions established a single Defense Acquisition Corps, streamlined obsolete and outdated provisions, and provided greater management flexibilities for strengthening the AAC in developing and maintaining a professional acquisition workforce.

- a. The AL&T 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 Categories "K" (Financial Management) and "P" (Cost Estimating) most closely aligns with CP 11. AL&T CP 11 careerists with a "K" category usually work in Budget or Earned Value Management (EVM) positions.
- b. The AAC is a subset of the AL&T. It consists of military and civilian workforce members in the most responsible and critical positions of leadership and management. Civilian AL&T 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.

2. AL&T Certification

AL&T certification identifies mandatory requirements in education, training, and experience that are needed to meet the requirements of DAWIA II. To occupy positions that are identified as "critical acquisition positions," a careerist must have (or obtain within a reasonable time) the appropriate AL&T certification level in the appropriate Acquisition Career Field. These positions are normally at the GS-14 and GS-15 management levels. Categories "K" and "P" are 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 AL&T and (within it) the AAC. The CP 11 Accreditation Program is separate and distinct from the acquisition certification program. However, most AL&T mandatory training requirements are also transferable for credit toward Comptroller 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 AL&T, and non- AL&T CP 11 careerists, are contained in this ACTEDS Plan, at Annexes E, F, and G. More information on AAC/ AL&T is available on the AAC Web site.

4. Business Financial Management (BUS-FM) and the Business Cost Estimating (BUS-CE) Certification

In December 2008 the Under Secretary of Defense of Acquisition, Technology and Logistics (AT&L) restructured the Business, Cost Estimating and Financial Management (BCEFM) Acquisition Career Field into the Business Financial Management (BUS-FM) and the Business Cost Estimating (BUS-CE) career fields. Anyone certified in BCEFM was automatically certified in BUS-FM. However; there are additional requirements to become certified in BUS-CE. The normal certification process is explained on the Defense Acquisition University (DAU) website (www.dau.mil).

DAU provides Defense Acquisition Workforce members the opportunity to complete course prerequisite and program (acquisition career field certification) core and functional training requirements by exercising the Fulfillment Program. This program permits the assessment of a workforce member's demonstrated competencies (capabilities acquired through previous training, education, and/or experience) against the learning outcomes/objectives of select DAU courses. Per the DoD AT&L Workforce Career Management Desk Guide DoD agencies and components may approve a fulfillment request of a workforce member, thereby certifying that the workforce member possesses the knowledge, skills and abilities that would otherwise have been gained by attending the DAU course.

Fulfillment is an option only for Defense Acquisition Workforce members. Non-Defense Acquisition Workforce members attempting to satisfy course prerequisites must complete the required DAU prerequisite course or an approved equivalent course.

Please Note:

The authority to approve a Defense Acquisition Workforce member's fulfillment request has been delegated to the DoD agencies and components. AT&L workforce members desiring to pursue this alternative method of completing acquisition career field training or DAU course prerequisite requirements must consult with their acquisition career management office for process and approval authority guidance.

All approved fulfillments must be documented on a DD Form 2518, Fulfillment of DoD Mandatory Training Requirements. The approved DD form 2518, along with the supporting documentation, must be maintained by the approving agency/component for as long as the workforce member remains in the agency/component Defense Acquisition Workforce and twelve months (12) thereafter.

It is the approving agency/component's responsibility to ensure approved fulfillments are documented in their employees' official records to include the Army Training Requirements Resource System (ATRRS).

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 I** highlights a number of professional organizations and associations and their various programs.

I. General Fund Enterprise Business System (GFEBS)

The Army is deploying the General Fund Enterprise Business System (GFEBS), a webbased enterprise resource planning solution that allows for the sharing of financial, asset,

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real property, and accounting data across the entire Army. With over 79,000 end-users at more than 200 Army financial centers, GFEBS will be one of the world's largest enterprise financial systems, managing approximately \$140 billion for the active Army, the Army National Guard and the U.S. Army Reserves. This commercial off the shelf system will integrate data and replace 97 business systems with one unified system. Ultimately, the Army will be able to generate an auditable financial statement acceptable to DoD and Congress. For Commanders and Senior Leaders, GFEBS will provide reliable, real-time data that will enable them to make more informed and faster decisions in support of the war fight. GFEBS provides the opportunity for the Army to move from a "spend and consume culture" to a "cost conscious and control" culture by providing value-added, decision-making support tools.

The USA Financial Management School (FMS) and the Training Development Directorate (TDD), both within the US Army Soldier Support Institute (USASSI) at Fort Jackson, South Carolina, are developing three resident and 10 distance learning (dL) GFEBS courses that will address the training requirements for financial management and property, plant, and equipment user roles. These courses will be available upon full deployment in FY 2012.

For additional information, the following links are provided:

GFEBS: www.gfebs.army.mil

GFEBS milWiki Portal: https://wiki.kc.us.army.mil/wiki/Portal:GFEBS

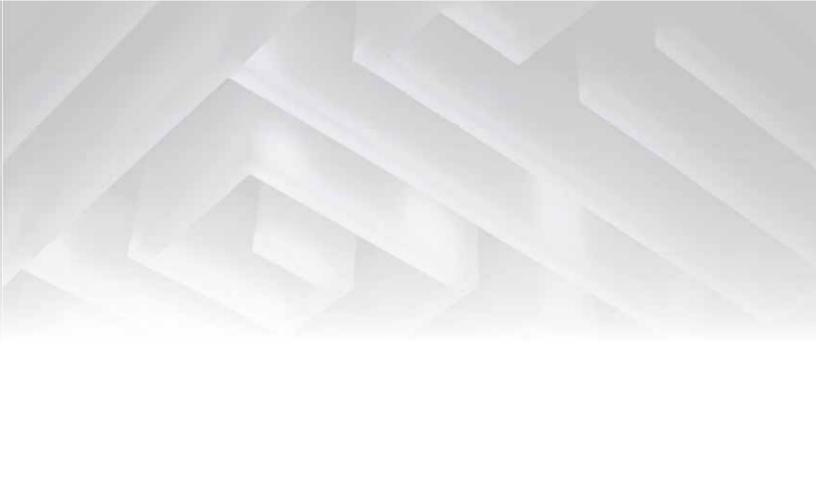
Financial Mgmt. School:

https://cac.tkeportal.army.mil/sites/SSI/Schools/FMS/default.aspx









SECTION II: OBJECTIVES





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.

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.
- Explain 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 Education System core courses.
- Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.

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 Army Civilian Workforce Transformation.
- 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**.

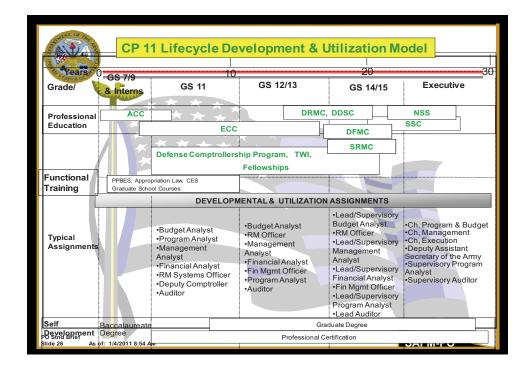
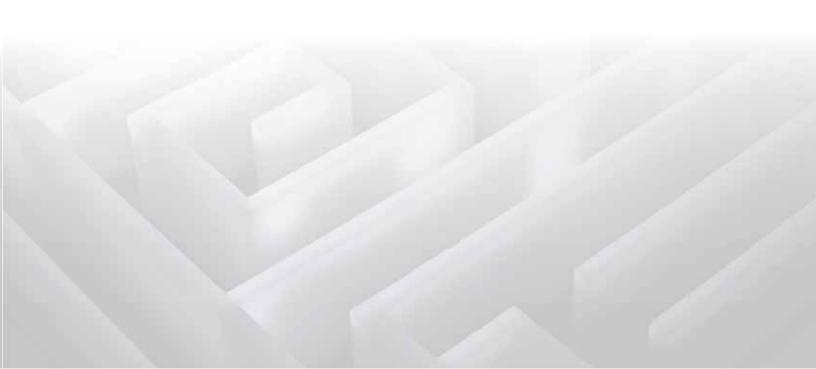


Figure 4





SECTION III: CAREER LADDER





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 functional, organizational and geographic 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 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: Army Command (ACOM); Army Service Component Command (ASCC); Direct Reporting Unit (DRU); 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 Management Analyst direction and the Comptroller Accreditation Program 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 Management Analyst Assignments 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	ACOM/ASCC/ DRU/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	DDRM/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 Fellow	Analyst Fellow	Junior Analyst Fellow
9	Junior Analyst Intern/Fellow	Junior Analyst Intern/Fellow	Intern/Fellow
5/7	Intern/Fellow	Intern/Fellow	Intern/Fellow

Figure 5







SECTION IV: CAREER PLANNING

A. 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 management 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.

B. The 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 Career 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.

C. 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.

D. 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:

1. Careerist's Role

- •Determine what his or her career goals are today, as well as five years, ten years, and 15 years in the future.
- Assess individual aptitudes, strengths, and developmental needs with supervisor and me
- Seek mentor and supervisor input and prepare a 3-Year Individual Development Plan (3 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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 ACOM, ASCC, DRU, subordinate command, or special staff.

8. Comptroller Proponency Office's Role

- Oversee all CP 11 career management issues.
- Publish the CP 11 Army Civilian Training, Education and Development System (ACTEDS) 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 centrally funded short-term and long-term training programs, and professional development opportunities.
- Oversee the nomination and selection processes for CP 11 short and long-term training programs and professional development opportunities.
- Administer and support Proponency/career management advisory boards, (e.g., CP 11 Executive Council and CP 11 Junior Executive Council).

E. 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 organizations' 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 vou?
- What are the organization's future needs?
- What kinds of development activities would help position you for participation in another work project?

F. 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 *ACOM*? 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)?

G. 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?

H. 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?

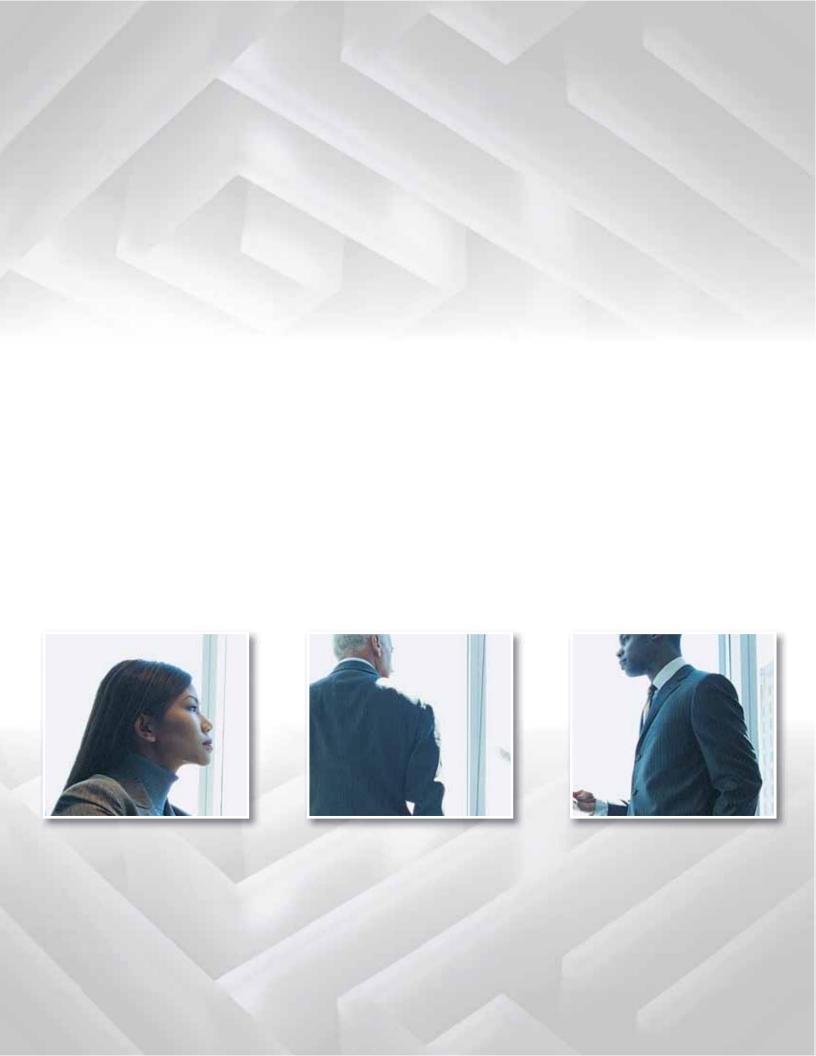
I. Method for Taking Action

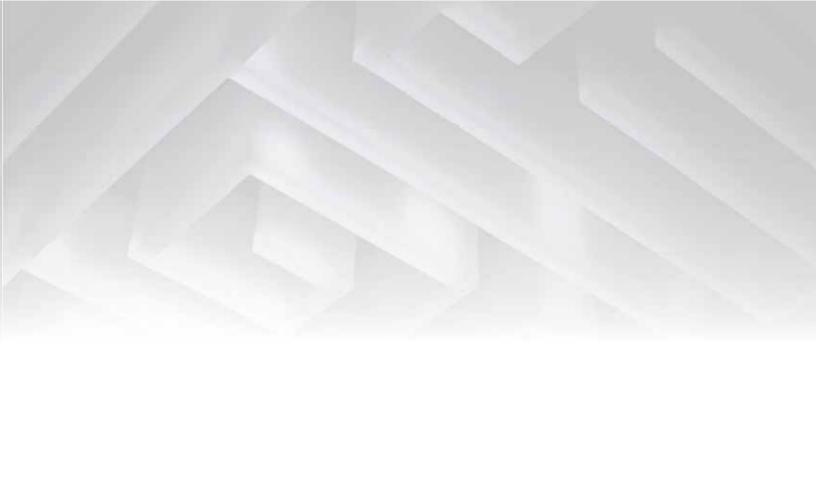
To achieve your career goals identify the actions you plan to take by placing an "X" in front of all applicable actions. In planning your career moves, consider all of the following possibilities and remember "Up" is not the only way:

- 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 anything, but only after careful consideration.

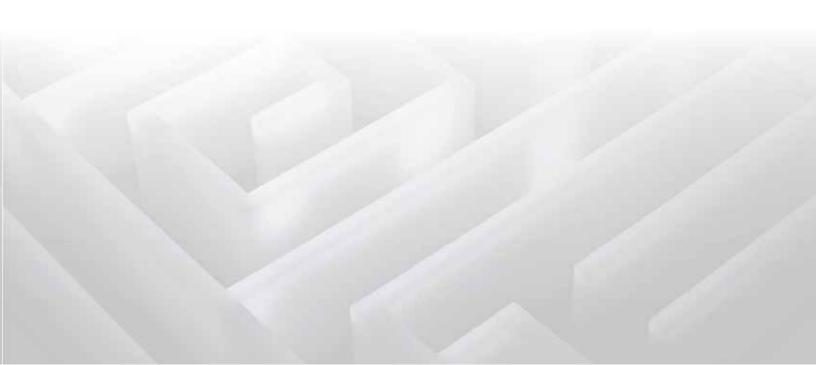
Remember, there is a wide range of potential actions for you to consider in order to achieve your goals:

- 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 Army, Department of Defense, or the federal government.
- Move to a new job outside of the federal government.
- Start your own business.
- Plan retirement.
- Investigate other actions.





SECTION V: KEY POSITIONS





SECTION V: 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

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." **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 ACOM, ASCC, and DRU. 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. <u>Positions at the GS-15 level</u> 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. <u>At the ACOM, ASCC, or DRU level,</u> 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 Chief, Enterprise Integration, Financial Management (FM); Director, Finance and Accounting Oversight, Office of the Deputy Assistant Secretary of the Army for Financial Operations, OASA(FM&C); and Chief, Cost Management, Office of the Deputy Assistant Secretary of the Army for Cost and Economics, OASA(FM&C).

D. HQDA SES Key Positions

COMPTROLLER CIVILIAN CAREER PROGRAM HQDA SES KEY POSITIONS		
Title	Location	
Deputy Assistant Secretary of the Army, Financial Operations	OASA(FM&C)	
Deputy Assistant Secretary of the Army, Cost and Economics	OASA(FM&C)	
Deputy Director of Army 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	
Director, Resources	ACSIM	
Deputy Assistant Chief of Staff, Installation Management	ACSIM	
Principal Deputy 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

E. ACOM, ASCC and DRU SES Key Positions

COMPTROLLER CIVILIAN CAREER PROGRAM ACOM, ASCC, DRU SES KEY POSITIONS		
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, G8, Comptroller	USAREUR	
Deputy Chief of Staff, G8	FORSCOM	
Deputy Chief of Staff, G8	TRADOC	

Figure 7







SECTION VI: MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST



SECTION VI: MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST

A. General

Army comptroller careerists 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 Management Analyst direction is a primary focus in the Redesign of Army Financial Management program. It embraces a career model architecture of multi-disciplined financial management 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.

This direction encompasses master training plans to develop broad-based Financial Management 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 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 Management Analyst direction has at its core a series of competencies that identify knowledge, skills, and abilities required of the multi-disciplined financial management 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.

MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST CORE COMPETENCIES

Financial Stewardship

Accounting Auditing Budgeting Fiscal Law

Managerial Fiscal Responsibility Resource and Program Management

Financial Decision Support

Acquiring and Contracting Business Process and Practices

Cost and Operations Research Analysis Information Technology Management &

Application

Managerial Services

Organizational Performance Measurement

Project Management

Leadership and Organizational Management

Human Resource Management

Interpersonal Skills

Leadership and Management Development

Strategic Vision

Figure 8

C. Career Path Components

There are five components of the CP 11 career path – 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.

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 Army Comptroller Course (ACC) at Syracuse University, Executive Comptroller Course (ECC) at Syracuse University, the Defense Financial Management Course (DFMC) at Maxwell AFB, the 14-month Defense Comptrollership Program at Syracuse University, and long-term education programs at other colleges and universities. Army-wide/DoD-wide programs include the Army/Congressional Fellowship Program, the Defense Senior Leadership Development Program (DSLDP), and programs at Senior Service Colleges (SSC). Executive leadership programs include Federal Executive Institute (FEI) courses and Johns Hopkins and 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. 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 and education completed and on recognition of relevant professional job experience. Multi-Disciplined Financial Management 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 Comptroller Accreditation Program. Everyone in the career field, not only those designated as "Multi-Disciplined Financial Management 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 Management 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.

ACCREDITATION MATRIX				
FINANCIAL MANAGEMENT ANALYST/BC 36	ACCOUNTANT	AUDITOR	COST ANALYST	ACQUISITION CORPS
LEVEL I	LEVEL I	LEVEL I	LEVEL I	LEVEL I
 Bachelors Degree - Recommended Planning, Programming, Budgeting, and Execution (PPBE)* Fiscal Law Course* 1 Analysis 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 (PPBE)* Fiscal Law Course* 1 Analysis 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 (PPBE)* Fiscal Law Course* 1 Analysis 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 (PPBE)* Fiscal Law 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 (PPBE)* Fiscal Law Course* 1 Analysis Course* 1 course in Leadership and Organizational Management 2 Performance Enhancing Job Experiences

ACCREDITATION MATRIX				
FINANCIAL MANAGEMENT ANALYST/BC 36	ACCOUNTANT	AUDITOR	COST ANALYST	ACQUISITION CORPS
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

ACCREDITATION MATRIX				
FINANCIAL MANAGEMENT ANALYST/BC 36	ACCOUNTANT	AUDITOR	COST ANALYST	ACQUISITION CORPS
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 Course 1 course in Leadership and Organizational Management 2 Performance Enhancing Job Experiences

ACCREDITATION MATRIX				
FINANCIAL MANAGEMENT ANALYST/BC 36	ACCOUNTANT	AUDITOR	AUDITOR COST ANALYST	
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 course in Acquisition Corp Leadership and Organizational Management 1 Performance Enhancing Job Experience

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

Figure 9

F. Multi- Disciplined Financial Management 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.

LEARNING OBJECTIVE BY CORE COMPETENCY (Annex A-1)	ASSOCIATED COURSES (Annex E, F)	PERFORMANCE ENHANCING JOB EXPERIENCE
FINANCIAL STEWARI	OSHIP CORE COMPE	ΓENCY 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.
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, 25, 26, 27, 29, 32, 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.
 Federal Budget Process Budget Formulation Budget Estimating Techniques Budget Execution Internal Policies and Procedures 	1, 20, 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.
 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 fisc law elements identified in "Learning Objectives" portion.

CAREER DEVELOPMENTAL AND ACCREDITATION MODEL FOR MULTI-DISCIPINED FINANCIAL MANAGEMENT ANALYST

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	Management Control Systems Funds Allocation & Control Financial Reporting	18, 22, 38, 41, 48, 49, 51, 53, 63, 71, 72, , 87, 97, 103	•	Experience to expose careerist to managerial fiscal responsibility and decision-making process associated with this competency area.
	(OMB, Treasury, GSA, OPM, legislative, and judicial) Principles, methods, techniques, systems of financial management to improve effectiveness and customer service	1, 8, 9, 10, 20, 22, 23, 24, 35, 98,	•	Experience to expose careerist to specific areas of fiscal responsibility decision-making identified in "Learning Objectives" portion.
1	FINANCIAL DECISION SUPPORT CORE COMPETENCY	GROUP		
	Contract Types Cost Performance/Schedule Data	14, 17, 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,		Experience to increase careerist understanding of organization business processes and practices.
ľ				
L				
L				

CAREER DEVELOPMENTAL AND ACCREDITATION MODEL FOR MULTI-DISCIPINED FINANCIAL MANAGEMENT ANALYST

MULTI-DISCIPINED FINA	INCIAL MANAC	JE IV.	IENT ANALIST
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, 27, 29, 30, 38, 39, 48, 60, 61, 78, 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		Experience to expose careerist to organization information technology practices and procedures as they relate to financial management.
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,		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.

CAREER DEVELOPMENTAL AND ACCREDITATION MODEL FOR

MULTI-DISCIPINED FINANCIAL MANAGEMENT ANALYST LEADERSHIP AND ORGANIZATIONAL MANAGEMENT CORE COMPETENCY GROUP 17, 67, 73, 85, 86, 91, **Human Resource Management** Experience to expose careerist to human 98, 105 resource management concepts, processes, procedures, and techniques identified in Disability Awareness "Learning Objectives" portion. 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 **Interpersonal Skills** 12, 13, 39, 61, 72, 91, Experience to enhance careerist's interpersonal 95, 102, skills in "Learning Objectives" areas. Communication skills Flexibility Insight and judgment Integrity and ethics Leadership & Management Development 12, 13, 67, 75, 78, 89, Experience to give careerist the opportunity to 106 demonstrate leadership and personnel management skills and abilities in "Learning Setting realistic and achievable workforce performance Objectives" portion. 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 Strategic Vision 12, 54, 67, 87, 102 Experience to give careerist an opportunity to participate with organizational senior leaders in the strategic planning process used to establish Strategic Planning Process or modify the organization's strategic vision. 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

Figure 10







ANNEX A: MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST CORE COMPETENCIES



ANNEX A-I: MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST CORE COMPETENCIES (SEQUENCED BY 17 CORE COMPETENCIES)

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 multilocation 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

4. Fiscal Law

- □ M-22 Knowledge of the legislative, administrative, and regulatory requirements, laws, and policies that apply to strategic planning (e.g., Government Performance Results Act 1993 (GPRA), Government Management Reform Act 1994 (GMRA), Chief Financial Officer (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 internal 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 inner.
- ☐ 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 ensures financial integrity.
- ☐ M-47 Ability to establish and administer internal 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)

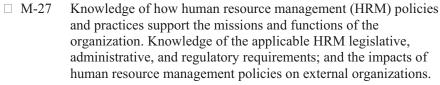
1. Acquiring and	Contracting
□ M-05	Knowledge of basic contracting procedures, types of contracts, and evaluation of requests for proposals, contractor proposals, cost/performance and schedule data.
□ M-06	Knowledge of acquisition strategies such as dual sourcing, multi- year procurement, sole source competition, etc.
2. Business Proce	esses 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 Oper	rations 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 T	echnology (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 Se	rvices
□ 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 technique es 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. Organizationa	l 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 Manag	gement
□ 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-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 organization's 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.

skills potential through training.

4. Strategic Vision

□ M-39

□ 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.

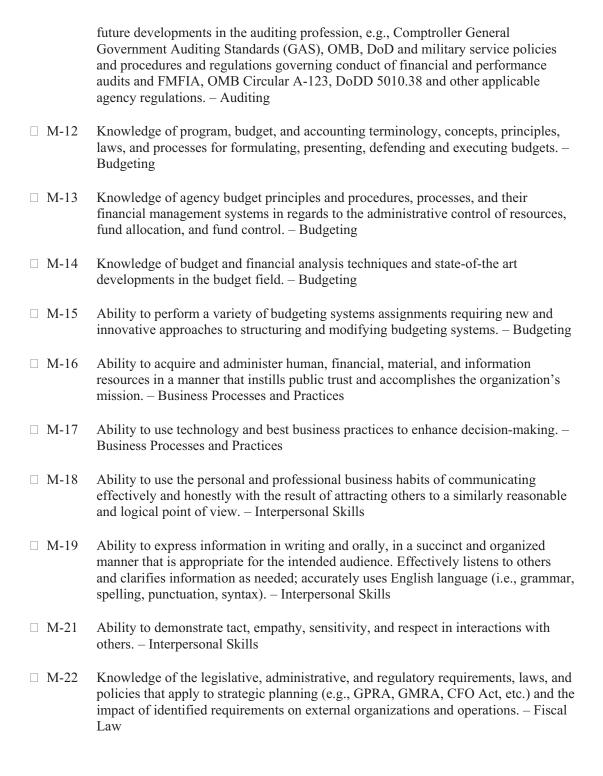
Ability to develop continuously one's leadership and managerial

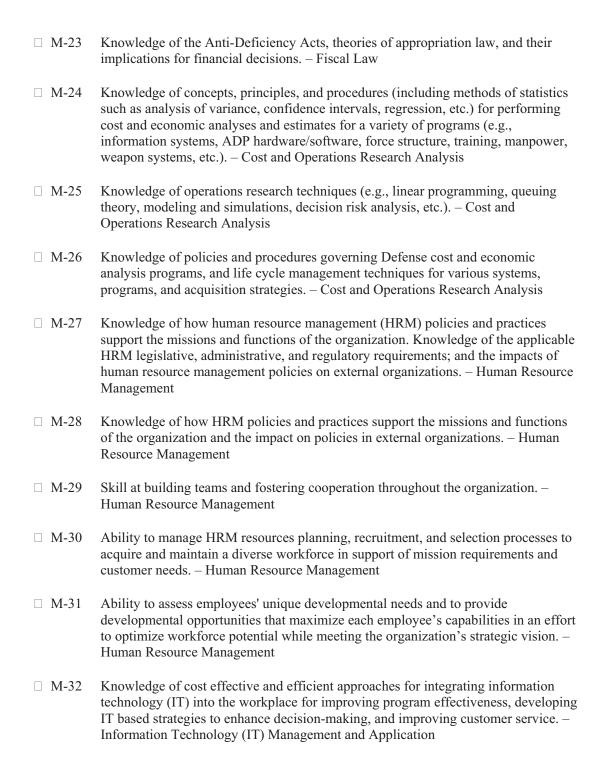
MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST SUB-CORE COMPETENCIES

(Sequenced Numerically)

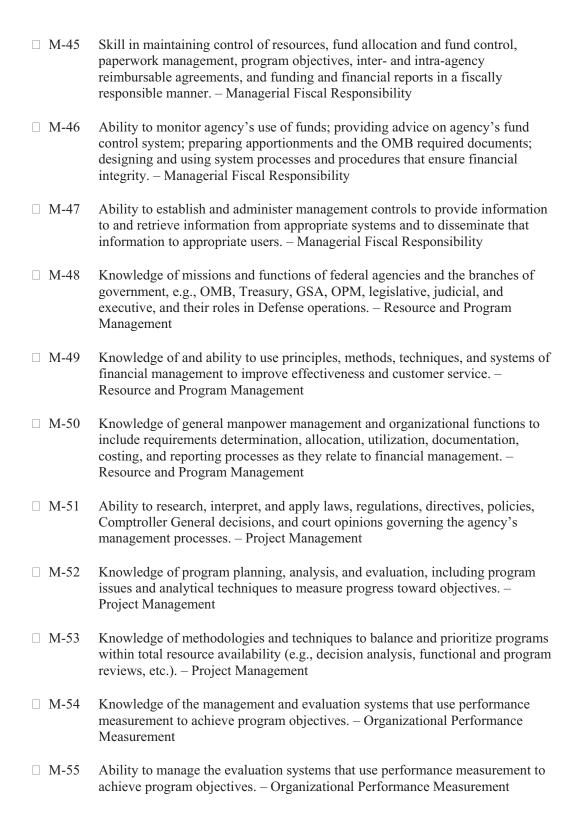


CPII ACTEDS PLAN

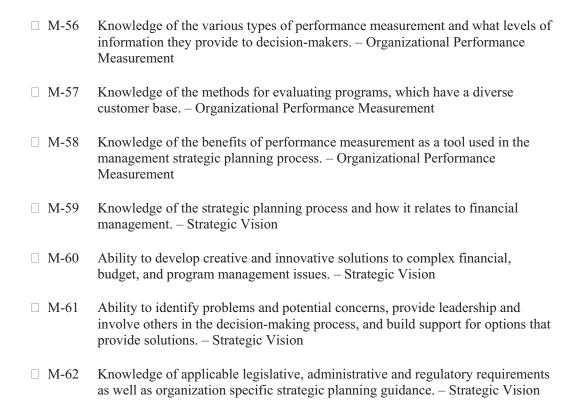




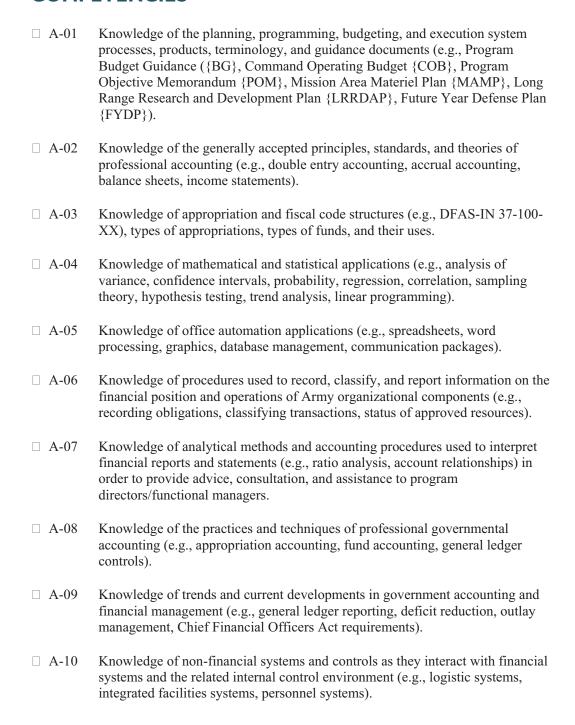




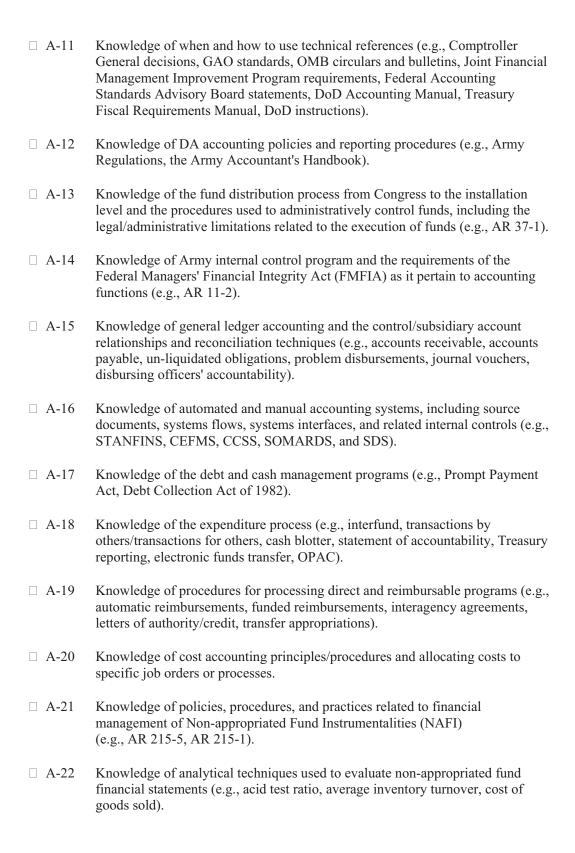
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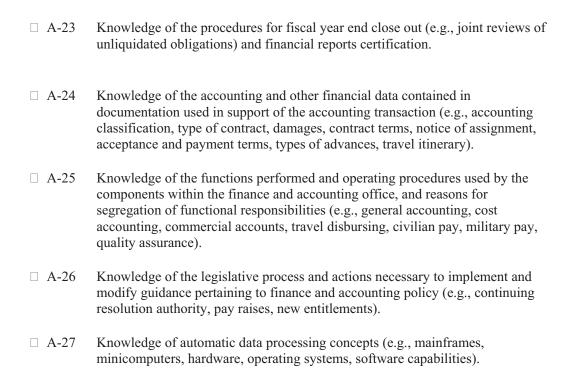
ANNEX A-2: OPERATING/STAFF ACCOUNTING COMPETENCIES



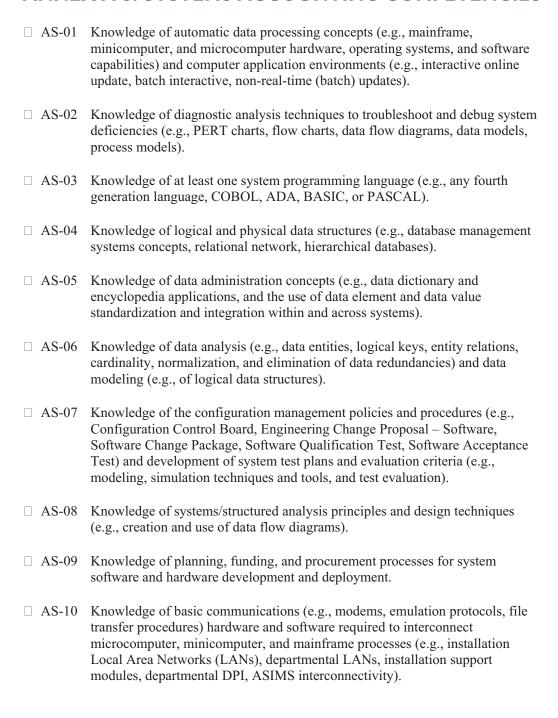
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ANNEX A-3: SYSTEMS ACCOUNTING COMPETENCIES



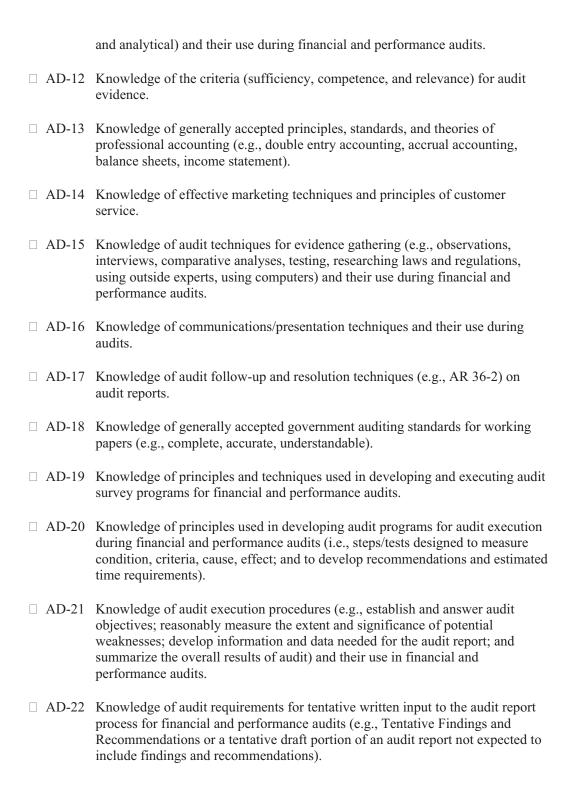
CP II ACTEDS PLAN

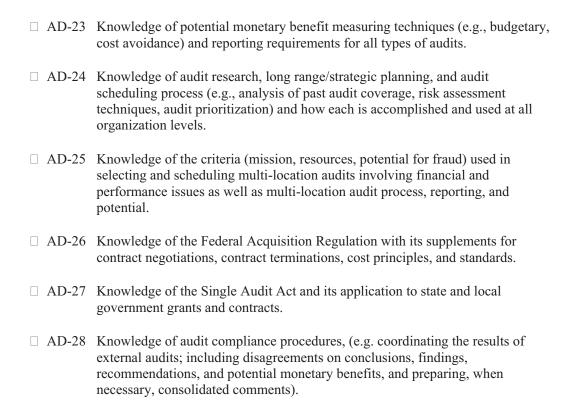
- □ AS-11 Knowledge of concepts, principles, and procedures for performing economic analyses (e.g., cost-benefit analysis, payback, return on investment, present value, and treatment of inflation).
 □ AS-12 Knowledge of manual and automated tools used in systems analysis, systems des and system documentation (e.g., FASSA/FASSL in conjunction with the SEM database, accelerator, data designed, or any other computer aided softweengineering (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



CPII ACTEDS PLAN



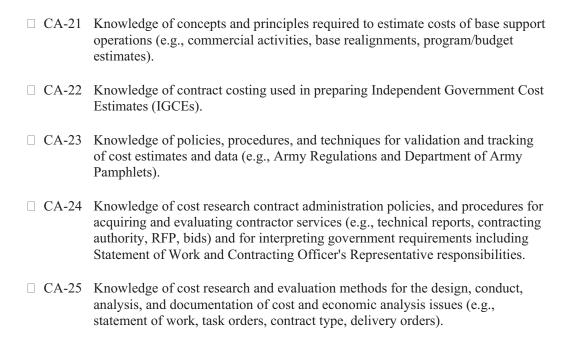


ANNEX A-5: COST ANALYSIS COMPETENCIES

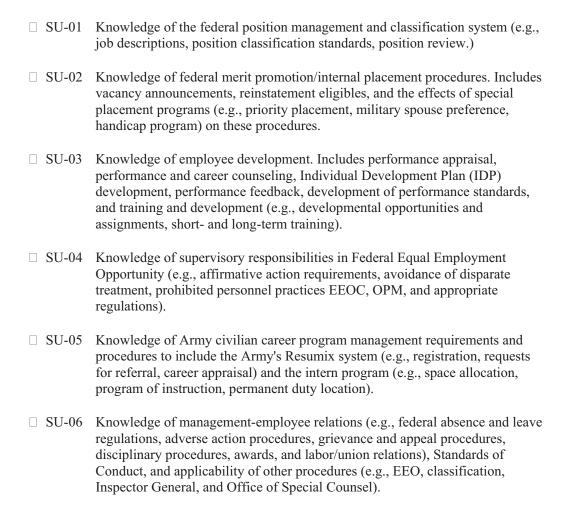


□ CA-10	Knowledge of acquisition strategies (e.g., dual sourcing, multi-year procurement, sole source competition, third party financing, streamlined development acquisition process, proof of principle demonstration).
□ CA-11	Knowledge of concepts and principles required to evaluate requests for proposals, contractor proposals, and contracts (e.g., Source Selection and Evaluation Board [SSEB]).
□ CA-12	Knowledge of concepts and principles of contractor cost data collection and contractor cost management and government monitoring procedures (e.g., application of Work Breakdown Structure (WBS), CSDR, 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).

CPII ACTEDS PLAN



ANNEX A-6: SUPERVISORY KNOWLEDGE COMPETENCIES



CP 11 ACTEDS COMPETENCIES ABILITIES

- **Ability to direct work activities.** Ability to assign or delegate work and to monit 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 project 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)

In the 21st century, Government executives face special challenges. They must be visionary leaders with a strong commitment to public service. They must be able to apply "people skills" to motivate their employees, build partnerships, and communicate with their customers. Finally, they need solid management skills in order to produce optimum results with limited resources.

The Office of Personnel Management helps make sure the Government selects strong leaders by developing the core qualifications used to test new career appointees to the Senior Executive Service (SES) and by administering peer review boards which evaluate whether candidates possess these essential leadership qualifications. The Executive Core Qualifications (ECQs) are based on extensive research of the attributes of successful executives in both the private and public sectors; they are collaborations, reflecting the best thinking of many senior executives and associations, as well as agency human resources professionals.

OPM has identified five fundamental executive qualifications:

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

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.

- Creativity and Innovation
- External Awareness
- Flexibility
- Resilience
- 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.

- Conflict Management
- Leveraging Diversity
- Developing Others
- 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.

- 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:

- 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.

- Financial Management
- Human Capital Management
- Technology Management

ECQ 5 – BUILDING COALITIONS

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.

- Influencing/Negotiating
- Interpersonal Skills

- Partnering
- Political Savvy

ANNEX A-8: Career Life Cycle of the SES Leaders within the Department of Defense



Department of Defense

DIRECTIVE

NUMBER 1403.03 October 25, 2007

USD(P&R)

SUBJECT: The Career Lifecycle Management of the Senior Executive Service Leaders Within the Department of Defense

References: (a) Acting Deputy Secretary of Defense Memorandum, "DoD Directives Review - Phase II." July 13, 2005

(b) DoD Directive 5124.02, "Under Secretary of Defense for Personnel and Readiness (USD(P&R))," October 17, 2006

(c) DoD Directive 1403.1, "The Senior Executive Service and Equivalent-Level

Positions and Personnel," October 18, 1982

(d) Sections 3131-3134, 3393, 3395, and 4314 of title 5, United States Code

(e) through (h), see Enclosure 1

1. PURPOSE

This Directive:

- 1.1. In accordance with the guidance in Reference (a) and the authority in Reference (b), augments Reference (c) and implements Reference (d) to prescribe policy and assign responsibilities for the lifecycle management of the DoD Senior Executive Service (SES).
- 1.2. Establishes an overarching policy governing the lifecycle management of SES positions within the Department of Defense as authorized by Reference (b).
- 1.3. Establishes the DoD Executive Advisory Board (DEAB) to advise the Department of Defense on the lifecycle management of the SES.
- 1.4. Establishes a corps of key SES positions that require an enterprise perspective, hereafter referred to as "enterprise positions."

2. APPLICABILITY AND SCOPE

2.1. This Directive applies to the Office of the Secretary of Defense, the Military Departments, the Office of the Chairman of the Joint Chiefs of Staff, the Combatant Commands, the Office of the Inspector General of the Department of Defense, the Defense Agencies, the

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- 5.1.2.4. Global and cultural astuteness.
- 5.1.2.5. Business acumen.
- 5.1.2.6. Leadership proficiency.
- 5.1.2.7. Results-driven focus.
- 5.1.2.8. Capability to build partnerships and communicate effectively.
- 5.1.3. Executive management is a critical function of the Department of Defense and must be carefully and deliberately managed. Throughout the career lifecycle framework (recruitment, selection, development, performance management, succession and sustainment of talent, and separation), executives will be guided through:
- 5.1.3.1. <u>Core Precepts</u>. A set of core precepts will guide career lifecycle decisions and ensure the Department's needs are weighed as heavily as DoD Component needs in these decisions.
- 5.1.3.2. <u>Recruitment and Diversity</u>. Recruitment and selection of diverse talent will be made considering a mix of talent from internal and external sources consistent with Reference (d); sections 330.102(d) and 317.501 of title 5, Code of Federal Regulations (Reference (e)); and DoD Directive 1440.1 (Reference (f)).
- 5.1.3.2.1. All Executives must sign an agreement for reassignments within and outside the geographic area prior to occupying positions covered by this Directive.
- 5.1.3.2.2. All Executives will be given advance notice of reassignments consistent with section 317.901 of Reference (e).
- 5.1.3.3. <u>Development</u>. Deliberate development, in consultation with supervisors and mentors, will occur through a structured series of well-planned developmental and educational experiences, often including reassignments to more challenging positions.
- 5.1.3.3.1. The developmental model will encourage the accumulation of a diverse portfolio of experiences as a matter of course. The objective is to build executives with strong skills to lead and operate effectively across organizational and functional boundaries.
- 5.1.3.3.2. SES career executives may be reassigned by the DoD Component Heads to provide for the development of executive capabilities and to meet shifting organizational priorities.
- 5.1.3.3.3. Career executives occupying enterprise positions may be reassigned to any DoD position for which they are qualified in accordance with section 3395 of Reference (d) and section 317.901 of Reference (e), and will include consultation with the respective DoD Component Head prior to effecting reassignments.

- 5.1.3.4. <u>Performance Management</u>. A performance management culture that encourages and rewards creativity, innovation, intelligent risk-taking, and critical thinking will be sustained.
- 5.1.3.5. Talent Management and Succession Planning. Career SES leadership capability will be sustained to meet mission requirements. Positions will be managed using a comprehensive strategic planning process. Organizational and individual SES capability will be assessed, at least annually to:
- 5.1.3.5.1. Understand the competencies available in the career SES corps to meet mission requirements.
 - 5.1.3.5.2. Diagnose individual executive talent for development and assignment.
 - 5.1.3.5.3. Identify where additional resources should be directed to fill gaps.
 - 5.1.3.5.4. Identify enterprise positions that require critical review and attention.
- 5.2. <u>Position Management</u>. Career SES positions shall be managed based on the following principles:
 - Career SES positions differ in scope, influence, accountability, and impact.
 - 5.2.2. A subset of SES positions will be identified as enterprise positions.
- 5.2.2.1. Enterprise positions have unique demands of scope and breadth, influence, and impact and will affect organizational outcomes more significantly.
- 5.2.2.2. Enterprise positions require competency in joint matters and broad, enterprise-spanning perspective.
- 5.2.2.3. Enterprise position selections will require the Head of Components to confer with the Deputy Secretary of Defense prior to confirming a selection.
- 5.2.3. Career SES positions will be supported by a common tier structure as established by the Deputy Secretary of Defense to provide transparency and comparability in executive position and compensation management.

6. RESPONSIBILITIES

- 6.1. The Deputy Secretary of Defense (DepSecDef) shall:
- 6.1.1. Establish the DEAB and appoint DEAB members representing SES leaders and G/FOs from across the DoD Components to advise and provide recommendations on career SES

- matters (see paragraph 6.5.). The members will represent a balance of career and non-career SES leaders and G/FOs from across the DoD Components.
- 6.1.2. Approve a list of positions designated as enterprise positions that have been nominated by the DoD Component Heads and recommended by the DEAB.
- 6.1.3. Confer on appointments of SES executives for enterprise positions based on DoD Component Head selection.
 - 6.2. The Under Secretary of Defense for Personnel and Readiness (USD(P&R)) shall:
- 6.2.1. Establish policy for the lifecycle management of the SES and enterprise positions consistent with merit system principles and the DoD Civilian Equal Employment Opportunity Program (Reference (d)).
- 6.2.2. Establish DoD core precepts, as recommended by the DEAB and supplemented as necessary by the DoD Components, to be used by all DoD Components to ensure consistent, transparent, and deliberate career lifecycle management of all SES executives.
- 6.2.3. Issue policy and guidance that shapes the executive management framework, precepts, and policies for the management of the SES and enterprise positions.
 - 6.2.4. Provide advice, policy, and guidance to be used by the DEAB.
 - 6.2.5. Manage and oversee implementation of this Directive.
- 6.3. The Deputy Under Secretary of Defense for Civilian Personnel Policy, under the USD(P&R), shall:
- 6.3.1. Advise on policy and guidance for the executive management framework and its strategic policies.
- 6.3.2. Serve as the Executive Director and provide operational, administrative, and policy support to the DEAB.
- 6.3.3. Monitor the program requirements and implementation and provide oversight to ensure compliance with the requirements of the policies of this Directive.
 - 6.4. The Heads of the DoD Components with independent appointing authority shall:
- 6.4.1. Hold full responsibility for managing the career lifecycle of their SES members, within the context of the DoD executive management lifecycle framework and through, at a minimum, the application of DoD core precepts at each stage of the lifecycle.

- 6.4.2. Establish a centralized management structure to effectively govern and manage the SES career executives. A centralized organization will be established to support the Deputy Secretary of Defense.
- 6.4.3. Select the candidates to fill SES and enterprise positions. Confer with the Deputy Secretary of Defense on selections made for enterprise positions as provided in subparagraph 6.1.3.
 - 6.4.4. Nominate SES positions to be designated as enterprise positions.
 - 6.4.5. Select SES leaders and G/FOs to represent their DoD Component on the DEAB.
- 6.4.6. Submit SES leader and G/FO nominations to the DEAB to serve as representatives of SES leaders and G/FOs from across the DoD Components.
- 6.4.7. Provide DoD Component insight on best practice approaches to the career lifecycle management of the SES for the Department of Defense.
- 6.4.8. Establish controls to ensure equitable treatment of all executives when organizational decisions require a reassignment outside the commuting area.
- 6.4.9. Monitor the implementation of, and ensure compliance with, the requirements of the policies of this Directive.
- 6.4.10. Establish the DoD Component management structures to include Executive Resource Boards (ERBs) to govern and manage the SES career executives effectively (see paragraph 6.6.).
 - 6.5. The DEAB shall:
 - 6.5.1. Ensure continuity of the highest caliber of SES leadership.
 - 6.5.2. Define core precepts for the lifecycle management decisions.
- 6.5.3. Recommend at least annually a list of enterprise positions for DepSecDef approval.
- 6.5.3.1. For career positions in the legal field, obtain the concurrence of the General Counsel of the Department of Defense, prior to recommending the positions to the Deputy Secretary of Defense in accordance with DoD Directives 5145.1 and 5145.4 (References (g) and (h)).
- 6.5.3.2. For career SES positions in the Office of the Inspector General of the Department of Defense, obtain the concurrence of the Inspector General of the Department of Defense prior to recommending the positions to the Deputy Secretary of Defense.

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- 6.5.4. Validate the process used for selecting individuals for enterprise positions.
- 6.5.5. Analyze the trends in career SES selections and assignments to inform policy decisions and ensure compliance with the requirements of this Directive.

6.6. The DoD ERBs shall:

- 6.6.1. Conduct the merit staffing process for career SES positions.
- 6.6.2. Identify and recommend DoD Component enterprise positions for DEAB review and DepSecDef approval.
 - 6.6.3. Perform the strategic planning processes in accordance with subparagraph 5.1.3.5.

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EFFECTIVE DATE

This Directive is effective immediately.

Enclosures - 2

E1. References, continued

E2. Definitions

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E1. ENCLOSURE 1

REFERENCES, continued

- (e) Parts 330 and 317 of title 5, Code of Federal Regulations, as amended
- (f) DoD Directive 1440.1, "The DoD Civilian Equal Employment Opportunity (EEO) Program," May 21, 1987
- (g) DoD Directive 5145.1, "General Counsel of the Department of Defense," May 2, 2001
- (h) DoD Directive 5145.4, "Defense Legal Services Agency," December 15, 1989

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E2. ENCLOSURE 2

DEFINITIONS

- E2.1. <u>Career Lifecycle</u>. The typical lifecycle includes recruitment, selection, development, utilization, performance management, succession and sustainment of talent, and separation. Each stage varies in duration and typically involves important decisions regarding an individual's career planning.
- E2.2. <u>Corporate Citizenship.</u> That part of DoD business strategy that shapes the values underpinning the mission and the choices made each day by its executives as they engage with stakeholders and employees of the Department of Defense. These values are integrated into and aligned with DoD strategic plans.
- E2.3. <u>DoD Executive Advisory Board</u> (DEAB). An advisory board of Senior Executive Service (SES) leaders and general and flag officer leaders from across the DoD Components, established by this Directive to advise the Deputy Secretary of Defense and other DoD senior leaders on the policy and management of the SES career executives.
- E2.4. <u>Enterprise Positions</u>. DoD career SES positions that are determined by the Deputy Secretary of Defense to be the most influential and critical to accomplishing the Secretary of Defense's vision and strategic priorities, such that they warrant deliberate management at the highest levels of the Department of Defense.
- E2.5. Enterprise-wide Perspective. A broad point of view of the DoD mission and an understanding of individual or organizational responsibilities in relation to the larger DoD strategic priorities. The perspective is shaped by experience and education and characterized by a strategic, top-level focus on broad requirements, joint experiences, fusion of information, collaboration, and vertical and horizontal integration of information.
- E2.6. <u>Executive</u>. U.S. citizen appropriated fund employees assigned to the positions in the SES as defined under section 3132 of Reference (d).
- E2.7. <u>Joint Matters</u>, <u>Joint Perspective and/or Joint Environment</u>. Integrated operations involving multi-Service, multinational, interagency, and non-governmental partners under unified action across domains such as land, sea, air, space, and the information environment.
- E2.8. <u>Reassignment</u>. The movement of an executive from one authorized DoD position to another. This includes movement within and across DoD Components.
- E2.9. <u>Tier Structure</u>. Divisions of the Executive Schedule rate of basic pay that distinguishes Senior Executives' scope, influence accountability, and impact within the Department of Defense.

ENCLOSURE 2

ANNEX A-9: Senior Executive Service Executive Core Qualifications (ECQs) Competencies

Leadership Competency Definitions

ECQ 1 – LEADING CHANGE

Creativity and Innovation – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

External Awareness – Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Flexibility – Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles.

Resilience – Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Strategic Thinking – Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Capitalizes on opportunities and manages risks.

Vision – Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

ECQ 2 – LEADING PEOPLE

Conflict Management – Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Leveraging Diversity- Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Developing Others - Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building - Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

ECQ 3 – RESULTS DRIVEN

Accountability – Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Customer Service – Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness – Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Entrepreneurship – Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Problem Solving – Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility – Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

ECQ 4 – BUSINESS ACUMEN

Financial Management – Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management – Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Technology Management – Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

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.

Partnering – Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy – Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Source: The Office of Personnel Management Senior Executive Service

ANNEX A-10 - Competencies and Executive Core Qualifications Crosswalk

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATIONS
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
Fiscal Law	Integrity/Honesty Accountability Influencing/Negotiating Resilience Technical Credibility	Leading People Results Driven Building Coalitions Business Acumen Building Coalitions/ Communication
Managerial Fiscal Responsibility	Accountability Creativity Customer Service Innovation Interpersonal Skills Entrepreneurship Financial Management Human Capital Management	Results Driven Leading Change Results Driven Leading Change Leading People Results Driven Business Acumen Business Acumen
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

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK

CP 11 MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYST CORE COMPETENCIES	OPM LEADERSHIP COMPETENCIES	EXECUTIVE CORE QUALIFICATIONS
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
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

COMPETENCIES AND EXECUTIVE CORE QUALIFICATIONS CROSSWALK **CP 11 MULTI-DISCIPLINED OPM LEADERSHIP EXECUTIVE CORE** FINANCIAL MANAGEMENT COMPETENCIES QUALIFICATIONS ANALYST CORE COMPETENCIES Interpersonal Skills Conflict Management Leading People Leading People Cultural Awareness Leading People Integrity/Honesty Results Driven Customer Service Influencing/Negotiating Building Coalitions/Communication Oral Communication Partnering Building Political Savvy Coalitions/Communication Written Communication Building Coalitions/Communication Building Coalitions/Communication Building Coalitions/Communication Leading Change Human Resource Management Flexibility Conflict Management Leading People Cultural Awareness Leading People Integrity/Honesty Building Interpersonal Skills Coalitions/Communication Team Building Leading People Technical Credibility Building Human Capital Management Coalitions/Communication Oral Communication Results Driven Written Communication Business Acumen

Continual Learning

External Awareness

Service Motivation

Strategic Thinking

Integrity/Honesty

Strategic Thinking

External Awareness

Accountability

Decisiveness

Conflict Management Cultural Awareness

Influencing/Negotiating Political Savvy

Flexibility

Vision

Vision

Leadership and Management Development

Strategic Vision

Business Acumen Building

Leading Change

Leading Change

Leading Change

Leading Change

Leading Change Leading Change

Leading People

Leading People

Leading People

Results Driven

Results Driven Building

Leading Change

Leading Change

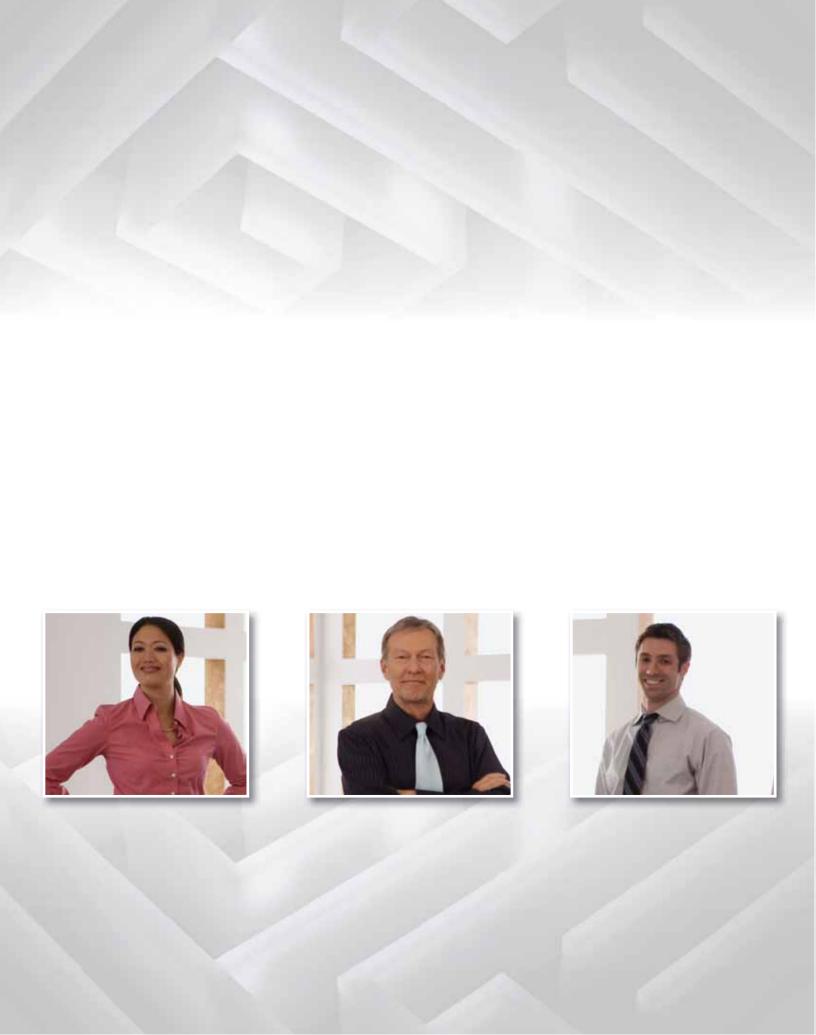
Leading Change

Building

Coalitions/Communication

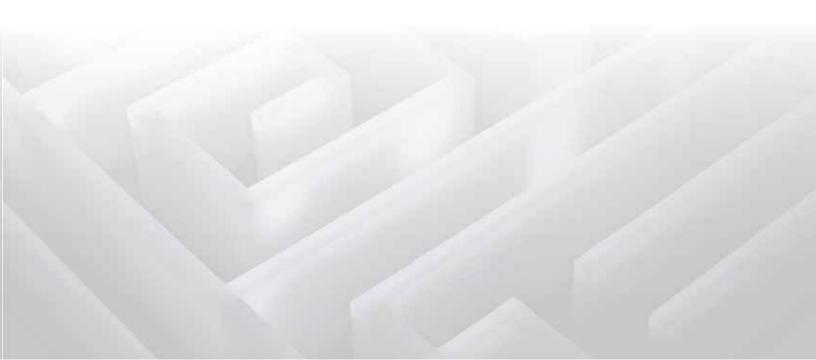
Coalitions/Communication

Coalitions/Communication





ANNEX B: MASTER TRAINING PLANS





ANNEX B: MASTER TRAINING PLANS

1. General

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 are available.

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

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:

- 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.
- ➤ **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.
- ➤ **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.

B. Competitive Training. The purpose of competitive training is to develop selected individuals for positions of increasing responsibility within the Comptroller Civilian Career Program. This category includes developmental opportunities for which individuals are competitively selected. It also covers Competitive Professional Development (CPD) opportunities. CPD includes university programs, developmental assignments, training with industry, and short-term training. Individuals are competitively selected for both short-term and long-term programs. Long-term training is defined as training that lasts more than 120 days. Competitive training opportunities for individuals in the Comptroller Civilian Career Program include:

Comptroller Competitive Training such as the Defense Comptrollership Program (DCP), Defense Financial Management Course (DFMC), Defense Decision Support Course (DDSC), Financial Management (FM) 101, Army Comptroller Course (ACC), Executive Comptroller Course (ECC), Senior Resource Managers Course (SRMC), Enhanced Defense Financial Management Training (EDFMT), and University or College Long-Term Training.

- ➤ Army-Wide Competitive Long-Term Training, such as Senior Service Colleges and Fellowships.
- ➤ **Army-Wide Competitive Short-Term Training**, such as the Civilian Education System (CES) courses.
- ➤ Non-competitive Professional Development Training. Such as basic skills training.
- ➤ **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.

The training plans include courses that are only available to CP 11 personnel from all Army commands and agencies. ACOMs, ASCCs, and DRUs 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.

➤ 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.

> 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 Management Accountants, 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

A. Civilian Education System (CES) Leader Development Program is a progressive and sequential leader development program that provides enhanced educational opportunities for Army Civilians throughout their careers. Army civilians will become multi-skilled, agile leaders of the 21st Century, who personify the Warrior Ethos in all aspects, from warfighting support, to statesmanship, to enterprise management.

CES provides eight levels of Civilian development: Foundation Course (FC), Basic Course (BC), Intermediate Course (IC), Advanced Course (AC), and Continuing Education for Senior Leaders (CESL), Action Officers Development Course (AODC), Supervisors Development Course (SDC), and Managers Development Course (MDC). The method of delivery is distributed Learning (dL), resident instruction or blended learning, a mixture of both dL and resident instruction.

The major underpinnings of CES courses are:

- **Student Centered--** Focuses on the transfer of knowledge using the Army's Lifelong Learning Philosophy, with the emphasis on leader development
- **Problem Based--** Provides students with real world issues and problems they will encounter as direct or indirect leaders
- **Experiential**-- Allows students to practice new skills in an environment that minimizes risk, encourages participation, and offers immediate feedback
- **Inquiry Based Learning--** Focuses on questioning, critical thinking and problem-solving
- NOTE: dL is available to all Army Civilians as self-development
- **Funding:** Most permanent Army Civilians and Local National employees are centrally funded. Military members; term and temporary employees; and non-Department of the Army employees are funded through their own organizations
- ➤ Foundation Course (FC) is designed to give students an orientation to the Army and begin the development of effective Army team members. This course is entirely dL and should take 57 hours to complete.

End State: Students who successfully complete this course will:

- Understand and appreciate Army values and customs
- Serve professionally as an Army member
- Acquire foundation competencies for leader development

This course is required for Army interns, team leaders, supervisors, and managers employed after September 30, 2006 Army Civilians Military supervisors of Army Civilians and other DoD employees Local Nationals.

Prerequisites: None

Course Substitution: None

➤ Basic Course (BC) is designed to provide students an understanding of how to effectively lead and care for teams. This course is a combination of dL and 2 weeks of resident instruction at the AMSC Fort Leavenworth, Kansas, campus.

End State: Students who successfully complete this course will:

- Understand and apply basic leadership skills to lead and care for small teams
- Apply effective communication skills to build a team
- Demonstrate internal and external situational awareness
- Direct teams accordingly
- Develop and mentor subordinates

This course is required for Army Civilians in permanent appointments DoD Leaders Active duty Military supervisors of Army Civilians Local Nationals.

Prerequisites: Foundation Course, if required **NOTE:** Must complete course within 1 year of placement in position

➤ Intermediate Course (IC) is designed for Army Civilians to prepare them for increasing responsibilities to exercise direct and indirect supervision. Students enhance their leadership abilities and develop skills to manage human and financial resources, displaying flexibility and resilience with a focus on the mission. This course is a combination of dL and 3 weeks of resident instruction at the AMSC Fort Belvoir, Virginia campus.

End State: Students who successfully complete this course will be skilled in:

- Leading people
- Developing cohesive and efficient organizations
- Managing resources
- Implementing change, while demonstrating effective thinking and communication skills

This course is required for Army Civilians in permanent appointments to supervisory or managerial positions and Military supervisors of Civilians and other DoD employees Local Nationals.

Prerequisites: Foundation Course, if required and Basic Course or Basic Course substitution **NOTE:** Must complete course within 2 years of placement in position

➤ Advanced Course (AC) is designed for Civilian leaders who exercise predominately indirect supervision. This course is a combination of dL and 4 weeks of resident instruction at AMSC Fort Belvoir, Virginia, campus.

End State: Students who successfully complete this course will be skilled in:

- Leading a complex organization in support of national security and defense strategies
- Integrating Army and Joint systems in support of the Joint Force
- Inspiring vision and creativity
- Implementing change
- Managing programs

This course is required for Army civilians, grades GS 13-15 or equivalent, in permanent appointments

Active duty Military supervisors of Army Civilians Local Nationals and DoD leaders.

Prerequisites:

Foundation Course, if required and Basic Course or Basic Course equivalent and Intermediate Course or Intermediate Course equivalent **NOTE: Must complete course within 2 years of placement in position**

➤ Continuing Education for Senior Leaders (CESL) provides a participatory environment where senior leaders discuss current issues and challenges facing Civilian and Military leaders and provides a continuing education program on specific topics. This course is a combination of 40 hours of dL and 1 week of resident instruction at AMSC Fort Belvoir, Virginia, campus.

End State: Students who successfully complete this course will be able to analyze:

- Cultural and Generational diversity
- Moral development/ethical dilemmas
- Cultural well being of organizations
- Knowledge management
- Strategic thinking
- Far/Middle Eastern culture
- Religion of Islam
- Ongoing Army strategies and programs

This course is required for Army civilians, grades GS-14 and 15 or equivalent Lieutenant Colonels and above Chief Warrant Officers 4 and 5, Command Sergeants Major, Sergeants Major who supervise Army Civilian supervisors and managers.

It is highly recommended for all civilians and Military complete the following prerequisite courses in sequence before attending CESL course (if required). Foundation Course, if required and Basic Course or Basic Course equivalent, Intermediate Course or Intermediate Course equivalent and Advanced Course or Advanced Course equivalent or AMSC/Sustaining Base Leadership and Management

(AMSC/SBLM) or Command and General Staff College Intermediate Level Education (CGSC/ILE) or Warrant Officer Senior Staff Course (WOSCC) or Sergeants Major Course (SMC) NOTE: Approximately 25 percent of the available slots can be filled by Military who meet the prerequisites

> Action Officers Development Course (AODC) provides an overview of actions and responsibilities required of an Action Officer.

End State: Students who successfully complete this course will:

- Understand the functions of an Action Officer and the expectations of managers and staff activities
- Be able to apply problem-solving and time management techniques
- Demonstrate effective communication (oral and written) and Military briefing skills

The course is required for interns, and must be completed before conclusion of the intern program Army Civilians Military and other DoD employees

Prerequisites: None

Course Substitution: None

> Supervisors Development Course (SDC) provides an overview of basic supervisory and human resources skills.

End State: Students who successfully complete this course will:

- Understand the demands of new supervisors
- Successfully manage and lead Civilians
- Understand personnel management and training procedures

This course is required for newly appointed Army Civilian supervisors whose responsibilities include supervising the work of subordinate supervisors Army Civilians, Military and other DoD employees.

Prerequisites: None

Managers Development Course (MDC) provides an overview of managerial skills.

End State: Students who successfully complete this course will:

- Understand the demands of a newly appointed Army Civilian manager
- Possess the knowledge and skills to perform managerial duties at high levels in diverse organizations

This course is available to all Army employees as a self-development tool. It is highly recommended for all civilians in supervisory or managerial positions complete this course before attending CES courses.

Prerequisites: None

To register for CES courses, visit the Civilian Human Resource Training Application System Web site at http://www.atrrs.army.mil/channels/chrtas/default.asp. Begin by preparing/updating your profile, which contains critical information we need to know about you. Once this is complete, you can begin to search for courses and apply for training. For more information about CES, visit http://www.amsc.belvoir.army.mil/ces.

- B. 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. **Course Topics include**: TRADOC important testing information, Action Officer Development Overview, Organization management, staff work, problem solving and decision making, coordinating, military briefings, professional ethics, managing time and priorities, communicating effectively both oral and written, selling and negotiating, meetings and interviews.
- C. Developing Customer-Focused Organizations Management Development Centers OPM, Shepherdstown, WV and Aurora, CO http://www.leadership.opm.gov
 - 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
 - 2. TARGET CAREER PHASE: Managers, project leaders and others who are accountable for achieving excellence in customer service.

Learn how to make your organization profoundly Customer Focused and know why it matters in government. This course is designed to help you make sense of the best of cutting-edge business practice and research in the public service setting. You will learn how to help your group, your agency, and your workforce to cultivate a relationship with its "customers" that goes beyond mere

satisfaction. You will benchmark the frontiers of public sector customer service and learn how government today is improving value delivery and keeping up with new challenges, new responsibilities, and new expectations.

D. Employee Relations Course - Graduate School - http://graduateschool.edu

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. TARGET CAREER PHASE: Specialist/Journey Level or Manager.
- 3. DESCRIPTION: Learn how to handle the delicate issues involved in successful employee relations. Address issues faced by employee relations specialists, including grievances, Equal Employment Opportunity/Affirmative Action matters, merit pay, labor relations, disciplinary actions, employee benefits and investigations of complaints.

This course is part of the Certificate of Accomplishment in Paralegal Studies and the Certificate of Accomplishment in Human Capital Management.

- E. Executive Communications Workshop Management Development Centers OPM, Shepherdstown, WV and Denver, CO www.leadership.opm.gov
 - 3. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
 - 4. TARGET CAREER PHASE: Manager (GS-15 and above).
 - 3. DESCRIPTION: There's no question that effective communication with colleagues and team members is key to achieving results. This program combines practical knowledge of

the key concepts of leadership with the interactive skills essential to communication. This fast-paced program at the Federal Executive Institute (FEI) moves between role-play exercises that build your interpersonal communication skills and leadership sessions providing tools for overcoming barriers to change in your organization. Scenarios based on real-world experiences highlight key components of interpersonal communication, followed by feedback from colleagues and facilitators. You will also develop leadership skills by focusing on your own work experiences and participating in a variety of large- and small-group activities. With one faculty member for every four or five executives, you are guaranteed the personal attention you need to bring your leadership skills to the next level.

- F. Communication Face-to-Face Management Development Centers OPM, Shepherdstown, WV and Denver, CO http://www.leadership.opm.gov
 - 5. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
 - 6. TARGET CAREER PHASE: Managers, Specialist, Journey Level
 - 3. DESCRIPTION: Whether you are an informal leader or a supervisor with direct reports, communicating face-to-face is critical to building meaningful workplace relationships. This seminar focuses on developing the skills needed to successfully connect and influence peers, supervisors, employees as well as internal and external stakeholders.
- G. 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 (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)

- 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.

H. Manager Development Course (MDC) http://www.train.army.mil

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 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: To introduce new managers to the skills necessary to perform managerial duties at a high level in a diverse organization. COURSE TOPICS INCLUDE: Manager Development overview, organizational culture, Army family team building, managing change, manager development, Equal Employment Opportunity, Ethics, Strategic planning, management controls, PPBES, and Army environment program.
- I. Supervisory Development Course (SDC) https://www.aimsrdl.atsc.army.mil/secured/accp_top.htm
 - 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing

- Others, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Capital Management)
- Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 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: To provide training in basic supervisory and human resources skills to newly appointed (first time) supervisors. Course Topics include: TRADOC important testing information, supervisor development overview, introduction to management, planning, organizing, coordinating, directing, controlling, management principles and techniques examination, delegating, overcoming barriers and delegating, delegation examination, problem solving and making decisions, managing meetings and creating ideas, listening and observing, ethics, personal effectiveness examination, civilian personnel office, position classification, staffing, human resource development, performance management, incentive awards, managing discipline and poor performance, managing discipline and poor performance exam, labor relations, complaints grievances and appeals, hours of work and leave.
- 5. Eligibility: Per AR 690-400, Chapter 410, newly appointed DA civilian or military supervisors who supervise DA civilians must complete this course.

3. Comptroller Competitive Training

Following are descriptions of the principal Comptroller Management competitive training programs. All CP 11 personnel at the targeted grade levels are equally eligible to compete for these short and long term training programs. The nomination and selection process is managed through the Office of the Assistant Secretary of the Army (Financial Management and Comptroller Proponency Office). CP 11 careerists are eligible to attend all of the following courses subject to established prerequisites.

A. Short-Term Training

<u>Army Comptroller Course (ACC)</u> – Syracuse University, Syracuse, NY – http://whitman.syr.edu/executive/defense/acc/learning.asp#

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: To obtain a multi-disciplined financial orientation to resource management and financial management at the installation and subordinate command level.
- 3. TARGET CAREER PHASE: Interns, Specialist/Journey Level, GS-9 and above, Military Officer Captain and above/ Military Enlisted SFC and above (MOS 36C); Staff Sergeant with waiver. ACC is mandatory for CP 11 Interns.
- 4. DESCRIPTION: The Army Comptroller Course (ACC) is one of the Army's first professional development courses created in the 21st century. This course provides comptroller careerists with the ability to operate within today's challenging environment and gives them the skills to be more effective and efficient. This course was specifically developed for BC 36 Officers, Enlisted Personnel MOS 36, Journey-level Army civilian careerists

And Department of the Army CP 11 interns in their second year of internship; mandatory The course is divided into four learning objectives: Understanding the Financial/Resource Management Environment, Understanding Financial Management, Understanding Resource Management, and Understanding Financial/Resource Management Operations.

5. NOMINATION PROCEDURES: Suspense dates and specific procedures announced annually by OASA (FM&C) message to ACOM/ASCC/DRU agency resource managers.

<u>Cost Management Certificate Course (CMCC)</u> – Naval Postgraduate School (NSP) in Monterey, CA – http://pns.edu

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
- 2. PURPOSE: This course is designed to teach experienced middle to senior managers how to manage Army business operations efficiently and effectively through the accurate measurement and thorough understanding of the "Full Cost" of business processes, products and services.
- 3. TARGET CAREER PHASE: Military Officer: BC 36 Majors and above, Enlisted: Military Occupational Specialty 36, Senior NCO and above and Civilian GS13 or above.
- 4. DESCRIPTION: The CMCC is an intense four-week resident education course taught at the Naval Postgraduate School in Monterey, California. This course teaches students to manage Army business operations efficiently and effectively through accurate measurement and thorough understanding of the "Full Cost" of business processes, products, and services. Certificate holders become part of a community of practice equipped to help decision makers provide the best value to customers and stakeholders.

The CMCC will develop a cadre of cost management experts who understand and facilitate incorporation of CBA into the decision making process. Candidates come from both military and civilian ranks; all branches and all career programs.

5. NOMINATION PROCEDURES: Submit nominations through command channels to ASA(FM&C) at CMCC@conus.army.mil or Application Website on AKO: https://www.us.army.mil/suite/page/616700

Application materials include: Letter of Endorsement , Statement of Interest, Civilians include standard resume, Military include Officer Record Brief or Enlisted Record Brief (may also include standard resume)

<u>Executive Comptroller Course (ECC)</u> – Syracuse University, Syracuse, NY – http://whitman.syr.edu/executive/defense/acc/learning.asp#

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human

- Capital Management)
- Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: Department of the Army/Syracuse University cooperative professional development course provides mid-level military and civilian financial managers a broad perspective of the core competencies of Defense Financial Management and the application of those competencies in the Army covers, core competencies required for the Certified Defense Financial Manager (CDFM).
- 3. TARGET CAREER PHASE: Military Officer: BC 36 Majors and Lieutenant Colonels, Enlisted: Military Occupational Specialty 36, Master Sergeant & above: Sergeant First Class with waiver, Comptroller Civilian Career Program (CP 11) or Manpower & Force Management (CP 26), GS 9 (in Full Performance Positions), GS 11-13.
- 4. DESCRIPTION: Department of the Army/Syracuse University cooperative professional development Course provides mid-level military and civilian financial managers a broad perspective of the core competencies of Defense Financial Management and the application of those competencies in the U.S. Army covers core competencies required for the Certified Defense Financial Manager (CDFM). This is a 3 1/2 week resident program at Syracuse University main campus, Syracuse, NY. There are three classes held each fiscal year: fall, winter and spring. This course at Syracuse University is designed to provide these tools. This unique professional development experience enhances interpersonal communications. This experience also improves analytical skills, conflict resolution and team and consensus-building skills in the resource and financial management environments. Through simulations, the program critically examines all aspects of PPBE from Planning to Prior-Year Funds management. Innovative approaches to reducing costs are also examined. The course content is as follow: RM as Process Manager (18 Hours): Role of the RM, Management Challenges, Management Ethics & Controls, Managing Costs, Managing Change; Managing the Process (31 Hours): Managing PPBE, Managing Performance, Process Management, Managing Contracting, Managing Manpower & People, Managing O&M (USA, USAF, USN, USMC); Managing Under the Constitution (21 Hours): Legislative Process, Reprogramming & Supplementals, Managing Fiscal Law, Congressional Insight Simulation, Appropriations Analysis [USA], Process Integration (31 Hours): CONARC Funding Letter, Fiscal, Manpower, and Budget Controls, Auditing-Impact on Processes, Budget & Manpower, RM Simulation; Out of Class Prep (24 Hours) Administrative (6 Hours): Orientation, Graduation, EOC survey; Guest Speakers/Topics (16 Hours): Congressional Budget Liaison, Field RM, AWCF, GFEBS, and Proponency.
- 5. NOMINATION PROCEDURES: Suspense dates and specific procedures announced annually by OASA (FM&C) message to ACOM/ASCC/DRU agency resource managers.

Enhanced Defense Financial Management Training (EDFMT) – American Society of Military Comptrollers – http://www.asmconline.org

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, Resilience, External Awareness, Strategic Thinking, Flexibility, Vision)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
- 2. 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.
- 3. TARGET CAREER PHASE: BC 36 Active Duty Officer (Major & Above), BC 70 C Active Duty Officer (Major & Above), Military Occupational Specialty 36 (Master Sergeant & Above; Sergeant 1st Class with waiver), GS-9 or higher (in one of these occupational series: 343, 501, 505, 510, 511, 560 and 1515.); At least 160 duty hours of FM training or professional development; At least an Associate's degree or at least five years of FM experience. The course is NOT for interns.
- 4. DESCRIPTION: The Enhanced Defense Financial Management Training Course is a five day, intensive financial management review course taught in three modules: resource management environment, budgeting and cost analysis and accounting and finance. The course is provided by the Department of Defense, and is licensed and copyrighted by the American Society of Military Comptrollers (ASMC). The course is offered at a variety of locations (including overseas locations) throughout the year to make it easier for personnel to attend and minimize travel expenses.

The training is provided for two primary reasons. First, the departmental leadership is interested in improving the overall technical and managerial capabilities of the financial management workforce. Secondly, the program is designed to broaden the perspective of financial managers by introducing them to areas of expertise outside their daily responsibilities.

- 5. NOMINATION PROCEDURES: In most instances, ACOM, ASCC, DRU CP 11 coordinators will facilitate the nomination process. The CP 11 coordinator will distribute the Army allocations to the subordinate and tenant commands in the geographic area where the course is being held.
- CP 11 coordinators will collect, rank order the applications, and forward them to the Comptroller Proponency Office. The Comptroller Proponency Office will coordinate the seats for the classes held in Washington, DC. These seats will be made available to personnel within HQDA, and also the various ACOMs, ASCCs and DRUs within the National Capital Region.

Defense Financial Management Course (DFMC) - http://www.au.af.mil/au/cpd/dfmcs

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. 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.
- 3. TARGET CAREER PHASE: Military: Officer: BC 36 Majors or Higher; Enlisted: Military Occupational Specialty 36, Master Sergeant and above; Civilian: Comptroller Civilian Career Program (CP 11) and Manpower & Force Management (CP 26), GS 11 and higher.
- 4. DESCRIPTION: The Defense Financial Management Course (DFMC) is designed primarily to develop decision support skill sets to include critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and conflict resolution. The secondary focus is to broaden awareness of the multi-faceted financial management community. This mission is achieved through presentations, interactive seminars, networking, small group discussions and facilitated exercises. The students are required to actively participate, formulate individual and group goals, and successfully complete homework and test requirements. Two tests are administered during the course. They are composed of multiple choice and essay questions related to critical thinking. The course is rigorous and taught at the graduate level. Course objectives include: Leadership area objective, Contingency Operations area objective, Strategic Environment & Transformation area objective, Financial Management Framework area objective, and Decision Support area objective.
- 5. NOMINATION PROCEDURES: Suspense dates and specific procedures announced annually by OASA (FM&C) message to ACOM/ASCC/DRU agency resource managers.

<u>Defense Decision Support Course (DDSC)</u> – http://www.au.af.mil/au/cpd/dfmcs

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: This course is designed to complement the Decision Support instruction embedded in the four-week Defense Financial Management Course also taught at the DFM&CS. The purpose is to acquaint financial management personnel with the merits of the Decision Support instruction so they recognize and more readily accept appropriate analysis and recommendations from their subordinates.
- 3. TARGET CAREER PHASE: Military: Officer: BC 36 Majors or Higher; Enlisted: Military Occupational Specialty 36, Master Sergeant and above; Civilian: Comptroller Civilian Career Program (CP 11) and Manpower & Force Management (CP 26), GS 11 and higher and CP 11 Interns. This is a mandatory course for CP 11 Interns.
- 4. DESCRIPTION: DFM&CS defines Decision Support as enabling decision makers to make informed decisions that better utilize resources and improve mission effectiveness. The school views decision support as a two-phased process providing leaders with viable alternatives, financial and non-financial impacts of choosing an alternative, and a well supported recommendation. In phase one, advisors combine data, tools and techniques to understand the environment and analyze how and why things happened. In phase two, advisors use their analysis to develop and clearly communicate projections, alternatives and impacts and make recommendations in a concise, actionable, and timely manner to decision makers who may or may not be subject matter experts.
- 5. NOMINATION PROCEDURES: Submit nominations through Command channels to Office of the Assistant Secretary of the Army (Financial Management & Comptroller): Letter of Endorsement, Civilians include CP 11 Resume Form, Military include Officer Record Brief or Enlisted Record Brief, and SF 181.

National Security Studies Course (NSSC) - http://www.maxwell.syr.edu/nss/

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: The National Security Studies Course (NSSC) offers executive education courses for senior civilian and military leaders who are responsible for the national security interests of their respective organizations or agencies.
- 3. TARGET CAREER PHASE: Military: Officer: BC 36 Colonels or Lieutenant Colonel, Senior Enlisted, Comptroller Civilian Career Program (CP 11) and Manpower & Force Management (CP 26), GS 14 and 15.
- 4. DESCRIPTION: The National Security Studies (NSSC) is a premier professional development and training program delivering top-quality courses tailored to meet emerging issues and ever changing demands. This two week resident program is offered annually at Syracuse University at the Maxwell School of Citizenship and Public Affairs normally around mid-spring.

The National Security Studies Course is committed to satisfying the requests and requirements of professionals who want to be better prepared to deal with strategic and operational matters associated with national security. It provides senior managers and leaders with an academic setting for developing their management leadership and decision-making competencies.

5. NOMINATION PROCEDURES: Submit nominations through COMMAND channels to Office of the Assistant Secretary of the Army (Financial Management & Comptroller): Letter of Endorsement, Civilians include CP 11 Resume Form, Military include Officer Record Brief or Enlisted Record Brief, and SF 181.

<u>Senior Resource Managers Course (SRMC)</u> – Syracuse University and Minnowbrook Conference Center http://whitman.syr.edu/executive/defense/acc/learning.asp#FRM

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

- Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
- Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Capital Management)

- Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: The purpose of the SRMC is to examine the role of the resource manager in today's rapidly changing environment both peace and war.
- 3. TARGET CAREER PHASE: Military: Officer: BC 36 Colonels or Lieutenant Colonel, Senior Enlisted, Comptroller Civilian Career Program (CP 11) and Manpower & Force Management (CP 26), GS 14 and 15. There are no waivers to target grades and ranks.
- 4. DESCRIPTION: SRMC focuses on current issues in the administration of resource management. The purpose is to gain a better understanding of the changing resource management environment of the Army and DoD. It also provides a venue for senior resource managers to discuss and develop solutions to resource management issues.
- 4. NOMINATION PROCEDURES: Submit nominations through COMMAND channels to Office of the Assistant Secretary of the Army (Financial Management & Comptroller): Letter of Endorsement, Civilians include CP 11 Resume Form, Military include Officer Record Brief or Enlisted Record Brief, and SF 181.

B. Long-Term Training

$\frac{Defense\ Comptrollership\ Program\ (DCP)}{http://whitman.syr.edu/executive/defense/dcp}-Syracuse\ University,\ Syracuse,\ NY-http://whitman.syr.edu/executive/defense/dcp$

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management) Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: The principal objectives of DCP 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.
- 3. TARGET CAREER PHASE: Specialist/Journey Level.
- 4. PROGRAM DESCRIPTION: The Defense Comptrollership Program is a 14-month long-term training opportunity at Syracuse University, Syracuse, N.Y. After successfully completing the 60 hour curriculum, students graduate with a Master of Business Administration (MBA) from the

Whitman School of Management and an Executive Masters of Public Administration (EMPA) from the Maxwell School of Citizenship and Public Affairs. Army civilian selectees transfer to new operational assignments before starting school in May. Military are normally assigned to comptroller positions on graduating. DCP is open to civilians and military in other Army Career fields, Defense agencies and Services. This graduate level program of study provides DoD 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 DoD Comptrollership. In addition to the academic program, all students will receive training and take the Certified Defense Financial Manager examination.

5. NOMINATION PROCEDURES: Civilian minimum grade GS-11 target is GS-12 and GS-13. Active Army and Reserve Officers and Noncommissioned Officers (NCO) are also eligible. Suspense date and specific nomination procedures are announced annually by an OASA (FM&C) memorandum to ACOM/ASCC/DRU resource managers. Announcements are issued in the spring with applications due in October. A Graduate Management Admissions Test (GMAT) score of 500 is required.

Academic Degree Program (University/College)

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. Competitive professional development provides a valuable learning experience and competitive edge for future advancement. Careerists develop their own full-time or part-time course of study with local accredited colleges or university for the purpose to obtain a degree. The CP 11 Competitive Professional Development Program emphasizes distribution of limited ACTEDS program funds to the maximum number of qualified nominees. Although, part-time academic programs are encouraged, full-time applications will be considered for acceptance based on management recommendation. All degree programs, whether funded by ACTEDS or commands must be approved by the Assistant Secretary of the Army (Manpower & Reserve Affairs). Per diem and travel expenses are funded on a case-by-case basis.

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Buildii
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. TARGET CAREER PHASE: CP 11 Army civilians (GS-11 or above, GS-9 in full performance positions) with 50 percent or more duties directly supporting resource management.
- 3. 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.

• Full-time University Programs:

Careerists nominated and selected under this announcement for full-time university training will be evaluated competitively based on their experience, education, government-related training, awards, and motivation for requesting this training. This high priority training must be more than 120 calendar days and normally occurs during duty hours. Tuition and book expenses will be funded for selected nominees. Limited salary and benefits may be reimbursed if the position vacated by the full-time LTT participant is backfilled by a temporary promotion action. Reimbursement, if any, would be at the discretion of the Functional Chief Representative (FCR), on a case-by-case basis, and would be limited to the actual increased cost to the command or agency as a result of the backfill action. The full-time program must be completed in one year. If the program is not completed in one year, you must apply for part-time training.

• Part-time University Programs:

Specific part-time training will be approved on a case-by-case basis and will be forwarded through supervisory and major command channels (with full justification) for approval by the FCR. This lower priority training may consist of evening, weekend, and/or part-time courses at the rate of fewer than 12 hours per semester. Non-degree training funding is a command responsibility.

• Special Full-time programs:

Defense Masters In Business Administration In Financial Management Program (DMBAFMP). This is an 18-month course delivered in six quarter sessions at the Naval Postgraduate School, Monterey, CA. It is open to GS11-13 civilians, CPT-MAJ (BC36) and to those in other career programs that include significant resource and financial management duties. Nomination packets are requested annually in special announcements posted on the ASA (FM&C) web-page listed previously with suspense normally in October for course start dates in Jan.

• Masters of Managerial Logistics (MML). The Masters of Managerial Logistics degree program at North Dakota State University (NDSU) is a 12-month course targeted specifically at career military officers and Department of the Army civilians. The degree is tailored to the DoD's strategic goals of joint officer development and logistics transformation. Because of its interdisciplinary and specialized nature, the MML degree will offer a unique curriculum with emphasis on joint military logistics and transportation. The MML is open to applicants from all career fields and career programs with a target audience of DA Civilians, GS 11-13 and Military Officers, Captain to Major. Each career field and career program will have their own approval process.

CPII ACTEDS PLAN

All applications for long term Competitive Professional Development Training Programs are due to Comptroller Proponency Office NLT 90 days prior to the start of first classes. The entire process will require about 120 days contacting the college, assembling the package and obtaining chain of command endorsements to final staffing and approval. Check with your CP-11 ACOM, ASCC or DRU career program manager for internal deadlines.

Employees who work for an Army Staff Principal, Headquarters Department of the Army or a Program Executive office must obtain endorsement from the Administrative Assistant to the Secretary of the Army (AASA).

4. NOMINATIONS PROCEDURES: Careerists must complete application packet consisting of the following forms: CPO Verification Checklist, *ACOM*/ASCC/DRU Endorsement(s); 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. Submit an application packet through appropriate chain of command to the Comptroller Proponency Office: SAFM-PO, 109 Army Pentagon, Washington, DC 20310-0109. Suspense for application packets, October 1st - May 1st.

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.

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

1. Eligibility Requirements: DA civilian employees at the GS-12-15 level or above who have career status and are serving in permanent competitive appointments; Schedule A, Excepted appointments without time limitation; or, are serving under an Excepted Service appointment in the Defense Civilian Intelligence Personnel System (Title 10 USC 1610) and have a minimum of three years of consecutive DA service under one or more permanent appointments. All civilian applicants must have a minimum of a bachelor degree. NAF applicants must be equivalent to that of the GS 12-15 level or above

Other Requirements:

Applicants should be identified by their organization as being on the track for executive-level service.

- 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
- 4. DESCRIPTION: The Army Congressional Fellowship Program is designed to provide congressional training to top Army officers and civilians. This program supersedes all previous congressional fellowships programs and will begin on/about May 2011 and end December 2012. Selected fellows will begin the Fellowship by participating in a HQDA orientation including attendance at a 40-hour Force Integration course and six to eight one-day seminars. They will receive an orientation on the operations and organization of Congress, and guidance and assistance in identifying an assignment. Immediately following orientation, the fellows will begin course work in a fully funded Master's Degree program through George Washington University. Beginning in early January they will begin serving on a full-time assignment on the staff of a member, committee or support agency of Congress. Fellows are typically given responsibility for drafting legislation, arranging congressional hearings, writing speeches and floor statements, and briefing members for committee deliberations and floor debate. Beginning in January 2012, they will resume studies part-time towards their master degree along with performing their fellowship duties.
- 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 and AWC Distance Education - http://www.carlisle.army.mil

1. Eligibility Requirements: DA civilian employees at GS-14/15 grade levels who have career status and are serving in permanent competitive appointments; Schedule A, Excepted appointments without time limitation; or are serving under an Excepted Service appointment in the Civilian Intelligence Personnel Management System (Title 10 USC 1590); and have a minimum of three years of consecutive service under one or more permanent appointments.

Other Requirements:

- Have or be able to obtain a TOP SECRET clearance with Special Background Investigation (SBI) access that will not expire during the academic year.
- Have a Bachelor's Degree and be identified by their organization as being on the track for executive-level service.
- Have successfully completed the Sustaining Base Leadership and Management Course (SBLM) or the Advanced Civilian Education System Course (CES).
- Submit an Official Transcript of highest degree earned. Transcript must remain sealed as received from the Registrar of the institution. Grade reports are not acceptable.
- Sign the Senior Service College Graduate Placement Program (SSC GPP) Mobility Agreement for assignment to a position that fully utilizes the competencies acquired at AWC. Post-training placement will involve an organizational, functional, and/or geographic move.
- Review and follow the tips for applicants listed in the General Information Section of this Chapter.
- Selectees must accept the quota offered in writing within one week of the announcement of final acceptance.
- 2. PURPOSE: To prepare selected military, civilian, and international leaders to assume strategic responsibilities in military and national security organizations.
- 3. TARGET CAREER PHASE: Manager, ten slots Army-wide.
- 4. DESCRIPTION: Participants who attend the Army War College (AWC) study the role of land-power, as part of a joint or combined force, in support of the U.S. national military strategy. The AWC produces graduates who are able to perform in a strategic national security environment. The curriculum focuses more on process than on product. Teaching methods emphasize theory, concepts, systems, and the impact on the national security decision-making process. The teaching process brings the curriculum alive by blending vignettes and historical examples with current events to help participants understand the demands of leadership at the strategic level. Class activities emphasize U.S. national military strategy and its linkages with geopolitical factors of national security strategy. Instruction is conducted at the graduate level using rigorous active and experimental learning techniques, wherein learning occurs by doing or participating rather than by just hearing or seeing. The faculty seeks to stimulate creative and critical thinking, thereby enhancing each participant's ability to think and communicate conceptually. Joint awareness and perspective underlie the AWC philosophy, exemplified by the mix of participants in each seminar. Course objectives include: Strategic Thinking (ST), Theory of War and Strategy (TWS),

Strategic Leadership (SL), National Security Policy and Strategy (NSPS), Theater Strategy and Campaigning (TSC), Joint Processes and Landpower Development (JPLD), Strategy Research Project (SRP), Strategic Decision Making Exercise (SDME), National Security Seminar (NSS), Elective Courses: Upon conclusion of the core courses, students are required to take five elective courses, one of which is a Regional Study Elective. Electives provide students with instruction in a specialized subject which builds on the knowledge gained during their core courses. Electives are designed to provide the opportunity for greater depth of study with an expert in a specific area of professional or personal interest. USAWC offers approximately 100 electives each year. Special Programs: Advanced Strategic Art Program (ASAP), National Security Policy Program (NSPP), Joint Warfighting Advanced Studies Program (JWASP), and Joint Land, Aerospace, and Sea Simulation (JLASS).

5. NOMINATION PROCEDURES: For grades GS-14/15 and high; potential GS-13s. Candidates should submit their packages through their chain-of-command to the designated Army Commands (ACOM), Army Service Component Commands (ASCC), and Direct Reporting Units (DRU) equivalent HRD Staff "Command-equivalent" organizations' representative. Command representative may have established local points of contact as well as internal suspense dates earlier than the HODA date.

Army Commands (ACOM), Army Service Component Commands (ASCC), and Direct Reporting Units (DRU): Will establish and announce an intermediate suspense date that allows time to receive applications from their serviced population, conduct a board at the appropriate command level, and forward the applications of the best qualified candidates to CHRA-TMO via command endorsement reflecting rank order by the suspense date. Applications not submitted through the proper chain-of-command will not be accepted by AG1-CP-CSLDO.

- C. 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 (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: To prepare selected personnel for leadership and success in developing national security strategy and policy, with a focus on evaluating, marshalling, and managing national resources.
- 3. TARGET CAREER PHASE: The typical student coming from a military service has achieved the rank of lieutenant colonel, commander or higher. The typical government civilian comes with a GS grade of 14 or higher. The typical private sector civilian comes with 20+ years of work experience. To maintain the diversity of the class of 330 students, the College has a specified number of seats for each category of students.

- 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. Candidates should submit their packages through their chain-of-command to the designated Army Commands (ACOM), Army Service Component Commands (ASCC), and Direct Reporting Units (DRU) equivalent HRD Staff "Command-equivalent" organizations' representative. Command representative may have established local points of contact as well as internal suspense dates earlier than the HQDA date.

Army Commands (ACOM), Army Service Component Commands (ASCC), and Direct Reporting Units (DRU): Will establish and announce an intermediate suspense date that allows time to receive applications from their serviced population, conduct a board at the appropriate command level, and forward the applications of the best qualified candidates to CHRA-TMO via command endorsement reflecting rank order by the suspense date. Applications not submitted through the proper chain-of-command will not be accepted by AG1-CP-CSLDO. Candidates nominated for this course must build in sufficient lead-time based on Installation and ACOM level approval process.

D. Secretary of the Army Research and Study Fellowships (SARSF) – http://www.cpol.army.mil/library/train/catalog/sarsf.html

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)

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. 4.DESCRIPTION: DA civilian career program employees at the GS-12 level or above who have career status and are serving in permanent competitive appointments; Schedule A, Excepted appointments without time limitation; or are

serving under an Excepted Service appointment in the Defense Civilian Intelligence Personnel System (Title 10 USC 1610) and have a minimum of five years of consecutive DA service under one or more permanent appointments. Applications for the SARSF must be IAW AR 690-400,

Chapter 410, Subchapter 13.

5. Other Requirements

Applicants must have or be able to obtain a SECRET (or higher) security clearance prior to the beginning of the training assignment.

If selected, employee must sign a service obligation agreement to remain with DA for a period of three times the length of the assignment.

6. Purpose

Fellowships are granted with the intent to: support study and research on selected projects relevant to Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected individuals.

NOTE: Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds.

Neither are they substitutes for academic programs that should come under other Army long-term training programs.

7. Description

Fellowships may be awarded to include study or research at institutions of higher learning or in comparable educational/research environments that best support the project. Proposed projects must indicate a high potential value to the Army and benefit the applicant as well. The applicant must be able to complete the project within the time proposed.

8. NOMINATION PROCEDURES: For grades GS-12 and above. to the OASA (M&RA)/Civilian Personnel Management Directorate and specific procedures announced annually by OASA (M&RA).

E. Chief Financial Officer (CFO) Academy: http://www.ndu.edu/iCollege/pcs/pcs cfo.html

The goals of the CFO Academy is to develop BC 36 officers and CP 11 careerists who:

- Will lead within and across organizational boundaries by leveraging financial management strategies, policies, and processes.
- Will link critical decisions regarding resources, people, processes, and technologies to mission performance, business outcomes, and financial system security requirements.
- Will balance continuity and change in the development, implementation, and evaluation of financial management strategies, processes, and policies, while meeting legislative and executive mandates.
- Will commit to on-going leadership development of self and others in their organizations.

Program Overview: The Information Resources Management (IRM) College of National Defense University (NDU), Chief Financial Officer Academy (CFO) is located on NDU's

campus at Fort Lesley J. McNair, Washington DC. A CFO certificate program is available and is designed to develop the next generation of leaders in government financial management. This certificate leverages the IRM College's current leadership courses while concentrating on the challenges and opportunities facing members of the government financial community, including personnel who work in accounting and finance, budget and cost analysis, auditing, and resource management. The CFO Leadership Certificate program is comprised of eight graduate-level courses designed to enhance management and leadership of the next generation of CFOs and government financial managers. The Certificate will allow graduates to apply 12 to 15 credits to selected Master's and doctoral degree programs offered by accredited partner universities.

TARGET AUDIENCE:

• Pay Grade/Rank: Federal civilian government employees must be at least GS13 or equivalent, and military officers must hold at least the grade of O-5. Senior enlisted on a case by case basis.

PREREQUISITES:

- **Experience:** Three years of federal financial management experience is required.
- **Documented Knowledge of Financial Management:** Undergraduate or Graduate degree in finance or business field, CPA, CGFM OR CDFM.
- **Education:** All students must possess a bachelor's degree from a regionally accredited institution.

NOMINATION PROCEDURES: Submit nominations through command channels to OASA (FM&C). Application materials should include a Letter of Endorsement, Statement of Interest and Civilians include standard resume/ Military include Officer Record Brief or Enlisted Record Brief (may also include standard resume).

A total of eight courses, 4 Strategic and 4 Leadership courses, over 4 years, will earn a CFO Leadership Certificate. Strategic Finance Courses: (Choose 4)

CFF - THE CHANGING WORLD OF THE CFO (6601) - Mandatory Course

This course focuses on the changing environment for the federal Chief Financial Officer (CFO). The course provides an overview of the essential elements of the current and future roles of government CFO and their staffs, and should be taken early in the program. It surveys the various roles of the executive and strategic leader, compliance officer, risk manager, transaction processor, strategic planner, fiduciary reporter, and reporter of management and financial information. The course discusses the policies, challenges and opportunities associated with decision support, business process improvement, systems integration, financial systems, ethics, workforce development, performance management, budget, and portfolio management. Standards, privacy, and transparency issues are considered and discussed. The fundamental role of the networked community as the critical ingredient of success is explored in depth.

BCP - BUDGETING AND CONGRESSIONAL RELATIONS FOR STRATEGIC LEADERS (6417)

This course presents a strategic understanding of Federal budgeting and appropriations, with

particular attention to the role of Congress. With this critical understanding, students develop leadership strategies to shape the fiscal environment to achieve agency strategic outcomes. The course focuses on topics such as the impact of current fiscal issues including the competition between discretionary and nondiscretionary spending and its likely impact upon agency activities, the dynamic interaction between agencies, executive, and Congressional committees and staffs in developing a budget and gaining an appropriation.

FFR - THE FUTURE OF FINANCIAL REPORTING AND STANDARDS (6602)

Designed for students in the CFO Leadership Certificate.

This course focuses on the changing directions of financial and management reporting for Chief Financial Officers in a dynamic environment. In response to changing citizen and shareholder expectations, financial statement reporting, budgetary reporting, and cash reporting must be accurate, transparent, and accountable, and result in "clean" audit opinions. These new reporting expectations and changing accounting standards, require new relationships among federal, state, and local governments, and government contractors, as well as enhanced reporting to internal constituents of the CFO, including program managers and the organizational head. Successful reporting can be facilitated by enterprise architecture, financial systems, and data management techniques.

RIA - LEADERSHIP FOR RISK MANAGEMENT, INTERNAL CONTROLS, AND AUDITING (6603)

Designed for students in the CFO Leadership Certificate

This course examines how effective leadership by CFOs in assessing risk, managing internal controls, and audit management can lead to enhanced efficiency, effectiveness, and transparency of an organization. The course also examines the influence of internal control, federal risk management, and auditing requirements on federal, state, and local governments.

DMG - DECISION MAKING FOR GOVERNMENT LEADERS (6323)

This course examines the environment, opportunities, and challenges of leadership decision making in government agency and interagency settings from individual, managerial, and multiparty perspectives. Decision contexts and the consequences for federal government leaders and organizations are viewed using the multiple perspectives of governance, policy, technology, culture, and economics. Students actively explore and reflect on how and why decisions are made by immersing themselves into complex issue scenarios and using leading-edge decision tools.

GBE - GOVERNMENT BUSINESS ENTERPRISE TRANSFORMATION (6501)

This course focuses on initiatives, strategies, and opportunities for transforming the Federal Government's business operations that provide capabilities, resources, and materiel to the government employee (such as global war fighters or disaster recovery staff). The course assesses the structural, political, technological, leadership, and human challenges of effecting transformational change in a complex mega-enterprise. This includes analyzing the challenges transformation initiatives bring when engaging in new ways of doing business, retiring legacy systems, processes, and strategies, while simultaneously delivering required services and results. The evolving vision and development of the Federal Enterprise Architecture as the information technology enabler of business enterprise transformation are evaluated. Students examine large organization transformations from the corporate sector to identify insightful lessons that can be developed as recommendations for government business enterprise transformation.

PFM - CAPITAL PLANNING AND PORTFOLIO MANAGEMENT (6315)

This course focuses on state-of-the-art strategies for portfolio management, with an emphasis on assessing, planning, and managing information technology (IT) as a portfolio of projects from the perspectives of CIOs and CFOs. The three phases of the investment management process are considered: selection, control, and evaluation of proposals; on-going projects; and existing systems. The relationship of performance measures to mission performance measures is explored. The course examines the roles of the CIO, the CFO, and other managers in developing investment assessment criteria, considers how the criteria are used in planning and managing the portfolio, and explores the Office of Management and Budget's (OMB) portfolio perspective as found in Circular A- 11, Part 7, Section 53, Information Technology and E-Government. Individual and team exercises are employed, including simulation of an IT investment portfolio review by the Investment Review Board.

Leadership Courses: (Choose 4)

ARC - ENTERPRISE ARCHITECTURES FOR LEADERS (6412)

This course examines enterprise architecture (EA) as a strategic capability organizational leaders use for enterprise planning, decision-making, and key process execution. Students explore leadership competencies and management strategies needed to advance EA adoption, use, and institutionalization. Students also explore the integration of EA with governance, strategic planning, budgeting, capital planning, portfolio management, and information assurance. Students examine EA descriptive frameworks and associated models that guide EA development activities and review EA evaluative frameworks used to assess organizational EA management capacities and performance outcomes enabled by the EA. Students further examine challenges to organizational EA adoption, implementation, use, and institutionalization and consider strategies to address them.

BBC - BUILDING AN IT BUSINESS CASE (6430)

This course focuses upon development and presentation of an effective IT acquisition business case for financial systems and other information technology investment as an essential element of agency IT portfolio management, financial management, and program management. Well-developed business cases support agency IT capital and planning and investment control, agency budget planning, and successful OMB IT investment review. Topics include best practices in economic and risk analysis, identifying and communicating the value of alternative IT investments, business process reengineering and benchmarking, and the IT Program Manager's responsibilities in agency IT portfolio management.

The course examines both the OMB Circular A-11 Exhibit 300: Capital Asset Plan and Business Case Summary and the more detailed business case used in the agency investment review and Page 8 (Early release version 7/22/09) budgeting process. Students analyze sample IT business cases and develop a business case based on source materials.

COO - CONTINUITY OF OPERATIONS (6504)

This course provides a broad description of the major elements involved in developing and implementing effective continuity of operations plans for government agencies. Using Federal regulations policies as a backdrop, the course examines the technological, human capital, legal, and acquisition factors involved in creating and maintaining a continuity of operations plan. Topics include determining key assets and systems, creating and implementing emergency plans, working with the responder community, developing metrics and exercises, and restoring effective operations.

DMS - DATA MANAGEMENT STRATEGIES AND TECHNOLOGIES: A MANAGERIAL PERSPECTIVE (6414)

This course explores data management and its enabling technologies as key components for improving mission effectiveness through the development of open, enterprise-wide, and state-of-the-art data architectures. It examines management issues such as the implementation of the data component of the Enterprise Architecture specified by OMB. In addition, the course considers key data management strategies, including the DOD Net-Centric Data Strategy, and the Federal Enterprise Architecture (FEA) Data Reference Model and their enabling information technologies including data warehousing, electronic archiving, data mining, neural networks, and other knowledge discovery methodologies. Case studies allow students to explore data management issues and implementation. While geared for managers, the course provides sufficient insight into the underlying technologies to ensure that students can evaluate the capabilities and limitations of data management options and strategies.

ESP - ENTERPRISE STRATEGIC PLANNING (6320)

This course conduct a strategic assessment by reviewing the various elements of The National Security Strategy of the United States of America (information, economic, diplomatic, and military power) and supporting strategies (e.g., National Strategy for Homeland Security, National Strategy for Combating Terrorism, National Defense Strategy, National Military Strategy, etc.) to understand the strategic direction of the Federal Government and its impact on their organization. They will review and critique the U.S. national security and inter-agency strategic planning process and explain the unique role that each agency plays in achieving inter-agency and national missions and goals. Students will explain various approaches to strategic planning in the face of uncertainty.

ESS - ENTERPRISE INFORMATION SECURITY AND RISK MANAGEMENT (6206)

This course explores three themes, based on the Certified Information Security Manager® (CISM®), critical to enterprise information and cyber security management areas: information security risk management, information security/assurance governance, and information security/assurance program management. Examining the concepts and trends in the practice of risk management, the course analyzes their applicability to the protection of Page 12 (Early release version 7/22/09) information. Information security/assurance governance is illuminated by exploring oversight, legislation, and guidance that influence federal government information security/assurance. The course explores the challenges of implementing risk management and governance through enterprise security/assurance program management. This includes enterprise information and cyber security strategies, policies, standards, controls, measures (security assessment/metrics), incident response, resource allocation, workforce issues, ethics, roles, and organizational structure.

ITP - INFORMATION TECHNOLOGY PROJECT MANAGEMENT (6416)

This course focuses on project and program management in an Information Technology (IT) context, including financial systems. Students explore industry-accepted project management processes, e.g., the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) framework, and apply project management concepts. Major topics include planning and management of project communications, scope, time, cost, quality, risk, human resources, procurement, and project integration. Factors that make IT projects unique and difficult to manage are explored, along with tools and techniques for managing them. This course challenges students to gain hands-on project management experience by performing complex

project management tasks leading to the development of a project management strategy/plan.

LCW - LEADING THE 21ST CENTURY WORKFORCE (6506)

The LCW course provides leaders and managers with knowledge and tools that will enhance their capacity to lead the 21st Century workforce effectively in the achievement of organizational objectives. Using a blend of leadership theory and best practice research, the course explores the dynamics of an increasingly diverse workforce, complex environment, ubiquitous technology, information saturation, and evolving work and organizational contexts. Students take an in-depth view of their self leadership, interpersonal leadership, and organizational leadership in order to develop themselves as leaders. They explore strategies to achieve their organization's goals through self awareness, learning agility, coaching and mentoring, talent management, teaming, and cross-boundary influence, and to foster and manage innovation, leverage generational diversity, create a collaborative culture, facilitate knowledge management, and engender high-trust ethical practices.

LDC - LEADERSHIP FOR THE INFORMATION AGE (6301)

This course examines Information Age leadership and organizations. It describes the successful Information Age leader and organization as constantly learning and adapting to an increasingly complex, changing, and information rich environment. Emphasis is placed on "out-of-the-box" thinking, individual and organizational innovation, and the processes and structures that enhance an organization's ability to learn, adapt, and compete in the Information Age. The course also explores the role of information and technology in the Information Age organization; the relationships among learning, change, and strategic planning; and the new abilities required for leading in the Information Age.

MAC - MULTI-AGENCY INFORMATION-ENABLED COLLABORATION (6512)

This course focuses on strategies, means, and information models needed for effective multiagency collaboration in planning, decision-making and implementation of national security operations, including stabilization and reconstruction, and homeland security and national preparedness operations. It examines current and proposed initiatives for transforming and leading cross-boundary collaboration at the Federal, State and local levels, and includes multilateral collaboration situations with nongovernment (NGO) and international organizations and coalitions, media, private sector and coalition partners. The course examines how information-enabled networks, collaborative tool-sets, cross-boundary information-sharing, and work processes can be harnessed to enable effective multi-agency and multilateral national and homeland security activities. The course assesses the human, social and leadership issues of sustained and effective multi-agency collaborations. Impediments such as legal and budgetary authority restrictions, educational and cultural factors that inhibit cross-boundary mission effectiveness and transformation are assessed, as are strategies for addressing them.

MOP - MEASURING RESULTS OF ORGANIZATIONAL PERFORMANCE (6316)

This course focuses on strategic planning and performance in public organizations. It examines planning and performance measurement requirements of current legislation. It provides strategies and techniques for measuring performance and assessing results as part of a strategic planning/budgeting process. The course uses Kaplan and Norton's Balanced Scorecard as a framework to develop leading and lagging measures that link to organizational mission, vision, goals, objectives, initiatives, strategy and outcomes.

OCL - ORGANIZATIONAL CULTURE FOR STRATEGIC LEADERS (6321)

This course explores the strategic and persistent effects of culture on mission performance.

Students examine the ways in which leaders can employ this powerful influence to nurture organizational excellence or to stimulate changes in organizational behavior. They investigate organizational sciences for traditional and Information Age perspectives on organizational behavior, on frameworks for assessing organizational cultures, and on strategies to initiate and institutionalize strategic mission oriented change. Cross-boundary, inter-agency, cross-generational, and global influences, issues, and challenges are examined from a cultural perspective.

PRI - STRATEGIES FOR PROCESS IMPROVEMENT (6333)

This course examines strategies, management processes and resources for process improvement within and across Federal agencies. The course provides an executive-level examination of business process improvement strategies, including business process re-engineering, benchmarking, activity-based costing/management, process architecting, Lean Six Sigma, and other quality improvement programs. An overview of the tools, techniques, and technologies that enable process-centric performance improvements in how agencies achieve their missions is provided. Attention is focused on the enterprise-level leadership challenges of process management, including initiation, collaboration, design, implementation, and portfolio project management of process-centric improvements within and across agencies.

WGV - WEB-ENABLED GOVERNMENT: FACILITATING COLLABORATION AND TRANSPARENCY (6435)

This course explores the capabilities, selection and strategic application of new and emerging web technologies to enable more creative, collaborative, and transparent government. The course examines and assesses the use of current and emerging web technologies and best practices of significant government interest, *e.g.*, semantic computing, cloud computing, web services, social networking, geographic information services technology, media centricity, and security. It concludes with a consideration of web technology evaluation criteria, methodologies, and risks.

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)).

Theater Logistic Studies Program – Fort Lee, Virginia – http://www.almc.army.mil

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)

- 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-13 or higher).
- 4. DESCRIPTION: TLog is the Army's premier course for selected senior Company and Warrant Officers, Field Grade Officers, civilian Logisticians and international students who will be positioned within the Army as multifunctional, joint, and multinational logistics problem solvers. This course targets logisticians at the Operational level while ensuring an understanding of Strategic logistics. Major Blocks of Instruction cover: Introduction to the Strategic Environment, Joint Logistics, Data Analysis and Problem Solving Applications for Logisticians, Regional Economic Implications, Capabilities and Requirements Determination, Contracting Management, Development of Strategy and Logistics Policy, Operational Logistics.

Integrated throughout the course will be lessons on: Logistics in Military History; research on current and relevant logistics topics; participation in Discussion Boards (Current Events) using Blackboard and an overarching theater-level practical exercise using the Caspian Sea Scenario. The intent is to provide an unmatched logistics education that makes TLog graduates highly sought-after assets (problem solvers) in the field for both the near-and long-term.

5. NOMINATION PROCEDURES: Minimum grade GS-13. 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.

6. Senior Executive Service (SES) Development Courses

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:

APEX Orientation Program - HQDA, Washington, DC -

http://www.whs.mil/hrd/civilian/careerdevelopment/dodsponsoredprograms/apexorientation.cfm

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)

- 2. TARGET CAREER PHASE: Mandatory General Officers and SES Members (within one year of appointment to the SES).
- 3. 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.
- 4. DESCRIPTION: Establish a joint approach for interaction among the Office of the Secretary of Defense, the military departments, Defense Agencies, DoD Field Activities and the private sector in order to integrate SES responsibilities with DoD Component priorities. Operationalize the SES role with DoD's Transformation. Provide an overview of the DoD structure and those processes critical to its operation. Provide experiences that expand leadership and strategic thinking skills within the DoD context. Provide structured networking opportunities with military and civilian colleagues to reinforce information sharing across functional areas.

<u>Force Integration/Management Course for Senior Leaders – Army Force Management</u> School, Fort Belvoir, VA – http://cpol.army.mil/library/ses

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy).
- 2. TARGET CAREER PHASE: Executive/General Officer.
- 3. 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.
- 4. DESCRIPTION: The school will provide information packets approximately four weeks prior to the course date.

$\underline{Leadership\ Development\ Program\ (LDP)-Center\ for\ Creative\ Leadership,-}\\ \underline{http://www.ccl.org/leadership/programs/ldpoverview.aspx}$

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)

- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Capital Management)
- Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. TARGET CAREER PHASE: Executive, General Officers, and SES Members.
- 3. 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.
- 4. DESCRIPTION: This program uses self-awareness tools and activities to enhance your own leadership capabilities. You will learn strategies for continuous development through extensive assessment, group discussions, self-reflection, small group activities and personal coaching. And because of our strong focus on development planning, which ties program experiences to the context of your workplace, your program will be uniquely about you.

(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.)

<u>OPM – Senior Executive Service Briefing for New Executives – http://www.leadership.opm.gov/certificates/SESBriefings/index.aspx</u>

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. TARGET CAREER PHASE: Executive/General Officer.
- 3. 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.

Senior Executive Equal Opportunity Seminar – Defense Equal Opportunity Management Institute (DEOMI), Patrick AFB, FL -

http://www.deomi.org/Education&Training/CourseInfo.cfm

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

- 2. PURPOSE: To enhance the leadership skills required to manage a diverse workforce effectively.
- 3. 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.

<u>Senior Executive Service (SES) Orientation Course – Assistant Secretary of the Army</u> (Manpower & Reserve Affairs), US Army SES Office, Washington, DC - www.cslmo.army.mil

Senior Executive Service (SES) Orientation Course - Assistant Secretary of the Army (Manpower & Reserve Affairs) U.S. Army SES Office, Washington, DC 20310-0111 (1 Week).

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. PURPOSE: To assist newly appointed SES members in the transition to the Army's Executive Team.
- 3. TARGET CAREER PHASE: Executive/General Officer
- 4. 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.

National Security Management Course – http://www.nss.edu

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. DESCRIPTION: The global landscape is lined with a series of trends that have relative uncertainties but likely impacts. This is an era in which problems and threats become concerns that can lead to crises for our 44th President and other world leaders. The list includes regional hot spots and issue-oriented flashpoints. This session will provide examples of each and forecasts as to how this will shift the balance of power, influence and wealth in the world. The discussion will suggest a

grand strategy with vital interests, available resources, achievable objectives and established policies that can advance America's ideals.

National Security Studies is a premier professional development and training program for mid-level and senior-level officials who are or soon will be at the center of making decisions associated with strategic and operational security matters.

<u>Program for Senior Managers in Government - http://ksgexecprogram.harvard.edu/Programs/By Name.aspx</u>

- 1. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies):
 - Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
 - Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
 - Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
 - Business Acumen (Financial Management, Technology Management, Human Capital Management)
 - Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)
- 2. DESCRIPTION: The Senior Managers in Government (SMG) provides senior executives in the federal government, other national governments, and international organizations with the cutting-edge skills necessary to thrive. Participants from across the world come together with expert Harvard faculty for intensive sessions that enhance the core leadership skills needed to address public sector concerns within large organizations. The course focuses on the multi-dimensional issues faced by senior managers including: Policy development, Political strategy, Performance management, Organizational design, Negotiation, Leadership.

ANNEX B-I

(Master Training Plan)

GS - 501 MULTI-DISCIPLINED FINANCIAL MANAGEMENT ANALYSTS FUNCTIONAL TRAINING PLAN

CAREER PHASE	GRADE	SOURCE OF TRAINING	CP 11 COMPETENCIES
INTERN/ ENTRY LEVEL	5/7/9	MANDATORY PRIORITY 1	
		Planning, Programming, Budgeting, and Execution Course Financial Management School Fort Jackson, SC (1 week), Graduate School (4 days) (See Annex E)	M-12, M-13, M-14, M-15
		General Schedule (GS) 101	M-27
		CES Foundation Course	M-18, M-19, M-21, M-34
		Army Working Capital Fund Course	M-12, M-15, M-43, M-37, M-49, M-26, M-42, M-51
		Principles of Cost Analysis Management Financial Management School Fort Jackson, SC	M-02,M-05, M-06, M-13, M-24, M-25, M-26, M-32, M-33, M-49, M-50, M-
		Defense Decision Support Course (DDSC) Maxwell, AF(1 week)	M-16, M-17, M-25, M-26, M-52, M-53, M-58
		Defense Financial Management Comptroller (DFMC) , Maxwell AFB, AL (4 weeks) (See Annex B & E)	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		Fiscal Law Course Judge Advocate General's School/Distance Learning: Online (See Annex E)	M-03, M-05, M-06, M-12,M-22, M-23
		Action Officer Development Course (See Annex B & F)	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	M-05, M-06, M-16, M-17, M-24, M-25, M-26, M-32, M-33, M-40, M-41, M-42,

(See Annex E & F) M-52, M-53, M-54, M-55, M-56, M-57, M-58

Data Collection and Analysis Course, M-16, M-47 Graduate School (Course #PGMT 7001)

Army Comptroller Course (ACC) M-12, M-13, M-14, M-15, Syracuse University, Syracuse, NY (See M-54, M-55, M-56, M-57 Annex B & E)

 Two Leadership & Organizational
 M-18, M-19, M-20, M-21, M-28, M-29, M-30, 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 M-04, M-14, M-16, M-17, Graduate School M-32, M-48, M-50 (See Annex E)

Federal Cost Accounting Concepts M-02, M-25 Graduate School (See Annex E)

Accounting for Business Operations in M-26, M-46, M-48 Government Management Concepts (3 days) (See Annex E)

Basic Governmental Auditing M-11 Graduate School (See Annex E)

PRIORITY 3

Budget Execution M-12 Graduate School (See Annex E)

Budget Formulation M-12 Graduate School (See Annex E)

Federal Budget Process
Graduate School
(See Annex E)

M-03, M-23, M-46

Federal Appropriations Law M-03, M-22, M-23

Graduate School (See Annex E)

Federal Appropriations Law Update M-22, M-23

Graduate School (See Annex E)

Budget Justification and Presentation M-12

Graduate School (See Annex E)

Performance Measurement and Budgeting

Graduate School (See Annex E)

SPECIALIST/ 9/11/12 JOURNEY LEVEL MANDATORY PRIORITY 1

Management Analysis: Data M-40

Gathering
Graduate School
(See Annex E)

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

M-14, M-15

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) M-12, M-13, M-14, M-15, Syracuse University, Syracuse, NY (See M-54, M-55, M-56, M-57

Annex B & E)

Executive Comptroller Course (ECC) M-13, M-14, M-15, M-16

Syracuse University, Syracuse, (See Annex B & E)

Defense Financial Management Comptroller (DFMC), Maxwell AFB, AL (4 weeks) (See Annex B & E)

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, 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

Supervisory Development Course

(See Annex B & F)

SU-01, SU-02, SU-03, SU-04,

SU-05, SU-06

Two Performance Enhancing Job

Experiences

PRIORITY 2

Senior Service College (See Annex B)

M-34, M-35, M-36, M-37,

M-38, M-39

Executive Comptroller Course (ECC) M-59, M-60, M-61, M-62

Syracuse University, Syracuse, NY (4

weeks) (See Annex B & E)

M-16, M-17, M-25, M-26,

Defense Decision Support Course (DDSC) Maxwell, AF(1 week)

Enhanced Defense Financial

M-52, M-53, M-58

Senior Resource Managers Course (SRMC) Syracuse University, Syracuse, M-38, M-39

M-34, M-35, M-36, M-37,

NY (1 week)

M-01, M-02, M-03, M-04,

Management Training (EDFMT)

Various locations (1 week)

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

Cost Management Certificate Course

(CMCC) Naval Postgraduate School,

Monterey, CA (4 weeks)

M-24, M-25, M-26, M-52,

M-53

And

Defense Financial Management Comptroller School (DFMCS)

Maxwell AFB, AL (4 weeks)

(See Annex B & E)

M-13, M-14, M-15, M-16

EXECUTIVE SES MANDATORY **PRIORITY 1**

Two Leadership & Organizational

M-18, M-19, M-20, M-21, Management Courses (See Annex E & M-34, M-35, M-36, M-37, M-38, M-39, M-59, M-60,

M-61, M-62

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

SES Executive Core Qualifications

ANNEX B-2

GS - 510 ACCOUNTING FUNCTIONAL TRAINING PLAN

CAREER PHASE INTERN/ ENTRY LEVEL	<u>GRADE</u> 5/7/9	SOURCE OF TRAINING UNIVERSAL TRAINING MANDATORY PRIORITY 1	CP 11 COMPETENCIES
LEVEL		Planning, Programming, Budgeting, and Execution Course Financial Management School Fort Jackson, SC (1 week), Graduate School (4 days) (See Annex E)	M-12, M-13, M-14, M-15
		General Schedule (GS) 101	M-27
		CES Foundation Course	M-18, M-19, M-21, M-34
		Army Working Capital Fund Course	M-12, M-15, M-43, M-37, M-49, M-26, M-42, M-51
		Principles of Cost Analysis Management Financial Management School Fort Jackson, SC	M-02,M-05, M-06, M-13, M-24, M-25, M-26, M-32, M-33, M-49, M-50, M-
		Defense Decision Support Course (DDSC) Maxwell, AF(1 week)	M-16, M-17, M-25, M-26, M-52, M-53, M-58
		Defense Financial Management Comptroller (DFMC), Maxwell AFB, AL (4 weeks) (See Annex B & E)	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		Fiscal Law Course Judge Advocate General's School, Distance Learning (See Annex E)	A-12, A-13, A-26
		Action Officer Development Course (See Annex B & F)	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)	M-12, M-13, M-14, M-15, M-54, M-55, M-56, M-57

CAREER PHASE GRADE SOURCE OF TRAINING

> Two Performance Enhancing Job **Experiences (Rotational Assignments)**

PRIORITY 2

Advanced Management Accounting A-02, A-04, A-09 and Analysis

US Army Finance School Fort Jackson, SC (2 weeks)

(See Annex E)

Accounts Payable A-23, A-24, A-25, A-26

CP 11

COMPETENCIES

US Army Finance School Fort Jackson, SC (1 week, 3 days)

(See Annex E)

Introduction to Financial AD-20, AD-15, A-14

Management Graduate School (See Annex E)

PRIORITY 3

A-06, A-07, A-08, A-15, A-**Basic Statistics** Graduate School, (See Annex E) 16, A-17, A-18, A-19, A-20,

A-23, A-24, A-25

A-01, A-02, A-03, A-06, A-**Budget Execution**

Graduate School, Training Centers (See 13

Annex E)

Budget Formulation A-01, A-03, A-11, A-19

Graduate School (See Annex E)

A-01, A-02, A-09 **Introduction to Financial**

Management Graduate School (See Annex E)

Resource Management Budget A-01, A-03, A-06, A-08, A-US Army Finance School 09, A-10, A-11, A-13, A-19, A-20, A-21, A-23, A-26

Fort Jackson, SC (2 weeks) (See Annex E & F)

PRIORITY 2

SPECIALIST/ 9/11/12, **JOURNEY LEVEL**

CP 11 ACTEDS PLAN

CAREER PHASE	GRADE	SOURCE OF TRAINING Federal Appropriations Law Graduate School,) (See Annex B & E)	CP 11 <u>COMPETENCIES</u> A-01, A-03, A-11, A-13, A-26
		Defense Financial Management Comptroller (DFMC), Maxwell AFB, AL (4 weeks)(See Annex B & E)	A-01, A-09, A-10, A-11, A-13, A-14
		PRIORITY 3	
		Federal Appropriations Law Update Graduate School (See Annex E)	A-01, A-03, A-11, A-13, A-26
MANAGER	13/14/15,	PRIORITY 1	
		Supervisor Development Course (See Annex B & F)	SU-01, SU-02, SU-03, SU-04, SU-05, SU-06
		PRIORITY 2	
		Defense Financial Management Comptroller (DFMC) Maxwell AFB, AL (4 weeks) (See Annex B & E)	A-01, A-09, A-10, A-11, A-13, A-14
		Two Performance Enhancing Job Experiences	
		PRIORITY 2	
		Senior Service College (See Annex B)	M-59, M-60, M-61, M-62

ANNEX B-3 GS - 511 AUDITING FUNCTIONAL TRAINING PLAN

CAREER			CP 11
PHASE	GRADE	SOURCE OF TRAINING	COMPETENCIES
INTERN/ ENTRY LEVEL	5/7/9,	MANDATORY PRIORITY 1	
		Planning, Programming, Budgeting, and Execution Course Financial Management School Fort Jackson, SC (1 week), Graduate School (4 days) (See Annex E)	M-12, M-13, M-14, M-15
		General Schedule (GS) 101	M-27
		CES Foundation Course	M-18, M-19, M-21, M-34
		Army Working Capital Fund Course	M-12, M-15, M-43, M-37, M-49, M-26, M-42, M-51
		Principles of Cost Analysis Management Financial Management School Fort Jackson, SC	M-02,M-05, M-06, M-13, M-24, M-25, M-26, M-32, M-33, M-49, M-50, M-
		Defense Decision Support Course (DDSC) Maxwell, AF(1 week)	M-16, M-17, M-25, M-26, M-52, M-53, M-58
		Defense Financial Management Comptroller (DFMC) , Maxwell AFB, AL (4 weeks) (See Annex B & E)	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		Fiscal Law Course Judge Advocate General's School) Distance Learning (See Annex E)	AD-03, AD-08, AD-11
		Action Officer Development Course (See Annex B & F)	M-18, M-19, M-34, M-40
		One Financial Stewardship Course	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)	

STAFF/ 9/11 PRIORITY 1

Army Comptroller Course (ACC) Syracuse University, Syracuse, NY (See Annex B & E)

M-12, M-13, M-14, M-15, M-54,

M-55, M-56, M-57

AUDITOR

Communication Skills

AD-17, AD-18, AD-23

US Army Audit Agency Various Locations (4 days)

(See Annex E)

Two Performance Enhancing Job

Experiences

PRIORITY 2

Army Comptroller Course (ACC)

AD-03, AD-23

Syracuse University Syracuse, NY (See

Annex B & E)

SENIOR AUDITOR 9/11, PRIORITY 1

Detecting and Investigating Fraud

AD-06, AD-25

U. S. Army Audit Agency Various Locations

(See Annex E)

Practical Statistical Sampling for

AD-01

Auditors Graduate School

(See Annex E)

SENIOR AUDITOR/ AUDITOR-IN-CHARGE PRIORITY 1

12

Senior Auditor Tracks

US Army Audit Agency

Various Locations (See Annex E)

AD-02, AD-03, AD-18, AD-22

Two Performance Enhancing Job

Experiences

PRIORITY 2

Defense Financial Management Course AD-15, AD-18, AD-19, AD-24

School

Maxwell AFB, AL (4 weeks)

(See Annex B & E)

AUDITOR-IN-CHARGE 12/13/14 PRIORITY 2

Advanced Communications

US Army Audit Agency Various Locations (See Annex E) AD-15, AD-16, AD-17, AD-18,

AD-21, AD-22, AD-27

SENIOR AUDITOR/

AUDITOR-IN-CHARGE/SUPV **Leadership Development Course** US Army Audit Agency

SU-03, SU-04, SU-05, SU-06

Various Locations

AUDITOR

SUPV AUDITOR/ **AUDITOR-IN-**CHARGE

PRIORITY 1

Two Performance Enhancing Job

Experiences

SUPV AUDITOR 12/13/14 PRIORITY 1

15

Supervisory Development Course

(See Annex B & F)

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 (See Annex B, E, & F)

Personnel Management for Executives I SU-01, SU-02, SU-03,

& II (See Annex B & E)

AD-15, AD-18, AD-19,

AD-24

SU-04, SU-05, SU-06

Senior Service College

(See Annex B)

M-59, M-60, M-61, M-62

ECQ1, ECQ5

PROGRAM DIRECTOR/ **INTERNAL** AUDIT DIRECTOR

National Security Management Course

Maxwell School, Syracuse University, Syracuse, NY (8 weeks)(See Annex B & E)

Leadership for a Democratic Society

Federal Executive Institute (FEI)

Charlottesville, VA (4 weeks)(See Annex

ECQ1, ECQ5

Senior Service College

(See Annex B)

M-59, M-60, M-61, M-62

Universal Requirements

Comptroller General Standards require that Auditors, GS-15, receive 80 hours of continuing professional education and training within a two-year period, to remain progessionally 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.

ANNEX B-4

GS - 1515 OPERATIONS RESEARCH (COST ANALYSIS) FUNCTIONAL TRAINING PLAN

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 Course Financial Management School Fort Jackson, SC (1 week), Graduate School (4 days) (See Annex E)	CA-01
		General Schedule (GS) 101	M-27
		CES Foundation Course	M-18, M-19, M-21, M-34
		Army Working Capital Fund Course	M-12, M-15, M-43, M-37, M-49, M-26, M-42, M-51
		Principles of Cost Analysis Management Financial Management School Fort Jackson, SC	M-02,M-05, M-06, M-13, M-24, M-25, M-26, M-32, M-33, M-49, M-50
		Defense Decision Support Course (DDSC) Maxwell, AF(1 week) Defense Financial Management Comptroller (DFMC) , Maxwell AFB,	M-16, M-17, M-25, M-26, M-52, M-53, M-58
		AL (4 weeks) (See Annex B & E)	M-18, M-19, M-21, M-22, M-34, M-35, M-37
		Fiscal Law Course Judge Advocate General's School Distance Learning (See Annex E)	CA-10, CA-11
		Action Officer Development Course (Distance Learning) (See Annex B & F)	M-18, M-34, M-40
		One Financial Stewardship Course (See Annex E & F)	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	CA-06, CA-07
		Fundamentals of Cost Analysis Defense Acquisition University (See Annex E)	CA-04, CA-06, CA-25

Army Comptroller Course (ACC) CA-01

Syracuse University, Syracuse, NY (See Annex B & E)

Two Performance Enhancing Job Experiences (Rotational Assignments)

PRIORITY 2

Introduction to Financial Management CA-01, CA-12

Graduate School, (See Annex E)

Pricing Analysis Methods (PAM) CA-01, CA-12

US Air Force Institute of Technology Wright-Patterson AFB, OH (2 weeks)

(See Annex F)

PRIORITY 3

Budget Execution CA-01

Graduate School (See Annex E)

Budget Formulation CA-01

Graduate School (See Annex E)

Economics Analysis Course CA-06, CA-07

Defense Acquisition University (3.5 days)

Federal Budget Process CA-01, CA-10

Graduate School, (2 days)

(See Annex E)

SPECIALIST/ 9/11/12, JOURNEY LEVEL PRIORITY 1

Economic Analysis Course CA-06, CA-07

Defense Acquisition University (3.5

days)

Fundamentals of Cost Analysis CA-04, CA-06, CA-25

Defense Acquisition University (3 weeks) (See Annex E)

Two Performance Enhancing Job Experiences

PRIORITY 2

Decision Analysis Course (DAC) CA-02, CA-05

US Army Logistics Management CollegeFort Lee, VA (1 week) (See Annex E)

Risk Analysis Course (RAC) CA-02, CA-05

US Army Logistics Management College Fort Lee, VA (1 week) (See Annex E)

Army Comptroller Course (ACC) CA-01

Syracuse University, Syracuse, NY (See Annex B & E)

Defense Financial Management CA-01, CA-02

Comptroller (DFMC)
Maxwell AFB, AL (4 weeks)
(See Annex B & E)

Operations Research/ Systems CA-24, CA-25

Analysis Continuing Education Program

US Army Logistics Management College Fort Lee, VA (1 week) (See Annex E)

Operations Research/ Systems
Analysis Special Topics Seminar, US
Army Logistics Management College,

Resource Management Budget CA-01, CA-10

US Army Finance School Fort Jackson, SC (2 weeks) (See Annex E & F)

Fort Lee, VA (See Annex E)

Fundamentals of Systems Acquisition CA-08, CA-10 **Management**

Defense Acquisition University

PRIORITY 3

Computer Training Course: (Various CA-03, CA-18 Software Applications)

Graduate School, (2-3 days or varies) (See Annex E)

Basics of Contracting CA-13, CA-23, CA-24 Defense Acquisition University (See Annex F)

Fundamentals of Systems Acquisition CA-08, CA-10 Management

CP 11 ACTEDS PLAN

Defense Acquisition University

Operations Research/Systems Analysis CA-24, CA-25 US Army Logistics Management College, Fort Lee, VA (I - 4 weeks; II - 10 weeks)

MANAGER 13/14/15, PRIORITY 1

 $\begin{array}{ll} \textbf{Supervisory Development Course} \ (See \quad SU-01, SU-02, SU-03, SU-04, \\ Annex \ B \ \& \ F) \\ & SU-05, SU-06 \end{array}$

Two Performance Enhancing Job Experiences

PRIORITY 2

Senior Service College (Su-59, M-60, M-61, M-62 (See Annex B)

PRIORITY 3

Systems Acquisition Management (SAM) for General and Flag Officers Defense Acquisition University (5 days)(See Annex E)

ANNEX B-5 SES EXECUTIVE CORE QUALIFICATIONS

CAREER			CP 11
PHASE	GRADE	SOURCE OF TRAINING	COMPETENCIES

EXECUTIVE SES PRIORITY 1

APEX Orientation Program
HQDA, Washington, DC (2 weeks)
(See Annex B & E)

ECQ1, ECQ2, ECQ3, ECQ4,
ECQ5

Senior Executive Equal Opportunity
Seminar
Defense Equal Opportunity Management

Institute, Cocoa Beach, FL (2 days)

Force Integration (FI) for SES and GO ECQ1, ECQ2 HQDA, Washington, DC (1 week)

Leadership Development Program ECQ2, ECQ4, ECQ5 (LDP)

Center for Creative Leadership (CCL) Greensboro, NC (1 week) (See Annex B & E)

PRIORITY 2

Systems Acquisition Management (SAM) ECQ3 for General/Flag Officers
Defense Acquisition University (5

days)(For acquisition-related positions only)
(See Annex E)

PRIORITY 3

National Security Management Course
Maxwell School, Syracuse University
Syracuse, NY (6 weeks)
(See Annex E)

ECQ1, ECQ5
(Sec 1, ECQ5

National Security Leadership Course, M-02, M-25 Maxwell School, Syracuse University, Syracuse, NY (2 weeks) (See Annex B & E)

Leadership for a Democratic Society Federal Executive Institute (FEI) Charlottesville, VA (4 weeks)

ANNEX B-6

ARMY ACQUISITION AND TECHNOLOGY WORKFORCE

CAREER PHASE INTERN/ CERTIFICATION LEVEL 1	<u>GRADE</u> 5/7/9	SOURCE OF TRAINING MANDATORY PRIORITY 1	CP 11 COMPETENCIES
		Planning, Programming, Budgeting, and Execution Course, Financial Management School, Fort Jackson, SC (1 week, 4 days), Graduate School (See Annex E)	M-12, M-13, M-14, M-15
		Fiscal Law Course Judge Advocate General's School, Distance Learning (See Annex E)	M-49, M-52, M-53
		Action Officer Development Course (See Annex B & F)	M-18, M-34, M-40
		One Financial Stewardship Course	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
		Analysis Course (See Annex E & F)	M-24
		Army Comptroller Course (ACC) Syracuse University, Syracuse, NY	CA-01

(See Annex B & E)

Fundamentals of Systems
Acquisition
CA-01, CA-04, CA-08,
CA-10, CA-11, CA-12,
CA-14, CA-15

ACQ 101
Defense Acquisition University

PRIORITY 1

Complete two of the following:

Fundamentals of Cost Analysis

Defense Acquisition University
(3 weeks)
(See Annex E)

CA-02, CA-04, CA-05,
CA-08

Fundamentals of Earned Value Management

Defense Acquisition University

CA-11, CA-12, CA-13, CA-24

Fundamentals of Business Financial Management

Defense Acquisition University (3 weeks) (See Annex E)

CA-01, CA-08, CA-09, CA-10, CA-14

Two Performance Enhancing Job Experiences (Rotational Assignments)

PRIORITY 2 - None

PRIORITY 3 - None

SPECIALIST/ 11/12 JOURNEY LEVEL/ **CERTIFICATION** LEVEL 2

PRIORITY 1

Intermediate Systems Acquisition

Defense Acquisition University

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

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)

CA-02, CA-04, CA-05,

CA-08

Fundamentals of Earned Value

Management

BCF 102 Defense Acquisition University (15 days)

(See Annex E)

CA-11, CA-12, CA-13, CA-24

Fundamentals of Business Financial Management

BCF 103

Defense Acquisition University

CA-08, CA-09, CA-10, CA-14

CP 11 ACTEDS PLAN

Intermediate Earned Value

Management

BCF 203

Defense Acquisition University

Intermediate Cost Analysis CA-02, CA-04, CA-05

BCF 204

Defense Acquisition University

(See Annex E)

CA-08

CA-01, CA-08, CA-09

CA-13

Acquisition Business

Management

BCF 211A (Web portion) and 211B (Classroom portion) Defense Acquisition University

Two Performance Enhancing Job Experiences

PRIORITY 2 - None

PRIORITY 3 - None

MANAGER 13/14/15, P

CERTIFICATION LEVEL 3

PRIORITY 1

Business, Cost Estimating, and

Financial Management

Workshop BCF 301

Defense Acquisition University

PRIORITY 2 - None

PRIORITY 3 - None







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 sixmonth 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.

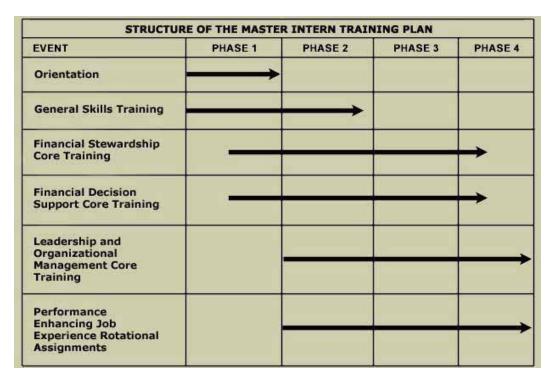


Figure 11

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 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.

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 INT	ΓERN		
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 twoyear 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 Co	urses an	ıd Rota	tional A	ssignm	ents Se	quencin	g Matri	X
	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

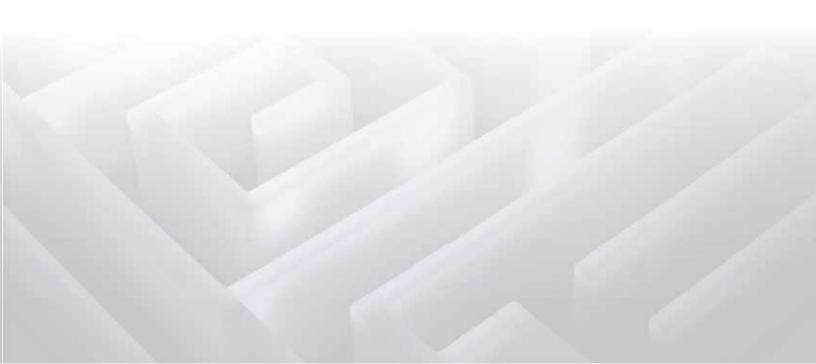
Although participation in professional organizations is not reflected in the Individual Development Plan, it is a valuable source of self-development. Meetings, workshop,

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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.



COMPETENCY GROUP MATRIX





ANNEX D COURSE TO COMPETENCY GROUP MATRIX

COU	RSE TITLE	TRAINING	CORE	
	NOD TITLE	SOURCE	COMPETENCY GROUP*	
FDS -	Financial Stewardship Financial Decision Support – Leadership Organizational Management			
1.	Accounting for Business Operations in Government	MGTC	FDS	
2.	Accounts Payable	USAFS	FS	
3.	Activity Based Costing	GS	FDS	
4.	Advanced Communications Course	USAAA	FS/FDS	
5.	Advanced Management Accounting and Analysis	USAFS	FDS	
6.	Adverse and Performance Based Actions	GS	LOM	
7.	Apex Orientation Program (for New SES)	OSD	LOM	
8.	Army Comptroller Course (ACC)	SYRACUSE	FS/FDS	
9.	Assertiveness Skills	GS	LOM	
10.	Audit Process: Basic	USAAA	FS/FDS	
11.	Basic Communication Skills	GS	LOM	
12.	Basic Contract Administration	GS	FDS	
13.	Basic Employee Relations	GS	LOM	
14.	Basic Governmental Auditing	GS	FS	
15.	Basic Labor Relations	GS	LOM	
16.	Basic Statistics	GS	FDS	
17.	Briefing Techniques	GS	LOM	
18.	Budget Analysis Workshop	GS	FDS	
19.	Budget Analysis Workshop: Advanced	GS	FDS	
20.	Budget Execution	GS	FDS	
21.	Budget Formulation	GS	FDS	
22.	Budget Justification and Presentation	GS	FDS	
23.	Communication Skills	USAAA	FDS/LOM	
24.	Computer Training Courses: (Various Software Applications)	GS	FDS	
25.	Contract Auditing	GS	FS/FDS	
26.	Contracting Officer's Representative	GS	FDS	
27.	Cost and Price Analysis	MGTC	FDS	
28.	Cost Benefit Analysis Workshop	GS	FDS	
29.	Cost Management Certificate Course	NPS	FDS	
30.	Data Analysis and Interpretation	MGTC	FS	
31.	Data Collection and Analysis	GS	FDS	

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32.	Decision Analysis Course	ALU	FDS
33.	Defense Comptrollership Program (DCP)	SYRACUSE	FS/FDS/LOM
34.			FS/FDS/LOM FS/FDS/LOM
	Defense Decision Support Course	Maxwell AFB, AL	
35.	Defense Financial Management Course	Maxwell AFB, AL	FS/FDS/LOM
36.	Defense Regional Inter-Service Support (DRIS) Agreements	ALU	FDS
37.	Defense Resource Management Course	NPGS	FS/FDS
38.	Detecting and Investigating Fraud	USAAA	FS
39.	Economics of Analysis	GS	FDS
40.	Enhanced Defense Financial Management Training (EDFMT)	ASMC	FS/FDS
41.	Ethics in Federal Contracting	MGTC	FS/FDS
42.	Evaluating a Contractor's Performance	MGTC	
43.	Executive Development Seminar	OPM	LOM
44.	Executive Management	DSMC	LOM
45.	Executive Comptroller Course	SYRACUSE	FS/FDS/LOM
46.	Federal Appropriations Law Course	GS	FS
47.	Federal Appropriations Law Update	GS	FS
48.	Federal Budget Process	GS	FDS
49.	Federal Cost Accounting Concepts	GS	FDS
50.	Federal Government Accounting I	GS	FS
51.	Fiscal Law Course	JAG (online)	FS
52.	Force Integration Course for General Officer/SES	AFMS	LOM
53.	Fundamental Accounting Procedures in Federal Agencies	MGTC	FS
54.	Fundamentals of Cost Analysis	DAU	FDS
55.	Fundamentals of Earned Value Management	DSMC	FDS
56.	Fundamentals of Systems Acquisition Management	DSMC	FDS
57.	Human Resources Management for Supervisors and Managers	GS	LOM
58.	Human Resources Management: Introduction	GS	LOM
59.	Installation Logistics Management	ALMC	FDS
60.	Intermediate Auditor Tracks	USAAA	FS/FDS/LOM
61.	Intermediate Cost Analysis	FMS	FDS
62.	Intern Leadership Development Course	CAL	LOM
63.	Interpersonal Communications	GS	LOM
64.	Introduction to Federal Accounting	GS	FS
65.	Introduction to Financial Management	GS	FDS
66.	Introduction to Information Technology	GS	FDS
67.	Introduction to Life Cycle Costing	AFIT	FDS
68.	Introduction to Program Evaluation	GS	FDS
69.	Leadership Development Program (LDP)	CCL	LOM
70.	Leadership Education and Development (LEAD)	CAL	LOM
71.	Leading Change	GS	LOM
72.	Leading Teams and Groups	GS	LOM
73.	Management Accountability and Control	GS	FS/FDS

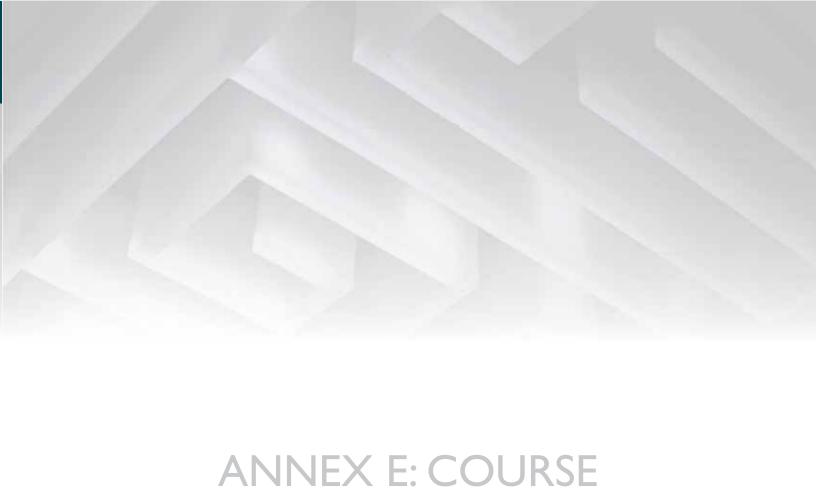
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74.	Management Analysis: Advanced Applications	GS	FDS
75.	Management Analysis: Data Gathering	GS	FDS
76.	Management Analysis: Planning Course	GS	FDS
77.	Management Development	GS	FDS/LOM
78.	Managing Workforce Diversity	GS	LOM
79.	Manpower and Force Management	ALMC	FDS
80.	National Security Studies Course	SYRACUSE	LOM
81.	Operations Research/Systems Analysis Continuing Education Program	ALMC	FDS
82.	Operations Research/Systems Analysis Special Topics Seminar	ALMC	FDS
83.	OPM – Senior Executive Service Briefing for New Executives	OPM	LOM
84.	Performance Measurement and Budgeting	GS	FDS
85.	Planning, Programming, Budgeting, and Execution (PPBE)	USA FMS	FS/FDS/LOM
86.	Planning, Programming, Budgeting, and Execution (PPBE)	GS	FS/FDS/LOM
87.	Position Classification: Basic	GS	LOM
88.	Position Classification for Supervisors and Administrative Staff	GS	LOM
89.	Practical Comptrollership	NPGS	FS/FDS
90.	Practical Statistical Sampling for Auditors	GS	FS
91.	Principles of Cost Analysis Course	FMS	FDS
92.	Program Systems and Processes	MGTC	FDS
93.	Project Management	GS	FDS
94.	Project Risk Management	MGTC	FS
95.	Report Writing	GS	FS/FDS
96.	Resource Management Budget Course (RMBC)	USAFS	FDS
97.	Risk Analysis Course	ALMC	FDS
98.	Senior Auditor Tracks	USAAA	FS/FDS/LOM
99.	Senior Executive Equal Opportunity Seminar	OPM	LOM
100.	Senior Resource Managers Course	SYRACUSE	LOM
101.	Supervision and Group Performance	GS	LOM
102.	Survey of Federal Accounting Concepts and Standards	FMS	FS
103.	Systems Acquisition Management (SAM) for General/Flag Officers	DAU	FDS
104.	Team Leadership Essentials	GS	LOM
105.	Technical Writing	GS	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

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TRAINING SOURCES (con't)	ACRONYMS
Defense Acquisition University	DAU
Defense Financial Management & Comptroller School	DFMSC
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 Financial Management School	USA FMS
US Army Judge Advocate General School	JAG
Graduate School	GS
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	ED.C
mornadon reemiology (11) Management and Application	FDS
Managerial Services	FDS FDS
Managerial Services	FDS
Managerial Services Organizational Performance Measurement	FDS FDS
Managerial Services Organizational Performance Measurement Project Management	FDS FDS FDS
Managerial Services Organizational Performance Measurement Project Management Leadership and Organizational Management	FDS FDS FDS LOM
Managerial Services Organizational Performance Measurement Project Management Leadership and Organizational Management Human Resource Management	FDS FDS FDS LOM LOM



ANNEX E: COURSE DESCRIPTIONS – RESIDENT





ANNEX E

COURSE DESCRIPTIONS - RESIDENT

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. 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. 24 CPEs

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Review of federal funding options, Interagency and other agreements (MOUs, MOAs, and ISSAs) and authority, Laws and regulations that authorize federal business operations, Procedures for recording funding authority from offsetting collections, Accounting transactions for working capital funds, revolving funds, franchise funds, and reimbursable activities, Cost accounting: determining costs and setting fees for services, Reporting on business operations: financial reports and financial statements.

2. ACCOUNTS PAYABLE – https://www.atrrs.army.mil/atrrscc

COURSE LENGTH: 1 week, 3 days

SPONSOR/LOCATION: US Army Financial Management 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: Encompasses detailed instruction on the preparation of payment vouchers, examination of pre-certified vouchers and other miscellaneous payments. Covers procedures for handling correspondence and applying provisions of the prompt payment act, also includes 34 hours of computer instruction on the Computerized Accounts Payable System for Windows (CAPS/W)

3. ACTIVITY BASED COSTING - http://graduateschool.edu/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School, Graduate School /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): Results Driven (Accountability)

DESCRIPTION: Tie the costs of resources to the activities that consume them and manage the real cost of those activities. You are introduced to activity-based costing as described in the Federal Accounting Standards Advisory Board Standard #4. Learn the complete process for sound activity-based costing and discover its advantages over traditional cost accounting methods. Learn how to use this information in organization, management and decision processes.

4. ADVANCED MANAGEMENT ACCOUNTING AND ANALYSIS - https://www.atrrs.army.mil/atrrscc

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: US Army Financial Management 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: Encompasses detailed instructions on the Standard Installation Accounting Organization (SIAO) and Army Regulation 37-1, Accounting and Fund Control.

5. ADVERSE AND PERFORMANCE BASED ACTIONS – http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Be confident in your ability to prepare or decide adverse actions or performance-based actions. You learn to meet rigid standards of cause, penalty and proof-set by third parties that review removals, suspensions, demotions and furloughs before taking adverse and performance-based actions against employees. Explore disciplinary and non-disciplinary causes; unusual cause situations, such as medical problems or off-duty conduct; penalty factors; issues of proof and pre-action investigations.

6. APEX ORIENTATION PROGRAM -

http://www.whs.mil/hrd/civilian/careerdevelopment/dodsponsoredprograms/apexorientation.cfm

COURSE LENGTH: 2 weeks (within one year of appointment to the SES) every March and September

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

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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: Establish a joint approach for interaction among the Office of the Secretary of Defense, the military departments, Defense Agencies, DoD Field Activities and the private sector in order to integrate SES responsibilities with DoD Component priorities. Operationalize the SES role with DoD's Transformation. Provide an overview of the DoD structure and those processes critical to its operation. Provide experiences that expand leadership and strategic thinking skills within the DoD context. Provide structured networking opportunities with military and civilian colleagues to reinforce information sharing across functional areas.

7. 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.

ARMY COMPTROLLER COURSE (ACC) – http://whitman.syr.edu/executive/defense/acc/learning.asp#frm

COURSE LENGTH: 4 weeks

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TARGET CAREER PHASE: Intern/Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S):

- Leading Change (Creativity and Innovation, External Awareness, Strategic Thinking, Flexibility, Resilience, Vision)
- Leading People (Conflict Management, Leveraging Diversity, Developing Others, Team Building)
- Results Driven (Accountability, Customer Service, Entrepreneurship, Problem Solving, Decisiveness, Technical Credibility)
- Business Acumen (Financial Management, Technology Management, Human Capital Management)
- Building Coalitions (Influencing/Negotiating, Partnering, Political Savvy)

DESCRIPTION: This course provides a basic multi-disciplined financial and resource management overview to officers newly assigned to the Comptroller Civilian Career field and to other personnel without a multi-disciplined background. The ACC is a comprehensive training experience focusing on the following areas: Federal Budget Challenges, Strategic Planning, Planning, Programming, Budgeting, and Execution System, Accounting, Fiscal Law, Activity and Service Based Costing, Management, Contracting, Management Controls, Competitive Sourcing, Financial Operations, The Legislative Process, Installation and Major Command Resource Management.

9. ASSERTIVENESS SKILLS – http://graduateschool.edu/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School /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: Learn to speak honestly and directly, make decisions easily and influence people. Create a turning point in your life by learning to recognize the difference between assertive and aggressive behaviors, communicate more effectively and listen for others' motivations. As you learn to spot the barriers to effective communication, you effectively handle criticism, deal with workplace anxieties and build self-confidence.

10. AUDIT PROCESS: BASIC - https://www.aaa.army.mil/training.htm

COURSE LENGTH: 8 DAYS

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship (64 CPES)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION:

This 8-day course is geared to the duties and responsibilities of new Army auditors and outlines each phase of the audit process. Auditors requiring this course should attend the course within 1 year after being hired / assigned. This course is a prerequisite for the Intermediate Auditor School.

11. BASIC COMMUNICATION SKILLS - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /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: Much of your success depends on your ability to articulate well, both in person and on paper. In this course you learn the fundamental communication skills needed to get ahead. Discover how to analyze verbal and nonverbal communications, write clearly and concisely, organize and deliver an oral presentation and break down communication barriers to work better with others.

12. BASIC CONTRACT ADMINISTRATION - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level (Personnel involved in the federal contracting process.)

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (40 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: This course, which complies with the Contract Specialist (CS) Training Blueprint published by the Federal Acquisition Institute provides guidance needed to ensure that the contract is managed correctly. You identify issues that require action by contracting personnel to ensure that the government receives what it pays for.

13. BASIC EMPLOYEE RELATIONS – http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Understand the complexities of federal employee relations. You learn the rights and responsibilities of agency employees, and you study topics such as probationary periods, performance management and awards, discipline, conduct problems, leaves of absence, labor management issues, appeals and grievances, and more. This course is also part of the Certificates of Accomplishment in Human Resources Management

14. BASIC GOVERNMENTAL AUDITING – http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /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: This is our premier course for new auditors. Learn the personal and professional attributes necessary to be successful in the government audit environment. Lectures, discussions and exercises provide you with an understanding of the government auditing standards, types of audits, audit evidence, the fundamentals of interviewing, the preparation of audit working papers, and audit findings and their elements. Learn to develop and present audit findings through the use of individual and group exercises that emphasize sufficient qualitative and quantitative evidence and development of the findings for different audiences.

15. BASIC LABOR RELATIONS - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Receive a solid foundation in the areas of employee-management relationships. You learn that harmonious labor relations can bring enormous productivity gains to your workforce. You learn about bargaining unit determination and election procedures; exclusive union representation, negotiations and good-faith bargaining; and contract administration, grievance systems and arbitration. This course is also part of the Certificates of Accomplishment in Human Resources Management.

16. BASIC STATISTICS - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEUs)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Master the basics of statistics, from frequency distribution to sampling to regression analysis, even if you have no prior knowledge of the subject. This course is also part of the Certificate of Accomplishment in Personal Property Management, the Certificate of Accomplishment in Program and Management Analysis, and the Certificate of Accomplishment in Human Resources Management.

17. BRIEFING TECHNIQUES – http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Learn to overcome your fear of public speaking! Discover strategies to develop and organize your thoughts, learn to speak directly to the audience, field tough questions and get the most from visual aids. Deliver your next briefing with confidence.

18. BUDGET ANALYSIS WORKSHOP - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

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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: This course, designed as an integrated case study, provides hands-on practice in the use of various budget and financial analysis techniques through participation in a series of case exercises and class discussions. Topics include performance measurement, performing trend analysis, using data relationships in the budget, conducting cost analysis and understanding activity-based costing for management. Students learn how to relate goals, objectives and priorities to program resources and performance; use analytical methods to measure work load and efficiency; and evaluate a full range of budget and financial analyses, including cost benefit/cost effectiveness analysis, payback, lease versus purchase, and more. This course is part of the Certificate of Accomplishment in Financial Management.

19. BUDGET EXECUTION - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: The organizational budget is the financial plan against which execution in the budget year is managed. This intermediate-level course teaches you the steps and strategies for executing a budget, including contingency plans, considerations for close-out, mid-year reviews and Anti deficiency Act compliance. You learn how to avoid liability problems, adhere to OMB budget execution requirements, and understand the application of the Government Performance and Results Act (GPRA). This course is part of the Certificate of Accomplishment in Financial Management.

20. BUDGET FORMULATION - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Budget formulation is not a science but a refined art. Master the skills necessary to build an accurate and defensible budget compliant with the Office of Management and Budget's (OMB) strict standards. Learn how strategic planning and performance measures are the keys to compliance with the Government Performance and Results Act and why federal budgets need to be mission driven. Explore effective techniques for estimating the costs of a program by object classes, formulating a solid budget, the relationship between current-year and prior-year budgets and how to comply with the requirements of OMB Circular A-11. Learn to use the documentation that you have developed during earlier budget phases to prepare, present and defend your organization's budget.

This course is part of the Certificate of Accomplishment in Financial Management

21. BUDGET JUSTIFICATION AND PRESENTATION - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Get a strong foundation in the principles of effective budget justification and presentation, focusing on analysis of budget submissions and preparation of narrative descriptions. Upon completion of this course, participants are prepared to use results-based budgeting to justify a program, consistent with the requirements of the Government Performance and Results Act (GPRA). Be introduced to many effective presentation tips that will help you stay focused and will result in a positive experience. This course is part of the Certificate of Accomplishment in Financial Management.

22. COMMUNICATION SKILLS - https://www.aaa.army.mil/training.htm

COURSE LENGTH: 4.5 days

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level - GS-9/11, or NSPS equivalent

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management; Financial Stewardship (36 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Building Coalitions/Communication (Oral communication, Written Communication)

DESCRIPTION: Learning Objectives: Be able to prepare clear, concise, and grammatically correct sentences and paragraphs that conform to Agency writing guidance, Be able to write finding summary paragraphs that clearly identify condition, cause, and effect, Develop effective skills for communicating with auditees, and Be able to effectively prepare and present a briefing on audit results.

23. COMPUTER TRAINING Courses: (Various Software Applications) - http://graduateschool.edu/

COURSE LENGTH: Each software application course – 2-3 days or varies

SPONSOR/LOCATION: Graduate School /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.

24. CONTRACT AUDITING - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

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: Gain the knowledge and skills to conduct a forward pricing proposal audit and a historical cost audit through performing two case study audits: The forward pricing proposal case study will address how to evaluate a contractor's estimate of costs to perform a contract. Learn how to audit the various elements of a proposal: direct labor, direct material and indirect costs. Also learn how to incorporate quantitative audit techniques - statistical sampling, correlation analysis and improvement curve - in performing the audit. The historical cost case study addresses how to determine whether the contractor is entitled to be reimbursed for costs claimed on contracts. You learn how to use the Federal Acquisition Regulations (FAR) and the Cost Accounting Standards to determine the reasonableness of costs. You also learn how to calculate indirect allocation rates and how they are applied to contracts. Applicable sections of the FAR are included as part of your materials for this course. This course is part of the Certificate of Accomplishment in Financial Management.

25. COST MANAGEMENT CERTIFICATE COURSE (CMCC) - http://pns.edu

COURSE LENGTH: 4 Weeks

SPONSOR/LOCATION: Naval Postgraduate School/Monterey, CA

TARGET CAREER PHASE: Military Officer: BC 36 Majors and above, Enlisted: Military Occupational Specialty 36, Senior NCO and above and Civilian GS13 or above.

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading Change, Leading People, Results Driven and Business Acumen

PURPOSE: This course is designed to teach experienced middle to senior managers how manage Army business operations efficiently and effectively through the accurate measurement and thorough understanding of the "Full Cost" of business processes, products and services.

DESCRIPTION: The CMCC is an intense four-week resident education course taught at the Naval Postgraduate School in Monterey, California. This course teaches students to manage Army business operations efficiently and effectively through accurate measurement and thorough understanding of the "Full Cost" of business processes, products, and services. Certificate holders become part of a community of practice equipped to help decision makers provide the best value to customers and stakeholders. The CMCC will develop a cadre of cost management experts who understand and facilitate incorporation of CBA into the decision making process. Candidates come from both military and civilian ranks; all branches and all career programs.

26. CONTRACTING OFFICER'S REPRESENTATIVE - http://www.almc.army.mil

COURSE LENGTH: 1 week, 4 days

SPONSOR/LOCATION: US Army Logistics Management College, Fort Lee, VA, various locations

TARGET CAREER PHASE: Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (1.8 CEU)

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EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: This course provides the student with an overall view of the contracting process, with the major emphasis in contract administration. ALMC provides training to individuals so they can be certified by their contracting office to become CORs. Discussions focus on services, supplies, medical, and construction contracts. The course is designed to help the student become familiar with statutory laws and regulations that govern the contracting process with emphasis on the Federal Acquisition Regulation and the Defense Federal Acquisition Regulation.

27. 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: Contract Pricing, Conducting Market Research for Price Analysis, Obtaining Offeror Information for Analysis, Applying Price-Related Factors, Comparing Prices, Making comparisons. Types of comparisons, Calculating the Should-Pay Price, Introduction to Cost Analysis, Contract Cost Principles, Preparing for Cost Analysis, Direct Labor Costs, Direct Material Costs, Indirect Costs, Profit or Fee, Preparing for Negotiation.

28. COST BENEFIT ANALYSIS WORKSHOP - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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 (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Receive a solid foundation in the planning framework for cost-benefit studies, including cost types and "behaviors," present-value concept, cost-effectiveness versus cost-benefit, internal rate of return, OMB Circular A-94 and more. You cover the fundamentals to perform basic cost-benefit studies and understand complex studies. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

29. DATA COLLECTION AND ANALYSIS - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (3 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Problem Solving), Business Acumen (Financial Management)

DESCRIPTION: Learn how to collect and analyze data for a management study or audit. Discover how the data shapes the results and reliability of the management study or audit. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

30. DECISION ANALYSIS COURSE - http://www.almc.army.mil

COURSE LENGTH: 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: This course teaches students how to use decision analysis techniques to provide additional information to managers facing particularly difficult decisions. Emphasis is on utilitarian tools that can be quickly mastered and used in a variety of situations by managers and staffs without formal mathematical or management science backgrounds. This course begins with a review of basic statistical concepts used in the course. Single attribute decision analysis using decision trees and expected value are covered. Sensitivity analysis and value of additional information are discussed. Economic analysis as a decision tool is covered with particular emphasis on how to handle cash flows over a number of years. Influence diagrams are used to decompose decisions into small parts that highlight the structure of the decision and the information required. Multiple attribute decision analysis is done suing simple additive weighting. Students complete a series of realistic cases that proved experience using the techniques in situations where the necessary information is either not completely available or imperfect, forcing the students to make reasonable estimations to "fill in the holes" in the data. Although calculations are done by hand initially to insure student understanding, more voluminous work is done in EXCEL.

Assessment is through case studies.

31. DEFENSE CIVILIAN EMERGING LEADERSHIP PROGRAM –

http://www.cpms.osd.mil/ASSETS/9CD38780EBA14C3FB1065A120D83800C/DCELP%20Program%20Information.pdf

COURSE LENGTH: 9 month

SPONSOR/LOCATION: DOD Executive Management Training Center, Southbridge, MA

TARGET CAREER PHASE: Specialist/Journey Level & Manager

PREREQUISTE: CES Basic Course

COMPETENCY GROUP/CPE/CEU: 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: The Defense Civilian Emerging Leader Program develops the next generation of innovative leaders with the technical competence to meet the future leadership needs of the Department of Defense (DoD). The DCELP consists of six distinct courses each ranging in length from two to ten days. The courses are Orientation/DoD Acculturation, Leadership Assessment Program, Project Management Principles, Team Building/Team Leadership, Conflict Resolution Skills, and Collaborative Leadership Seminar.

32. DEFENSE COMPTROLLERSHIP COURSE (DCP) - http://whitman.syr.edu/executive/defense/dcp

COURSE LENGTH: 14 months

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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: The Army Comptrollership Program is a 14-month graduate course of study available as a cooperative endeavor between Syracuse University, Syracuse, N.Y. and the Department of the Army. The program is delivered in two semesters and two summer sessions addressing Army Comptroller and Financial Management educational needs. The 60-hour graduate curriculum combines business and public administration theories, principles, and concepts with Defense and Army resource management processes and practices.

34. DEFENSE DECISION SUPPORT COURSE (DDSC) - http://www.asafm.army.mil

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Defense Financial Management & Comptroller School, Maxwell Air Force Base, Naval, AL

TRAINING CATEGORY: Competitive

TARGET CAREER PHASE: Intern/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: This course is designed to complement the Decision Support instruction embedded in the four-week Defense Financial Management Course also taught at the DFM&CS. The purpose is to acquaint mid – to senior-level personnel with the merits

of the Decision Support instruction so they recognize and more readily accept appropriate analysis and recommendations from their subordinates.

35. 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: This course trains DOD military and civilian personnel in the use of inter-service, intra-service, and intra-governmental/agency support agreements (DD Form 1144) to improve their functional operations and to achieve greater economy and cost recovery. The curriculum concentrates on support agreement regulatory policies and procedures, organizational functions and responsibilities, costing as it relates to support agreements, negotiation techniques, competitive sourcing requirements and preparation of DD Form 1144.

36. DEFENSE RESOURCE MANAGEMENT COURSE – http://www.asafm.army.mil

COURSE LENGTH: 4 weeks

SPONSOR/LOCATION: Naval Postgraduate School, Monterey California

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: A dynamic four-week, educational program that provides U.S. civilians and military personnel (and their international counterparts) an enhanced understanding of how best to effectively manage today's defense resources. All U.S. participants can attend in 2, 2-week increments. DRMC participants may apply for graduate credit (4 Quarter Hours in Management) through the Naval Postgraduate School Registrar. The DRMC also qualifies the participant for 116 hours of continuing education in financial management.

37. DETECTING AND INVESTIGATING FRAUD - https://www.aaa.army.mil/training.htm

COURSE LENGTH: 3.5 days

SPONSOR/LOCATION: US Army Audit Agency/Various locations

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level - Lead Auditor/GS-9, or NSPS equivalent

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: Learn about the auditor's role in fraud investigations and as a member of a fraud investigative team discuss the auditing standards relating to fraud detection/investigation, discuss the interaction of investigators, auditors, and prosecutors in the investigative process, the prosecutor's rule in a fraud investigation, including the decision process on how to proceed with the investigation and prosecutorial concerns during the litigation process, common indicators of fraud, government contracting in general terms, and discuss potential problem areas/indicators during the various phases of the contracting process, fraud schemes that may occur during the procurement process, various analytical tools available to auditors and investigators to assist them in analyzing large amounts of data to identify hidden trends and patterns, and discuss the pros and cons related to using the various types of tools, the investigative process, team building considerations for a criminal investigation, and investigative tools available for use during a fraud investigation, civil and criminal statutes, to include elements of the offense, that are used in fraud litigation, the team building process, to include the various roles of team members and the importance of teamwork in fraud investigations, effective interview techniques used during a fraud investigation and requirements for documenting interview results, the legal process, to include auditor liability and appearing as a witness in a legal proceeding.

38. EXECUTIVE COMPTROLLER COURSE (ECC) – http://whitman.syr.edu/executive/defense/ecc

COURSE LENGTH: 3.5 weeks

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TARGET CAREER PHASE: Specialist/Journey Level & 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)

DESCRIPTION: This course gives a broad perspective of the core competencies of Defense Financial Management and the application of those competencies in the U.S. Army covers core competencies required for the Certified Defense Financial Manager (CDFM). The program critically examines all aspects of the Planning, Programming, Budgeting and Execution System from planning to prior year execution funds management and current issues in resource management.

39. ENHANCED DEFENSE FINANCIAL MANAGEMENT TRAINING (EDFMT) - www.asmconline.org

COURSE LENGTH: 5 days

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: The Enhanced Defense Financial Management Training Course is a five-day, intensive financial management review course taught in three modules. It 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, Personnel Management, Management Internal Controls, Planning, Programming, Budgeting and Execution (all org levels), Cost and Economic Analysis, Business Management Process Improvement, Fiscal Law, Finance, Accounting, and Auditing. Overall objective is to review, discuss, and identify where to obtain further information on all 12 core competencies.

40. 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 (8 CPE)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Integrity/Honesty), Results Driven (Accountability), Building Coalitions/Communication (Political Savvy)

DESCRIPTION: Major topics include: Meaning and Purpose of Ethics, Government-wide Ethics Statutes, Standards of Ethical Conduct for Employees of Executive Branch, Fraud, Procurement Integrity, Other Ethical Considerations in Government Contracting, Remedies for Contractor Misconduct.

$41. \quad EVALUATING\ A\ CONTRACTOR'S\ PERFORMANCE-http://www.managementconcepts.com$

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: Major Topics: Planning for contract administration. Interrelationship between contract administration and evaluating a contractor's performance. Inspection clauses. Steps for selecting evaluation techniques. Initial Steps in Monitoring Contracts - Reviewing the contract and determining contractor obligations. Learning and monitoring what the contractor is doing: post award orientation conference, subcontractor orientation, and establishing a contract file. Work Planning, Scheduling, and Monitoring Techniques - Approaches. Work measurement. Monitoring and surveillance of progress. Level of monitoring and surveillance. Earned Value Management System - Definition. Metrics. Planning. Organization. Measuring progress and overcoming schedule problems. Integrated baseline reviews. Agency requirements. Monitoring and Evaluating the Contractor's Performance - Contract types. Contract payment structure. Using Gantt, milestone, network, and swan charts. Types of technical systems. Remedies - Contractor-caused delays. Withholding progress payments. Contract modifications. Terminations due to inadequate contractor performance.

42. EXECUTIVE DEVELOPMENT SEMINAR – Leading Change – http://www.leadership.opm.gov/programs/executive-leadership-development/eds/index.aspx

COURSE LENGTH: 2 weeks

SPONSOR/LOCATION: Office of Personnel Management Centers, Aurora, CO; and Shepherdstown, WV 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: Through a group project, you will learn the fundamentals and finer aspects of strategic thinking, strategic planning and political research. You will also examine how policy is made and how to maximize the interests of all concerned parties. Participants are expected to have completed a 360-degree leadership assessment prior to this seminar. If not, a 360 assessment will be included.

43. FEDERAL APPROPRIATIONS LAW COURSE - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Gain a solid foundation of federal government appropriations law using the Government Accountability Office (GAO) Principles of Appropriations Law (Red Book), Volumes I and II. This comprehensive course covers the proper interpretation and application of federal appropriations law to the use of appropriated funds and addresses the relationship of agency budgets to appropriations; propriety, timing and legality of certain types of expenditures; and provides the basis to make legal decisions. While working in teams, participants will be taught using case studies from Comptroller General Decisions. As an added value, participants receive a CD-ROM containing the GAO Red Book, Volumes 1-5, Volume 1 Update, and the Index and Table of Authorities. This course is also part of the Certificate of Accomplishment in Financial Management.

44. FEDERAL APPROPRIATIONS LAW UPDATE - http://graduateschool.edu/

COURSE LENGTH: 1 day

SPONSOR/LOCATION: Graduate School /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: Get up-to-date on the most recent changes in appropriations law. This course helps federal employees Maintain expertise in the field of federal appropriations and covers the most recent changes to appropriations law and the Government Accountability Office (GAO) Principles of Appropriations Law (Red Book). Get a refresher on the key principles of appropriations law, updates in Comptroller General Decisions that may affect your agency, highlights of volumes III and IV of Principles of Federal Appropriations Law and recent trends in appropriations restrictions and requirements.

45. FEDERAL BUDGET PROCESS - http://graduateschool.edu/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School /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: The federal budget process is a highly structured system carried out in four distinct phases. In this brief but comprehensive course, explore the major phases and timing of the federal budget process; principal participants and their roles; current issues affecting congressional actions; and how the budget is reviewed and audited.

46. FEDERAL GOVERNMENT ACCOUNTING I – http://graduateschool.edu/

COURSE LENGTH: 2 semester credits; correspondence, 14 lessons

SPONSOR/LOCATION: Graduate School /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: Learn the key concepts of federal government accounting, including accrual concepts, maintaining accurate Journals and journal vouchers, managing accounts and ledgers, running trial balances and adjusting entries, and reading financial statements. Part of the Accounting and Federal Government Accounting Procedures Certificates.

ACE College Credit Recommendation Service reviewed.

47. FINANCIAL MANAGEMENT 101- PILOT COURSE

COURSE LENGTH: 10 day resident course

SPONSOR/LOCATION: Syracuse University, Syracuse, NY

TARGET CAREER PHASE: Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: This course is a new pilot course specifically designed for personnel in the technical financial management series to increase their skills and knowledge in financial and resource management and their basic analytical capabilities. This course is divided into six learning objectives focusing on the understanding of Financial/resource management environment, principals of appropriations and fiscal law and their application to accounting and budgeting, principals of cost and cost analysis, principals of budgeting and budget analysis, principals of manpower/ personnel analysis, and principals of contracting and its impact on financial management.

48. FISCAL LAW COURSE - http://jag.ellc.learn.army.mil

COURSE LENGTH: Distance Learning

SPONSOR/LOCATION: The Judge Advocate General's School, Charlottesville, VA

TARGET CAREER PHASE: Intern/Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Financial Stewardship

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION: This course provides a foundational review of fiscal laws and principles to meet the needs of a general military attorney, contracting officer, resource manager, or practitioner serving a Brigade Combat Team or higher echelon, installation, or agency. The course covers the statutory, regulatory, and policy authorities governing the commitment, obligation, and expenditure of appropriated funds in garrison and when deployed. The course addresses current fiscal issues confronting the Department of Defense and other federal agencies. This course also meets the mandatory training requirements for the Army's Comptroller Accreditation Program for CP11 and BC 36 personnel.

49. GENERAL OFFICER/SENIOR EXECUTIVE SERVICE FORCE INTEGRATION COURSE –

http://www.imcom.army.mil/hq/directorates/hr/workforce/leadership/article.33332.htm

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: This course provides a systemic overview of "How the Army Runs". Students will learn the constitutional, statutory and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational, and materiel change. They will become familiar with Army organizational roles, function and missions, especially at the ACOM and Army Secretariat/Staff levels. They will also be exposed to established force management processes, from the determination of force requirements through to the resourcing of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a joint/combined environment.

50. FUNDAMENTALS OF COST ANALYSIS - http://www.dau.mil/onlinecatalog/courses.aspx?crs_id=482

COURSE LENGTH: Distance Learning (60 days to complete the course)

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: Professionals are introduced to policies and techniques that are used for the preparation of system cost estimates, including DoD estimating requirements and guidance, estimate use and structure, analogy estimates, parametric estimating, improvement curves, inflation, risk, economic analysis, and software cost estimating. Through practical exercises, professionals gain the opportunity to apply the policies and techniques to real-world examples.

51. FUNDAMENTALS OF EARNED VALUE MANAGEMENT - http://www.dau.mil/onlinecatalog/courses.aspx?crs_id=80

COURSE LENGTH: Distance Learning (25 weeks to complete this course)

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: In a virtual classroom environment, professionals learn additional information about earned value management (EVM), which is introduced in ACQ 101. The course summarizes the language, data reports, metrics, graphs, and management processes associated with EVM as they apply to DoD acquisition management. Professionals also learn the processes related to the Performance Measurement Baseline, the Integrated Baseline Review, and the American National Standards Institute/Electronic Industries Alliance (ANSI/EIA) for EVM systems. Finally, professionals evaluate and compute basic EVM metrics and EVM metric-based estimates at completion.

52. FUNDAMENTALS OF SYSTEMS ACQUISITION MANAGEMENT -

http://www.dau.mil/onlinecatalog/courses.aspx?crs_id=2

COURSE LENGTH: Distance Learning (3.5 days to complete this course)

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: This course provides a broad overview of the DoD systems acquisition process, covering all phases of acquisition. It introduces the Joint Capabilities Integration and Development Systems; the planning, programming, budgeting, and execution process; DoD 5000-series policy documents; and current issues in systems acquisition management. Designed for individuals who have little or no experience in DoD acquisition management, this course has proven very useful to personnel in headquarters, program management, and functional or support offices.

53. HUMAN RESOURCES MANAGEMENT FOR SUPERVISORS AND MANAGERS - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /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: Develop the necessary tools you need to successfully accomplish organizational objectives and abide by human resources laws and regulations. This five-day course prepares you to handle the HR aspects of supervision. You learn about merit system principles, prohibited personnel practices, position classification, staffing and placement, training, labor management relations, diversity, sexual harassment prevention and more.

54. HUMAN RESOURCES MANAGEMENT: INTRODUCTION – http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Merit system principles and prohibited personnel practices drive federal human resources management decisions. This course provides a high-level overview of the federal human resources environment.

55. INTRODUCTION TO ARMY LOGISTICS - http://www.almc.army.mil/almc_catalog.pdf

COURSE LENGTH: 1 1/2 Month (dL)

SPONSOR/LOCATION: Distributed Learning, Army Logistics University, 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: The course provides exposure to all logistics functional areas at the installation level. It addresses the service support programs under the auspices of the Installation Management Command performed within the Directorate of Logistics (DOL) focusing on responsibilities, practices, and problems at all levels of the organization to develop and increase competence and effectiveness in installation logistics support. Course objectives are designed to enhance the logistics experiences of individuals whose job responsibilities interface with organizations, activities and functions required to perform logistics either at the installation level or in a major stakeholder organization. The course presents an introduction to installation logistics management from the National Guard and the Army Materiel Command perspectives.

56. INTERMEDIATE AUDITOR COURSE – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 4 1/2 days

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: Learning Objectives are to be able to: explain the importance of risk assessment and perform a risk assessment

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on an audit area, explain characteristics of effective audit programs and develop an audit program, (i) explain requirements for assessing data reliability and reporting assessment results and (ii) develop audit steps for assessing data reliability, apply critical thinking skills to develop an audit area, prepare work papers according to Agency guidance, to include preparing a work paper summarizing an audit area and cross-referencing it to supporting work papers, outline and write the conclusion to an audit objective, understand the leadership and ethical qualities expected of intermediate auditors.

57. INTERMEDIATE COST ANALYSIS MANAGEMENT (ICAM) -http://www.finance.army.mil

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: USA Financial Management School, Fort Jackson, SC

TARGET CAREER PHASE: Interns/Specialist/Journey Level & Manager Note: Mandatory for Interns

COMPETENCY GROUP/CPE/CEU: Financial Decision Support

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

DESCRIPTION:

INTERMEDIATE COST ANALYSIS MANAGEMENT (ICAM) designed to focus on the principles and concepts associated with cost accounting and management. ICAM is a follow-on course and will emphasize cost management while introducing relevant case studies. ICAM will provide financial managers the cost accounting and cost management principles and skills they need to execute essential cost management support to commanders facing a significantly resource-constrained future.

58. INTERPERSONAL COMMUNICATIONS - http://graduateschool.edu/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School /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)

59. INTRODUCTION TO FEDERAL ACCOUNTING - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Receive a solid foundation on which to build your career in federal accounting. Learn the key concepts of federal government accounting, including accrual concepts, maintaining accurate journals and journal vouchers, managing accounts and ledgers, running trial balances and adjusting entries, and reading financial statements. This course is part of the Certificate of Accomplishment in Financial Management

$60. \ \ INTRODUCTION\ TO\ FINANCIAL\ MANAGEMENT-http://graduateschool.edu/$

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Gain an understanding of the fundamentals in the laws, critical concepts, procedures and policies involved with sound financial management. This course provides a comprehensive overview of the significant aspects of financial management. Learn to link management, budgeting and auditing to performance measurement; recognize the primary requirements of financial systems; and adhere to government-wide policies.

This course is part of the Certificate of Accomplishment in Financial Management and the Certificate of Accomplishment in Personal Property Management.

61. INTRODUCTION TO INFORMATION TECHNOLOGY - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (1.8 CEU)

INTRODUCTION TO INFORMATION TECHNOLOGY Continued

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Technology Management)

DESCRIPTION: This course covers the fundamental concepts, terminology and laws that form the foundation of information systems, technology management and e-government. Participants learn from discussions of the objectives of e-government and the systems used to support it. Attention is also devoted to problems to be addressed by computer security behaviors and methods.

62. INTRODUCTION TO PROGRAM EVALUATION - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /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: Evaluation identifies, discovers, generates and displays information about an organization's program effectiveness. The information shows what the organization produces, how those products affect society and how much the effect is worth. Budget hearings before Congress, as well as OMB, often require information generated by evaluations. Legislation commonly requires formal evaluation of some type as a condition for a program's existence or funding. Analysts must be able to describe programs, identify information useful in evaluation, collect reliable data and analyze it effectively. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

63. LEADERSHIP DEVELOPMENT PROGRAM (LDP) - http://www.ccl.org/leadership/programs/ldpoverview.aspx

COURSE LENGTH: 5 days (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: This program uses self-awareness tools and activities to enhance your own leadership capabilities. You will learn strategies for continuous development through extensive assessment, group discussions, self-reflection, small group activities and personal coaching. And because of our strong focus on development planning, which ties program experiences to the context of your workplace, your program will be uniquely about you. (Note: This course is highly desirable for individuals in grades GS-13, GS-14, and GS-15 level)

64. LEADING CHANGE - http://graduateschool.edu/

COURSE LENGTH: 5 Days

SPONSOR/LOCATION: Graduate School /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 Change (Flexibility, Service Motivation, Vision), Leading People (Team Building), Results Driven (Accountability, Technical Credibility)

DESCRIPTION: Gain the knowledge and skills you need to help shape the future of your organization. Explore various tools for understanding and facilitating change and strategies for managing and shaping change. Discover the endless possibilities to exercise true leadership.

65. LEADING TEAMS AND GROUPS - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Intern/Entry Level & Specialist/Journey Level & Manager

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.8 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Team Building)

DESCRIPTION: Acquire the knowledge and skills you need to be an outstanding team/group leader. Bring your team/group to a higher level by confidently managing tasks and motivating members to be the best they can be.

This course is part of the Certificates of Accomplishment in Human Resources Management and part of the Certificate of Accomplishment in Project Management.

66. MANAGEMENT ANALYSIS: ADVANCED APPLICATIONS - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Learn to apply and synthesize information, concepts, rules and principles to reach a higher level of management analysis comprehension and performance in this hands-on workshop. Guided by highly experienced faculty, you review and apply management analysis tools and techniques in a structured environment to arrive at approaches or solutions to organizational issues or problems. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

67. MANAGEMENT ANALYSIS: DATA GATHERING - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Get the knowledge and skills you need to produce thoroughly researched, useful management studies. This course provides the participant with both an overview and examples of the most frequently used data-collection tools and identifies those specific situations that are amenable to those tools and approaches. Moreover, the program provides an introduction to the most commonly used techniques to analyze the collected data. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

68. MANAGEMENT ANALYSIS: PLANNING COURSE - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Learn the fundamentals of planning and preparing a valuable management analysis study for your organization. You explore topics such as planning a system using the functional analysis systems technique, using decision trees to organize data, developing a thorough study proposal and applying he weighted ranking technique in decision making. This course is part of the Certificate of Accomplishment in Program and Management Analysis.

69. MANAGING WORKFORCE DIVERSITY - http://graduateschool.edu/

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 /Regional Training Centers

TARGET CAREER PHASE: All Levels

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (1.2 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Cultural Awareness)

DESCRIPTION: Learn how to create an inclusive environment that capitalizes on today's complex and dynamic workplace. You'll understand the impact and value of differences ® in backgrounds, generations, cultural experiences, perspectives, personality, and heritage - and you'll learn how your behaviors impact people differently.

71. OPERATIONS RESEARCH/SYSTEMS ANALYSIS CONTINUING EDUCATION PROGRAM - http://www.almc.army.mil

COURSE LENGTH: 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: Short courses designed to provide graduate or postgraduate level instruction in subjects of interest to Army operations research analysts. These courses provide 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. This course supports the OPMS Functional Area 49 Program and the GS-1515 career field. Courses are taught by contracted instructors who are the leading experts in their field of expertise.

72. 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: This seminar is intended to meet the need for detailed resident and onsite education in pertinent ORSA subjects. Training will be tailored to the specific needs of the organization and can be targeted for either ORSA or non-ORSA audiences. Topics available include, but are not limited to, decision analysis techniques, design and planning of experiments, math programming, software applications, nonparametric statistics, probability and statistics, regression analysis, simulation modeling, the spreadsheet as an analytic tool, statistical process control, survey design and analysis, presentation techniques, Microsoft Excel as a management tool (fundamentals and intermediate level) and Operations Research/Systems Analysis Technologies and Applications Course (ORSA-TAC).

73. OPM – SENIOR EXECUTIVE SERVICE BRIEFING FOR NEW EXECUTIVES –

http://www.leadership.opm.gov/certificates/SESBriefings/index.aspx

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.

74. PERFORMANCE MEASUREMENT AND BUDGETING - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Performance measurement systems establish and demonstrate government accountability and are vital to providing information for program and service improvements. Discover how to link your organization's budget information and performance measures. Learn the performance measurement process, the benefits of performance measurement and how to prepare performance-based budgets, as well as how to recognize the components of a performance-based budget and understand the challenges of implementation for your organization. Also learn to create meaningful evaluation reports and comply with important Government Performance and Results Act (GPRA) requirements. This course is part of the Certificate of Accomplishment in Financial Management.

75. PLANNING, PROGRAMMING, BUDGETING, AND EXECUTION (PPBE) - http://graduateschool.edu/

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: : Intern (non-resident course available through http://www.finance.army.mil/ for all other career phase categories)

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: The Planning and Programming phase includes several DoD and DA programs such as Introduction to Key Financial Roles and Missions of Department of Defense (DoD) and the Department of the Army (DA), DoD/DA resource allocation system PPBE, Working Capital Funds, Single Stock Fund, Reserve Components Appropriation, Military Construction, Fiscal Code, Research Development and Acquisition, Activity Based Costing, Cost Analysis, Economic Analysis, Commercial Activities, Army Management Controls, and the Manpower Management Process. The Budgeting Phase consists of the development of an installation budget. The final phase, Execution, consists of tools and/or agencies available to the resource manager to assist in monitoring how well they are executing their budget. Subject areas in the Execution phase include Flow and Receipt of Funds, Administrative Funds Control, Commitment and Obligation Rules, Obligation Management, Fiscal Law, Review and Analysis (R&A), and Auditing in the Federal Government.

76. POSITION CLASSIFICATION: BASIC - http://graduateschool.edu/

COURSE LENGTH: 10 days

SPONSOR/LOCATION: Graduate School /Regional Training Centers

TARGET CAREER PHASE: Specialist/Journey Level & Manager & Executive

COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management (6 CEU)

EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Human Resource Management)

DESCRIPTION: Become a well-trained classifier. This intensive 10-day course provides a foundation in General Schedule (GS) and Federal Wage System (FWS) classification. The course focuses on the legal bases, structure and operation of the General Schedule (GS), Federal Wage System (FWS) and alternative classification systems. Because many federal agencies either already have replaced or are in the process of replacing traditional classification, compensation and performance management systems with pay-for-performance systems, this course describes basic, crosscutting principles needed to classify and analyze positions in all systems. You will evaluate positions in alternative systems currently in use at the Federal Aviation Administration (FAA) and the Department of Defense (DoD). This course is also part of the Certificates of Accomplishment in Human Resources Management.

77. POSITION CLASSIFICATION FOR SUPERVISORS AND ADMINISTRATIVE STAFF - http://graduateschool.edu/

COURSE LENGTH: 2 days

SPONSOR/LOCATION: Graduate School /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: Learn the basic principles, structure and operation of the Federal position classification process. Discover how to interpret and apply classification standards, select appropriate occupational groups and series, prepare well-written descriptions and evaluation statements, apply alternative classification principles, identify work characteristics that impact position classification, and recognize the basic principles underlying position management.

78. 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: The Naval Postgraduate School offers an intensive two-week course in defense financial management under the sponsorship of the Assistant Secretary of the Navy (Financial Management and Comptroller). The course is part of the Department of the Navy Civilian Financial Management Career Program. The Practical Comptrollership Course (PCC) is specifically designed for individuals (civilians and military officers) who are either incumbent or about to report to responsible positions in financial management at the headquarters, major command, or field activity level. The course content reaches across all disciplines involved in financial management and comptrollership including: planning, budgeting, budget execution, fiscal law, accounting, and internal controls.

79. PRACTICAL STATISTICAL SAMPLING FOR AUDITORS - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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)

PRACTICAL STATISTICAL SAMPLING FOR AUDITORS Continued

DESCRIPTION: Learn to select and implement sampling methods used in conducting performance audits. Equip yourself with the knowledge and skills needed to solve, appraise and interpret the results of statistical samples. Gain the skills necessary to use Excel statistical functions and sampling software that you can take back to your organization for use in audits. Emphasis is placed on sample-size determination as well as on how to appraise and present the audit results. Participants receive a GAO-designed sampling software package and learn all the steps, from problem formulation to statistical design, field work, analysis and presentation of findings. Students need to bring a laptop with them to class for best use of the software.

80. PRINCIPLES OF COST ACCOUNTING AND MANAGEMENT (PCAM)

COURSE LENGTH: 3 weeks

SPONSOR/LOCATION: Soldier Support Institute, Fort Jackson, South Carolina

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: This course will educate financial managers on the principles of cost accounting and management. It is designed to teach application, concepts, and theories outside of the GFEBS system process/input requirements. PCAM will provide in-depth instruction on basic financial accounting, military accounting, and managerial cost accounting and focus on the basic mechanics. This course is mandatory for CP 11 Interns.

81. PROJECT MANAGEMENT - http://graduateschool.edu/

COURSE LENGTH: 4 days

SPONSOR/LOCATION: Graduate School /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: Learn to organize your project, track costs and time expenditures, manage quality and risk, evaluate human resources requirements and overcome potential obstacles. Whether managing an office move, implementing a new accounting system or launching a special program initiative, this course gives you the crucial skills for success.

Note: This course is aligned with the Project Management Institute's Project Management Body of Knowledge (PMBOK?) Guide-4th Edition, which covers all related best practices.

This course is part of the Certificate of Accomplishment in Program and Management Analysis, Personal Property Management, Human Resources Management and Project Management.

82. PROJECT RISK MANAGEMENT – http://www.managementconcepts.com

COURSE LENGTH: 3 days

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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: LEARN HOW TO - Apply scalable planning methods to prepare for project risk management, Prepare a risk management plan to guide your risk approach, Integrate risk management techniques and results into a balanced project management approach, Use multiple techniques to identify and document risks, Perform qualitative risk analysis to prioritize risks for response and monitoring, Perform quantitative risk analysis to assess risk to the overall project cost and schedule objectives, Incorporate expected value, probability, and distribution into your risk analysis, Estimate and characterize the impact and timing of risks on your project, Determine and implement appropriate risk response strategies based on risk analysis, Monitor and control identified and emerging risks, Communicate risks effectively to all project stakeholders.

COURSE TOPICS INCLUDE: Risk management planning, Risk identification, Qualitative risk analysis, Quantitative risk analysis, Risk response planning, Risk monitoring and control, Risk communication.

83. REPORT WRITING - http://graduateschool.edu/

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Get beyond writer's block and learn to write reports that hold your readers' interest and generate positive results. Learn to choose the right style and tone, organize content, pinpoint your audience's needs, incorporate research, limit your scope and context, and discover other methods for writing logical, user-friendly reports.

84. RESOURCE MANAGEMENT BUDGET COURSE (RMBC) - DL - http://www.finance.army.mil

COURSE LENGTH: Distance Learning

SPONSOR/LOCATION: US Army Financial Management 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: Budgeting at all levels from activity to congressional level in different appropriations or commands.

85. RISK ANALYSIS COURSE - http://www.almc.army.mil

COURSE LENGTH: 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: This course presents the fundamental concepts and techniques used to analyze and manage risks in project. Qualitative techniques for risk analysis are reviewed in detail to include the identification of risk events, the use of "Fishbone" charts, likelihood ranking, impact assessment and the description of the risk associated with the event. The use of various risk matrices is covered. Events are ranked and risk mitigation measures are discussed. Several quantitative risk analysis techniques are covered. The method of moments is used to develop distributions summarizing risk from a collection of sources. PERT is used to determine schedule risk. Monte Carlo simulation is used to determine cost and schedule risk and to better specify the likelihood of the occurrence of specific risk events and to determine the size of management reserves. The use of the Venture Evaluation & Review Technique (VERT) for Monte Carlo simulation is covered and the software is provided free of charge. Techniques for eliciting expert opinions are covered.

86. SENIOR AUDITOR TRACKS – https://www.aaa.army.mil/training.htm

COURSE LENGTH: 4 days

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: This 4-day course will enhance the performance of the Auditor-in-Charge to plan and execute an audit; and meet professional standards, organizational performance metrics, and staff expectations. This course is designed to help the AIC better understand their role in the planning, executing, reporting, reply, adjudication, and follow-up phases. This course will be offered to U.S. Army Audit Agency personnel only.

87. SENIOR EXECUTIVE SERVICE (SES) ORIENTATION COURSE - http://www.leadership.opm.gov/audience/executive.aspx

COURSE LENGTH: 5 days (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.

88. SUPERVISION AND GROUP PERFORMANCE – http://graduateschool.edu

COURSE LENGTH: 5 days

SPONSOR/LOCATION: Graduate School /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: One of the most challenging responsibilities as a supervisor or manager is to manage and improve performance in any given group. This highly interactive course equips you with the necessary skills and knowledge to deal confidently with people's issues. Learn how to examine group dynamics and build effective groups that encourage productive conversations, knowledge sharing, participative problem-solving and quality decision-making. Part of the Certified Public Manager Certificate

89. SYSTEMS ACQUISITION MANAGEMENT (SAM) FOR GENERAL/FLAG OFFICERS -

http://www.dau.mil/schedules/courseinfo-catalog.asp

COURSE LENGTH: 4.5 Days

SPONSOR/LOCATION: Defense Acquisition University

TARGET CAREER PHASE: SES

COMPETENCY GROUP/CPE/CEU: Financial Decision Support (2.4 CEUs)

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: Provides a senior level of understanding of the defense acquisition system, key processes, and current issues and initiatives that is appropriate for decision makers at that level. Distinguished speakers provide the executive participants a forum to discuss motivations, constraints, and perspectives of government and defense executives and those of the Congress and the Government Accountability Office.

90. TECHNICAL WRITING - http://graduateschool.edu

COURSE LENGTH: 3 days

SPONSOR/LOCATION: Graduate School /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: Master proven techniques for writing clear, concise technical documents by applying proven readability formulas and incorporating an easy six-step writing process. Learn how to conduct an audience analysis, eliminate common writing mistakes, organize your document and employ other methods to produce a reliable, readable technical document. This course is part of the Certificate of Accomplishment in Program and Management Analysis.





ANNEX F

COURSE DESCRIPTIONS – NON-RESIDENT, CORRESPONDENCE AND DISTANCE LEARNING

This annex covers non-resident courses and sub-courses available from the US Army Finance School, US Army Logistics Management College, the Army Management Staff College, the Defense Acquisition University, and the Graduate School as well as other 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 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)
 - A. ACTION OFFICER DEVELOPMENT COURSE (AODC) http://www.train.army.mil
 - 1. DCPDS COURSE CODE: 12AOC ARMY CORRESPONDENCE COURSE NUMBER: 131 P00 (ST7000)
 - 2. COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management
 - 3. 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)
 - 4. DESCRIPTION: Action Officer Development Overview, Organization and manager, staff work, problem solving and decision making, coordinating, military briefings, professional ethics, managing time and priorities, communicating effectively, selling and negotiating, meetings and interviews, writing and clarity.

B. MANAGER DEVELOPMENT COURSE (MDC)

- 1. DCPDS COURSE CODE: 12MDC ARMY CORRESPONDENCE COURSE NUMBER: 131 F31 (ST 6000)
- 2. COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management
- 3. 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)
- 4. DESCRIPTION: To introduce new managers to the skills necessary to perform managerial duties at a high level in a diverse organization. COURSE TOPICS INCLUDE: TRADOC important testing information, Manager development overview, organizational culture, Army family team building, managing change, manager development final examination part I, Equal Employment Opportunity, Ethics, Manager Development, Strategic planning, management controls, PPBES, Army environment program, manager development.

C. SUPERVISOR DEVELOPMENT COURSE (SDC)

- 1. DCPDS COURSE CODE: 12BSD
 ARMY CORRESPONDENCE COURSE NUMBER: 131 F21 (ST5001, ST 5002)
- 2. COMPETENCY GROUP/CPE/CEU: Leadership and Organizational Management
- 3. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Leading People (Conflict Management, Cultural Awareness, Integrity/Honesty, Team Building)
- 4. DESCRIPTION: To provide training in basic supervisory and human resources skills to newly appointed (first time) supervisors. Course Topics include: TRADOC important testing information, supervisor development overview, introduction to management, planning, organizing, coordinating, directing, controlling, management principles and techniques examination, delegating, overcoming barriers and delegating, delegation examination, problem solving and making decisions, managing meetings and creating ideas, listening and observing, ethics, personal effectiveness examination, civilian personnel office, position classification, staffing, human resource development, human resource development examination, performance management, incentive awards, managing discipline and poor performance, managing discipline and poor performance exam, labor relations, complaints grievances and appeals, hours of work and leave, Army programs, Army programs examination.

5. Eligibility: Per AR 690-400, Chapter 410, newly appointed DA civilian or military supervisors who supervise DA civilians must complete this course.

2. Description of Non-Resident Courses:

A. SPONSOR: Air Force Institute of Technology, Wright-Patterson AFB, Ohio – http://afit.edu/ls/

PRICING ANALYSIS METHODS (PAM)

- 1. COMPETENCY GROUP/CPE/CEU: Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)
- 3. DESCRIPTION: A concentrated course on price analysis methods. The course presents the hierarchy of Federal Acquisition Regulation (FAR) price analysis methods and includes information on performance based payments. The material is reinforced by real-world examples.
- B. SPONSOR: US Army Soldier Support Institute, US Army Finance School, Ft Jackson, SC http://usassi-www.army.mil

DISBURSING OPERATIONS MANAGEMENT COURSE

- 1. CURRICULUM: 3 Sub-courses
- 2. COMPETENCY GROUP/CPE/CEU: Financial Stewardship
- 3. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

SUBCOURSES:

FI0842 - Disbursing Operations: Part I

DESCRIPTION: Presents technical information and cash and check control procedures of each functional area within the disbursing division.

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.

FI0844 - Disbursing Operations: Part III

DESCRIPTION: Presents information on the accounts branch operations such as cash book transactions, concept of Total Accountability and the cash control officer's processing of documents.

<u>PLANNING, PROGRAMMING, BUDGETING, AND EXECUTION COURSE – www.train.army.mil</u>

- 1. CURRICULUM: 17 Sub-courses
- 2. COMPETENCY GROUP/CPE/CEU: Financial Stewardship
- 3. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

SUBCOURSES:

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.

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.

FI0759 - General Fund Accounting: Part II

DESCRIPTION: Presents obligation principles and rules in expenditure accounting at the Army installation level.

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.

FI2026 - Comptrollership in the Army

DESCRIPTION: Highlights the evolution of comptrollership and its organization within the DoD, DA, and Standard Installation Organization.

FI2028 - Planning, Programming, Budgeting, and Execution (PPBE)

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.

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).

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.

FI2034 - Internal Control Systems

DESCRIPTION: 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.

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.

FI3022 - Army Industrial Fund

DESCRIPTION: Identifies the Army Industrial Fund and describes its policies, procedures, and uses within the resource management arena.

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.

FI3026 - Military Construction Appropriation (MCA)

DESCRIPTION: Describes the MCA program, its uses, program policies, and sources of MCA funding.

F13028 - 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.

FI3030 - Cost and Economic Analysis

DESCRIPTION: Identifies the organizational structure responsible for developing cost and economic analysis policies and procedures.

FI3032 - Installation Management Program

DESCRIPTION: Describes the concept, background, and workings of installation management programs to include standard installation organization and model installation program.

FI3034 - Army Productivity Programs

DESCRIPTION: Describes the Army's Productivity Improvement Programs and their procedures and relationships to resource management.

<u>COURSE: RESOURCE MANAGEMENT BUDGET COURSE (RMBC) – www.train.army.mil</u>

- 1. CURRICULUM: 22 Sub-courses
- 2. COMPETENCY GROUP/CPE/CEU: Financial Stewardship
- 3. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)

SUBCOURSES:

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.

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 inter-fund transactions.

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.

FI0758 - General Fund Accounting: Part I

DESCRIPTION: Teaches the fundamentals of general fund accounting; deals with topics in governmental accounting.

FI0759 - General Fund Accounting: Part II

DESCRIPTION: Presents obligation principles and rules in expenditure accounting at the Army installation level.

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.

FI0791 - Accounting for Resource Managers: Part II

DESCRIPTION: Provides basic procedures involving decentralized fund control.

FI0921 - Basic Statistics

DESCRIPTION: Covers percentages, index numbers, measures of central tendency and dispersion, and the properties of the normal curve.

FI0950 - Management Survey

DESCRIPTION: Covers the general concept of a management survey, plus certain management information systems and automatic data processing considerations.

FI2026 - Comptrollership in the Army

DESCRIPTION: Highlights the evolution of comptrollership and its organization within the DoD, DA, and Standard Installation Organization

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.

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.

FI2038 - Budget Adjustments/Review and Analysis

DESCRIPTION: Describes basic procedures involved with budget adjustments and budget analysis.

FI3000 - Resource Management: Comparative and Descriptive Measures

DESCRIPTION: Teaches basic mathematical tools needed by resource managers.

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.

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.

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.

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.

FI3048 - Budget Administration

DESCRIPTION: Covers how to identify and describe the procedures used to effectively administer an activity's budget using an unfinanced requirements list, year-end procedures, obligation reports, Standard Army Finance reports, commitment ledgers, and other data.

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.

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.

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.

C. SPONSOR: Defense Acquisition University

<u>CONTRACTING FUNDAMENTALS</u> – ww.icatalog.dau.mil/icatalog_home.aspx

- 1. COMPETENCY GROUP/CPE/CEU: Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Results Driven (Accountability, Technical Credibility), Business Acumen (Financial Management)
- 3. 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 The Graduate School - http://www.grad.usda.gov

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: Learn the accounting concepts for materials, timekeeping, payroll, and the allocations of overheads. Part of Accounting and Federal Government Accounting Procedures Certificates.

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)

DESCRIPTION: Learn the process cost system, used for mass production of identical goods. Part of the Accounting and Federal Government Accounting Procedures Certificates.

COST ACCOUNTING III: A MANAGEMENT TOOL

- COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)
- 3. DESCRIPTION: Become a specialist in the use of tools or techniques to aid management. Learn methods of decision making, planning and controlling. Part of the Accounting and Federal Government Accounting Procedures Certificates.

FEDERAL GOVERNMENT ACCOUNTING I

- COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)
- 3. DESCRIPTION: Learn the key concepts of federal government accounting, including accrual concepts, maintaining accurate journals and journal vouchers, managing accounts and ledgers, running trial balances and adjusting entries, and reading financial statements.

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: Learn the concepts of financial reporting, financial statements, asset measurement, and income determination. Part of the Accounting and Federal Government Accounting Procedures Certificates.

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: Explore accounting further by investigating balance sheets, income statements and cash flow statements. The course includes detailed analysis of balance sheet items (e.g., cash, inventory, accounts receivable and other current assets), with an emphasis on the concepts of present and future values. Current pronouncements of the FASB are discussed and applied.

INTERNAL AUDITING I:

- 1. COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen Business Acumen, Results Driven
- 3. DESCRIPTION: Learn the theory and practical application of modern, management-oriented internal auditing. Become familiar with the basic theory of internal auditing and then utilize that theory in various case-study applications. Part of the Accounting Certificate.

INTERNAL AUDITING II:

- COMPETENCY GROUP/CPE/CEU: Financial Stewardship & Financial Decision Support
- 2. EXECUTIVE CORE QUALIFICATION(S) (Associated OPM Leadership Competencies): Business Acumen (Financial Management)
- 3. DESCRIPTION: Internal Auditing II deals with those areas normally handled by more experienced senior and supervisory auditors, audit program managers, and directors of auditing functions: advanced aspects of internal auditing and administration of the internal audit function. Case study applications are utilized for experience in applying subject matter. Part of the Accounting Certificate.

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: Use pay flexibilities to recruit and retain high quality employees. Practice using each pay flexibility in a real-life situation. This course is both a learning tool and a job tool. Equivalent to 40 classroom hours.

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: Learn how to set pay for employees under the Federal Wage System (FWS) in this extensive technical course. The course will serve as a basic reference and resource. Equivalent to 24 classroom hours.

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 how to set pay for employees under the General Schedule (GS) in this extensive technical course. Equivalent to 40 classroom hours.

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: Learn the elementary principles of accounting, from a sole proprietorship through problems and practices in journalizing, preparing general and subsidiary ledgers, payroll records and procedures, closing entries, and financial statements. Part of the Accounting and Federal Government Accounting Procedures Certificates.

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: Learn more advanced accounting 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. Part of the Accounting and Federal Government Accounting Procedures Certificates.

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: Cover advanced accounting 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. Part of the Accounting and Federal Government Accounting Procedures Certificates.

<u>PROGRAM AND MANAGEMENT ANALYSIS PROGRAM</u> (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**



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, and inter-agency work experiences.
 - The use of formal training and educational experiences to complement work experiences. Recommend using distant learning as well as distributed learning (dL) 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 Supervisory Development Course 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 careerists' training, retraining, and organizational development activities leading to better ways of delivering services, improving work performance, and increasing the value of careerists' contributions to current and future Agency missions.
 - It is highly recommended that supervisors and managers receive training on purchase cards and SF 182, appropriation bills, Army Values, and the Defense Civilian Personnel Data System (DCPDS).
 - The encouragement and support of careerists' 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 Management 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 Webpage (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 Chief Financial Officers Council Web site (http://www.cfo.gov).

3. Performance Enhancing Job Experiences

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.

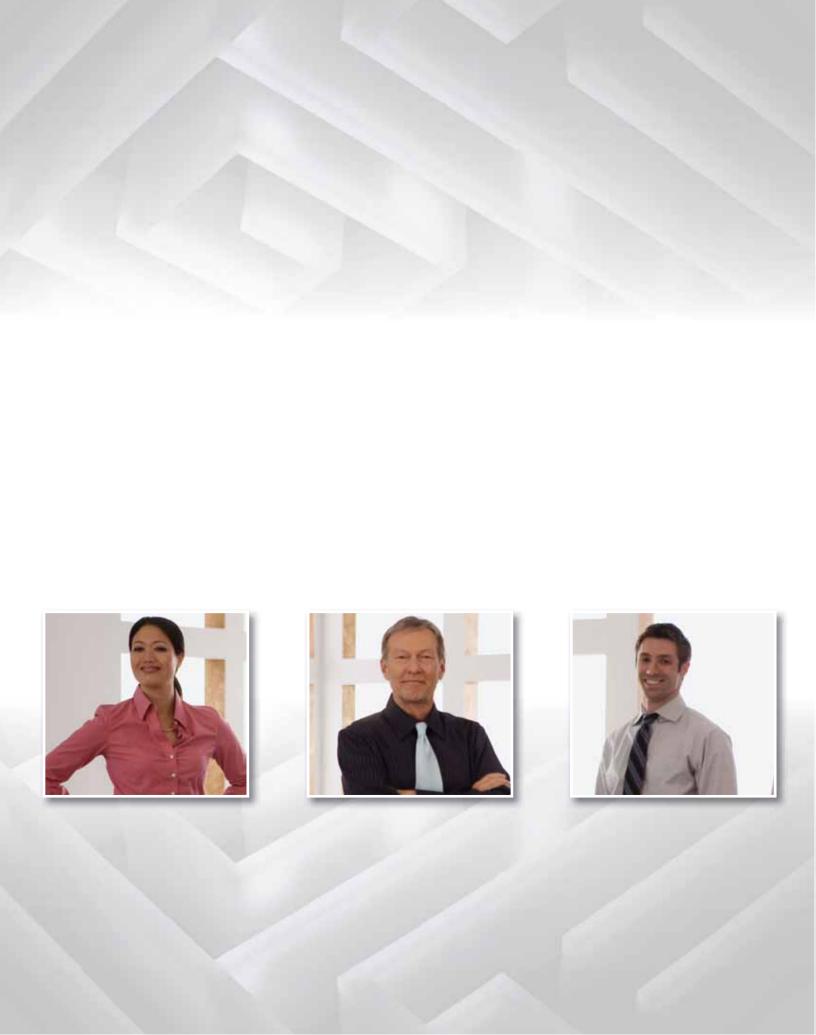
- b. There are many types of exchange assignments. Some examples are:
 - Cross-disciplinary, i.e., between financial management and acquisition
 - Across functional areas, i.e., between Budgeting, Auditing, Accounting, Cost Analysis, Management Analysis
 - Private Sector/Training with Industry Exchanges
 - 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).

a. 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

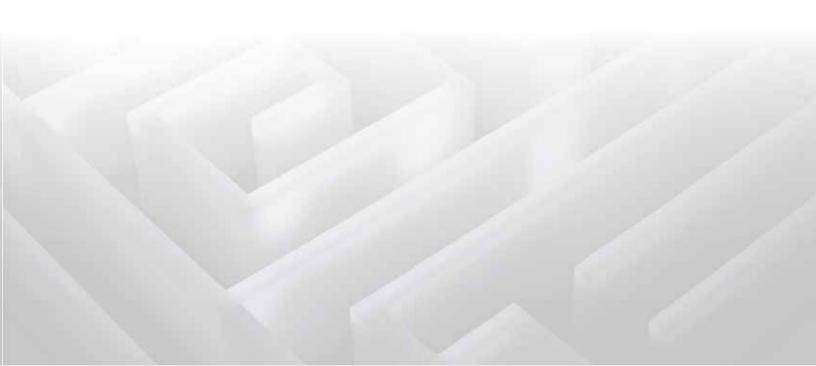
Formal training activities supplement the development of necessary skills outlined in the supporting core competencies. Each formal training activity usually consists of a well-defined lesson plan, specific training objectives, and a clear definition of learning objectives. The delivery of training may 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 training
- Telephone-based training
- In place work team training
- Self-study
- Correspondence Courses
- Any other means of effective training presentation





ANNEX H: MENTORING AND COACHING





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. ACOM/ASCC/DRU Program Sponsor. The program sponsor at each ACOM/ASCC/DRU 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:

- 1. All resource management professionals, military and civilian, regardless of their skill levels, are capable of improving their current performance.
- 2. Professional development and growth should be both continuous and systematic.
- 3. Developmental efforts or plans should be based on comprehensive assessment of needs and the matching of these needs to specific developmental experiences.
- 4. 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 BC 36 Comptroller Professional Development Guide for military personnel.
- 5. 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

- 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.
- BC 36, Comptroller, in ranks Captain General Officer and Enlisted Personnel.

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

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.

1. Mentor's Responsibilities:

- Serve as an unbiased confident 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:
 - o The Mentor or Associate leaves the organization.
 - o Telephone number, room number, grade, or name changes.
 - o The Mentor is experiencing difficulties with his or her Associate.
 - o The Mentor has questions about mentorship program procedures.
 - o The partnership ends no fault termination clause.

2. Associate's Roles

The Associate, as well as the Mentor wears many hats. These include the roles of gauge, student, and trainee.

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:
 - o The Associate or Mentor leaves the organization.
 - o 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.
 - o Completes the RMMP semi-annually evaluation forms.
 - Expend required time and effort to make the partnership work.

3. Mentorship Training CD

The Mentorship Training CD is available to all careerists by contacting the Comptroller Proponency Office or by visiting the **Army Financial Management** home page.

ANNEX I: PROFESSIONAL ORGANIZATIONS, CERTIFICATION AND CONTINUING PROFESSIONAL EDUCATION



ANNEX I

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. Examination-Based Professional Certification

Examination-based professional certifications recognize the mastery of the generally-accepted body of knowledge in specific occupational fields. They also promote continuing professional development and ethical conduct by certified individuals. Professional associations sponsor most such programs. In general, programs include the following five requirements:

- Experience
- Education
- Examination
- Subscription to a code of professional ethics
- Continuing Professional Education (CPE)

All careerists are encouraged to demonstrate their commitment to professional excellence by seeking examination-based professional certification appropriate to their occupation. To this end, in defined circumstances the Department of the Army authorizes the reimbursement of certain expenses to civilian employees who obtain certifications (per policy letter of 28 August 2003).

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), the National Management Association (NMA), and 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.

PROFESSIONAL ORGANIZATION ASSOCIATIONS

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 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 Certified Defense Financial Management Certification (CDFM) 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.

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.

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.

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.

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.

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.

Federally Employed Women, Inc. (FEW)

As a private organization, FEW works to 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.

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.

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.

CERTIFICATION PROGRAMS

CERTIFIED DEFENSE FINANCIAL MANAGER (CDFM)

The Certified Defense Financial Manager (CDFM) Program establishes a standard of excellence for professional managers of defense resources. The CDFM exams are available to anyone who has a high school diploma or equivalent and three years defense related financial management experience or has two years defense-related financial management experience and at least an associate degree. The program consists of three computer-based examinations that address the 12 core competencies for DoD financial managers.

Certified Fraud Examiner (CFE)

The Certified Fraud Examiner (CFE) Program, sponsored by the Association of Certified Fraud Examiners, 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.

Certified Government Financial Manager (CGFM)

The Association of Government Accountants (AGA) and Management Concepts have formed an educational partnership to bring you the Certified Government Financial Manager (CGFM) Training Series. Designed to meet the practical and professional development needs of financial managers at every level of government, these courses provide the advanced knowledge and instill the confidence you need in order to sit for each of the three CGFM examinations.

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.

Certified Public Accountant (CPA)

The CPA designation is a state license to attest to the reasonableness of disclosures, freedom from material misstatement and adherence to Generally Accepted Accounting Principles (GAAP) in financial statements. First issued over 100 years ago, it is the financial professional designation most commonly recognized by the general public. In additional to examination, most states require five years (150 semester-hours) of college study, numerous accounting (and related) courses and either one or two years of accounting experience.

Although each state establishes its requirements for licensure, all applicants take the Uniform CPA Examination prepared by the American Society of Certified Public Accountants (AICPA) and administrated by the National Association of State Boards of Accountancy (NASBA). The examination has four sections that represent 14 hours of testing:

- Auditing and Attestation
- Business Environment and Concepts
- Financial Accounting and Reporting
- Regulation

The examination comprises computer-administrated objective questions and is offered at authorized secure testing centers throughout the nation, five days per week, in January-February, April-May, July-August and October-November. Preparation for the examination includes college study in financial accounting; management accounting; government and not-for-profit accounting; business law; auditing; and individual, partnership and corporate tax compliance.

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.

<u>Institute of Management Accountants (IMA) and the Certified Management Accountant (CMA)</u>

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.

Project Management Institute (PMI)

The PMI sponsors a Project Management Professional Certification Program. Information concerning certification options is available at the PMI Web site.







ANNEX J 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 two-fold. 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.

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 CBT consists of instructional information displayed on the **Training (CBT):** computer, including visuals and quizzes. Advanced CBT can be

non-linear in format and interactive with the student.

Continuing Professional An academic measure used by various states and licensing **Education (CPE):** 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 A

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 assistant resolve their problems, or satisfy their requirements; being knowledgea

and committed to providing quality products and/or services.

CP I I ACTEDS PLAN

A general competency defined as making sound, well informed, **Decision Making:**

and objective decisions; perceiving the impact and implications of these decisions; committing to action, even in uncertain

situations, to accomplish organizational goals.

Developmental Activities Structured work and training experiences, agreed to between and Experiences:

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.

A general competency defined as identifying the internal and **External Awareness:**

> 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.

Classroom training with an instructor that usually includes **Formal Training:**

visuals (e.g., viewgraphs), training manuals, student workbooks,

and guizzes.

3-Year Individual **Development Plan**

(3vIDP):

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.

A general competency defined as contributing to maintaining the **Integrity and Ethics:**

> 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 Management

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.

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.

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 K 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/standcert/cert.html

Army Institute of Professional Development (AIPD) http://www.atsc.army.mil/ACCP/AIPD.HTM

American Society of Military Comptrollers (ASMC) http://www.asmconline.org/

ASMC Certified Defense Financial Manager Certification http://www.asmccertification.com

American Society of Public Administration (ASPA) http://www.aspanet.org/

Army Civilian Personnel Online http://cpol.army.mil

Assistant Secretary of the Army, Financial Management and Comptroller http://www.asafm.army.mil

Association for Certified Fraud Examiners http://www.acfe.com

Association of Government Accountants http://www.agacgfm.org

Blacks In Government http://www.bignet.org/

Chief Financial Officers Act of 1990, Public Law 101-576 http://www.npr.gov/library/misc/cfo.html

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 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/GRPAresources.htm

Information Systems Audit and Control Association (ISACA) http://www.isaca.org/

Institute of Certified Management Accountants http://www.imanet.org

Management Concepts Incorporated 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/Pages/default.aspx

Society of Cost Estimating and Analysis http://www.sceaonline.net/

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.army.mil/default.cfm

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Graduate School http://www.graduateschool.edu

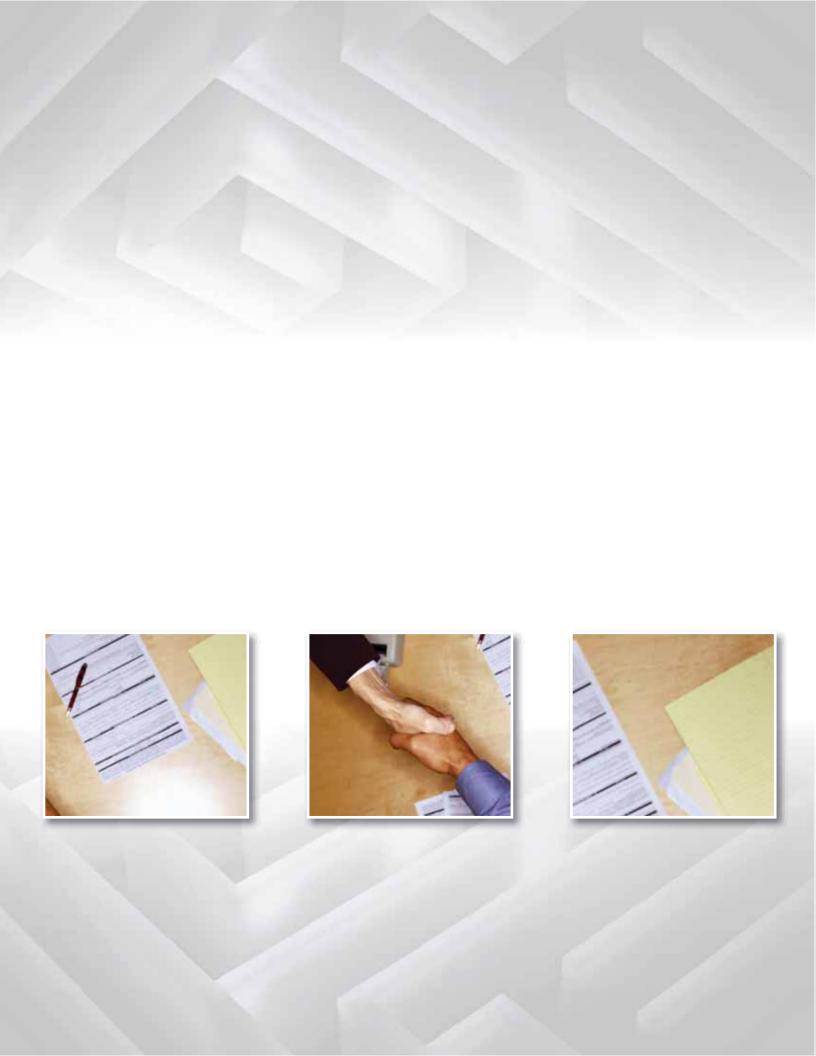
United States Department of Labor http://www.dol.gov

United States Department of the Treasury - Center for Applied Financial Management http://www.fms.treas.gov/center

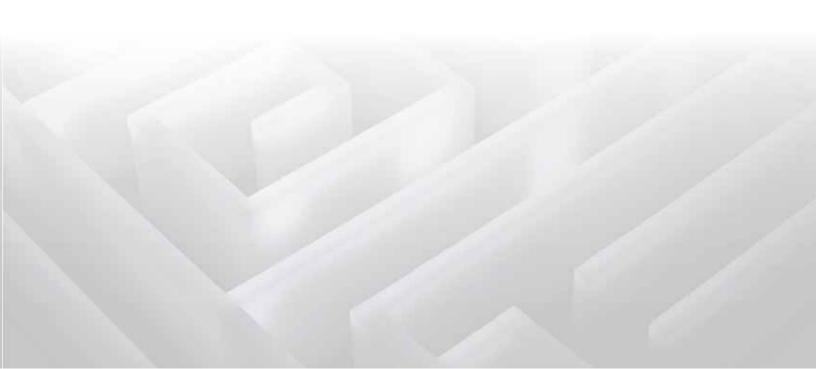
United States Office of Personnel Management - Federal Executive Institute and Management Development Center http://www.leadership.opm.gov/

NOTE: If the website for all the government documents listed above is found to be invalid or is not showing properly, use www.google.com to search for it online.

Also "The United States Department of Agriculture, Graduate School" is now known just as the "Graduate School."









ANNEX L

ACRONYMS

AABPA American Association for Budgeting and Program Analysis

AAC Army Acquisition Corps AAW Army Acquisition Workforce ACAP Army Career and Alumni Program

ACC Army Comptroller Course ACE American Council on Education

ACFP Army Congressional Fellowship Program

ACPM Activity Career Program Manager

ACTEDS Army Civilian Training, Education and Development System

ACOM Army Command

ADP Automatic Data Processing ADT Academic Degree Training

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

AirWC Air War College

ASA Assistant Secretary of the Army
ASCC Army Service Component Command
ASPA American Society of Public Administration

AMSC Army Management Staff College

ASMC American Society of Military Comptrollers

ASQ American Society for Quality ATAP Army Tuition Assistance Program

ATRRS Army Training Requirements and Resources System

AWC Army War College

AWC-DE Army War College-Distance Education

AWCF Army Working Capital Fund BIG Blacks in Government

BRM Business Resources Management
CACM Certified Associate Contracts Manager

CBT Computer Based Training

CDFM Certified Defense Financial Manager CES Civilian Education System (Army)

CEU Continuing Education Unit
CFE Certified Fraud Examiner
CFO Chief Financial Officer
CFR Code of Federal Regulations

CGFM Certified Government Financial Manager CHRA Civilian Human Resource Agency

CIA Certified Internal Auditor

CISA Certified Information Systems Auditor
CMA Certified Management Accountant
CMCC Cost Management Certificate Course

CONUS Continental United States

CP Career Program

CPA Certified Public Accountant

CPCM Certified Professional Contracting Manager

CPE Continuing Professional Education

CPOL Civilian Personal Online
DA Department of the Army
DAU Defense Acquisition University

DAWIA Defense Acquisition Workforce Improvement Act

DCP Defense Comptrollership Program
DDSC Defense Decision Support Course
DFMC Defense Financial Management Course

DoD Department of Defense DRU Direct Reporting Unit

DSLDP Defense Senior Leader Development Program

DSMC Defense Systems Management College

DWCF Defense Working Capital Fund ECC Executive Comptroller Course 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 Managers Financial Integrity Act

FY Fiscal Year

GAAP Generally Accepted Accounting Practices

GAO General Accounting Office
GAS Government Auditing Standards

GMAT Graduate Management Admissions Test GPRA Government Performance and Results Act

GRE Graduate Record Examination

GS General Schedule

GSA General Services Administration HQDA Headquarters Department of the Army

HR Human Resources

ICAF Industrial College of the Armed Forces

IDP Individual Development Plan

IFMP Integrated Financial Management Program
IFMS Integrated Financial Management System

IIA Institute of Internal Auditors

IMA Institute of Management Accountants

IOS International Organization for Standardization ISPA International Society of Parametric Analysis

JCS Joint Chiefs of Staff

JFMIP Joint Financial Management Improvement Program

JTR Joint Travel Regulation
LAN Local Area Network
LTT Long-Term Training
MEL Military Education Level

MIPR Military Interdepartmental Purchase Request

MITP Master Intern Training Plan
MOU Memorandum of Understanding
MPA Masters of Public Administration
M&RA Manpower and Reserve Affairs

MS Microsoft

NAF Non-appropriated Fund NDU National Defense University NMA National Management Association

NAHFE National Association of Hispanic Federal Executives

NPS Naval Postgraduate School

NR Non-Resident

NSS National Security Studies

OASA Office of the Assistant Secretary of the Army

OCONUS Outside the Continental United States
OMB Office of Management and Budget
OPM Office of Personnel Management
OSD Office of the Secretary of Defense

PCRM Program Control and Resources Management

PCS Permanent Change of Station

PMA Performance Management Association

PMI Project Management Institute
PMI Presidential Management Intern

POC Point of Contact

POM Program Objective Memorandum

POV Privately Owned Vehicle

PPBE Planning, Programming, Budgeting, and Execution

RASS Resource Allocation Selection System

RIF Reduction in Force RM Resource Management

RMMP Resource Management Mentorship Program

SES Senior Executive Service

SRMC Senior Resource Managers Course

SME Subject Matter Expert SSC Senior Service College STT Short Term Training

TAPES Total Army Performance Evaluation System
TDA Table of Distribution and Allowances

TDY Temporary Duty
TS Technical Support
TWI Training-With-Industry

USAFMS United States Army Financial Management School

USC United States Code

3yIDP 3 Year Individual Development Plan







ANNEX M: CIVLIAN CAREER ROADMAP



ANNEX M

Civilian Career Roadmap

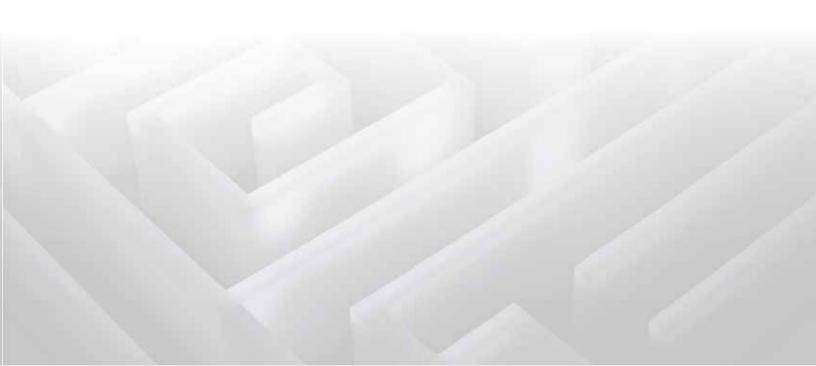
CP 11 - Civilian Force Development Roadmap (500 Series)

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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

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YEAR 2			
YEAR 3			
PROFESSIONAL CERTIFICATION	ERTIFICATION	-	
YEAR CERTIFICATION AWARDED	ORGANIZATION (S)	TARGET DATE	RENEWAL DATE
YEAR1			
YEAR 2			
YEAR3			
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.	on contained on this for training need.	m and will
SUPERVISOR'S SIGNATURE	SUPERVISOR'S SIGNATURE		
TITLE	TITLE		
DATE	DATE		
CAREERIST'S SIGNATURE	DATE		
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Supervisor's Accreditation Evaluation Worksheet

NAME	SUPERVISOR'S NAME
First Name / MI / Last Name	First Name / MI / Last Name
ID No.	
TITLE	TITLE
DATE / /	DATE: / /
MM/DD/YY	MM/DD/YY
Competency Group (CG) includes: Financial Stewardship (FS), Financial Decision Support (FDS) and Leadership and Organizational	ncial Decision Support (FDS) and Leadership and Organizational
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G Other – Electives												

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INTERN ROTATIONAL ASSIGNMENT WORKSHEET

INTERN NAME:		
LOCATION OF ROTATIONAL ASSI	GNMENT:	
DATES OF ASSIGNMENT:	то	
OBJECTIVES OF ASSIGNMENT & A	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?

CP II ACTEDS PLAN

5. What are your recommendations for improving assignment?	ng this rotational
Other Comments:	
INTERN SIGNATURE:	DATE:
ROTATIONAL ASSIGNMENT LOCATION:	

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: CONTINUING PROFESSIONAL EDUCATION AND CONTINUING EDUCATION UNITS



ANNEX O

CONTINUING PROFESSIONAL EDUCATION AND CONTINUING EDUCATION UNITS

1. Continuing Professional Education (CPE): 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 professional development. Careerists are accomplishing this through formal education and training that provides Continuing Professional Education (CPE) credits. The CPE concept is a valuable tool for professionals to maintain skills and gain knowledge of new developments in their field. This annex provides CP 11 careerists and BC 36 officers with information regarding how the system works, how to track CPE units, answer questions about the kinds of courses or activities that earn individual CPE units.

Financial management careerists' military and civilians are required to continue their professional development by completing 40 hours of Continuing Professional Education (CPE) units each year, after obtaining their Level IV accreditation. 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. Individuals 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.
- 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.

Army Civilian Corps Creed



I am an Army Civilian a member of the Army Team
I am dedicated to our Army, our Soldiers and Civilians
I will always support the mission
I provide stability and continuity during war and peace
I support and defend the Constitution of the United States
and consider it an honor to serve our Nation and our Army
I live the Army values of

Loyalty, Duty, Respect,
Selfless Service,
Honor, Integrity &
Personal Courage

I am an Army Civilian









U.S. ARMY