ARMY CIVILIAN TRAINING, EDUCATION AND DEVELOPMENT SYSTEM (ACTEDS) PLAN FOR

CAREER PROGRAM 35

(INTELLIGENCE)

THIRD EDITION - May 2001

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DAMI-CP (690-400a) 15 June 2001

MEMORANDUM FOR SENIOR INTELLIGENCE OFFICERS

SUBJECT: Army Civilian Training, Education, and Development System (ACTEDS) Plan for Intelligence, CP-35 - Third Edition

1. The Army's success in executing a broad range of operations and ensuring a trained and ready force to meet the challenges of the 21st Century rests largely on quality people, both military and civilian. Investment in the continual professional development of our military and civilian personnel is essential to Army's success in peacetime as well as in war. Workforce analysis and forecasting predicts a highly competitive job market in the 21st century and significant loss of key employees and expertise from the "Baby Boomer" generation through retirement. Analysis also forecasts a continuing rapid rate of change to intelligence disciplines**,** a requirement to develop new competencies in working with a larger contractor workforce, a significant broadening of technical knowledge, skill and ability requirements and an increase in the requirement for greater analytic and higher level thinking skills. This Third Edition of the Army Civilian Training, Education, and Development System (ACTEDS) Plan for Career Program 35 will significantly assist in meeting these challenges by more clearly defining competency standards and promoting professionalism within our workforce.

2. This Plan provides guides and tools to plan individual and organizational training and development programs and budgets. It differs from previous editions by promoting achievement of not only Army-wide professionalism standards but also DOD and Intelligence Community-wide standards. It can be especially useful in developing our female and minority careerists for more challenging assignments and in encouraging diversity in all of its dimensions by contributing to a work environment that will attract the best to our workforce. This Plan also differs from the previous edition by more closely linking personnel decisions with attainment of the community and corporate competencies established in the plan. The career progression of civilians will become more closely tied with their achievement of the objectives of the Plan. This plan should be considered one of your key tools in overall planning and management of your civilian workforce.

3. As the Functional Chief of CP-35 Intelligence, I request your personal support for making civilian training and development of your civilians a high mission priority and a significant part of your overall planning for the future. I request your support for DAMI-CP

building aggressive local training budgets and releasing your careerists for required training and development. I request your support for the corporate and Intelligence Community competencies enumerated in this plan as well as for the objectives you have locally established for your employees. I additionally request your support for the training and development of the Intelligence and Security Clerks and Assistants in your organizations that are also an important part of the Military Intelligence.

4. I realize that this plan represents a significant challenge and that it will take you some time to establish sound organizational training plans, initiate local developmental programs, effectively program funds, and obtain required training quotas. I am committed, in turn, to ensuring that training and development opportunities are made more and more available to your workforce by working with our partners in the Intelligence Community who offer much of that training. Most importantly, this plan will be a living document that will keep pace with the major objectives of Army's Military Intelligence Community.

/SIGNED/

ROBERT W. NOONAN, JR.
Lieutenant General, GS
Deputy Chief of Staff
for Intelligence

DAMI-CP (690-400a) 19 June 2001

MEMORANDUM FOR CAREER PROGRAM 35 (CP-35) EMPLOYEES AND THEIR SUPERVISORS

SUBJECT: Army Civilian Training, Education, and Development System (ACTEDS) Plan for Intelligence, CP-35 - Third Edition

1. This ACTEDS plan is a comprehensive guide for employees and their supervisors to prepare individual career development plans that meet the careerist's goals and contribute toward achieving the goals of the careerist's organization, command, and Service as well as those of the Intelligence Community (IC). It focuses on the competencies that are necessary for breadth and depth and lead to increased professionalism. The plan is also to be used to prepare organizational training and development plans and budgets that will support an organization's business and strategic plans.

2. This Third Edition of the ACTEDS Plan for Intelligence is designed to broaden careerist understanding of both Army and IC missions, functions and objectives in order to enhance overall professionalism and meet the needs of the 21st Century. I urge everyone to become familiar with this ACTEDS Plan. It establishes significant new challenges and impacts our organizational culture. This is true for supervisors and managers since you must serve as coaches and mentors. Continual training and development of civilians must become a critical area for investment for each intelligence and security unit. Time must be found to release civilians for critical training. It is also challenging for careerists. Careerists must take charge of their own careers. They must also make the commitment of their time.

3. A number of other changes have been made to this Edition. An option to achieve certification in Army for attaining a breadth and depth of professionalism in your Career Area is now being made available. The Intelligence Community Officer (ICO) program and the Defense Leadership and Management Program (DLAMP) have been integrated within the plan. They provide IC-wide Technical Track and Defense-wide Management Track professionalization standards and developmental opportunities. My annual Competitive Development Program has also been expanded in scope for careerists in this Career Program at grades 10 and above. University training is spotlighted as well as management and leadership training from the Office of Personnel Management (OPM). I have also directed that short term technical training, especially that required

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SUBJECT: Army Civilian Training, Education, and Development System (ACTEDS) Plan for Intelligence, CP-35 - Third Edition

for ICO Designation, be eligible for consideration for central funding, depending upon the availability of funds.

4. Possibly the most significant change in this Edition is the policy of more closely tying the attainment of competency requirements to personnel actions. The Total Army Personnel Evaluation System (TAPES) will be more aggressively used to not only record but evaluate progress toward attainment of corporately determined, Army, DOD and IC competencies, as well locally determined competencies. It will be a factor in the determination of the overall annual rating of careerists as well as in the rating of their supervisors. The degree careerists have attained and maintained required competencies will also become a mandatory element of consideration in selection and promotion actions in Army starting in 2002. You will be required to compete for selection and promotion on how well you have attained the competencies required by this plan along with how well you have acquired the other competencies locally required of the position. ICO designation is to be a required factor for consideration for promotion to senior executive ranks in the IC also beginning in the year 2002 and careerists will more and more have to have completed the requirements for the new DLAMP if they want to be competitive for senior executive positions in DOD.

5. I urge each careerist to assess their competencies against this plan with their supervisor, be responsive to changing situations in the workplace and new technologies, seek continuing opportunities for training, education and professional development, and remain mobile to accept challenging assignments throughout the Army and the IC. Work with your supervisors to document and update your competencies so that you can better plan your career. Do not expect to achieve your goals in one or two years. Be patient also with your organization as it seeks resources and training opportunities. Army, DOD and the IC are reassessing their training and development policies and plans too. There will continue to be growing numbers of opportunities.

/SIGNED/

TERRANCE M. FORD
Assistant Deputy Chief of Staff
for Intelligence

CP-35 (Intelligence) ACTEDS Plan

I. INTRODUCTION

The Army Civilian Training, Education and Development System (ACTEDS) is a requirements-based system that ensures planned development of civilian members of the workforce by a blending progressive and sequential work assignments, using formal training, and self-development. Requirements in the ACTEDS plan are specific to the Army Intelligence Career Program (CP-35) in the Defense Civilian Intelligence Personnel System (DCIPS). DCIPS is an excepted service civilian personnel system for the DOD Intelligence Community (IC) and was formerly known as the Civilian Intelligence Personnel Management System (CIPMS).

✪ CAREERISTS COVERED

Career Program-35 (CP- 35). Includes all DA DCIPS civilian positions/ employees in the following occupations:

- **Intelligence Specialist** (Series-0132).
- **Security Specialist** (Series-080) performing intelligence related security functions for at least 51 percent of their time, as defined in AR 690-13.
- **Scientific and technical positions** (Occupational series in the following families - 400/800/1300/1500) engaged in production and/or analysis of intelligence. Series - 1801, Polygraph Examiner.
- **Intelligence education and training positions** (Series-1701/1712)
- **Positions classified in series 0301** where the predominate required knowledges, skills and abilities are intelligence or intelligence-related.

- **Additional series or positions** as approved by the Office of the Deputy Chief of Staff for Intelligence (ODCSINT) and Office of the Assistant Secretary of Army, Manpower and Reserve Affairs (ASA[M&RA]).

Clerks and Assistants/Technicians. Intelligence Clerks and Assistants, series 134; Security Clerks and Assistants, series 086; Training Assistants, series 1702; and Engineering Technicians are not covered by Career Program 35, but come under the proponency of Military Intelligence. Limited training and development guidance for these occupations is provided in Chapter III.

✪ ∾ **FUTURE TRENDS AND IMPACTS.** The "World of Work" that future CP-35 personnel will encounter will be radically different from the past. Two trends are responsible for this change: First, exponential increases in information processing capability and transmission capacity; and second, continued pressure to reduce personnel numbers.

Sustained improvements in both information processing capability and the capacity to transmit such information will continue for the next several decades. As a result, the CP-35 professional of the future will perform in an "information rich" environment very different from the "information poor" surroundings of the Cold War. As a result, CP-35 personnel must have cross-disciplinary and multi-functional backgrounds that enable them to transition smoothly within and between career fields. Due to the speed of technological development, recurrent training in the routine operation of advanced information processing systems will be the norm. Other specialized skills will require frequent and regular updating.

Steady pressure to reduce the size of the government workforce is unlikely to lessen within the next several decades. As a result, the ability to attract, recruit, train and retain CP-35 professionals will be increasingly market-driven. Commercial competitors will arise with the skills and capabilities to challenge the traditional privileged domain of government intelligence and security organizations. The mobility of the Federal Employee Retirement System (FERS), the rise of two income families and the high-skill background of prospective CP-35 talent all argue for a competitive personnel market.

In an information-rich, resource-constrained environment, training and development become a necessity rather than a luxury. The CP-35 Career field must produce high quality professionals who complement the skills and attributes of military members of the MI Corps as well as the specialized talents of the federal contractor community. The traditional notion of civilian employees as sources of "institutional knowledge" already trained to complete the organizational mission is obsolete. Civilian intelligence professionals require continuous development. Civilian training is a necessary investment in the organization's future. Furthermore, the focus of development must expand beyond the CP-35 Career field to encompass other Intelligence Community (IC) elements. More and more critical programs and projects will either be joint or influenced by joint policy, doctrine, standards or systems. Future CP-35 professionals must be proficient within a military intelligence or security specialty, expert in the norms

and methods of their organizations and customers, and fully cognizant of how those organizations fit into a larger community.

Given these trends, the watchwords for CP-35 professionals will be mobility, modularity and collaboration. Unlike the traditional emphasis on geographic location, mobility will be enlarged to encompass moves within and outside an intelligence or security discipline, a career field, or even the federal workforce. Career development in the CP-35 field will occur along multiple paths, often-emphasizing leadership or team approaches to modular problem sets or projects. The ability to collaborate among a broad spectrum of similarly trained professionals will be essential for success.

✪ PURPOSE, GOALS AND OBJECTIVES

Purpose. Traditionally, competency and training requirements have been documented in individual positions within the context of immediate command mission needs. This practice will continue but will be significantly supplemented by the requirements set forth in the ACTEDS plan. The Plan identifies additional "corporate" DA or IC training and development requirements needed to sustain and improve professionalism within the Army IC. Corporate requirements include competencies for each Career Track (Technical and Supervisory/Managerial), Career Area and Specialty.

Goals and Objectives. The Army Intelligence Career Program will:

- **Achieve a High Quality Workforce**. Attract, develop and retain highly qualified professional civilian intelligence, security, engineering, scientific, training and education personnel.

- **Strengthen the Army IC**. Application of this plan, with local modification, or supplementation can help alleviate weaknesses in skills or competencies, and develop new skills against future requirements, pinpointed through short-term or long-term planning (i.e., lack of specific technical or language skills, shortfall in managerial skills, under representation of women and minorities).

- **Enhance Professionalism**. Promote a high degree of professionalism by encouraging achievement of uniformity and comparability within the various Specialties, Career Areas, Tracks and Levels in Army; and by ensuring a greater opportunity to obtain the training and development necessary to achieve professional competence and satisfaction in a career in intelligence or security. This professionalism enables pursuit of a well-rounded Production and Analysis, Collection and Operations, Security Countermeasures (SCM) and Counterintelligence (CI), Education and Training, and Intelligence Combat Development foundation. It promotes development of a workforce capable of performing its mission, both now and in the future.

- **Provide Corporate Perspectives and Link to Personnel Actions**. Provide the Army and corporate IC perspectives needed to plan for the full range of competency requirements associated with a position/specialty, and to consider these requirements in promotion and selection actions. The plan incorporates both Intelligence Community Office (ICO) designation and Defense Leadership and Management Program (DLAMP) within Army requirements.

- **Facilitate Supervisor/Careerist Agreement.** Promote recurring discussion and agreement concerning training courses, developmental experiences and self-development activities needed to supplement experience and education to meet requirements of the assigned position, Specialty, Career Area, Career Level and Career Track.

- **Increase Priority of Training and Development**. Promote completion of training and development requirements as a high priority in support forms and annual individual performance evaluations.

- **Improve the Work Environment**. Provide a work environment conducive to continual individual growth and self-development through planning, programming and budgeting for dollars and course quotas to meet individual, organizational, Army and IC objectives. Primary responsibility for resourcing rests with commands.

- **Allow for Flexibility.** Give supervisors and managers flexibility to meet unique and fluctuating mission requirements of the Intelligence and Security community. Attainment of competency is the key factor. A competency may be attained through combinations of experience, training, or education. Attendance at a formal course of instruction is not the only way of attaining or maintaining competencies. Although competency requirements have been established, supervisors, often with the assistance of Activity Career Program Managers (ACPMs), are authorized, in most cases, to evaluate individual situations and determine appropriate modifications or exceptions.

- **Support Dual Track Development**. Encourage career development equally through Technical and Supervisory/Managerial Career Progression Tracks as well as across Tracks.

- **Balance Institutional Training and Experience**. Achieve an appropriate balance of institutional training and experience to ensure effective and meaningful long-range career planning and growth.

RESPONSIBILITIES. Responsibilities outlined in AR 690-950, Career Management appliy; however, in CP-35 more aggressive support from line management is expected. This policy is reflected in the responsibilities highlighted below.

Functional Chief (FC). The HQDA Deputy Chief of Staff for Intelligence (DCSINT) is the CP-35 FC. The FC has appointed the civilian Assistant Deputy Chief of Staff for Intelligence (ADSCINT) to serve as the Functional Chief Representative (FCR).

Functional Chief Representative (FCR).

- Assists the Deputy Assistant Secretary of the Army (Civilian Personnel Policy) in exercising career program management authorities and serves as a member of the HQDA Career Program Policy Committee (CPPC).
- Monitors effectiveness of career management within MACOMs.
- Acts as advocate for CP-35 resources and training quotas at Headquarters, Department of the Army.
- Promotes Equal Employment Opportunity (EEO) and Affirmative Action (AA) within the career program.
- Provides direction and oversight to the Personnel Proponent for Military Intelligence, the Commander, US Army Intelligence Center and Fort Huachuca.
- Reviews nominations and makes recommendations or decisions on long-term and special training programs or certifications.
- Convenes meetings of the Career Program Planning Board (CPPB) to review and recommend training and career management policies, procedures, and actions.

Personnel Proponent. The Commander, US Army and Intelligence Center and Ft. Huachuca exercises civilian proponent responsibilities in accordance with AR 600-3 and a Memorandum of Agreement with the DCSINT/FC. The Office, Chief of Military Intelligence (OCMI) assists the Commander in fulfilling these responsibilities.

Career Program Planning Board (CPPB). Assists the FC and FCR in the execution of their responsibilities, as outlined in AR 690-950. The Board is composed of Career Program Managers (CPMs) and may include additional representatives from various CP-35 Career Areas.

Intelligence Personnel Management Office (IPMO).

- Assists the FC and FCR in the execution of their responsibilities to include planning**,** programming**,** and budgeting of central training and development funds.
- Develops and updates the CP-35 Army Civilian Training, Education and Development System (ACTEDS) plan and acts as Executive Secretary to the CPPB.
- Coordinates personnel proponency actions with OCMI, OASA(M&RA) and the US Army Personnel Integration Command (USAPIC).

- Centrally manages programs, as directed by the FC/FCR, such as ACTEDS Competitive Professional Development, Intelligence Community Officer (ICO), Intelligence Community Assignment Program (ICAP) and intern programs.

MACOM Commanders and MACOM Senior Intelligence Officers (SIOs).

- Implement this plan and manage CP-35 training and development through the SIO and other staff heads.
- Supplement this plan where appropriate to meet MACOM objectives.
- Appoint a CP-35 Career Program Manager (CPM).
- Provide command support and resources to meet MACOM and ACTEDS training and development standards/requirements.
- Provide leadership and direction for Equal Opportunity, especially for recruitment and selection at entry/developmental levels and for positions grade 15 and above.
- Ensure training and development documentation and consideration in the Total Army Personnel Evaluation System (TAPES) process.
- Ensure consideration of ACTEDS competencies for CP-35 promotion and selection actions.
- Evaluate appropriateness, quality and quantity of training and development.
- Impose mandatory geographic mobility, as appropriate, when major job, specialty or organizational requirements support the need for limited duration assignments at a succession of geographic locations.

MACOM Career Program Managers (CPMs).

- Exercise overall responsibility for command CP-35 planning, implementation, training and career program management evaluation.
- Publicize ACTEDS and monitor compliance with policies and procedures.
- Disseminate training and career management information through Activity Career Program Managers (ACPMs).
- Review and endorse training, education and development applications requiring MACOM, HQDA or higher approval/endorsement.
- Mentor and encourage mentoring.

- Approve intern requirements and training plans, and oversee intern recruitment. Monitor and certify completion of intern training plans.

- Review and approve applications from careerists, or redelegates that authority to ACPMs, for certification for professionalization such as for attainment of Career Levels, eligibility for Intelligence Community Officer (ICO) Designation and Defense Leadership and Management Program (DLAMP) graduate status.

- Assist in competitive selections for grades 15 and 14 as specified in DCSINT supplementation to DA Senior Executive Service and Affirmative Action Policy.

- Represent the Command to the IPMO and the FCR on training and career management issues and make recommendations on changes to ACTEDS policy and related procedures.

- Assist in various projects, boards and panels initiated or called by either HQDA or the proponent to include serving on the CPPB, when called on by the FCR.

MACOM Staff Directors. MACOM staff Directors, such as Directors of Civilian Personnel (CPDs)**,** and Resource Managers, in coordination with CP-35 functional officials, will:

- Support personnel, training, development and budgeting policies relating to ACTEDS activities covered in this plan.

- Assist with intern needs forecasting and guide placements.

- Distribute DCIPS and CP-35 information to subordinate Civilian Personnel Advisory Centers (CPACs).

Commanders and Senior Intelligence Officers (SIOs).

- Ensure compliance with this plan through their ACPMs and CPAC Directors.

- Budget for mandatory training and other developmental opportunities needed for present and future development of careerists and Intelligence, Security, Training and Engineering Clerks and Assistants/Technicians in support of strategic and business plans.

- Ensure release of careerists, technicians, assistants and clerks for training and development activities.
- Appoint ACPMs and, if required, Deputy ACPMs.

- Ensure documentation and consideration of training and development in the TAPES process.

- Ensure all those in the entry/developmental Career Level meet conditions of the intern program contained in this plan.
- Ensure consideration for developmental needs of all careerists, with specific attention to developmental potential of minorities, women and those with disabilities.
- Evaluate appropriateness, quality and quantity of training and developmental activities.
- SIOs will ensure appropriate affirmative action for competitive grade 14 selections.

Activity Career Program Managers (ACPMs).

- Represent SIOs and serve as CP-35 focal points at their activity or installation.
- Publicize career management information and training opportunities to supervisors, careerists and Clerks, Assistants and Technicians in the MI Proponency Area; and provide endorsements or competency attainment evaluations as requested.
- If delegated, review and approve applications from careerists for certification for professionalization such as for attainment of Career Levels, eligibility for Intelligence Community Officer (ICO) Designation and Defense Leadership and Management Program (DLAMP) graduate status.
- Review intern training plans; monitor training completion; and serve as or seek mentors for interns.
- Represent installations or activities on CP-35 and CIPMS/DCIPS issues and assist HQDA, OCMI, and the MACOM in training and career management projects.

Deputy Activity Career Program Managers (Deputy ACPMs). Assist ACPMs in the execution of their responsibilities when there is either a substantial CP-35 population or as required to adequately represent different Career Areas or commands.

Supervisors.

- Exercise primary responsibility for implementation of ACTEDS policies and procedures.
- Counsel careerists on requirements and prospects of various Specialties, Career Areas, Tracks and Levels.
- Determine, with careerists, competencies, education, training and developmental experiences appropriate for the careerist's chosen Specialty, Career Area, Track and Level.
- Counsel employees on alternatives and most effective means of attaining competencies and professional certification.

- Establish, document and evaluate completion of training objectives and competencies in appraisal support forms and other formats as needed for careerists and Intelligence or Security Clerks, Engineering Technicians and Training Assistants.

- Evaluate attainment of competencies for careerists and endorse requests for competency certification/professionalization.

- Encourage updating of official training records.

- Consider ACTEDS competencies/professionalism in selection and promotion actions.

- Support training and development surveys, submit course requirements and follow up to ensure availability of courses.

- Propose intern training plans, provide day-to-day instruction, counseling and coaching, propose performance evaluations and recommend eligibility for graduation.

- Establish developmental or rotational assignments and/or release careerists to participate in training and developmental opportunities.

- Budget for and request mandatory, essential and other required training that will enhance performance, contribute to career development and meet organizational strategic and business plans.

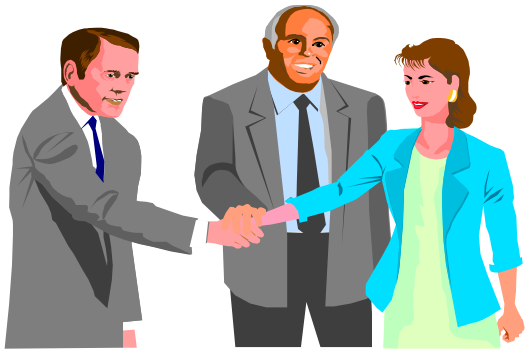
Civilian Personnel Advisory Center (CPAC) Chiefs. Provide assistance in implementing the ACTEDS plan to include:

- Producing a consolidated training needs surveys for local training.

- Advertising training opportunities.

- Administering on-site training on common core subjects to include DCIPS/CIPMS.

- Providing information for installation training courses.



Careerists.

- Exercise primary responsibility for establishing and evaluating personal career goals and training needs. Establish strategies to achieve career goals.
- Participate with their supervisors in determining competency requirements and training needs to be documented and evaluated in the TAPES process.
- Attain required and desirable competencies through education, training, developmental assignments and self-development activities.
- Attain professional certification for their Career Level, Track, Area and Specialty.
- Comply with terms of conditions of employment.
- Ensure their training record reflects completed education, training and development.

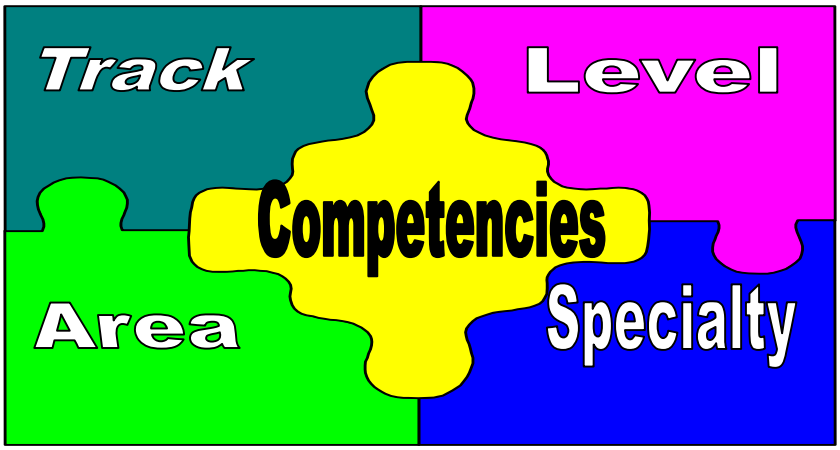
✪ ~ **REFERENCES**.

- AR-690-13, CIPMS
- Director Central Intelligence Strategic Vision
- Revitalize/Reshape the Workforce Thrust (see DIA Website on INTELINK-TS/JWICS at **www.dia.ic.gov/proj/dmi/dm-1/Plan1999/Area1_Files/index.htm**)
- AR 690-400, Chapter 4302, Total Army Performance Evaluation System (TAPES)
- DA Pamphlet 690-400, Chapter 4302, Total Army Performance Evaluation System (TAPES)
- DA Pamphlet 690-46, Mentoring for Civilian Members of the Force
- AR 690-400, Chapter 410, Training
- DA Pamphlet 690-43, A Supervisor's Guide to Career Development and Counseling for Career Program Employees
- AR 690-950, Civilian Personnel Career Management

II. CAREER PROGRAM STRUCTURE/MASTER TRAINING PLAN (MTP)/COMPETENCY REQUIREMENT DETERMINATION PROCESS

✪ ➽ **STRUCTURAL ELEMENTS/TERMS.** Career Program 35 is divided into two Career Tracks, five functional Career Areas, four Career Levels, various Specialties and has identified Key Position categories to help describe the career program and assist in career planning. A new career progression model has also been created to accurately depict what is taking place within Army and the Intelligence Community (IC).

DIAGRAM 1 - CAREER PROGRAM ELEMENTS



Dual Tracks. CP-35 reflects Army's commitment to the dual track concept, which recognizes equal opportunity for career progression through either supervisor/manager or technical specialist positions. Careerists may choose to move between these career tracks.

Career Levels. Career Levels (or grade bands) are the major divisions within the five functional Career Areas through which careerists progress.

Technical Track and Its Career Levels.

- **Entry/Developmental** (grades 05 through 09). Entry level positions such as centrally or locally funded interns receive progressive training and developmental assignments that will prepare them for movement into the full performance or journeyman level.

- **Full Performance or Journeyman** (grades 10 through 13). Full performance through senior specialist positions are typically located at operating levels and in production/analysis centers or staff action officer positions on MACOM, theater, joint or HQDA staffs.

- **Expert** (grades 14 and 15). Substantive experts at production/analysis organizations and at MACOM, HQDA, Joint Staff or higher levels.

- **Senior Expert (**grades above 15). Senior Intelligence Professional (SIP)/Defense Senior Intelligence Level (DISL) positions serving as nonsupervisory senior substantive experts/advisors in very broad and important areas of intelligence, security or training and education at production/analysis organizations, major subordinate commands, MACOM headquarters level, theatres, joint or higher levels.

Supervisory/Managerial Track and Its Career Levels.

- **Team Leader** (grades10 through 13) Positions exercising project or activity leadership without formal supervisory designation.

- **Supervisor** (grades 10 through 13). Typically first-level supervisory positions at operating levels, at production/analysis centers, in joint organizations and in some staff organizations.

- **Manager** (grades 14 and 15). Positions requiring exercise of broad organizational responsibilities through subordinates who are themselves supervisors, or first line supervisors generally at MACOM or higher echelons.

- **Senior Executive** (Senior Intelligence Executive Service [SIES]/Defense Intelligence Senior Executive Service [DISES]). Senior executive positions exercising broad responsibility for MI programs of Army-wide significance. Generally, organization heads and managers at large organizations, Major Subordinate Command headquarters, MACOM, theater, joint or higher levels.

Career Areas. CP-35 is divided into the following Career Areas with associated job series. Careerists are expected to develop the competencies associated with at least one Career Area.

- **Collection Management** – Intelligence Specialists, series 132.

- **Production/Analysis** – Intelligence Specialists, series 132 and Engineers and Scientists in the 400, 800, 1300 and 1500 job families.

- **Security Countermeasures (SCM)/Counterintelligence (CI)** – Intelligence Specialists, series 132 and Security Specialists, series 080.

- **Education/Training** – Education Specialists, series 1701 and Training Instructors and Training Specialists, series 1712.

- **Intelligence Combat Development** – Intelligence Specialists, series 132 and 0301 series.

Additional series in DCIPS can be associated with these five Career Areas depending upon the primary reason for the position. Positions in general series, especially those in the 301 series, can normally be placed in one of the above Areas.

Career Subgroups and Specialties. Functional Career Areas are further organized into Subgroups and Specialties. Individual Competencies are tied to these Subgroups and Specialties. From this structure of competencies, supervisors and careerists can determine the "skill sets" needed to support both the Interim and Objective Forces. The following Subgroups, Levels and Specialties are recognized within the Career Areas:

DIAGRAM 2 – OVERVIEW OF CAREER PROGRAM STRUCTURE

#	CAREER TRACK	SUBGROUPS	LEVELS
1	**COMMON/CORE CAREER TRACK**	- Universal - Leadership/Teamwork - Organizational/Environment - Functional/Substantive	Entry/Developmental Full Performance/ Journeyman Expert Senior Expert
2	**SUPERVISORY/ MANAGERIAL CAREER TRACK**	- Leading Change - Leading People - Results Driven - Business Acumen - Building Coalitions/Communication	Team Leader Supervisor Manager Senior Executive

#	CAREER AREAS	SUBGROUPS	SPECIALTIES
3	**COLLECTION MANAGEMENT**	- Organizational/Environment - Functional/Substantive	Requirements Operations
4	**PRODUCTION/ ANALYSIS**	- Organizational/Environment - Functional/Substantive	Analysis Intelligence Threat Support Materiel Exploitation Materiel Acquisition
5	**SECURITY COUNTER-MEASURES (SCM)/ COUNTER-INTELLIGENCE (CI)**	- Organizational/Environment - Functional/Substantive	Technical Security Physical Security Information Security Industrial Security Disclosure Security Personnel Security Automation Security Operations Security Counterintelligence
6	**EDUCATION/ TRAINING**	- Organizational/Environment - Functional/Substantive	Instructor Education Training
7	**INTELLIGENCE COMBAT DEVELOPMENT**	- Organizational/Environment - Functional/Substantive	- General - Design and Development - Materiel Acquisition - Staff Management

Competencies. Seven competency groups have been developed and are explained in detail at Appendix A.

Key Positions. Key Positions are identified to assist MI careerists and their supervisors in planning and achieving career goals within Army. Supervisors, ACPMs and CPMs should encourage careerists to attain the competencies required and seek

Army's Key Positions. Incumbents of Key Positions that have met ACTEDS requirements should be well qualified and highly competitive for promotion to senior expert technical or executive positions in Army or other Intelligence Components. All Army CP-35 positions grade 15 and above, whether Supervisory/Managerial or Technical Track, are considered Key Positions. Grade 14 positions meeting the criteria below also are considered Key.

- **Headquarters and Centers**. Civilian chief or deputy chief of directorates and/or divisions within staff elements at HQDA, joint headquarters, production/analysis centers or MACOM headquarters.
- **Major Subordinate Commands**. Civilian chief or deputy chief at an organizational level reporting directly to a commander of a major subordinate command (to include brigade or equivalent organization).
- **Battalions and Equivalents**. Senior civilian or technical advisors to a commander of a battalion, or equivalent organization and above.

✪ **MASTER TRAINING PLAN (MTP).** The MTP establishes the Career Program's competency requirements and provides guidance on training alternatives. It is contained in Appendix A. This appendix is divided into Career Tracks and Career Areas as well as Subgroups and makes provision for Specialities. The Subgroups describe the full range of required competencies for the Career Area or Track and are used to measure attainment of appropriate breadth or professionalism. Specialties reflect the recognized lines of work within the Career Track or Career Area. Appendix A lists competencies. Appendix B should become a resource to find alternative courses and identify competencies that can be attained from them.

Competency Requirements. Competency requirements are established by Career Track, Career Area and, in many cases, by Specialty. Each Subgroup has a number of competencies. From this structure of competencies, supervisors and careerists can determine the "skill sets needed to support both the Interim and Objective Force. "Appendix A of the ACTEDS plan contains the full description of each competency. A system of alpha-numeric codes is used in the appendices to identify Career Tracks, Areas, Subgroups, and Specialties. These codes assist in the planning and documentation process.

By Career Track. CP-35 recognizes a number of common competency requirements regardless of Career Area or Specialty. They are divided between those required of all non-supervisory personnel (Common/Core group) for those in the Technical Career Track and those required of supervisory/managerial personnel (Supervisory/Managerial group) for those who are in the Supervisory/Managerial Career Track.

- **Common/Core Competencies of the Technical Career Track.** This group of competencies is for all non-supervisory careerists in the Technical Career Track. There is great similarity in these Common/Core competencies between Career Programs in Army and in the career programs of other IC Agencies and Services but there is not yet standardization. Four Subgroups of competencies are recognized in Army as follows:

Universal; Leadership/Teamwork; Organizational/Environment; and Functional/Substantive.

DIAGRAM 3 - SUBGROUPS OF THE COMMON/CORE (NON-SUPERVISORY) TECHNICAL TRACK WITH ASSOCIATED COMPETENCIES

UNIVERSAL (CU)	LEADERSHIP/ TEAMWORK (CL)	ORGANIZATIONAL/ ENVIRONMENT (CE)	FUNCTIONAL/ SUBSTANTIVE (CF)
CU.1 Written Communication	CL.1 Project Management	CE.1 Army Roles, Customs and Courtesies	CF.1 Broad Career Area Expertise
CU.2 Oral Communication	CL.2 Teamwork/ Teambuilding/ Leadership	CE.2 Army Organizational Roles	CF.2 Multi-Career Areas/ Related Disciplines
CU.3 Computer Skills	CL.3 Concept Facilitation/Influencing/ Negotiating	CE.3 DOD and Joint Organizational Structures, Roles and Missions	CF.3 Intelligence Cycle
CU.4 Staff Work	CL.4 Decision Making	CE.4 Intelligence Community and the National Intel Process	CF.4 National Security and Military Strategy
CU.5 Reasoning/ Problem Solving/ Creative Thinking	CL.5 Evaluation and Critique	CE.5 Army Intelligence Roles and Functions	CF.5 Intelligence-Unique Computer/Network Systems
CU.6 Self-Management/ Initiative		CE.6 Interagency Coordination	
CU.7 Security Precepts, Require-ments, and Procedures		CE.7 Force Integration	
CU.8 Diversity Awareness			
CU.9 DCIPS/CP-35			
CU.10 Funding and Contracting; Cost Analysis			

■ **Supervisory/Managerial Competencies of the Supervisory/Managerial Career Track.** These competencies are for all careerists in the Supervisory/Managerial Career Track. The competencies below reflect the Office of Personnel Management's (OPM's) Defined Leadership Competencies and are recognized by many Agencies and Services. You will note many similarities between some Common/Core Technical Track competencies and Supervisory/Managerial Competencies. Appendix A provides indication when there is an analogue competency in the other Track. Careerists in the Supervisory/Managerial Career Track are <u>also</u> responsible for the following Common/Core competencies because they do not have an analogue in the Supervisory/Managerial Track: Computer Skills; Staff Work; Security Precepts; Requirements and Procedures; and all the competencies in the Organizational/ Environment and the Functional/ Substantive Subgroups.

DIAGRAM 4 - SUBGROUPS OF THE SUPERVISORY/MANAGERIAL CAREER TRACK WITH ASSOCIATED COMPETENCIES

LEADING CHANGE (ML)	LEADING PEOPLE (MP)	RESULTS DRIVEN (MR)	BUSINESS ACUMEN (MB)	BUILDING COALITIONS/ COMMUNICA-TIONS (MC)
ML.1 Continual Learning	MP.1 Conflict Management	MR.1 Account-ability	MB.1 Human Resource Management	MC.1 Influencing/ Negotiating
ML.2 Creativity and Innovation	MP.2 Cultural Awareness	MR.2 Customer Service	MB.2 Financial Management	MC.2 Interpersonal Skills
ML.3 Flexibility	MP.3 Integrity/ Honesty	MR.3 Decisiveness	MB.3 Technology Management	MC.3 Oral Communications
ML.4 Resilience	MP.4 Team Building	MR.4 Problem Solving		MC.4 Partnering
ML.5 External Awareness		MR.5 Technical Credibility		MC.5 Written Communication
ML.6 Service Motivation		MR.6 Entrepre-neurship		MC.6 Political Savvy
ML.7 Strategic Thinking				
ML.8 Vision				

Competency Requirements By Career Area. Each Career Program member (careerist) will additionally fall into one of the five Career Areas of Career Program 35 and is responsible for attaining those competencies. Note, however, that the competencies in the Education/Training Career Area reflect only intelligence-related competencies. Careerists in that Career Area are also required to develop appropriate competencies specified in Career Program 32, Training. Appendix A is also divided by Career Area. Each Career Area is begun with a table like the sample found in Diagram 5 below.

Competency Requirements By Specialty. Many of the functional competency Subgroups are further divided or annotated by specialty/discipline/function, etc. Where Specialties are indicated, careerists working in that Specialty are responsible for the competencies that are linked to them in Subgroups as well as any that might be required of all careerists in that Career Area. Note, the “66% Preponderance Rule”, discussed on pages 36 and 37 and in the examples on page 20, establishes the overall number of competencies required for certification at aproximately 70% (because of rounding) of all those listed and applicable to Subgroups associated with a Track, Area, and Specialty.

DIAGRAM 5 – SECURITY COUNTERMEASURES/COUNTERINTELLIGENCE CAREER AREA SPECIALTIES AND COMPETENCIES. This diagram is an example of those found in Appendix A for Career Areas. The competencies listed are for all careerists whose main duties/functions relate to either Counterintelligence (CI) or Security Countermeasures (SCM). All careerists are responsible for the competencies

under the Organization/Environment Subgroup. Careerists are responsible for the competencies in the Functional/Substantive subgroup relating to their assigned specialties/disciplines/functions.

Key: SPEC=Specialties, CI = Counterintelligence, TECH = Technical Security, INFO = Information Security, DISC = Disclosure Security, AUTO = Automation Security or Information Assurance (IA), OPS = Operations Security, PHYS = Physical Security, IND = Industrial Security and PERS = Personnel Security.

ORGANIZATIONAL/ ENVIRONMENT (SE) (4 or more)	SPEC	FUNCTIONAL/SUBSTANTIVE (SF) (11 or more)	CI	TECH	INFO	DISC	AUTO	OPS	PHYS	IND	PERS
SE.1 DOD Organizations and their Investigative Responsibilities	All	SF.1 Security Laws and Regulations	X	X	X	X	X	X	X	X	X
SE.2 Analysis Organizations	All	SF.2 Intelligence Laws & Related Statutes	X	X	X	X	X	X	X	X	X
SE.3 HUMINT Operations	All	SF.3 Countermeasure Disciplines	X	X	X	X	X	X	X	X	X
SE.4 Joint Interagency Operations	All	SF.4 Foreign Intelligence Threat	X	X	X	X	X	X	X	X	X
SE.5 Multidiscipline SCM or CI Operations	All	SF.5 ADP/IA Security Operations	X	X	X	X	X	X	X	X	
		SF.6 Acquisition Systems Protection Program	X	X	X	X	X	X	X	X	X
		SF.7 Special Access Program Requirements	X	X	X	X	X	X	X	X	X
		SF.8 Foreign Disclosure	X	X	X	X	X	X	X	X	X
		SF.9 Counterterrorism and Antiterrorism	X	X	X	X	X	X	X	X	X
		SF.10 Counterproliferation	X	X	X	X	X	X	X	X	X
		SF.11 Foreign Ground Forces	X	X	X	X	X	X			
		SF.12 Technical Surveillance Countermeasures (TSCM)	X	X	X		X		X		
		SF.13 Counterintelligence (CI)	X	X	X	X					
		SF.14 Counterintelligence Requirements and Procedures	X	X	X		X				X
		SF.15 Certification Requirements	X	X							
		SF.16 Polygraph Operations		X							X

✪ **EMERGING OR CHANGING DISCIPLINES AND SUPPORTING COMPETENCIES/LOCALLY DETERMINED SUPPLEMENTAL COMPETENCIES**.

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Dynamic Nature of the Intelligence Career Field. Existing specialties/functional areas/disciplines and subdisciplines reconfigure and new specialties/functional areas/disciplines and subdisciplines emerge all of the time. In some cases, it is still too early to determine the full impact of a change that is taking place on the Career Program. Open Source Intellingence (OSINT) is a good example. We have not yet fully incorporated that discipline/function in this Appendix. In some cases, it is also hard to determine the competency requirements for reconfiguring or emerging functional areas, specialties, subdisciplines or "strategies" such as Information Operations (IO).

Responsibilities and Authority to Adapt the ACTEDS Plan. MACOM Career Program Managers (CPMs) or local supervisors, as assisted by Activity Career Program Managers (ACPMs), are authorized and required to determine supplementary technical competencies and accompanying training courses/developmental assignments relating to the requirements of changing or emerging subdisciplines/ specialties or positions. In addition, consideration should be given to adapting requirements from closely related ACTEDS plans where appropriate, such as the CP-18 for Scientists and Engineers in CP-35. Careerists in the Training/Education Career Area are required to also include competencies required by Career Program 32. Supervisors will continue to be expected to exercise good judgment in requiring supplementary training and in identifying the need for supplementation or modification to the MTP.

✪ PROCESS FOR COMPETENCY REQUIREMENT DETERMINATION & CERTIFICATION.

Putting it All Together. The following diagram and 5 step process illustrate how to determine the appropriate competency requirements for a Career Track, Area, and Specialty. Think of it as putting together the list of subjects to be taught/taken at an extended resident training program resulting in a degree, diploma or certificate.

DIAGRAM 6 - PROCESS FOR COMPETENCY REQUIREMENT DETERMINATION & CERTIFICATION (Your Certification Program)

1. Determine Your Career Track & Select & Attain

Technical Track Competency Subgroups

- **Universal**
- **Leadership/Teamwork**
- **Organizational/Environment**
- **Functional/Substantive**

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At Least 66% of the Competencies In Each Applicable Subgroup At Your Career Level of -

- **Developmental**
- **Full Performance/Supervisor**
- **Expert/Manager or**
- **Senior Expert/Executive**

1a. Those in the Supervisory/ Managerial Career Track Are Required to Also Select & Attain Many of the Technical Track Competencies

Supervisory/Managerial Track Competency Subgroups

- **Leading Change**
- **Leading People**
- **Results Driven**
- **Business Acumen**
- **Building Coalitions/Communications**

2. Determine your Career Area & Specialty & Attain at least 66% of the Competencies In Each Applicable Subgroup at Your Career Level

Subgroups of the Five Career Areas

- **Organizational/Environment**
- **Functional/Substantive**

Steps To Determine Your Required Competencies and Attain Certification:

1. Go to Appendix A, Page A-2 to determine your Career Track, Career Area and Specialty (if appropriate). Example is for a full performance, non-supervisory/ technical track careerist in the Security Countermeasures/CI Career Area with a Personnel Security Specialty.

2. Then go to page A-5 for the Common/Core Competencies for the Technical Career Track and review Subgroups - Careerist selects those

competencies most meeting the needs of their position, Specialty and career plans while meeting at least the minimum "Preponderance" standard of at least 66% of the competencies in each subgroup. (Example reflects a random selection of the minimum number of competencies.)

3. Then go to page A-21 for the Security Countermeasures/CI Career Area Competencies and review Subgroups and Specialties - Careerist selects those competencies most meeting the needs of their position, Specialty and career plans while meeting the minimum standard of at least 66% of the competencies in each subgroup. (Example reflects a random selection of the minimum number.)

4. Then go to Appendix D and put together a summary of your experience, education, training and self-development activities using the appropriate formats - Careerist focuses on required ACTEDS competencies. Training and development (T&D) should then focus on the weaker competencies considering the "Standards of Competency By Level" found on pages 34 & 35 of the ACTEDS plan and on last form below. Current year T&D activities should be included in the careerist's TAPES support form, DA7222-1 and evaluated at the end of the year.

5. Careerists seeking certification should go to Appendix E and use those formats to document attainment and begin the certification process. The "Standards of Competency by Level" printed on the last form apply to all competencies. Formats in Appendix D should supply enough information for verification by supervisors, ACPMs, etc.

VISORY/ MANA-GERIAL	**ML** **MP** **MR** **MB** **MC**	-Leading Change -Leading People -Results Driven -Business Acumen -BuildingCoalitions Communication	-Supervisor -Manager -Senior -Executive

CAREER AREAS		SUBGROUPS	SPECIALTIES
3. COLLECTION MANAGEMENT	**O** **OE** **OF**	-Organizational/ Environment -Functional/ Substantive	Requirements Operations
4. PRODUCTION/ ANALYSIS	**P** **PE** **PF**	- Organizational/ Environment - Functional/ Substantive	-Analysis -Intelligence Threat Support -Materiel Exploitation -Materiel Acquisition
5. SECURITY COUNTER-MEASURES/ COUNTERINTEL-LIGENCE (CI)	**S** **SE** **SF**	- Organizational/ Environment - Functional/ Substantive	Technical Security Physical Security Information Security Industrial Security Disclosure Security Personnel Security Automation Security Operations Security Counterintelligence
EDUCATION/ TRAINING	**E** **EE** **EF**	- Organizational/ Environment - Functional/ Substantive	Instructor Education Training
INTELLIGENCE COMBAT DEVELOPMENT	**I** **IE** **IF**	- Organizational/ Environment - Functional/ Substantive	- General Intel Combat Developments - Design and Development - Materiel Acquisition - Staff Management

Step 1

Overview of CP-35 Structure

CAREER TRACK		SUBGROUPS	LEVELS
1. TECHNICAL (COMMON/ CORE)	**C** **CU** **CL** **CE** **CG**	-Universal -Leadership/ Teamwork -Organizational/ Environment -Functional/ Substantive	-Entry/ Developmental -Full Performance/ Journeyman -Expert -Senior Expert
2. SUPER-	**M**		-Team Leader

Step 2

Subgroups of the Common/Core (Non-Supervisory) Technical Track with Associated Competencies

UNIVERSAL (CU) (7 or more)	LEADER-SHIP/TEAM-WORK (CL) (4 or more)	ORGANIZA-TIONAL/ ENVIRON-MENT (CE) (5 or more)	FUNCTIONAL/ SUBSTANTIVE (CF) (4 or more)
CU.1 Written Communication	CL.1 Project Management	CE.1 Army Roles, Customs and Courtesies	CF.1 Broad Career Area Expertise

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CU.2 Oral Communication	CL.2 Teamwork/ Teambuilding/ Leadership	CE.2 Army Organizational Roles	CF.2 Multi-Career Areas/ Related Disciplines
CU.3 Computer Skills	CL.3 Concept Facilitation/ Influencing/ Negotiating	CE.3 DOD and Joint Organizational Structures, Roles and Missions	CF.3 Intelligence Cycle
CU.4 Staff Work	CL.4 Decision Making	CE.4 Intelligence Community and the National Intel Process	CF.4 National Security and Military Strategy
CU.5 Reasoning/ Problem Solving/ Creative Thinking	CL.5 Evaluation and Critique	CE.5 Army Intelligence Roles and Functions	CF.5 Intel-Unique Computer/Net-work Systems
CU.6 Self-Management/ Initiative		CE.6 Interagency Coordination	
CU.7 Security Precepts, Requirements, and Procedures		CE.7 Force Integration	
CU.8 Diversity Awareness			
CU.9 DCIPS/ CP35			
CU.10 Funding and Contracting; Cost Analysis			

ORGANIZA-TIONAL/ ENVIRON-MENT (SE) (4 or more)	SPEC	FUNCTIONAL/ SUBSTANTIVE (SF) (11 or more)	CI	TECH	INFO	DISC	AUTO	OPS	PHYS	IND	PERS
SE.1 DOD Organizations & their Investigative Respon-sibilities	ALL	SF.1 Security Laws and Regulations	X	X	X	X	X	X	X	X	X
SE.2 Analysis Organizations	ALL	SF.2 Intel Laws & Related Statutes	X	X	X	X	X	X	X	X	X
SE.3 HUMINT Operations	ALL	SF.3 Countermeasur e Disciplines	X	X	X	X	X	X	X	X	X
SE.4 Joint Interagency Operations	ALL	SF.4 Foreign Intelligence Threat	X	X	X	X	X	X	X	X	X
SE.5 Multidiscipline SCM or CI Operations	ALL	SF.5 ADP/IA Security Operations	X	X	X	X	X	X	X	X	
		SF.6 Acquisition Systems Protection Prg.	X	X	X	X	X	X	X	X	X
		SF.7 Special Access Program Requirements	X	X	X	X	X	X	X	X	X
		SF.8 Foreign Disclosure	X	X	X	X	X	X	X	X	X
		SF.9 Counter-terrorism and Antiterrorism	X	X	X	X	X	X	X	X	X
		SF.10 Counter-proliferation	X	X	X	X	X	X	X	X	X
		SF.11 Foreign Ground Forces	X	X	X	X	X	X			
		SF.12 TSCM	X	X	X		X		X		
		SF.13 Counter-intelligence (CI)	X	X	X	X					
		SF.14 Counter-intelligence Requirements and Procedures	X	X	X		X				X
		SF.15 Certification Requirements	X	X							
		SF.16 Polygraph Operations		X							X

Step 3

✪ GROUP 5– SECURITY COUNTERMEASURES/ COUNTERINTELLIGENCE COMPETENCIES These competencies are for all careerists whose main duties/functions relate to either Counterintelligence (CI) or Security Countermeasures (SCM). All careerists are responsible for the competencies under the Organization/
Environment Subgroup. Careerists are only responsible for the competencies in the Functional/ Substantive subgroup relating to their assigned specialties/disciplines/functions. Key: CI = Counter-intelligence, TECH = Technical Security, INFO = Information Security, DISC = Disclosure Security, AUTO = Automation Security or Security, PHYS = Physical Security, IND = Industrial Security and Information Assurance (IA), OPS = Operations, PERS = Personnel Security.

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Step 4a DOCMENTATION OF COMPETENCY FROM TRAINING OR EDUCATION FOR CP-35

NAME: _____ **DSN NO:**_____ **SERIES:** 080 **CURRENT GRADE:** 12 .

CURRENT ORGANIZATION: _____ **CAREER TRACK:** Non-Supervisory/Technical .

CAREER AREA: Security Countermeasures/CI **CAREER LEVEL:** **Full Performance** **SPECIALITY:** Personnel Security .

Check If Continuation Page Attached _____ .

EDUCATION OR TRAINING COURSE/ CLASS COMPLETED Title	**LEVEL**	**DAYS**	**DATES**	**SOURCE** (Training Center, College, or Organization Offering the training/course)	**COMPETENCIES** (Indicate competencies improved or attainedy completion of the training or course) Code	Competency name

Level = Introductory (I), Intermediate (M), Advanced (A). Days = Number of days of training. Dates = dates of course or class. Code/Name = Alpha code & name for competency from Appendix A of ACTEDS Plan.

	SIGNATURES	**E-MAIL ADDRESS**	**DATE**
VERIFICATION: I certify, that, to the best of my knowledge and belief, all of the information on and attached to this document is true, correct, complete and made in good faith.	**EMPLOYEE (Application):**		
	SUPERVISOR (Endorsement):		
	MGR/ACPM (Optional):		

Step 4b DOCUMENTATION OF COMPETENCY FROM EXPERIENCE FOR CP – 35

(Separate sheet for each assignment)

1a. **Name:**		b. **Present Army MACOM:**			
c. **EmaiL Address:**		d. **Phone:**			e. **DSN:**
2a. **Career Area: Security Countermeasures**	b. **Track: Technical/ Non-supervisory**	c. **Level: Full Performance**	d. **Series: 080**	e. **Grade: 12**	f. **Specialty: Personnel Security**

3. **Competencies Improved or Attained from Assignment** (Use separate sheet of bond paper to continue)

Code	Competency	**Code**	**Competency**

4. **Rotational Assignment/Permanent Assignment**

a. **Assignment/Position Title**:		b. **Military/Civilian Grade:**
c. **Date(s) of Assignment - From**: **To**:	d. **# Months**:	e. **Org during Asgn:**
f. **Location/DUty Station:**		
g. **Position Description** (Duties actually performed and acheivement s attained related to competencies claimed. Use separate sheet of bond paper to continue)		
h. **Verifying Official**:		i. **E-maiL Address:**

5. **Certification**. I certify that, to the best of my knowledge and belief, all of the information on and attached to this document is true, correct, complete and made in good faith.

	SIGNATURE	E-MAIL ADDRESS	DATE
EMPLOYEE (Application):			
SUPEVISOR (Endorsement):			
MGR/ACPM (Optional):			

Step 4c

DOCUMENTATION OF COMPETENCY FROM SELF-DEVELOPMENTAL ACTIVITIES FOR CP-35

NAME: _____ **DSN NO:**_____ **SERIES:** 080 **CURRENT GRADE:** 12.

CURRENT ORGANIZATION: _____ **CAREER TRACK:** Technical/Non-supervisory.

CAREER AREA: Security Countermeasuree **CAREER LEVEL:** Full Performance **SPECIALITY:** Personnel Security.

SELF-DEVELOPMENT ACTIVITY (Professional Societies, Community Activities, Published Articles or Books, Teaching, etc) **Activity**	**DATES** From	To	**DAYS/ MONTHS**	**COMPETENCIES** (Indicate competencies improved or attained by completion of the training or course) Code	Competency name
Description of Activity (tasks completed and achievements attained related to competencies claimed)					

SELF-DEVELOPMENT ACTIVITY (Professional Societies, Community Activities, Published Articles or Books, Teaching, etc) **Activity**	**DATES** From	To	**DAYS/ MONTHS**	**COMPETENCIES** (Indicate competencies improved or attained by completion of the training or course) Code	Competency nam
Description of Activity (tasks completed and achievements attained related to competencies claimed)					

Dates = dates of activity. Days/Months = number of days or months of activity. Code/Name = Alpha code and name for competency from Appendix A to ACTEDS Plan.

SIGNATURES **E-MAIL ADDRESS** **DATE**

VERIFICATION:

I certify, that, to the best of my knowledge and belief, all of the information on and attached to this document is true, correct, complete and made in good faith.

EMPLOYEE (Application): _____

SUPERVISORY (Endorsement) _____

MGR/ACPM (Optional):** _____

***Must meet both Career Level Definitions and 66% Preponderance Rule to be Certified for Career Track, Area and Specialty*

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Step 5a

CERTIFICATION OF COMPETENCY LEVEL FOR CP–35
(Summary Sheet – Common Core & Supv/Mgmt Competencies)

NAME: _____ **DSN NO:** _____ **SERIES:** 080 **CURRENT GRADE:** 12
CURRENT ORGANIZATION: _____ **CAREER TRACK:** Technical/Nonsupervisory
CAREER AREA: Security Countermeasures/CI **SPECIALITY:** Personnel Security **CAREER LEVEL:** Full Perfformance

COMMON/CORE GROUP & TECHNICAL TRACK Initials Code CPM	Subgroup/Competency	Emp	Supv	Mgr		SUPERVISORY/MANAGERIAL GROUP & TRACK Initials Code CPM	Subgroup/Competency	Emp	Supv	Mgr	
CU	**UNIVERSAL (7 or more)**					**ML**	**LEADING CHANGE (6 or more)**				
CU.1	Writing					ML.1	Continual Learning				
CU.2	Oral Communications					ML.2	Creativity and Innovation				
CU.3*	Computer Skills					ML.3	Flexibility				
CU.4*	Staff Work					ML.4	Resilience				
CU.5	Reasoning					ML.5	External Awareness				
CU.6	Self-Management/Initiative					ML.6	Service Motivation				
CU.7*	Security Precepts, Requirements and Procedures					ML.7	Strategic Thinking				
CU.8	Diversity Awareness					ML.8	Vision				
CU.9	DCIPS/CP-35					**MP**	**LEADING PEOPLE (3 or more)**				
CU.10	**Funding & Contracting;Cost Analysis**					MP.1	Conflict Management				
CL	**LEADERSHIP/TEAMWORK (4 or more)**					MP.2	Cultural Awareness				
CL.1	Project Management					MP.3	Integrity/Honesty				
CL.2	Teamwork/Teambuilding/Leadership					MP.4	Team Building				
CL.3	Concept Facilitation/influencing/Negotiating					**MR**	**RESULTS DRIVEN (4 or more)**				
CL.4	Decision Making					MR.1	Accountability				
CL.5	Evaluation and Critique					MR.2	Customer Service				
CE	**ORGANIZATIONAL/ENVIRONMENT (5 or more)**					MR.3	Decisiveness				
CE.1*	Army Roles, Customs and Courtesies					MR.4	Problem Solving				
CE.2*	Army Organizational Roles					MR.5	Technical Credibility				
CE.3*	DOD and joint Organizational Structures, Roles and Missions					MR.6	Entrepreneurship				
CE.4*	Intelligence Community and the National Intelligence Process					**MB**	**BUSINESS ACUMEN (2 or more)**				
CE.5*	Army Intelligence Roles and Functions					MB.1	Human Resource Management				
CE.6*	Interagency Coordination					MB.2	Financial Management				
CE.7*	Force Integration					MB.3	Technology Management				
CF	**FUNCTIONAL/SUBSTANTIVE (4 or more)**					**MC**	**BUILDING COALITIONS/ COMMUNICATIONS (4 or more)**				
CF.1*	Broad Career Area Expertise					MC.1	Influencing/Negotiating				
CF.2*	Related Disciplines/Career Areas					MC.2	Interpersonal Skills				
CF.3*	Intelligence Cycle					MC.3	Oral Communications				
CF.4*	National Security and Military Strategy					MC.4	Partnering				
CF.5*	Force Integration					MC.5	Written Communication				
CF.6*	Intelligence-Unique Computer/Network Systems					MC.6	Political Savvy				

*Applies also to those in the Supervisory/Managerial Career Track
Emp = Employee Initials. Supv = Supervisory Initials. Mgr = Manager's Initials. CPM = CPM Initials

VERIFICATION: **SIGNATURES** **E-MAIL ADDRESS** **DATE**

I certify, that, to the best of my knowledge and belief, all of the information on and attached to this document is true, correct, complete and made in good faith.

EMPLOYEE (Application): _____

SUPERVISOR (Endorsement): _____

MANAGER/ACPM (Endorsement): _____

CPM (Approval): _____

Step 5b

CERTIFICATION OF COMPETENCY LEVEL FOR CP – 35

(Summary Sheet – Career Area Competencies)

NAME: _____ **DSN NO:** _____ **SERIES:** 080 **CURRENT GRADE:** 12 .
CURRENT ORGANIZATION: _____ **CAREER TRACK:** Technical/Nonsupervisory .
CAREER AREA: Security Countermeasures/CI **SPECIALITY:** Personnel Security **CAREER LEVEL:** **Full Performance** .

Organizations/Environmental Competencies						**Functional/Substantive Competencies:**					
Code CPM	**Subgroup/Competencies**	**Emp**	**Supv**	**Mgr**		Code CPM	Subgroups/Competencies	Emp	Supv	Mgr	
SE.1	DOD Organizations and their Investigative Responsibilities					SF.1	Security Laws and Regulations				
SE.3	HUMINT Operations					SF.2	Intelligence Laws & Related Statutes				
SE.4	Joint Interagency Operations					SF.3	Countermeasure Disciplines				
SE.5	Multidiscipline SCM or CI Operations					SF.4	Foreign Intelligence Threat				
						SF.6	Acquisition Systems Protection Requirements				
						SF.7	Special Access Program Requirements				
						SF.8	Soreign Disclosure				
						SF.9	Counterterrorism and Antiterrorism				
						SF.10	Counterproliferation				
						SF.14	Counterintelligence Requirements and Procedures				
						SF.16	Polygraph Operations				
JOB SPECIFIC OR MACOM COMPETENCY REQUIREMENTS											

Emp = Employee Initials. Supv = Supervisory Initials CPM= CPM or ACPM. Could include Language and Area Studies requirements

VERIFICATION: **SIGNATURES** **E-MAIL ADDRESS** **DATE**

I certify, that, to the best of my knowledge and belief, all of the information on and attached to this docUment is true, correct, complete and made in good faith.

EMPLOYEE (Application): _____

SUPERVISOR (Endorsement): _____

MANAGER/ACPM (Endorsement): _____

CPM (Approval*): _____

*Must meet both Career Level Definitions and 66% Preponderance Rule to be Certified for Career Track, Area and Specialty

STANDARDS OF COMPETENCY BY LEVEL

- **Developmental (Grades 5 to 9):** General knowledge of and expertise with the principles, concepts and/or methodologies of the competency as attained from education or basic/familiarization/overview courses and/or initial on-the-job orientation/training and closely supervised assignments. Becomes qualified to advance to intermediate courses and perform a range of routine assignments under general supervision relying on the competency.

- **Full Performance/Supervisor (Grades 10 to13):** Thorough, complete understanding of and expertise in the principles, concepts and/or methodologies of the competency as attained from education and intermediate courses, and in some cases advanced courses, as well as successful experience in a variety of complex assignments, Under normal supervision, that require the competency. Able to Lead and guide Lower-graded personnel.

- **Expert/Manager (Grades 14 to15):** Mastery of the principles, concepts and/or methodologies of subject/competency and expertise as attained from the most advanced training and graduate Level education, such as IC or Joint education and/or training, as well as significant success in performing the most demanding assignments requiring the competency. Able to experiment and apply new developments in the competency to problems/tasks not susceptible to treatment by accepted methods.

- **Senior Expert/Executive (Grades above 15):** Mastery of the subject/competency – a recognized expert within DOD and/or the IC.

✪ **CAREER DEVELOPMENT MODEL.** Career progression models have substantially changed. It is no longer practical to expect selectees for key Army positions to have had only Army experience or to expect clear or uniform Army progression patterns to achieve every Key Army Position. Under this ACTEDS plan careerists are being expected to take more initiative and operate in a larger and more complex environment. New employees enter at a wide variety of skill levels, with a diverse set of career goals and objectives. This vision of career progression emphasizes enhanced mobility among parallel Specialties and even between career areas and career tracks, external education and training and diverse employment experiences. All employees are expected to develop their Career Area skills through a regular program of training and development; however, to increase alternatives for promotion, employees should comprehensively complete the requirements for their Career Track, Level, Areas and Specialty (if appropriate). Once accomplished they should even consider developing skills in multiple Career Areas and/or participate in broadening assignments to build cross-disciplinary or multi-functional resumes.

DIAGRAM 7 – CAREER DEVELOMPMENT MODEL.

Example. A grade-11 General Military Intelligence Analyst can choose from among a variety of training and professional development options to achieve diverse career-related competencies and enhance potential for further career development within Army and the IC. These might include: Completion of advanced studies such as the Postgraduate Intelligence Program (PGIP) in the Production/Analysis Career Area or advanced civil schooling for foreign language and area studies; acquisition of Leadership skills through Army's or OPM's Leadership Seminars, and/or rotational assignment as an Executive Officer/Assistant; knowledge of parallel Career Areas or fields through attendance at introductory or overview courses (e.g., Intro to CI, Collection Mgt, Military Intelligence Captain's Career Course [MICCC]); and finally,

breadth of perspective and expertise gained from rotational or permanent assignments with contractors or other organizations in or outside the Federal Government.

A Place to Start. When developing an individual career development plan, careerist should not only determine the required competencies for the Career Track, Area, Speciality and Level, as demonstrated above, but also ensure that the key policies from "Career Development Policies" contained within Section III below and guidance from other parts of this Plan are understood and applied especially about Self-Development, Functional, Organizational and Geographic Mobility, Academic Studies/Degrees and key Training Programs.

DIAGRAM 8 – CAREER PLANNING GUIDANCE

Career Level	Assignments	Academic Studies	Training
Technical Career Track			
Entry/Developmental Level (Grade-5/7/9)	Detailed guidance for developing an intern's training plan is provided in Appendix F.		
Full Performance (10/11/12/13)	Two or more assignments in varied functional, geographical or organizational settings (see page 46 on mobility) such as an Intelligence Community Assignment Program (ICAP) or Equivalent Assignment for GG-13s (p. 52)	- A Bachelors Degree In a Related Subject (p. 44) - Pursuit of Advance Studies in a Related Subject such as from Joint the Military Intelligence College (JMIC) (p. 56)	- Completion of Job Specific Training - Completion of ACTEDS Training for Track, Area and Specialties (Appendix A) - Sustaining Base and Leadership Mgmt (SBLM) Program (GG-12+) (p. 49) - IC Officer Training (ICOT) (GG-13+) (p. 52)
Expert (14/15)	Two or more assignments in varied functional, geographical or organizational settings such as an ICAP or Equivalent Assignment if not yet completed	- A Masters Degree in a Related Subject such as from JMIC - Further Academic Studies in a Related Subject such as from Senior Service College (p.49)	- Completion of Job Specific Training - Completion of ACTEDS Training - SBLM (GG-12+) - ICOT (GG-13+)
Senior Expert (SIP/DISL)	Two or more assignments in varied functional, geographical or organizational settings	- Further Academic Studies in Advanced Areas	- IC Senior Leader Program
Career Level	**Assignments**	**Academic Studies**	**Training**

Supervisory/Managerial Career Track			
Team Leader (Grade -10/11/ 12/13)	Two or more assignments in varied functional, geographical or organizational settings (see page. 46 on mobility) such as an ICAP or Equivalent Assignment for GG-13+ (p. 52)	- A Bachelors Degree In a Related Subject (p. 44) - Pursuit of Advance Studies in a Related Subject such as from Joint the Military Intelligence College (JMIC) (p. 55)	- Completion of Job Specific Training - Completion of ACTEDS Training for Track, Area and Specialities (Appendix A) - Army's Civilian Leadership Development (p.48) - Sustaining Base and Leadership Management Program (SBLM) (GG-12+) - ICOT (GG-13+) (p. 52) - Defense Leadership and Management Program (DLAMP) (GG-12+) (p. 49)
Supervisor (10/11/12/13)	Two or more assignments in varied functional, geographical or organizational settings such as an ICAP or Equivalent Assignment for GG-13+	- A Bachelors Degree In a Related Subject (p. 44) - Pursuit of Advance Studies in a Related Subject such as from JMIC (p.55)	- Completion of ACTEDS Tech Trng - Army's Civilian Leadership Development Prgm. - SBLM (GG-12+) - ICOT (GG-13+) - DLAMP (GG-12+)
Manager (14/15)	Two or more assignments in varied functional, geo-graphical or organization-al settings such as an ICAP or Equivalent Assignment if not yet completed & assignment to a Key Position (p. 13)	- A Masters Degree in a Related Subject such as from JMIC - Further Academic Studies in a Related Subject such as from Senior Service College (p.49)	-Completion of ACTEDS Training for Track, Area and Specialities - Army's Civilian Leadership Dev. Program - SBLM - ICOT - DLAMP
Executive (SIES/DISES)	Two or more assignments in varied functional, geographical or organizational settings.	Further Academic Studies in Advanced Areas	- Army's Civilan Leadership Development Prgm. - IC Senior Leader Program

✪ **TRAINING AND DEVELOPMENT ACTIVITIES**

Categories of Training and Development Activities. The following categories of training and development activities should be blended over a career.

- **On-the-Job Training (OJT**). OJT is the primary category for training and development, but often least recognized type. OJT can be structured (employee works with an experienced careerist to learn a new skill), or unstructured (employee learns a new skill or work process through doing the work.) OJT should be prudently blended with training from one of more other categories to ensure a comprehensive and professional level of exposure to all aspects of the subject.

- **Developmental Assignments.** Developmental assignments allow employees to gain competencies, not easily attained in their current positions. Any position can serve as a developmental assignment if it differs in some manner from other positions an employee has occupied. However, developmental assignments should be designed to enable employees to acquire specific competencies. Such assignments can be invaluable for broadening scope and knowledge within the career program, as well as for providing opportunities to bridge into other Specialties within the five Career Areas. Assignments can range from short periods to longer timeframes requiring formal detail, temporary reassignment, or time-limited promotions for up to several years at different organizations or locations within or outside Army. The Intelligence Community Assignment Program (ICAP) is an example of an important developmental assignment (See Section V for more information on ICAP).

- **Formal Classroom Training or Education.** Formal classroom training includes structured courses, workshops, seminars and conferences offered by Army, colleges and universities, training organizations, professional organizations, etc.

- **Self-Directed Study.** Self-directed study includes correspondence courses, computer-based instruction, etc. Self-directed courses vary in length. Some are short and can be completed in an hour or two. Others require weeks of time to complete. When personnel are choosing between formal classroom training and self-directed study, they should consider their own schedule and commitments, the way they learn, and their capability to independently develop and carry out a schedule for completing a self-directed course.

- **Collaborative Distance Learning.** Distance Learning blends elements of both formal classroom training and computer based training by "connecting" instructors to students at their desktops or in classrooms at remote sites through new computer applications. An example is the Virtual University which is being developed by the Defense Intelligence Agency for the Intelligence Community. This process greatly reduces or eliminates travel costs, and should significantly increase careerists' access to quality training opportunities.

- **Self-Development**. Self-development is individual, voluntary effort initiated and conducted by the employee. Self-development includes formal classroom, self-directed study, or "hands-on" self-development experiences such as:

- College or university courses
- Correspondence courses
- Courses offered by professional/civic organizations, public school continuing education departments, etc.
- Participation in community projects/organizations
- Membership and participation in Professional associations such as the Military Intelligence Corps Association (MICA).
- Publishing articles or books
- Teaching within the Intelligence Community or at Colleges/Universities
- Self-development also includes less visible methods of learning new skills such as reading professional journals and books.

Types Of Training. The ACTEDS plan recognizes two types of training -- Universal and Competitive Professional Development.

- **Universal Training and Prioritization**. Within Army, universal training requirements provide standardized knowledge, skills and abilities (KSAs) across the 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 is further divided into the following three priorities:

  - **Priority I** – 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:

    - Employee must have acceptable performance.
    - Training is essential for mission accomplishment.
    - Training is mandated by higher authority (law or DOD) or is required for certificaiton, health, or safety reasons.
    - Training is mandated by the ASA(M&RA) as an ACTEDS leader development core course; **or**
    - Training is essential functional training for interns.

  - **Priority II** – 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:

- Employee should have for maximum proficiency and/or.
- Training improves the quality of mission accomplishment.

Training that would attain the competencies identified in the ACTEDS Plan will usually fall into Priority II. FCR funding may be sought on a competitive basis if local funding is not available for Priority II training.

- **Priority III** – Training should be funded after Priority I and II 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

When determining various training and development needs for individual careerists, training to meet immediate needs of the current position will generally come before Priority II training to attain corporate or IC competencies in the assigned Specialty, Career Area, or Track. Similarly, Priority II training required by the Specialty, Career Area or Track should come before that needed to prepare for another Specialty, Career Area or Track.

- **Competitive Professional Development**. This is comprised of IC, DOD, Army or Career Program 35 training opportunities - often important for career development - offered on a competitive basis because of limited spaces or limited funding. Examples include: (IC) Intelligence Community Assignment Program; (DOD) the Defense Leadership and Management Program (DLAMP); and (Army) Sustaining Base Leadership and Management Program (SBLM) at the Army Management Staff College (AMSC). The Functional Chief Representative Competitive Development Program includes many of these training opportunities. The program is flexible and can be used to supplement local and MACOM training efforts. Additional information about these opportunities is found in Chapter V.

Introductory, Intermediate and Advanced Courses/Career Levels. Appendix B will eventually list many courses that include objectives for attainment of competencies required in Appendix A. Course providers and grade levels required for attendance will also likely be indicated. Course level (Introductory, Intermediate or Advanced) will be often listed to assist in career development planning. The four CP-35 Career Levels (Entry/Developmental, Full Performance/Journeyman, Expert, and Senior Expert) also provide additional planning focus. Introductory courses are not restricted to careerists in the entry/developmental career level/band. They are appropriate for those with limited or no experience or training in the subject. Careerists with substantial experience in a Specialty or Area should generally not consider introductory courses. Careerists and supervisors should focus first on the most important competencies required for the current Career Level.

Training Sources

- **Training Compendiums, School Catalogs and Websites**. There are many sources of information on training and development opportunities. The following sources are representative but not all-inclusive:

  - Army
    - ACTEDS Plans.
    - Action Officer Development Course.
    - Army Doctrine and Training Digital Library.
    - Army Logistics Management College.
    - Fiscal Year Catalog of Civilian Training, Education and Professional Development Opportunities.
    - Sustaining Base Leadership and Management (SBLM) Program/Army Management Staff College.
    - Army War College.

  - Department of Defense
    - Air Force.
    - Defense Intelligence Agency. (INTELINK-SCI)
    - Defense Leadership and Management Program (DLAMP).
    - Joint Military Intelligence Training Center. (INTELINK-SCI)
    - Compendium of Intelligence Training Catalogs. (INTELINK-SCI) www.dia.ic.gov/proj/jmitc.diac.jol.ic.gov/
    - Joint Intelligence Virtual University (INTELINK-SCI) http://virgo.diac.jol.ic.gov/
    - National Defense University.
    - National Imagery and Mapping Agency.
    - National Reconnaissance Office.
    - National Security Agency. (INTELINK-SCI)

  - Intelligence Community
    - Central Intelligence Agency. (INTELINK-SCI)
    - Intelligence Community Assignment Program (ICAP).

  - Federal Government
    - Department of Energy.
    - Department of State.
    - Federal Bureau of Investigation.
    - Federal Executive Institute.
    - Office of Personnel Management.

- Office of Personnel Management-Management Development Centers.
- Treasury Department.
- United States Coast Guard.
- USDA Graduate School.

- Associations
  - American Management Association.
  - Armed Forces Communications & Electronics Association (AFCEA).
  - Military Intelligence Corps Association (MICA).
  - Public Administration Forum.

- **Local Opportunities.** Civilian Personnel Advisory Centers (CPACs) can provide information on training and education opportunities, especially those offered locally. Courses developed or offered locally, especially Common/Core or Supervisory/ Management training courses may be equivalent to courses listed in the MTP. Local training should be utilized whenever possible to reduce costs. The organization training coordinator and supporting civilian personnel organization can provide additional information.

- **Correspondence Courses.** A listing of Army Correspondence Courses is available through the General Dennis J. Reimer Training and Doctrine Digital Library website at: http://155.217.58.58/atdls.htm

III. CAREER MANAGEMENT POLICIES

✪ **NEW COMPETENCY EMPHASIS/IMPACT ON PROMOTION.** The ACTEDS plan challenges careerists and organizations to attain more and varied competencies than before. This ACTEDS plan stresses attainment of specified Army, DOD and IC-wide competencies - from any appropriate source – while continuing to recognize the importance of locally determined requirements. While attainment of a Competency Level for a Career Area does not guarantee promotion it increases competitiveness for key assignments and promotion as well as a careerist's overall value to an organization.

Methods of Attaining Competencies. Competencies listed in Appendix A represent requirements for the specified Career Areas, Tracks and Levels. Courses should be reviewed by the supervisor to determine if they are categorized as Priority I, II or III based on the priority of the predominant competencies taught. Only in limited cases, have specific courses been identified as mandatory (Priority I). Army Leader Development Core Courses or specified certification-producing courses are two examples of mandatory courses. In most cases, competencies may be acquired through many sources, such as prior military or civilian service, on-the-job training, details, rotational or developmental assignments, correspondence courses, collaborative distance learning, prior training or education, or self-development activities. Experience is often more important than education or training, however, careerists should strive for a balance between institutional and experiential learning. The section titled "Training Sources", found on page 32, is an important resource for web links to most training organizations and their catalogs**.** Supervisors, with careerist participation, are responsible for determining the best, most cost-effective means of attaining competencies, with advice and assistance from ACPMs and servicing personnel in the CPAC as necessary.

Documentation of Training and Development. Careerists are responsible for ensuring that completed training, education, or experience is credited in their official training records.

Standards Of Competency/Professionalization. Careerists should attain a significant breadth as well as depth of competency (i.e., professionalism) in order to be recognized as an Army professional at their Level for a Career Track, Area, and Specialty (if appropriate). Careerists are responsible for attaining the applicable competencies listed in Appendix A as well as those required of their present position. The standards for attaining an individual competency are defined below and are equally applicable to all competencies whether from the Common/Core Group of the Technical Career Track, the Supevisory/Mangerial Group of the Supervisory Track or from one of the five functional Career Areas/Groups. Careerists will develop and be evaluated on their attainment of competencies at each Career Level. These standards are an extract of the Grade Band Definitions for Professional-Administrative Work found in Appendix G, titled "Guide for Grade-Band Classifcation Within CIPMS Career Paths" of the Guide to Classifying GS Position in CIPMS. In some cases, the full definition contained in that Guide will be needed to determine whether a competency has been attained. The appropriate grade band definition for an applicable Army Occupational Guide may also be used. Note in these definitions the requirement for training/education and experience and the requirement that the careerists be able to document the successful utilization of the competency.

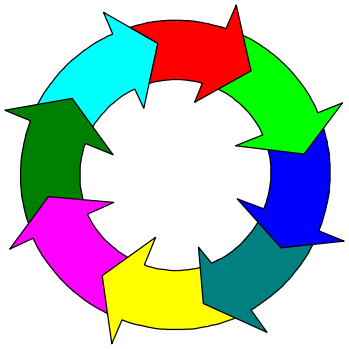
- **Developmental (Grades 5 to 9)**: General knowledge of and expertise with the principles, concepts and/or methodologies of the competency as attained from

education or basic/familiarization/overview courses and/or initial on-the-job orientation/training and closely supervised assignments. Becomes qualified to advance to intermediate courses and perform a range of routine assignments under general supervision relying on the competency.

- **Full Performance/Supervisor (Grades 10 to13):** Thorough, complete understanding of and expertise in the principles, concepts and/or methodologies of the competency as attained from education and intermediate courses, and in some cases advanced courses, as well as successful experience in a variety of complex assignments, under normal supervision, that require the competency. Able to lead and guide lower-graded personnel in the competency.
- **Expert/Manager (Grades 14 to15):** Mastery of the principles, concepts and/or methodologies of subject/competency and expertise as attained from the most advanced training and graduate level education, such as IC or Joint education and/or training, as well as significant success in performing the most demanding assignments requiring the competency. Able to experiment and apply new developments in the competency to problems/tasks not susceptible to treatment by accepted methods.
- **Senior Expert/Executive (Grades above 15):** Mastery of the subject/ competency – a recognized expert within DOD and/or the IC.

✪ ⊰⊱⊰ PROFESSIONALIZATION AND THE COMPETENCY CERTIFICATION PROCESS.

Process. The careerist's supervisors, with the active assistance of the careerist, are responsible for:



- Determining the applicable competencies from Appendix A and document those attained;
- Evaluating which competencies the careerist should develop in priority order;
- Planning appropriate training and development activities and document in TAPES forms;
- Making time to complete the activity and acquiring resources for those activities;
- Evaluating the completion of activities and the attainment of the required competency level for each competency; and
- Renewing the cycle and/or requesting certification.

Supervisors are also responsible for documenting any unique competencies required of the current position and ensuring they are given priority for training and development. Attainment of individual competencies and Career Levels will be measured against the standards outlined in the **Standards of Competency/Professionalization** section above.

Initial Evaluation, Planning and Standard for Attainment of Competencies for a Subgroup. Applicable competencies should be recorded, the previous level of achievement/attainment determined, and then activities should be annually planned, in conjunction with the TAPES process (See the Section next below), until at least a preponderance (66% or more) of all the required competencies in each applicable Subgroup are reasonably attained for the careerist's Career Level.

Recommended Formats for Documentation of Competencies. Appendix D provides model formats for planning and evaluating single and multi-year training and development activities. Documentation of competency attainment should contain the careerist's name, grade, Career Track, Career Area, Career Level, Specialty and competencies, as well as the date each competency was verified, and the supervisors' and careerist's initials or signatures. Source or method of attainment and duration of the activity should also be documented. The careerist's signature reflects their assertion that they have attained the competencies at the required competency level as well as their application for documentation of attainment. The signature of the first line supervisor and, optionally, the second-line supervisor/manager or ACPM reflects their endorsement that the careerists has met the required Career Level definition for the competency.

Continuous Learning/Professionalism. The careerists may be required to take additional courses or assignments to maintain competency levels that were originally attained for their present Career Level but have become dated over time. The careerists should be required to expand their competencies to other Specialties in their Career Area (See Appendix A, Common/Core Group, Functional Substantive Subgroup, Competencies CF.1 Broad Career Area Expertise) and to other Career Areas or related disciplines/specialties (See Appendix A, Common/Core Group, Functional Substantive Subgroup, CF.2 Related Disciplines/Career Areas.)

Language/Area Study Requirements. The careerists may also be required to take language or area studies training when required by their position, Specialty or command.

Availability of Advice and Assistance. Local ACPMs are available to provide advice and assistance to supervisors and careerists on attainment of competencies, and may provide written opinions for consideration by line management should a disagreement arise. ACPMs may also serve in place of a second-line supervisor/manager for certification when the second-line supervisor/manager is either not a technical expert in the applicable Career Area/Specialty or is not available. Mentors may also give advice and assistance to the careerist when the mentor relationship has been established.

Use of Documentation. Careerist and their Supervisors should use the documents in Appendix D when determining performance objectives for the careerist. Careerists should retain the original documents and supervisors should retain a copy in their office's training file while the employee is assigned. The careerist may use copies to support either their resume when bidding for positions during selection and promotion actions or when requesting formal certification (i.e., as documentation for the competencies claimed in the required forms found in Appenendix E).

✪ ~~ **ARMY STANDARDS FOR CERTIFICATION OF A CAREER LEVEL.**
Careerists may optionally seek Army Certification from their major command CPM upon attainment of required breadth and depth of competency for their Career Level. This certification will also meet the Agency's (Army's) portion of the requirements for both Intelligence Community Officer (ICO) Designation and Defense Leadership and Management Program (DLAMP) graduation. To be considered to have attained sufficient breadth and depth of competency, a careerist must first have been evaluated by appropriate local officials (immediate supervisor and second line supervisor/ manager and/or ACPM) to: (1) have reasonably attained the appropriate Career Level for a preponderance (66% or more) of the competencies required for each of the Subgroups in Appendix A applicable for the careerist's Career Track, Area, and Specialty, if appropriate, and (2) for those competencies required of their present position. The appropriate MACOM CPM, or equivalent designated official, will then review and make a separate determination to ensure a challenging standard of evaluation has been equitably applied. CPMs may request supporting documentation and recent performance appraisals to aid their deliberations. They may also utilize a board of ACPMs or subject matter experts to advise them. Professional certification will reflect achievement of a sufficient breadth, in addition to depth, of experience, education, training, etc. appropriate for the careerist's Career Level in the Army.

Recommended Formats for Certifying Attainment of a Competency Level/ Professional Certification. Appendix E provides model formats for certifying attainment of Competency Levels for the applicable Career Track, Area and Specialty (if appropriate). The careerist's signature reflects their assertion that they have attained the competencies at the required competency level and their application for certification. The signature of the first-line supervisor and the second-line supervisor/manager or ACPM reflects their endorsement that the careerist has met the applicable Career Level definition for the applicable competencies or subgroups. The signature of the CPM, or their designee, authenticates when professional certification for an Army Career Level, Track, Area and Specialty (if appropriate) has been granted.

Formats for ICO and DLAMP Certification/Designation. Echelons above Army may require separate formats and processes for documentation when certifying attainment of Army's requirements for either DLAMP certification or ICO Designation. When ICO Designation or DLAMP graduate status is being sought, the CPM's signature will reflect endorsement to the ADCSINT for final Army approval. If all other requirements are met, the FCR will transmit the application will to either the IC or OSD approval body.

Public Recognition. Acknowledgement of the completion of all requirements for a Career Level should be made in an appropriate office setting with the granting of a Certification of Career Level. (See Appendix G) Similar recognition is appropriate for ICO designation and DLAMP graduation.

Decision Authority for Determining Attainment/Certification/Reconsideration. The MACOM CPM determines/approves attainment of the Career Level unless authority delegated to Activity CPMs. A careerist may request reconsideration from a MACOM CPM on a disapproval of certification for Army recognition of attainment and may then request final reconsideration from the FCR at HQDA.

✪ ✍ **LINKAGE WITH PERSONNEL MANAGEMENT PROCESSES.** Whenever practical, personnel processes will support attainment of competency standards and professionalism. Attainment and maintenance of competencies required or recommended by this ACTEDS plan should be a key consideration in most personnel actions.

Performance Management. Training and development objectives/supporting activities will be mutually agreed upon and included in the Total Army Personnel Evaluation System (TAPES) Senior System Civilian Evaluation Report Support Form, DA Form 7222-1, at the beginning of the annual rating period. Objectives and supporting activities will be based on competencies as required by the ACTEDS plan and/or the employee's current position. Incumbents of supervisory positions will list their own personal development objectives as well as "Organizational Management and Leadership" objectives for developing their subordinates. Commanders and Senior Intelligence Officers may include career program-related objectives or sub-objectives in support forms for MACOM Career Program Managers and Activity Career Program Managers. Subject to circumstances beyond careerists' control, the degree to which training and development activities are accomplished will be considered in annual evaluations forming a basis for the final evaluation. (DA Pamphlet 690-400 explains

TAPES and provides examples for use in preparing evaluation reports. It is found at http://www.usapa.army.mil/cpol/dapam690-400/dapam690-400.html

Selection and Promotion Processes. Beginning in FY2002, in accordance with the guidance below, competency attainment (professional development/breadth and depth of competency) will be a required factor for consideration in CP-35 competitive selections and promotions to the next higher grade; and a recommended/desirable factor for consideration for non-competitive selections and promotions. Local imposition of this policy prior to FY2002 is encouraged. See the section below on Intelligence Community Officer (ICO) Designation for additional requirements for DISES/SIES positions.

- **Job Search Criteria (Competitive)**. When initiating requests for advertisement, Selecting Officials will identify job search criteria (along with minimum qualifying requirements) that include relevant ACTEDS skills/competencies and specialized training and/or education requirements for the position (relevant to Career Track, Level, Area and Specialty).

- **Vacancy Announcements**. Vacancy announcements will include a statement, as part of the qualification requirements/section, informing prospective candidates of the requirement to include attainment of relevant training, educations and professional development/breadth and depth of competency in their resumes or other application packages. Formal certification of attainment of a competency level is not required but may be used by applicants to document/describe their degree of professionalization.

- **Referral of Applications**. Resume screening processes will incorporate announced job search criteria. For all candidates referred, presence or absence of criteria will be noted. (Absence of announced criteria will not preclude candidates from referral.)

- **Selections**. Selecting Officials will weigh attainment of relevant training, education and professional development/breadth and depth of competency as a positive factor in the selection process, and document its contribution as part of the selection rationale.

✪ PLANNING, PROGRAMMING AND BUDGETING FOR TRAINING AND DEVELOPMENT.

Training Requirements Planning. In conjunction with the servicing CPAC, one or more training needs surveys will be conducted each year to determine needs in the current and/or out-years. Intelligence and security organizations' needs should be based on the aggregate of the realistic requirements determined with each employee in the TAPES process each year. Consideration should be given to planning for two instances of training annually for each careerist. These requirements should not only reflect the need for full development of each careerist according to this ACTEDS plan but also support the strategic and business plans of the organization and of Military Intelligence. Policies, procedures, systems and responsibilities for attaining course

quotas are being revised. More responsibility has been placed on supervisors and commanders. Supervisors and managers should aggressively support surveys, submit course requirements and follow up to ensure acquisition and actual utilization.

Training and Development Resourcing

- **Command and Organizational Support.** Civilian training and development is a mission activity and a critical investment that must be given priority. MACOMs and Commands are required to program and budget for the bulk of training and development. Intelligence commands and intelligence and security organizations should program and budget an amount equal to at least two to three percent (2 to 3%) of the employee salary base for training and development. Another goal should be to obtain at least two instances of ACTEDS Plan-related training per careerists per year to include computer based training/distance learning.

- **HQDA Support**. Limited annual support is available through centralized HQDA and Functional Chief Representative (FCR) funded competitive development training programs and activities. Refer to the annual Catalog of Army Training, Education and Professional Development Opportunities at Civilian Personnel On-Line (http://www.cpol.army.mil) under Training. Examples include, but are not limited to, Civilian Leadership Training, Defense Leadership and Management Program (DLAMP), and training or relocation expenses associated with Intelligence Community Officer (ICO) training and the Intelligence Community Assignment Program (ICAP).

Training and Development Program Evaluation. Each major organization level should make an annual evaluation of training and development quality and quantity as a factor toward meeting their key intelligence and security objectives. Examples of possible items to be evaluated:

- Instances of training in support of the ACTEDS plan's broadening/ professionalization requirements by Career Level and affirmative action factors
- Number of completed ICO qualifying training courses
- Amount of dollars spent on training and development (Local $, ACTEDS $, National Foreign Intelligence Program $) or percent of salary base expended
- Number of careerists attaining/attained Army professionalization status for their Career Level, Track, Area and Specialty
- Number of careerists with ICAP Designations/Number of DLAMP graduates
- Number of careerists with bachelors degrees and number with advanced degrees
- Number of instances of training obtained for Intelligence and Security Assistants, etc.

✪ INTAKE AND DIVERSITY MANAGEMENT

Recruitment Strategies. Planned recruitment of highly qualified or high potential personnel is essential to development and maintenance of an effective Intelligence workforce. Planning strategies include, but are not limited to the following:

- **Assessment**. Ongoing consideration of organization missions and needs to effectively plan for replacement of current and projected skill losses; acquisition of skills required for new or evolving missions; adjustments for organization expansion, realignment, or downsizing; and to meet key intelligence objectives.

- **Balance/Diversity**. Maximize workforce balance, diversity, flexibility and continuity through proportionate recruitment at entry, full performance and expert levels and from a balanced range of backgrounds, ethnic or racial groups, etc. Centrally funded ACTEDS interns are likely to not be numerous enough to meet organizational needs for entry level employees. Investment in local interns and other developmental programs are encouraged.

- **Variety of Recruitment Practices and Devices**. Design recruitment and selection practices and utilize a full range of websites, literature, advertising and other approaches to attract candidates who possess competencies required for each Career Area, Track, Specialty or Level.

- **INTERNET/INTELINK**. Maximize use of INTERNET and INTELINK websites, especially Intelligence Community websites, to publicize opportunities, and aggressively market through distribution of recruitment brochures, literature, advertising or other appropriate authorized publicity measures.

- **Networking**. Develop networks with IC Agencies and Services to ensure outreach to highly qualified and diverse internal candidates with current Intelligence or security skills and experience; and with institutions of higher learning, associations and groups representing minority, female and physically challenged individuals to promote diversity from external sources.

- **Incentives**. Use recruitment and retention incentives (monetary and non-monetary) to compete most effectively in various labor market conditions. Examples of recruitment incentives are payment of permanent change of station (PCS) costs, advanced hiring salary, signing bonuses, step increases on reassignment. Examples of retention incentives are Performance Awards, Quality Step Increases, Time-Off Awards, Exemplary Performance awards, and Retention Bonuses.

Recruitment Sources and Tools

- **Websites**. Websites are a primary source of candidates for intelligence and security positions. They can reach a wide range of candidates from virtually any source world-wide. Two commonly used websites include:

- ♦ USA Jobs. This OPM website on the INTERNET (http://www.usajobs.opm.gov/) reaches diverse groups of candidates from IC, the Federal Government, private industry and academia. All competitively filled positions with areas of consideration beyond a local installation, should be advertised on this site. This is especially true when a possibility exists that a retired military applicant will be selected requiring a waiver of the 180 day restriction on employment with the Federal Service.

- ♦ Army CPOL. All competitively filled Career Program 35 positions will be advertised on this major INTERNET website (http://www.cpol.army.mil – click in sequence on Employment Opportunities and Army Vacancy Announcements.)

- ♦ Intelligence Community Websites. The IC should be establishing websites, both on the INTERNET and on INTELINK, to specifically advertise employment and developmental opportunities. When available, all competitively filled Career Program 35 positions, with areas of consideration beyond Army, will be advertised on these sites. This will be especially true when a possibility exists that a retired military employment with the Federal Service.

- ■ **Intelligence Community Agencies or Service Components.** (All Career Levels).

- ■ **Federal Status Candidates**. (All Career Levels). In accordance with Personnel Interchange provisions these candidates may be eligible for noncompetitive placement in Intelligence positions at grades no higher than those previously held.

- ■ **Colleges and Universities.** (Generally entry/developmental Levels.)

- ■ **Intelligence and Security Clerks/Assistants, Training Assistants, Engineering Technicians**. High potential clerks and assistants may be considered for entry/developmental level career program positions, generally by change to lower grade placement. Reassignment is possible in some cases based on unusual qualifications.
- ■ **Affirmative Outreach.** Outreach sources include colleges, universities, associations, professional groups, etc. (**Hot link to CPOL for outreach list to be added here**)

- ■ **Special Placement Programs.** Special placement programs, such as the DOD Priority Placement Program (PPP), provide placement priority for current DOD employees subject to separation or downgrade, generally as the result of reduction in force, transfer of function, or perhaps completion of an overseas tour. Candidates are referred to vacant positions through a process that matches candidate skills to vacancy skill requirements. To ensure referral of only well qualified PPP registrants, intelligence, security, training/education and engineering/science occupational codes must be identified when registering CP-35 vacancies.

Mandatory Offer of PCS – Grade 13 & Above. Permanent Change of Station (PCS) expenses should be offered to be paid on the vacancy announcements for career program jobs at grades 13 and above that are being filled competitively from Army-wide or wider areas of consideration to ensure the maximum number of highly qualified applicants. Exceptions should be approved by the CPM.

Mandatory Referral Level – Grade 14 and Above. All permanent grade 14 and 15 positions, that are being filled competitively, should normally be announced "All Source" and for a period between 14 - 30 calendar days. Army CPOL and USA JOBS websites should be used to ensure a reasonable number of candidates are attracted. Key Positions should generally be advertised through a greater number of recruitment sources and therefore require a longer period of time to accommodate outreach efforts.

Affirmative Action Requirements – Grade 14 and Above. The FCR, a Senior Executive Official, or a General Officer, will review recruitment plans and tentative selections for GG-15 positions. Similar reviews for all competitive actions at the grade 14 level will be reviewed by the local Senior Intelligence Officer (SIO) to ensure adequate efforts to locate, attract, and consider qualified minorities and women. Affirmative recruitment entails additional recruitment outside of local or Army-wide advertisement of vacancy announcements. Using OPM's USA Jobs, and any IC websites that are established, as key marketing vehicles will help ensure that the best possible candidates are considered within or outside of the Federal workforce and encourage careerists to search these important sources of job opportunities.

Equal Opportunity/Affirmative Action. This ACTEDS plan is applicable to all careerists regardless of political preference, race, color, gender, marital status, religion, national origin, disability, age, parental status, or sexual orientation. Managers will assure that consideration is given to developmental needs of all careerists, with specific attention to the needs of minorities, women and those with disabilities. Long- and short-term formal training and OJT to broaden and enhance employee competencies and potential for progression will take into consideration Equal Opportunity principles.

✪ ❧ CAREER DEVELOPMENT POLICIES

Self-Evaluation and Career Development Plans. Individual career development plans will be developed annually by employees, with oversight by supervisors; to record the employees' most significant developmental activities and identify activities and courses appropriately sponsored by the government. The elements of the individual career development plans will be documented as supporting objectives to an objective of "Individual Professionalization or Development" in the annual performance plan. This ACTEDS plan will be used as a primary guide for employee career planning and evaluation of potential. Local requirements will continue to be signficant in career development plans. Employees may seek guidance from senior careerists, mentors, local ACPMs or supervisors, in developing personal career development goals.

Counseling. Career appraisal or other counseling sessions, should encourage participation in projects or training to improve overall knowledge and understanding of specific Career Areas and Tracks, increase competence in various Career Area

specializations, explore other career paths and/or strengthen common core Technical Track or Supervisory/Managerial Track competencies in accordance with ACTEDS guidance. DA Pamphlet 690-43, A Supervisor's Guide to Career Development and Counseling for Career Program Employees, furnishes guidance and practical information for supervisors and employees. The link is http://www.usapa.army.mil/cpol/dapam690-43/dapam690-43.html. Counseling sessions should be used to:

- Identify training and development requirements;
- Systematically schedule training and development to meet the requirements; and
- Identify OJT opportunities through work situations and operating problems.

Self-Development. In addition to the training outlined in the MTP, employees at all levels are encouraged to undertake self-development activities -- especially formal education and participation in professional/community associations. These opportunities will increase knowledge, improve competence in the area of interest and offset competency limitations identified in the career planning process. Self-development is a voluntary effort initiated by employees, but may be recommended by the supervisor. Active interest in self-development generally indicates a strong desire to achieve planned career goals and may be considered in the selection and promotion process.

Academic Studies/Degrees. Although the importance of work experience is fully recognized, to maintain professional currency and better prepare for future challenges, careerists are encouraged (but not required) to pursue formal academic education related to their Career Area or their career in intelligence or security. Taking job-related courses or pursuing a Bachelor's or advanced degree in a relevant field of study is an important means of acquiring, or enhancing, job-relevant knowledges and competencies. The challenges of the 21st Century require the IC not only to maintain but also to increase the number of careerists with Bachelors and advanced degrees. Significant academic work generally indicates a strong desire to achieve planned career goals and may be considered in the selection and promotion process.

- **Goals**. Full Performance, Team Leaders and Supervisors should already have a Bachelors Degree and be pursuing advanced studies. Expert level careerists and Managers should already have a Masters Degree and be pursuing further studies.
- **Funding**. When self-development activity at an institution charging tuition is planned to improve employees' performance or contribute to meeting the goals of this plan, local managers should determine, in advance, what percentage of available financial assistance is appropriate, in accordance with local and DA policy. Limited HQDA funds are available, on a competitive basis, to support university education through the Functional Chief Representative's (FCR's) annual Competitive Development Program. Training is not authorized for the sole purpose

of attaining an academic degree. Managers may authorize academic training on a course-by-course basis to develop competencies that meet identified training needs. Receipt of an academic degree as a result of such training must be an incidental by-product of the training.

Mentoring. Mentors are senior careerists, officers, managers or commanders who often personally become involved in the development of careerists within their organizations (in addition to the Careerist's supervisor and ACPM) and influence decisions to establish programs, commit resources and make assignments that make career development happen. Mentoring is most successful when the careerist being mentored is mobile and can take advantage of the widest range of opportunities. Using the ACTEDS plan as a base, mentors can facilitate training and career-broadening opportunities, help careerists assess potential and actively guide their development. It is recommended that ACPMs and supervisors review each employee's needs and desires and consider fostering mentoring for mobile CP-35 careerists in all career levels. Interns, minorities and females can often especially benefit from mentoring. DA Pamphlet 690-46, Mentoring for Civilian Members of the Force, is a recommended reference for mentors and careerists.

Functional, Organizational and Geographic Mobility. Supervisors in the selection and promotion processes will be considering in the future more breadth of Army and IC competencies as well as depth of specific competencies required of a position. To deepen and broaden competencies and enhance competitiveness when determining immediate and long-range career goals, careerists should consider accepting assignments in a number of different organizations and organizational levels. Geographic mobility significantly adds to the availability of these developmental opportunities. Geographic mobility has and will continue to be a very effective way for careerists to broaden competencies for professionalization and increase opportunities for career progression. At each Career Level careerists should strive to have two or more assignments in varied functional, geographical or organizational settings.

Rotational/Developmental Assignments. Rotational/developmental assignments can be invaluable for: deepening Specialty knowledge and expertise; obtaining or

expanding IC perspectives; and/or providing opportunities to bridge into other Specialties and Career Areas either within Army or in another Agency/Service. Assignments can range in length from moderate-term details or temporary promotions, to longer-term tours of one or more years to Army or non-Army organizations. CP-35 encourages movement between Career Areas as well as between Specialties in Career Areas. In fact, two of the most important competencies in the Common/Core Technical Track are the first two in the Functional/Substantive Subgroup. "Broad Career Area Expertise" and "Multi-Career Areas/Related Disciplines" are competencies designed to encourage and recognize broadening in one's Career Area and development of at least basic competencies in other Career Areas/functions. Assignments to other Specialties and Career Areas in Army are subject to applicable qualification standards, but selecting DCIPS supervisors may consider waiving qualification requirements when overall background and potential indicate ability to achieve proficiency within a reasonable period. The Career Program and the IC also encourage movement between Agencies and Services to develop an IC perspective and competence. Intelligence Community Officer (ICO) designation will be required for promotion to grades above 15. Career planning for those aspiring to key positions in Army or the IC should include at least one of these rotational/developmental assignments of significant duration while in the Full Performance and/or Supervisory Career Level and one while in the Expert and/or Managerial Career Level.

Language Requirements. While most CP-35 positions do not require knowledge of a foreign language, many positions in the Collection Management and Production/Analysis Career Areas require acquisition and maintenance of a specific foreign language and/or area studies competencies. Language requirements should be indicated and documented and evaluated equally with other requirements when utilizing TAPES and certifying competencies.

MIOBC/MICCC. The Military Intelligence Officer Basic Course (MIOBC), approximately 20-weeks in length, incorporates basic officer skills and knowledges, and comprehensive understanding of all-source intelligence. This course covers many basic intelligence competencies needed by entry-level careerists and mid-career personnel new to Army intelligence. It serves as a foundation for further intelligence training, both tactical and strategic. This course is especially important for careerists who have had no previous exposure to the military structure. Graduation criteria for civilian interns attending MIOBC can be tailored to the needs of the civilian workforce. The Military Intelligence Captain's Career Course (MICCC) is the next level of intelligence training. Both courses should be considered as viable sources for attaining many of the competencies required for careerists at developmental levels. Substitution of other courses or OJT, is possible.

Service Agreements. Prior to enrolling in sponsored training of more than 80 hours for non-government training or any training over 120 days, careerists are required to sign a continued service agreement which states that they will remain employed in DOD for a period equal to three times the length of non-government training or long term training received, in accordance with AR 690-400, chapter 410. The link is http://www.usapa.army.mil/cpol/ar690-400-410/c2sub1.html.

✪ ⁓ INTELLIGENCE AND SECURITY CLERKS / ASSISTANTS, TRAINING ASSISTANTS, ENGINEERING TECHNICIANS

Career Development Plans. Individual career development plans will be developed for Intelligence and Security Clerks, and Assistants, Training Assistants and Engineering Technicians in the Intelligence Career Field in the same manner as for Career Program employees. Clerks and Assistants identify training and development objectives in the TAPES process or in conjunction with the supervisor, and their supervisors are accountable for ensuring appropriate opportunities, resources and encouragement.

Planning, Programming and Budgeting. Training and development of Clerks, Assistants and Technicians will be included in organization training plans, requests for course quotas and requests for training and development funding.

Consideration of Attainment of Competencies in Selection and Promotion Actions. Selecting supervisors are encouraged to announce and consider attainment of broad competencies/professionalism in selection and promotion actions for Clerks, Assistants and Technicians.

✪ ⁓ **SUPPLEMENTATION OF MASTER TRAINING PLAN (MTP)**. MACOMs and installations and activities may supplement the MTP to meet mission requirements (e.g., to include specific language requirements). A copy of supplements should be furnished to HQDA, ODCSINT, Intelligence Personnel Management Office (DAMI-CP), 2511 Jefferson Davis HWY, SUITE #9300, Arlington, VA 22202-3910.

V. CAREER DEVELOPMENT PROGRAMS

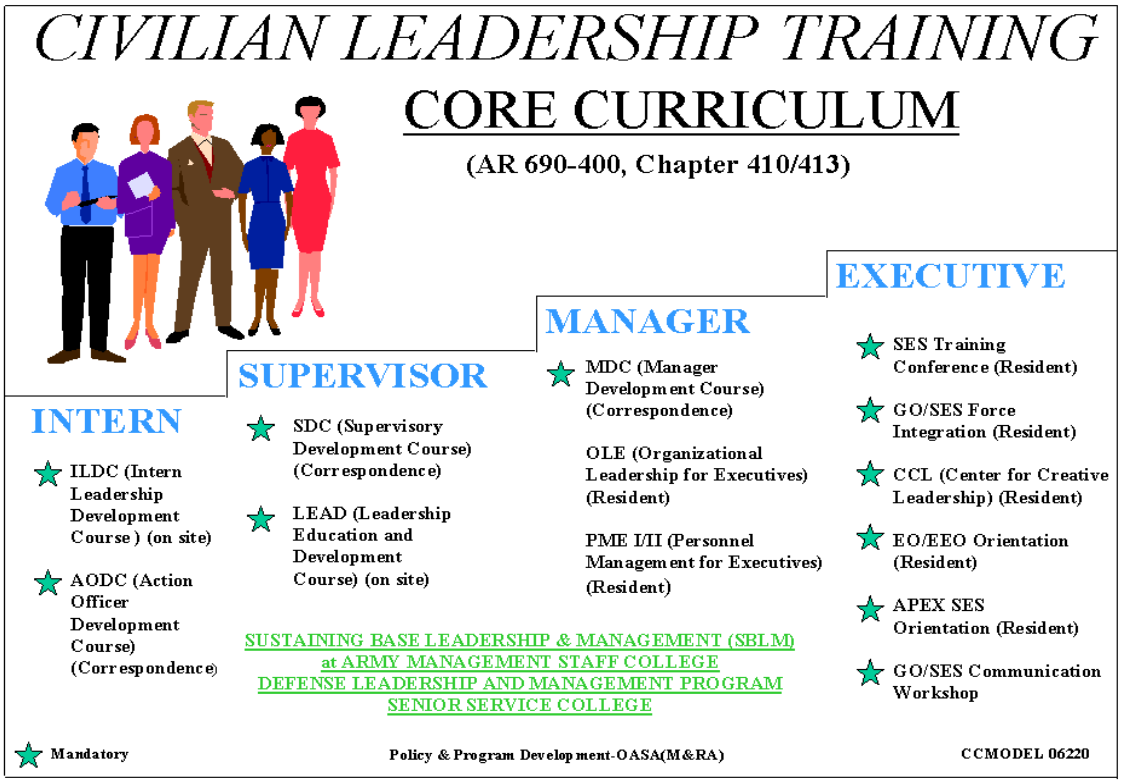
✪ ⁓ **Intern Training Program**. Each Army Career Program receives centralized resources (spaces and dollars) to hire and train the next generation of leaders. Local commands also devote their own resources, when they can, to hiring and training those in the Entry/Developmental Career Level. CP-35 has established detailed requirements for Training Plans for all Entry/ Developmental careerists. Information about the intern program can be found at Appendix F.

✪ ⁓ ARMY LEADER DEVELOPMENT

The Army Leader Development Core Curriculum was developed In an effort to provide essential leader training, progressively and sequentially, to parallel leadership training afforded to military officers. The curriculum captures progressive and sequential training at four broad levels (intern/entry, supervisory, managerial, and executive) and parallels the formal training pillar of the officer leader development system. The courses are developed/delivered by the Center for Army Leadership, HQ, TRADOC, and the Army Management Staff College. These training courses provide opportunities to improve Common/Core competencies -- as well as courses for improving supervisor or manager leadership and management skills. More information can be obtained in

Chapter 1 of the ACTEDS FY2002 Training Catalog. Those listed below with a star are mandatory for those in Career Program 35.

DIAGRAM 9 - CIVILIAN LEADERSHIP TRAINING - COMMON CORE



Organizational Leadership for Executives (OLE). This course in the Leadership Curriculum is designed to increase levels of excellence. The goal of OLE is trained leaders with increased self-awareness who are able to visualize, communicate, and forge the organization's future. The course explains and demonstrates the leadership skills and competencies required to perform at the executive level. Emphasis is given to material that these leaders can use in leading their organizations to increasing levels of excellence. OLE is entirely experiential in nature to assist the leader in looking beyond daily activities to assessing and interpreting, in an ever-enlarging way, the external environment; the organization; the leadership process; the need for subordinate development at all levels; and the need for continuing self-development. OLE covers the following topics: organizations as systems; organizational climate; influential communications; team development; values; team building; leadership self-assessment; strategic planning; and leading change. The objective is to develop leaders with skills to conduct an organizational assessment; communicate influentially; establish an effective organizational climate; manage organizational change; develop an organization strategic plan; diagnose their own personal effectiveness; and build high-performing teams. More information can be found in the ACTEDS Training Catalog published each fiscal year.

✪ ⌁⌁ **ARMY-WIDE OPPORTUNITIES FOR ALL CIPMS/DCIPS CAREERISTS.** Each year ASA(M&RA) publishes a Catalog of Army Civilian Training, Education and Professional Development Opportunities. This catalog is posted on the INTERNET on Civilian Personnel On-Line at http://www.cpol.army.mil. At that home page, click in sequence on Training and on the Catalog. Army sponsors most of these opportunities. Several programs in the Catalog most frequently considered by CP-35 careerists are:

Sustaining Base Leadership and Management Program (SBLM) (Resident and Nonresident Programs). Its purposes are: First, to prepare a select group of Army civilian and military leaders for advancement to key leadership positions in the sustaining base; Second, to enhance the cohesiveness of the Army by promoting the bond between civilian and military leaders; and Third, to be a sustaining base resource. SBLM is the Army's only leadership, management, and decision-making education institution encompassing the breadth of the Army's sustaining base, geo-political interests through strategic systems to direct soldier support. The program's focus is multi-functional and horizontally integrated education. More information can be obtained from Chapter 1 of the ACTEDS Training Catalog published each fiscal year.

Senior Service Colleges - See ACTEDS Training Catalog published each fiscal year.

✪ ⌁⌁ **DEFENSE LEADERSHIP AND MANAGEMENT PROGRAM (DLAMP).** DLAMP is a DOD-wide competitive leader development program designed to prepare, educate, certify, and challenge a highly capable, diverse, mobile cadre of senior civilians to achieve DOD-wide perspectives and management capabilities. The target population is DCIPS careerists with professional development objectives above grade 13 in the Supervisory/ Managerial Career Track. This program focuses on DOD vs Intelligence Community perspectives, but does have features that may be attractive, appropriate, and portable toward completion of some Intelligence Community Officer designation requirements (see below). DLAMP may be the program of choice for DCIPS careerists whose career goals extend to senior leadership positions outside the IC but within DOD.

Program Elements.

- **Professional Military Education**. Completion of either a 3 or 10 month prescribed program of professional military education, with emphasis on national security decision making.
- **Graduate Level Management Training**. Completion of a minimum of 10 graduate-level courses, each taught over a two-week period at a Defense facility in Southbridge, MA. These courses focus on national security, leadership and management issues, to develop familiarity with the range of subjects and issues facing defense leaders.
- **Broadening Rotational Assignment**. Completion of a career broadening rotational assignment of at least 12 months.

- **ACTEDS Plan Requirements**. Completion of component and occupation-specific developmental requirements. Army stipulates completion of Civilian Leadership Training Common Core curriculum and applicable ACTEDS plan requirements. For CP-35 careerists, certification of attainment of professionalization for their Career Level will fulfull this requirement.

Program Features.

- **Program Length**. Six to ten year period of eligibility for completion of program requirements.

- **Structured Mentoring**. Mentor identified and actively involved in development.

- **Waivers for Previous Education and Experience**. Credit for completion of previous education and experience, as applicable.

- **Priority Consideration.** Consideration designed to enhance competitive standing for filling designated key leadership jobs (grade 14 thru SES) throughout the Department of Defense. DLAMP participants and graduates may be given priority consideration in filling vacancies outside the Intelligence Community (IC). It should be noted that IC positions are not designated for specific DLAMP placements, and although DLAMP graduates may be attractive candidates, formal priority consideration will not be given to DLAMP participants and graduates for key intelligence positions.

- **Central funding for some program expenses**. Participant expenses (e.g., tuition, temporary duty travel and transportation) are centrally funded by DOD. Additionally, resources may be provided on a 50% basis to backfill the participant's position during periods of long-term training (either the 10-month professional military education or the 12-month rotational assignment).

Procedures and Additional Information. Applications, forms and additional DLAMP information are contained in the Catalog of Army Civilian Training, Education and Professional Development Opportunities, accessible via the Internet on the Army Civilian Personnel On Line homepage (http://cpol.army.mil). Interested employees may contact their Civilian Personnel Advisory Center for local procedures and deadlines. Additional information, including answers to frequently asked questions, is also available on CPOL thru PERMISS.

Relationship Between DLAMP and Intelligence Community Officer (ICO) Designation. DLAMP is a DOD-wide competitive program designed to develop a cadre of senior civilian leaders with DOD-wide capabilities and perspectives. Completion of requirements to achieve ICO Designation is integral to long term career planning for DCIPS careerists interested in progressing to senior ranks within the IC at either DOD or National levels. Both DLAMP and the ICO process require completion of training, education and developmental rotations that broaden perspectives and enhance leadership skill and effectiveness. Commonality of some program features allows a

degree of reciprocity between DLAMP and ICO. DCIPS careerists, who represent a diverse cross-section of occupations and potential career development objectives, are eligible to participate in either ICO or DLAMP - or both. Careful review of program-specific requirements is necessary in every case to ensure that credit for coursework or experience is transferable from one to the other. For example, DLAMP requires a career-broadening rotational assignment of at least 12 months. ICO Designation requires an ICAP or equivalent assignment of not less than two years. Completion of an ICAP assignment may be creditable under DLAMP, but completion of the 12-month DLAMP rotation will not be sufficient to meet the ICO requirement.

INTELLIGENCE COMMUNITY OFFICER (ICO) DESIGNATION. An Intelligence Community Officer is an intelligence professional with Community experience, demonstrated Community perspective, and expertise in at least one discipline. ICO Designation requires completion of the following three subprograms, which are designed collectively to build a cadre of intelligence professionals with a broad Intelligence Community (IC) perspective: 1) Intelligence Community Assignment Program (ICAP); 2) ICO Training; and 3) Organization Career Development Program. DCIPS careerists grade 13 and above with professional development objectives geared to senior intelligence leadership positions are the targeted population. ICO Designation is to be a required factor for consideration for promotion to senior executive ranks in the Intelligence Community beginning in Fiscal Year (FY) 2002.

Intelligence Community Assignment Program (ICAP). ICAP is an IC-wide rotational program, designed to promote community-wide perspective; bolster IC coordination; and infuse new knowledge and expertise throughout the IC. The ICAP tour provides Army DCIPS careerists grades 13 thru 15 (and high potential GG-12s) with increased breadth and depth of experience and a broader understanding of IC missions and functions. Positions are filled through a competitive, community-wide, merit-based process. Selectees are paid by their parent organizations while serving on detail to other IC host organizations for tours of two to three years. Upon completion of the ICAP assignment, the careerist is reintegrated into the parent organization's workforce. The ICAP experience or equivalent is required for ICO Designation. ICAP positions are not limited by series, Specialty or career program. HQDA centrally funds temporary change of station (TCS) costs for assignments requiring a geographic move.

- **ICAP Orientation Training** – This week-long course is required for all ICAP participants. The training provides an overview of intelligence missions and functions of the Armed Services and IC Agencies. Acceptance into this course is automatic with selection for an ICAP assignment. There are no tuition costs, and the FCR funds necessary TDY expenses.

Intelligence Community Officer Training (ICOT). ICOT makes up the second of the three requirements for ICO Designation. It is designed to develop leaders with community perspective and strategic outlook. Requirements include completion of criteria under six categories plus a capstone course, weighted as follow:

- National Security and Intelligence Issues (one week);
- Leadership and Management (three weeks);
- CI, Security, IA and Denial and Deception (one week);
- Production and Analysis of Intelligence (one week);
- Collection, Sources and Processing of Intelligence (one week);
- Impact of Technology Across the IC (one week); and
- A capstone residence training experience blending the above (two weeks).

Each of the above categories contains a varying number of "component" sections and "training objectives" for each "component." For example, Collection, Sources and Processing of Intelligence includes three categories: (1) IC Collection Management; (2) SIGINT, Imagery and Geospatial Information, MASINT, HUMINT and Open Source; and (3) Tasking, Processing, Exploitation and Dissemination. Training objectives include: explain the IC collection requirement systems and collection operations systems; describe the access abilities, the system capabilities, the system limitation, and the susceptibility for each collection discipline; and describe major components of the Tasking, Processing, Exploitation and Dissemination process for each of the five collection disciplines.

Intelligence Community Officer Traininng Curriculum Guide. The Intelligence Community Officer Training Curriculum Guide, is included in this ACTEDS Plan as Appendix C. It describes requirements and lists representative courses. Substitution of equivalent courses is permitted and equivalency credit may be granted. Careerists and their parent organizations are responsible for attaining course quotas and meeting entry requirements. Funding of TDY expenses and tuition costs, if any, will be considered under the Functional Chief Representative (FCR) Competitive Development Program described below, *if* the parent command cannot resource. Procedures for attaining credit for course completion/equivalency, or experience substitution is included in the Guide.

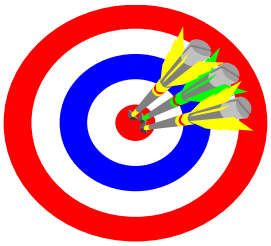
Comparison of ICOT Requirements and ACTEDS Requirements. Objective/ Knowledge/Skill/Ability "categories" are being identified for the ICOT requirement and expressed/defined in terms of training objectives rather than in terms of competency requirements that are found in this ACTEDS plan. Most, if not all ICOT requirements, however, will be targeting competencies required by Appendix A of this plan. Careerists will therefore attain credit toward meeting their ACTEDS requirements, especially at the

level required of those in the Expert or Managerial Career Level (Grades 14 and 15), while pursuing specific ICOT requirements and vice versa. Supervisory/Managerial competencies required by ACTEDS would be developed, for instance, by training and education in the Leadership and Management category. Work towards the functional competencies required in Army's Collection Management, Production/Analysis and Security Countermeasures/CI Career Areas would also meet many of the requirements of the IC' CI, Security, IA and Denial and Deception; Production and Analysis of Intelligence; and Collection, Sources and Processing of Intelligence categories.

Organization (Army's) Career Development Program (OCDP). Army candidates for ICO Designation must meet requirements contained in the ACTEDS plan that applies to their assigned career program. CP-35 careerists must be able to demonstrate attainment of the competencies required for their Career Area/Track at the Full performance/Supervisory level (at grade 13), for the Expert/Managerial level (grades 14, 15) or for the Senior Expert/Senior Executive level (grades above 15) as specified in Chapter 3, section entitled "Standards of Competency/Professionalism." Competencies, are listed in the MTP found in Appendices A of this plan. Careerists applying for ICO Designation will apply through the FCR for endorsement and submission to the ICO/ICAP Board of Governors for final certification. The FCR review will include review of the following documentation: completion of ICAP or equivalent assignment; completion of ICOT or equivalent training; and documentation of professional certification by their CPM for their Career Track, Area, Specialty (if appropriate) and Level. Army DCIPS careerists in career programs other than CP-35 should consult their ACTEDS plans for requirements for their Career Level, and if appropriate Career Track, Area and Specialty or equivalents, and obtain endorsement of their MACOM CPM. The certificate at appendix G is equally appropriate for this purpose.

Additional Information. Additional information relating to ICO Designation and supporting subprogram requirements is available on the INTERNET at http://www.cpol.army.mil. Once there, click in sequence on Army Civilian Personnel Management Library, Civilian Intelligence Personnel Management System and then on Newsroom. Search for ICO/ICAP items.

✪ **CP-35 COMPETITIVE PROFESSIONAL DEVELOPMENT.** The following Competitive Professional Development opportunities for those in Career Program 35 are annually publicized on CPOL at http://www.cpol.army.mil. Click on Training, then click on Catalog of Army Training, Education and Professional Development Opportunities. Careerists may submit nominations for separate competitive consideration for one or more of the following categories of training and development programs: Short-term Management or Technical Training; Developmental Assignments; or University Education. Careerists may propose programs that combine training and development from two or more categories. Management may also propose funding of Mobile Training Teams (MTTs) to bring programs on site to benefit groups of eligible careerists.



Short-Term Management or Technical Training – (courses of less than 120 calendar days) are provided throughout the year from various sources. These courses have specific curricula and training objectives. For FCR funding eligibility, the curriculum or training objectives should be reflected in the CP-35 ACTEDS plan, be part of the ICOT requirement or approved as appropriate by the MACOM CPM and the FCR.

- **Management Training** – Eligible group: Grade 10 and above pursuing advancement in or crossover to the Managerial/Supervisory Track. Selectees attend various programs, averaging one to four weeks, that provide intensive policy and management training for managers and executives. Training facilities may include OPM training facilities, Defense training centers, Intelligence Community training sites, professional associations, or private training institutions. The FCR funds tuition, books and TDY expenses.
- **Technical Training** (Intelligence Training, Security Training, Training and Education studies related to Intelligence; Engineering and Scientific applications related to Intelligence; Foreign Area Studies; Language Training, etc) – Eligible group: Grade 10 and above pursuing advancement or professionalization in either the Technical/Nonsupervisory or Managerial/Supervisory Tracks. Selectees attend various programs, averaging one to four weeks, that fulfill key training objectives. Training facilities may include Defense, Federal, IC, professional association or private training institutions. The FCR funds tuition, books and TDY expenses.

Developmental Assignments – Eligible group: Grade 10 and above in either the Managerial/Supervisory or Technical/Nonsupervisory Career Tracks. These assignments must improve the capability of both the parent and/or host organization and the employee to be considered for FCR approval. Assignments can involve an exchange of individuals between organizations or a temporary one-way movement, to develop and broaden understanding of the organization and enhance professional development. Individuals and their supervisors will coordinate arrangements for assignments and include a proposal in the application package that addresses the benefits to be derived for the careerist and the Army. These assignments will be no less than 30 days and no more than 12 months in duration. The FCR funds TDY expenses. If funds are available, the FCR may fund short-term technical or managerial training requirements in connection with these assignments.

University Education Programs – Eligible group: Grade 10 and above. Careerists nominated and selected under this announcement for full-time or part-time university undergraduate and graduate level training will be evaluated based on their experience, education, government-related training, awards and motivation for requesting this opportunity. Attendance should be at a college/university within the applicant's normal

commuting distance (within a 50-mile radius). University training outside the commuting area must be accompanied by strong supporting justification and will be considered on a case-by-case basis. Full-time programs should be no less than 12 hours each semester, or equivalent. Full-time programs over 120 workdays should normally not exceed more than 12 months. Part-time university training may consist of evening, weekend and/or part-time courses at the rate of fewer than 12 hours per semester. A letter of acceptance from the university should be included with the application or an explanation provided regarding the status of acceptance. Education programs must develop the employee's job competence or support a planned career assignment. This may include programs designed to enhance managerial and leadership skills of experienced professionals and/or to improve technical skills. The FCR funds tuition, books and TDY expenses, if appropriate.

Joint Military Intelligence College (JMIC). Careerist participation in the JMIC Postgraduate Intelligence Program (PGIP), Master of Science of Strategic Intelligence (MSSI) program, or the new Bachelor of Science in Intelligence (BSI) program is highly encouraged. Acceptance into the JMIC programs is the responsibility of each candidate. There is no charge for tuition for these programs. The FCR funds TDY expenses, and additional expenses if appropriate.

- **BSI**. The new BSI is a rigorous academic program that allows highly motivated military and civilian careerists to earn a Bachelor's degree in their chosen field of intelligence.

- **PGIP**. The PGIP prepares intelligence professionals for a career in strategic intelligence. Careerists nominated for this program may also apply for admission to the MSSI program.

- **MSSI**. The MSSI program was created to strengthen intelligence as a profession, since highly qualified and educated intelligence professionals are required at the national level. The MSSI program allows selected military and civilian intelligence professionals to pursue advanced study and research in the chosen career field. Completion of this program will meet most of the ICO training requirements.

✪ **ADDITIONAL KEY TRAINING OPPORTUNITIES**. Although the following may not necessarily be centrally funded by the FCR's Competitive Development Program, they offer important training and development opportunities for intelligence professionals:

Area Study programs at the State Department, Foreign Service Institute.

Exceptional Intelligence Analyst Program (EIAP). The EIAP is sponsored annually by the Director of Central Intelligence (DCI). The EIAP is a highly competitive program, open to analysts throughout the IC, and managed by the Center for the Study of Intelligence (CSI). Selectees have the opportunity to pursue a year-long project, study, program or research endeavor that will benefit both the analyst and the IC. Proposals may include: sabbaticals in the United States and abroad; a program of study and/or research at a college or university; or temporary assignments to other U.S. Government agencies. Career civilian and military intelligence officers are eligible. To apply, civilian applicants must have extensive experience as an intelligence analyst, be in grade 11

through 15, and be identified as an individual with high potential. A panel of senior officers from the IC will select winning proposals. The EIAP funds TDY travel, tuition, books, computer software and similar expenses.

Harvard University Seminar on Intelligence and Policy. The CSI also sponsors this program each Spring at the Harvard Kennedy School of Government in Cambridge. The seminar provides an outstanding opportunity for 40 senior Intelligence Community professionals, grade 15 and above or military equivalent to explore key issues related to intelligence policy interface. This is not a "sit and listen" but rather a highly participative program. CSI and Harvard make final selections. Funding may be paid by the parent organization or can be requested from the FCR's Competitive Development Program, if a written request is submitted with the nomination for separate consideration at HQDA. Costs to Army include a housing and subsistence fee and travel expenses to Cambridge.

National Security Management Course (NSMC). NSMC gives senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The objective of this course is to improve the management and leadership skills necessary to successfully influence the various processes within the Department of Defense. The course focuses on issues relating to the managing the complex institutional and organizational interrelationships that exist with other national security actors, both inside the Department (for example, between OSD and the Joint Staff, the Military Departments and Defense agencies), and beyond its formal boundaries: the White House, the State Department, Central Intelligence Agency, National Security Council, Congress, public opinion, the media, industry and business, and other external actors that influence Defense decision-making. Major Areas of Study by Week. Week 1 - National Security Management: The Strategic Context Week 2 - National Security Policy Framework: Defense, Law, and Democracy Week 3 - National Security Management: The External Operating Environment Week 4 - National Security Management: The Changing World Order Week 5 - National Security Management: The Changing World Order; Managing Technology, Acquisition, and Logistics Week 6 - National Security Management: Leadership and Organizational Transformation; Leadership and Strategy Weeks 7 & 8 - National Security Management: Leadership and Strategy Application Process. This is an 8 week course running from mid-Sept to early November. It is open to civilians, grade 15 or higher. Funding of travel and incidental entitlements must be funded by the nominating activity. Tuition, meals and lodging are centrally funded through a DOD contract subsidized by Army.

✪ **MILITARY INTELLIGENCE CORPS**. The Military Intelligence Branch is a basic branch of the U.S. Army, and its soldiers are primarily concerned with the intelligence aspects of the Army's mission. Although Intelligence personnel have been a part of the Army since its founding in 1775, it wasn't until July, 1967 that a number of intelligence and security organizations were combined to form this branch of service. In 1971, the United States Army Intelligence Center and School, the home of Military Intelligence, was established at Fort Huachuca, Arizona. On 1 July, 1987 the Military

Intelligence Corps was activated as a regiment under the U.S. Army regimental system. The insignia of the the Military Intelligence Corps has a shield with a Sphinx at the center. The Sphinx has been associated with U.S. military intelligence since 1923, when it was adopted as the insignia of the Military Intelligence Officers Reserve Corps. This mythological creature has exemplified the combination of wisdom with strength from ancient times to the present. The Key and Lightingbolt on the MI Corps insignia represent Knowledge and Speed. The Motto "Always Out Front" is a reminder that the members of the Corps are continuously in action against the enemy's of our nation. CP-35 careerists are also MI Corps members and may be issued a MI Corps certificate**.** Organizations can request certificates from Deputy Garrison Cdr., ATZS-CDR, HQ US Army Garrison, Ft Huachuca, AZ 85613-6000; (520) 533-1178/533-9267 (DSN 821). Please specify quantity and whether the certificates are for CIPMS civilians in Career Program 35 (MI Corp Members) or non-CP-35 civilians (Associate Members). The MI Corps Association website is at http://www.micorps.org/