



CIVILIAN PERSONNEL CAREER MANAGEMENT

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

OCCUPATIONAL SERIES GS-610
(CAREER FIELD 53)

REGISTERED NURSE

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

F O R E W O R D

This Department of the Army Civilian Training, Education, and Development System Plan for the civilian Registered Nurse provides careerists and management with a basic guide to assist in career enhancement and progression. Training and development planning are essential in developing and enhancing an individual's knowledge, skills, and abilities. This plan and the addendum for a particular specialty will provide civilian Registered Nurses in each specialty area the tools needed to become leaders in their field.

All civilian Registered Nurses and their supervisors are encouraged to review this plan and the related addendum and tailor them to their needs. Although individuals ultimately control their own careers, all levels of command should participate in establishing guidance contained in these plans. This will help to ensure a continuing source of highly qualified civilian Registered Nurses for the Department of the Army.

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ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

REGISTERED NURSE OCCUPATIONAL SERIES GS-610 (CAREER FIELD 53)

Summary. This document describes the Army Civilian Training, Education, and Development System (ACTEDS) Plan for the civilian Registered Nurse (RN). This plan serves as the capstone document for all occupational series GS-610 personnel. As such, it contains the introduction, objectives, structure, applicability, and responsibilities common to all RN personnel. Specific information on each nursing specialty area is contained in the respective addendum, e.g., key positions, career paths, master training plans, and glossary/definitions, etc. A separate addendum for each of the RN specialties is under development and, as published, will be distributed as part of this plan. This plan, plus the appropriate addendum, will provide the roadmap for the careerist to advance within the RN community.

Interim changes. Interim changes will be distributed as required to update information contained in this document.

Suggested improvements. The proponent agency for this ACTEDS plan is the U.S. Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCS-DC, 1400 E. Grayson Street, STE 213, Fort Sam Houston, TX 78234-5052.

Distribution. Access to this plan is via the Internet at:
<http://cpol.army.mil/index.html>.

<u>Contents</u>	<u>Page</u>
1. Introduction	4
2. Objectives	4
3. Structure	4
4. Applicability	5
5. Responsibilities	5
6. Key Positions	7
7. Career Path	7
8. Competencies	8
9. Master Training Plan	9
10. Recruitment Strategies and Sources	11
11. Mobility Requirements	12
Key Positions Titles by Location List	Appendix A
Competencies List	Appendix B

<u>CONTENTS</u>	<u>PAGE</u>
Master Training Plan Matrix	Appendix C
Master Training Plan Course Descriptions	Appendix D

Glossary
Individual Development Plan
Request for Equivalency Credit

Appendix E
Appendix F
Appendix G

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

REGISTERED NURSE OCCUPATIONAL SERIES GS-610 (Career Field 53)

1. INTRODUCTION. ACTEDS is a Department of the Army (DA) system which provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the Army's civilian workforce. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for the civilian RN provides careerists and management with a guide to assist in career enhancement and progression in the RN field. It includes a listing of the training, education, and developmental opportunities that enhance the careerist's capability to advance within the RN community. Training and development planning are essential in developing and enhancing the employee's knowledge, skills, and abilities (KSAs). This plan, if followed, will provide the civilian RN an avenue to become more proficient, benefiting the Army, the local military organization, and the employee.

2. OBJECTIVES.

a. To delineate a method to improve the availability of well-trained civilian RNs to carry out the Army Medical Department (AMEDD) portion of the Army mission.

b. To identify broad-based training needs throughout an individual's employment.

c. To aid in the recruitment and retention of quality personnel by identifying the numerous training and career advancement opportunities offered by DA.

d. To assist employees and supervisors in determining specific education, experiences, and competencies needed for a particular nursing specialty.

e. To enable employees to plan and schedule clinical and leader development activities appropriate for their chosen career progression.

f. To provide employees a comprehensive list of the KSAs applicable to professional nursing practice.

3. STRUCTURE. Development, coordination, management, and implementation of this plan is the shared responsibility of the proponent, the proponent agency, the Functional Chief (FC), and

the Functional Chief Representative (FCR). The proponent for this series, and all occupational series in this Career Field (Career Field 53, Medical) is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate (APPD). The FC is the Chief, Army Nurse Corps. The FC will designate a senior official holding a top-level position to be the FCR for each RN specialty. Since there are several civilian RN specialties, there may be several FCRs appointed. In turn, the FCR will designate individuals in key positions to serve as subject-matter-experts (SMEs) in support of all RN developmental issues.

4. APPLICABILITY. This plan applies to all civilian RNs, regardless of the level at which they were hired and the organization or agency to which they were assigned or attached. This basic RN Plan identifies career development requirements and opportunities that are basic to all employees classified in occupational series GS-610. Specifics are covered in separate addenda for each of the following specialties:

- Occupational Health Nurse
- Pediatric Nurse
- Community Health Nurse
- Operating Room Nurse
- Nurse Specialist (Psychiatric)
- Nurse Anesthetist
- Nurse (Hematology/Oncology)
- Nurse Practitioner (Adult, Family, Pediatrics, and OB/GYN)
- Nurse (Critical Care-SICU, MICU, and Neonatal)
- Nurse (Dialysis)
- Nurse (Obstetrics-Gynecology and Labor and Delivery)
- Nurse Midwife
- Infection Control Nurse
- Clinical Case Manager
- Research Nurse/Nurse Educator/Nurse Consultant
- Emergency Room Nurse
- Medical and Surgical Nurse

5. RESPONSIBILITIES.

a. The Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs (ASA(M&RA))) provides overall policy and direction for this ACTEDS plan, and will:

(1) Provide overall program management, guidance, direction and approval.

(2) Provide funding support for selected ACTEDS Core Leader Development training.

5

(3) Provide assistance to the FC, the FCR, and APPD in implementing this ACTEDS Plan.

b. The FC/FCR will:

- (1) Identify key positions.
- (2) Develop career development models.
- (3) Identify career-field training requirements.
- (4) Designate individuals in key nursing positions to serve as SMEs for each nursing specialty to represent their specialty when their expertise is required.

(5) Develop and implement this ACTEDS Plan and the respective addenda for each nursing specialty.

(6) Develop and implement a monitoring and evaluation system for the RN career development program.

c. The activity Commander will:

- (1) Provide resources to attain ACTEDS Plan objectives.
- (2) Support developmental assignments/reassignments and formal training of participants.

d. The supervisor will:

- (1) Prepare and approve competency-based training plans.
- (2) Identify and coordinate developmental assignments utilizing career paths.
- (3) Prepare goal-setting development plans in concert with the employee.
- (4) Release employees for identified ACTEDS Plan training and development opportunities (mission permitting).
- (5) Ensure employees possess or are provided opportunities to obtain required competencies.
- (6) Perform ongoing evaluation of employee career progression.

6

e. The employee will:

- (1) Actively participate with their supervisors in preparing their goal-setting development plan.
- (2) Pursue training and leader development opportunities offered under this ACTEDS Plan.

(3) Accept cross-training assignments for developmental purposes.

6. KEY POSITIONS.

a. Key nurse positions (Appendix A) are senior positions in the RN community where the incumbent establishes and interprets strategy, plans, and policy. Employees aspiring to these key RN positions must be aware of specific training and qualification requirements. The employee who identifies a target key position as a goal will be guided by his/her supervisor in developing a multiyear goal in accordance with career and training guidance provided in this plan. Emphasis must be placed on developing both clinical expertise and leadership skills through Army resident courses, university/college courses, correspondence courses, professional seminars, and professional organizations. Additionally, self-development activities will be identified and pursued to enhance technical and leadership skills.

b. To progress to key positions employees must develop their functional, supervisory, managerial, and leadership competencies. Each competency should be assessed as part of the selection process for all supervisory and managerial nursing positions.

c. The identification and assignment location of key positions within each nursing specialty will be published in the appropriate nurse addendum as developed. The positions listed at Appendix A of this plan pertain to all Army civilian RNs.

7. CAREER PATH. No one particular career path is defined as the sole means of qualifying for, referral to, and selection for, key RN positions. Nevertheless, if an employee aspires to a key RN position, he/she should, at a minimum, possess work experience and qualifications meeting the criteria outlined in the respective addendum. The career path shown in this plan, and also in the respective addendum, is just one method for gaining the requisite work experience while progressing from the entry level to the advanced level. The career path in this plan is simply a guide and in no way guarantees selection to a key RN position. This career path does, however, illustrate how the principles of progressive and sequential development can be applied in attaining qualifications needed to be competitive for key positions. Three Career Path Levels are illustrated below:

7

a. Entry Level. At this level, grades GS-05 through GS-09, the employee has the basic education for professional nursing, with limited or no practical experience. Emphasis is placed on training to gain experience necessary for skill development, to learn clinical protocol to guide actions, and to experience clinical care situations. Positions at this level are routinely titled: Clinical Staff Nurse.

b. Intermediate Level. At this level, grades GS-10 through GS-12, the fundamental training focus is on increasing the depth and breadth of their technical competence, while enhancing and strengthening their leadership and human relations skills. These

assignments should provide a wide spectrum of treatment modalities ranging from assessing and treating minor health problems to treating severely injured patients, while being afforded the opportunity to exercise some leadership skills through special assignments and projects. Army supervisory development courses, graduate study, speaking and writing activities, and active participation in professional group activities are encouraged. Positions at this level are routinely titled: Head Nurse, Advance Practice Nurse, or Preceptor.

c. Advanced Level. At this top level, grades GS-13 and GS-14, emphasis is placed on training in the executive aspects of clinical nursing. This employee is expected to be competent in most all areas of nursing practice in order to develop greater expertise in positions of increasing complexity. This employee must be aware of the new concepts and changes in nursing, training, employee development, and executive development. This employee is encouraged to participate in Army Competitive Training Courses, graduate study, speaking and writing activities, temporary duty assignments, rotation through developmental assignments, crossing functional lines while dealing with managerial operations (e.g., program planning, evaluation, manpower, budget, etc.), and participation in professional group activities. Positions at this level are routinely titled: Clinical Case Manager, Nurse Educator, Nurse Consultant, Action Officer, Senior Specialist, Program Manager, or Project Leader.

8. COMPETENCIES. Commanders and supervisors are responsible for identifying resources, and offering opportunities, to meet career objectives of their employees. They must ensure that employees under their supervision possess, or are provided opportunities to obtain, the required competencies, the KSAs, listed at Appendix B. This includes providing a goal for each employee to document formal and on-the-job training (OJT) to be received. This goal, updated annually, is based on the requirements outlined in this plan. Equivalency credit may be granted for formal courses or OJT received from sources other than those listed at Appendix D

(Master Training Plan Course Descriptions). Applications for equivalency credit will be submitted through the supervisor to the FCR for evaluation using the *Request for Equivalency Credit for Mandatory Functional Training* form, sample at Appendix G.

9. MASTER TRAINING PLAN.

a. Employees enter the RN occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on what formal training and OJT the individual brings to the job in comparison with that required for advancement as outlined in the Master Training Plan (MTP) Matrix (Appendix C) in this plan and also in each specialty addendum. Consideration should be given to any documented prior experience and training. Training and development is divided into two categories: Universal Training and Competitive Training.

(1) Universal Training. Universal requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal requirements are prioritized to assist commanders in planning and programming for training funds. Universal training priorities are as follows:

- Priority I - Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period, and meet one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or the Department of Defense), or is required for health, certification, or safety reasons; (d) training is mandated by ASA(M&RA) as an ACTEDS leader development core course; or (e) is essential, functional intern training.

- 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: (a) employee should have for maximum proficiency, and/or (b) training improves the quality of mission accomplishment.

- Priority III - Training that should be funded after Priority I and II requirements and should meet one or both of the following criteria: (a) provides or enhances KSAs needed on the job, and (b) leads to improvement of mission accomplishment.

(2) Competitive Training. This category includes developmental opportunities for which individuals are competitively selected. This long-term training is intended to expand and develop GS-11 through GS-15 careerists with

educational opportunities and work experiences outside their assigned organizations. It covers Army-wide competitive programs such as the senior service colleges, and the Sustaining Base Leadership and Management Program conducted at the Army Management Staff College, which are centrally funded by DA. Competitive training also includes fellowship programs, developmental assignments, and training-with-industry, which may be funded by the Major Commands (MACOMs), the installation, or another designated agency. The annual Army Civilian Training, Education, and Development System Training Catalog available on the Internet at: <http://cpol.army.mil/train/catalog/index.html>, contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

b. The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements, (b) systematically schedules the training needed to meet the requirements, and (c) takes greatest advantage of work situations for OJT development purposes.

c. The Individual Development Plan (IDP), although no longer regulatory, is an excellent way for recording a goal-setting development plan. The IDP serves as one way to document and record the goal-setting development plan mutually agreed upon at the supervisor/employee counseling session. (A sample IDP is at Appendix F.) When completed by the supervisor/employee it will identify and illustrate the training and OJT the employee aspires to acquire to improve his/her technical knowledge and skills. The IDP should be updated as the employee's development and goals progress and/or change.

d. When the employee has completed a required phase of training, it must be documented by a competent individual, military or civilian, normally their rater/supervisor. The completed training will be noted in the IDP, the Total Army Performance Evaluation System (TAPES), and further documentation filed in accordance with local procedures.

e. Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as technical papers and presentations, to increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary proactive effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Information to

help employees identify and plan relevant self-development activities can be found in the MTP. Employees are encouraged to take advantage of: (a) Army and other professionally relevant correspondence courses; (b) study at nearby colleges or universities; (c) planning, reading, and discussion of current and new developments in the various aspects of nursing; and (d) seminars, workshops, and meetings sponsored by professional organizations. Employees who demonstrate the ability to effectively handle increasingly complex training and complex assignments usually become more competitive for developmental assignments and advancement.

f. Application for Training. Application procedures for most civilian training courses are described in detail, for each available course, in the Army Civilian Training, Education, and Development System Training Catalog, found on the Internet at: <http://cpol.army.mil/index.html>.

g. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for employees covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

10. RECRUITMENT STRATEGIES AND SOURCES.

a. Recruitment Strategies.

(1) Planning for the recruitment of highly qualified or high-potential personnel is essential to the development and maintenance of an effective RN program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although primary hiring emphasis will be generally placed on recruitment at the entry level, recruitment of experienced quality individuals from various sources for higher level positions may also be accomplished.

(4) Recruitment brochures, literature, advertising, or other appropriate and authorized publicity measures should be employed to support recruitment actions.

(5) Supervisors should align their recruitment and hiring practices with the ACTEDS Career Path found in each addendum and ensure the appropriate licensure requirement is stated as a selective placement factor in the job announcement.

11

b. Recruitment Sources.

(1) Competitive referrals.

(2) Status candidates eligible for transfer, reassignment, or reinstatement.

(3) Installation upward mobility programs that are part of the Local Merit Promotion Plan/Program which targets high-potential DA employees who have shown an interest in pursuing advancement within the GS-610 occupational series.

(4) Special placement assistance programs such as the Department of Defense (DOD) Priority Placement Program.

(5) College and university recruitment programs, professional conferences, and job fairs.

(6) Non-status candidates.

11. MOBILITY REQUIREMENTS. Mobility is defined as geographic, organizational, or functional - either within the continental United States (CONUS) or outside continental United States (OCONUS). While many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation increases the chance of acquiring broad-based practical and management experience necessary for executive-level vacancies. There may be a relationship between an employee's availability for varied geographic locations and his/her prospects for enhanced development and career advancement.

APPENDIX A

KEY POSITION TITLES BY LOCATION LIST

<u>Titles</u>	<u>Locations</u>
Health Promotion Manager Chief, Nursing Research Chief, Clinical Investigations Research Nurse Disaster Preparedness	MEDCOM/RMC
Clinical Operations (UM) Discharge Planning	MEDCOM
Chief, Utilization Management Risk Management Discharge Planning Outcomes Manager Consultant	MEDCOM/Large MEDDACs/MEDCENS
Nursing Methods Analyst	RMC/Large MEDDACs/MEDCENS
Clinical Section Supervisor Education and Training Supervisor	Large MEDDACs/MEDCENS
Instructors at Phase 2 sites	MEDCENS
Managed Care Supervisor Weekend/Holiday Supervisor Infection Control Informatics Manager Quality Improvement Advanced Practice	All MTFs

APPENDIX B

COMPETENCIES LIST

1. **Computers** - Ability to use computer programs in order to accomplish data entry, retrieval, and management.
2. **Communication** - Skill in basic interviewing and communication techniques in order to formulate an accurate assessment of the patient's condition and needs.
3. **Communication** - Skill in preparing written reports in order to detail findings and recommend corrective actions.
4. **Communication** - Ability to communicate results of research studies, such as publications, poster presentations, and research presentations at scientific meetings in order to provide relevant information, enhance role performance, and increase knowledge of professional issues.
5. **Communication** - Ability to coordinate, communicate, and collaborate in a multi-disciplinary environment in order to incorporate the expertise of all necessary disciplines in a comprehensive integrated approach.
6. **Personnel Management** - Knowledge of local union contract and labor relation policies and procedures in order to ensure compliance and protect the rights of the employee as well as management.
7. **Personnel Management** - Ability to develop job descriptions, performance plans, and performance evaluations in order to accomplish supervisory duties.
8. **Personnel Management** - Knowledge of personnel management functions and responsibilities, management theories, nursing management principles, and general leadership styles in order to execute responsibilities.
9. **Personnel Management** - Ability to understand the group process in establishing goals and objectives in order to provide guidance and direction.
10. **Personnel Management** - Ability to serve as a mentor in order to provide relevant information and enhance role performance.
11. **Ethics** - Knowledge of ethical theories and principles in order to protect patient rights and confidentiality.
12. **Ethics** - Ability to identify professional liability and malpractice issues relating to access of records, Nurse Practice Acts, and the Nursing Code of Ethics in order to ensure adherence within legal and professional parameters.

13. **Organization** - Knowledge of organizational structure, policies and procedures, communication systems, and reporting procedures in order to ensure effective coordination of information.

14. **Resource Management** - Ability to determine, procure, administer, and evaluate the effectiveness of resource requirements and utilization (i.e. budget, personnel, equipment, facilities, etc.) in order to ensure optimal stewardship of resources.

15. **Education** - Ability to plan, implement, and evaluate the effectiveness of educational programs designed for the educational needs of patients and staff in order to enhance education, wellness, and prevention of disease and injury.

16. **Education** - Ability to apply the principles of teaching to patients, patient's sponsors, and patients support groups in order to provide information, evaluate understanding, and enhance adherence.

17. **Education** - Ability to maintain a current knowledge regarding new nursing principles and technology in order to maintain competence and certification by attending continuing education and professional development programs.

18. **Nursing** - Ability to complete a thorough nursing assessment and health history to include physiological and psychosocial aspects in order to implement, evaluate, and monitor an effective nursing care plan.

19. **Nursing** - Ability to identify, plan, implement, evaluate, and revise process improvement initiatives in order to improve services provided to the population served.

20. **Nursing** - Ability to formulate a nursing diagnosis based on the nursing assessment, in order to develop a plan of care to meet defined patient needs in concert with other health care disciplines, and regularly evaluate the effectiveness of the plan of care, modifying as necessary.

21. **Nursing** - Ability to critically evaluate research studies and apply findings to practiced discipline in order to incorporate/disseminate relevant results.

15

22. **Nursing** - Ability to review radiologic, laboratory, and consultation findings in order to refer to health care provider for appropriate action.

23. **Nursing** - Knowledge of normal growth and development patterns of patients from infants to geriatric in order to recognize deviations from normal.

24. **Nursing** - Knowledge of cultural variables in health practices, in order to determine their impact on health and wellness, and the ability to accommodate such variables in developing a plan of care.
25. **Nursing** - Knowledge of nursing techniques in personal, therapeutic, preventive, and rehabilitative care in order to develop effective individualized plans of care.
26. **Nursing** - Skill in providing instructions to clients, families, and other health care providers in order to meet the patient's health care needs.
27. **Nursing** - Ability to seek consultation in complex, multi-faceted patient health problems in order to promote integrated continuous care.
28. **Nursing** - Knowledge of the procedures to refer clients to alternative resources as appropriate and the ability to make such referrals in order to ensure the optimal level of care to patients.
29. **Nursing** - Skill in counseling clients to recognize and assume responsibility for their own well-being in order to promote healthy lifestyle choices.
30. **Nursing** - Ability to make independent nursing judgements appropriate to the practiced discipline in order to provide appropriate nursing care.
31. **Nursing** - Ability to function as a health care advocate for individuals, families, and communities in order to provide support to the patient.
32. **Nursing** - Knowledge of legal aspects regarding nursing and the provision of nursing care in order to protect the patient, the nurse, and the employer.
33. **Nursing** - Knowledge of and the ability to apply the principles of health care management in order to promote the best outcomes for the health of the patient.

APPENDIX C MASTER TRAINING PLAN MATRIX

COURSE / SEMINAR / OJT	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE			ADVANCED		SOURCE	COMPETENCIES (APPENDIX B)	COURSE (APPENDIX D)
			GS-05/ GS-09	GS-10	GS-11	GS-12	GS-13	GS-14			
Computer Literacy Training/Computer Courses	FC	Varies	U2	U2	U2	U2			Local and Private Industry	1	1
Basic Life Support (BLS) Healthcare Provider Certification	FC	8	U1 **	U1 **	U1 **	U1 **	U1 **	U1 **	American Heart Association	25	2
Risk Management	FC	16	U2	U2	U2				Local	12,24,26,32	3
Management of Aids	FC	16	U1	U1	U1	U1			American Red Cross	25	4
Tuberculosis Training	FC	40	U1	U1	U1	U1			CDC	25	5
Case Management	FC	16	U2	U2	U2	U2			University-Based	5,8,15	6
Nursing Theory for Advanced Practice	FC	36			U2 DVP - *	U2 DVP - *	U1	U1	University-Based	1,4,5,8,11,12,15,16,17,18, 24,26,28,29,31,32,33	7
Action Officer Development Course	CC	6 Months	U1 *	U1 *	U1 *	U1 *	U1 *	U1 *	AIPD and Internet	4,8,	8
Supervisor Development Course	CC	40	U3	U3	U3 SUP-U1	U3 SUP-U1	U3 SUP-1		AIPD	4,8,10	9
Leadership, Education, and Development (LEAD) Course	FC	40			SUP-U1	SUP-U1	SUP-U1	SUP-U1	Local CPAC	4,8,10	10
Personnel Management For Executives I	FC	72				SUP-U3	SUP-U3	SUP-U3	AMSC	4,8,10	11
Personnel Management For Executives II	FC	40			U3 ***	U2 SUP-U1	U2 SUP-U1	U2 SUP-U1	AMSC	4,8,10	12
Public Speaking, Briefings, and Presentations	FC/OJT	40				U3	U3	U3	Local	4,8	13
Budget Preparation / Resource Management	FC/OJT	16				U3	U3	U3	Local	4,8,14	14
Preparing Publications, Research Methodology, and Data Analysis	FC/OJT	36				U3	U3	U3	University-Based	3,4,21	15

LEGEND: FC = FORMAL COURSE
CC/OL = CORRESPONDENCE COURSE/ON-LINE
OJT = ON-THE-JOB TRAINING

U1 = UNIVERSAL PRIORITY I
U2 = UNIVERSAL PRIORITY II
U3 = UNIVERSAL PRIORITY III

C = COMPETITIVE
SUP = SUPERVISOR ONLY
DVP = DEVELOPMENT ASSIGNMENT

* = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
** = ANNUAL REQUIREMENT
*** = BY EXCEPTION

APPENDIX C MASTER TRAINING PLAN MATRIX

COURSE / SEMINAR / OJT	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE			ADVANCED		SOURCE	COMPETENCIES (APPENDIX B)	COURSE NUMBER (APPENDIX D)
			GS-05/ GS-09	GS-10	GS-11	GS-12	GS-13	GS-14			
Executive Management Principles	FC/CC	64					U2	U2	CAL	2,3,4,7,9,19,21	16
Publishing Research	FC/OJT	36				U3	U3	U3	University-Based	4,8	17
Case Management Principles	FC/OJT	40		U2	U2	U2	U2	U2	Professional Organization-Based	5,13,15,18,20,22,23,24,25,26,27,29,30,31,33	18
Organizational Leadership for Executives	FC	80				SUP-U2	SUP-U2	SUP-U2	CAL	3,4,8,9	19
Information Resource Management Course	FC	24			U3	U3	U2	U2	NDU	1,14	20
Manager Development Course	CC	20				U3	U3 SUP-U1	U3 SUP-U1	AIPD	4,7,8,9,15	21
AMEDD Head Nurse Leader Development Course	FC	80					U2	U2	AMEDDC&S	3,5,8,13,14,33	22
AMEDD Advanced Nurse Leadership Course	FC	80					U2	U2	AMEDDC&S	3,5,8,13,14,198,32,33	23
Sustaining Base Leadership and Management Program (SBLM)	FC	12 Weeks			C ***	C	C	C	AMSC (Fort Belvoir)	3,4,5,8,9	24
The Army War College	FC	10 Months					C	C	AWC (Carlisle Barracks)	3,4,5,8,9	25
The Industrial College of the Armed Forces	FC	10 Months					C	C	ICAF (Fort McNair)	3,4,5,8,9	26
The National War College	FC	10 Months					C	C	NWC (Fort McNair)	3,4,5,8,9	27
Secretary of the Army Research and Study Fellowship	FC	6-12 Months					C	C	SARSF	3,4,5,8,9	28
Executive Leadership Program for Mid-Level Employees	FC	13 Months					C	C	OPM (Washington DC)	3,4,5,8,9	29
Defense Leadership And Management Program (DLAMP)	FC + Special Activities	Intermittent , 6-10 Years					C	C	NDU	3,4,5,8,9	30

GEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
 CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = ANNUAL REQUIREMENT
 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX D

MASTER TRAINING PLAN COURSE DESCRIPTIONS

- 1. Computer Literacy Training/Computer Courses.** Literacy training provides an introduction to an understanding of automated systems in word processing and data management. Computer Courses provide an introduction to computer programs such as, the Internet, Microsoft Word, Excel, Power Point, dBASE, etc. (Source: Local and private industry) (Length varies)
- 2. Basic Life Support (BLS) Course.** Provides certification in cardiopulmonary resuscitation (CPR), an annual requirement. (Source: Local) (Length varies)
- 3. Risk Management.** Provides insights and addresses issues related to practice liability. (Source: Local) (16 Hours)
- 4. Management of Acquired Immunodeficiency Syndrome (AIDS).** Provides guidance in handling, and/or working with, individuals that have been identified as having AIDS. Stereotypes, prejudices, bias, and attitudes are discussed. (Source: Local) (Length varies)
- 5. Tuberculosis Training.** Provides information on tuberculosis patient management. The Centers for Disease Control (CDC) provides two training options: Tuberculosis: An Interactive CD-ROM for Clinicians (<http://www.cdc.gov/phtn/catalog/tb-cd-rom.htm>) or Self-Study Modules on Tuberculosis (<http://www.cdc.gov/phtn/catalog/tb-web.htm>). (Source: CDC) (Length varies)
- 6. Case Management.** Provides an introduction to the principles and practice of case management. (Source: University-Based) (16 Hours)
- 7. Nursing Theory for Advanced Practice.** Provides information about the theoretical frameworks that guide practice of the advanced practitioner of community based health care delivery. (Source: University-Based) (36 Hours)
- 8. Action Officer Development Course (AODC).** Mandatory for all individuals promoted/appointed to journey-level positions. Other employees interested in developing their action officer skills may also enroll. The course prepares employees for the requirements of staff work with training similar to that of the Combined Arms and Services Staff School (CAS3). The supervisor of each student

must enter into an agreement with the employee to provide opportunities for the employee to become proficient. The course is available in two versions, paper based text or the paperless version offered on-line. There is no cost for this course. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01aodc.html>. (Source: AIPD) (Varies)

9. Supervisor Development Course. Provides first-time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. This mandatory course may be supplemented by the local Civilian Personnel Advisory Center (CPAC) with "traditional" instruction in appropriate areas. Supervisors must complete this correspondence course before enrolling in the Leadership Education and Development (LEAD) Course. Additional information is available at the website: <http://www.atasc.army.mil/accp/aipd.htm> (see course #10 below). (Source: AIPD) (40 Hours)

10. Leadership, Education, and Development (LEAD) Course. The target audience is new military and civilian supervisors of civilian employees. Develops and hones leadership skills of supervisors. Focuses on situational leadership, motivation, communication, performance counseling, conflict management, team building, problem solving, values and ethics, and systems theory. Supervisors must complete the Supervisor Development Course before enrolling in this course. This course is locally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01lead.html>. (Source: Local CPAC) (40 Hours)

11. Personnel Management for Executives (PME) I. Presents a broad perspective of personnel management in relation to the total management function, the relationship of operating and staff officials in the discharge of personnel management responsibilities, and the current and projected developments in personnel administration. The target audience for this course is GS-13/14 (GS-12 and 15 on exception basis). This course is centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm (Source: AMSC) (72 Hours)

12. Personnel Management for Executives (PME) II. Designed to stimulate managers and executives to manage human resources more efficiently and to develop a sharper sense of direction and improved human resources management skills. Nominees must have attended PME I at least two years prior to the start of PME II. This course is centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm. (Source: AMSC) (40 Hours)

13. Public Speaking, Briefings, and Presentations. Provides instruction in communication principles as well as the basic principles of business presentations. Covers how to plan

presentations and provides guidance on choosing the right physical location and learning environment. Techniques of presentations include presentations to inform or persuade, Q&A techniques, and technical presentations. Students will be provided the opportunity to practice the different presentations and to critique their own performance on video. (Source: Local) (40 Hours)

14. Budget Preparation/Resource Management. Presents the basic strategies of establishing a budget and assigning the resources required to reach objectives. Specific areas investigated are: obligated and non-obligated funds, mid-year and end of the year review. (Source: Local) (16 Hours)

15. Preparing Publications, Research Methodology, and Data Analysis. Presents methods required for preparation of research for publication. Emphasis will focus on correct statistical tests for appropriate data collected, research methodology, and writing techniques. (Source: University-based) (36 Hours)

16. Executive Management Principles. Presents a broad perspective of personnel management in relation to the total management function, relationship of operating and staff officials in the discharge of personnel management responsibilities, and current and projected developments in personnel administration. (Source: Local) (Length varies)

17. Publishing Research. Introduces the RN to the organization, writing, and preparation of an article for publication. Levels of research will be presented and methods to present the data will be discussed. (Source: University-Based) (36 Hours)

18. Case Management Principles. Addresses the holistic approach to nursing health care and the utilization of managed care. Presents strategies for identifying and managing a variety of providers, and establishing a comprehensive, cost-effective program which will protect the employer and employee in a proactive manner and result in the reduction of workers' compensation litigation costs. (Source: Professional Organization-Based) (40 Hours)

19. Organizational Leadership for Executives (OLE). Trains career program DA civilian Managers in leadership doctrine of the Army. This course will identify, explain, and demonstrate the leadership skills and competencies required to perform at the key manager level. The Command & General Staff College has approval authority to grant graduate credit to students who successfully

complete OLE. These credits may be applied to graduate degree programs at other institutions willing to accept the OLE course experience in lieu of regular academic work. Students must request OLE graduate credit from the Office of the Registrar, U.S. Army Command and General Staff College. For additional information go to: <http://www-cgsc.army.mil/cal/cltd/cltdfr.htm>. This course is centrally funded. (Source: CAL) (80 Hours)

20. Information Resource Management Course. Examines ways an organization can enhance the business value of its information resources. Focuses on the future of information resources management and provides an understanding of the concepts, theory and principles that under-pin current trends in corporate information management. (Source: Local) (Length varies)

21. Manager Development Course. Correspondence course covering topics such as organizational culture, time management, setting objectives and plans, problem solving and decision making, planning, programming and budgeting, manpower management, communications, information technology applications, the Army environmental program, equal employment opportunity, professional ethics, internal management control, and Army Family Team Building. This course is centrally funded. Additional information is available at <http://www.atsc.army.mil/accp/aipd.htm>. (Source: AIPD) (20 Hours)

22. AMEDD Head Nurse Leader Development Course. Prepares both Army and civilian RNs to function in mid-level leadership and management positions. Provides executive skills content with emphasis on development of personal leadership skills; defining organizational environment; and decision-making methods that facilitate efficient and effective management of personnel, logistics, training, and fiscal responsibilities. (Source: AMEDDC&S - Course #6F-F3) (80 Hours)

23. AMEDD Advanced Nurse Leadership Course. Prepares both Army RNs and Department of the Army Civilian RNs to function in AMEDD advanced leadership and management positions. Provides executive leadership skills content with a focus on major trends in health care affecting the military health care delivery system; personal leadership skills development; decision-making; and resource management strategies that will support the mission of the AMEDD. (Source: AMEDDC&S - Course #6F-F2) (80 Hours)

24. Sustaining Base Leadership and Management (SBLM) Program. Presents strategies, doctrine, functional relationships, and systems relevant to the Total Army with emphasis on the sustainment base. Specifically, knowledge of military forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics management, installation management, information management,

management techniques, personnel management systems, health fitness, communicative arts, and program analysis and evaluation. This course is centrally funded. Additional information is available at: <http://www.amsc.army.mil/res.htm>. (Source: AMSC) (12 weeks-resident/1 year-non-resident)

25. The Army War College (AWC). DA civilian employees at GS-14/15, and high potential GS-13's are eligible to attend. Studies the role of land power, as part of a joint or combined force, in support of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems and the national security decision-making process. It teaches, through numerous case studies, exercises and war games. The student seminar group is the fundamental learning vehicle at the school. Resident students may qualify to earn an initial masters degree from participating institutions. This course is centrally funded. Additional information is available at: <http://carlisle-www.army.mil>. (Source: AWC) (10 Months-resident/2 years-Distance education)

26. The Industrial College of the Armed Forces (ICAF). DA civilian employees at GS-14/15 are eligible to attend. Focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. Emphasizes post-graduate, executive level education rather than training, and enduring principles and concepts rather than transient contemporary events. Curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. Employs the case method complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program. This course is centrally funded. Additional information is at: <http://cpol.army.mil/train/catalog/ch02icaf.html>. (Source: NDU) (10 Months)

27. The National War College (NWC). Focuses on national security policy and strategy with a joint, multi-service perspective. Designed to expand and deepen student's knowledge of national security matters and to sharpen their analytical skills. Program consists of prescribed courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. This course is centrally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch02nwc.html>. (Source: NDU) (10 Months)

28. Secretary of The Army Research and Study Fellowship (SARSF). This opportunity is available to civilian employees at the GS-12 level or above. Fellowships are granted with the intent to: support study and research on selected projects relevant to Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected

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

through mission funds. Neither are they substitutes for academic programs that should come under other Army long-term training programs. Additional information is available at: <http://cpol.army.mil/train/catalog/sarsf.html>. (Source: SARSF) (6-12 Months)

29. Executive Leadership Program for Mid-Level Employees. This course will provide student with the ability to lead, communicate assertively, build effective teams, manage stress, portray a professional image, manage cultural diversity, coach and counsel, recognize and exert personal power; knowledge of the Federal Personnel Management system; ability to resolve conflicts; skill in negotiating; knowledge of legal and ethical issues impacting managers; ability to use organizational survival techniques; knowledge of factors which impact career success; and skill in making presentations. Formal classroom 24 days, plus 5 months developmental assignment and special activities over a 13-month period. (Source: OPM) (13 Months)

30. Defense Leadership and Management Program (DLAMP). DA civilian employees at the GS-12 to GS-15 level are eligible to attend. The purpose of DLAMP is to establish a DOD-wide program for developing future civilian leaders with a DOD-wide capability to: enable them to assume broader responsibility in an increasingly complex environment; expand their knowledge of the Department's national security mission; and strengthen communication and trust among senior military and civilian leaders. This program is centrally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch04dlamp.html> (Source: NDU) (Intermittent, approximately 6-10 years)

APPENDIX E

GLOSSARY

<u>ACRONYM</u>	<u>DEFINITION</u>
ACTEDS	- Army Civilian Training, Education, and Development System
AIDS	- Acquired Immunodeficiency Syndrome
AIPD	- Army Institute for Professional Development
AMEDD	- Army Medical Department
AMEDDC&S	- Army Medical Department Center & School
AMSC	- Army Management Staff College
AODC	- Action Officer Development Course
APPD	- AMEDD Personnel Proponent Directorate
ASA(M&RA)	- Assistant Secretary of the Army (Manpower and Reserve Affairs)
AWC	- The Army War College
BLS	- Basic Life Support
CAL	- Center for Army Leadership
CDC	- Center for Disease Control
CONUS	- Continental United States
CPAC	- Civilian Personnel Advisory Center
DA	- Department of the Army
DLAMP	- Defense Leadership and Management Program
DOD	- Department of Defense
FC	- Functional Chief
FCR	- Functional Chief Representative
ICAF	- The Industrial College of the Armed Forces
IDP	- Individual Development Plan
KSAs	- Knowledge, Skills, and Abilities
LEAD	- Leadership, Education, and Development Course
MACOMs	- Major Army Commands
MEDCEN	- Medical Center
MEDCOM	- Medical Command
MEDDAC	- Medical Activity
MTF	- Medical Treatment Facility
MTP	- Master Training Plan
NDU	- National Defense University
NWC	- The National War College
OCONUS	- Outside Continental United States
OJT	- On-the-Job Training
OLE	- Organizational Leadership for Executives
OPM	- Office of Personnel Management
PME	- Personnel Management for Executives
RMC	- Regional Medical Command
RN	- Registered Nurse
SARSF	- Secretary of the Army Research and Study Fellowship
SBLM	- Sustaining Base Leadership and Management
SMEs	- Subject-Matter-Experts
TAPES	- Total Army Performance Evaluation System
TSG	- The Surgeon General of the U.S. Army

**APPENDIX F
INDIVIDUAL DEVELOPMENT PLAN
PRIVACY ACT STATEMENT**

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

NAME:	SSN:	PERIOD COVERED:	CAREER FIELD:
POSITION TITLE/GRADE:		ORGANIZATION:	

1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Development, Etc.)

a. Short-Term Objectives	b. Long-Term Objectives (3-5 Years)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

2. MANDATORY TRAINING FOR LICENSURE

Course Title/Number	Objective Supported	Course Provider	Date Required	Hours	Tuition	Est Travel/ Per Diem
1.						
2.						
3.						
4.						
5.						
6.						

3. UNIVERSAL MANDATORY TRAINING (Priority I)

Course Title/Number	Priority	Course Provider	Date Required	Hours	Tuition	Est Travel/ Per Diem
1.						
2.						
3.						
4.						
5.						
6.						

APPENDIX G
REQUEST FOR EQUIVALENCY CREDIT FOR MANDATORY FUNCTIONAL TRAINING

Instructions for Completing and Handling Request:

- Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- Approving authority completes Section IV and returns request to supervisor.

Section I – Employee's Request for Equivalency Credit		
Name (Last - First - MI)		Career Field/Program Number
Title/Series/Grade	Course Title & Code	Course Provider
Employee's Signature	Date Signed	Telephone Number and E-mail
Section II – Training Information		
<input type="checkbox"/> Work Experience: (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Formal Education or Training, including Correspondence Study: (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Self-development Activities (Attach detailed explanation. Identify competencies and explain how they were acquired.)		
Section III – Supervisor's Recommendation		
<input type="checkbox"/> Concur		<input type="checkbox"/> Non-concur
Supervisor's Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Supervisor's Signature		Date Signed
Section IV – Approving Authority's Decision		
Approving Authority's Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Approving Authority's Signature		Date Signed