



CIVILIAN PERSONNEL CAREER MANAGEMENT

**DRAFT
8/30/04**

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

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

HEALTH SYSTEM ADMINISTRATION - OCCUPATIONAL SERIES GS-0670

HEALTH SYSTEM SPECIALIST - OCCUPATIONAL SERIES GS-0671

Career Field 53

Summary.

a. This document describes the Health System Administration and the Health System Specialist ACTEDS plan. It includes the listing of training, education, objectives, key positions, career paths, and developmental opportunities that enhance the careerist's capability to advance within the Health System Administration community of the Army Medical Department (AMEDD). This plan describes separately the Health System Administration and the Health System Specialist communities.

b. Nothing in this plan should be construed to obligate any Department of the Army activity to select or fund the training of any individuals covered by this plan; such training is always accomplished subject to budgetary and mission requirements.

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

Suggested Improvements. The proponent agency for this document 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 East Grayson Street, STE 213, Fort Sam Houston, TX 78234-5052.

Distribution. Primary access to this plan is via the Internet at: http://www.cpol.army.mil/library/train/acteds/CF_53/hsa_hss/. Distribution of this publication is made in accordance with direction provided by the Office of the Deputy Chief of Staff, G-1, Central Program Operations Division, ACTEDS Management Branch.

Table of Contents

1. Introduction
 2. Career Field Information
 3. Objectives
 4. Structure
 5. Key Positions
 6. Responsibilities
 7. Coverage
 8. Competencies
 9. Career Ladder
 10. Master Training Plan
 11. Intern Program
 12. Master Intern Training Plan
 13. Recruitment Strategies And Sources
 14. Mobility Requirements
 15. Affirmative Action/Equal Employment Opportunity
 16. Summary of Change
- Appendix A - Key Position Titles and Location List - GS-0670
- Appendix B - Key Position Titles and Location List - GS-0671
- Appendix C - Training Competencies
- Appendix D - Career Ladder
- Appendix E - Master Training Plan Matrix - GS-0670
- Appendix F - Master Training Plan Matrix - GS-0671
- Appendix G - Master Intern Training Plan

Appendix H - Alphabetical List of Course Descriptions

Appendix I - Sources of Higher Education

Appendix J - Glossary

Appendix K - Request for Equivalency Credit for Mandatory
Functional Training

Appendix L - Individual Development Plan

Appendix M - Credits

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

HEALTH SYSTEM ADMINISTRATION OCCUPATIONAL SERIES GS-0670

HEALTH SYSTEM SPECIALIST OCCUPATIONAL SERIES GS-0671

Career Field 53

1. Introduction. This ACTEDS Plan is a Department of the Army (DA) program that provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the U.S. Army's civilian workforce. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for Health System Administration and Health System Specialist provides careerists and management with a guide to assist in career enhancement and progression. It includes a listing of the training, education, and developmental opportunities that enhance the careerist's advancement within the health system administration community. Training and development planning are essential in developing and enhancing the employees' knowledge, skills, and abilities (KSAs). This plan, if followed, will provide the Health System Administrator and the Health System Specialist the avenue to become more proficient in their fields, benefiting the Army, the local military organization, and the employee.

2. Career Field Information. (Where is the career field going? What do people need to do to be prepared for the Army of the 21st century)

3. Objectives.

a. Provide a proactive career development program for health system administrators and health system specialists from entry level to senior level positions throughout their careers.

b. Provide a career path of technical and professional training that will increase their knowledge base, maximize productivity and efficiency, and minimize costs.

c. Provide a means for goal formulation and measurement of performance for leaders.

d. Aid in the recruitment and retention of motivated individuals in the DA healthcare delivery system.

4. Structure. Development, coordination, management, and implementation of this ACTEDS plan are 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), is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate. The FC is the Chief, Medical Service Corps. The FC will designate a senior official holding a top-level position to be the DA FCR for the Army Health System Administrator and Health System Specialist. In turn, the DA FCR will designate individuals in key positions to serve as subject-matter experts (SMEs).

5. Key Positions. Key Positions within occupational series GS-670 and GS-671 are defined as operating and staff positions having broad responsibilities and duties for managing, or which substantially impact AMEDD programs. Lists of key positions for GS-670's and GS-671's are found respectively in Appendix A and Appendix B. In general, these positions are senior positions in a given health systems administration function at each organizational or command level. In some instances, "deputy" or "assistant" titled positions may also be considered key. The FCR has final approval authority for designation of key positions.

6. Responsibilities.

a. The Deputy Chief of Staff, G1, Central Program Operations Division, ACTEDS Management Branch, 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.

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

b. Functional Chief Representative. The FCR has operational responsibility for administration of the GS-670 and GS-671 occupational series. Those responsibilities include:

(1) Assisting the AMEDDC&S Personnel Proponent Directorate (APPD) in preparation of career management

regulations by providing advice on career patterns; identifying knowledge, skills, and abilities (KSAs) required for specific job categories; identifying training and development needs; and recommending functional courses and equivalencies for the enhancement of the employee.

(2) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referrals.

(3) Monitoring affirmative action goals and equal employment opportunity (EEO) progress.

(4) Assisting TSG in estimating Army-wide Health System Administrator and Health System Specialist training needs and ensuring the Master Training Plan (MTP) is adequate.

(5) Assisting TSG in establishing standards for selection of training sites.

(6) Exercising final approval authority for the designation of key positions.

c. Commanders of MACOMS will:

(1) Ensure identification and resourcing of non-ACTEDS career field (CF) training needs (such as training to meet MACOM mission requirements and individual training needs).

(2) Assure career management is evaluated and follow-up actions are taken to support quality staffing, employee communications, Affirmative Employment Program (AEP) and EEO objectives, and ACTEDS training, education, and development requirements.

(3) Establish leadership and direction in the AEP aspects of career management identify situations within the MACOM where EEO progress is inadequate and initiate corrective action.

d. Activity/Installation commanders will:

(1) Obtain and provide resources to attain ACTEDS Plan objectives.

(2) Support developmental assignments/reassignments and formal training of participants.

e. The senior health systems administration manager at each installation informs the FCR of:

- (1) planned career requirements,
- (2) budget needs,
- (3) distribution of funds, and
- (4) management of spaces.

f. The supervisor will:

(1) Prepare, in concert with the employee, and approve Individual Development Plans (IDPs).

(2) Identify and coordinate developmental assignments utilizing career paths.

(3) Release employees for identified ACTEDS Plan training and development opportunities (mission permitting).

(4) Ensure employees possess or are provided opportunities to obtain required competencies.

(5) Perform ongoing evaluation of employee career progression.

g. The employee will:

(1) Actively participate with supervisors in preparing an IDP.

(2) Pursue training and leader development opportunities offered under this ACTEDS Plan.

(3) Must demonstrate the interest, enthusiasm, and initiative required to achieve the stated objectives.

7. Coverage. This plan applies to all civilian employees of DA working in the field of Health System Administration, regardless of the level at which they were hired and the organization or agency to which they are assigned or attached.

8. Training Competencies. (Appendix C). Supervisors are responsible for identifying resources and offering opportunities to meet the career objectives of their employees. They must

ensure that employees under their supervision possess, or are provided opportunities to obtain, required KSAs through formal and on-the-job training (OJT). Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in the MTP. Application for equivalency credit should be submitted to the FCR for evaluation using the Request For Equivalency Credit For Mandatory Functional Training form. An example of this form is found at Appendix K of this plan.

9. Career Ladder. The career path for the Health System Administrator begins at the GS-13 level and progresses to GS-15. The career path for the Health System Specialist begins at the GS-05 level and progresses to GS-13. The Career Path Chart for both occupational series is at Appendix D.

10. Master Training Plans For GS-670, GS-671. (Appendix E and F).

a. General.

(1) Employees enter these 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/or OJT the employee brings to the job in comparison to that required for advancement as outlined in this ACTEDS plan. Broadband training is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to moving from the band. Consideration should be given to documented prior experience and training. Training and development is divided into two categories: Universal Training and Competitive Professional Development.

(2) Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. 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 meets 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 Department of Defense

(DOD)) or is required for health, certification, or safety reasons; (d) training is mandated by Headquarters Department of Army (HQDA) as an ACTEDS leader development core course; or (e) training 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: (a) provides or enhances KSAs needed on the job, or (b) leads to improvement of mission accomplishment.

b. Competitive Professional Development (CPD). This category includes developmental opportunities for which individuals are competitively selected. It covers Army-wide competitive programs such as the Senior Service Colleges (SSC), and the 12-week Sustaining Base Leadership and Management (SBLM) program, conducted at the Army Management Staff College, that are centrally funded by HQDA. Competitive professional development also includes fellowship programs, developmental assignments, and training-with-industry, which are funded by either the major Army command (MACOM) or the installation. The annual Catalog of Civilian Training, Education and Professional Development Opportunities is available on the World Wide Web at <http://www.cpol.army.mil/train/catalog/index.html>, and contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

(1) 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 and operating problems for OJT development purposes.

(2) A major element of the MTP is a goal-setting development plan, commonly referred to as an Individual Development Plan (IDP). The IDP, although no longer regulatory,

continues to serve as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (A sample IDP is found at Appendix L). It clearly identifies the training and OJT needed to improve the technical knowledge and skill of the employees and should be updated annually.

(3) Development and rating methods of civilian employees are outlined and reported annually through the Total Army Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objective.

(4) When an employee has completed a required phase of training, it must be documented by the supervisor. The completed training will be noted in the IDP and TAPES, and then filed in accordance with local procedures. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(5) 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, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary 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. Employees will be encouraged to take advantage of: (a) available Army and other professionally relevant correspondence courses, (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of developments in the various aspects of the field of Health System Administration; and (d) seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations.

(6) Competitive Opportunities. Long-term training is a competitive opportunity intended to expand and develop GS-12 through GS-15 careerists through educational opportunities and work experiences apart from their assigned organizations. Competitive opportunities are approved through the MEDCOM or DA FCR and some are centrally funded by HQDA. They include formal

courses and developmental assignments such as: (a) the Army War College, (b) the Army Congressional Fellowship Program, (c) courses sponsored by AMSC, (d) college and university course work, and (e) DA rotations.

c. Training Levels.

(1) Entry Level for GS-670. An individual entering at the entry level for Health System Administration, GS-13, is defined as one with extensive experience and education in the field. Full performance in this series is at the GS-13 level and above. This employee requires training in executive skills, strategic planning, and organization leadership in preparation for senior leadership roles at the GS-14/15 level.

(2) Entry Level for GS-671. An individual entering at the entry level for Health System Specialist, GS-05, is defined as one with limited experience in the field. This new employee generally requires OJT experience and technical training. Emphasis is placed on their involvement with and training in: (a) fundamentals of health system administration; (b) fundamentals of federal law, DA regulations, and directives in promoting wellness; (c) computer training; and (d) professional group activities. These individuals may enter the GS-671 field either through the normal civil service application and employer selection process, or through the MEDCOM administered employee intern program.

(3) For GS-671 employees who are not graduates of the intern program, the journeyman level is GS-11. At the GS-09 level, the primary focus is on increasing the technical knowledge and skills of the employee. Secondly, emphasis is placed on management and human relation skills including training for personnel selected to fill supervisory positions. These personnel will continue to receive progressive responsibility for assignments and, as they progress, will be afforded the opportunity to exercise some supervisory authority. Work assignments will be selected to add to the depth and breadth of their technical and leadership competence. Self-development activities are accelerated and focused to ensure careerists continue to add to their variety of experiences. College/ university study, speaking and writing activities, and participation in professional group activities are encouraged. Journeyman positions represent full performance, and are normally technical leaders of lower-graded personnel. Although most supervisory positions start at the GS-12 level, some GS-09 and GS-11 positions, at some locations, may be supervisory.

(4) Intermediate Level training for Health System Specialist GS-11/12 places emphasis on broadening the individual's technical knowledge in several areas of health system administration in addition to developing managerial supervisory and administrative abilities. All GS-13 Health System Specialists are recognized as SMEs.

(5) Advanced Level training for Health System Specialist GS-13 focuses on the entire range of administrative regulations and precedents in accordance with (IAW) policies applicable to one or more programs. These employees identify and propose solutions to hospital management problems that are characterized by their breadth, importance, and severity, and for which previous studies and established management techniques are frequently inadequate. Their decisions significantly affect the content, interpretation, or development of Army policies and programs concerning critical matters or major issues. They are assigned positions/studies where limited guidance exists as to the method of evaluation for the potential experience identified or, where possible, new experiences need to be identified for a new operation or new product. Training will be on topics that are emerging issues in the specialized field as well as seminars and conferences where these topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions. Developmental assignments for these employees may include rotations through other agencies as well as congressional exchanges. All GS-13/14s are recognized as SMEs.

11. Intern Program. The MEDCOM periodically publishes announcements of the GS-671 intern program, with all procedures for application and selection. Interns generally progress through a rigid and orchestrated training program taking them through the GS-05/11 grades. GS-11 is the journeyman level for interns in this field.

12. Master Intern Training Plan (MITP). (Appendix G)

a. The MITP at Appendix G is a comprehensive plan, which outlines the core competencies interns should possess by the time they reach their target grade. It links the competencies or knowledges, skills, and abilities required to perform at the journeyman level to the means for acquiring those competencies.

The MITP is applicable to all centrally and locally funded career interns in CF-53.

b. Using the MITP as a guide, an IDP (Appendix L) will be developed for each intern within 30 days of the intern's entrance on duty. The IDP will include: (1) orientation to government service for new government employees; (2) orientation to the mission and functions of the organization to which the intern is assigned, and the organization's role in the Army's health care mission; (3) mandatory and appropriate assignment-specific courses, mandatory Civilian Leadership Training courses, and any courses needed for assignment-specific duties immediately following the intern program; (4) automation skill courses; (5) self-development courses and activities; and (6) rotational OJT.

c. It is essential the IDP incorporate a variety of OJT assignments to maximize exposure to the varied competencies (see Appendix C).

d. The IDP should be reviewed periodically to gauge progress of the intern in meeting training objectives. The IDP may be adjusted to meet the needs of the intern and conditions at the training site. Adjustments may be appropriate when learning objectives are met in less than the projected time, when additional time is needed to complete an assigned task or to become more familiar with a competency, or because of an approved intern absence.

e. The IDP will serve as the basis for developing the intern's TAPES objectives. The intern's appraisal will reflect not only which competencies and skills have been acquired but also how well they have been applied to assigned duties.

13. Recruitment Strategies and Sources.

a. Recruitment Strategies.

(1) Planned recruitment of highly qualified or high potential employees is essential to the development and maintenance of an effective health system administration program.

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

(3) Although primary hiring emphasis is generally placed at the entry level, recruitment of quality individuals from various sources and placement in the appropriate administrator and specialist levels may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best qualified candidates for available positions.

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

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 showing an interest in pursuing advancement within the GS-670/671 occupational series.

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

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

(6) Non-status candidates.

14. Mobility Requirements. Mobility is defined as geographic, organizational, or functional movement--either in continental United States (CONUS) or outside continental United States (OCONUS). Only GS-671 interns have to sign a mandatory mobility statement. Nevertheless, while many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation may increase chances of acquiring broad-based management experiences necessary for executive level vacancies. There may be a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

15. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for participants covered by this

plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

17. Summary of Change. This ACTEDS plan supersedes a previous edition published in May 1999. This plan has been updated to ensure consistency with new format guidelines mandated by HQDA. All training courses have been reviewed and updated. Links to training sources, where available, have been added. Training competencies (Appendix D) have been consolidated and duplicates were deleted. Additional senior level courses have been added to Appendices E and F. Appendix I (Sources of Higher Education) has been changed. Instead of listing individual colleges/universities, the website for accredited universities/colleges is listed. The Plan has been reviewed by subject-matter-experts and staffed through the applicable Consultant.

APPENDIX A
GS-670 HEALTH SYSTEM ADMINISTRATION
KEY POSITION TITLES AND LOCATION LIST

<u>TITLE</u>	<u>LOCATION</u>
Chief of Staff	RMC/RDC/RVC/MAJ SUB CMD
Deputy Commander, Administration	MEDCEN/MEDDAC
Dean, AMEDDC&S	MEDCOM/OTSG
DIR/ACS Information Management	
DIR/ACS Personnel	
DIR/ACS Resource Management	
DIR/ACS Operations	
DIR/ACS Logistics	
DIR/ACS Health Policy and Services	
Director, Program, Analysis, and Evaluation	
Director, Quality Management	
Chief, Patient Administration	
Chief, TRICARE Division	
Director, TRICARE Lead Agency	TRICARE Lead Agency

Should this be MEDCEN/ MEDDAC?

APPENDIX B
GS-671 HEALTH SYSTEM SPECIALIST
KEY POSITION TITLES AND LOCATION LIST

<u>TITLE</u>	<u>LOCATION</u>
Assistant Chief of Staff (ACS) Patient Administration Division	RMC/RDC/RVC/MAJ SUB CMD
ACS Information Management ACS Personnel ACS Resource Management ACS Operations, Plans, and Security DIR/ACS Logistics Director, Plans, Analysis, and Evaluation	Should this be MEDCEN/ MEDDAC?
Chief, Patient Admission & Disposition Division	MEDCEN/MEDDAC
Chief, Information Management Division	
Chief, Personnel Division	
Chief, Resource Management Division	
Chief, Clinical Support Division	
Chief, Plans, Training, Mobilization, & Security Division	
Chief, Managed Care Division	
Chief, Quality Management Division	
Strategic Planner Chiefs, AMEDDC&S	MEDCOM/OTSG
Looks like this is incomplete.	

APPENDIX C
HEALTH SYSTEM ADMINISTRATORS, HEALTH SYSTEM SPECIALISTS,
AND INTERNS
TRAINING COMPETENCIES

GENERAL ORIENTATION

1. Knowledge of DoD and Army systems (e.g., acronyms, traditions, and military rank structure) in order to effectively function within the organization.
2. Knowledge of Army mission, goals, organizations, and functions in order to operate within appropriate parameters.
3. Knowledge of Army Medical Department mission, goals, functions, regulations, and procedures in order to implement into office functions.

DECISION MAKING

5. Ability to identify and evaluate alternatives, choose the best alternative, and implement the chosen alternative in order to make an effective decision.
6. Ability to synthesize new approaches using existing information and data in order to integrate into an effective action plan.

COMMUNICATION

7. Ability to effectively exchange ideas and transmit information in all directions in order to ensure dissemination of accurate information.
8. Ability to communicate through oral, written, and visual methods in order to effectively convey information.

INFORMATION MANAGEMENT

9. Ability to collect, analyze, process, and deliver information in order to meet requirements.
10. Knowledge of forecasting techniques and simulation models in order to assist with long-range projects.

GENERAL MANAGEMENT

11. Knowledge of statistics, analytical aids, and methods by which information is obtained, organized, arranged, and valuated using quantitative methods in order to synthesize information and form an accurate recommendation.

12. Knowledge of long range, comprehensive, structured decision processes within an organization and strategic planning in order to improve production, streamline processes, and eliminate barriers of patient care.

13. Knowledge of workload management systems and principles of productivity in order to optimize work processes.

14. Ability to analyze productivity measures and to recommend improvements in order to improve operations.

15. Ability to assign work, evaluate employee performance, manage staffing and scheduling, and write job descriptions in order to effectively manage subordinate employees.

16. Ability to select personnel, administer progressive discipline to employees when needed, and mentor employees in order to create and retain an effective workforce.

HEALTH LAW AND POLICY

17. Knowledge of Federal, state, and local as well as DoD, AMEDD, and DoD Health Affairs policies that impact healthcare organizations in order to ensure compliance with issues that impact health systems administration.

18. Ability to implement and oversee compliance programs in order to ensure compliance at all levels.

19. Knowledge of tort and criminal jurisprudence in order to structure risk management programs in order to participate in risk management programs.

20. Knowledge of policies that govern the conduct and privileges of the medical staff in order to assure conformity.

21. Knowledge of the process by which medical staff bylaws are developed and amended using Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) requirements

in order to increase the standards of services provided and to maximize the utilization of the health care facility.

22. Knowledge of the evaluative process performed by accrediting organizations that ensures the delivery of high quality medical care, such as JCAHO and the College of American Pathologists (CAP) in order to ensure compliance.

23. Knowledge of contract law and contracting procedures in the private sector as well as in the government in order to ensure contract compliance.

RESOURCE ALLOCATION

24. Knowledge of and ability to utilize analytical techniques in order to monitor and evaluate the allocation of funds, to include maintaining financial records, controlling financial activities, identifying deviations from planned performance, and forecasting future funding requirements.

25. Ability to develop budgets and determine the optimal allocation of monetary resources needed in order to support programs.

26. Ability to perform make/buy and cost benefit analyses in order to determine cost effectiveness.

27. Knowledge of the process of acquiring and retaining human resources in order to ensure a stable workforce.

28. Knowledge of materials management and medical logistics functions, including the management, cataloging, requirements determination, procurement, distribution, maintenance, and disposal of supplies and equipment in order to effectively manage supply operations.

29. Knowledge of upkeep and maintenance of real property, such as a building, structure, or utility system in order to maintain serviceability of the property.

30. Ability to ensure compliance with regulations such as Occupational Safety and Health Administration/Act of 1970 (OSHA), fire codes, Americans with Disabilities Act (ADA), etc. in order to ensure compliance.

31. Knowledge of the financing of military and civilian healthcare, healthcare economics, reimbursement methodology,

capitation financing, and the healthcare insurance industry in order to execute responsibilities.

ETHICS

32. Knowledge of ethical decision-making processes, structures, and social constructs underlying ethical theory; major ethical theories, divisions of health care ethics, and appropriate ethical decision making methods in order to protect patient rights and confidentiality.

33. Ability (personal, professional, and organizational ethics) to articulate a personal code of ethics and a professional code of ethics; to compare and contrast the two; and to identify and effectively address ethical conflicts between or among, personal, professional, and organizational ethics; in order to foster an organizational climate that supports the organizational code of ethics.

34. Knowledge of personal, professional, and organizational ethics; professional and organizational codes of ethics; and the purpose and processes of ethical problem solving within health care organizations, including consultants, teams, or committees in order to protect the rights of patients, healthcare workers, and the organization.

35. Knowledge of bioethics--identification of ethical problems and their solutions in the areas of medical readiness; patient treatment; human subject research; organ donation and transplantation; and the allocation of scarce resources in order to provide guidance to patients as well as healthcare providers.

ORGANIZATIONAL BEHAVIOR

36. Knowledge of the behaviors that define interaction among members of an intact group, to include team building, empowerment, individual and group responsibility, and motivation in order to enhance group productivity.

37. Knowledge of individual behavior and performance, with focus on motivation, retention, personal growth, and development, and how individuals contribute to the organization in order to build a cohesive work team.

38. Knowledge of the design and analysis of organizational structures (e.g., hierarchy, matrix, and teams) and how they

affect the operation of an organization in order to implement into work operations.

39. Knowledge of collective bargaining and the impact of the negotiated agreements on the healthcare organization in order to operate within guidelines.

40. Ability to recognize and implement fair labor practices, effective interactions with union officials, and effective management of grievances in order to continuously improve working conditions.

41. Ability to employ techniques such as negotiation, mediation, and active listening in order to resolve conflicts.

42. Ability to introduce change or technical innovation in the workplace in order to enhance office procedures.

HEALTH CARE DELIVERY

43. Knowledge of the on-going, iterative process used to assess and monitor the organization's ability to meet standards of care in order to implement changes.

44. Knowledge of and ability to conduct an on-going assessment of patient care, management of risk, the assessment of provider competencies and performance, the process of utilization review, and the implementation of corrective and follow-up actions, where indicated in order to improve practice and ensure compliance.

45. Knowledge of how trends in the population disease states effect the delivery of health care and the utilization of health care services in order to adjust services provided.

46. Knowledge of the methods used to assess the quality of patient care through comparison of actual versus expected outcomes in order to enhance the quality and availability of medical care.

47. Ability to apply the results of outcomes research to the improvement of the operation of the healthcare system in order to continuously improve practice.

48. Knowledge of practice guidelines in order to integrate into current operations.

49. Knowledge of wellness and health promotion programs in order to encourage participation of subordinates.

50. Knowledge of the principles of demand management and disease management in order to obtain optimum results.

51. Knowledge of medical terminology in order to comprehend medical data and reports.

52. Knowledge of the principles and philosophy of managed care and alternative delivery systems in order to reduce and stabilize overall government and beneficiary costs for health care while maximizing the utilization of the healthcare facility.

53. Knowledge of healthcare marketing principles in order to advance the visibility of Health System Administrators, as well as the organization.

LEADERSHIP

54. Ability to work with and through others to accomplish the goals of the organization, including the formulation and communication of the strategic vision in order to accomplish the mission.

55. Ability to encourage, guide, empower, and assist others in the accomplishment of organizational goals and mission, including contingency planning in order to continuously improve operations.

56. Ability to lead a diverse workforce in order to maintain a cohesive workforce.

MILITARY MISSION

57. Knowledge of the integration of the medical mission into the larger mission of the Army and its line units in order to integrate into a cohesive program.

MILITARY MEDICAL READINESS

58. Knowledge of the Army Medical Department role in joint operations/exercises and National Disaster Medical Systems management in order to determine potential implications and implement changes as necessary.

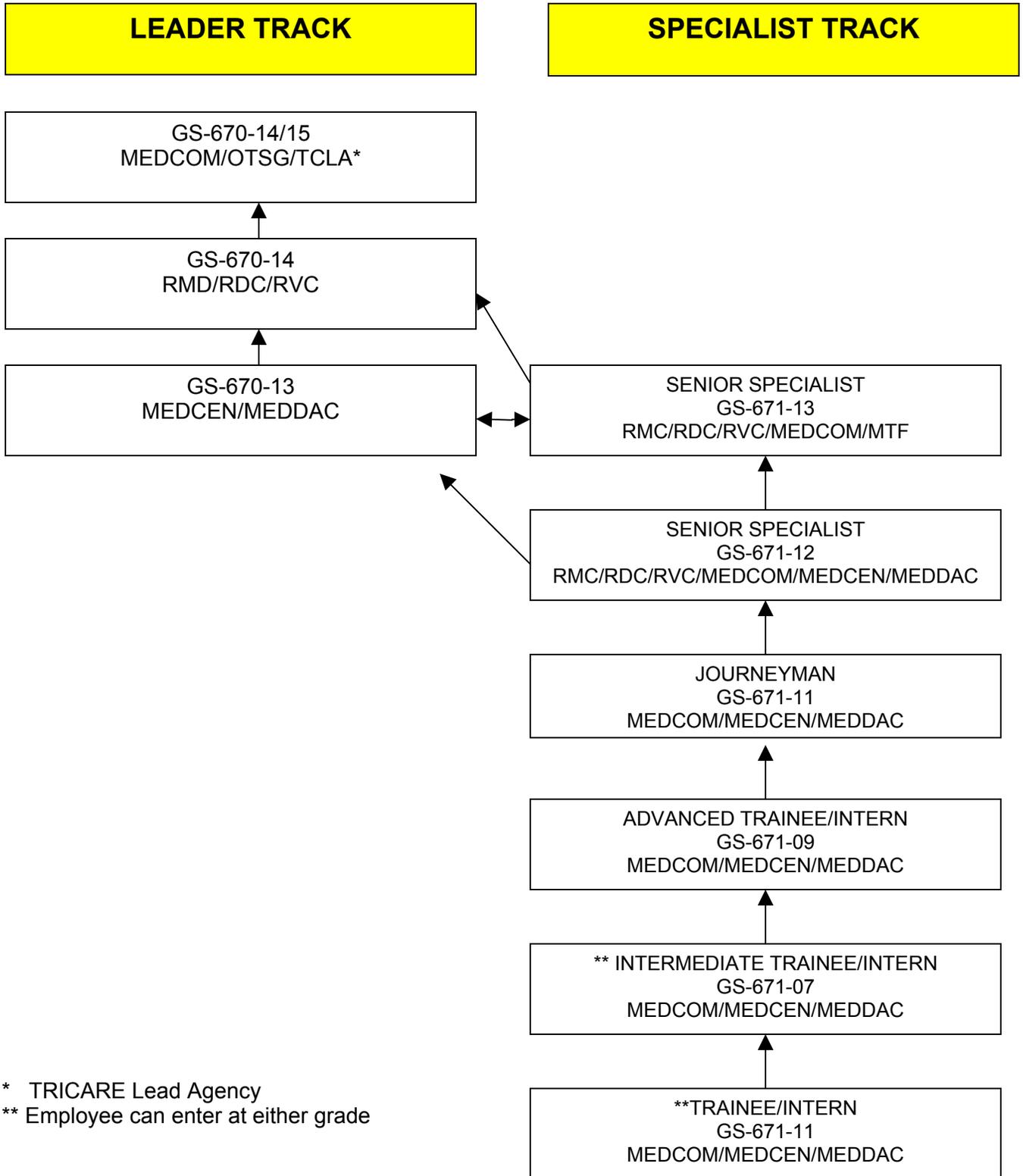
PUBLIC AND MEDIA RELATIONS

59. Ability to shape public opinion and perceptions by effectively delivering the organization's message through local media in order to market applicable programs and services.

60. Ability to effectively communicate, orally and in writing, ideas and concepts to others with different technical or experience backgrounds in order to disseminate information effectively.

61. Ability to speak to audiences from varied backgrounds, such as the military chain of command, health care professionals, military family members, internal staff, professional groups, community organizations and others in order to effectively convey information.

**APPENDIX D
HEALTH SYSTEM ADMINISTRATORS, HEALTH SYSTEM SPECIALISTS, AND
INTERNS
CAREER LADDER**



* TRICARE Lead Agency
** Employee can enter at either grade

APPENDIX E
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM ADMINISTRATOR

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix B)
		GS-13	GS-14/15	
1	Manager Development Course AIPD CC/OL Length Varies	U1	U1	13-16, 41, 42, 56
2	TRICARE Program Course TRICARE Management Activity CC/OL Length Varies	U1	U1	13-14, 24-26, 31
3	Organizational Leadership for Executives CAL FC 80 Hours	U2	U2	12, 36-42
4	Personnel Management for Executives I AMSC FC 72 Hours	U2	U2	14-16, 27
5	Contracting Officer's Representative Course ALMC FC 40 Hours	U2	U2	23
6	Federal Budgetary Policies and Processes OPM FC 80 Hours	U2	U2	24-26
7	Leadership, Education, and Development Course Local CPAC FC 40 Hours	U3 Sup-U1		54-58
8	Action Officer Development Course AIPD/Internet CC/OL Length Varies	U3		8-9, 60
9	Supervisor Development Course / Human Resources for New Supervisors AIPD /CHRM CC/OL/FC Length Varies/36 Hours	U3 SUP-U1		15-16
10	Personnel Management for Executives II AMSC FC 40 Hours	U2	U3	14-16, 27

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

APPENDIX E
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM ADMINISTRATOR

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
		GS-13	GS-14/15	
11	Executive Development Seminar: Leading Change OPM FC 80 Hours	U3	U3	5-9, 12, 27, 36-42, 54-61
12	Professional Associations Source Varies FC Length Varies	U3	U3	17-22, 28,30-35,43-50, 52-54, 58-59
13	Team Building and Team Leadership OPM FC 40 Hours	U3	U3	7-8, 27, 36-37, 41-42, 54-56
14	Seminar for New Managers: Leading People OPM FC 80 Hours		U3	15-16
15	Sustaining Base Leadership and Management (SBLM) Program AMSC FC 12 Weeks Resident/1 Year Non-Resident	C	C	5-6, 11-12, 36-42, 54-57
16	Developmental Assignment HQ MEDCOM, Lead Agent, or RMC Station/Installation FC/OJT Length Varies	C	C	12, 17, 24, 31, 54, 57, 60
17	Army Congressional Fellowship Program (ACFP) Office of Chief, Legislative Liaison FCOJT 15 Months-Intermittent	C	C	17, 59-60
18	University Long Term Training (LTT) University-Based FC Length Varies	C	C	5-8, 10-14, 17-22, 24, 26, 28-40, 42-54
19	Secretary of the Army Research and Study Fellowships SARSF FC 6-12 Months	C	C	6,9-12, 46-47, 57
20	DoD Executive Leadership Development Program DOD FC 50-55 Days Over 1 Year	C	C	12, 42, 54-60

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

**APPENDIX E
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM ADMINISTRATOR**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
		GS-13	GS-14/15	
21	White House Workshop DOD FC 3 Days	U3	U3	31, 54-61
22	Capitol Hill Workshop DOD FC 3 Days	U3	U3	31, 54-61
23	Army War College (AWC) AWC FC 10-12 Months Resident/ 2 Years Distance Education	C ***	C	36-38, 54-61
24	National War College (NWC) NDU FC 10 Months		C	36-38, 54-61
25	Industrial College of the Armed Forces (ICAF) NDU FC 10 Months		C	36-38, 54-61
26	Harvard University Program for Senior Executive Fellows John F. Kennedy School of Government, Harvard University FC 4 Weeks		U3	36-38, 54-61
27	National Security Management Course Syracuse University, Syracuse, NY FC 5½ Weeks		U3	36-38, 54-61

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 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENTAL ASSIGNMENT *** = BY EXCEPTION

**APPENDIX F
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM SPECIALIST**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	
1	General Orientation / Orientation to Employing Office Local/Supervisor OJT Length Varies	U1	U1					1, 2, 3
2	Employment Orientation Local/Supervisor OJT Length Varies	U1	U1					3,4
3	Organization of the U.S. Government Local/Supervisor OJT Length Varies	U1	U1					1, 2
4	Organization and Functions of the Army Medical Department Local/Supervisor OJT/CC/OL Length Varies	U1	U1					3
5	Professional Associations Varies FC Length Varies	U3	U3	U3	U3	U3	U3	17-22, 28,30-35, 43-50, 52-54, 58-59
6	Supervisor Development Course / Human Resources for New Supervisors AIPD /CHRM CC/OL/FC Length Varies/36 Hours		U3 SUP-U1	U3 SUP-U1	U3 SUP-U1	U3 SUP-U1		7, 8, 15-16, 27
7	Action Officer Development Course AIPD/Internet CC/OL Length Varies		U2	U2				8- 9, 60
8	Fundamentals of Government Contracting Varies FC 32 Hours		U1	U1				23
9	TRICARE Program Course TRICARE Management Activity CC/OL Length Varies			U1	U1	U1	U1	13, 14, 24-26, 31
10	University Long Term Training (LTT) University-Based FC Length Varies			CPD	CPD	CPD	CPD	5-8, 10-14, 17-22, 24, 26, 28-40, 42-54

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 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENTAL ASSIGNMENT *** = BY EXCEPTION

**APPENDIX F
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM SPECIALIST**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	
11	Team Building and Team Leadership OPM FC 40 Hours				U3	U3	U3	7-8, 27, 36-37, 41-42, 54-56
12	Contracting Officer's Representative Course ALMC FC 40 Hours				U2	U2	U2	23
13	Federal Budgetary Policies and Processes OPM FC 80 Hours						U2	24-26
14	Leadership, Education, and Development Course Local CPAC FC 40 Hours					U3 SUP-U1	U3 SUP-U1	54-58
15	Manager Development Course AIPD CC/OL Length Varies				U1	U1		13-16, 41-42, 56
16	Organizational Leadership for Executives CAL FC 80 Hours					U3	U2	12, 36-42
17	Sustaining Base Leadership and Management (SBLM) Program AMSC FC 12 Weeks Resident/1 Year Non-Resident				U3 C***	U3 C	U3 C	5-6, 11-12, 36-42, 54-57
18	Personnel Management for Executives I AMSC FC 72 Hours					U3 C***	U3 C	14-15, 17, 27
19	Personnel Management for Executives II AMSC FC 40 Hours					U3 C	U3 C	14-15, 17, 27
20	Seminar for New Managers: Leading People OPM FC 80 Hours					U3	U3	15-16

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 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENTAL ASSIGNMENT *** = BY EXCEPTION

**APPENDIX F
MASTER TRAINING PLAN MATRIX
HEALTH SYSTEM SPECIALIST**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
		GS-05	GS-07	GS-09	GS-11	GS-12	GS-13	
21	Developmental Assignment HQ MEDCOM, Lead Agent, or RMC Station/Installation FC/OJT Length Varies					C	C	12, 17, 24, 31, 54, 57, 60
22	Secretary of the Army Research and Study Fellowships SARSF FC 6-12 Months					C	C	6, 9-12, 46-47, 57
23	Executive Development Seminar: Leading Change OPM FC 80 Hours						U3	5-9, 12, 27, 36-42, 54-56, 58-61
24	Army War College (AWC) AWC FC 10-12 Months Resident/ 2 Years Distance Education						C***	36-38, 54-61
25	Army Congressional Fellowship Program (ACFP) Office of Chief, Legislative Liaison FC/OJT 15 Months-Intermittent						C	17, 59-60
26	White House Workshop DOD FC 3 Days						U3	31, 54-61
27	Capitol Hill Workshop DOD FC 3 Days						U3	31, 54-61
28	DoD Executive Leadership Development Program DOD FC 50-55 Days Over 1 Year						C	12, 42, 54-60

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I SUP = SUPERVISOR ONLY * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
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 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENTAL ASSIGNMENT *** = BY EXCEPTION

**APPENDIX G
MASTER TRAINING PLAN MATRIX
INTERN**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
		GS-5	GS-7	GS-9	
1	General Orientation/ Orientation to Employing Office Local/Supervisor OJT Length Varies	U1	U1		1-3
2	Employment Orientation Local/Supervisor OJT Length Varies	U1	U1		3-4
3	Organization of the U.S. Government Local/Supervisor OJT Length Varies	U1	U1		1-2
4	Organization and Functions of the Army Medical Department Local/Supervisor OJT Length Varies	U1	U1		3
5	Intern Leadership Development CAL FC 40 Hours	U1	U1		54-58
6	Action Officer Development Course AIPD/Internet CC/OL Length Varies	U1	U1		8-9, 60
7	Fundamentals of Government Contracting Varies FC 32 Hours		U1	U1	23
8	Intern Developmental Assignment ACS for Health Policy MEDCOM FC/OJT Length Varies			U1	5-6, 12, 17, 43-46, 54-57, 60
9	TRICARE Fundamentals TRICARE Management Activity FC 24 Hours			U1	13-14, 24-26, 31
10	Professional Associations Varies FC Length Varies	U3	U3	U3	17-22, 28, 30-35, 43-50, 52-54,58-59

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

**APPENDIX G
MASTER TRAINING PLAN MATRIX
INTERN**

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	ENTRY	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
		GS-5	GS-7	GS-9	
11	Supervisor Development Course / Human Resources for New Supervisors AIPD /CHRM CC/OL/FC Length Varies/36 Hours		U3	U3	7-8, 15-16, 27
12	University Training Varies FC Length Varies			U3	5-8, 10-14, 17-22, 24-26, 28-40, 42-54

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

APPENDIX H

ALPHABETICAL LIST OF COURSE DESCRIPTIONS HEALTH SYSTEM ADMINISTRATORS, HEALTH SYSTEM SPECIALISTS, AND INTERNS

Action Officer Development Course (AODC). This course is mandatory for all individuals promoted/appointed to journey-level positions. Other employees interested in developing their action officer skills may also enroll. The course is offered by the Army Institute of Professional Development (AIPD). The supervisor of each student may enter into an agreement with the employee to provide opportunities for the employee to become proficient. The course is available on-line. There is no cost for this course. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/ch01aodc.html>. (Source: AIPD) (Length Varies)

Army Congressional Fellowship Program (ACFP) (Formerly LEGIS Fellowship for Executive Development). This program is targeted to DA civilians at the GS-13 to 15 levels or above. Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress. Expenses for non-Career Program selectees will be born by their nominating command/ organization. Expenses for Career Program applicants may be centrally funded by the respective FCR, subject to availability of funds. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/acfp.html>. (Source: Office of Chief, Legislative Liaison) (Length: 15 Months-Intermittent)

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) (Length: 10-12 Months-resident/2 years-Distance education)

Capitol Hill Workshop. Offers senior federal managers and executives a timely, in-depth look at how the new U.S. Congress will be organized, how it will set its agenda, how it may change the fundamentals of U.S. foreign policy, and how it will affect the role, budget, and policies of their agencies over the next two years. Additional information is available at: <http://www.publicpolicyseminars.com/chwksnop.htm> (Source: DOD) (Length: 3 Days)

Contracting Officer's Representative (COR) Course. Presents an overview of the legal requirements and fundamentals of contracting that lead to the award of a contract. Designed to improve job performance of personnel outside the contracting career field who will be involved with contracts as a contracting officer's representative or quality assurance evaluator. This course is offered by the Army Logistics Management College (ALMC). Additional information is available at: <http://www.almc.army.mil/AMD/ALMC-CL/index.asp> (Source: ALMC/ Station/Installation) (Length: 40 Hours)

Developmental Assignment - HQ MEDCOM, Lead Agent, or RMC. Structured training at an installation designed to put into practice job skills learned in the classroom. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by a Senior Level Health System Specialist. (Source: Station/Installation) (Length Varies)

DOD Executive Leadership Development Program (DELDP). The purpose of this program is to: provide the advantage of a joint arena approach to civilian training that promotes greater understanding of the overall DOD mission; provide a new approach to the training of DOD employees which parallels the methodology of selected military training; focus on increasing the pool of eligible civilian employees for promotion to executive positions, regardless of sex, age, color, handicap, or national origin; and provide cross-agency exposure for mid-level civilian and military personnel. Competitive development course for GS/GM-12/13/14. This course is centrally funded. Formal classroom instruction plus significant homework assignments. Additional information is available at: <http://www.cpms.osd.mil/eldp/index.html> (Source: DOD) (Length: 50-55 days over one year)

Employment Orientation. An orientation to employment in the federal service. It should acquaint the new intern generally with the federal employment system to include: employee

benefits, standards of conduct, and security requirements.
(Source: OJT/Local) (Length Varies)

Executive Development Seminar: Leading Change. The Executive Development Seminar is aimed at highly effective managers; those considered by their agencies to have the potential to transition to the Senior Executive Service (SES). The seminar focuses on developmental activities designed to strengthen the ability of senior managers to make that transition. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?cat=EDS-LC>
(Source: OPM) (Length: 80 Hours)

Federal Budgetary Policies and Processes. This program is designed to give budget professionals, program managers, and executives the knowledge necessary to successfully prepare and defend their organization's budget. The seminar begins with an overview of the political, policy, and macroeconomic forces affecting the Federal budget. It then moves to an in-depth explanation of how to prepare a winning budget presentation through an intensive simulation of the full budget process. Additional information is available at:
<http://www.leadership.opm.gov/content.cfm?CAT=FBPP> (Office of Personnel Management (OPM)) (Length: 80 Hours)

Fundamentals of Government Contracting. This course is an initial broad-overview course in Government contracting. The information covered is done in "critical-point" fashion. The critical points needed (as a minimum) to function effectively. The course covers some unique topics (e.g., the Government's people; ethics; how to find contract law; overriding contract concepts; etc.). The course covers a vast amount of information and attempts to do so in an easily digestible checklist manner.
(Source: Varies) (Length: 32 Hours)

General Orientation/Orientation to the Employing Office. This includes orientation to the job site and introduction to the work, work setting, and rules, procedures, and goals of the unit. Subjects, in addition to personnel rules, include safety, security, and other matters affecting the unit's efficiency and productivity. Information should be given in sufficient detail to permit the new employee to meet the supervisor's expectations in covered matters and to approach assigned work tasks with confidence. (Source: Supervisor) (Length Varies)

Harvard University Program for Senior Executive Fellows (SEF). The purpose of the course is to build executive skills in political and public management, negotiation, human resource

management, policy-making, organizational strategy, communication, ethics and leadership. Recommended for managers who are at GS-14/15 levels. Directed primarily to promising upper-level managers who have advanced rapidly into senior positions and are now required to focus on "the larger picture" of the organization. This program is not centrally funded by ACTEDS resources. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/ch04husef.html>. (Source: John F. Kennedy School of Government, Harvard University) (Length: 4 Weeks)

Industrial College of the Armed Forces (ICAF). DA civilian employees at GS-14/15 are eligible to attend. This course focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. The course 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://www.cpol.army.mil/library/train/catalog/ch02icaf.html>. (Source: National Defense University (NDU)) (Length: 10 Months)

Intern Developmental Assignment ACS for Health Policy. Structured training at MEDCOM designed to increase the intern's knowledge of health policy and policy formulation. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by journeymen level Health Systems Specialists. (Source: MEDCOM) (Length Varies)

Intern Leadership Development. The course provides interns with an understanding of the structure of the U.S. Army, the Army's leadership competencies, and a familiarization with their emerging role as tomorrow's leaders. Additional information is available at: http://www-cgsc.army.mil/cal/cltd/cltd_courses/ildc.asp (Source: CAL) (Length: 40 Hours)

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://www.cpol.army.mil/library/train/catalog/ch01lead.html>. (Source: Local CPAC)
(Length: 40 Hours)

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/aipdnew.asp>. (Source: AIPD) (Length Varies)

National Security Management Course (NSMC). This course will give senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DOD. Recommended for managers at the GS-15 level. GS-14s may be considered, on a case-by-case basis, based on the nature of their positions and need for development. The nominating activity funds travel and incidental entitlements allowable by the JTR. Tuition, meals, and lodging are centrally funded through a DOD contract subsidized by Army. Additional information is available at:

<http://www.cpol.army.mil/library/train/catalog/ch04nsmc.html>
(Source: Syracuse University, Syracuse, NY) (Length: 5½ Weeks)

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://www.cpol.army.mil/library/train/catalog/ch02nwc.html>. (Source: NDU)
(Length: 10 Months)

Organization and Functions of the Army Medical Department (MDOO4). This orientation includes information on the mission and composition of the AMEDD to include organization of medical

centers and medical department activities, as well as the histories and functions of the six officer medical corps. Additional information is available at:

http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: Supervisor/CC/OL) (Length Varies)

Organization of the U.S. Government. A general orientation that includes organization of the employee's individual work unit and its interrelationship with higher headquarters as well as other activities outside the command. (Source: Supervisor) (Length Varies)

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. This course is intended for managers in the grades of GS-12 through GS-15. This course is centrally funded. For additional information go to: http://www-cgsc.army.mil/cal/cltd/CLTD_courses/index.asp (Source: Center for Army Leadership (CAL)) (Length: 80 Hours)

Personnel Management for Executives 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) (Length: 72 Hours)

Personnel Management for Executives 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) (Length: 40 Hours)

Professional Associations. Provides a wide range of opportunities in healthcare delivery issues in seminars lasting one to three days. (Source: American College of Healthcare Executives, Medical Group Management Association, American

Hospital Association, state hospital associations, and others)
(Length Varies)

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://www.cpol.army.mil/library/train/catalog/sarsf.html>. (Source: SARSF)
(Length: 6-12 Months)

Seminar for New Managers: Leading People. Provides highly motivated new managers the opportunity to learn the essential skills necessary for successful transition from first line supervision into management. It is also appropriate for more experienced managers who have not yet had the opportunity for formal development of these skills. The faculty uses scenarios, case studies, role-plays, group exercises, and other adult learning methods. Leading-edge information on leadership theory and practice is applied to participants' real organizational problems. The seminar uses the Hersey-Blanchard Leadership Model to diagnose participants' preferred leadership styles and their appropriate use. Each participant also develops skills in conflict resolution, human resources management, leveraging diversity, problem solving, and communication. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=SFNM-LP> (Source: OPM)
(Length: 80 Hours)

Supervisor Development Course (ST5001/ST5002)/Human Resources For New Supervisors: Fundamentals & Tools. Presents first time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. This is a mandatory course that must be completed within twelve (12) months of assignment as supervisor to civilian personnel. Supervisors must complete the correspondence course before enrolling in the LEAD course. The course may be completed by correspondence course or by attendance to a centrally funded residential training course. Additional information for the correspondence course is available at: <http://www.cpol.army.mil/library/train/catalog/ch01sdc.html>.

Additional information for the resident course offered by the Civilian Personnel Operations Center Management Activity (CHRM) is available at: [http://www.cpocma.army.mil/catalog/Crs-Descr/Descr-E-H.htm - HRfNS](http://www.cpocma.army.mil/catalog/Crs-Descr/Descr-E-H.htm-HRfNS) (Source: AIPD/CHRM) (Length Varies)

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, provides 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. Nominees must be serving in grades GS-12 through GS-14 (GS-11's and GS-15's by exception). Additional information is available at:

<http://www.amsc.belvoir.army.mil/> (Source: AMSC) (Length: 12 weeks-resident/1 year-non-resident)

Team Building and Team Leadership. The seminar focuses on the fundamental team skills necessary to work effectively in a team-oriented environment. The seminar examines how to apply basic team processes and tools to foster commitment, increase trust, empower people, and create synergy for accomplishing organizational goals. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=TBTL> (Source: OPM) (Length: 40 Hours)

TRICARE Fundamentals Course. The TRICARE Fundamentals Course is an entry-level course designed for those personnel involved in providing TRICARE assistance and counseling to beneficiaries. Major topics for this course include TRICARE eligibility, medical benefits to include TRICARE Prime Remote and TRICARE For Life, transitional benefits, pharmacy, dental, claims and appeals, and customer service. Additional information is available at: <http://www.tricare.osd.mil/training/tfc/> (Source: TRICARE Management Activity) (Length: 3 Days)

TRICARE Program Course. The TRICARE Program Course introduces students to the available health care benefits for military personnel and families. In addition, this course provides guidance on various customer service tasks, as well as an overview of TRICARE administration. It is designed for those whose job is to provide advice on military health care benefits to uniformed services beneficiaries. Additional information is

available at: <http://199.211.83.208/public/index.html> - Ov (Source: TRICARE Management Activity) (Length Varies)

University Long Term Training/University Training. Various continuing education courses or seminars to keep abreast of changes in the field and ensure competency is maintained. (Source: University-Based) (Length Varies)

White House Workshop. The White House Workshop examines the multiple roles of the Presidency and explores how presidential politics and initiatives affect the policies and processes of government. Although the Constitution established the Legislative Branch of government as the principal policy organ, historical evolution has made the President the prime initiator and coordinator of domestic and international policy as well as the foremost mobilizer for public support. Senior personnel must be able to articulate, plan, and budget in such a way as to build a new consensus that will meet national objectives and secure stable public support. Additional information is available at: <http://www.publicpolicyseminars.com/whwkshop.htm> (Source: DOD) (Length: 3 Days)

APPENDIX I
SOURCES OF HIGHER EDUCATION COURSES
HEALTH CARE ADMINISTRATION

A list of programs accredited by ACEHSA is available at:
<http://www.acehsa.org/programs.htm>. The listing includes the program name, date of initial accreditation, date of the last accreditation action, and the degree(s) granted by the accredited program.

APPENDIX J

GLOSSARY

<u>ACRONYM</u>	<u>DEFINITION</u>
ACTEDS	- Army Civilian Training, Education, and Development System
ACFP	- Army Congressional Fellowship Program
ACS	- Assistant Chief of Staff
ADA	- American with Disabilities Act
AIPD	- Army Institute for Professional Development
ALMC	- Army Logistics Management College
AMEDD	- Army Medical Department
AMEDDC&S	- Army Medical Department Center and School
AMSC	- Army Management Staff College
AODC	- Action Officer Development Course
APPD	- Army Personnel Proponent Directorate
ASA (M&RA)	- Assistant Secretary of the Army (Manpower and Reserve Affairs)
AWC	- Army War College
BCAC	- Beneficiary Counseling and Assistance Coordinators
CAL	- Center for Army Leadership
CAP	- College of American Pathologists
CC/OL	- Correspondence course/online Course
CONUS	- continental United States
COR	- Contracting Officer Representative
CPAC	- Civilian Personnel Advisory Center
CPOC	- Civilian Personnel Operating Center
CPOCMA	- Civilian Personnel Operations Center Management Activity
DA	- Department of the Army
DELDP	- DOD Executive Leadership Development Program
DIR	- Director
DOD	- Department of Defense
EEO	- Equal Employment Opportunity
FC	- Functional Chief/formal course
FCR	- Functional Chief Representative
HBA	- Health Benefits Advisor
HQDA	- Headquarters Department of Army
IAW	- in accordance with
ICAF	- Industrial College of the Armed Forces
IDP	- Individual Development Plan (non-regulatory)
JCAHO	- Joint Commission on the Accreditation of Healthcare Organizations
KSA	- Knowledge, Skills, and Abilities
LEAD	- Leadership, Education, and Development
LTT	- Long Term Training
MACOM	- Major Army Command
MEDCEN	- Medical Center

ACRONYM**DEFINITION**

MEDCOM	- Medical Command
MEDDAC	- Medical Activity
MITP	- Master Intern Training Plan
MTP	- Master Training Plan
NDU	- National Defense University
NSMC	- National Security Management Course
NWC	- National War College
OCONUS	- Outside Continental United States
OJT	- On-the-Job Training
OLE	- Organizational Leadership for Executives
OPM	- Office of Personnel Management
OSHA	- Occupational Safety and Health Administration/ Act of 1970
OTSG	- Office of The Surgeon General
RDC	- Regional Dental Command
RMC	- Regional Medical Command
RVC	- Regional Veterinary Command
SARSF	- Secretary of the Army Research and Study Fellowships
SEF	- Senior Executive Fellows
SES	- Senior Executive Service
SBLM	- Sustaining Base Leadership and Management
SME	- Subject-Matter-Expert
SSC	- Senior Staff College
TAPES	- Total Army Performance Evaluation System
TCLA	- TRICARE Lead Agency
TSG	- The U.S. Army Surgeon General

APPENDIX K

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		Telephone Number and E-mail
Date Signed		
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

**APPENDIX L
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 Civilian Personnel Activity Center 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.			
2. MANDATORY TRAINING FOR ACCREDITATION/CERTIFICATION						
Course Title/Number	Objective Supported	Course Provider	Date Required	Hours	Tuition	Est Travel/Per Diem
1.						
2.						
3.						
4.						
5.						
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.						

APPENDIX M
CREDITS

Use of hyperlink to <http://www.acehsa.org/programs.htm> website is credited to the Accrediting Commission on Education for Health Services Administration (ACEHSA).