IN REPLY REFER TO:
MCICOMO 12410
G-1
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MARINE CORPS INSTALLATIONS COMMAND ORDER 12410

From: Commander
To: Distribution List

Subj: CIVILIAN WORKFORCE DEVELOPMENT (CWD) TRAINING

Ref: (a) Executive Order 11348, "Providing for the Further Training
           of Government Employees"
       (b) Title 5, United States Code (USC), Chapter 41, "Training"
       (c) Title 5, United States Code (USC), Part III, Section 5757,
       (d) Title 5, Code of Federal Regulations (CFR), Part 410,
           "Training"
       (e) Title 5, Code of Federal Regulations (CFR), Part 412
           "Supervisory, Management, and Executive Development"
       (f) SECNAVINST 12410.25, "Civilian Employee Training and Career
           Development", dated 5 Jul 2011
       (g) DoD Directive 1430.16, "Growing Civilian Leaders", dated
           19 Nov 2009
       (h) DON, CHRM, "Civilian Employee Training & Career
           Development, subchapter 410, dated Dec 2003
       (i) MARADMIN 422/09, "Communities of Interest (COI) and
           Civilian Workforce Development Application (CWDA)", dated
           16 Jul 2009
       (j) OPM Training Policy Handbook

Encl: (1) MCICOM Mandatory Training Matrix
       (2) MCICOM Training Guide

1. <u>Situation</u>. Training for Federal Service employees must be
accomplished through partnership between each supervisor and employee.
This partnership requires the supervisor and employee team to identify
individual training strategies in order to ensure the development of a
career progression road map and a means to meet organizational
strategic goals more efficiently and effectively.

2. <u>Mission</u>. To establish policy, assign responsibilities, and
outline procedural guidance for civilian mandatory and professional
developmental training in accordance with the references, in order to
ensure the development of a highly trained and motivated Federal
Service workforce.

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is unlimited.

3. Execution

   a. Commander's Intent and Concept of Operations

      (1) Commander's Intent. The primary objectives of Civilian Workforce Development Training are to develop core competencies, enhance leadership skills, and to increase awareness of safety and security requirements. These objectives are partially achieved through the completion of annual mandatory training [Enclosure (1)]. However, each employee should also seek to increase their knowledge and skills through the pursuit of professional development training (PDT) opportunities. In all cases, employee goals and objectives for PDT should align with organizational strategies, goals, and objectives. These PDT goals and objectives are then used to inform the individual development plan (IDP) at the beginning of each fiscal year **[Enclosure (2), Appendices (A-1) — (A-3)]. By working as a team during the development of the IDP, supervisors and employees will ensure not only the alignment of individual training desires and mission priorities and tasks, but will foster a belief that the Command is dedicated to the development of each employee's relevant skill sets and leadership ability.**

      (2) Concept of Operations. I expect leaders at every echelon of command to be actively engaged in the development of our workforce. Making the investment of time, effort, and energy now to train and mentor our Federal Service employees will ensure the future success of the Command. Region/Marine Corps Base Quantico (MCBQ) Commanders are expected to ensure that annual training requirements are met by all civilian personnel. Commanders should ensure that information regarding the myriad training opportunities and special programs available to the civilian workforce is readily available to all Federal Service employees. Additionally, Commanders must take a special interest in the identification, education, and mentorship of civilian employees who demonstrate the potential to serve in the most senior ranks of the Federal Service in the future.

   b. Subordinate Element Missions

      (1) Region/MCBQ Commanders

         (a) Issue basic policy and procedural guidance for civilian mandatory training and PDT opportunities. Require installations and bases to comply with the provisions of this order.

         (b) Department, Branch and Section Heads are accountable for the development of IDPs and then the execution of all applicable training.

      (2) Region/MCBQ Assistant Chiefs of Staff, G-1s, and Chief Human Resource Officers. Maintain oversight of all annual mandatory training and Professional Development Training (PDT) courses and supervise the execution of such training through the auspices of

training and Professional Development Training (PDT) courses and supervise the execution of such training through the auspices of Training Program Coordinators [Enclosure (2), Appendices (C) through (G)].

(3) Regional Training Program Coordinators

(a) Assume overall responsibility for execution of the civilian workforce development and annual training program and ensure compliance by the regional bases and stations.

(b) Provide procedural guidance to civilian personnel on mandatory training and PDT, to include the submission of an IDP by each employee no later than 15 September each year.

(c) Maintain civilian personnel training completion certificates on file via an electronic database and verify that training documentation is uploaded into the Total Workforce Management System (TWMS) in a timely manner.

(d) Maintain catalogs and sources of information pertaining to available training.

(e) Disseminate training information to all civilian employees within the organization in accordance with this order and the references.

(f) Coordinate the allocation of funds for non-military training requests and ensure the employees are apprised of all reporting instructions.

(g) Represent the activity at all training related meetings.

(h) Review IDPs and SF-182 forms for accuracy and supervisor approval and ensure that the requested training is in alignment with organizational goals and priorities.

(i) Maintain an electronic database of all completed training for a period of three years.

(4) Directorate Heads

(a) Hold civilians accountable for completing mandatory training.

(b) Ensure supervisors/managers work with employees to complete IDPs. Consolidate and submit signed IDP and Authorization,

Agreement, and Certification of Training (SF-182) forms to the Regional Training Program Coordinator prior to 1 October each year.

(c) Ensure scanned certificates of completion are submitted to the Regional Training Program Coordinator.

(d) Inform Regional Training Program Coordinators of any obstacles or challenges that could prevent their civilians from completing mandatory training and/or PDT requirements.

(e) Ensure that the government's interests are protected when an employee fails to complete training for which the organization pays all or part of the training expenses. If non-completion is due to the employee's negligence or willful misconduct, ensure disciplinary action is taken as appropriate.

(5) Civilians

(a) Comply with all applicable provisions of this policy.

(b) Work in conjunction with their respective supervisors to complete the IDP. All IDPs are due no later than 15 September.

(c) Complete all mandatory training and supervisor approved training as contained in the IDP and submit certificates of completion to their supervisors.

(d) Gain the approval of their supervisor in writing for all PDT training.

(e) Submit PDT training requests to the Training Program Coordinator no less than 30-calendar days prior to the start date of the training event to allow the Training Coordinator sufficient time for processing. If sufficient lead time is not provided, the training request may be returned to the employee without action.

(f) Ensure that confirmation (e.g. email, mail, etc.) of registration from the vendor or the Training Program Coordinator is received within 24 hours of the start date of the training. If confirmation of registration is not received within 24 hours of the start date, the Training Program Coordinator will contact the vendor to ensure the training event was not cancelled.

(g) Inform the Regional Training Program Coordinator regarding challenges that could prevent the completion of mandatory training and/or PDT.

(h) Ensure completed training has been documented in TWMS within 60 days of the submission of certificates of completion to the

Training Program Coordinator. If after 60 days the training has not been documented in TWMS, the supervisor should be notified.

    c. <u>Coordinating Instructions</u>

        (1) The Request, Authorization, Agreement, Certification of Training and Reimbursement Standard Form SF-182 will be used to request and document all training (government, non-government, cost, no cost, and required by law or regulation regardless of length). This form is used for any of the following: training requests, training authorization, continued service agreement, certification for reimbursable or cost-shared expenses, certification of authorized expenditures, record of training, and training evaluation.

        (2) Supervisors/managers may pay all, part or none of the PDT expenses for students hired under the Pathways Program Schedule D, 5 CFR 213.3402 and <u>Executive Order 13562</u>.

        (3) Since contractors are selected for their expertise in a subject area, contractors may only be trained in skills they are not required to bring to the job. Contractors may be trained in rules, practices, procedures, and/or systems that are unique to the organization and essential to the performance of the contractor's assigned duties, such as agency computer security procedures. The approval of training for contractors is subject to the decision of the Command's chief contracting official, per reference (j).

        (4) Commands are authorized to pay for all or part of the necessary expenses of training, to include tuition, books, and supplies. Commands are also permitted to pay in full or part for expenses related to professional accreditation, state/federal-imposed and professional licenses, professional certification, and examination to obtain such credentials. Training materials paid for by the organization may be retained by either the organization or the employee.

        (5) A written continued service agreement is required whenever the length of non-government training will exceed 80 hours. Supervisors may use the standard service agreement found on the back of the SF-182 [Enclosure (2), Appendix (B-2)]. The agreement should be retained by the Training Program Coordinator. The length of continued service will be three times the length of the training when costs include salary or pay and other authorized training expenses or equal to the length of the training, but no less than one month, if only training expenses other than salary or pay are involved.

4. <u>Administration and Logistics</u>. Omitted.

5. <u>Command and Signal</u>

a. <u>Command</u>. This Order is applicable to all personnel assigned to MCICOM and the National Capital Region.

b. <u>Signal</u>. This Order is effective the date signed.

J. A. KESSLER

DISTRIBUTION: C

Marine Corps Installations Command
Civilian Mandatory Training
MATRIX

Course	Requirement	*Due	Responsible Official		Authority	Website
EEO Training						
EEO Training for Supervisors	Annual	Jan	Civilian Supervisors	MCO P5354.1D	Civilians Corps Equal Opportunity (EO) Manual	http://hqinet001.hqmc.usmc.mil/ar/chro/hrom%20web/EEO/EEO%20Main%20Page.htm
EEO Training for Non-supervisors	Annual		Civilian Non-supervisors			https://www.manpower.usmc.mil/portal/page/portal/m_ra_home/mp/mpe
Anti-Discrimination and Retaliation Act of 2002 (No-Fear Act)	Annual		All Civilians	Pub L. 107-174	EEO Data Posted Pursuant to Title III of the Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002 (No FEAR Act)	http://hqinet001.hqmc.usmc.mil/ar/chro/hrom%20web/EEO/EEO%20Main%20Page.htm
Prevention of Sexual Harassment (POSH)	Annual		All Civilians	SECNAVINST 5300.26D	Department of the Navy (DON) Policy On Sexual Harassment	http://hqinet001.hqmc.usmc.mil/ar/chro/hrom%20web/EEO/EEO%20Main%20Page.htm
Don't Ask Don't Tell (DADT) - Tier II	Annual		Civilians Who Supervise Marines	ALMAR 047/10 MARADMIN 143/11	Reporting Instructions For Repeal of Don't Ask Don't Tell Training	www.usmc.mil
Don't Ask Don't Tell (DADT) - Tier III	Annual					www.usmc.mil
Security Training						
Annual Security Training (3 Training Certificates)	Annual	Feb	All Civilians	DOD 5200.1-R		http://www.hqmc.usmc.mil/ar/ARS/Civilians%20Security/launchPage.htm
Cert #1 - Anti-Terrorism & Force Protection						
Cert #2 - Counter Espionage Awareness						
Cert #3 - Basic Information & Personal Security					Information Security Program	
Combating Trafficking In Persons (CTIP) Training	Annual		All Civilians	DOD 2200.01	Combat Trafficking In Persons (CTIP)	www.Civiliansnet.usmc.mil
Personally Identifiable Information (PII)	Annual		All Civilians	MARADMIN 642/07	USMC PII Annual Policy Requirements	
Information Assurance Awareness	Annual		All Civilians	MARADMIN 638/08	Information Assurance Workforce Identification, Tracking, Monitoring, and Reporting	http://iase.disa.mil/eta/
Other Training						
Records Management (DoD of the Navy): Everyone's Responsibility	Annual		All Civilians	MARADMIN 579/11	Department of the Navy (DON) Policy	www.archives.gov/records-mgmt/training

MARINE CORPS INSTALLATIONS COMMAND

PROFESSIONAL DEVELOPMENT:
TRAINING GUIDE

Marine Corps Installations Command
PROFESSIONAL DEVELOPMENT:
Training Guide

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APPENDIX

Purpose. To provide policy and procedural guidance to assist Headquarters Marine Corps, Installations & Logistics (HQMC, I&L) Department and its subordinate command Marine Corps Installations Command (MCICOM) headquarters personnel in requesting professional development training (PDT).

Background. On April 20, 1967, Executive Order 11348, established government wide policy on the training of federal government employees. Prior to the enactment of the Executive Order, some agencies carried out in-house training as part of their management functions. This law authorized non-government training resources to meet identified training needs for all agencies.

Action. All personnel will familiarize themselves with the training guide to ensure training policy and procedure is adhered to.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

Definition of an IDP
The Individual Development Plan (IDP) is a tailored list of objectives that chart a career path to ensure employees maintain their current level of proficiency as well as identify new knowledge, skills and abilities required to propel them to a greater level of success in their careers. It is also a tool used to aid an employee and supervisor in creating a check and balance system, improve moral, and increase job and organizational performance.

The most common reasons for establishing an IDP are to:

- Improve performance of job objectives or performance standards

- Increase interest, challenges, and satisfaction in the current position

- Obtain competencies necessary for future career growth

When to Prepare an IDP
The best time to prepare the IDP is at the beginning of the appraisal period when setting job objectives or performance standards for the year. As part of that process, supervisors and employees should discuss developmental needs and establish IDPs that will help the employees improve their performance and enhance their contribution to the mission, as well as gain competencies to support their career goals.

What is in an IDP
IDP formats vary from organization to organization, but they all have common elements such as:

- Goals -- The employee's short and long-term career goals;

- Developmental objectives -- Brief action statement that describes the knowledge and skills the employee wants to improve and why;

- Developmental activities -- One or more specific developmental activities to enable the individual to achieve the desired knowledge or practice and improve the desired skills;

- Timeline -- Realistic target dates are established for each activity, and completion dates are entered when the activity is finished;

- Results -- Upon completion, the employee and supervisor discuss and document the level of proficiency gained in reaching the developmental objective. If results were less than desired, another developmental activity may be added to the IDP.

An IDP is...

- A developmental partnership between the individual and supervisor. IDP preparation involves feedback, clarification, and discussion about developmental needs, goals, and plans. Supervisor-subordinate communication is key to the success of the IDP process.

- A vehicle to address the needs of the individual and the needs of the organization. The best IDPs begin with a plan to maximize current job performance. The activities can assist the individual in meeting both personal and organizational goals for success.

- A tool to identify a person's developmental needs based on a comparison of skills required by a job and present abilities. It identifies specific competencies for which the person requires development.

- A tool to facilitate a relationship between a mentor and the person to be mentored.

- A broadly defined developmental plan that includes on-the-job assignments, self-development activities, and formal classroom training.

- An active and ongoing process. An IDP is a living process that encourages individual empowerment and growth. Ideally, IDPs should be reviewed, updated, and changed as needed at least every six months.

An IDP is not:

- A one-time activity.

- A performance appraisal. The IDP should not be used as a means to formally assess the individual's performance and should not be used for human resources decisions. It does not replace the performance appraisal, awards, recruitment, and promotion systems.

- A contract for training. An individual should include training interests on an IDP, but that training is not guaranteed. All training requests are subject to supervisory approval and funding availability.

- A way to clarify or revise a position description. If a position description does not accurately describe the duties performed, this is a matter for the individual, supervisor, and the Administration and Resource Management Division, Human Resources and Organizational Management Branch (AR HROM), HR Classification Specialist Advisor to resolve. An IDP does not solve this problem.

- A guarantee of promotion to a higher grade or salary. An IDP can help prepare a person to become qualified for a higher position, but does not imply a guarantee of promotion.

EMPLOYEE STEPS FOR PREPARING AN IDP

Step 1. Draft short-term goal(s)

- Identify the assignments or job duties you would like to complete during the year, or the contributions you would like to make during the year in your current position.

- Draft your short-term (1 year) goal or goals using an action statement that describes what you want to do and why. Your short-term goal should align with your job objectives and organizational mission and goals.

Example: Learn more about our other functional areas, to expand our section's ability to support our customers.

Step 2. Draft long-term goal(s)

- Review your current interests and values. Ask questions such as:

    - What do I value? What factors are most important to my job satisfaction? How satisfied am I in my current job? If I wanted to make a change, what would it be?

    - How do others see me? How do I want to be seen?

- Examine the options available. Ask questions such as:

    - Do I want to move up or over to a new organization?

    - Do I want to enrich my present job? Develop new skills? If so, which ones and why?

    - Talk with supervisors, managers, and/or your mentor to see what options are available within your organization.

    - Use the Civilian Workforce Development Application (CWDA) or meet with the appropriate Community of Interest (COI) program manager to research job positions and career paths in the Marine Corps for the career fields you are interested in.

- Define your long-range (2-3 years) goals using an action statement that describes what you want to do and why.

Example: Move up to a supervisory position to refine my leadership skills and gain experience for future advancement into senior management.

Step 3. Review your goals. Ask questions such as the following, and adjust goals appropriately.

- Are my goals realistic?

- How strong is my desire to achieve these goals?

- Are my goals compatible with my strengths and weaknesses?

- Are my goals compatible with the parts of my job that I like and dislike?

Step 4. Identify Developmental Objectives

- Review your most recent performance appraisal.

- If you haven't already discussed developmental needs with your supervisor, schedule a meeting to do so.

- List the knowledge, skills, and abilities you need to gain or enhance now, to improve your performance and meet your short-term goal(s).

- List anything you need to learn to keep abreast of changes in your career field and in your organization.

- List the knowledge, skills, and abilities you need to acquire or improve to meet your long-term career goals.

- Draft developmental objectives as action statements that clearly describe the knowledge, skills, and abilities you need to acquire or improve.

Example: Gain proficiency in designing surveys and analyzing results.

Step 5. Identify one or more developmental activities for each developmental objective.

- Identify formal training options to achieve your developmental objectives, such as classroom training, conferences, on-line courses, off-duty education, etc.

- Explore externally-funded training opportunities such as the Centrally Managed Programs (CMPs) and Academic Degree Programs or your Community of Interest training programs. (See pages 10-20 of this Training Guide for details).

- Review the list of no-cost developmental activities in this manual, and identify no-cost projects and other learning activities to support your developmental objectives.

- Narrow down the options you listed above, to identify those that would be most effective and affordable/feasible in gaining the required knowledge, skill, or ability.

Step 6. Create your draft IDP following the instructions in the MCICOM Workforce and Professional Development Training, policy letter. *See Appendix (A-1) for Civilian Individual Development Plan (IDP). This form should be completed, signed and submitted electronically. Review Appendix's (A-2) and (A-3) for IDP Job Aid and Instructions.*

Step 7. Review your draft IDP with your supervisor, make adjustments if needed, sign and implement the actions.

SUPERVISOR TIPS FOR REVIEWING IDPs

Analyze Organizational Needs

- Thinking from the perspective of the organization as a whole, and of your specific supervisory perspective, what are the organization's needs and objectives, now and in the future?

- What are the functions and tasks that must be accomplished in your organization's daily work to meet those objectives?

- What competencies are needed among your staff to accomplish these functions and tasks?

- What competencies do each of the individuals within your span of control possess?

- What are the gaps between competencies needed, and the competencies now present in your organization?

- In what ways can you bring the required competencies that already exist to bear on the functions and tasks that must be accomplished?

- What competencies should each individual develop from the organization's point of view? From the employee's point of view?

Review the IDP

- Are the employee's goals realistic based on your assessment of the employee's capabilities and past performance?

- Are the employee's goals consistent with your office/division needs, core competencies, and organization goals?

- Do the proposed development activities support the employee's goals?

- Has the employee considered a full range of potential developmental activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments?

- Do the developmental activities address performance improvement areas noted in the most recent performance appraisal?

- Are any additional developmental activities needed to address upcoming changes in responsibilities and planned assignments or to maximize cross training of the staff?

- Is the level of proposed developmental activities reasonable given the anticipated workload?

- Are proposed developmental activities within the employee's capabilities?

PROCEDURAL STEPS FOR ROUTING AN IDP

1. Training Program Coordinator sends Individual Development Plans (IDP) templates to all civilians and their supervisor's; and request completion date of no less than 60-calendar days (NOTE: Form should be completed in conjunction with employee's self assessments)

2. Employees complete self assessment

3. Supervisors review and finalize employee's self assessment

4. Employee schedules time to meet with supervisor to discuss self assessment

5. Supervisor and employee determine annual training requirements based upon competency gaps identified during employee's self assessment

6. IDP is finalized and signed by employee and supervisor

7. Employee and supervisor sign and turn in IDP to the Training Program Coordinator

8. Training Program Coordinator formulates the annual budget based on priority 1 and if funding is available priority 2 on the IDPs

9. Training Program Coordinator obtains budget approval, and submits the budget to AC/S G-8 for funding

PROFESSIONAL DEVELOPMENTAL TRAINING (PDT)

Definition of PDT
Developmental Training is the training identified on the IDPs which is directly linked to an individual's foundational and technical competencies. Developmental Training requirements are supported with training funds.

PROCEDURES FOR REQUESTING TRAINING

1. Employee completes the Standard Form (SF) 182 *(Instructions and an example for preparing the SF-182 are located at Appendix's (B-1) and (B-2), respectively).* Professional Development Training should be chosen based upon the employees training needs (competency gaps) identified on IDP. The objective is to close competency gaps to ensure employee's gain proficiency and achieve success on their career path

2. Employee submits completed SF-182 to supervisor for accuracy and approval. Supervisor signs page two of the SF-182

3. Employee submits only pages 1 and 2 of the signed SF-182 with supporting data (brochure, pamphlet, website info, etc.) to the Training Program Coordinator (electronically or hard copy)

4. If training exceeds 80 hours for which the Government approves payment, applicant must complete and submit page five of the SF-182

5. Training Program Coordinator will approve the training package unless additional information is required

6. Training Program Coordinator will route the training package to the G-8 for the signature of the Deputy AC/S G-8, that funding is available

7. Approved training packages are returned to the Training Program Coordinator

8. Training Program Coordinator contacts the vendor to register applicant

9. Vendor submits registration confirmation to applicant

10. Training Program Coordinator provides applicant with a hard copy of the approved training package

11. Training Program Coordinator processes invoice for payment via Wide Area Work Flow (WAWF) or by using the Government Purchase Card

12. Employee sends training completion certificate or an e-mail confirming training was completed in a satisfactory manner to the Training Program Coordinator

See Appendix's (B-1) through (B-2) for Authorization, Agreement and Certification of Training, (SF-182) blank form, instructions and sample.

CENTRALLY MANAGED PROGRAMS (CMP's)

Definition
Centrally Managed Programs consist of several leadership development courses at various grade levels designed to provide the opportunity for civilian employees to acquire specialized and essential knowledge to develop job competencies.

See Appendix (G) of this Training Guide for MATRIX of Centrally Managed Programs.

PROCEDURAL STEPS FOR APPLYING

1. The Human Resources Office(s) (HRO's) or a Naval Message/MARADMIN will notify Training Program Coordinators of civilian nominations for Centrally Managed Programs

2. The Training Program Coordinator prepares and submits a solicitation for nominations to civilian personnel via a MCATS Tasker or email notification

3. Supervisor's will submit solicitation for nominations of appropriate employees

4. Qualified employees prepare nomination packages in accordance with the instructions provided in the solicitation package

5. Supervisor's submit the completed nomination package with original signatures to the Training Program Coordinator

6. Training Program Coordinator will review nomination package(s) to ensure correctness

7. Training Program Coordinator prepares nomination package for Command endorsement

NOTE: Applicants should be cognizant of due dates to ensure nomination packages are routed and approved by the chain-of-command in a timely manner.

8. Nomination package is returned to the Training Program Coordinator for additional preparation

9. Training Program Coordinator prepares the original nomination package for delivery to HRO by the published due date

10. HRO Coordinator will submit the nomination package to the reviewing panel

MARINE CORPS LOGISTICS EDUCATION PROGRAMS (MCLEP)

Definition

Marine Corps Logistics Education Programs (MCLEP) consist of several courses that provide intermediate, advanced and executive logistics education to prepare Marine Corps officers, staff non-commissioned officers and civilian logisticians for logistics command and staff duties within the Marine Corps and the Department of Defense (DoD).

PROCEDURAL STEPS FOR APPLYING

1. The Marine Corps Combat Service Support School (MCCSSS) release a Naval Message or MARADMIN requesting nominations based on the quotas listed for Headquarters Marine Corps

2. The Training Program Coordinator prepares and submits a solicitation for nominations to civilian personnel via a MCATS Tasker or email notification

3. Each Department receiving the tasker proceed in accordance with the instructions provided

4. Supervisor's will submit solicitation for nominations of appropriate employees and provide the Training Coordinator with qualified nominations by the published due date

5. Training Coordinator prepares a consolidated list of nominees to be reviewed by the Regional Chief of Staff (COS)

6. The Chief of Staff prioritizes and approves the consolidated list of nominees and returns it to the Training Program Coordinator

7. Training Program Coordinator submits approved list of nominees to MCCSSS via naval message

8. MCCSSS makes the final selection from the nominees submitted DoD wide and provides a list of those selected to the Training Program Coordinator

9. MCCSSS provides additional instructions to the selectees

Enclosure (2)

CIVILIAN WORKFORCE DEVELOPMENT APPLICATION
Communities Of Interest (COI) - Developed Competencies

Definition

The Civilian Workforce Development Application (CWDA) is an online tool designed to assist individual Civilian Marines in their professional development and enable USMC leadership to shape and manage the general Civilian Workforce. Civilian Marines can use the CWDA to access information concerning the required 21 **COI-developed competencies** *(of which 18 COIs relevant to MCICOM personnel are located below)* to meet USMC mission requirements. Additionally, managers and supervisors of Civilian Marines can use the tool to better monitor individual and group professional development and obtain workforce personnel data reports. The CWDA is part of the Civilian Workforce Campaign Plan and is the only Manpower system that is focused on the whole Marine Corps Civilian Workforce consisting of both Appropriated Fund and Non-Appropriated Fund employees.
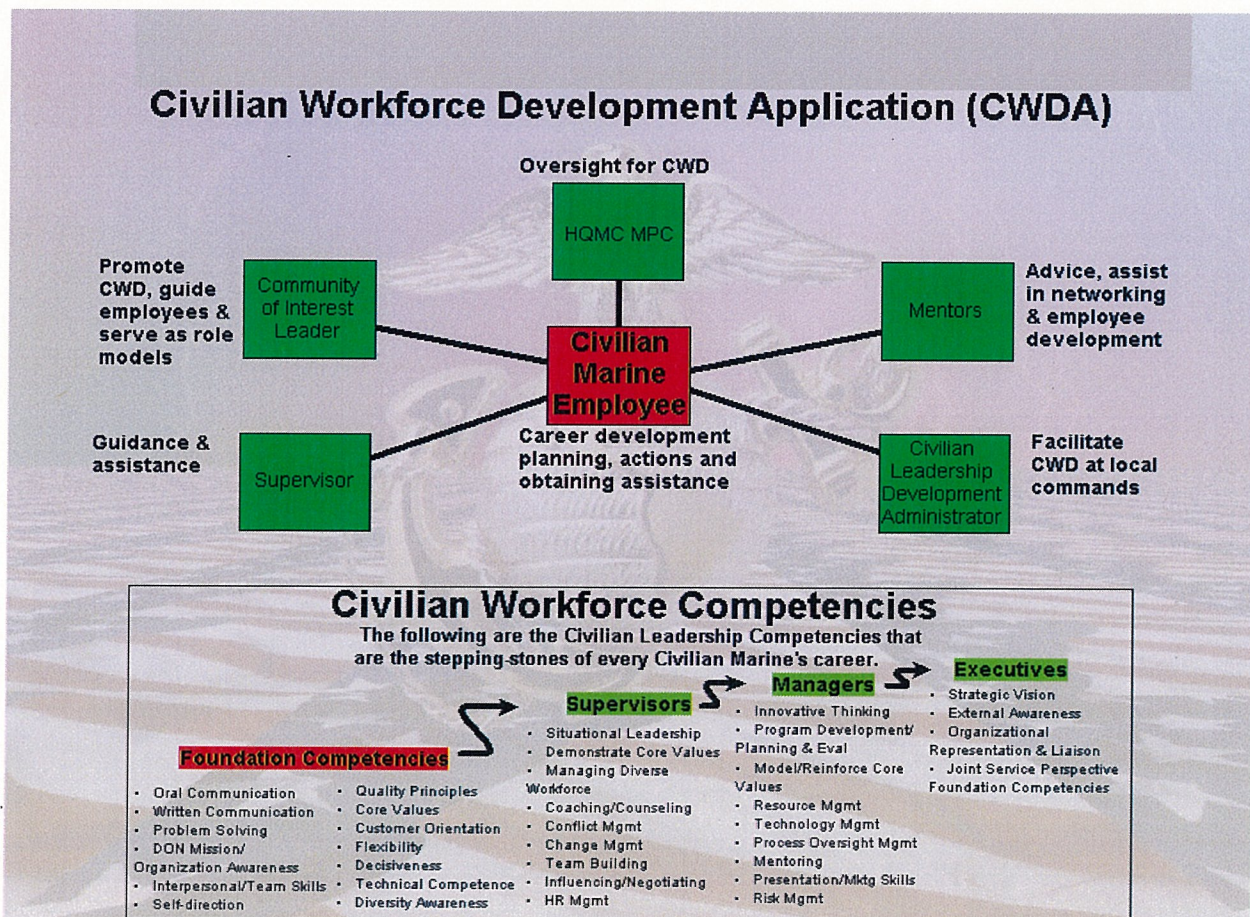
Enclosure (2)

COI - Acquisition Program Management

Description: Program management is a multi-disciplined approach that influences and balances cost, schedule and performance to deliver an overall product that works effectively and efficiently. It includes effective management of multiple, but related, projects and employs a forward-looking philosophy to identify and minimize risk by simulating and predicting consequences of actions.

Relationship to Other COIs: The members of the Acquisition Community must draw upon the skills and expertise of members of many other Communities in order to be successful. They must partner with the Engineering and Scientific and the Manufacturing Communities to determine what is possible. They must work the Financial and Contracts Communities to determine what is financially feasible and to determine which contractor will be selected. They must be aware of the findings of the Intelligence Community in regards to enemy capabilities. Most members of the Community have come from other communities within the civilian and military workforces. These employees have many skills that could be invaluable in their original communities. In the course of their work, they may develop other competencies that could make them great assets in other communities.

COI - Administration

Description: The Administrative Community provides the thoughtful analysis and detailed information needed to guide management decision-making. At the most senior levels, they are responsible for making those decisions. The knowledge workers in this community need judgment, knowledge of management principles and analytical ability. Administrative Officers are examples of this type of worker.

The knowledge workers in the Administrative Community share many of their competencies with the knowledge workers in other communities. However, members of the community can be recognized by the depth of their knowledge of general management techniques and/or their knowledge of a broad range of functional areas.

The Administrative Community also provides the clerical and administrative support required to implement management's decisions. The administrative support workers typically need to understand Marine Corps/Navy procedures and the principles of clerical work. Secretaries and Mail/File Clerks are examples of administrative support workers.

Relationship to Other COIs: The Administrative Community is very closely tied to several civilian communities, including Human Resources, Financial, ITM and Acquisition and Contracts. The knowledge workers who are part of the Administrative Community need knowledge from many or all of these other communities in order to succeed. It is expected that a large proportion of those who enter the Administrative Community will later leave it as the depth of their knowledge within a particular specialty deepens.

COI - Analysts

Description: The work performed within the Civilian Analyst community can be described as having two general focus areas that overlap. Work within the first focus area is generally performed at the headquarters level, where breadth of knowledge is key. The primary prerequisites for this work are objectivity and competence in the rigorous methods of scientific inquiry and operational analysis, with specific abilities/experience to cast problems broadly and to capture the breadth of the problem/issue rather than the depth of the subject matter. Therefore, this work requires sufficient knowledge of the fundamental concepts and techniques of research, applied mathematics, systems engineering and economics to be able to apply these disciplines to resolving problems/issues affecting defense policy, military operations and/or management efficiencies.

The scope of work within the second focus area is program-specific, and includes work performed by field analysts at activities such as Labs and Warfare Centers. Here, depth of knowledge is key. Typically, field analysts establish criteria, perform research, develop and apply appropriate tools, including analytical and computer simulation techniques such as models, and assess viable courses of action, which can be used to inform development of policy positions by senior decision-makers.

The primary focus of each area of work is improved efficiency, enhanced effectiveness, and/or greater affordability. For both areas, a working understanding of military operations and processes is desirable, but can often be obtained "on the job" through the use of other subject matter experts.

Relationship to Other COIs: The Analyst Community obviously maintains close to many other Communities. Their tie to the Intelligence Community is particularly close. It is impossible for the military to make informed strategic and tactical decisions without the input of both Communities. The in-depth understanding of world affairs and analytical skills that many members of Analyst Community possess may be of value within the Intelligence Community. The Analyst Community also has close ties to the Engineering and Science Community. Most members of the Analytical Community have a background in the social or mathematical sciences. Some members of the Analytical Community may find that ability to analyze and synthesize complex information could be translated into successful performance in the knowledge worker occupations in the Administrative Community.

COI – Contracts

Description: Members of the Contracts Community manage the processes that allow the Marine Corps to obtain the goods and services it requires. The Contracts Community ensures that the government receives the best value for the money it spends. Members of the Contracts Community partner with USMC customers to help them craft requirements and performance standards that will meet customer needs and hold contractors accountable. They ensure that appropriate procedures for soliciting and awarding contracts or placing orders are used in the source selection. They manage all phases of contract and order administration, termination, and closeout. Members of the Contracts Community also are responsible for the effective oversight of industrial/contract property. Typical professions within this community include Contract specialists, purchasing agents, and Industrial/Contract Property Management Specialists.

Members of the contracting community can be distinguished from members of other Communities by their focus on the process where contracts are awarded, rather than the specific goods or services that are selected. This Community does not handle the logistics of contract fulfillment (Logistics Community), facilities design (Facilities Community), contract auditing (Budget Community), creation of information technology requirements (IT Community), or systems engineering (Science and Engineering and Acquisition Communities).

Relationship to Other COIs: The Contracting Community has strong relationships with the other Functional communities, particularly those communities identified by the Defense Acquisition Workforce Improvement Act. These communities include members in Acquisition Logistics; Auditing; Business, Cost Estimating and Financial Management; Facilities Engineering; Information Technology; Production, Quality and Manufacturing; Program Management; Systems Planning, Research, Development and Engineering (both Science and Technology and Systems Engineering); and Test and Evaluation. Individual members of the Contracts Community may possess or develop competencies that could make them valuable in many of the other functional communities.

COI - Education and Training

Description: The Education and Training Community helps to ensure civilians have both the knowledge and skills needed to achieve the USMC's mission. This workforce development ranges from how to create a memo to how to fly a jet. Course Instructors and Developers must combine use of the latest technology with traditional instructional and learning techniques in their efforts to develop a skilled workforce that will enable the Marine Corps to achieve its goals.

The education specialists employed in the Community often have expert knowledge and skills developed in other Community settings. These specialists apply their operational experience to educating others. They are distinguished from other members of their field by the fact their primary job responsibility is structuring workforce development and individual learning through the development of instructional tools and processes. Members of this community provide expertise in instructional development and design, as well as an understanding of the learning process.

Relationship to Other COIs: Other communities' supply much of the workforce employed in this Community. Most members of this Community possess subject matter expertise that would be of value within another community. Particular members of this community may find their communications skills of great value within the Media and Public Affairs Community. The IT skills that some members of this Community have developed as they implement distance learning solutions are of value within the IT community.

COI - Engineering and Science

Description: The complexity of the vehicles and weapon systems used by our Marines establishes the need for the tremendous technological expertise of our scientists and engineers. The Marine Corps relies very heavily on its civilian scientists and engineers. We trust them to make the correct decisions on the safety and effectiveness of our

current and future aircrafts, vehicles, weapon systems and ammunition. Members of the community are found on the cutting edge of science and technology innovation. They are experts in the fundamental sciences who provide the Marine Corps and Navy with the technological advantage we have today - and for tomorrow.

The innovation, support and technical decisions that civilian scientists and engineers provide play a vital role in the performance of the Marine Corps' mission. Some of the services provided to the Marine Corps by the S&E Community include:

- Research and Development of new technologies
- Preliminary Design and Detailed Design of current and future aircraft, vehicles and weapon systems
- Hydrodynamic and aerodynamic modeling and testing
- Human Systems Integration - designing the Human/Machine interface

Relationship to Other COIs: The Science and Engineering Community is closely tied to several other communities, including Program Management, Logistics, Intelligence, Environmental, Safety, and Manufacturing. These communities will have many members with degrees in engineering or the sciences, and members of the S&E Community interface with members of these communities in performance of their duties.

COI - Environmental

Description: The Environmental Community manages the Marine Corps environmental stewardship responsibilities including compliance with applicable regulations and permitting requirements and remediation of past contamination. Stewardship responsibilities also include conservation and pollution prevention programs, training, inspection for environmental policy compliance and introduction of new environmental technologies. Environmental restoration is achieved primarily through management of the Defense Environmental Restoration Program at the DON. Members of the community participate in the development process of policies that make the DON a leader in environmental protection. Employees in the Community include Environmental Engineers and Environmental Protection Specialists as well as specific scientific and technical specialists, and health specialists.

Relationship to Other COIs: The Environmental Community is an interdisciplinary community that draws upon the expertise of many different fields and many different communities. Its relationship with the Engineering and Science Community is close, as knowledge from the fields of Biology, Chemistry and Geology, among other scientific disciplines, drives the recommendations of members of this community. The Safety Community and the Medical Community provide insight on the likely impact of environmental degradation on Marine Corps Civilians, Marines, and Sailors. Members of the Legal Community can provide guidance on the impact on environmental laws and regulations, while members of the Education and Training Community can provide insight on the best ways to educate the workforce about environmentally responsible behavior. The competencies found in any of these fields are potentially valuable within the Environmental Community and the competencies and experience of individual members of the Environmental Community may be of great value within these fields.

COI – Facilities

Description: The Marine Corps Facilities Community (FC) manages the planning, design, construction and maintenance, operations and reuse needs for all infrastructure needs. Members of the community ensure that employees have the necessary buildings, airfields, roadways, industrial facilities, training facilities, and operating equipment to successfully meet mission needs. Their professional expertise and skills include capabilities to oversee and direct complex construction and engineering projects that may involve the development of master plans, site surveys, real estate transactions, environmental impact assessments, contingency engineering support and overseeing private contractors' performance. Of particular importance, is the facilities community's interest to protect Marine Corps investments in its infrastructure by always seeking cost-effective, efficient and innovative technologies and business practices for operations and maintenance.

Relationship to Other COIs: The Facilities Community has close associations with other communities, such as the Environmental Community (EC) and the Science and Engineering Community, and oftentimes works together as an integrated team. For example, FC engineers who are working on a major construction project may rely on the environmental compliance engineering expertise of the Environmental Community to ensure Federal, State, and Local environmental laws are being complied with during the design and construction of a facility.

COI - Financial

Description: The Financial Management Community provides the knowledge and skills to perform the budgetary and fiscal functions required to manage the financial resources of the Marine Corps. The knowledge, advice and actions of this community support the varied missions of the Marine Corps at all echelons. Members of this community have a broad knowledge of the Federal budget process, fiduciary statutes, financial management regulations and policies, accounting and auditing principles, and financial management systems. This knowledge is applied to the programming, budget formulation, and budget execution of the financial resource requirements of the Marine Corps. Typical positions include comptrollers, deputy comptrollers, budget analysts, program analysts, accountants, auditors, accounting technicians, and other 500 series personnel.

Relationship to Other COIs: The Financial Management Community has a relationship to all communities.

COI - Human Resources

Description: The Human Resources Community is responsible for ensuring that the Marine Corps have the right people in the right place at the right time. This goal is achieved by advising management on the people management skills, techniques and policies that will bring success. The workers in this community need knowledge of management principles and consultative and customer service skills. Typical members of this Community are Human Resources Specialists and Equal Opportunity Specialists.

Major services provided by this Community include:

- Human Capital Strategies
- Recruitment
- Classification
- Employee Benefits
- Performance Management
- Employee and Labor Relations
- Employee Management Software

Relationship to Other COIs: The Human Resources Community is very closely tied to several other communities, including Administration, Education and Training, ITM and Community Support. The workers who are part of this community need to partner with members of these communities if they are to succeed. Human Resources workers are likely to have common competencies with workers from all of these communities.

COI - Industrial Trades

Description: The Industrial Trades Community operates repairs and maintains the DON's physical assets. They ensure that everything that the DOB owns runs and runs well, from combat equipment to scientific instruments. Most members of this community are skilled craftspeople who are experts in a particular trade. Typical members of this Community include Welders, Painters, and Toxic Materials Handlers.

Virtually all skilled trades are part of the Industrial Trades Community. Some of the major trade families within this

Community include:

- Building Trades
- Transportation Maintenance and Operation
- Ammunition, Munitions and Toxic Materials Work
- Armament Repair and Maintenance
- Industrial Equipment Repair and Maintenance
- Instrument Work
- Metal Work
- Electrical Work
- Warehouse Operations
- Laundry Operations

Both the Industrial Trades Community and the Manufacturing Community are partially concerned with the areas of equipment and production. However, the roles of employees from each of the two Communities are very different. Members of the Industrial Trades Community personally operate, maintain or repair industrial equipment or directly supervise these activities. These roles are very different from the professional engineering work and production

planning and control duties performed by members of the Manufacturing Community.

Relationship to Other COIs: Many of the other Communities depend on the Industrial Trades Community in order to get their work done and the Industrial Trades Community must draw upon the expertise found in many other Communities in order to operate effectively. Due to the hazardous nature of much of the work within the Industrial Trades Community, the Safety Community must serve as a close partner. In the course of their work, some members of the Industrial Trades Community may develop considerable expertise in the area of safety. Similarly, the environmental impact of the Industrial Trades means close partnership with the Environmental Community is required and that some members of the Community may develop practical expertise in environmental matters. The firsthand knowledge and experience that members of the Industrial Trades Community possess is also invaluable to members of the Manufacturing Community, who can make better decisions and recommendations if they draw on the expertise of the Industrial Trades Community.

COI - Information Technology (IT) Management

Description: This series covers positions that manage, supervise, lead, administer, develop, deliver, and support information technology (IT) systems and services. This series covers only those positions for which the paramount requirement is knowledge of IT principles, concepts, and methods; e.g., data storage, software applications, networking. Information technology refers to systems and services used in the automated acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, assurance, or reception of information. Information technology includes computers, network components, peripheral equipment, software, firmware, services, and related resources.

Relationship to Other COIs: The ITM COI has a relationship to all communities. There is a valuable resource being developed just for IT related civilians within the federal government, the Federal IT Roadmap. The IT Roadmap is a career development tool developed by OPM and GoLearn.gov in cooperation with the Federal CIO Council and the DON CIO IM/IT Workforce Office. Although designed for 2210 series, you do not have to be a GS-2210 for it to be useful because most Occupational Series within this community share the same or similar competencies.

COI – Intelligence

Description: The Intelligence Community ensures that the Marine Corps and Navy have the critical intelligence necessary to acquire the appropriate equipment and systems, to provide the best training to our forces, and to develop the proper tactics and strategy to confront any enemy at anytime and to prevail in that conflict. To meet this goal, Intelligence Community professionals - understanding their customer requirements - gather information from multiple sources, process and analyze it, and disseminate the resulting intelligence. The intelligence professionals require superior analytical and creative skills and have a deep appreciation for foreign affairs.

Intelligence Community professionals typically have expertise in one or more specialty areas. Almost all of these specialties are represented in other communities. However, professionals in this community bear a special

requirement to gain and maintain clearance for access to top secret and special compartmented intelligence. This clearance requirement results in all professionals in this community being placed in an excepted vice competitive civil service status for the protection of national security. Common specialties within the Intelligence Community include:

- Intelligence Analysis
- Operational Intelligence Analysis
- Intelligence Resource Management
- History, International Relations
- Chemistry
- Computer Science/Information Technology Specialist
- Engineering
- Foreign Languages
- Mathematics
- Physics
- Security Specialists
- Acquisition and Program Managers

Relationship to Other COIs: The Intelligence Community is closely tied to several other Communities, including Science and Engineering, ITM, Analysis, Security Specialists, Counter-Intelligence Professionals, Law Enforcement, Financial and Medical. Both the Intelligence Community and the various civilian technical communities greatly benefit from the exchange of knowledge that is part of these intertwined career paths.

COI – Legal

Description:

The Legal Community provides the objective advice that helps ensure that the Marine Corps stays within the boundaries of the law in all of its actions. Members of the Legal Community may partner with their counterparts at the Department Navy and Department of Defense and senior leadership in order to help draft policy that will enable the Marine Corps to better perform its mission. Some of the major specialty areas which are part of the Legal Community include:

- Acquisitions and Procurement
- Alternative Dispute Resolution
- Human Resources
- Environment
- Ethics
- FOIA
- Intellectual Property
- Litigation

Relationship to Other COIs: Every Community needs advice and legal counsel to ensure that its activities do not violate the law in any way. However, some communities are more likely to need legal advice on a day-to-day basis. Some of these communities include Acquisitions, Contracts, Facilities, Environmental, Human Resources, Safety and Security and Law Enforcement.

COI – Logistics

Description: Life cycle logisticians are responsible for the planning, development, implementation, and management of a comprehensive, affordable, and effective systems support. Under Total Life Cycle System Management (TLCSM), life cycle logisticians have a principal role during the acquisition and operational phases of the weapon or materiel system life cycle. They assemble, lead or participate in a cross functional team of subject matter experts to ensure that supportability requirements are addressed comprehensively and consistently with cost, performance, and schedule during the life cycle. They plan and develop affordable, effective support strategies to meet goals for operational effectiveness, optimum readiness, and to facilitate iterative technology enhancements during the weapon system life cycle.

Life cycle logisticians plan, develop and implement best-value logistics support initiatives, such as Performance Based Logistics (PBL). Examples of these initiatives include: managing performance agreements, integrating support strategies, and employing diagnostics, prognostics, and logistics chain management approaches to achieve operational effectiveness and system affordability. They perform an integral role in the system engineering process, advising and consulting with a broad spectrum of acquisition personnel to ensure that supportability considerations are implemented during the design and sustainment of a weapon system. Life cycle logisticians support the Program Manager (PM) in negotiating performance agreements and ensure the integration of all support elements to achieve affordability, deployability, supportability, and mobility of the weapon system throughout the program life cycle. They can work directly in a PM Office, in support of the PM, or in other supporting logistics activity offices. Additionally, logisticians can work in a position responsible for overseeing non-appropriated funds (NAF) programs across the services.

Life cycle logisticians' responsibilities include: supportability requirement generation; supportability planning, analyses and tradeoffs; fielding of logistics support elements; and performance of supply, maintenance, transportation, sustaining engineering, data management, interoperability, configuration management, manpower, training, safety, health, security, environmental, and disposal functions in support of life cycle management. These processes are addressed in the DoD 5000-series of regulations.

Relationship to Other COIs: Most Communities depend on the services of the Logistics Community in order to fulfill their missions. However, the Engineering and Science, Federal Wage Grade System, Manufacturing and Production and Medical Communities are all especially dependent on the Logistics Community to ensure that they have the proper supplies and equipment to do their jobs. The relationship between the Logistics Community and the Contracts Community is equally close, but different in nature. Members of the Logistics Community must ensure that any goods that the Marine Corps has ordered will arrive at the place that they are needed at the time that they are needed and that there is proper storage space available if necessary. In the process of working with these other Communities, members of the Logistics Community may develop specific knowledge or skills that may be of value in other Communities.

COI - Visual Information & Public Affairs

Description: The Visual Information & Public Affairs Community ensures that both the public and the Marine Corps understand where we have been, what is currently happening, and where we are heading. They do this through the creation of press releases of videos and websites and acting as liaisons to connect the media with the Marine Corps's subject matter experts. They also operate our museums and libraries. Typical professions within the Visual Information & Public Affairs Community include Visual Information Specialist and Librarian.

There may be some confusion between the responsibilities of this Community and that of the ITM Community, which also has information management responsibilities. However, the two Communities can be clearly distinguished by the area of emphasis of their employees. The primary focus of the employees in the ITM Community is building and maintaining the infrastructure that will allow for the storage and sharing of information. The focus of employees in the Visual Information & Public Affairs is primarily on the information itself.

Relationship to Other COIs: By its nature, the Visual Information & Public Affairs Community must interact closely with most of the other communities. The communication skills possessed by most members of this Community are potentially of value in nearly every Community. However, employees from this Community may find their competencies of particular value in the Education and Training Community, which shares their primary mission of sharing information and the ITM Community, which needs individuals from this background in order to ensure their efforts to build information sharing infrastructure are effective.

COI - Safety and Occupational Health

Description: The Safety Community helps to ensure that everyone who works for the Marine Corps has a safe and healthy environment. The key to avoiding injuries and property damage is prevention. Members of this community work hard to identify safety risks, advise leadership on technologies and techniques that will avert tragedies and inspect work environments to ensure that they meet all applicable safety standards. They research and analyze past accidents to determine their root causes and how to avoid them. Based on this research and their professional knowledge, they develop safety guidelines and procedures. Perhaps, most importantly of all, members of the Safety Community work to directly change the behaviors of all employees. Given the hazardous materials and dangerous environments that both warfighters and Civilian Marines face on a regular basis, the Safety Community must continuously train and educate all employees about the risks that they face. The Community does not just save the Marine Corps countless hours and dollars that would otherwise go to treating workplace injuries. They save lives. The members of this Community include Safety and Occupational Health Specialists, Industrial Hygienists and Safety Technicians.

The Environmental Community and the Safety Community have at least one common goal. This is ensuring that the work that Marine Corps employees do does not impact their health. The success of one Community will often aide in the success of the other. For example, substituting environmental friendly materials for toxic ones will likely both benefit the environment and reduce safety risks to employees. However, the members of the two Communities differ in their focus. The members of the Environmental Community are focused on maintaining and enhancing the environment, even when there is no direct impact on human health. On the other hand, the focus of the Safety Community is avoiding injury to humans and damage to property, whether or not there is an environmental impact.

Relationship to Other COIs: The Safety Community is truly an interdisciplinary community. Members of the community must combine their own personal knowledge with the knowledge available in the Environmental Science and Engineering, Federal Wage Grade System, Medical and Manufacturing and Production Communities, among others, in order to successfully advise Marine Corps leadership on safety risks and risk avoidance techniques. Many members of this community may possess both knowledge and skills sets which may be of great value in one or more of these Communities.

COI - Security and Emergency Services

The Security and Emergency Services Community of Interest creates professional development opportunities, provides community forums, and promotes the interest of Marine Corps Security and Emergency Service organizations.

Security & Emergency Services Vision Statement: To become an essential partner with installations and operating forces by providing Security and Emergency Services members individual career development opportunities and a network for exchanging knowledge, improving communications, sharing best practices, and finding innovative solutions which will deliver improved organizational capabilities to meet future safety and security needs for Marines, civilians and their families.

Description: The Security and Emergency Services (S/ES) community of Interest (COI) is one of 20 Marine Corps COI's. The S/ES COI provide members with training opportunities and forums to discuss issues, share best practices, and promote common interests. The S/ES COI is led by a senior civilian appointed by the CMC and a manager appointed by the COI Leader. Each job series has at least one member assigned as a collateral duty representative. The following job series are part of the S/ES COI:

- 0006 - Correctional Administration
- 0080 - Security Administration
- 0081 - Fire Protection & Prevention
- 0083 - Police
- 0085 - Security Guard
- 0086 - Security Clerical & Assistance
- 1801 - General Inspection, Investigation, & Compliance
- 1802 - Compliance Inspection & Support
- 1810 - General Investigation
- 1811 - Criminal Investigator
- 1812 - Conservation & Law Enforcement

For additional information on COI's and career road maps by series refer to Manpower & Reserve Affairs website
https://www.manpower.usmc.mil/portal/page/portal/M_RA_HOME/MP/MPC/d_CWM/Career%20Communities

Marine Corps Installations Command

APPENDIX A
Individual Development Plan (IDP)

The Individual Development Plan (IDP) is defined as a written document used to help employees plan and chart their aspirations for career development that exceeds their current needs and role. The IDP provides the employee an opportunity to identify career objectives, knowledge, skills and abilities needed to be successful in his/her career. It is a tool used to aid an employee and supervisor in creating a check and balance system, improve morale, and increase job and organizational performance.

SECTION I *(Employee Section)*

Name (Last, First, Middle Initial):	**Current Position Title:**

Date Prepared:	**Work Phone:**	**Series:**	**Grade:**	**Organization:**

Division/Directorate:	**Branch/Section:**

Career goal: (Short term 1 to 3 years)

Career goal: (Long term 3 or more years)

SECTION II *(Employee/Supervisor Section)*
NOTE: What Core Competencies do you recommend, if any? (See I&L/MCICOM, Civilian Training policy Enclosure (1), Appendix E-1 for details

COMPETENCY 1:	COMPETENCY 2:
What training method do you recommend: ☐ *Mentor* ☐ *Shadowing* ☐ *Rotational Job Experience* ☐ *Team Application* ☐ *Online* ☐ *Seminar/Conference* ☐ *Classroom:* ☐ *Internal Program* ☐ *External Program* ☐ *Other_____*	**What training method do you recommend:** ☐ *Mentor* ☐ *Shadowing* ☐ *Rotational Job Experience* ☐ *Team Application* ☐ *Online* *Seminar/Conference* ☐ *Classroom:* ☐ *Internal Program* ☐ *External Program* ☐ *Other_____* ☐

Significant Prior Training and Development Related to the Developmental Objectives: *(Include government and other sponsored assignments, activities, and/or academic programs. If additional space is needed, attach additional pages.)*

Name of Course, Program or Activity	Name of Training Center	Completion Date

Developmental Objectives /Training Courses *(State the goal(s) to be derived from the developmental activity or activities in as specific terms as possible. What knowledge, skills or abilities need to be obtained to meet current objectives or to make performance more effective in the present position.)*	Developmental Activity or Assignment and Source/Training Location *(This may include on-the-job Training, Rotational Assignments, Developmental Projects, Self Study Programs, Formal Training Programs, Correspondence Courses or Professional Conferences or Seminars. Additionally identify the organization that will provide the developmental activity.)*	Tuition / Registration Cost	TAD and PerDiem Cost	Funding Source *(Who is paying for the training)*	Training		Start/End Dates
					FY	**QTR**	

Employee Name	Employee Signature	Date
Supervisor Name	**Supervisor Signature**	**Date**

APPENDIX A-2
PROFESSIONAL DEVELOPMENT:
Individual Development Plan-Job Aid

Tools needed:

- *Individual Developmental Plan Template*

- *Performance Objectives*

- *Performance Appraisal*

Definitions:

- *Individual Developmental Plan is a written document used to record the employee's developmental objectives and activities for increasing proficiency, career development and progression.*

- *Performance objectives are obtainable goal that are specific to improving job performance.*

- *Career goal is a general statement of intent.*

- *Long-range career goals are goals that consist of plans for the future.*

- *Short-term career goals are stepping-stones to meeting long-term goals.*

- *Developmental objectives are practical steps and activities needed to assist you with achieving your short and long-term goals.*

Major Outcome: Completed Individual Developmental Plan

Overview

Through your individual developmental plan (IDP), you will be encouraged to identify learning and training needs, assess your strengths and weaknesses, list developmental goals, and determine the resources you will need to achieve your goals. The individual developmental plan will serve as a tool to help re-create yourself and help you to extend your capabilities and over a period of time help you to build a successful career. An engaging tool designed to help you think more holistically, the IDP plan is viewed as an investment strategy, which helps you, the employee to sustain personal and career growth and contribute to your goals.

What is an IDP?

An IDP is defined as a written document used to help employees plan and chart their aspirations for career development that exceeds beyond their current needs and role. The IDP provides the employee an opportunity to identify career objectives, knowledge, skills and abilities needed to be successful in his/her career. It is a tool used to aid an employee and supervisor in creating a check and balance system, improve morale, increase job and organizational performance. It is designed and used for the following reasons:

- To identify individual performance goals and lay out career objectives describing what it is an individual is looking to achieve;

- Identify training and learning needs;

- Improve job performance and increase career opportunities;

- Increase knowledge, skills and abilities;

- It will encourage you to introduce short to long-term goals, assess strengths and weaknesses and plan more effectively for accomplishing career goals;

identified and accomplished in one to three years. An example of a short-term career goal includes getting certified as an Instructional System Training Designer or getting a Bachelors Degree.

- Identify and list one to three long-range career goals that are measurable and manageable. State in more specific terms what your long-range goals are. Long-range career goals are goals that integrate short-term career goals, education and self-assessment information gathered through self-discovery activities.

Six helpful hints for setting goals:

⌐ **Be specific and concrete**. *Plan small steps & specify what you will do.*

⌐ **Put goals in writing**. *Writing your goals down brings them to reality.*

⌐ **Put goals into time frames**. *Set deadlines for yourself to achieve your goals.*

⌐ **Develop a support system**. *Attain support from your supervisor, colleagues, mentors and friends.*

⌐ **Personalize your goals**. *Personalizing your goals helps you to understand what the benefit of reaching this goal is.*

⌐ **Evaluate**. *Assess your progress in successfully meeting your goals. Determine what your stumbling blocks are and which goals you may not be meeting.*

- Identify what developmental objectives are needed to help you achieve your short-term

and long-range goals. Here, you should list your short and long-term developmental objectives. These are developmental objectives that incorporate activities that will help you to successfully achieve your goals.

- An example of a short-term developmental objective is to meet with the supervisor, mentor/coach and/or career advisor to discuss plans for seeking potential developmental opportunities and activities such as volunteering for an assignments, self-study, joining toastmasters or job shadowing to improve performance and skills. A long-term developmental objective generally includes incorporating short-term developmental activities such as internships, certifications and college degrees and planning for overall future professional development that aids in improving an employee's job performance or advance their careers.

- Identify which learning strategies will help you improve job performances and advance in your careers. Such training and learning activities that are viable may include but are not limited to the following:

  ⌐ *Computer-Based Training (CBT)*
  ⌐ *Distance Learning*
  ⌐ *Rotational Assignments*
  ⌐ *Intern Programs*
  ⌐ *Colleges and Universities*
  ⌐ *Web-Based Learning*
  ⌐ *Classroom Training*

Marine Corps Installations Command
APPENDIX A-3

General Instructions for Preparing
Individual Development Plan (IDP)

Step 1. Employee must complete all questions in Section I.

Step 2. Supervisor and employee must complete all questions in Section II.

- **Section I (Employee Section):** Provide the following:
    - Name
    - Current Position Title
    - Date Prepared
    - Work Phone
    - Series and Grade
    - Organization (Example: MCICOM or MCIWEST)
    - Division/Directorate (Example: LP or G-1)
    - Branch/Section (Example: LP/FASMO West)
    - Short and Long Term Career Goals as discussed in the Training Guide, Enclosure (1), Page 5

- **Section II (Employee and Supervisor Section):** In blocks 1 and 2, list the core competencies you and your supervisor discussed and agreed upon. Under recommended training method check the block(s) that best describe the method of training you will receive. List significant prior training and development related to your developmental objectives. Include the name of the course, program or activity, the name of the training center or vendor and the completion date. List your developmental objectives/training course you and your supervisor discussed and agreed upon as described in the Training Guide, Enclosure (1), Page 6. Include the developmental activity or assignment and source/training location, tuition/registration cost, TAD and PerDiem cost, training Fiscal Year and Quarter, Start and End Date of training.

    Supervisor and employee must sign and date the IDP.

AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

A. Agency, code agency subelement and submitting office number	B. Request Status *(Mark (X) one)* ☐ Resubmission ☐ Initial ☐ Correction ☐ Cancellation

Section A - TRAINEE INFORMATION
Please read instructions on page 6 before completing this form

1. Applicant's Name *(Last, First, Middle Initial)*	2. Social Security Number/Federal Employee Number	3. Date of Birth *(yyyy-mm-dd)*

4. Home Address *(Number, Street, City, State, ZIP Code) (Optional)*	5. Home Telephone (Optional) *(Include Area Code)*	6. Position Level *(Mark (X) one)*

6. Position Level *(Mark (X) one)*
☐ a. Non-supervisory ☐ b. Manager
☐ c. Supervisory ☐ d. Executive

7. Organization Mailing Address *(Branch-Division/Office/Bureau/Agency))*	8. OfficeTelephone *(Include Area Code and Extension)*	9. Work Email Address

10. Position Title	11. Does applicant need special accomodation? ☐ Yes ☐ No	If yes, please describe below

12. Type of Appointment	13. Education Level *(click link to view codes or go to page 7)*	14. Pay Plan	15. Series	16. Grade	17. Step

Section B - TRAINING COURSE DATA

1a. Name and Mailing Address of Training Vendor *(No., Street, City, State, ZIP Code)*	1b. Location of Training Site *(if same, mark box)* ☐

1c. Vendor Telephone Number	1d. Vendor Email Address

2a. Course Title	2b. Course Number Code	3. Training Start Date *(Enter Date as yyyy-mm-dd)*	4. Training End Date *(Enter Date as yyyy-mm-dd)*

5. Training Duty Hours	6. Training Non-Duty Hours	7. Training Purpose Type *(Click link to view codes or go to page 9)*	8. Training Type Code *(Click link to view codes or go to page 9)*

9. Training Sub Type Code *(Click link to view codes or go to page 9)*	10. Training Delivery Type Code *(Click link to view codes or go to page 12)*	11. Training Designation Type Code *(Click link to view codes or go to page 13)*	12. Training Credit	13. Training Credit Type Code *(Click link to view codes or go to page 13)*

14. Training Accreditation Indicator *(Check below)* ☐ Yes ☐ No	15. Continued Service Agreement Required Indicator *(Check below)* ☐ Yes ☐ No ☐ N/A	16. Continued Service Agreement Expiration Date *(Enter date as yyyy-mm-dd)*	17. Training Source Type Code *(Click link to view codes or go to page 13)*

18. Training Objective	19. AGENCY USE ONLY SAID Code: PRIORITY CODE:

Section C - COSTS AND BILLING INFORMATION

1. Direct Costs and Appropriation / Fund Chargeable

Item	Amount	Appropriation Fund
a. Tuition and Fees	$	
b. Books & Material Costs	$	
c. TOTAL	$	

2. Indirect Costs and Appropriation / Fund Chargeable

Item	Amount	Appropriation Fund
a. Travel	$ 0.00	N/A
b. Per Diem	$ 0.00	
c. TOTAL	$ 0.00	

3. Total Training Non-Government Contribution Cost

6. BILLING INSTRUCTIONS *(Furnish invoice to):*

4. Document / Purchasing Order / Requisition Number

5. 8 - Digit Station Symbol *(Example - 12-34-5678)*

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Privacy Act Statement

Authority – This information is being collected under the authority of 5 U.S.C. § 4115, a provision of The Government Employees Training Act.

Purposes and Uses – The primary purpose of the information collected is for use in the administration of the Federal Training Program (FTP) to document the nomination of trainees and completion of training. Information collected may also be provided to other agencies and to Congress upon request. This information becomes a part of the permanent employment record of participants in training programs, and should be included in the Governmentwide electronic system, (the Enterprise Human Resource Integration system (EHRI) and is subject to all of the published routine uses of that system of records.

Effects and Nondisclosure – Providing the personal information requested is voluntary; however, failure to provide this information may result in ineligibility for participation in training programs or errors in the processing of training you have applied for or completed.

Information Regarding Disclosure of your Social Security Number (SSN) Under Public Law 93-579, Section 7(b) – Solicitation of SSNs by the Office of Personnel Management (OPM) is authorized under provisions of the Executive Order 9397, dated November 22, 1943. Your SSN will be used primarily to give you recognition for completing the training and to accumulate Governmentwide training statistical data and information. SSNs also will be used for the selection of persons to be included in statistical studies of training management matters. The use of SSNs is necessary because of the large number of current Federal employees who have identical names and/or birth dates and whose identities can only be distinguished by their SSNs.

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4. I understand that any amount of money which may be due to the agency as a result of any failure on my part to meet the terms of this agreement may be withheld from any monies owed me by the Government, or may be recovered by such other methods as are approved by law.

5. I FURTHER AGREE to obtain approval from my organization and the person responsible for authorizing government training requests of any proposed change in my approved training program involving course and schedule changes, withdrawals or incompletions, and increased costs.

6. I acknowledge that this agreement does not in any way commit the Government to continue my employment. I understand that if there is a transfer of my service obligation to another Federal agency or other organization in any branch of the Government, the agreements will remain in effect until I have completed my obligated service with that other agency or organization.

Period of obligated Service: _____

Employee's Signature: _____

Date: _____

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Section A - Trainee Information *(Continued)*

11. ***Does Applicant Need Special Accommodations?*** - Indicate "Yes" or "No". If the applicant is in need of special arrangements (brailing, taping, interpreters, facility accessibility, etc), describe the requirements in the space provided or on a separate sheet.

12. ***Type of Appointment*** - The employee type of appointment (e.g., Career Conditional (CC), Career (C), Temporary (Temp.), Schedule A, etc.).

13. ***Education Level*** -Use the employee educational level codes listed below.

Code	Short Description	Long Description (If Applicable)
1	No formal education or some elementary school--did not complete	Elementary school means grades 1 through 8, or equivalent, not completed.
2	Elementary school completed--no high school	Grade 8 or equivalent completed.
3	Some high school--did not graduate	High school means grades 9 through 12, or equivalent.
4	High school graduate or certificate of equivalency	
5	Terminal occupational program--did not complete	Program extending beyond grade 12, usually no more than three years; designed to prepare students for immediate employment in an occupation or cluster of occupations; not designed as the equivalent of the first two or three years of a baccalarate degree program. Includes cooperative training or apprenticeship consisting of formal classroom instruction coupled with on-the-job training.
6	Terminal occupational program--certificate of completion, diploma or equivalent	See code 5 above for definition of terminal occupational program. Two levels are recognized: (1) The technical and/or semi-professional level preparing technicians or semiprofessional personnel in engineering and nonengineering fields; and (2) the craftsman/clerical level training artisans, skilled operators, and clerical workers.
7	Some college--less than one year	Less than 30 semester hours completed.
8	One year college	0-59 semester hours or 45-89 quarter hours completed.
9	Two years college	60-89 semester hours or 90-134 quarter hours completed.
10	Associate Degree	2-year college degree program completed.
11	Three years college	90-119 semester hours or 135-179 quarter hours completed.
12	Four years college	120 or more semester hours or 180 or more quarter hours completed--no baccalarate (Bachelor's) degree.
13	Bachelor's Degree	Requires completion of at least four, but no more than five, years of academic work; includes Bachelor's degree conferred in a cooperative business, industry, or Government to allow student to combine actual work experience with college studies.

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Section B - Training Course Data

1a. *Name and Mailing Address of Training Vendor* - Street number, city, state, and ZIP code of the appropriate vendor. (Agency specific)

1b. *Location of the Training Site* - Provide mailing address of the training site if different from 1a. (Agency specific)

1c. *Vendor Telephone Number* - Self explanatory. (Agency specific)

1d. *Vendor E-mail Address* - Self explanatory. (Agency specific)

2a. *Course Title* - Insert the title of the course or the program that the employee is scheduled to complete.

2b. *Course Number Code* - Insert the Course Number Code.

3. *Training Start Date* - Insert the start date of the training completed by the employee. *(yyyy-mm-dd)*

4. *Training End Date* - Insert the end date of the training completed by the employee. *(yyyy-mm-dd)*

5. *Training Duty Hours* - Insert the number of duty hours for training.

6. *Training Non Duty Hours* -Insert the number of non-duty hours for training.

7. *Training Purpose Type* - Insert the purpose for taking this course or program using the appropriate training purpose type code.

<u>Code</u>	<u>Short Description</u>	<u>Long Description (If Applicable)</u>
01	Program/Mission	Training to provide the knowledge, skills and abilities needed as a result of agency mission, policies, or procedures.
02	New Work Assignment	Training to acquire the knowledge, skills and abilities needed as a result of assignment to new duties and responsibilities when such training is not part of a planned, career development program (e.g., training provided to a staffing specialist who has been newly assigned to a position involving classification duties).
03	Improve/Maintain Present Performance	Training to provide the knowledge, skills and abilities needed to improve or maintain proficiency in present job.
04	Future Staffing Needs	Training to provide the knowledge, skills, and abilities needed to meet future staffing needs (e.g.,. to implement succession planning).
05	Develop Unavailable Skills	Training to acquire the knowledge, skills and abilities needed for fields of work for which the labor market cannot produce a sufficient number of trained candidates (e.g., air traffic controllers or Information Technology (IT) professionals).
06	Retention	Training/education used to address staffing issue of retaining an employee (e.g., academic degree training).

8. *Training Type Code* - There are three (3) different Training Type Codes. The employee must select one from the Training Type Codes. *(Select from the chart on pages 10-12 .)*

9. *Training Sub-Type Code* - There are *Sub-Type Categories* for each of the three (3) different Training Type Codes. Select one (1) Sub-Type Category code that applies to the training type code you selected. *(Select from the chart on pages 10-12.)*

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Section B - Training Course Data *(Continued)*

Training Type Code	Training Sub Type Code
01 - Training Program Area *(continued)*	**13 - Clerical (Non-supervisory clerical/administrative)** Training in skills such as office management, typing, shorthand, computer operating, letter writing, telephone techniques; or word processing.
	14 - Trade and Craft Training in the knowledge, skills, and abilities needed in such fields as electronic equipment installation, maintenance, or repair; tool and die making; welding, and carpentry.
	15 - Foreign Affairs Training for professional skills of a specialized nature in the methods and techniques of such fields as foreign languages, foreign culture, diplomacy, or strategic studies.
	16 - Leadership/Manager/Communications Courses Training that addresses skill areas such as Leadership/Management and Communication (e.g., written, oral and interpersonal) coursework.
02 - Developmental Training Area Description: Formal developmental/training programs.	**20 - Presupervisory Program** Development/training program for non-supervisors.
	21 - Supervisory Program Development/training program which provides education or training in supervisory principles and techniques in such subjects as personnel policies and practices (including equal employment opportunity, merit promotion, and labor relations); human behavior and motivation; communication processes in supervision, work planning, scheduling, and review; and performance evaluation for first-line supervisors.
	22 - Management Program Development/training program which provides mid-management level education or training in the concepts, principles, and theories of such subject matters as public policy formulation and implementation, management principles and practices, quantitative approaches to management, or management planning organizing and controlling. (Supervisors of supervisors; GS-14/15 supervisors; GS-14/15 direct reports to SES).
	23 - Leadership Development Program Formal developmental program that provides leadership training and development opportunities.
	24 - SES Candidate Development OPM-approved program to prepare potential SES members.
	25 - Executive Development Continuing development for leaders above the GS-15 level.
	26 - Mentoring Program Formal stand-alone program with established goals and measured outcomes. Open to all who qualify; protégées and mentors paired to facilitate compatibility, training and support provided, and company benefits directly.
	27 - Coaching Program Formal stand-alone program which provides ongoing partnership with an employee and coach that helps employee produce desired results in professional life.

Section B - Training Course Data *(Continued)*

11. ***Training Designation Type Code*** - Select and insert the appropriate training credit designation type code:

Code	Short Description	Long Description (If Applicable)
01	Undergraduate Credit	N/A
02	Graduate Credit	N/A
03	Continuing Education Unit	N/A
04	Post Graduate Credit	N/A
05	N/A	N/A

12. ***Training Credit*** - Amount of academic credit hours of continued education units (1, 1.5, or .75) earned by the employee for the completed training. (This should be completed by the agency).

13. ***Training Credit Type Code*** - Select and insert the appropriate training credit designation type code:

Code	Short Description
01	Semester Hours
02	Quarter Hours
03	Continuing Education Unit

14. ***Training Accreditation Indicator*** - Insert a Yes (Y) or No (N).

15. ***Continued Service Agreement Required Indicator*** - Insert Yes (Y) or No (N) or non applicable (N/A) in appropriate space. (Agency response.)

16. ***Continued Service Agreement Expiration Date*** - *(Enter date as yyyy-mm-dd).*

17. ***Training Source Type Code*** --

Code	Short Description	Long Description (If Applicable)
01	Government Internal	Training provided by a Federal department, agency, or independent establishment for its own employees.
02	Government External	Training provided by an interagency training activity, or a Federal department, agency, or independent establishment other than the one which currently employs the trainee.
03	Non-government	Sources include commercial or industrial concern, educational institutions, professional societies or associations, or consultants or individuals who are not Government employees, (but are contracted to develop and/or provide training course or program.)
04	Government State/Local	Training provided by a state, county, or municipal Government. Education provided by State-operated or other public educational institutions is reported as non-Government.
05	Foreign Governments and Organizations	Training provided by non United States entities which may or may not be outside the United States.

18. ***Training Objectives*** - It is important that the objectives for the employee(s) enrolling in this course or program is related to the strategic objectives of the organization for which the employee works. Provide text to explain how the training event meets agency objective(s) and purpose type.

19. ***Agency Use Only*** -For use by an agency as needed.

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AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING

A. Agency, code agency subelement and submitting office number

I&L/LS

B. Request Status *(Mark (X) one)*

- [ ] Resubmission
- [X] Initial
- [ ] Correction
- [ ] Cancellation

Section A - TRAINEE INFORMATION
Please read instructions on page 6 before completing this form

1. Applicant's Name *(Last, First, Middle Initial)*
Doe, John E.

2. Social Security Number/Federal Employee Number
XXX-XX-1345

3. Date of Birth *(yyyy-mm-dd)*

4. Home Address *(Number, Street, City, State, ZIP Code) (Optional)*
N/A

5. Home Telephone (Optional) *(Include Area Code)*
N/A

6. Position Level *(Mark (X) one)*
- [ ] a. Non-supervisory
- [ ] b. Manager
- [X] c. Supervisory
- [ ] d. Executive

7. Organization Mailing Address *(Br...)*
Commandant of the Marine Corps, 3000 Marine Corps Pentagon
HQMC, I&L, LSO, Rm 2E169, Washington, DC 20350-3000

(...) 695-1000

john.e.doe@usmc.mil

SAMPLE

10. Position Title
Administrative Support Specialist

x

12. Type of Appointment	13. Education Level *(click link to view codes or go to page 7)*	14. Pay Plan	15. Series	16. Grade	17. Step
C	17	GS	0301	11	1

Section B - TRAINING COURSE DATA

1a. Name and Mailing Address of Training Vendor *(No., Street, City, State, ZIP Code)*
Graduate School at Washington, DC
600 Maryland Avenue SW
Washington, DC 20024-2520

1b. Location of Training Site *(if same, mark box)* [X]

1c. Vendor Telephone Number

1d. Vendor Email Address

2a. Course Title	2b. Course Number Code	3. Training Start Date *(Enter Date as yyyy-mm-dd)*	4. Training End Date *(Enter Date as yyyy-mm-dd)*
Administrative Officers Workshop	ADMB7000D	2011-04-04	2011-04-08

5. Training Duty Hours	6. Training Non-Duty Hours	7. Training Purpose Type *(Click link to view codes or go to page 9)*	8. Training Type Code *(Click link to view codes or go to page 9)*
40	None	03	

9. Training Sub Type Code *(Click link to view codes or go to page 9)*	10. Training Delivery Type Code *(Click link to view codes or go to page 12)*	11. Training Designation Type Code *(Click link to view codes or go to page 13)*	12. Training Credit	13. Training Credit Type Code *(Click link to view codes or go to page 13)*
13	04	05		03

14. Training Accreditation Indicator *(Check below)*
- [X] Yes
- [ ] No

15. Continued Service Agreement Required Indicator *(Check below)*
- [ ] Yes
- [X] No
- [ ] N/A

16. Continued Service Agreement Expiration Date *(Enter date as yyyy-mm-dd)*

17. Training Source Type Code *(Click link to view codes or go to page 13)*
03

18. Training Objective
To be able to function with an in-depth understanding of the many roles of the administrative officer.

19. AGENCY USE ONLY
SAID Code: 40000
Priority Code: 3

Section C - COSTS AND BILLING INFORMATION

1. Direct Costs and Appropriation / Fund Chargeable

Item	Amount	Appropriation Fund
a. Tuition and Fees	$ 795.00	
b. Books & Material Costs	$	
c. TOTAL	$ 795.00	

2. Indirect Costs and Appropriation / Fund Chargeable

Item	Amount	Appropriation Fund
a. Travel	$	
b. Per Diem	$	
c. TOTAL	$	

3. Total Training Non-Government Contribution Cost

4. Document / Purchasing Order / Requisition Number

5. 8 - Digit Station Symbol *(Example - 12-34-5678)*

6. BILLING INSTRUCTIONS *(Furnish invoice to):*
Submit invoice via Wide Area Work Flow (WAWF)
Pay DoDAAC: M67443
Account Install #: 067443
Service Acceptor DoDAAC: M00088
AOP Doc #:

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Marine Corps Installations Command
APPENDIX C
Using the Civilian Development Continuum
for Individual Development

Ensuring that our civilian leaders have the required competencies to meet the mission is a critical readiness issue. DoD leaders must continually assess their capabilities and continue their development regardless of the leadership position they are in. The Department requires leaders who can think strategically and work in a joint, interagency and global environments. It is incumbent upon civilian leaders to continue learning through formal and diverse experiential development opportunities that "challenge" their skills and expand their professional growth.

The continuum will help DoD civilian leaders plan for their individual development, be it development required for the current job or preparing for future leadership positions. The continuum is competency based and fosters progressive development for each leadership level. When planning individual development it is recommended that leaders consider a variety of developmental opportunities to include formal education (degrees or certifications) short term training (seminars or courses) as well as experiencing (special projects, task forces, working groups or rotational assignments).

Leaders are encouraged to consider where they are on the continuum and focus on attaining the required proficiency for their position in each of the competencies at their level on the continuum. For example, a supervisor should be proficient in all of the competencies under "Lead Self" and "Lead Teams/Projects." The focus of development would be on the competencies under "Lead People," e.g., Human Capitol Management, Leveraging Diversity, Conflict Management, Developing Others, the DoD Corporate Perspective and National Security Foundation. Depending on the area of development the leader's supervisor or mentor recommend as the best value and venue to meet the developmental need, such as on-the-job experiences, e.g., leading a project or participation in a working group, training courses offered through the Component, federal, or private sector. Once an individual attains the required proficiency levels it is critical to continue development to maintain the required level of knowledge base and performance. Based on career plans, a leader might decide to target development that would prepare him or her for increased leadership responsibilities at the next level of continuum.

NOTE: The Civilian Leader Development Continuum is based upon the DoD (CPMS) model

Marine Corps Installations Command

APPENDIX C

Civilian Development Continuum

Deliberate development through progressive learning opportunities (education, training, self development, and assignments) that broaden experience and increase responsibility.

Vision — National Defense Integration
External Awareness — Global Perspective
Joint Perspective — National Security Strategy
Mission Orientation

Lead the Institution
Enterprise-Wide Perspective

Creativity & Innovation — Entrepreneurship
Strategic Thinking — Political Savvy
Financial Management — Partnering
Technology Management

Lead Organizations/Programs
Leading Change / Business Acumen / Building Coalitions

Conflict Management — DoD Corporation Perspective
Leveraging Diversity — National Security Foundation
Developing Others
Human Capital Management

Lead People
Lead Teams / Projects

Accountability — DoD Mission & Culture
Decisiveness
Team Building
Influencing/Negotiating

Lead Teams/Projects
Results Driven

Resilience — Technical Credibility — Written Communication — Oral Communication
Computer Literacy — Mission Orientation — Continual Learning — Integrity/Honesty
Customer Service — Flexibility — Public Service
Problem Solving — Interpersonal Skills — Motivation

Lead Self
Fundamental / Developmental Competencies

Note: The Civilian Leader Development Continuum is based upon the DoD (CPMS) model

Marine Corps Installations Command
APPENDIX C
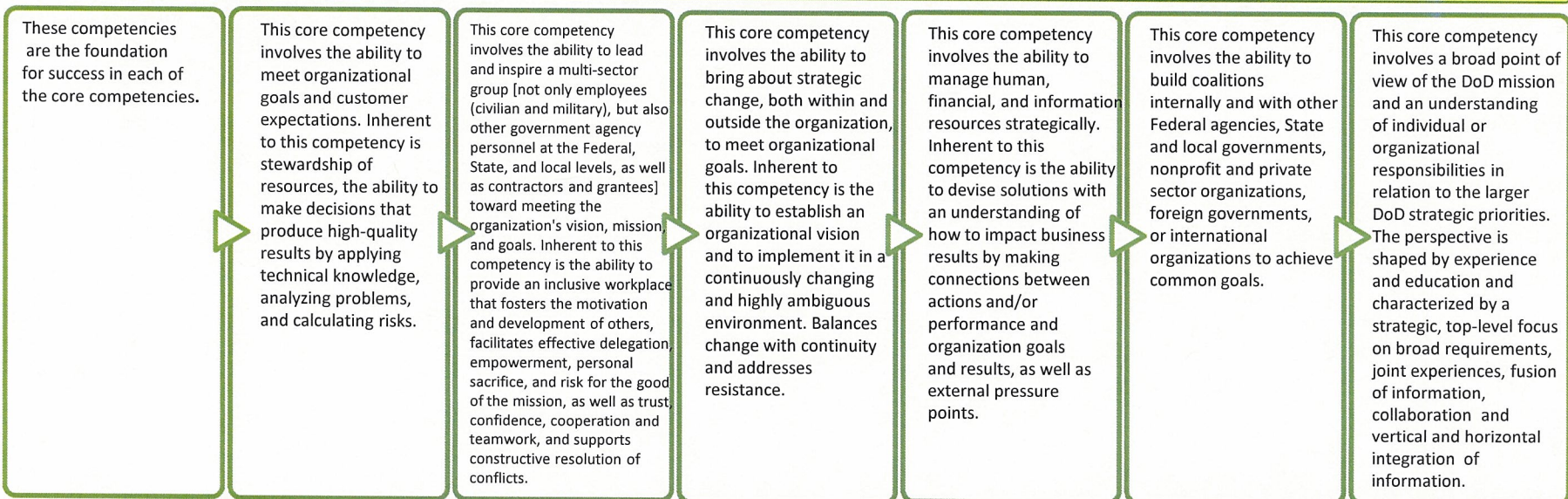## Civilian Development Framework

FUNDAMENTAL COMPETENCIES

- Interpersonal Skills
- Written Communication
- Continual Learning
- Public Service Motivation
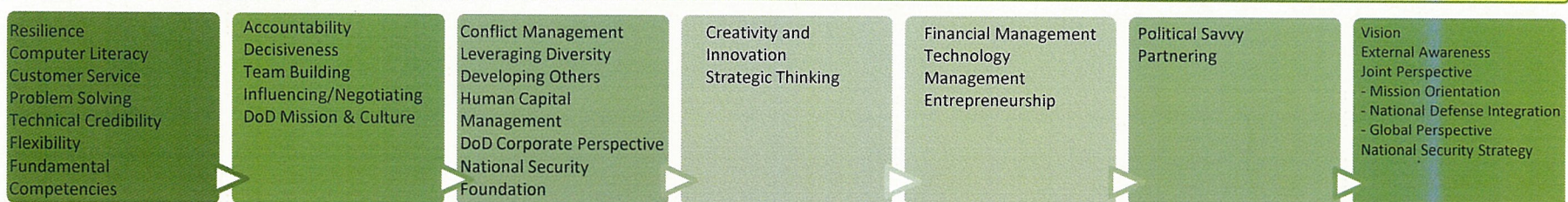- Oral Communication
- Integrity/Honesty

CIVILIAN DEVELOPMENT CONTINUUM

Developmental	Results Driven	Leading People	Leading Change	Business Acumen	Building Coalitions	Enterprise-Wide Perspective

Lead Self → **Lead Teams/Projects** → **Lead People** → **Lead Organizations/Programs** → **Lead the Institution**

DEFINITIONS

Developmental	Results Driven	Leading People	Leading Change	Business Acumen	Building Coalitions	Enterprise-Wide Perspective
These competencies are the foundation for success in each of the core competencies.	This core competency involves the ability to meet organizational goals and customer expectations. Inherent to this competency is stewardship of resources, the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.	This core competency involves the ability to lead and inspire a multi-sector group [not only employees (civilian and military), but also other government agency personnel at the Federal, State, and local levels, as well as contractors and grantees] toward meeting the organization's vision, mission, and goals. Inherent to this competency is the ability to provide an inclusive workplace that fosters the motivation and development of others, facilitates effective delegation, empowerment, personal sacrifice, and risk for the good of the mission, as well as trust, confidence, cooperation and teamwork, and supports constructive resolution of conflicts.	This core competency involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this competency is the ability to establish an organizational vision and to implement it in a continuously changing and highly ambiguous environment. Balances change with continuity and addresses resistance.	This core competency involves the ability to manage human, financial, and information resources strategically. Inherent to this competency is the ability to devise solutions with an understanding of how to impact business results by making connections between actions and/or performance and organization goals and results, as well as external pressure points.	This core competency involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.	This core competency involves a broad point of view of the DoD mission and an understanding of individual or organizational responsibilities in relation to the larger DoD strategic priorities. The perspective is shaped by experience and education and characterized by a strategic, top-level focus on broad requirements, joint experiences, fusion of information, collaboration and vertical and horizontal integration of information.

TECHNICAL COMPETENCIES

Developmental	Results Driven	Leading People	Leading Change	Business Acumen	Building Coalitions	Enterprise-Wide Perspective
Resilience Computer Literacy Customer Service Problem Solving Technical Credibility Flexibility Fundamental Competencies	Accountability Decisiveness Team Building Influencing/Negotiating DoD Mission & Culture	Conflict Management Leveraging Diversity Developing Others Human Capital Management DoD Corporate Perspective National Security Foundation	Creativity and Innovation Strategic Thinking	Financial Management Technology Management Entrepreneurship	Political Savvy Partnering	Vision External Awareness Joint Perspective - Mission Orientation - National Defense Integration - Global Perspective National Security Strategy

Note: The Civilian Leader Development Framework is based upon the DoD (CPMS) model

Fundamental Competencies

COMPETENCIES

Definition: These competencies are the foundation for success in each of the core competencies.

Interpersonal Skills	Develops and maintains effective working relationships, especially in difficult situations. Engages and inspires others. Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different audiences/situations/cultures. Actively solicits feedback. Exemplifies professionalism, tact and empathy. Builds trust and commitment.
Written Communication	Writes to convey information in a clear, concise, organized, and convincing manner for the intended audience, using correct English grammar, punctuation and spelling. Expresses thoughts persuasively and uses effective modes to reinforce message retention.
Continual Learning	Assesses and recognizes own strengths and weaknesses; pursues self-development. Uses challenges as opportunities to improve and become more effective. Pursues chances to stretch skills to further professional growth. Seeks ways to improve the capacity of others and the organization through knowledge sharing, mentoring and coaching.
Public Service Motivation	Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.
Oral Communication	Demonstrates ability to clearly and effectively articulate, present and promote varied ideas and issues (to include sensitive or controversial topics) before a wide range of audiences. Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.
Integrity/Honesty	Nurtures ethically-minded organizations through personal discipline, values, self-control and policies that reinforce ethical behavior. Demonstrates selflessness of action by doing the right thing regardless of personal and professional consequences. Behaves in an honest, fair, and ethical manner without regard to pressure from other authorities. Shows consistency in words and actions. Instills trust and confidence; models high standards of ethics.

Marine Corps Installations Command

APPENDIX C
Competency Definitions

Developmental Competencies	
COMPETENCIES	
Definition: These competencies are the foundation for success in each of the core competencies.	
Resilience	Deals effectively with pressure, ambiguous and emerging conditions, and multiple tasks; remains optimistic and persistent, even under adversity or uncertainty. Recovers quickly from setbacks. Anticipates changes and learns from mistakes.
Computer Literacy	Demonstrates skill in using job-relevant information systems and/or software applications, such as word processing, spreadsheets, automated research tools, database applications, and the Internet.
Customer Service	Anticipates and meets the needs of both internal and external customers. Delivers highquality products and services; is committed to continuous improvement.
Problem Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; seeks/generates and evaluates alternative perspectives/solutions; makes timely/effective recommendations, based on potential implications of findings or conclusions. Critically evaluates to identify the causes of problems, and chooses courses of action that balance the interests of the mission and stakeholders.
Technical Credibility	Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise. Remains current with technology, tools, trends, and evolving practices in area of expertise.
Flexibility	Is open to change and new information; rapidly adapts to new information, changing conditions and strategy, or unexpected obstacles, processes, and requirements.

Marine Corps Installations Command

APPENDIX C
Competency Definitions

Results Driven
COMPETENCIES

Definition: This core competency involves the ability to meet organizational goals and customer expectations. Inherent to this competency is stewardship of resources, the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Accountability	Fosters and ensures an environment that administers all resources in a manner that instills public trust while accomplishing the mission. Monitors progress and evaluates outcomes to improve organizational efficiency and effectiveness. Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and ensures sound management processes and procedures are in place, ensuring that national interests are well served. Accepts responsibility for mistakes. Complies with established control systems and rules.
Decisiveness	Makes well-informed, effective, and timely decisions, whether data are limited or vast, or solutions produce unpleasant consequences; perceives the impact and implications of decisions. Analyzes critically, synthesizing patterns among diverse systems and looking at interdependencies. Gauges unintended consequences. Uses sound judgment to simultaneously integrate and weigh situational constraints, risks and rewards.
Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.
Influencing/ Negotiating	In representing the organization, establishes and maintains relationships with key individuals/groups; understands what motivates them. Persuades others; builds consensus through give and take; gains cooperation from others to obtain information, find solutions, and accomplish goals.
DoD Mission and Culture	Understands the Defense Department's mission and the roles, missions and command structure of the Military Services and Defense Agencies. Can identify similarities and differences in Service mission and culture. Can identify members of the Total Force and articulate an understanding of how the Services work together to accomplish the DoD mission.

Leading People

COMPETENCIES

Definition: This core competency involves the ability to lead and inspire a multi-sector group [not only employees (civilian and military), but also other government agency personnel at the federal, state and local levels, as well as contractors and grantees] toward meeting the organization's vision, mission, and goals. Inherent to this competency is the ability to provide an inclusive workplace that fosters the motivation and development of others, facilitates effective delegation, empowerment, personal sacrifice and risk for the good of the mission, as well as trust, confidence, cooperation and teamwork, and supports constructive resolution of conflicts.

Conflict Management	Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
Leveraging Diversity	Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization. Seeks out diverse ideas, opinions and insights, respecting the values and perceptions of others. Examines biases and seeks insights to avoid stereotypical responses and behavior.
Developing Others	Develops the ability of others to perform and contribute to the organization by inspiring and providing a learning environment of ongoing feedback and opportunities to learn through formal and informal methods, enabling employees to address skill gaps and realize their highest potential. Actively encourages and supports enhancement of a joint perspective.
Human Capital Management	Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance-based deficiencies. Manages a multisector workforce and a variety of work situations.
DoD Corporate Perspective	DoD Corporate Perspective - Considers how the Department of Defense operates and how Components, stakeholders, partners and customers integrate toward mission accomplishment. Reviews literature, studies and guidance related to the operations of the Services and DoD.
National Security Foundation	Understands the DoD role, responsibilities and organizational framework as it applies to the national security mission. Comprehends the relationships between all elements of power and can articulate the importance of interagency and multinational cooperation in the use of power.

Marine Corps Installations Command

APPENDIX C
Competency Definitions

Leading Change

COMPETENCIES

Definition: This core competency involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this competency is the ability to establish an organizational vision and to implement it in a continuously changing and highly ambiguous environment. Balances change with continuity and addresses resistance.

Creativity and Innovation	Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes/solutions.
Strategic Thinking	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment that takes into consideration the environment, resources, capabilities, constraints, and organizational goals and values. Capitalizes on opportunities and manages risks and contingencies, recognizing the implications for the organization and stakeholders.

Business Acumen

COMPETENCIES

Definition: This core competency involves the ability to manage human, financial, and information resources strategically. Inherent to this competency is the ability to devise solutions with an understanding of how to impact business results by making connections between actions/performance and organizational goals and results, as well as external pressure points.

Financial Management	Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Applies sound resource management principles, business/industry "best practices," and applicable policies, regulations and laws to support operations. Aligns resources with policy and the strategic direction and priorities. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.
Technology Management	Identifies, evaluates, and assimilates information from among multiple streams and differentiates information according to its utility; utilizes information to adjust self, situational, or global awareness. Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.
Entrepreneurship	Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Identifies potential risks early and implements effective abatement or control measures. Takes calculated risks to accomplish organizational objectives. Defines evaluation criteria and continuously collects, assesses, shares and responds to data appropriately.

Building Coalitions

COMPETENCIES

Definition: This core competency involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

Political Savvy	Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly. Uses diplomacy in dealing with issues involving others.
Partnering	Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Enterpriser-Wide Perspective

COMPETENCIES

Definition: This core competency involves a broad point of view of the DoD mission and an understanding of individual or organizational responsibilities in relation to the larger DoD strategic priorities. The perspective is shaped by experience and education and characterized by a strategic, top-level focus on broad requirements, joint experiences, fusion of information, collaboration, and vertical and horizontal integration of information.

Vision	Communicates a clear mission and set of values, providing guideposts for decision-making and action. Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.
External Awareness	Actively seeks to understand others' cultural, religious, political, and societal norms and customs; builds language proficiency as required by the mission. Maintains an integrated understanding of Congressional and globalization factors that would influence defense, domestic and foreign policy and uses it in strategic and operational planning. Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.
Joint Perspective	Has an indepth understanding of how the Department of Defense operates and how Services, Components, stakeholders, partners and customers integrate toward mission accomplishment. Applies Joint doctrine when planning, coordinating and communicating the organization's policies and processes. Considers interoperability in communications, logistics, and information sharing so that systems are integrated across organizational lines. Reviews and applies concepts from applicable studies, laws, regulations, and policies, plans, programs, systems, criteria and standards related to joint capabilities, operations or programs.
Mission Orientation	Understands one's identity in the organization and where his/her job fits into the major organization (e.g., Department of the Army, Navy, and Air Force and the Defense Agencies) and overall mission of the Defense Department.
National Defense Integration	Keeps current in joint doctrine and applicable studies. Formulates plans and policies with a broader view, and implements programs that consider interoperability, joint basing, and other integration efforts to ensure effective solutions that maximize DoD goals and interests, as well as the inter-relationships, resources and capabilities of all related entities. Analyzes, promotes and, as applicable, incorporates the joint perspective throughout the organizations' policies and processes to ensure maximum support of the Department's joint mission objectives.
Global Perspective	Effectively communicates the organization's commitment to the joint mission and leads staff to exert influence and execute solutions across the Enterprise. Works collaboratively with other national security agencies to achieve U.S. goals and objectives. Fosters supportive partnerships across organizational lines and within the international community to drive integration and translate long-term goals into action.
National Security Strategy	Understands the role of military leaders and armed forces in the development of national security and foreign policies; classical methods of maintaining peace; military-civilian relations in the developed and less developed states; the impact of rapid technological change and weaponry in international politics; and the role of the military in the shaping of war and peace.

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APPENDIX D
Training Course Catalog
Reference Listing

Purpose

The Civilian Developmental Training Course Catalog provides an easy-to-use reference to professional development opportunities that may be accessed by I&L/MCICOM civilian personnel when developing their Individual Development Plans (IDP).

Course Catalog Overview

The Civilian Developmental Training Course Catalog reference listing consists of courses, course descriptions, intended audience, providers, training costs and locations. This data is made available and maintained by the provider.

How to use the Training Course Catalog

Simply click on the provider which will take you to the vendor website. Then click on courses, training events or programs to access the desired training.

Training Provider	Link
American Management Association	www.amatraining.org
American Military University	www.amu.apus.edu
American Trainco	www.AmericanTrainco.com
Association of Energy Engineers Center	www.aeecenter.org
Career Track	www.careertrack.com
Center for Leadership Capacity Services	www.leadershipl.opm.gov
ESI International	www.esi.intel.com
Fred Pryor Seminars	www.pryor.com
George Mason University	www.gmu.edu/acadexcel/
Graduate School	www.grad.usda.gov
Human Capital Management for Defense	www.hcmd2011.com
Human Resources Institute	www.federaltraining.com
Institute for Def and Gov Advancement	www.idga.org
Learning Tree International	www.learntree.com
Management Concepts	www.managementconcepts.com
National Seminars Training	www.nationalseminarstraining.com
Northern Virginia Community College	www.nvcc.edu/programs/
Park University	www.park.edu
Performance Institute	www.performanceweb.org/Events/
Project Management Institute	www.pmi.org/Pages/default.aspx
SAS Institute	www.sas.com
SkillPath Seminars	www.skillpath.net
Strayer	www.strayer.edu
University of Maryland	www.umd.edu/academics/

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Training Provider	Link
Park University	www.park.edu
Performance Institute	www.performanceweb.org/Events/
Project Management Institute	www.pmi.org/Pages/default.aspx
SkillPath Seminars	www.skillpath.net
University of Maryland	www.umd.edu/academics/

Other Information Sites	Link
USMC Civilian Marines Site	www.manpower.usmc.mil/
Office of Personnel Management	www.usalearning.gov/USALearning/index.htm

Free Training Sources

HROM-sponsored on-site classes	http://hqmc03d.hqmc.usmc.mil/training/training.nsf
MarineNet	www.marinenet.usmc.mil/marinenet/
Navy Knowledge Online	http://wwwa.nko.navy.mil
Defense Acquisition University	www.dau.mil

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APPENDIX E
Professional Development
Training Websites

Links to DoD Civilian Educational Institutions and Professional Development Programs

- AIR FORCE INSTITUTE OF TECHNOLOGY (AFIT)
- ARMY LOGISTICS UNIVERSITY (ALU)
- ARMY MANAGEMENT STAFF COLLEGE (AMSC)
- ASIA-PACIFIC CENTER FOR SECURITY STUDIES (APCSS)
- CENTER FOR CIVIL-MILITARY RELATIONS (CCMR)
- CENTER FOR HEMISPHERIC DEFENSE STUDIES (CHDS)
- DEFENSE ACADEMY FOR CREDIBILITY ASSESSMENT (DACA)
- DEFENSE ACQUISITION UNIVERSITY (DAU)
- DEFENSE AMMUNITION CENTER (DAC)
- DEFENSE CONTRACT AUDIT INSTITUTE (DCAI)
- DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)
- DEFENSE INFORMATION SCHOOL (DINFOS)
- DEFENSE INSTITUTE OF INTERNATIONAL LEGAL STUDIES (DIILS)
- DEFENSE INSTITUTE OF SECURITY ASSISTANCE MANAGEMENT (DISAM)
- DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)
- DEFENSE LEADERSHIP AND MANAGEMENT PROGRAM (DLAMP)
- DEFENSE RESOURCE MANAGEMENT INSTITUTE (DRMI)
- DEFENSE SECURITY SERVICE ACADEMY (DSSA)
- DEFENSE SENIOR LEADER DEVELOPMENT PROGRAM (DSLDP)
- GEORGE C. MARSHALL EUROPEAN CENTER FOR SECURITY STUDIES (GCMC)
- INFORMATION RESOURCES MANAGEMENT COLLEGE (IRMC)
- NATIONAL CRYPTOLOGIC SCHOOL (NCS)
- NATIONAL DEFENSE INTELLIGENCE COLLEGE (NDIC)
- NATIONAL GEOSPATIAL-INTEL COLLEGE (NGC)
- NATIONAL SECURITY PROFEESIONAL DEVELOPMENT (NSPD)
- NAVAL POSTGRADUATE SCHOOL (NPS)
- UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES (USUHS)

Links to DoD Professional Military Education (PME) Institutions

- JOINT ARMED SERVICES PME INSTITUTIONS
  - National Defense University (NDU)
  - College of International Security Affairs (CISA)
  - Industrial College of the Armed Forces (ICAF)
  - Information Resources Management College (IRMC)
  - Joint Forces Staff College (JFSC)
  - National War College (NWC)
- SENIOR PME INSTITUTIONS
  - Air War College (AWC)
  - Army War College (USAWC)
  - Industrial College of the Armed Forces (ICAF)
  - Marine Corps War College (MCWC)
  - National Defense University (NDU)
  - National War College (NWC)
  - Naval War College (USNWC)
- INTERMEDIATE PME INSTITUTIONS
  - Air Command and Staff College (ACSC)
  - Army Command & General Staff College (USACGSC)
  - Marine Corps Command and Staff College (MCCSC)

- National Center for Higher Education Management Systems
- National Center for Postsecondary Improvement
- National Center for Public Policy and Higher Education
- National Council of University Research Administrators
- Society for College and University Planning
- University Continuing Education Association
- Western Interstate Commission for Higher Education

Recognition of Accrediting Agencies

- U.S. Department of Education Office of Postsecondary Education
- Council for Higher Education Accreditation

Links to Selected National Accrediting Agencies

- Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)
- Accrediting Council for Continuing Education and Training (ACCET)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Council on Occupational Education (COE)
- Distance Education and Training Council (DETC)

Links to Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Links to Specialized and Professional Accrediting Organizations

- Accreditation Board for Engineering and Technology
- Accrediting Council on Education in Journalism and Mass Communications
- Association of American Medical Colleges
- Association to Advance Collegiate Schools of Business
- American Association of Colleges of Nursing
- American Association of Colleges of Osteopathic Medicine
- American Bar Association
- American Medical Association
- American Psychological Association
- American Speech-Language-Hearing Association
- Association of American Law Schools

Below is a description of the most commonly used learning and development activities. The list is not all-inclusive. Any activity is useful if it meets the individual development goals and objectives in the IDP.

Formal Training - Classroom training such as job specific training (e.g. Federal Budgeting, Statistics, Management Analysis) or general skills training (e.g. Effective Writing, Interpersonal Communication Skills). Usually more cost involved but more effective than self-paced training for more complex subjects or those that require group interaction.

Self-Paced Training - On-line training, correspondence course, or other distance learning in which the individual proceeds at their own pace (sometimes within a specified time period). Normally less cost than classroom training but may not be appropriate for all situations. Individual must be able to manage time to complete the training on schedule while meeting all job requirements. Supervisor must be able to give the individual time to complete the training on the job.

Job Rotation or Shadow Assignment - The individual temporarily moves into another work unit or another position to gain additional knowledge, skills, or abilities. In a job rotation, the individual actually learns and performs the work of another position. Job rotations may be in the form of details or temporary reassignments. In a shadow assignment, the individual observes an expert and discusses what they observe. Useful if the individual needs to have a broad understanding of other functions to perform their duties, to cross-train members of a team, or to support career development goals. Requires the individual to suspend performance of current duties; supervisor must be able to get that work done in other ways.

Special Project or Collateral Duties - A special project is a temporary additional assignment of short duration, such as to lead or participate on an ad-hoc cross-functional team, conduct research and prepare a report, or learn a topic and then present it to others. Project can be tailored not only to meet the individual's development needs, but also to share what is learned with others in the work unit. Collateral duties are a more permanent assignment of duties outside an individual's normal range of responsibilities that provide a broadening experience. For example, a person may be assigned space planning responsibilities in order to enhance analytical and reporting skills. Unlike job rotation, an individual with special projects or collateral duties usually continues to perform regular duties.

Committee/Task Force Participation - Involvement in workforce groups or special emphasis groups. Participation during work hours would require supervisory approval and would need to be balanced against work requirements and priorities.

Coaching - Learning technique that involves observing an individual at work and providing feedback to enhance performance or correct deficiencies. Can be used to develop needed skills and abilities in either the person assigned as coach or the individual being coached, or both.

Learning Groups - Gatherings of individuals who meet to focus on their own learning and development in a particular interest area, usually over lunchtime or early morning meetings that don't interfere with daily work schedules. It could be a local chapter of an established organization such as Toastmasters, or a more informal lunchtime learning group centered around certain competencies or skills, with members taking turns researching and presenting a topic or sharing lessons learned with one another.

Off Duty Self-Development - Such activities might include taking evening or weekend courses at local schools, using correspondence and other individualized courses, reading books and other publications or journals, or attending and actively participating in professional or technical societies, civic activities, or advisory boards.

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APPENDIX G
Centrally Managed Programs (MATRIX)

Title	Grade Level	Tuition Cost	Length of Program	Competencies	Website Info
Aspiring Leader Program (ALP)	GS 5-7	$2,495	3 months	Individual Development Needs, Self-direction, Problem Solving, Interpersonal/Team Skills, Presentation Skills	Graduate School, USDA (http://www.grad.usda.gov/index.php?option=com_content&task=view&id=210&Itemid=154)
New Leader Program (NLP)	GS 7-11	$2,795	6 months	Team Building, Self-direction, Problem Solving, Interpersonal/Team Skills	Graduate School, USDA (http://www.grad.usda.gov/index.php?option=com_content&task=view&id=211&Itemid=154)
DoD Executive Leadership Development Program	GS 12-13	$5,000	12 months	Team Building, Problem solving, Decision-making, External Awareness, Organizational	DoD Executive Leadership Development Program (http://www.cpms.osd.mil/jldd/eldp_index.aspx)
Presidential Management Fellows (PMF)	GS 9-13				
Industrial College of the Armed Forces (ICAF)	GS 14-15	DoD Funded	10 months	Acquisition related competencies	National Defense University (NDU) (http://www.ndu.edu/ndu/icaf/main/index.htm)
Defense Leadership and Management Program (DLAMP)	GS 13-15	DoD Funded	4 or 5 two week courses at NDU in Nat Sec & Leadership; 10 month PME; some grad courses	Most competencies on the Marine Corps Civilian Leadership Development Continuum	http://www.cpms.osd.mil/dlamp
LEGIS/Congressional Fellowship Program	GS 13 & above	$5,400	12 months	External Awareness, Organizational Representation & Liaison, Strategic Vision	Government Affairs Institute http://data.georgetown.edu/ssce/gai
Executive Potential Program (EPP)	GS 13 & above	$5,200	12 months	External Awareness, Vision, Human Resource Mgmt, Conflict Mgmt, Technology Mgmt, Team Building, Oral Comm, Problem solving	Graduate School, USDA (http://www.grad.usda.gov/index.php?option=com_content&task=view&id=213&Itemid=154)
USDA Executive Leadership Program (ELP)	GS 11-13	$3,950	9 months	Team Building, Resource Mgmt, Innovative Thinking, Presentation/Mkt Skills, Situational Ldership, Program Dev/Plan & Eval	Graduate School, USDA (http://www.grad.usda.gov/index.php?option=com_content&task=view&id=212&Itemid=154)
Federal Executive Institute (FEI)	GS 15 & above	$12,850	4 weeks	Team Building, Influencing/Negotiating, Strategic Thinking, External Awareness, Problem Solving, Managing Diverse Workforce	OPM (FEI) Leadership for a Democratic Society (http://www.leadership.opm.gov/programs/Executive-Leadership-Development/LDS/Index.aspx)
National Security Management Course	GS 15	DOD Funded (Except Travel)	6 weeks	Lectures, Case studies, Group dynamics, Analytical and Problem-solving techniques	Department of Defense (http://www.cpms.osd.mil/dlamp)
Seminar XXI	GS 14 & above		2 weeks Restricted to Wash DC Area		Team Building, Influencing/Negotiating, Strategic Thinking, External Awareness, Problem Solving http://semxxi.mit.edu/

Appendix (G)