



# **Research Task 121/104 Army SE Career Development Model**

**Status Report**

**SERC Sponsor Research Review**

**December 4, 2014**

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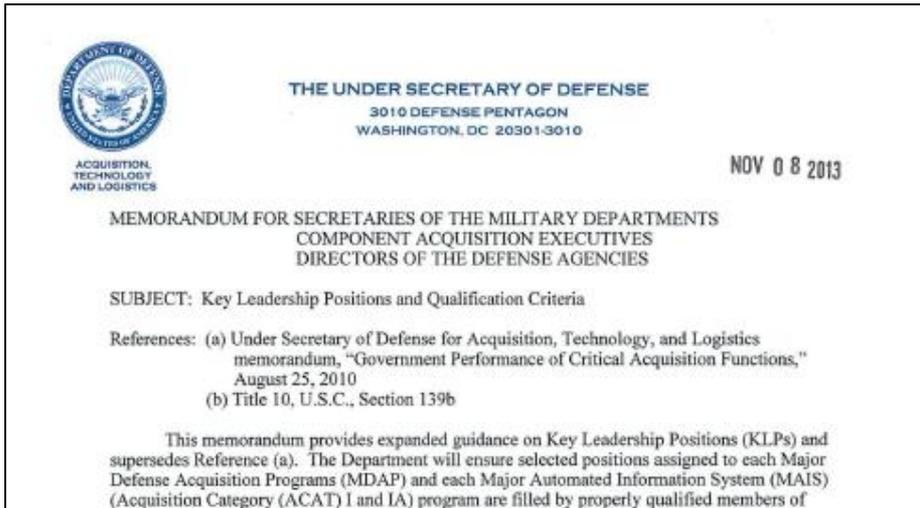
# RT-104: US Army Civilian Engineering Career Development Model (CDM)

- “In response to the ASA(ALT) SOSE&I research request, review and assess Army Engineering Career Development Model (CDM) efforts to date and recommend an approach to produce a baseline model for developing Army civilian engineers.”
- Period of performance: November 2013 – March 2014

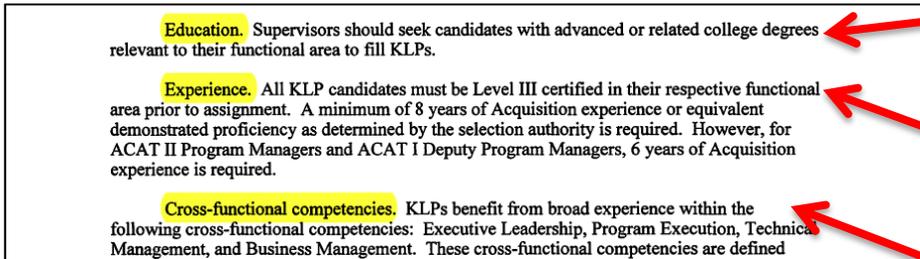
# RT-104: US Army Civilian Engineering Career Development Model (CDM)

“The SERC is to provide an executable model for developing the Army civilian systems engineers.”





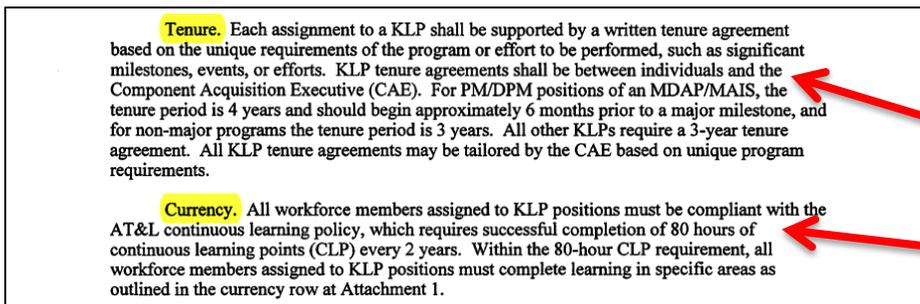
Five requirements essential for selection to KLPs:



Education

Experience

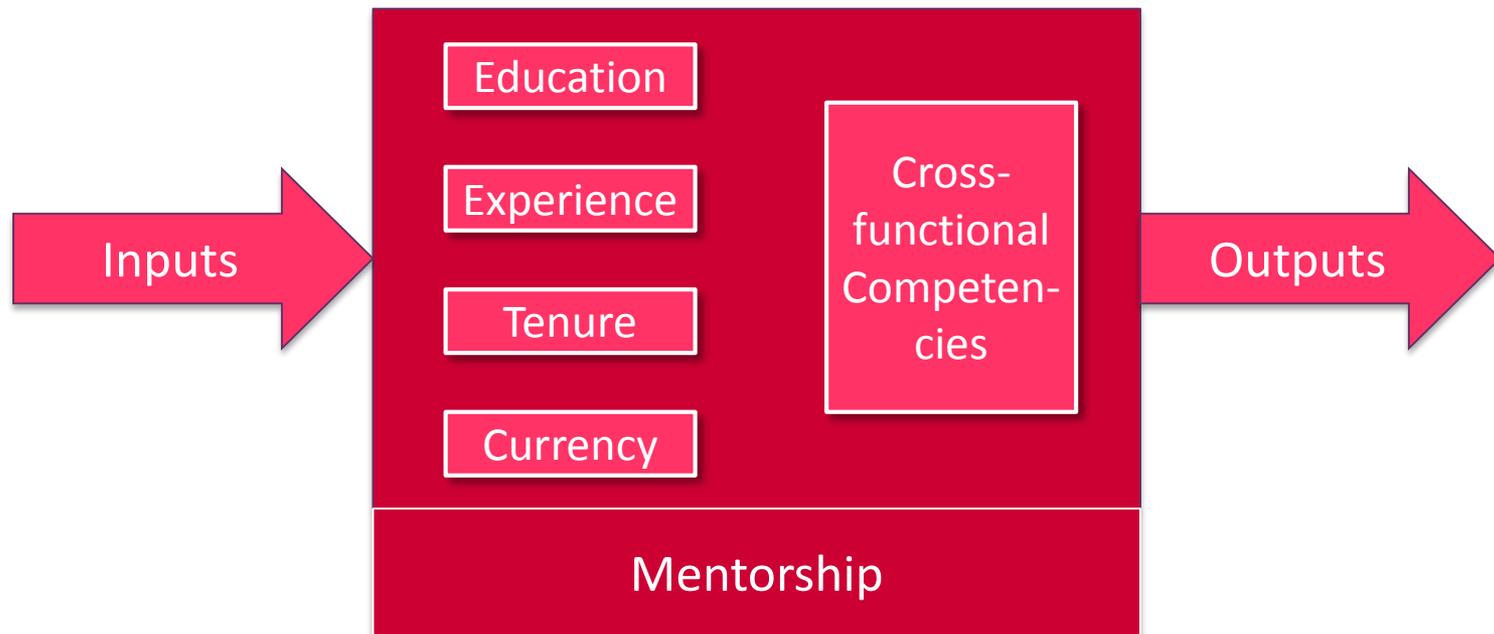
Cross-functional competencies



Tenure

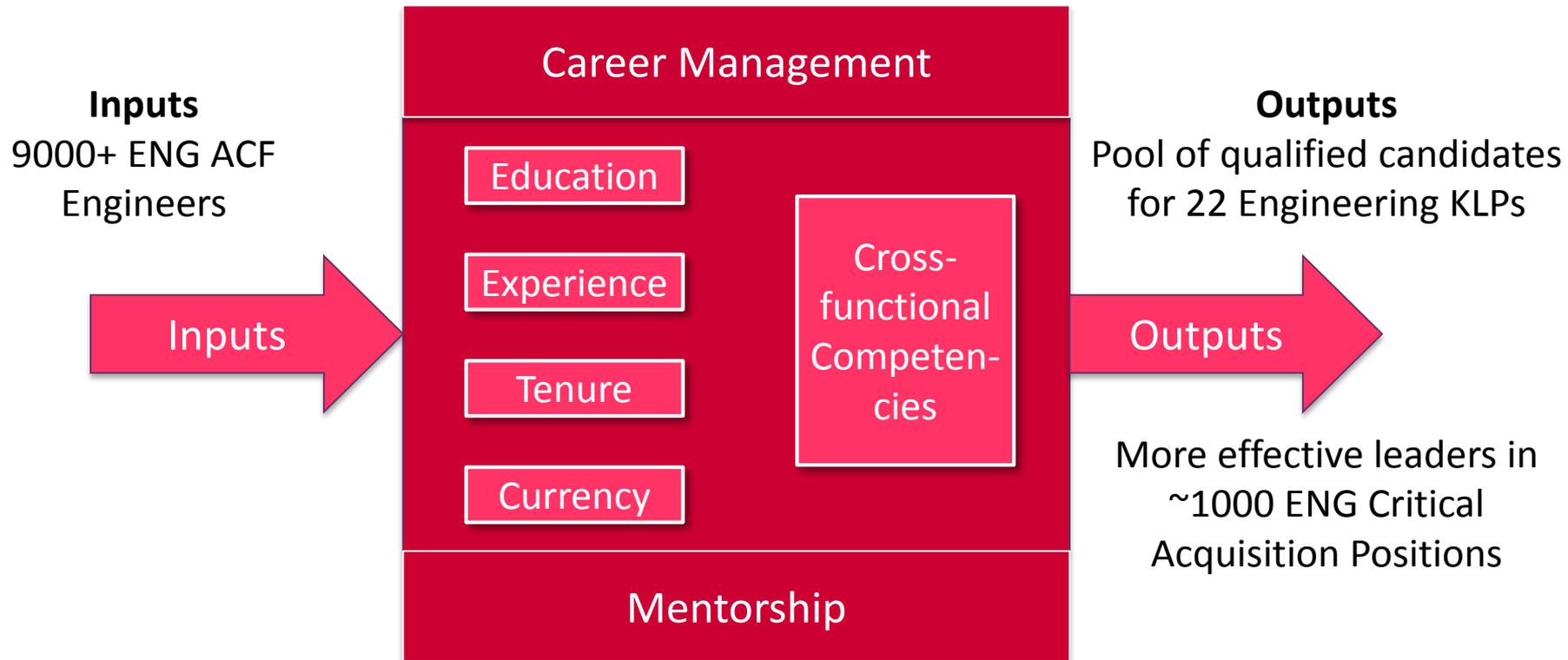
Currency

# Army Career Development System



Elements to be coordinated, integrated  
and actively managed

# Army Career Development System



- **Education:** More than 80% of ENG ACF engineers have Bachelor's degrees and one-third have advanced degrees. The Army Acquisition Education, Training, and Experience (AETE) program and the Acquisition Tuition Assistance Program (ATAP) provide support for acquisition personnel who wish to pursue additional educational opportunities.
- **Experience:** Today's career development system reliably produces competent Level III certified ENG ACF engineers to fill positions at the GS 13 level. At GS 14/15, the Army's Senior Enterprise Talent Management (SETM) program is designed to prepare participants for positions of greater responsibility through advanced senior-level educational and developmental experiences.
- **Tenure:** While rotational assignments for career development are provided, formal agreements are not commonplace and where they exist, are more often time-bound than based on the achievement of specific program and developmental milestones.

- **Currency:** The AT&L continuous learning policy requires 80 continuous learning points (CLPs) every 2 years and 95% of acquisition professionals are estimated to regularly meet that standard.
- **Cross-functional competencies:** While KLP leaders have certainly developed a broad range of cross-functional competencies, anecdotal evidence suggests that these competencies were acquired in an ad hoc fashion, rather than through a formal, systematic and actively managed process.
- **Mentorship:** The Army Mentorship Program appears to be excellent and has been in existence for nearly a decade; however, only 13% of the civilian workforce recognize that they have had help from a formal or informal mentor.
- **System Integration:** The Army already has most of the components required to build an effective career development system, but these elements have been separately developed, are separately administered, and need to be refined, coordinated and integrated into a coherent whole.

“Expand the RT-104 model for developing Army civilian systems engineers in the Army’s Engineering Acquisition Career Field (ACF) to assist in developing Lead and Chief Systems Engineers for Key Leader Positions (KLPs).”

- **Specific Research Tasks:**

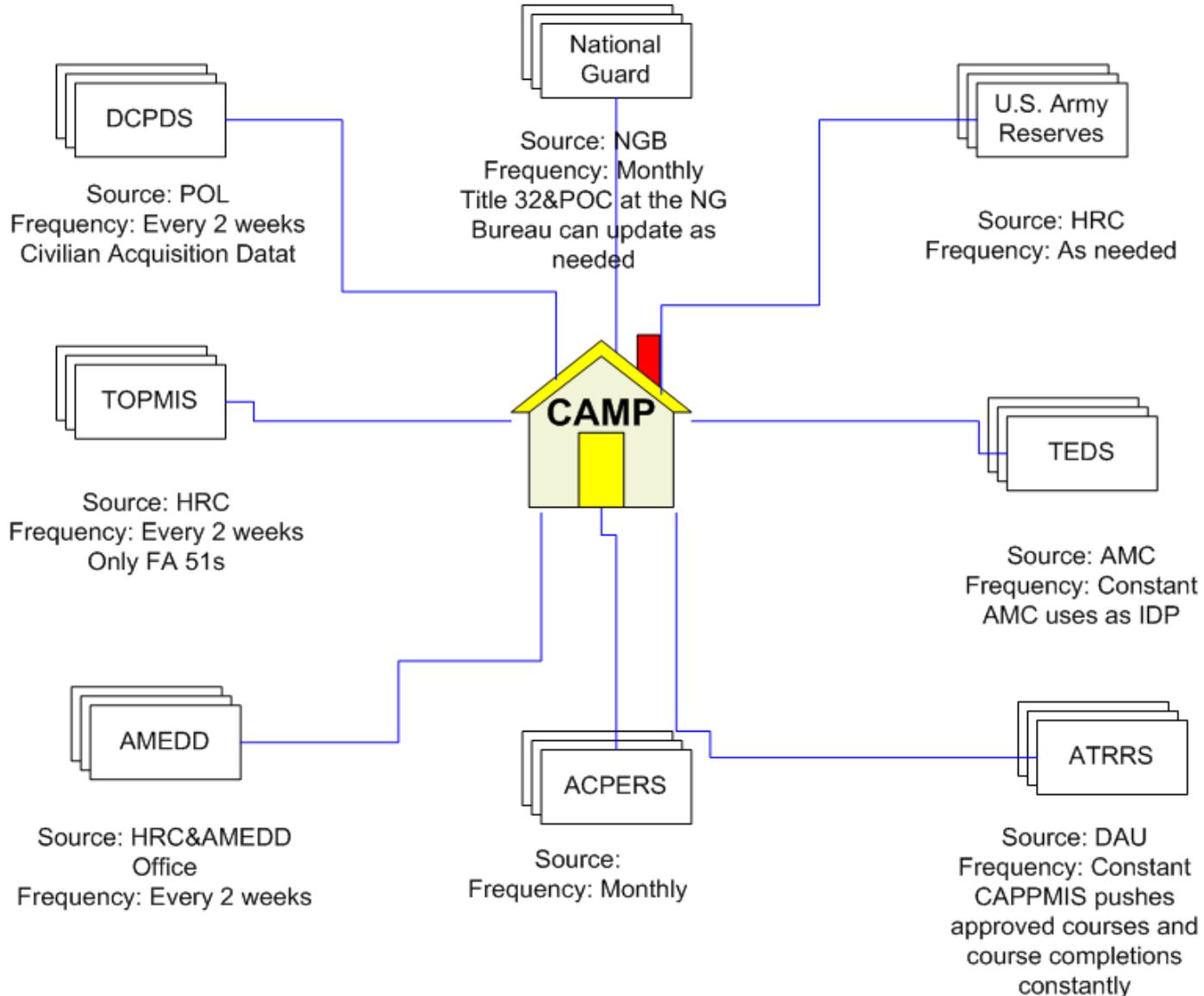
- ***Subtask 1 - Education & Experience:*** Recommend a productive link amongst the multiple databases that comprise Army Career Acquisition Management such as the Career Record Brief and Army Career Tracker
- ***Subtask 2 - Tenure & Cross Functional Competencies:*** Recommend a Personnel Rotational Model as an expansion on the RT 104 Tenure and Cross Functional recommendations
- ***Subtask 3 - Army Mentorship:*** Recommend how best to incentivize the Army Mentorship Program amongst the Engineering ACF workforce
- ***Subtask 4 - Currency & Continuous Learning Modules:*** Prioritize Continuous Learning Modules (CLMs) for KLP development and provide a recommended CLP catalogue

**Period of Performance:** June 2014 – January 2015

- The RT-121 research plan ‘reduced’ the task to four subtasks
- As discovery proceeded, it became increasingly clear that the subtasks overlap and are closely coupled
- This status report is limited to interim findings for each of the subtasks individually
- The final report will also address the coupling between the subtasks and provide recommendations within a more holistic framework

- **Subtask 1 - Education & Experience:** Recommend a productive link amongst the multiple databases that comprise Army Career Acquisition Management such as the Career Record Brief and Army Career Tracker
  - Understand DACM's overarching Acquisition Career Management System databases and interrelationships
    - What are the databases & what do they contain?
    - How are they maintained? Managed? Linked?
    - Is the data analyzed and/or measured against mandates and/or planned education and/or experience roadmaps ?
    - Are there expected/presented responses to the measurements?
    - Are there education/experience elements within supervisors/leaders performance appraisals?
  - Define the terms and context of a 'Productive Link'

# Career Acquisition Management Portal



## Strengths

- CAMP provides an effective interface for aggregating and consolidating data from numerous relevant databases and making them available to both individuals and their organizations
- CAMP also provides a convenient means for acquisition personnel to maintain their Acquisition Career Record Brief (ACRB) and prepare an Individual Development Plan (IDP)

## Limitations

- CAMP is primarily transaction-oriented
- It supports a highly distributed, individual development approach that may not be adequate to meet overall organizational needs
- It facilitates the “how” of preparing an IDP, but does not address the “why”
- It captures the positions an individual has held and the roles they have played, but not the competencies they have acquired or the accomplishments that demonstrate them

- ***Subtask 2 - Tenure & Cross Functional Competencies:*** Recommend a Personnel Rotational Model as an expansion on the RT 104 Tenure and Cross Functional recommendations
  - Are there representative sets of desired and/or measureable outcomes of rotational assignment programs?
  - Are there representative sets of KLP qualification requirements, board processes, and/or qualification criteria?
  - How would PEO & KLP requirements differ?

## Strengths

- The Senior Enterprise Talent Management (SETM) program offers GS 14/15 personnel opportunities to broaden their skills and prepare for greater challenges through short-term or longer term rotational assignments

## Limitations

- Rotational assignments appear to be focused on the position to be filled, not the competencies to be demonstrated or the value to be created

- **Subtask 3 - Army Mentorship:** Recommend how best to incentivize the Army Mentorship Program amongst the Engineering ACF workforce
  - Understand the DACM's mentorship initiatives to assess application to the Engineering ACF workforce
    - Are there ongoing Formal/Informal mentorship initiatives?
    - Are there Mentorship 'communities of interest' with a list of mentors?
    - Has DACM conducted Mentorship focus group sessions? Data available?

## Strengths

- The Army Mentorship Program appears to be an excellent mechanism for establishing and sustaining voluntary, developmental relationships between a person of greater experience and one of lesser experience

## Limitations

- Despite the existence of the Army Mentorship Program for nearly a decade, only 13% of the civilian workforce recognize that they have had help from a formal or informal mentor in planning their career paths
- Mentoring appears to be treated as an end in itself, not as a component of a comprehensive career development culture
  - As an example, the Army Mentorship Program is housed on the MyArmyBenefits website

- **Subtask 4 - Currency & Continuous Learning Modules:** Prioritize Continuous Learning Modules (CLMs) for KLP development and provide a recommended CLP catalogue
  - Where is the current catalog of FIPT approved CLMs?
  - What are the DACM's thoughts forward vis a vis assessing the CLMs against KLP requirements?

## Strengths

- DAU offers a large number of Core Plus courses for expanded training beyond the basic requirements at each DAWIA level
- KLP requirements and preferences are included in the DAU Catalog along with certification standards and recommended CORE Plus training for each DAWIA Level

## Limitations

- Both the required and recommended courses address individual topics or functional skills, not the holistic perspective required of technical leaders

- Formulate a set of specific recommendations to address the identified limitations for each of the four subtasks
- Define the coupling between the subtasks to provide a more integrated perspective on improvement opportunities
- Develop a set of top-level recommendations within this more holistic framework
- Incorporate all findings and recommendations in a final report to be delivered to ASA(ALT) SoSE&I by January 31, 2015