COMMUNITY RECREATION CAREER PLAN

IMCOM G9
Community Recreation (FMWR-CR)
2405 GUN SHED RD.
FORT SAM HOUSTON, TX 78234-1223
Family and Morale, Welfare and Recreation (FMWR)
Community Recreation (CR)
Career Plan

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Introduction
The Community Recreation (CR) Career Plan is a structured, progressive, and sequential approach to employee development within Community Recreation (Family and Morale, Welfare, and Recreation (FMWR)). The FMWR CR Career Plan is a competency-based, career progression "road map" that blends training and self-development to systematically enhance individual performance and potential.

Scope and Applicability
This CR Career Plan is intended for the Nonappropriated Fund, General Schedule, and Wage Grade, employees who work within the FMWR Community Recreation Division. Principal among these are the specialty, job series, and FMWR position title identified below under coverage. Under the Department of Army Nonappropriated Fund Pay Band System, FMWR position titles may vary from those listed.

The Plan identifies training and development needed to sustain and improve the ability of the FMWR CR workforce to successfully execute its diverse responsibilities. The plan provides a path by which to further develop competencies through experience, education, training, and personal career planning. The overall goal of the FMWR CR Career Plan is to prepare the individual FMWR CR employee systematically for positions of increased responsibility. The plan is instrumental to assist Army Professionals with personal career goals. The following table is not inclusive; it lists the titles on the career ladders by job series.
## COVERAGE

<table>
<thead>
<tr>
<th>Job Series</th>
<th>Specialty</th>
<th>FMWR Position Title (varies with location)</th>
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<tbody>
<tr>
<td>0030</td>
<td>Sports Specialist</td>
<td>SPORTS FITNESS &amp; AQUATICS CHIEF</td>
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<td>INDOOR FACILITY MANAGER</td>
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<td>HEAD LIFE GUARD/ASST MGR NAF</td>
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<td>OUTDOOR RECREATION CHIEF</td>
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<td>0301</td>
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<td>ADMINISTRATIVE MANAGEMENT SPECIALIST</td>
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<td>COMMUNITY RECREATION CHIEF</td>
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<td></td>
<td>MOBILIZATION &amp; DEPLOYMENT SPECIALIST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPECIAL EVENTS COORDINATOR</td>
</tr>
<tr>
<td>0340</td>
<td>Program Manager</td>
<td>PROGRAM REGIONAL MANAGER</td>
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<tr>
<td>0343</td>
<td>Management &amp; Program Analysis</td>
<td>MANAGEMENT ANALYST</td>
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<td>1001</td>
<td>General Arts and Information (MWR)</td>
<td>ARTS INFORMATION SPECIALIST ENTERTAINMENT SUPV</td>
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<td></td>
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<td>SOLDIER ENTERTAINMENT MANAGER</td>
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<tr>
<td></td>
<td></td>
<td>ENTERTAINMENT TECHNOLOGY SPECIALIST (AUDIO AND LIGHTING)</td>
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<tr>
<td>Job Series</td>
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<td>FMWR Position Title (varies with location)</td>
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<tr>
<td>1051</td>
<td>Music Specialist</td>
<td>MUSIC SPECIALIST</td>
</tr>
<tr>
<td>1054</td>
<td>Theatre Specialist</td>
<td>THEATRE SPECIALIST</td>
</tr>
</tbody>
</table>
| 1056       | Art Specialist | ART SPECIALIST SUPERVISORY ART SPECIALIST  
|            |            | ARTS AND CRAFTS PROGRAM MANAGER |
| 1101       | General Business & Industry (MWR) | ARTS AND AUTO CRAFTS SUPERVISOR AUTO SPECIALIST |
| 1410       | Librarian | (Dual proponency with CP 34)  
|            |            | LIBRARIAN |
| 1411       | Library Tech | (Dual proponency with CP 34)  
|            |            | LIBRARY TECH |
| 1410       | Librarian |  
|            |            |  
|
Objectives

The overall developmental goal of the FMWR CR Career Plan focuses on the following objectives:

**Short-Term Desired Outcomes**
1. To assist supervisors and employees to identify training offered.
2. To maximize Army Professionals job proficiency and quality of service.
3. To provide Army Professionals and their supervisors with a reference to assist in determining appropriate training to enhance on-the-job performance and to prepare the employee for progressively more responsible positions.

**Long-Term Desired Outcomes**
1. To enable Army Professionals to plan and sequence appropriate career training and development. Recording plan using the Individual Development Plan (IDP).
2. To indicate alternative methods of acquiring and enhancing competencies necessary for career growth.
3. To develop and strengthen employee professional qualifications and leadership abilities in preparation for assuming executive positions.

Career Progression

The size and occupational diversity of the FMWR CR workforce dictate a broad-based FMWR CR structure. The FMWR CR career field encompasses many various functional areas (Sports/Fitness/Aquatics, Libraries, Outdoor Recreation, Recreation Centers, Community Activity Centers, Arts and Crafts, Auto Skills, Leisure Travel Services, Community Theatre and Entertainment). Each highly specialized and requiring a great deal of technical knowledge. Numerous occupational series are represented in each of their functional specialties.

The FMWR workforce is unique in that it is managed by two distinct personnel systems: appropriated fund (APF) and nonappropriated fund (NAF). As a result, Army Professionals have opportunities to progress from entry level, through specialist levels, to management level and executive/senior executive level career positions.

The importance of overall career field "cohesiveness" and movement among functions is emphasized and recognized. FMWR CR Army Professionals should pursue opportunities to gain experience in other program functions whenever feasible.

The generic FMWR CR career ladder at Figure 1 outlines potential progression patterns for horizontal, vertical, and diagonal career movement. The type of move that is appropriate for any given individual will depend on that employee's particular educational background, job experience, training, developmental assignments, and the requirements of the target position. Army Professionals are encouraged to gain the broadest possible range of functional and command experience, and to seek promotions to other FMWR specialties when they possess the appropriate qualifications. The FMWR CR progression path flows through installation positions to positions at either Installation Directorate (ID) or HQ level as depicted in figure 1 for FMWR for FMWR CR. It graphically depicts progression with-in that career specialty leading to, and culminating in, the installation Director, Family and Morale, Welfare, and Recreation.
Career growth depends to a great extent on personal mobility, leadership training, FMWR job-specific training, self-development efforts, on-the-job-training in developmental assignments, and employee performance. Advancement normally occurs in two broadly defined paths within levels of progression: Specialist and Generalist.

Specialist: Army Professionals in this career track usually possess extensive technical knowledge in a specific occupational function, acquired either through education or on-the-job and formal training.

Generalist: Army Professionals having substantial management knowledge with a broad comprehensive understanding of the FMWR CR functional area. This combination of management experience and subject matter knowledge allows generalists to progress to key installation positions as well as selected positions at ID and HQ IMCOM levels.

CR Career Plan provides career development paths, including knowledge, supervisory knowledge skills, and abilities (KSAs) and training for Wage Grade and Craft and Trade positions for which CR Career Plan is the primary functional proponent.
## FIGURE 1

**CR Career Plan**  
Family and Morale, Welfare, and  
Recreation Generic Career Ladder

<table>
<thead>
<tr>
<th>Grade</th>
<th>Installation</th>
<th>IMCOM Directorate</th>
<th>IMCOM HQ G9</th>
</tr>
</thead>
</table>
| Senior NF-05/06 GS 13-15 | DFMWR (Director Family and Morale, Welfare & Recreation) | FMWR Chief | FMWR Chief  
Senior Executive |
| NF-05 GS 13-14 | DFMWR/Deputy Division Chief | Division Chief  
Branch Chief | Division Chief  
Branch Chief |
| NF-04/05 GS 12-13 | Division Chief  
Program Manager | Branch Chief  
Program Manager | Branch Chief  
Program Manager |
| NF-04 GS 11 -12 | Branch Chief  
Activity Manager  
Program Manager | Program Manager  
Program Specialist | Program Manager  
Program Specialist |
| NF-03/04 GS 7-11 | Program Manager  
Program Specialist | | |
| NF-03 GS 5-7 | Program Specialist | | |
| NF-01/02 GS 3 | Recreation Aid  
Recreation Assistant  
Enter/Intern Trainee | | |
| Clerical & Admin Wage Grade Craft & Trade | | | |

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[^1]: The table above outlines the career progression and leadership roles within the Family and Morale, Welfare, and Recreation (FMWR) department. Each grade level is associated with specific roles and responsibilities, progressing from entry-level positions to senior executive positions within the IMCOM (Installation Management Command) organization.
Trainee - Entry Level, Intern (bridge for Wage Grade, NA Craft and Trade, and clerical and administrative personnel to entry level positions, targeting career advancement to FMWR key positions.

This Generic Career Ladder is intended to allow for horizontal, vertical and diagonal movement among levels at all grades. Grades are subject to the scope of responsibilities of the position and may vary among installations.

Although this ladder only shows positions at the Senior NF-06 (GS-13-15 equivalent) as DFMWR or FMWR Chief the possibility of advancing to other career fields is available to FMWR employees such as CP 29 (Deputy Garrison Commanders, etc.).

A Career Ladder for each functional area is included in this career plan.

In accordance with the purpose of the CR Career Plan, FMWR career advancement may be defined in terms of four levels of competence. At each level, planned training, "build-on" or developmental assignments, and self-development are essential to quality job performance and creating the potential for advancement. The four MWR developmental levels are (1) Entry/Management Trainee, (2) Specialist, (3) Managerial, (4) Executive and Senior Executive.

**Entry Level**

At least initially, the entry level (GS 3 or NF-01/02) marks a stage whose central activity is learning and developing leadership skills. It follows that the greatest concentration of mandatory training occurs at this level, wherein basic competencies needed for successful job performance are acquired.

Clerical and Administrative, Wage Grade, and Craft and Trade may choose to enhance their career development by bridging over to an entry level position targeting a FMWR CR position, such as a NA Grounds Keeper Aid bridging over to NF and becoming a NF facility manager at the NF-03 level.

**Specialist Level**

Employees at this level (GS 5-7 or NF-03) receive training to build on and enhance their technical abilities. Courses contained in the FMWR Master Training Plan reflect this emphasis. Developmental assignments to other FMWR functional areas are encouraged for those who aspire to key positions requiring breadth of experience across several MWR functions. Developmental assignments are designed to:

a. Blend with training courses and other experiences (e.g., formal education) to form a sequential and progressive development plan.

b. Enhance staffing flexibility by strengthening the experience of employees to prepare them for managerial responsibilities.

c. Increase the proficiency of high potential personnel by providing the opportunity to (1) acquire additional competencies required by their occupational specialty; (2) obtain needed competencies in other related lines of work; or (3) prepare for managerial or executive responsibilities.
d. Broaden employees' perspectives by providing an understanding of operations in related functions or in other FMWR functional areas.

**Managerial Level**

Employees at the (GS 7-12, or NF-03/04) level should concentrate on improving or enhancing interpersonal skills as well as managerial, leadership and conceptual abilities. At this stage, self-development activities are strongly stressed, as is continued use of developmental assignments.

**Executive and Senior Executive Level**

At this level (GS 13-15 or NF-05/06) employees are expected to have in-depth knowledge of all aspects of FMWR CR operations, leadership and management. Managers are expected to sharpen insights into the dynamics of human and organizational behavior and to improve skills and personal understandings that increase work place effectiveness.

**Developmental Assignments**

a. Developmental assignments are powerful tools for personal and professional development. A developmental assignment can improve competencies, leadership skills, self-awareness, morale and organizational performance. Developmental assignments also promote learning, career planning, job enrichment, and career progression. Further, it is an effective way to tap into the valuable resource of high potential NAF/GS Army professionals and instill a culture of assisting and developing less experienced employees. NAF/GS Army professionals have the opportunity to apply to each developmental assignment system.

b. Supervisors are valuable resources for assessing an employee's current skills and recommending developmental opportunities (i.e., details, temporary promotions, reassignments, etc.) that may help meet the employee and organization's current and future needs.

c. Developmental assignments may or may not require a TDY to another location and are documented on personnel actions.

**Master Training Plan (MTP)**

1. The Master Training Plan (MTP) is a vital tool in career progression. The MTP provides the following five functions: (1) identifies the proficient requirements in terms of education, training and experience; (2) incorporates the Army Leader-Development training into a coherent, integrated career path; (3) integrates executive training, assignment-specific training, and cross-training in support of the FMWR mission; (4) identifies self-development activities and desired education at various stages of career development; and (5) provides a framework and guide for the development of the IDP.

The following provides a MTP for each functional area.

2. The MTP sets forth the career progression within FMWR CR in a logical, sequential, building block manner.

   a. At the entry-level within FMWR CR, the initial focus is on the technical training, reinforced by the assignments and specific experience required to acquire proficiency in that career field. Some positions have requirements for assignment specific courses that may be required before assuming the position or, in some cases, shortly after assignment to the position.
b. The same pattern continues at Level II. The careerist who is proficient at Level II next concentrates on courses at Level III. This would be supplemented by cross-training / developmental assignments / rotations in these career fields.

3. MTP provides the employee with a career path, plan of education, training, and experience to acquire the competencies supporting career progression in FMWR CR. In each functional area we provide the technical competencies associated with the occupational series. The FMWR Competency Model is used by employees, supervisors, and managers to ensure that individuals have the skills necessary to perform satisfactorily at a given level. The competencies are organized in a logical, sequential, and building block fashion. Initial basic level competencies establish fundamental qualifications and expertise in the career field, with a combination of specialization and broadening of skills in the competencies required at Levels II and III.
Competency Model
The following competencies are those required for professional excellence

Competency Definition
A competency is a characteristic and measurable pattern of knowledge, skills, and behaviors, which underlie and drive superior performance on the job.

Core Competencies
Leading People
Change and Continuous Improvement
Business and Technical Proficiency
Communication
Drive for Results
Supervision
*Functional (unique to every job – https://www.imcomacademy.com/ima/?page_id=1789)

Competency Definitions

Leading People
Drives shared vision, values and goals. Influences people so that they will willingly follow.

Leadership: Translates vision into action and influences others to accomplish the mission.

Teambuilding/Teamwork: Promotes collaborative approaches to opportunities, issues and problems.

Conflict Management: Manages and resolves conflicts and disagreements in a positive and constructive manner.

Enabling and Developing Others: Provides the means, knowledge, empowerment and/or opportunity to create an environment that supports professional growth.

Interpersonal Skills: Considers and responds appropriately to the needs, feelings, capabilities, and interests of others.

Leveraging Diversity: Recognizes, respects, and taps the abilities of diverse individuals and groups.

Change and Continuous Improvement
Improve processes, products, programs, performance, and services.

Continual Learning: Promotes an environment that values and seeks training, feedback, and opportunities for development of self and others.

External Awareness: Stays informed of organizational operating guidelines, trends, special interests, other issues; and considers impact on the organization.
Flexibility: Adapts and responds quickly to changes in the workplace environment.

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.

Strategic Thinking: Formulates long-term strategies consistent with the organization’s mission.

Creativity/Innovation: Develops new insights and applies innovative solutions to make organizational improvements.

Leading and Managing Change: Guides organizational changes in a planned and systematic fashion.

**Business and Technical Proficiency**
Appropriately applies best practices to meet organizational goals and mission requirements.

Technology Management: Seeks information about and applies new technology to meet organizational needs.

Functional Proficiency: Demonstrates operational proficiency in current occupational series.

Resource Management: Applies principles of financial, personnel, and/or material management.

Organizational Awareness: Exhibits understanding of the structure of the organization, its relationship to the individual’s position and the larger system.

**Communication**
Exchanges ideas, messages, and information.

Oral Communication: Expresses facts and ideas clearly in conversations and interactions, and actively listens to others. Establishes and/or participates in open exchanges of ideas, information and knowledge.

Written Communication: Expresses facts and ideas in writing in a clear, concise and organized manner.

Influence and Negotiation: Persuades persons or events, builds consensus, and gains cooperation from others.

**Drive for Results**
Directs processes to accomplish desired outcomes

Customer Service: Anticipates and focuses on the needs of customers.

Accountability: Holds self and/or those supervised responsible for meeting obligations.

**Supervision**
Exercises sound personnel management practices consistent with command priorities including responsibilities for selecting, assigning work, evaluating, rewarding, disciplining, and other life-cycle personnel functions.

**Conduct Management:** the action(s) of communicating and enforcing reasonable rules and standards of behavior and taking appropriate action when an employee deviates from acceptable forms of behavior.

**EEO Implementation:** the action(s) of adhering to all principles and laws that protect individuals by prohibiting discrimination on the basis of: race, color, national origin, sex, religion, and/or age.

**Employee Programs:** the action(s) of promoting and implementing practices to promote wellness, refer employees to employee assistance programs when appropriate, reduce the threat of violence in the workplace, support labor management relations, and follow grievance processes.

**Employee Process:** the action(s) of managing the employment processes of recruiting, interviewing, and selecting qualified staff to fill vacant positions

**Performance Management:** the action(s) of integrating performance, pay, awards, and employee development systems to improve individual and organizational effectiveness

**Position Management:** the action(s) of aligning number and categories of positions with workload to ensure effective and efficient use of manpower

**Supervising Local Nationals (where applicable):** the action(s) of exercising sound management practices consistent with nation and command guidance.

**Workload Management:** the action(s) of assigning and scheduling and managing attendance to balance need to accomplish the mission and accommodate employees who want to or need to be absent from work
Training Sources

The development of competent leaders is one of the Army's stated and fundamental imperatives. Its driving principle is that leaders must be appropriately prepared for increasingly responsible positions. This mandate is accomplished through a combination of schooling, assignments, and self-development.

The Army ACTEDS training catalog is published each fiscal year and is available at the civilian personnel online web site http://www.cpol.army.mil/library/train/catalog/. The Training Catalog describes both the Army's Civilian Leader Development Core Curriculum and the courses associated with it; describes each Senior Service College Program; provides details of Army Career Program Functional Chief Representatives’ Competitive Professional Development Programs and describes other government and non-government courses. The catalog provides a calendar of professional and long-term training opportunities each fiscal year and a number of Online forms for course registrations.

Another source of training can be found at http://www.army.mil/ako/. Numerous e-learning courses are offered through the Army e-Learning Program along with other available training resources.

Complementing the Army-wide training, within the FMWR career field, a strong institutional training foundation has been established. It rests on courses developed and delivered by the College of Installation Management, MG Robert M. Joyce School for Family and MWR. The FMWR Master Training Concept, in conjunction with the ACTEDS for CP29, forms the basis of the FMWR School curriculum.

Together, these guidelines provide a structured, progressive, and sequential approach to FMWR Army Professionals development and training for entry-level through executive-management positions. The College of Installation Management, MG Robert M. Joyce School for Family and MWR is a full-fledged brick and mortar institution of professional learning and career development. Over 50 courses and training programs are provided both at the Academy and via web-based training. Most of the courses are recommended for award of college credit; all courses qualify for Continuing Education Units (CEU's). Enrollment in these courses is accomplished on-line at http://www.imcomacademy.com/ima/ at this website; the College of Installation Management, MG Robert M. Joyce School for Family and MWR also supports employee performance through a variety of methods including:

- Collaboration tools
- Performance support tools/job aids
- Individual skill gap analysis
- Competency based professional development analysis
- Self-report of external training and competency proficiency
- Supervisor competency assessment
The performance support tools listed above allow the supervisor and employee to create a comprehensive long-term professional development plan. Part of that development plan is identifying both annual and long-term training.

FMWR CR CAREER PLAN training is divided into two broad categories:

1. Universal training and 2. Competitive professional development. Universal training is provided to all Army Professionals having similar duties and responsibilities. Under the competitive professional development program, individuals apply and compete for selection for training. Its design is to train and develop high potential Army Professionals for FMWR CR positions of greater responsibility. Specific terms and priorities related to these categories follow.

Universal Training: "For Performance On-The-Job"

Core. The training is mission essential; is mandated by higher authority (law, OPM, DOD), or HQDA as a CR CAREER PLAN leader development core course, or the employee must take it to support and/or achieve an acceptable performance level. Successful completion of this training within the specified time period will be considered a factor in determining that an employee and/or supervisor has satisfactorily completed the required probationary period. Example of this type training would be the CES Basic Course.

The training is necessary for peak on-the-job performance and directly affects the quality of mission accomplishment. The training should be funded; however, it may be deferred if resources are not available. Examples of this type training would be FMWR Basic Management Course, FMWR Division Chief Course.

Competitive: This category includes competitive programs such as:

a. Advanced Course through the Civilian Education System (CES)
b. Secretary of the Army Research and Study Fellowship
c. Army Congressional Fellowship Program
d. Senior Service Colleges
e. Defense Leadership and Management Program (DLAMP)
f. National Security Management Course

For complete, up-to-date information on opportunities and how to apply for competitive opportunities, see the annual ACTEDS Training Catalog located at http://cpol.army.mil/library/train/catalog

Self-Development Activities

Self-development activities are another source of training/development and will increase employees' knowledge, improve their competence in their area of interest, and offset any limitations identified in the career planning process. A self-development activity is an individual, voluntary effort that is initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve planned career goals. This plan encourages employees to take advantage of Army correspondence courses and opportunities for study at local colleges. It encourages professional reading and participation in professional associations.
Individual Development Plan

Purpose

Career planning is the process of systematically matching an individual's aspirations with opportunities for achieving them. Using the IMCOM CR Plan, training and education is documented on the Individual Development Plan (IDP). The IDP is a written blueprint and serves as a contract between the supervisor and the employee. The IDP enhances current performance and prepares the employee for assignments at higher levels. It supplements annual career appraisals by forecasting training, education, and other developmental activities. IDPs are progressive and sequential and should address the training, education, and career development activities that ultimately will result in making the employee highly competitive for career advancement. The supervisor and Army Professional jointly develop the IDP by honestly and candidly reviewing past performance to highlight competencies needing improvement or development. Based on this analysis, plans can be developed that are consistent with long-term functional needs and employee career goals. Counseling sessions and review of IDPs should be incorporated into the regular performance appraisal cycle when performance goals, objectives, and standards are being set and evaluated. Additionally, semiannual review of IDPs will provide close continuity with the budget process and allow for revisions and re-development of plans based on changing mission, technology and personal career goals. The IDP in the College of Installation Management website is the official form that all Community Recreation professionals are to use. Periodic changes and annual updates should be made to maintain a current IDP. Course must be listed on approved IDP to attend most courses. College of Installation Management Command, MG Robert M. Joyce School for Family and MWR
http://www.imcomacademy.com/ima/.
SPORTS, FITNESS, AQUATICS CAREER LADDER
LIBRARY CAREER LADDER

CR-Chief
NF-04/05

Library Director
NF-04

Librarian
NF-03

Library Tech
NF-03
RECREATION PROGRAM CAREER LADDER

CR-Chief
NF-04/05

Recreation Specialist/RDS
NF-03/04

Operations SPC
NF-03

Recreation Asst
NF-02/03
RECREATION CENTER CAREER LADDER

CR Chief
NF-04/05

Recreation Ctr/WZ Supv
NF-03/04

BOSS
NF-02/03

Recreation Asst
NF-02/03

Cook Leader
NL-04

Gaming Tech
NF-03

Recreation Aide
NF-01/02

Cook
NA-06

Cashier
NF-01
OUTDOOR RECREATION PROGRAM CAREER LADDER

CR Chief
NF-04/05

Outdoor Rec Director
NF-04

Recreation Area MGR
NF-03/04
- Asst MGR NF-03
- Maintenance NA-05
- Recreation Asst NF-02
- Recreation Aide NF-01

Equipment Checkout
NF-03/04
- Asst MGR NF-03
- Maintenance NA-05
- Recreation Asst NF-02
- Recreation Aide NF-01

Camp GRD/RVP MGR
NF-03/04
- Asst MGR NF-03
- Maintenance NA-05
- Recreation Asst NF-02
- Recreation Aide NF-01

Hunting/Rod & Gun MGR
NF-03/04
- Asst MGR NF-03
- Maintenance NA-05
- Recreation Asst NF-02
- Recreation Aide NF-01

Stables MGR
NF-03/04
- Animal Caretaker NA-04
- Recreation Asst NF-02
- Recreation Aide NF-01

Outdoor Rec Programmer
NF-03/04
- Recreation Asst NF-02/03
LEISURE TRAVEL CAREER LADDER

CR Chief
NF-04/05

Leisure Travel Supv
NF-03/04

Travel Agent
NF-02/03

Travel Specialist
NF-02/03
ENTERTAINMENT CAREER LADDER

- CR Chief
  NF-04/05

- Entertainment Supv
  NF-03/04
  - Music SPC
    NF-03
  - Theater Specialist
    NF-03
The Community Recreation Career Progression Path

Family and MWR Training augments but does not duplicate Civilian Education System (CES)

Executive Development for Directors of Family and MWR (R)

Executive Leadership and Management for Family and MWR Division Chiefs (R); Leadership and Management for Business and Community Recreation Division Chiefs (R)

NAF Contracting Made Easy for Program Managers (V); NAF Internal Controls (V); Implementing the Family and MWR-Delivery System (V); Programming and Special Events (R); NAF Personnel Management (V); NAF Financial Management (V); Business Plan Development (O); Advanced Recreation Management (R)

Family and MWR Basic Management Course (O); Family and MWR Budgeting and APF Support (O); Family and MWR Budgeting in the NAF System (O); Applied Financial Planning: Income Statement Analysis (O); Applied Financial Planning: Breakeven Analysis (O); Applied Financial Planning: Forecasting (O); Applied Financial Planning: Retail Sales Accountability (O); RecTrac Online Training (O); Introduction to Sports Management (O)

Family and MWR Orientation (O); Team Member Orientation (R at Garrison); Operation Excellence – Customer Service Training (O or R at Garrison); Introduction to the Family and MWR Delivery System (O)

O = Online
V = Virtual (Instructor led/synchronous)
R = Residential (classroom)
The CR Plan is a career-progression path that combines training, operational assignments, and self-development to systematically enhance individual employee performance and potential. The plan in combination with other information contained in this plan prepares the CR employee thoroughly for positions of increased responsibility.