



**ARMY WORKFORCE  
DEVELOPMENT ROADMAP  
FOR THE  
CONTRACTING AND ACQUISITION  
(CP-14 ) CAREER PROGRAM**

**MAY 2006**

**SIGNED/ISSUED BY  
CP-14 Functional Chief Representative**

# Army CP-14 Workforce Development Roadmap



DEPARTMENT OF THE ARMY  
OFFICE OF THE ASSISTANT SECRETARY OF THE ARMY  
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30 May 2006

## MEMORANDUM FOR MEMBERS OF THE CONTRACTING AND ACQUISITION CAREER PROGRAM

**SUBJECT:** Army Workforce Development Roadmap for the Contracting and  
Acquisition (CP-14) Career Program

Attached is the Department of the Army Contracting and Acquisition Career Program (CP-14) Career Development Roadmap. A team of Army Principle Assistants Responsible for Contracting (PARCs) and functional representatives from their organizations has diligently worked on this roadmap to provide you a practical, user-friendly tool for understanding, planning, and navigating your career in Contracting and Acquisition. This Roadmap provides members of CP-14 and their managers direction and answers to questions about career progression, education, training, experiences, and leader development.

Ultimately, each individual is responsible for establishing their personal career goals and developing the strategies to achieve those goals. The Roadmap is helpful by providing general guidelines to be used in consultation with the employee's supervisor, manager or other career management resources. Activity and Major Army Command (MACOM) Career Program Managers must take the initiative to be available to their workforce for consultation. Career Program members are encouraged to seek advice as necessary on Acquisition Workforce requirements from the regional Acquisition Career Managers or their proponent representative at the Acquisition Support Center. Career development assistance is also available from the Contracting and Acquisition (CP-14) Career Program Office.

A handwritten signature in black ink, appearing to read "E. Ballard".

E. Ballard  
Deputy Assistant Secretary of the Army  
(Policy and Procurement)

CF:  
Army Acquisition Executive  
Army Principal Assistants Responsible  
for Contracting

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## **INTRODUCTION**

Contracting and Acquisition business management professionals of the new millennium are recognized as professionals with broad acquisition knowledge, outstanding business and management acumen, and demonstrated expertise in developing and applying effective business solutions to accomplish the spectrum of acquisition missions. This new breed of contracting professional is mission focused, customer oriented, and forward thinking. They are innovative and proactive "doers" who overcome the limitations of stovepipe processes and think and act in terms of "mission accomplishment" and "product or service fulfillment." Contracting business managers understand their customers' missions and business processes, providing the customer with effective business solutions to accomplish missions and achieve goals and objectives. They are full partners in the totality of acquisition life cycle management; advising and assisting customers to effectively plan and project needs, define requirements, and develop sound acquisition strategies and advocacy approaches that support prudent decision-making. Contracting professionals advise in the development of requirements documentation that will support the negotiation of best value business arrangements meeting the goals of both customer and supplier. Additionally, contracting business managers partner with suppliers to better understand their products and processes and the dynamics of their business sector and overall market. They are cognizant of current and projected economic conditions, defense requirements, and the impact of each on industry. Contracting professionals are knowledgeable of their suppliers' operating cycles and the key drivers of investment and internal operations decision-making, using this knowledge to manage risk and to develop and negotiate mutually beneficial business arrangements. Contracting professionals strive to continuously enhance their awareness, knowledge competencies, and capabilities through learning and experience by using, capturing, and sharing knowledge to the overall benefit of their organization and the Army.

To become a competent contracting business management professional you must have:

- Technical Competence
- Leader Competence
- Broad Contracting Experience
- Business Acumen
- Networking, Interpersonal, & Customer Relationship Skills
- Outstanding Professional Reputation
- Academic Credentials

## **SCOPE**

The Roadmap applies to all Department of the Army CP-14 personnel who are assigned to Acquisition Career Fields of Contracting, Purchasing, Production, Quality and Manufacturing, and Industrial/Contract Property Management.

## **REFERENCES**

Army Civilian Training, Education and Development System (ACTEDS), Contracting and Acquisition Career Field, (CP-14), July 2005.

[http://cpol.army.mil/library/train/acteds/CP\\_14/](http://cpol.army.mil/library/train/acteds/CP_14/) .

## **OBJECTIVE**

The Roadmap provides a guide for the career development of contracting and acquisition (CP-14) personnel to help ensure the Army has well-trained and highly skilled professionals empowered to carry out its mission.

## **CP-14 COMPETENCY ROADMAP**

Workforce development is the series of experiences and challenges (job assignments), combined with formal education and professional training opportunities that develop our workforce. The goal of workforce development is to build future leaders who have required skills, knowledge, and abilities to execute diverse missions. Development starts early within a career through deliberate assignments that will help people achieve their professional career goals as well as meet the Army's mission needs. Workforce development is fundamental to the continued success of our Army and requires a commitment from Army senior leaders to place more emphasis on mentoring and career guidance. One of the primary goals of workforce development is ensuring individuals clearly understand what role they play in their development.

Workforce Development is based on a doctrine composed of three levels -- tactical, operational, and strategic. At the tactical level, you should concentrate on learning a primary skill. At the operational level, the focus is on understanding the Army perspective with secondary focus on a complementary skill. At the strategic level, you combine primary and complementary skills to understand how the Army interacts with the joint military environment. To help you make informed decisions throughout your career, Army Contracting has developed roadmaps for each occupational series and a career pyramid. The roadmaps are designed to provide you with an understanding of the education, certification, leadership competency levels, and career advancement criteria for each series in our career field. Their purpose is to establish a mutual understanding of career expectations between you, your immediate supervisor, and Army Contracting

## *Army CP-14 Workforce Development Roadmap*

senior leaders. These roadmaps assist you in making your most important career choices. The Competency Roadmaps for each series in CP-14 can be found at Tables 1-5.

Table 1. Contracting, 1102 Roadmap Competencies Matrix

Table 2. General Business & Industry, 1101 Roadmap Competencies Matrix

Table 3. Purchasing, 1105 Roadmap Competencies Matrix

Table 4. Industrial Specialist, 1150 Roadmap Competencies Matrix

Table 5. Industrial/Contract Property Management, 1103 Roadmap Competencies Matrix

### **CAREER PROGRESSION**

Career progression opportunities in CP-14 exist from the entry level to the Senior Executive Service (SES). Keep in mind, there is no single career path or checklist that guarantees you will become a senior contracting leader or a member of the Senior Executive Service. However, throughout your career you may have the opportunity to progress through tactical, operational, and perhaps strategic levels of development. The Army Contracting roadmaps will help you make informed decisions about your career at each level. These roadmaps are not intended to be all-inclusive, but to highlight important skills in the functional, business, professional, and leadership areas. Basically, career progression depends upon increasing levels of proficiency in necessary competencies acquired through both mandatory and desired education, training, and experience. The principal template for career progression in CP-14 is the Civilian Career Pyramid depicted in Figure 1. The pyramid goes hand in hand with the roadmaps discussed above.

The Civilian Career Pyramid notionally depicts career progression to the most senior levels in the CP-14 career program. The pyramid is color coded and divided into tactical (blue), operational (red), and strategic (green) levels of development. Color coding also correlates to where positions with this job title are located within the DA Contracting Community; in blue at the Major Army Command (MACOM), Major Subordinate Command (MSC), Field Operating Agency (FOA), and Installation; in red and green at the Headquarters, Department of the Army (HQDA), FOA, MACOM, MSC or Installation level. The pyramid portrays the various job titles covered by CP-14 and the range of grades generally associated with the job titles. Along the left side of the pyramid is a timeline of approximate number of years you could expect it to take to progress through the various levels. The number of years are only approximations and will vary depending on individual experience, education, location, opportunity and personal capability and initiative.

# CP-14 Civilian Career Pyramid

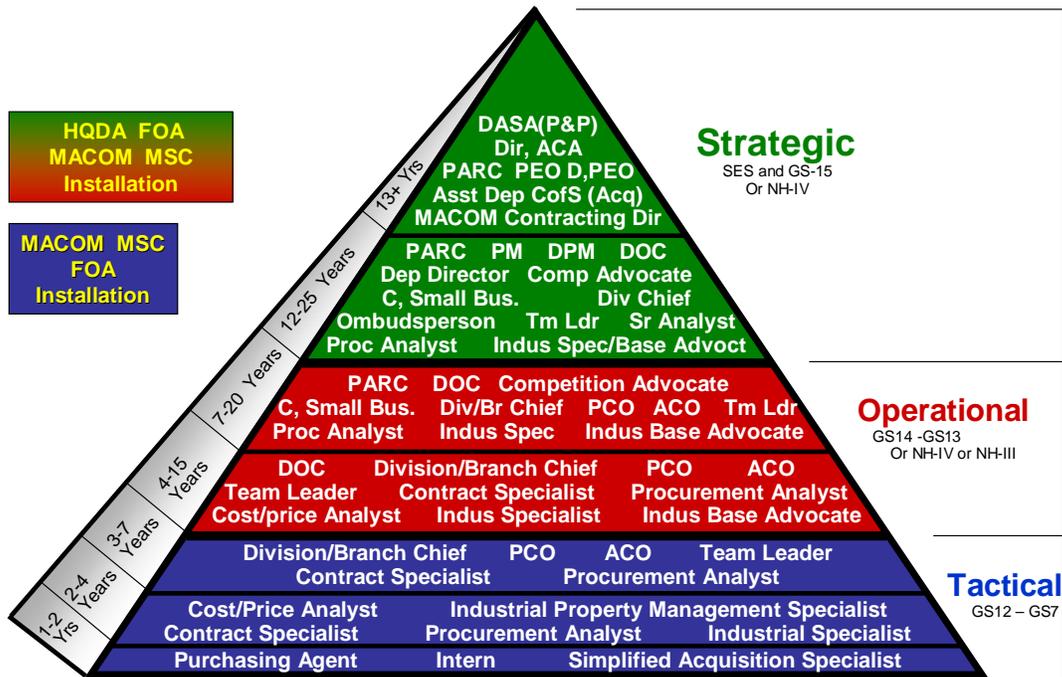


Figure 1.

The **Tactical** development phase focuses on learning basic contracting skills and functional competencies, gaining contracting depth, and developing business knowledge and skills with which to build your contracting career. Training and experience are essential for you to build a strong foundation of technical knowledge that will lead you to strong job performance and a certification in Contracting. As you progress through the tactical phase, you should develop enduring competencies that will serve you throughout your contracting career. You will also gain valuable communication and leadership skills. Formal education with a business background will be a key part of your development as a contracting professional.

The **Operational** development phase focuses on learning more complex contracting skills, functional competencies, and gaining breadth of experience. Once you have been at this level for a period of time, you will be considered an expert within your career field as well as a business advisor. Sharing your technical expertise, using your business acumen, and mentoring junior members of the contracting workforce are important aspects of this phase. At this point in your career, you may be in a team leader or supervisory role and should pursue

## *Army CP-14 Workforce Development Roadmap*

career broadening opportunities. You should also complete your graduate level formal education to expand your knowledge base and business skills.

The **Strategic** development phase focuses on developing and implementing strategic approaches to drive acquisition strategies and to lead organizations. Providing a role model in leadership and providing guidance and mentorship to other future leaders within the organization are important aspects of this phase. People in this phase are typically senior leaders of Army Contracting. Effective communication skills essential for leading an organization are stressed. Training focuses on senior level executive seminars and development programs. Strategic level leaders occupy key leadership positions within Army Contracting.

Career progression within some job titles and occupational series is limited because of the grade ceilings in those series. For example, Purchasing (Simplified Acquisition Specialist), 1105 series, peaks at the GS-10 level. If you are occupying a position in the 1105 occupational series with aspirations of attaining positions at the GS-11 and higher level, you should review the requirements for the 1102 series and incorporate the training and education requirements to support the transition to the 1102 series into your Individual Development Plan.

The same concept applies to the 1103 and 1150 series, although the grade structure is higher. For example, if you are in the Industrial Property Management, 1103 series, you will find positions from GS-9 to GS-13, but to progress to GS-15 you must look at the qualifications required to be competitive for the 1101 or 1102 series. The 1103s or the 1150s who aspire to SES level positions, must obtain the qualifications (education, training, and experience) necessary to be competitive for 1101 or 1102 positions.

Progression to Critical Acquisition Positions (CAPs), requires individuals meet the requirements for accession into the [Army Acquisition Corp](http://asc.army.mil/pubs/aac/default.cfm) (<http://asc.army.mil/pubs/aac/default.cfm>).

### **HIRING**

In order to obtain a quality, diverse candidate pool of applicants that meet CP-14 qualification requirements, a wide array of hiring authorities should be utilized to include: the Federal Career Intern Program (FCIP), Administrative Careers with America (ACWA), Student Career Experience Program (SCEP), and Student Temporary Employment Program (STEP) (to include the FAST TRACK Program which is a form of SCEP tailored to the CP-14 community).

In addition to looking for applicants who have just graduated from college, other sources such as applicants from other Agencies/Services and those with private industry experience should be sought.

## **INTERNS**

Interns are the lifeblood of the career program's future and are vital to the contracting mission. They ensure continuity of a professional, world-class, contracting and acquisition workforce. The CP-14 intern program provides highly qualified, talented, and motivated individuals an opportunity for accelerated promotions, career broadening assignments and specified training. The Master Intern Training Plan at [Appendix J of the CP-14 ACTEDS](http://cpol.army.mil/library/train/acteds/CP_14/appj.pdf) ([http://cpol.army.mil/library/train/acteds/CP\\_14/appj.pdf](http://cpol.army.mil/library/train/acteds/CP_14/appj.pdf)) provides a comprehensive plan which outlines the training necessary to obtain the core competencies interns should possess by the time they reach their target grade. An Individual Development Plan (IDP) will be developed for each intern. The IDP will consider the expertise and knowledge the individual has acquired prior to being an intern. It is essential that the IDP incorporate a variety of on-the-job training assignments to maximize exposure to the varied technical and leadership competencies.

## **EDUCATION, TRAINING, AND EXPERIENCE**

Education, training, and experience are three different, yet interrelated elements of your career development. It is recognized that each element has a unique and distinctive contribution to career development. The objective is to broaden the skill base of managers and specialists to meet both organizational and individual needs.

### **Education**

Education provides the basic academic tools and habits for effective training, job performance, and professional growth. Generally, a baccalaureate degree including or accompanied by at least 24 semester credit hours (or the equivalent) of study from an accredited institution of higher education in the following disciplines is either required or desired depending on occupational series, acquisition position category, and grade level of the position: accounting, business, finance, law, contracts, purchasing, economics, industrial management, marketing, quantitative methods or organization and management. A graduate degree is encouraged for career progression to the operational level. See the CP-14 Roadmap Competencies Matrix for the different series and the appropriate educational level (Tables 1-5).

### **Training**

Training complements both education and experience in career development. Whereas education is generally long-term and conveys a general application, training is short term and focused on the immediate and practical. The emphasis in training is of practical action: what to do and how to do it. It deals with specific tasks or competencies. See the specific Roadmap Competencies matrix for

## *Army CP-14 Workforce Development Roadmap*

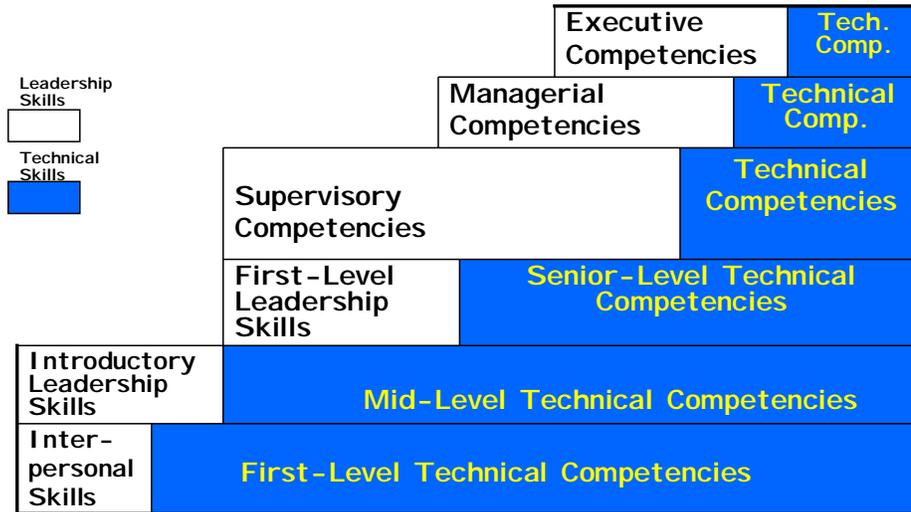
each series in CP-14 for the appropriate technical field for certification (Tables 1-5).

At the beginning of a career, technical training is paramount. Technical training, consisting of mandatory training (certification training and assignment-specific training) and desirable contracting and acquisition training, is the primary focus of the training effort from entry-level up through Level III certification. This training provides the core competencies required to do our work. [The DAU Catalog](http://www.dau.mil/catalog/default.aspx) (<http://www.dau.mil/catalog/default.aspx>) provides the certification requirements (training, education, and experience) for each level in the acquisition workforce. These courses and their equivalencies (see [Chapter 3](http://www.dau.mil/catalog/chapter_3.pdf), [http://www.dau.mil/catalog/chapter\\_3.pdf](http://www.dau.mil/catalog/chapter_3.pdf), and [Appendix C](http://www.dau.mil/catalog/appendix_c.pdf), [http://www.dau.mil/catalog/appendix\\_c.pdf](http://www.dau.mil/catalog/appendix_c.pdf), DAU Catalog) are the appropriate sources for acquiring the mandatory technical and assignment specific training associated with the various levels of certification.

Army Civilian Leadership Training Core Curriculum complements the technical training and becomes increasingly important at higher levels of responsibility. Figure 10 in the [CP-14 ACTEDS](http://cpol.army.mil/library/train/acteds/CP_14/) ([http://cpol.army.mil/library/train/acteds/CP\\_14/](http://cpol.army.mil/library/train/acteds/CP_14/)) portrays the common core Army civilian leadership training directed by [AR 690-400, Chapters 410 and 413](http://www.apd.army.mil/) (<http://www.apd.army.mil/>) and indicates the mandatory and desirable core courses.

Leadership – Technical Skills Framework (Figure 2) portrays the concept of a building-block accumulation of the technical, leadership, and executive skills required for contracting professionals and at what point in your career they are introduced.

## Leadership - Technical Skills Framework



**Figure 2.**

### **Experience**

Experience is the concrete application of education and training to specific situations to accomplish organizational tasks. It validates the training and enhances the knowledge acquired. Experience is characterized by action, by doing. It reinforces, explicitly and practically, what you have learned intellectually. Thus, experience reinforces learning and also validates the learning process. Demonstrated experience in technical and leadership/managerial competencies, is the key ingredient to career progression. Resting on a solid educational base, training and experience are inextricably linked. As Figure 2 depicts, at the beginning of career progression, training to do the work is of greater importance than experience. Over the course of career progression, experience, which reinforces training and revalidates education, becomes more important to competency and career progression.

### **LEADER DEVELOPMENT**

Leadership is an essential element of development for members of CP-14. It is the process of developing or promoting the growth of confident, competent leaders. In addition to the Army Civilian Leadership Training Core Curriculum discussed above in the training section, The Roadmap Competencies Matrix for each series in CP-14 (Tables 1-5) details the appropriate leadership competency levels for development at the various stages of individual careers. A continuous and cumulative process of education and training, experience (varied

assignments), assessment, reinforcement and feedback mark the foundation of leader development.

**CAREER ADVANCEMENT**

The objective of the career advancement process is to select the best talent for the future of contracting and the organization. The Roadmap Competencies Matrix for each series in CP-14 (Tables 1-5) depicts the Career Advancement Criteria in descending order of priority for careerists at varying levels (except for SES). For easy reference, Figure 3 provides a Matrix of Standardized Career Advancement Criteria for CP-14.

**CP-14 Matrix of Standardized Career Advancement Criteria**

Tactical		Operational		Strategic	
Intern^	Specialist^	Team Leader^	Supervisor^	Manager^	Executive (SES)*
Technical Knowledge & Experience	Technical Knowledge & Experience	Teaming Interpersonal Skills Leadership Capability	Management & Leadership Capability Interpersonal Skills Teaming	Leadership & Management Capability Interpersonal Skills Teaming	Leading Change
Interpersonal Skills Teaming	Interpersonal Skills Teaming	Technical Knowledge & Experience	Contracting Excellence & Innovation	Contracting Excellence & Innovation	Leading People
Self-Development & Education	Self-Development & Education	Contracting Excellence & Innovation	Technical Knowledge & Experience	Technical Knowledge & Experience	Results Driven
Contracting Excellence & Innovation	Contracting Excellence & Innovation	Self-Development & Education	Self-Development & Education	Self-Development & Education	Business Acumen
Leadership Capability	Leadership Capability				Building Coalitions/ Communications

^Criteria in descending order of priority

\*Executive Core qualifications for SES  
[www.leadership.opm.gov/ecq.cfm](http://www.leadership.opm.gov/ecq.cfm)

**Figure 3.**

As addressed earlier relative to the Leadership-Technical Skills Framework, and reflected in the career advancement criteria, primary focus on technical knowledge and experience is paramount at the beginning of a career (tactical), with a secondary focus on teaming and interpersonal skills. Next in priority are self-development, education, contracting excellence, and innovation, with leadership capability a lesser consideration. Once technical competency is established and maintained (operational), the primary focus shifts to teaming,

interpersonal skills, and leadership capability; followed by technical competence, contracting excellence, innovation, self-development, and education. At senior levels (strategic) within the organization, the primary focus remains on leadership/managerial competency, interpersonal skills and teaming, followed by technical competency and self-development. At the executive level (Senior Executive Service positions), the Executive Core Qualifications (ECQ) for SES positions become the focus. For more information on ECQs, please refer to [www.leadership.opm.gov/ecq.cfm](http://www.leadership.opm.gov/ecq.cfm).

The career advancement process is fashioned after the source selection process, which the contracting community is very skilled at conducting. We have a disciplined, objective way of evaluating competing sources and selecting the source that provides the best value for the particular requirement. As such, this evaluation concept also provides a model for the career advancement process. Be sure to consult local negotiated agreements for your particular organization and your human resources department.

Figure 3, CP-14 Matrix of Standardized Career Advancement Criteria, forms the basis for development of specific criteria for each position. In turn, the specific criteria established for a position becomes the basis for the development of questions for the interview panel. Essential components of the career advancement process include criteria established relative to the position, a panel's written evaluation of candidates against the criteria, and debriefs provided to non-selectees. The debriefs provide careerists feedback from their interview sessions relative to the criteria established for the position, not against other candidates. Over time the results of career advancement panels also provide management vital information relative to the developmental needs of its workforce.

## **RESOURCES**

Resources to develop the workforce and fund education/training requirements include such programs as the ones listed below. A comprehensive list is published in the [ACTEDS Plan](http://cpol.army.mil/library/train/acteds/CP_14/) (http://cpol.army.mil/library/train/acteds/CP\_14/) and additional opportunities are announced in the Army's [ACTEDS Training Catalog](http://cpol.army.mil/library/train/catalog/) (http://cpol.army.mil/library/train/catalog/).

**Competitive Professional Development (CPD) Program** – university/college courses and provide developmental assignments at the MACOM level.

**Army Acquisition Tuition Assistance Program (ATAP)** – undergraduate and graduate level courses.

**Acquisition Education, Training & Experience (AETE) School of Choice Program** – undergraduate and graduate level courses.

**Naval Postgraduate School (NPS)** – provides the opportunity for obtaining a masters degree in Contract Management.

**National Contract Management Association** – to maintain currency and professional certification in the Acquisition process and Contracting Career Field.

A Sampling of Programs for Leadership Development would include:

**DA Senior Leader Development Program** - 18-month program consists of three residential events and continuous activity during the interim periods. Designed for GS-14s or 15s or equivalents who are or will be moving into positions with significant leadership responsibilities.

**Government courses** – such as Leadership Education and Development Course (LEAD), Organizational Leadership for Executives (OLE), Management Development Course (MDC), Personnel Management for Executives I and II (PME) and Supervisory Development Course (SDC), etc.

**Leadership for a Democratic Society (LDS)** - This is the flagship course of the Federal Executive Institute (FEI) and develops agency career executive corps by focusing on personal, political, and conceptual skills essential for a government executive to lead an organization. This is a 4-week course designed for the GS-15 level.

**Executive Education** – such as Darden Graduate School of Business Administration, University of Virginia, Charlottesville, VA.

**Senior Executive Fellows (SEF) Program** - an intensive executive education program designed for exceptionally promising managers that addresses the needs of managers who are setting strategy, evaluating program choices, and managing relationships with the external political environment. The program is a 4-week course designed for GS-15 or high potential GS-14.

**The Brookings Institution** - Center for Public Policy Education, Washington DC providing various offerings in Public Policy Education Programs for Government Managers.

## **CAREER ADVISORS**

One of the most important roles of senior contracting leaders is to develop their workforce. It is your supervisor's responsibility to review the Roadmap and assist you in determining your current developmental needs and document this information on your Army Acquisition Workforce (AAW) Individual Development Plan (IDP). Your supervisor is available to guide and counsel you, but ultimately you will make your own career choices. Contracting leadership should then provide you with both education and experience to further your development.

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At some locations, career advisors or career program specialists are available to guide and assist the workforce in determining the types of courses, training opportunities, degree programs, and assignments which will develop employees' acquisition knowledge and business acumen while meeting training, education and experience requirements. Career advisors are well versed with certification, continuous learning requirements, and leadership competency development while advising the workforce of current training opportunities leading to career enhancement and growth. Specifically, the career advisor is aware of DAU courses, colleges and universities which make available classroom and distance learning opportunities, leadership competency development opportunities, developmental assignments, and programs funding college and developmental assignments. If career advisors are not available at your location, consult with your supervisor.

In addition to supervisors, managers or the other career management resources, Activity and Major Army Command (MACOM) Career Program Managers are available to you for consultation. Career Program members are encouraged to seek advice as necessary on Acquisition Workforce requirements from the regional Acquisition Career Managers or their proponent representative at the Acquisition Support Center. Career development assistance is also available from the Contracting and Acquisition (CP-14) Career Program Office.

The Roadmaps and Pyramid are important tools. You and your supervisor can use the Roadmaps and Pyramid to shape your career by identifying near and long term career development goals. These tools can lead you to opportunities available at different times in your career. Your supervisor is available to guide and counsel you, but ultimately you will guide your own career choices. The Roadmaps and Pyramid within this document will help you with those choices.

## **TABLES 1-5**

### **THE CP-14 ROADMAP COMPETENCIES MATRICES**

Our Army Contracting Roadmaps, developed for each occupational series in CP-14, will help you make informed decisions about your career at each level. These Roadmaps are not intended to be all-inclusive, but to highlight functional and important business professional, and leadership skills. The Roadmaps are designed to provide you with an understanding of the education, certification, leadership competency levels, and promotion criteria for each series in our career field. Their purpose is to establish a mutual understanding of career expectations between you, your immediate supervisor, and the Army Contracting senior leaders. They are indeed roadmaps to assist you in making your most important career choices. The Competency Roadmaps for each series in CP-14 can be found in the following Tables.

Table 1. Contracting, **1102** Roadmap Competencies Matrix

Table 2. General Business & Industry, **1101** Roadmap Competencies Matrix

Table 3. Purchasing, **1105** Roadmap Competencies Matrix

Table 4. Industrial Specialist, **1150** Roadmap Competencies Matrix

Table 5. Industrial/Contract Property Management, **1103**, Roadmap Competencies Matrix

### **Understanding the Roadmap**

The following sections will help explain how to read the roadmap matrix. On the far left of the matrix are the progression levels. Listed first are generic labels (intern or specialist) for the tactical level, generally GS-7 to GS-12 employees. The next progression level is the operational level (team leaders or supervisors), generally GS-13, GS-14, or NH-III or NH-IV. Last is the strategic level (managers or executives), generally GS-15 or NH-IV, or SES. Across the top of the matrix are the sections of the Roadmap: Education and Certification, Leadership Competency Levels, and Career Advancement.

## **Education and Certification**

This section lists the required and desired education, certification, and training requirements. A check mark (✓) indicates those items that are required. A circle (○) indicates those items that are desired. Using the 1102 series matrix as an example, a baccalaureate degree with a minimum of 24 semester hours in a business field is a requirement of all positions in the 1102 series. Whereas graduate studies in business related fields and a Master's degree are desired for the 1102 series. Next is the certification level required for each of the categories. Specific certification requirements can be found in [The DAU Catalog](http://www.dau.mil/catalog/default.aspx) (<http://www.dau.mil/catalog/default.aspx>). Professional certifications from a recognized professional organization (i.e., [National Contract Management Association](http://www.ncmahq.org/certification/), (<http://www.ncmahq.org/certification/>) as well as secondary career field certifications are also desired. For most of the progression levels, [Army Acquisition Corp Membership](http://asc.army.mil/pubs/aac/default.cfm) (<http://asc.army.mil/pubs/aac/default.cfm>) as well as completing the Civilian Leadership Training Core Curriculum (depicted in Figure 10 in the [CP-14 ACTEDS](http://cpol.army.mil/library/train/acteds/CP_14/), ([http://cpol.army.mil/library/train/acteds/CP\\_14/](http://cpol.army.mil/library/train/acteds/CP_14/))) is required.

## **Leadership Competency Levels**

This section lists the leadership competencies and characteristics necessary for effective performance in CP-14 positions. A square (■) indicates those competencies that are necessary and appropriate for development at the various levels. Development of these competencies and characteristics should be of equal consideration with Education and Certification in career planning. Competencies can be gained through formal and informal training courses as well as on-the-job or developmental assignments. A definition of each of the competencies is in Table 6, Leadership Competency Level Definitions.

## **Career Advancement**

The Career Advancement section of the matrix lists the career advancement criteria in descending order of priority. (The criteria are also depicted in chart format in Figure 3.) As an example, at the Team Leader (Operational) level, the criteria of utmost importance are Teaming, Interpersonal Skills, and Leadership Capability. Next in priority is Technical Knowledge and Experience, followed by Contracting Excellence and Innovation. Last in order of priority is Self-Development and Education.





		Purchasing 1105 Roadmap Competencies Matrix																																					
		Education & Certification (✓ = Required, ○ = Desired)								Leadership Competency Levels (■ = Develop competency)														Career Advancement (Priority order)															
		16 semester hours of undergraduate work	32 semester hours of undergraduate work	64 semester hours of undergraduate work	Baccalaureate degree	Min. 24 semester hours in business field	Level I Certification - Purchasing	Computer Skills	Level II Certification - Purchasing	Level III Certification - Purchasing	Secondary career field education	Interface with DA/DoD Leaders, etc.	Vision	Human Resources	Resource Management	Managerial	Performance Management	Future Focus	Employee Support	Leading	Organizational Perspective	Project Management	Creativity & Innovation	Conflict management	Decisiveness	Flexibility	Change Management	Customer Service	Technical Credibility	Problem Solving	Teaming	Communication	Interpersonal Skills	Technical Knowledge & Experience	Teaming	Interpersonal Skills	Self Development & Education	Contracting Excellence & Innovation	
Purchasing Agent (T) (1 yr experience)		○	○	○	○	○	✓	○			○													■		■		■	■	■	■	■	■	■	1	2	2	3	
Purchasing Agent (T) (2 yrs experience)			○	○	○	○	✓	○	✓		○														■		■		■	■	■	■	■	■	1	2	2	3	
Purchasing Agent (T) (3 yrs experience)				○	○	○	✓	○	✓	✓	○														■		■	■	■	■	■	■	■	1	2	2	3	4	
To qualify for entry level 1102 intern positions (T)					✓	✓																					■	■	■	■	■	■	1	2	2	3	4		

\* Business emphasis

TABLE 3.



		Industrial Specialist 1150 Roadmap Competencies Matrix																																							
		Acquisition Career Field = Production, Quality and Manufacturing																																							
		Education & Certification (✓ = Required, ○ = Desired)										Leadership Competency Levels (■ = Develop competency)										Career Advancement (Priority order)																			
		Baccalaureate degree^	Minimum 24 semester hours in business field	Graduate studies^	Master's degree^	Level I Cert. Production, Quality & Manufacturing	Level II Cert. Production, Quality & Manufacturing	Level III Cert. Production, Quality & Manufacturing	Secondary career field certifications	Certification in Industrial Process Reengineering	Army Acquisition Core Membership	Civilian Leadership Training Core Curriculum	Interface with DA/DoD Leaders, etc.	Vision	Human Resources	Resource Management	Managerial	Performance Management	Future Focus	Employee Support	Leading	Organizational Perspective	Project Management	Creativity & Innovation	Conflict management	Decisiveness	Flexibility	Change Management	Customer Service	Technical Credibility	Problem Solving	Teaming	Communication	Interpersonal Skills	Technical Knowledge & Experience	Teaming	Interpersonal Skills	Self Development & Education	Leadership Capability	Management Capability	
<b>Interns (T)</b>		○	○	○		✓	✓				✓																								1	2	2	3	4		
<b>Specialists (T)</b>		○	○	○	○	✓	✓	○	○	✓	○	✓*										■	■	■	■	■	■	■	■	■	■	■	■	■	■	1	2	2	3	4	
<b>Team Leaders (O)</b>		○	○	○	○	✓	✓	✓	○	✓	○	✓				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	2	1	1	3	1	
<b>Supervisors (O)</b>		✓*	✓*	✓*	✓*	✓	✓	✓	○	✓	✓	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	2	1	1	3	1	1	
<b>Managers (S)</b>		✓*	✓*	✓*	✓*	✓	✓	✓	○	✓	✓	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	2	1	1	3	1	1	

(S)=Strategic  
(O)=Operational  
(T)=Tactical



\*Degree requirement is not a "qualification" requirement to hold the 1150 position, but is highly desirable as it will be difficult to compete without such qualification.  
 ^Degree in engineering, chemistry, physical science, mathematics, statistics, manufacturing or production management, industrial technology or management, business quality assurance, or a related field  
 ✓\* Requirement under development

TABLE 4.



(S)=Strategic  
(O)=Operational  
(T)=Tactical

		Industrial/Contract Property Management - 1103 Roadmap Competencies Matrix																																					
		Education & Certification (✓ = Required, ○ = Desired)										Leadership Competency Levels (■ = Develop competency)											Career Advance- ment (Priority order)																
		Baccalaureate degree	Minimum 24 sem. hrs (business field)	Graduate studies in business related fields	Master's degree in business related fields	Level I Cert. - Industrial/Contract Property Mgm	Level II Cert. - Industrial/Contract Property Mgm	Level III Cert. - Industrial/Contract Property Mgm	Secondary career field certifications	Army Acquisition Corp Membership	Civilian Leadership Training Core Curriculum	Interface with DA/DoD Leaders, etc.	Vision	Human Resources	Resource Management	Managerial	Performance Management	Future Focus	Employee Support	Leading	Organizational Perspective	Project Management	Creativity & Innovation	Conflict management	Decisiveness	Flexibility	Change Management	Customer Service	Technical Credibility	Problem Solving	Teaming	Communication	Interpersonal Skills	Technical Knowledge & Experience	Teaming	Interpersonal Skills	Self Development & Education	Leadership Capability	
<b>Interns</b>	(T)	○	○	○		✓	✓			✓																									1	2	2	3	4
<b>Specialists</b>	(T)	○	○	○	○	✓	✓	○	○	✓*											■	■	■	■	■	■	■	■	■	■	■	■	■	■	1	2	2	3	4
<b>Team Leaders</b>	(O)	○	○	○	○	✓	✓	✓	○	○	✓				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	2	1	1	3	1
<b>Supervisors</b>	(O)	✓*	✓*	✓*	✓*	✓	✓	✓	○	✓	✓	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	2	1	1	3	1

\*Degree requirement is not a "qualification" requirement to hold the 1103 position, but is highly desirable as it will be difficult to compete without such qualification.

✓\* Requirement under development

TABLE 5.

**TABLE 6 – LEADERSHIP COMPETENCY LEVEL DEFINITIONS**

<b>LEADERSHIP COMPETENCY</b>	<b>DEFINITION</b>
Interpersonal Skills	Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations. Is tactful, compassionate and sensitive, and treats others with respect.
Communication	Makes clear and convincing oral presentations to individuals or groups. Listens effectively and clarifies information as needed. Facilitates an open exchange of ideas and fosters an atmosphere of open communication. Expresses facts and ideas in writing in a clear, convincing, and organized manner.
Teaming	Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, and trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.
Problem Solving	Identifies and analyzes problems. Distinguishes between relevant and irrelevant information to make logical decisions. Provides solutions to individual and organizational problems.
Technical Credibility	Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.
Customer Service	Balancing interest of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products. Is committed to continuous improvement of services.
Change Management	Acts as a catalyst for organizational change based upon a strategic view of the future. Remains open to new ideas and approaches. Adapts behavior and work methods in response to new information, changing conditions, unexpected obstacles, or ambiguity. Adjusts rapidly to new situations warranting attention and resolution.
Flexibility	Is open to change and new information. Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
Decisiveness	Exercises good judgment by making sound and well-informed decisions. Perceives the impact and implications of decisions. Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences. Is proactive and achievement oriented.
Conflict Management	Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
Creativity & Innovation	Develops new insights into situations and applies innovative solutions to make organizational improvements. Creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting edge programs/processes.

**TABLE 6 – LEADERSHIP COMPETENCY LEVEL DEFINITIONS**

<b>LEADERSHIP COMPETENCY</b>	<b>DEFINITION</b>
Project Management	Defines and achieves targets while optimizing the use of resources (time, money, people, materials, energy, space, etc) over the course of a project. Maintains the progress and productive mutual interaction of various parties in order to accomplish the goals of the project.
Organizational Perspective	Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality. Recognizes the impact of alternative courses of action.
Leading	Involves the ability to design and implement strategies, which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. Develops leadership in others through coaching, mentoring, and rewarding.
Employee Support	Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results. Maintains a healthy balance between personal life and work.
Future Focus	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
Performance Management	Using merit principles, ensures staff is appropriately selected, developed, utilized, appraised, and rewarded. Identifies performance expectations, assesses employee performance, gives timely feedback, and conducts formal performance appraisals. Recognizes and rewards performance based on standards and organizational goals. Provides positive feedback in a manner that reinforces or elicits desirable behavior. Provides negative feedback constructively. Takes appropriate corrective/disciplinary actions with employees.
Managerial	Exercises management controls to ensure the integrity of the organization's processes. Takes responsibility for work products, services, and results.
Resource Management	Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area. Uses cost-benefit thinking to set priorities. Monitors expenditures in support of programs and policies. Assesses current and future staffing needs based on organizational goals and budget realities.
Vision	Takes long-term view and acts as a catalyst for organizational change. Builds a shared vision with others. Influences others to translate vision into action.
Interface with DA/DoD Leaders, etc.	Develops networks and builds alliances, engages in cross-functional activities. Collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

**Why is this Roadmap important?**

The Army Contracting and Acquisition Career Program (CP-14) Strategic Workforce Development Roadmap provides focus and guidance to Army Contracting and Acquisition managers and professional personnel relative to career development and building a highly skilled, professional Acquisition community. It is the foundation for career development for all occupational series covered by CP-14 and the foundation for the Army Contracting strategic workforce development plan. Army Contracting encourages you to use these roadmaps together with the ACTEDS plan and your IDP to shape your career by identifying near and long-term career development goals. Today's Contracting professionals must be highly skilled, multi-functional, and flexible enough to quickly adapt to a rapidly changing environment. To accomplish this, we must develop people who are motivated and trained with the right skills and a broad perspective that encompasses the total Army mission. The Army wants each individual to take advantage of the opportunities available to them in order to be successful.