

# 14

## Professional Development

### Lesson Objectives

After completing this lesson, you will be able to:

- Explain the role the Components and USD(I) play in professional development.
- Review procedures and requirements of professional development.
- List the different types of training offered as well as the requirements for accreditation.

### Topics

Lesson 14 Introduction.....	2
Topic 1: Responsibilities .....	5
Topic 2: Procedures and Requirements .....	7
Topic 3: Types of Training.....	10
Lesson 14 Review .....	13

## LESSON 14 INTRODUCTION

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**Duration:** Allow 20 minutes for this lesson.

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### Instructor Notes:

- Show slide 14-1, “Lesson 14: Professional Development.”
- Participant Guide page 14-2



# Lesson 14: Professional Development

Duration: 20 Minutes

*HR Elements for HR Practitioners*  
Professional Development

Slide 14- 1

**Your notes:**



### Speaking Points:

- DCIPS Volume 2010, **was created to provide authority for Components to develop policies, direction and oversight over professional development activities and procedures.** It established guidelines for governing the design and administration of learning programs.
- Volume 2010 maps out the organizational and individual responsibilities for instituting and completing professional development activities.
- Procedures include the prioritization and affect the training has on the mission.
- There are several different types of training, including:
  - Occupational and job skills programs
  - Non-academic programs
  - Leadership development
- Professional development was created to enhance target competencies and disciplines in accordance with ICD 610 (Competency Directories for the IC Workforce and DODM 3115.11 (DoD Intelligence and Security Training Standards). The need arose due to mission requirement and was designed to adapt to and leverage workforce demographics and existing learning-focused staffing strategies.

**Instructor Notes:**

- Show slide 14-2, “Lesson 14 Topics.”
- Participant Guide page 14-3

**Lesson 14 Topics****Lesson 14 Topics**

- Topic 1 – Responsibilities
- Topic 2 – Procedures and Requirements
- Topic 3 – Types of Training



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Professional Development

Slide 14- 2

**Your Notes:**

- This lesson focuses on guidelines and responsibilities of professional development..

**Speaking Points:**

- In this lesson you'll learn about professional development processes and the individual procedures to set up accreditation.

**TOPIC 1: RESPONSIBILITIES****Instructor Notes:**

- Show slide 14-3, "Responsibilities."
- Participant Guide page 14-4

**Responsibilities****Professional Development Responsibilities**

- Provide policy, oversight, and guidance for training, education, certification, and professional development
- Heads of Components must coordinate with USD(I) and USD(P&R) to implement accreditation and certification process
- Ensure all training is cost effective and indiscriminate
- Implement mandatory elements provided through USD(I) DCIPS Program Executive Office



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Professional Development

Slide 14- 3

**Your Notes:**

**Speaking Points:**

- Emphasize the highlighted text in the WYSK box below.

**What You Should Know:*****Professional Development Responsibilities***

- USD(I) in conjunction with USD(P&R) provide policy, direction and oversight over professional development activities, by establishing policies governing the design and administration of learning programs.
- Heads of Components will coordinate with USD(I) to implement the accreditation process and standardize the certification process for all Defense Intelligence employees.
- Heads of Components will assess organizational, occupational, and individual learning needs on an annual basis.
- Ensure all training/education are cost effective and free of unlawful discrimination in accordance with section 2301 of Title 5.
- Integrate the mandatory training elements of the DCIPS community-wide training curriculum provided through the USD(I) DCIPS Program Executive Office.

**Speaking Points:**

- Let's take a look at the procedures and requirements of professional development.

## TOPIC 2: PROCEDURES AND REQUIREMENTS

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### Instructor Notes:

- Show slide 14-4, “Procedures and Requirements.”
- Participant Guide page 14-6



### Procedures and Requirements

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#### Procedures and Requirements

- Functional Managers
- Employees
- Needs Assessment
- Priority Level



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Professional Development

Slide 14- 4

### Your Notes:

- Refer participants to ***Procedures and Requirements*** in the *What You Should Know* box on page 14-6\_14-7 of the Participant Guide.
  - Conduct a brief Q&A session. Suggested questions and answers are provided in the speaking points.
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**Speaking Points:**

- Defense Intelligence functional managers have sole responsibility for employees' professional development? (*Answer:* Incorrect; both functional managers and employees play a major role in an employee's professional development.)
- True or False, there are three priority levels of training? (*Answer:* True, priority is determined by the affect the training has on the mission or need to replace skills.)

**What You Should Know:*****Professional Development Procedures and Requirements***

- **Functional Managers** – Develop training, education, certification, and professional development content, standards and requirements for their respective functional area.
- **Employees** – Responsible for their own professional development, and completion of authorized training.
- **Needs Assessment** - Complete a needs assessment using competency directories in accordance with IC Directive 610 as a basis to validate skills and competencies required to meet mission requirements.
  - Integrate the needs assessment into each Component's strategic planning and strategic human capital planning.
  - Coordinate across the Enterprise to identify opportunities for collaboration and fully leverage design and delivery capabilities across Components.
- Determine priority (level I, II or III) as to the affect the training has on the mission or need to replace skills:
  - **Priority I.** Learning and professional development opportunities must be provided during the current year or training cycle. Deferment will adversely affect the mission.
  - **Priority II.** Learning and professional development opportunities are necessary as part of the systematic replacement of skilled employees through career management or other anticipated work force events. Deferment may adversely affect the mission over the next 3 to 5 years (i.e., the intermediate term).



- **Priority III.** Learning and professional development opportunities should be designed to increase the efficiency and productivity of employees who are already competent. Deferment beyond the current year or even beyond the intermediate term is expected to have little adverse mission effect but may delay improving mission accomplishment.
- Should identify opportunities to improve employee performance, and documented in the individual development plan (IDP)



### Speaking Points:

- Next, we will discuss the different types of training available to employees.
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## TOPIC 3: TYPES OF TRAINING

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### Instructor Notes:

- Show slide 14-5, “Policies.”
- Participant Guide page 14-8



### Types of Training

#### Types of Training

- Occupational and Job Skills
- Non-Academic
- Leadership Development
- Other
- Professional Development
- Functional Tradecraft



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Professional Development

Slide 14- 5

### Your Notes:

- Refer participants to *Types of Training* in the *What You Should Know* box on page 14-8\_14-9 of the Participant Guide.

**Speaking Points:**

- There are three different types of training available to employees within a Component.
  - Occupational and job skills programs
  - Non-academic programs
  - Leadership development

**What You Should Know:***Types of Training*

- **Occupational and Job Skills Programs** - Components shall make job skill training available to all employees. Such training shall be occupation or job-specific and designed to complement on-the-job learning.
- **Non-Academic Programs** - Components shall establish educational programs and professional certification programs that do not result in accredited academic achievements, and shall establish policy for eligibility and selection of attendees. When such an educational opportunity is a prerequisite for a specific position or responsibility resulting in higher pay, or to an assignment resulting in higher career potential, selection for the training or learning shall be made on a merit basis.
- **Leadership Development** – must be sufficiently formal to justify an appropriate degree of selectivity in choice participants.
  - Program designs shall have content that is based on competency directories which provide the principal sources for definitions of competencies required by leaders in the Enterprise.
  - Program should provide functional learning opportunities.
  - Joint duty certification is a requirement prior to appointment to the senior executive or senior professional service above Pay Band 5 or Grade 15.
  - Other Types of Training include functional tradecraft, intelligence, security, and Language training.
  - If a Component uses an academic institution as part of its leadership development program, the institution must be accredited.

- Professional development – Created to target codified competencies and disciplines, in accordance with ICD 610 (Competency Directories for the IC Workforce) and DoDM 3115.11 (DoD Intelligence and Security Training Standards), necessary to meet mission requirements, and designed to adapt to and leverage workforce demographics and existing learning-focused staffing strategies.
  - Must contain content based on competency directories and/or consistent with standards developed by the relevant functional manager designated by Executive Order 12333 or the Secretary of Defense or his representative in policy.
  - Educational programs must have planned assignments, including performing coaching (through IDPs or other Component-specific processes), and regular participant feedback into evolving designs.
  - Programs can include Details or Rotational Assignments.
  - Establish a program for the professional work category to advance from the entry or developmental work levels to the full performance level. Upon demonstrating mastery of skills and competencies necessary for successful job performance, employees shall noncompetitively advance to the full performance work level.
  - Components determine when distance learning opportunities are appropriate and document guidelines on distance, how distributed (in person or e-learning) and specifically note how this training is approved and credited to the employee. Employees cannot be compensated through compensatory time, overtime or credit hours for voluntarily participating in distance learning beyond the regular tour of duty.

- Before we wrap up this lesson, let's review some important points about professional development.

## LESSON 14 REVIEW

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### Instructor Notes:

- Show slide 14-6, “Lesson 14 Review.”
- Participant Guide page 14-10



### Lesson 14 Review

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#### Lesson 14 Review

- Topic 1 – Responsibilities
- Topic 2 – Procedures and Requirements
- Topic 3 – Types of Training



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Professional Development

Slide 14- 6

### Your Notes:

- Review the lesson’s topics.
- Ask the participants if they have any questions about what was covered in this lesson.

### Lesson Transition:

In Lesson 15 we will conclude the training

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