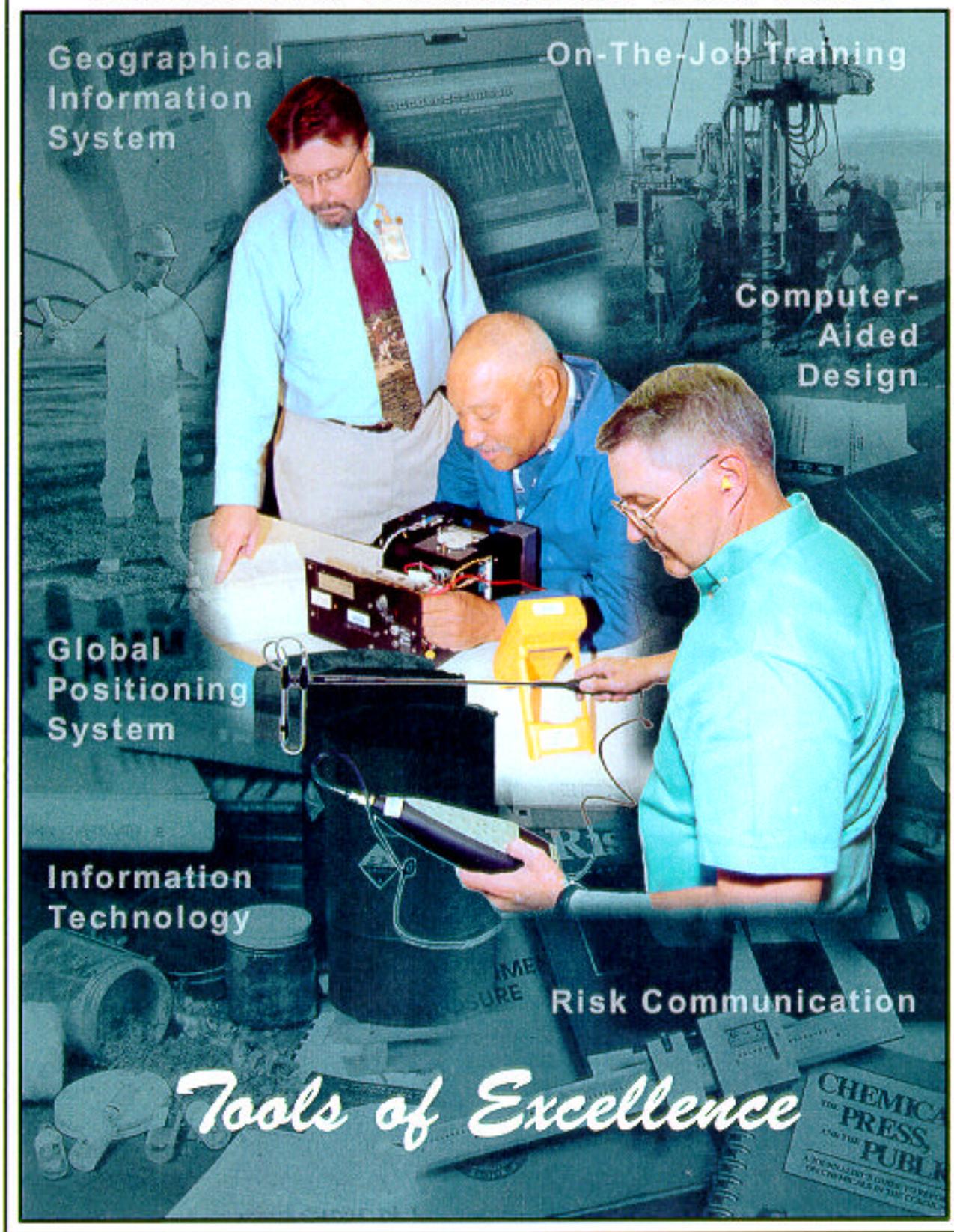


# USACHPPM

TECHNICIAN CAREER DEVELOPMENT GUIDE



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# **TECHNICIAN CAREER DEVELOPMENT GUIDE**

## **Foreword**

The Technician Career Development Guide is designed to assist managers and technicians in developing a sequential, progressive, and systematic approach to technician training, education, and development. The guide provides general guidance on training and developmental assignments to improve job performance and build qualifications for advancement at each stage of a technician's career. The guide relies on individual career development plans as well as increased counseling and mentoring by supervisors, managers, career program managers, and senior technicians. We can maximize personal and team growth as we guide our people through the development paths outlined herein. I challenge all supervisors and managers to take a personal interest in developing the talents and abilities of our people. This guide provides one tool for helping us move toward our vision of sustaining a well-trained, competent, and professional workforce.

The U.S. Army Center for Health Promotion and Preventive Medicine would like to acknowledge and thank LTC Kenneth Wiggans, Individual Mobilization Augmentee and Ms. Gail Gibson, Publications Management Division, for their contributions to this document.

If you have any questions or comments, please contact me at 5-8717 or [Stephen.Kistner@amedd.apg.army.mil](mailto:Stephen.Kistner@amedd.apg.army.mil)

STEPHEN L. KISTNER  
DEPUTY FOR TECHNICAL SERVICES

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## **1. Introduction**

When the U.S. Army Environmental Hygiene Agency Career Development Guide for Scientists and Engineers was published, it stated the intent to prepare a similar guide for all career fields, to include technicians. This commitment was subsequently reaffirmed in the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) Corporate Training Plan. This document has been prepared to fulfill that obligation.

As with the Scientists and Engineers Career Development Guide, this document is not a set of standards or a global career development plan suitable for all technicians under all conditions. It is intended to be a tool, for supervisors and employees alike, to promote and facilitate building the competencies necessary to achieve maximum effectiveness. Technician career development results in mutual benefits by ensuring that technicians receive the necessary training and development and the Center receives maximum productivity. The employee's career and the Center's stature are thus both enhanced.

## **2. Goals**

Consistent with the goals of the Scientists and Engineers Career Development Guide and the USACHPPM Corporate Training Plan, the Technician Career Development Guide goals are as follows:

- a. To develop employees who: (1) are technically competent, (2) can reach their fullest potential, and (3) are prepared to compete for positions of increasing responsibility.
- b. To develop recognition among managers, supervisors, and staff of common career stages and competencies for technicians.
- c. To promote the preparation of an Individual Development Plan (IDP) (see Appendix B) that outlines training, education needed for credentialing, and developmental assignments to help individuals achieve both personal and professional success.
- d. To promote consistency within the Center in the development of technician positions.

## **3. Career Stages**

One purpose of the Technician Career Development Guide is to outline general skills, knowledge, and abilities that should be acquired and applied by technicians, regardless of job series, in progressing from lower to higher grades. Because of the

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diversity of job series covered under the “technician” title at USACHPPM, some of the generic skills, knowledge, and abilities in the career stages may not apply to the specific duties for each job series.

For the purpose of this guide, technician career development is outlined through four career stages:

- Technician Aid
- Assistant Technician
- Technician
- Senior Technician

Employees are expected to: (1) acquire skills and knowledge from work assignments and training; and (2) apply the acquired skills, knowledge, and abilities to duty assignments at the appropriate career stage. Stages at which activities and training are shown are considered appropriate, but these stages should not be construed as the only levels at which they may occur. For example, a new employee starting at the Assistant Technician career stage based on previous experience may still require some of the formal training identified at the lower Technician Aid stage.

The stages are intended to describe generic phases of career development. Supervisors should refer to the appropriate United States Office of Personnel Management (OPM) manuals (e.g., Qualification Standards for General Schedule Positions; General Schedule Occupational Series Standards; General Schedule Function Standards) when preparing or modifying actual job descriptions. Supervisors should coordinate these career development stages with the Aberdeen Proving Ground Civilian Personnel Advisory Center and the Army Civilian Training, Education, and Development System plan for the employee’s specific job series. The OPM documents are available online at [www.cpol.army.mil/](http://www.cpol.army.mil/).

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# ***TECHNICIAN CAREER STAGES***

## **TECHNICIAN AID**

### **A Technician Aid**

- Is the entry level for the technician series (e.g., a newly hired Federal employee with little or no direct experience; a recruit from within the Federal Government who is changing career fields).
- Performs standardized or prescribed operations to develop the skills, knowledge, and abilities necessary to function at the full-performance grade level.
- Works under the close supervision and direction of a more senior technician/employee.
- Receives new assignments with explicit instructions from the immediate supervisor.
- Acquires an understanding of the Army and USACHPPM and how they interrelate.
- Assists other technicians or professional associates until appropriate skills, knowledge, and abilities are demonstrated for a specific task.
- Is generally a GS-02 to -04.

### **Skills**

The Technician Aid will have the ability to:

- Follow explicit instructions and direction in applying standard practices and techniques for specific tasks.
- Recognize readily apparent discrepancies or errors.
- Analyze and present data or information according to established methods.
- Solve basic math problems.
- Exercise limited judgment on details of tasks.
- Interact with peers and supervisor, and serve as a team member.
- Develop fundamental verbal and written communication skills.

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## Career Development

Training is intended to develop the basic skills, knowledge, and abilities required to perform expected tasks at each appropriate grade level leading up to the full-performance level. The following list should be used as a guide and considered during the preparation of an IDP (see Appendix B). Since each employee brings a different set of skills to the workplace, individuals may need all, some, or none of these courses to perform assigned duties successfully.

**Program Orientation.** Provide new and entry-level employees with information regarding organization mission at the Center, directorate, and program level. Activities include but are not limited to the Center Command Briefing and Tour, employee introductions, initial supervisory counseling session, and preparation of an IDP.

**Formal Training.** Formal training will include:

- Government and non-Government courses unique to job series, position, and employee needs (e.g., operation and maintenance of equipment, tools, motor vehicles, etc.).
- Occupational Safety and Health [e.g., first aid, cardiopulmonary resuscitation, Occupational Safety and Health for Hazardous Waste Operations (HAZWOPER), Occupational Safety and Health Hazard Communication (HAZCOM)].
- Program requirements to gain general understanding of program.
- Computer:
  - ◆ Productivity software (e.g., word processing, spreadsheet, etc.).
  - ◆ E-mail system.
  - ◆ Command Information Management System (e.g., timesheets).
- Communication: Verbal/written communication (e.g., grammar skills, etc.).

**On-the-Job Training.** On-the-Job training will include:

- Operation and maintenance of equipment or “tools-of-the-trade”.
- Assignments that develop technical skills specific to the job-series duties.

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**Mentoring**. Receives mentoring from a technically competent, credible, and respected senior employee. Mentor communicates corporate culture, values, and unwritten rules; provides advice, insight, counsel and support; and serves as a positive role model.

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## **ASSISTANT TECHNICIAN**

### **An Assistant Technician**

- Is between the entry level and the full-performance technician level. Work involves conventional operations and procedures using judgment in making minor adaptations and modifications.
- Carries out tasks in a variety of steps that are not completely standardized.
- Works with general supervision and direction of either a technician or professional employee.
- Assumes full responsibility for limited procedures and management of day-to-day activities.
- Receives assistance on problems involving unfamiliar methods or procedures.
- May be assisted by other technicians.
- Is generally a GS-05 or -06.
- Is encouraged to participate in professional group activities (e.g., American Industrial Hygiene Association Local Section Meetings, etc.).

### **Skills**

The Assistant Technician will have the ability to:

- Apply a limited background of knowledge and practices in the assigned area.
- Use various guidelines, handbooks, specifications, etc.
- Select the appropriate guidelines to resolve operational problems not fully covered by precedents.
- Interact with peers, counterparts within the Center and supervisor, and work as team member.
- Improve verbal and written communication skills.

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## Career Development

Training is intended to develop skills, knowledge, and abilities to allow progression to the full-performance level. The following list should be used as a guide and considered during the preparation of an IDP. Based on training, skills, and knowledge gained at the Technician Aid level, individuals may need some or all of these courses to perform assigned duties successfully.

**Formal Training.** Formal training will include:

- Government and non-Government courses unique to job series, position, and employee needs (e.g., operation and maintenance of equipment/tools/motor vehicles, etc.).
- Refresher courses necessary to maintain certifications (e.g., Occupational Safety and Health for HAZWOPER) or technical skills.
- Program-specific requirements to gain in-depth knowledge.
- Computer:
  - ◆ Productivity software (e.g., advanced word processing, advanced spreadsheets, etc.).
  - ◆ Technician specific software (e.g., Geographical Information System, Auto-Computer Aided Design, Global Positioning System, etc.).
- Communication:
  - ◆ Effective writing/technical writing.
  - ◆ Improving verbal communication.

**On-the-Job Training.** On-the-Job training will include assignments that continue to develop technical skills specific to the job series full-performance level duties.

**Mentoring.** Maintains the mentoring relationship established by Technicians, Senior Technicians, or professional employees.

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## **TECHNICIAN**

### **A Technician**

- Is fully competent in all conventional aspects of his or her functional area; performs a variety of work related to an area of specialization that requires the application of a large number of different basic but established methods, procedures, and techniques.
- Has the ability to apply standard methods in all phases of work.
- Independently performs most assignments with instructions as to the general results expected.
- Assumes full responsibility for a large breadth of work and day-to-day management of assignments to include a total range of functions and procedures, varying in levels of responsibility for all technician career stages.
- Has the ability to work with minimal supervision and direction.
- Develops technical credibility and recognition among supervisors and peers.
- Shares knowledge and experience to develop lower-level technicians.
- Is generally a GS-07 through -09.

### **Skills**

The Technician will have the ability to:

- Possess a full range of technical skills, knowledge, and abilities with minimal direction and guidance, allowing the Technician the ability to-
  - ◆ Independently plan and conduct a block of work that is a complete, conventional task.
  - ◆ Use judgment to independently adapt or modify standard procedures as well as devise new approaches to problems encountered.
  - ◆ Analyze several possible courses of action, techniques, or procedures and select the most appropriate.

- 
- ◆ Prepare plans and procedures; modify or adapt previous plans and techniques.
  - ◆ Work in a team, and progress to lead a team.
  - Understand how to use resources and technologies available on a computer.
  - Apply leading information technology in performance of duties.
  - Develop junior and associate technicians through formal and informal mentoring by attaining sufficient technical and organizational knowledge.
  - Typically interact at many levels within the Center.
  - Use effective oral and written communication skills; prepare sections, appendices, or annexes of technical reports.
  - Direct or coordinate the work of lower-grade technicians.
  - Serve on USACHPPM committees or process action teams.

### **Career Development**

Training is intended to maintain, enhance, and broaden technical proficiency. At the full-performance Technician level, an individual is expected to have received all training necessary to attain full competency. The following list should serve as a guide where applicable training may be considered during the preparation of an IDP tailored to the unique needs of the position or employee.

#### **Formal Training.** Formal training will include:

- Government and non-Government courses to-
  - ◆ Maintain state-of-the-art technical skills specific to job series.
  - ◆ Learn about operation and maintenance of new equipment.
  - ◆ Learn about program-specific requirements.
- Computer: Technician-specific or refresher-productivity software, as appropriate.

- 
- Communication:
    - ◆ Presentation skills.
    - ◆ Audience-based writing.
    - ◆ Effective-listening techniques.
    - ◆ Effective people skills-
      - Dealing with difficult people.
      - Customer satisfaction.
  - Army Instructors' Training Course.
  - Certification/license [e.g., The Board of Certified Safety Professionals and the American Board of Industrial Hygiene offer a joint certification for Occupational Health and Safety Technicians; certification programs for the Industrial Hygiene Technicians and the Electronic Technicians; The National Institute for Certification in Engineering Technologies provides a program for certification of Engineering Technicians and/or certified Engineering Technologists].
  - Time management.
  - Refresher courses necessary to maintain certifications (e.g., Occupational Safety and Health for HAZWOPER) or technical skills.
  - Management (for high potential candidates where supported by Center requirements and availability of funds):
    - ◆ Introduction to supervision.
    - ◆ Team building.

**On-the-Job Training.** On-the-Job training will include:

- Assignments that maintain technical skills specific to the job-series duties; assignments that provide opportunities to work with and communicate among peers, cross-train, and broaden knowledge, as appropriate.
- Additional directorate/program duties.

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**Additional Considerations.** Additional considerations will include:

- Membership on Center committees or process action teams.
- Membership on professional organizations and committees.
- Attendance at professional meetings and conferences.
- Presents at professional meetings and conferences.

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## **SENIOR TECHNICIAN**

### **A Senior Technician**

Is a technician who has achieved a high level of competence through the mastery of functional skills, knowledge, and abilities resulting from experience and formal training that has increased in difficulty and responsibility at each previous level. The senior technician has a recognized record of accomplishment and a proven ability to perform. Typically, growth is supplemented by academic study. A degree or equivalent credentials may also be necessary for higher-grade positions. A senior technician is typically a GS-10 or higher and may do several of the following:

- Apply intensive and diversified knowledge in broad areas of assignments and related fields.
- Exercise subject matter expert knowledge and specialized skills.
- Independently carry out complex or novel assignments.
- Make independent decisions on technical problems encountered.
- Supervise, coordinate, and review the work of lower-grade technicians.
- Operate with considerable freedom in planning and carrying out assignments.
- Receive supervision and guidance of overall objectives.
- Receive minimal, technical supervisory guidance.
- Develop other technicians by:
  - ◆ Serving as a mentor to lower-grade technicians.
  - ◆ Serving as a formal supervisor or team leader.
  - ◆ Serving as a leader of ad hoc groups and committees.

### **Skills**

The Senior Technician will have the ability to:

- Possess diversified knowledge of methods, procedures, and techniques in order to perform technical work of broad scope and complexity.
  - Interpret, select, adapt, and apply many guidelines or precedents.
-

- 
- Apply initiative and sound judgment in planning and coordinating phases of work.
  - Compile and analyze long- and short-range data trends.
  - Creatively adapt existing procedures, processes, or techniques to new uses.
  - Apply considerable judgment in confronting and solving a variety of complex problems.
  - Thoroughly understand the logistical system and maintenance, calibration requirements, and trouble shooting of equipment.
  - Interact typically at many levels within and outside the Center.
  - Serve as a technical team leader.
  - Use effective oral and written communication skills at various levels within and outside the Center.
  - Write or co-write technical reports and/or journal articles.
  - Effectively develop lower-grade technicians through technical and organizational knowledge.
  - Serve on Center committees or process action teams.

### **Career Development**

Training is intended to enhance technical expertise and management skills consistent with the senior technician position requirements. Growth to the Senior Technician level should include academic studies. The following list should serve as a guide where applicable training may be considered during the preparation of an IDP tailored to the unique needs of the position or employee.

#### **Formal Training.** Formal training will include:

- Government and non-Government courses to
  - ◆ Maintain state-of-the-art technical skills specific to job series.
  - ◆ Attain a greater breadth of technical skills in related fields (e.g., college-level courses) and develop management skills.

- 
- ◆ Learn about operation and maintenance of new equipment.
  - ◆ Learn about program-specific requirements.
  - Leadership Education and Development course to understand the Army as any professional is expected to understand Aberdeen Proving Ground, the Army, and the Department of Defense.
  - Orientation in leading edge technology (e.g., trade shows, conferences, symposiums, workshops, etc.).
  - Computer: Technician-specific or refresher-productivity software, as appropriate.
  - Communication:
    - ◆ Presentation skills/effective briefing techniques.
    - ◆ Dealing with the media/risk communication.
    - ◆ Audience-based writing/technical report writing.
    - ◆ Effective listening techniques.
  - Resource Management:
    - ◆ Understanding the budget process.
    - ◆ Contracting Officer's Representative course.
  - Advanced quality management/facilitator training:
    - ◆ Certification/license.
    - ◆ Time management.
    - ◆ Project management.
  - Refresher courses necessary to maintain certifications (e.g., Occupational Safety and Health for HAZWOPER) or technical skills.
  - Management (for supervisory positions or high-potential candidates where supported by Center requirements and availability of funds):
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- 
- ◆ Basic supervisory course.
  - ◆ Team building.
  - ◆ Managing work under pressure.

**On-the-Job-Training.** On-the-Job training will include:

- Assignments that enhance technical skills specific to the job-series duties as well as developmental assignments and matrixed assignments within the Center.
- Additional Center/directorate/program duties.

**Additional Considerations.** Additional considerations will include:

- Membership on Center committees or process action teams.
- Membership on professional organizations and committees.
- Participation at professional meetings/conferences.

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#### **4. Individual Development Plans**

The IDP is a tool for employees to achieve a systematic approach to career development. It is a critical document in which the employee and supervisor identify and track career objectives in the areas of education, training, and experience opportunities. The IDP ensures that technicians who aspire to higher positions will:

- Have opportunities to help prepare them for progression.
- Have opportunities to strengthen their field knowledge, experience, and operations management capability.
- Have opportunities to strengthen their managerial and leadership skills.
- Have a road map to key on-the-job experiences and training.

When appropriate (e.g., upward mobility candidates), IDPs should be staffed with the Civilian Personnel Advisory Center to ensure that objectives for different grade levels meet the requisite standards.

The sample IDP form, CHPPM Form 413-R-E, is located in Appendix B. This form is also located on FormFlow.

#### **5. Upward Mobility Program**

The Upward Mobility Program is designed for employees who want to move to a position within a different job series. Their progression should be designed to increase their potential for advancement through classroom training, reading, work experience, and other developmental experiences. Their developmental experiences should be structured work and training experiences with well-defined objectives intended to enhance job skills, knowledge, and abilities. The IDP, as well as the Upward Mobility Training Agreement, is a must for employees in an upward mobility position or progressing non-competitively to a full-performance grade level. These documents can assist supervisors and employees in the Total Army Performance Evaluation System support form preparation. A suggested format for the Upward Mobility Training Agreement is located in Appendix C.

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## **APPENDIX A**

### **REFERENCES**

- Department of the Army (DA). *The Army Personnel Proponent System*. Army Regulation 600-3, 28 November 1997.
- Department of the Army (DA). *A Supervisor's Guide to Career Development and Counseling for Career Program Employees*. DA Pamphlet 690-43, 18 August 1989.
- Department of the Army (DA). *Civilian Personnel, Mentoring for Civilian Members of the Force*. DA Pamphlet 690-46, 31 July 1995.
- Department of the Army (DA). *Career Management*. Army Regulation 690-950, 8 September 1988.
- TRU, *Task Revision and Update for the Environmental Technician*, Harford Community College, June 1996.
- U.S. Army Center for Health Promotion and Preventive Medicine, *Corporate Training Plan*, July 1995.
- U.S. Army Environmental Hygiene Agency, *Career Development Guide, A Multidiscipline Approach to Employee Development (Scientists & Engineers)*, January 1994.
- U. S. Department of Interior, Bureau of Reclamation, *Administrative Support Career Management Program, A Guide for Developing Peak Performance and Enhancing Career Opportunities*, February 1992.
- U. S. Office of Personnel Management, *Operating Manual for Qualification Standards for General Schedule Positions*, TS-3, August 1995.
- U. S. Office of Personnel Management, *General Schedule Functional Standards, Workforce Compensation and Performance Service, Classification Programs Division*, June 1998, HRDC-5.
- U. S. Office of Personnel Management, *General Schedule Occupational Series Standards, Workforce Compensation and Performance Service, Classification Programs Division*, June 1998, HRDC-5.

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**APPENDIX B**

**SAMPLE INDIVIDUAL DEVELOPMENT PLAN**

**CHPPM FORM 413-R-E**

**\* Sample form**

**INDIVIDUAL DEVELOPMENT PLAN**

PRIVACY ACT STATEMENT: Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Personnel Office servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing this information on this form, including your Social Security Number, is voluntary.

Signature of Trainee

**Section A - TRAINEE**

|  |                                    |  |                         |
|--|------------------------------------|--|-------------------------|
| 1. Name <i>(Last, First, Middle Initial)</i> | 2. Social Security No.             | 3. Period Covered <i>(dd mmm yyyy)</i><br>TO | 4. Career Field/MOS/SSI |
| 5. Position Title/Duty Title                 | 6. Pay Plan/Series/Grade/Step/Rank | 7. Organization Name/Directorate/Program     |                         |

**Section B - DEVELOPMENTAL OBJECTIVES AND GOALS (Skills/Performance Enhancement, Career Accomplishments, etc.)**

| 8. Short-Term Objectives | Date Completed<br><i>(dd/mm/yy)</i> | 9. Long-Term Goals <i>(2-5 Years)</i> | Date Completed<br><i>(dd/mm/yy)</i> |
|--------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| a.                       |                                     | a.                                    |                                     |
| b.                       |                                     | b.                                    |                                     |
| c.                       |                                     | c.                                    |                                     |
| d.                       |                                     | d.                                    |                                     |

**Section C - PRIORITY 1\* (see back for explanation)**

| 10. Course Title/Number | Source | Location | Training Period | Hours | Tuition | Date Completed<br><i>(dd/mm/yy)</i> |
|-------------------------|--------|----------|-----------------|-------|---------|-------------------------------------|
| a.                      |        |          |                 |       |         |                                     |
| b.                      |        |          |                 |       |         |                                     |
| c.                      |        |          |                 |       |         |                                     |
| d.                      |        |          |                 |       |         |                                     |

**Section D - PRIORITY 2\* (see back for explanation)**

| 11. Course Title/Number | Source | Location | Training Period | Hours | Tuition | Date Completed<br><i>(dd/mm/yy)</i> |
|-------------------------|--------|----------|-----------------|-------|---------|-------------------------------------|
| a.                      |        |          |                 |       |         |                                     |
| b.                      |        |          |                 |       |         |                                     |
| c.                      |        |          |                 |       |         |                                     |
| d.                      |        |          |                 |       |         |                                     |

**Section E - PRIORITY 3\* (see below for explanation)**

| 12. Course Title/Number | Source | Location | Training Period | Hours | Tuition | Date Completed<br>(dd/mm/yy) |
|-------------------------|--------|----------|-----------------|-------|---------|------------------------------|
| a.                      |        |          |                 |       |         |                              |
| b.                      |        |          |                 |       |         |                              |
| c.                      |        |          |                 |       |         |                              |
| d.                      |        |          |                 |       |         |                              |

**Section F - APPROVAL/CONCURRENCE/CERTIFICATION**

**Supervisor/Authorizing Official:** I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training within budget constraints. I have counseled the employee for whom this IDP has been prepared.

**13. SUPERVISOR/PROGRAM MANAGER/RATER**

a. Type Name (*Last, First, Middle Initial*)

b. Date

c. Signature and Title

**14. DIRECTOR/SENIOR RATER**

a. Type Name (*Last, First, Middle Initial*)

b. Date

c. Signature and Title

**15. Trainee:** I have been counseled regarding my career goals and training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

a. Trainee Signature

b. Date

**\*Training Priorities:** These priorities should be used for all training, to include Army Civilian Training, Education, and Development System (ACTEDS), Universal, and Competitive Development training, as well as occupational and function skill training. Universal training provides standardized knowledge, skills and abilities across an occupational area to all individuals who have similar duties and responsibilities.

**Priority 1:** Training that is typically a condition of employment, must be successfully completed within a specified time period, and meet one or more of the following criteria: (a) Training is essential for mission accomplishment; (b) Training is mandated by higher authority (e.g., law of Department of Defense) or is required for certification, health or safety reasons; (c) Training is mandated by the Assistant Secretary of the Army (e.g., Manpower and Reserve Affairs) as an ACTEDS leader development core course; (d) Training is essential, functional intern training.

**Priority 2:** Training must be needed for effective performance and to improve the quality of mission accomplishment. It is recommended that training mandated or specified in an approved training plan for enhancement of performance resulting in the improvement in the quality of mission accomplishment should be completed within a specified time period.

**Priority 3:** This training, such as on-the-job training, is recommended for all individuals to improve or enhance knowledge, skills and abilities.

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## **APPENDIX C**

### ***UPWARD MOBILITY TRAINING AGREEMENT***

1. Organization:
2. Entry Position:
3. Target Position:
4. Length of Training: [No exact time limit can be placed on the successful completion of this Upward Mobility Training Agreement, as the upward mobility trainee's ambition, motivation, and innate abilities will play a major role in his/her success. At a minimum, this agreement will be in place for at least five (5) years since the upward mobility trainee's advancement to the next higher grade must also conform to civilian personnel regulations regarding minimum time-in-grade].
5. Scope: [The training agreement will provide a mechanism for orienting the employee and progressively adding skills and knowledge until the full-performance level is reached. The agreement integrates the various disciplines to be learned with responsibilities the incumbent assumes. Along with on-the-job training and developmental assignments, the training agreement provides the supervisor and the trainee with a flexible tool to achieve individual and organizational goals. This agreement may be amended in the future as recommended by the supervisor. At a minimum, the supervisor and trainee will review it semiannually].
6. Goal: [The employee will be able to independently perform all types of services related to the (specific job classification)].
7. Level of Proficiency: [Each phase of training is structured around the skill and experience levels necessary for successful performance at the next higher grade. The formal training planned under this agreement is intended to strengthen technician skills related to the (specific job classification). On-the-Job training is intended to develop and strengthen communication skills as well as decrease the need for direct supervision].
  - A. Phase 1:
    - (1) Learning Objective:
    - (2) On-the-Job Training:
    - (3) Formal Training:

B. Phase 2:

(1) Learning Objective:

(2) On-the-Job Training:

(3) Formal Training:

C. Phase 3:

(1) Learning Objective:

(2) On-the-Job Training:

(3) Formal Training:

D. Phase 4:

(1) Learning Objective:

(2) On-the-Job Training:

(3) Formal Training:

8. Review and Revision: (This plan will be reviewed approximately every 6 months during the initial and mid-point performance review. It will be revised as necessary to reflect changes in the trainee's success and the mission).

REVIEWED:

\_\_\_\_\_  
Supervisor

Date:

\_\_\_\_\_  
Upward Mobility Technician

Date:

Local Reproduction is  
Authorized and Encouraged

January 2001



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