ORDER

U.S. DEPARTMENT OF TRANSPORTATION
FEDERAL AVIATION ADMINISTRATION

3330.36B

August 23, 1988

SUBJ: UPWARD MOBILITY PROGRAM

1. PURPOSE. This order sets forth procedures and requirements for the continued operation of the Upward Mobility Program. This order also transmits as Appendix 1 a National Upward Mobility Training Agreement approved by the Office of Personnel Management (OPM) which facilitates movement of employees into trainee positions by modifying qualification requirements for certain occupational series. Since the agreement is nationwide in scope and coverage, employing jurisdictions need not negotiate separate agreements with regional OPM offices. Any such agreements presently in effect are superseded by the national agreement.

2. DISTRIBUTION. This order is distributed to the division level in Washington, regions, and centers with a limited distribution to all field offices and facilities.

3. CANCELLATION. Order 3330.36A, Upward Mobility Program, dated 2/25/83, is canceled.

4. BACKGROUND. Public Law 92-261, 42 U.S.C. 2000e requires that all agencies prepare an annual Equal Employment Opportunity (EEO) plan which includes provisions for the establishment of training and education programs designed to provide maximum opportunity for employees to advance so as to perform at their highest potential. While the law does not preclude consideration of employees in grades GS-9 and above for upward mobility positions, because of the direct impact on the Federal Aviation Administration's (FAA) EEO program, efforts should be focused on providing opportunities for employees below GS-9 or equivalent levels on a nondiscriminatory basis.

5. EXPLANATION OF CHANGES. This revision reflects organizational changes under the Associate Administrator for Human Resource Management. It also transmits the revised National Upward Mobility Training Agreement updated and approved by the Office of Personnel Management.

6. DEFINITION.

a. Upward Mobility. Upward mobility is a systematic management effort that focuses Federal personnel policy and practice on the development and implementation of specific career opportunities for lower-graded employees (below GS-9 or equivalent) who are in positions or occupational series which do not enable them to realize their full work potential.

b. Target Position. The target position is the specific position for which the upward mobility trainee is being trained. It may be further defined as having the following levels:

(1) Trainee Level. The trainee level is the grade level at which the trainee enters the program.

(2) Target Level. The grade level to which the trainee is reassigned or promoted upon completion of training.

c. Individual Training Plan. The training plan is the document which establishes the specific training and experience requirements needed to qualify the trainee for the target level.

d. Trainee (Bridge) Position. A trainee or bridge position is the position into which the trainee is placed while in training for the target position.

7. FORMS. The following forms are used in the Upward Mobility Program and are available from the FAA Depot:

a. FAA Form 3330-44, Assessment of Potential - Upward Mobility Program, NSN: 00-52-00-882-0000.

b. FAA Form 3330-45, Training Program Evaluation Report, NSN: 00-52-00-882-1000.

c. FAA Form 3330.46 - Supervisor's Evaluation of Upward Mobility Trainee, NSN: 00-52-00-882-2000.

8. PROGRAM CHARACTERISTICS.

a. Upward mobility provides developmental opportunities to lower-graded employees which go BEYOND normal staff improvement practices. For example, the design of bridge and training positions which enables lower-graded employees to qualify for professional or paraprofessional jobs is one means of providing upward mobility.

b. Training and developmental efforts primarily designed to improve CURRENT occupational performance should NOT be regarded as upward mobility. Likewise, career intern, cooperative education, student employment, and other programs using outside recruitment are NOT examples of upward mobility for lower-graded employees.

c. FAA employees entering training programs such as the Air Traffic (AT) or Electronics Technician (ET) Predevelopmental Programs are counted for upward mobility reporting purposes. However, such programs are not subject to the requirements outlined in the National Training Agreement.

9. REPORTING REQUIREMENTS. An annual report on the status of FAA's Upward Mobility Program is required by OPM. This report is compiled and submitted at the Washington headquarters level. Periodic and special nonrecurring reports

may be required on an "as needed" basis. Every effort will be made to obtain the statistics necessary for these reports through the Consolidated Personnel Management Information System (CPMIS); therefore, it is necessary that data be accurately coded. All upward mobility trainees selected by the criteria established in this order will be coded as "76" in the CPMIS data element SPEC PROG. ALL ON BOARD FAA EMPLOYEES entering the AT or ET Predevelopmental Program will be coded as "82" in the CPMIS data element SPEC PROG. When the employee is assigned to the target position, enter a $ in the SPEC PROG data element on the internal screen in order to update correctly the employee's record.

10. OBJECTIVES. The objectives of the Upward Mobility Program are to:

a. Comply with Federal regulations requiring agencies to institute upward mobility programs as a part of their affirmative EEO efforts.

b. Provide opportunities for employees to compete for assignments which will assist them in gaining qualifying experience for career development purposes.

c. Provide management with a cost-effective human resources placement program (e.g., reduce cost of hiring new employees, lower average grade through job restructuring).

11. RESPONSIBILITIES.

a. The Director of Personnel and Technical Training, APT-1, develops guidelines and procedures for the FAA-wide Upward Mobility Program, monitors and assesses how well the Program is meeting established objectives, and assures that the Program is in compliance with Federal regulations.

b. Regional and Center Directors provide necessary resources and establish local procedures within Federal regulations and agency guidelines.

c. Washington headquarters and Regional and Center Human Resource Management Divisions hereafter referred to as Personnel Officers, develop local guidelines and procedures, administer the program, and monitor and assess its effectiveness through self-evaluation methods.

d. The Director of Civil Rights incorporates Upward Mobility Program requirements into the national EEO Plan and evaluates the Program's impact on EEO goals and objectives.

12. PROGRAM REQUIREMENTS.

a. With guidance from personnel officers, managers and supervisors will analyze their staffing needs to identify those positions appropriate for upward mobility purposes. This should be determined by the number of current and projected vacancies which occur on an annual basis in professional, administrative, or technical (paraprofessional) career ladders (GS-4 to GS-12) as a result of restructuring positions, program growth, increased turnover, or a combination of these factors.

b. Criteria on sources of eligibles, methods of selection, training, evaluation, career counseling, completion and non-completion of the program, and flexibility provisions are outlined in Appendix 1.

c. Local plans must include procedures for evaluating program success on at least an annual basis. Nationwide evaluations will be conducted as needed.

E. V. Curran
Director of Personnel and
Technical Training

APPENDIX 1
FEDERAL AVIATION ADMINISTRATION
NATIONAL UPWARD MOBILITY TRAINING AGREEMENT
Effective 05/27/88 through 05/27/90

This approved training agreement is not the FAA's total Upward Mobility Program--it is an approved training agreement to help implement a portion of the FAA's total Upward Mobility Program.

1. PURPOSE. The purpose of this nationwide training agreement is to improve career opportunities for employees with demonstrated capacity for assuming greater responsibility who occupy dead end jobs or positions with limited career advancement potential. It will improve the ability of these employees to enter into and advance in a new occupation through training and experience.

2. OBJECTIVES.

a. To provide upward mobility and/or lateral reassignment for lower-graded employees whose current assignments do not provide for further advancement.

b. To provide employees with opportunities to enhance their qualifications and progress in career positions.

c. To motivate employees and create a climate conducive to increased morale and productivity.

d. To prepare the trainee to function effectively in the target position.

e. To obtain more effective utilization of employee capabilities.

f. To provide a broader base for selection of personnel for technical, administrative, and professional positions, and thus diversify the employee population in those careers.

Use of this training agreement is mandatory when training is to be substituted for a portion of the qualification requirements for entry into a trainee position.

3. POSITION COVERAGE.

a. Trainee Positions. No trainee positions will be established above GS-8. Program participants are selected on a competitive basis and may enter into trainee positions through reassignment, promotion, or voluntary change to lower grade. Selectees may be assigned to a trainee position and complete training prior to being reassigned and/or promoted into the target position; or a selectee may be placed directly in the target occupational series in a trainee capacity and complete training before assignment to the target position. For example, a GS-4 employee who is already eligible for promotion may compete for a GS-5 trainee position; or a GS-6 employee may voluntarily accept training for a GS-5 position in a different series offering greater advancement opportunities. In series where positions are classified at two-grade intervals, trainee positions will normally be at the entry grade level.

Pay retention shall be extended to any employee whose rate of basic pay would otherwise be reduced as a result of entering the Upward Mobility Program. A sample position description for a trainee is attached as Figure 1.

b. Target Positions. Upon satisfactory completion of a full program of training, reassignment or promotion into the target position will be effected noncompetitively. The target position may be the same as or a higher grade level than the trainee position. Once trainees have been placed in target positions, additional and future development will follow normal merit promotion or career development procedures. In no case does this agreement authorize exception to time-in-grade restrictions. Trainees who enter a series where positions are properly classified at two-grade intervals and whose upward mobility plan calls for a two-grade promotion to the target position will be eligible for such promotion upon successful completion of the training program and upon having met the proper time-in-grade requirements. This training agreement is applicable to target positions in any of the occupational series properly classified at one and two-grade intervals. Target positions may fall within any of the following groups:

000 Miscellaneous Occupations Group
100 Social Science, Psychology, and Welfare Group
200 Personnel Management and Industrial Relations Group
300 General Administrative, Clerical, and Office Service Group
400 Biological Sciences Group
500 Accounting and Budget Group
800 Engineering and Architecture Group
900 Legal and Kindred Group
1000 Information and Arts Group
1100 Business and Industry Group
1300 Physical Sciences Group
1400 Library and Archives Group
1500 Mathematics and Statistics Group
1600 Equipment, Facilities, and Service Group
1700 Education Group
1800 Investigation Group
1900 Quality Assurance, Inspection, and Grading Group
2000 Supply Group
2100 Transportation Group

Before selectees may be placed in either a trainee or target position for which a minimum educational requirement is specified in the Office of Personnel Management (OPM) Handbook X-118, Qualification Standards for Positions Under the General Schedule, they must meet such minimum education requirements prescribed for that series.

POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.

2. Reason for Submission: [ ] Redescription [X] New [ ] Reestablishment [ ] Other
Explanation *(Show any positions replaced)*

3. Service: [X] Dept'l [ ] Field

4. Employing Office Location: Washington, D.C.

5. Duty Station: Washington, D.C.

6. CSC Certification No.

7. Fair Labor Standards Act: [ ] Exempt [X] Nonexempt

8. Employment/Financial Stmt Required: [ ] Yes [X] No

9. Subject to IA Action: [ ] Yes [X] No

10. Position Status: [X] Competitive [ ] Excepted *(Specify)*

11. Position is: [ ] Suprvsry [ ] Managerial [X] Neither

12. Sensitivity: [ ] Critical [ ] Noncritical [X] Nonsensitive

13. Competitive Level Code

14. Agency Use

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. Civil Service Commission						
b. Department, Agency, or Establishment	Computer Programmer	GS	334	5		1-1-88
c. Bureau						
d. Field Office						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(if different from official title)*

17. Name of Employee *(if vacancy, specify)*

18. Department, Agency, or Establishment: Department of Transportation

a. First Subdivision: Federal Aviation Administration

b. Second Subdivision: Office of Information Systems

c. Third Subdivision: Data Systems Division

d. Fourth Subdivision: Systems Planning and Standards Branch

e. Fifth Subdivision: Computer Technology Section

19 Employee Review. *This is an accurate description of the major duties and responsibilities of my position*

Signature of Employee *(optional)*

20. **Supervisory Certification.** *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations*

a. Typed Name and Title of Immediate Supervisor
Jane R. Jones
Supervisor, Computer Technology Section
Signature Date

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)*
Shirley T. Smith, Manager
Systems Planning and Standards Branch
Signature Date

21. **Classification/Job Grading Certification.** *I certify that this position has been classified/graded as required by Title 5, U. S. Code, in conformance with standards published by the Civil Service Commission or, if no published standards apply directly, consistently with the most applicable published standards*

Typed Name and Title of Official Taking Action
Paul P. Parker
Position Classification Specialist
Signature Date

22. Standards Used in Classifying/Grading Position

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the Civil Service Commission. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the Commission.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee *(optional)*										
b. Supervisor										
c. Classifier										

24. Remarks

25. Description of Major Duties and Responsibilities *(see attached)*

5008-105

Optional Form 8 (Revised 8-77)
U.S. Civil Service Commission, FPM Chap. 295

FIGURE 1. SAMPLE POSITION DESCRIPTION (CONT'D)

PRINCIPAL DUTIES AND RESPONSIBILITIES

This position is established for the purpose of providing training as part of the Upward Mobility Program. In addition to the administrative or technical assignments, orientation to the policies, regulations, programs, techniques, and operating methods of the organization to which assigned will be provided.

This position is at the basic trainee level of computer programming work. Incumbent will receive formal classroom and on-the-job training both in computer programming methods and techniques, and in the nature of the subject matter of application.

The training in methods and techniques is designed to develop (1) knowledge of computer characteristics and techniques, machine language, assembly or compiler systems; and (2) skills in block diagraming, designing and developing programs and procedures, writing program instructions, testing and correcting programs and preparing operator instructions.

Training in the subject matter of applications involves a thorough study and indoctrination in the basic missions, purposes and functions of the agency, organizational relationships, workflow, and basis subject matter concepts and terminology.

SUPERVISION AND GUIDANCE RECEIVED

Incumbent receives supervision, technical guidance, and assistance from the Supervisor, Computer Technology Section. A close review of assignments is made to determine the progress of knowledge, independent judgment, and overall development to assume a fuller range of programming work.

4. SELECTION. Selection shall be made on a competitive basis in accordance with merit promotion guidelines from among FAA employees without discrimination because of sex, color, race, religion, national origin, handicap, age, or other non-merit reasons.

a. Source of Eligibles.

(1) Trainees will be selected from among General Schedule and Wage System employee serving under career or career-conditional appointments.

(2) Employees serving under the Veteran's Readjustment Appointment (VRA) authority are also eligible to compete for upward mobility positions. Upon selection, VRA appointees will be reassigned to trainee positions, and their initial training agreement under the VRA appointment, if not entirely completed, may be terminated by amendment at that time. Their VRA appointments will continue, however, until such time as they complete the 2 years of service required for conversion to competitive status. If performing satisfactorily at that time, VRA appointees are converted, in place, to competitive service under the provisions of Civil Service Regulation 315.705.

(3) Employees serving in excepted positions under Schedule A, Section 213.3102(u) appointments may compete for upward mobility positions provided they meet the physical qualification standards for the target position. If selected, they will be reassigned to trainee positions. Additionally, they must complete the 2 years of service required before conversion to competitive status.

(4) Candidates selected for development must possess an overall background of sufficient level and quality to indicate that they have the potential ability to perform successfully in the target position and the ability to profit from the development experience.

(5) Consideration may be limited to employees at GS-8 and below and non-GS equivalent levels who have high potential but cannot meet qualification requirements for higher grades without special training. This limitation may be enforced only when adequate advancement opportunities are provided for other employees in dead end jobs who do meet qualification standards for higher level positions and would, therefore, be ineligible to compete for upward mobility positions.

b. Method of Selection. The primary objective in the evaluation of candidates for upward mobility positions is the assessment of potential for satisfactory performance in the target position. Accordingly, an analysis of job requirements may be made to determine relevant skills, knowledges, and abilities required for the position. Alternatively, assessment centers may be used to identify potential in skill areas such as leadership, judgment, organizing and planning, perception, decisionmaking, analytical, written and oral communication, and interpersonal.

All applicants will be evaluated according to merit principles and procedures through criteria established by each employing jurisdiction. Applicants will be rated through careful evaluation of the quality of their work experience, education, pertinent outside activities, awards, supervisory appraisals (sample attached as Figure 2), and other evidence of potential. All assessment techniques must assure that selection procedures are job-related and are not unlawfully discriminatory on the basis of race, color, religion, national origin, sex, age, or handicap.

5. TRAINING

a. Length.

Before reassignment and/or promotion to the target position, trainees must make up the difference in qualifications they bring to the program and the qualifications required (whether general experience or specialized experience or both) as specified in Handbook X-118 for the series involved. Training time may, therefore, be credited at the rate of 1 month of training for 2 months of experience. For example, if a trainee needs 3 years of general experience to qualify for a target position required 3 years of general experience and 1 year of specialized experience, 2 full years of accelerated training (6 months of which must be specialized) would be required before movement into the target

position. In all situations, the training period would be established at a minimum of 12 months, including those instances where the trainee possesses some of the qualifying experience.

b. Training Plans.

Within 30 days after assignment to a trainee position, supervisors and managers, with technical assistance and guidance from the personnel office, will develop an individual training plan for each trainee. The plan will be designed to reflect a pattern of development to assure that the trainee acquires the necessary skills, knowledges, and abilities for successful performance in the target position (sample attached as Figure 3). All training plans will provide for the following:

(1) On-the-Job Training. All assignments will provide meaningful, productive, and progressively responsible developmental experience related to the target position. Special projects may be arranged in other program areas that interface with the career field. No less than 50 percent of the on-the-job training time must be in the target area or in closely related functions.

(2) Formal Training. On-the-job training may be supplemented by formal educational courses to prepare the trainee for the target position. Such courses will ordinarily by taken at Government expense, resources permitting, and might be taken at interagency training facilities, local trade schools, colleges, or universities.

ASSESSMENT OF POTENTIAL - UPWARD MOBILITY PROGRAM

DIRECTIONS TO SUPERVISOR: This appraisal will be used in connection with consideration given the below-named employee for positions under the Upward Mobility Program. Please complete and return this form by _____ to _____. The employee must have been under your supervision for at least 90 days. Otherwise, a joint appraisal must be completed with input from the employee's immediate past supervisor.

Candidate's Name: Barbara B. Brown Grade GS-5

Organization Office of Research and Evaluation

Period Covered: From 10-30-86 To 10-30-87

SCALE:
5 — Shows outstanding potential in this factor
4 — Shows above average potential in this factor
3 — Shows average potential in this factor
2 — Shows below average potential in this factor
1 — Shows a lack of potential in this factor

FACTORS:	CIRCLE ONE
1. **WORK QUALITY:** Completeness, accuracy, quality of completed work assignments.	(5) 4 3 2 1
2. **TIMELINESS:** Completion of assignments in a timely manner; ability to meet schedules and deadlines.	5 (4) 3 2 1
3. **LEARNING ABILITY:** Ability to understand new job procedures, instructions, explanations.	5 (4) 3 2 1
4. **ANALYTICAL ABILITY:** Insight; comprehension and understanding; ability to be objective; ability to logically analyze and resolve problems and situations	5 (4) 3 2 1
5. **DEPENDABILITY:** Reliability, ability to carry through an assignment; effective use of working time.	(5) 4 3 2 1
6. **INITIATIVE:** Interest, conscientiousness, self-motivation; resourcefulness; willingness to learn new tasks.	(5) 4 3 2 1
7. **INTERPERSONAL SKILLS:** Ability to get along with others, to cooperate, to work as part of a team.	5 (4) 3 2 1
8. **ADAPTABILITY/FLEXIBILITY:** Ability to adjust to changing job demands, to deal with conflict or difficult work/people situations.	5 (4) 3 2 1
9. **JUDGMENT:** Soundness of recommendations and decisions.	5 (4) 3 2 1
10. **COMMUNICATION SKILLS:** Ability to communicate information and ideas, verbally and/or in writing.	5 4 (3) 2 1

Provide comments concerning the candiate's potential and/or proven skills and abilities in the above factors:

Charles C. Carter
Signature

11-5-87
Date

FAA FORM 3330-44 (4-82)

FIGURE 3. SAMPLE INDIVIDUAL DEVELOPMENT PLAN

1. Name: John Alger

2. Trainee Position and Grade: Computer Programmer, GS-334-5

3. Target Position and Grade: Computer Programmer, GS-334-7

4. Date Entered Trainee Position: January 1, 1988

5. Duration of Training: 1 year

6. Objective: Through a systematic approach to on-the-job training and development assignments, combined with related formal training, the trainee is expected to acquire the necessary skills, knowledges, and abilities to perform in the target position. Assignments will be provided by the Supervisor, Computer Technology Section. Appropriate self-developmental activities are encouraged and will be recommended during each counseling session.

7. Training Outline

Length

a. Phase I

Trainee will receive an orientation to the general policies, practices, and procedures of the Computer Technology Section and its relationship to other components of the Data Systems Division. 1 week

Formal Training:

Fundamentals of ADP for Computer Specialist Trainees. This course provides exposure to all facets of data processing; an orientation to computer concepts; the structure of computer components; the capabilities of the computer; and the various input/output devices and media. 2 weeks

Fundamentals of ANS COBOL. This course will enable participants to write COBOL programs of moderate complexity. 2 weeks

On-the-job Training:

Trainee will translate several program routines and detailed logic steps into instructions, codes, and language acceptable to the computer, and participate, as a junior member of a system team, in writing a COBOL program of moderate complexity. 7 weeks

Quarterly evaluation and counseling by supervisor.

Quarterly evaluation by trainee.

b. Phase II

Formal Training:

Workshop in COBOL Programming. Trainee will review the COBOL Language and will code, compile, test, and debug COBOL programs. 1 week

Security and Privacy of Computer Systems. Course covers the history of information system privacy; total system security; software, environment, and installation security; and cost/benefit analysis. 1 week

Seminar in Advanced Computer System Technology. Acquaints participants with state-of-the-art information on new and current hardware and software, and will include discussions on data base management, future architecture, and operating systems. 1 week

On-the-job Training:

Trainee will code, compile, test, and debug simple COBOL programs from detailed program specifications and flow charts. Trainee will also write a COBOL program of moderate difficulty. 9 weeks

Quarterly evaluation and counseling by supervisor.

Quarterly evaluation by trainee.

c. Phase III

Formal Training:

Computer Programming (Advanced COBOL) at local community college. Provides experience in programming in an operating system environment. Teaches use of job control language files, utility programs, and analysis of error messages. 1 day per week

Structured Computer Programming. Provides actual experience in the use of basic programming structures. 1 day per week

On-the-job Training:

Trainee will write three COBOL programs of moderate difficulty. Will extract and compile information concerning an equipment feature which involves selecting pertinent data from catalogs, previous studies, etc. 12 weeks

Quarterly evaluation and counseling by supervisor.

Quarterly evaluation by trainee.

FIGURE 3. SAMPLE INDIVIDUAL DEVELOPMENT PLAN (CONT'D)

c. Phase IV

Formal Training:

Continuation of formal training under Phase III.

On-the-job Training:

Rotational assignments of 2 weeks each in the User Assistance and Applications Development Sections to expand knowledge of the various ADP techniques. Trainee will participate in interviewing subject matter personnel to gather facts regarding work processes and synthesizing the resulting data into charts showing information flow. Will also assist in preparing documentation on cost/benefit studies.
16 weeks

Quarterly evaluation and counseling by supervisor.

Quarterly evaluation by trainee.

Formal instruction may be scheduled either during normal working hours with trainees attending in pay status or after hours with trainees attending on their own time in non-pay status. However, in no case may attendance at classes after normal working hours only be a requirement or a condition of selection for or of completion of the training program.

(3) Self-Development. Trainees will be encouraged to participate in self-directed developmental activities. This may include extensive reading in a selected bibliography, participation in professional societies or trade associations, or training through local institutions or correspondence schools.

6. EVALUATION. Upon completion of 90 days in the trainee position, supervisors will make a preliminary evaluation to assess the trainee's progress and development needs (sample attached as Figure 4). Subsequent evaluations on the trainee's overall development are required at 90-day intervals. All evaluations will be discussed with and a copy provided to the trainee. Trainees will also make written evaluations of the training provided and a self-assessment of development at the end of 90 days in the trainee position and each 90 days thereafter (sample attached as Figure 5). All such evaluations will be discussed with and a copy provided to the supervisor. These evaluations do not eliminate the requirement for establishing job elements and performance standards and appraising performance under FAA's General Performance Appraisal System. A training program file containing a record of the actual training given to each trainee will be maintained for a minimum of 2 years after the completion of training.

7. CAREER COUNSELING. Supervisors will consult with trainees concerning their learning progress and career goals upon completion of each major work assignment and otherwise, as needed, but no less frequently than quarterly. A report of counseling will be included in supervisory evaluations. Supplemental counseling may be provided by career counselors, training officers, or personnel specialists, as appropriate.

8. COMPLETION OF PROGRAM. The trainee will be considered to have met the qualification requirements for the target position upon successful completion of the individual training plan including successful performance of on-the-job criteria identified for the position. The trainee will then be eligible for reassignment or promotion to the target position upon written recommendation by the supervisor. Progression of employees beyond the target position will follow normal merit promotion and career development procedures. A written record of satisfactory completion of training under this training agreement will be made a part of each trainee's official personnel folder to show that all of the terms of the training agreement have been met.

9. NON-COMPLETION OF PROGRAM. If, after at least 90 days in the trainee position, there is evidence that the trainee is not performing satisfactorily and does not show potential to move into the target position, or upon the trainee's voluntary withdrawal from the program, every effort should be made to return the trainee to his/her former position, if not filled, or to a position of similar responsibility and grade. In cases where the employee entered the trainee position through a voluntary change to lower grade, repromotion to the grade held immediately prior to entry into the trainee position will be subject to competitive merit promotion procedures.

10. FLEXIBILITY PROVISIONS. To avoid frequent minor amendments to this agreement caused by variation in missions of employing jurisdictions, changes in concepts or methodology in subject fields, or trainee needs, it is permissible to extend the training period for a maximum of 6 months to:

a. Tailor within the total scope and overall objectives of the development program the length and intensity of subject matter to meet the needs of agency, the trainee, and new technology.

b. Adjust elapsed training time, as appropriate, in individual cases to cover contingencies such as sick leave, emergency annual leave, or the trainee's inability to grasp a portion of the developmental assignment.

c. Alter sequence of training to allow for the learning experience to be responsible to actual work situations as they arise during the developmental period when conditions or experience indicate the desirability of such changes.

11. ADMINISTRATION OF AGREEMENT. The Director of Personnel and Technical Training, APT-1, has overall responsibility for the administration and evaluation of this training agreement within the FAA. Human Resource Management Officers are responsible for the administration of this agreement in their respective employing jurisdictions. Local training agreements for upward mobility with OPM Regional/Area offices are herewith superseded by this nationwide agreement.

In effecting position changes under this agreement, the following notations should appear on the personnel action forms:

"U.S. OPM Special Training Agreement, SSS: EDU 5-2 dated May 27, 1986."

"Employee qualified for this trainee position only under OPM approved special training agreement; not eligible for other positions in this series until completion of prescribed training."

Figure 4

SAMPLE

SUPERVISOR'S EVALUATION OF UPWARD MOBILITY TRAINEE

Name of Trainee: Barbara B. Brown Date Entered Program: 1-1-88

Period Covered by Evaluation: From 1-1-88 To 4-1-88

Title of Position: Computer Programmer Present Grade: GS-5

Target Position: Computer Programmer, GS-7

A. **RATING FACTORS:** Rating Factors will be recorded in terms of the following levels: *(Circle appropriate number)*

4 — Significantly exceeds requirements in this factor
3 — Exceeds requirements in this factor
2 — Meets requirements in this factor
1 — Does not meet requirements in this factor

1. **WORK QUALITY:** Accuracy, quality of completed project or work assignment, coherence, adherence with official standards and procedures.

   Comments: 4 (3) 2 1

   Work is generally well thought through and of superior quality.

2. **TIMELINESS:** Completion of assignments in a timely fashion; ability to meet schedules and deadlines.

   Comments: 4 (3) 2 1

3. **LEARNING ABILITY:** Ability to understand new job procedures, instructions, explanations; ability to comprehend functions of the organization and its interrelationships with other units.

   Comments: 4 (3) 2 1

4. **DEPENDABILITY:** Reliability; effective utilization of working time; ability to carry through an assignment.

   Comments: (4) 3 2 1

   Can always be relied on to carry through assignments to completion without constant reminders

5. **INITIATIVE:** Resourcefulness; interest; conscientiousness; self-motivation.

   Comments: 4 (3) 2 1

6. **COOPERATION:** Ability to get along with others; to work as part of a team; courtesy and tact.

   Comments: 4 (3) 2 1

   An effective teamworker. Successful at promotion cooperation among others.

7. **ANALYTICAL ABILITY:** Ability to logically analyze and resolve problems and situations that arise.

   Comments: 4 (3) 2 1

   Effective in analyzing complex problems. Recommendations for solutions reflect proper consideration of alternatives.

FAA FORM 3330-46 (7-81)

FIGURE 4. SAMPLE SUPERVISOR"S EVALUATION OF UPWARD MOBILITY TRAINEE

8. **COMMUNICATION SKILLS:** Clarity and effectiveness of verbal expressions; ability to prepare clear, concise written communications.

Comments: 4 3 (2) 1
Written work is usually clear and understandable.

9. **JUDGMENT:** Correctness of decisions in the absence of detailed instructions; ability to foresee consequences of actions.

Comments: 4 (3) 2 1
Adjusts quickly to changes and meets varying workload demands.

10. **REACTION TO JOB DEMANDS:** Adaptability to changes; flexibility; reaction to pressure situations, short deadlines.

Comments: 4 (3) 2 1

B. Briefly describe the nature of the trainee's assignments or projects during this evaluation period.

Translated four program routines into COBOL.

Participated as a team member in consolidating several training programs.

C. What is your overall evaluation of the trainee's performance? Describe any significant strengths, weaknesses, or limitations which may affect the trainee's progress.

Overall evaluation - Satisfactory. Requires only general instructions on desired objectives. Strong points are dependability and analytical ability. Lacks self-confidence in oral presentations.

D. Indicate dates of counseling sessions.

2-28-88
3-28-88

Jane R. Jones — Supervisor, Computer Technology Section — 4-18-88
Signature of Supervisor — *Title & Organization* — *Date*

Barbara B. Brown — 4-18-88
Signature of Trainee — *Date*

Figure 5

SAMPLE

TRAINING PROGRAM EVALUATION REPORT

(To be completed by Trainee)

Name Barbara B. Brown Supervisor Jane R. Jones

Reporting Period: From 1-1-88 To 4-1-88

List assignment(s) and project(s):

Translated four program routines into COBOL.

Participated as a team member in consolidating several training programs.

Do you feel the training program is accomplishing stated objectives?

Yes. I am receiving the necessary training to enable me to perform as a computer programmer.

Briefly describe all classroom training, correspondence courses, seminars, or meetings attended by you during this period.

One-day orientation on roles and mission of Computer Technology Section. Completed the following two OPM courses:

Fundamentals of ANS COBOL
Fundamentals of ADP for Computer Specialist Trainees

Attended two staff meetings.

Do you feel your assignments are increasing your technical knowledge?

Yes. I have acquired a basic knowledge of computer characteristics and machine language.

In what areas do you feel you need further training?

Training in writing and oral presentations desired.

Comments: *(Optional)*

Barbara B. Brown
Signature

4-20-88
Date

FAA FORM 3330-45 (7-81)