

<p>U.S. DEPARTMENT OF EDUCATION</p> <p>PERSONNEL MANUAL INSTRUCTION</p>	<p>PMI <u>302-2</u> DATE: <u>03-14-02</u></p> <p>APPROVED: <u>Veronica D.Trietsch</u> DIRECTOR, HUMAN RESOURCES GROUP</p>
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SUBJECT: U.S. DEPARTMENT OF EDUCATION CAREER INTERN PROGRAM

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I. AUTHORITY

- A. Executive Order 13162 dated July 6, 2000.
- B. 5 CFR 213.3202 (o)

II. POLICY

- A. The Department of Education's (ED) Career Intern Program (CIP) covers professional and administrative 2-grade interval positions at the GS-05, GS-07 and GS-09. The CIP is designed to recruit and attract exceptional candidates who have a variety of experiences, academic disciplines or competencies necessary to work successfully in a range of professional and specialist positions after the completion of a formal training program.
- B. Vacant positions will be filled using excepted service appointments based on the application of merit principles.

III. GENERAL REQUIREMENTS

A. Recruitment, Referral and Selection

- 1. CIP opportunities may be announced a variety of ways, including ED's intranet website, the Office of Personnel Management's (OPM's) internet website, or with college placement officials. CIP opportunities will be announced for a period of at least 5 days. If posted internally in ED, the area of consideration must be Principal Office-wide.
- 2. Interagency Career Transition Assistance Program (ICTAP) requirements do not apply to these Excepted Service CIP positions.
- 3. All applications received in response to CIP announcements will be evaluated in comparison with applicable OPM qualification standards. Depending on the grade and occupational series, candidates will be referred to the selecting official in the following manner:
 - a. GS-05 and GS-07 Positions covered by the Luevano Decree. (See attachment 1).

Candidates who meet the basic qualification requirements will be required to complete a mandatory OPM "Administrative Careers With America" (ACWA) questionnaire, along with a Race and National Origin (RNO) form as part of their application package. Their responses will be scored, veterans' preference will be credited, when applicable, and selecting

officials will have the option of making a selection from among the top three candidates unless a preference eligible candidate blocks a non-preference eligible candidate from consideration. When fewer than three candidates remain in the highest category of preference eligibles, consideration may be expanded to include the next category of preference eligibles. If there are no preference eligible candidates available for consideration, the selecting official must select from among the top three ranked candidates referred for consideration.

b. GS-09 Positions, and GS-05 and GS-07 Positions *not covered* by the Luevano Decree (See attachment 2).

- (1) Applications of basically qualified candidates will be referred in alphabetical order; however, preference eligibles will be referred first in their order of eligibility and the certificates of eligibles will be annotated accordingly. Selecting officials may select from among any of the candidates on the certificate of eligibles, in the following order:
 - (a) preference eligibles by category; and
 - (b) nonpreference eligibles.
- (2) To ensure that merit systems principles are applied in the selection, the selecting official must provide a signed statement that outlines the basis for selection. This requirement does not apply to the selection of a preference eligible, unless there is more than one candidate in the preference category.
- (3) The following preference category annotations shall be used:
 - (a) "CP" for veteran preference eligibles with a compensable, service-connected disability of 10 percent or more (10 pt compensable);
 - (b) "XP" for veteran preference eligibles candidates who have a disability or are receiving compensation but do not qualify as a "CP"; or a veteran who received a Purple Heart (other 10 point preference); and
 - (c) "TP" for all other veteran preference eligibles (5 pt preference).

4. Qualified candidates on the priority reemployment list must be considered before any candidates are referred for consideration. (See 5 CFR 302.304(a)).
5. Internal Department of Education employees who wish to be considered for the CIP must apply for the specific announcement they are interested in, and follow the same application procedures as external candidates. They will also be required to complete the mandatory ACWA questionnaire, if appropriate, based upon the grade and occupation of the position for which they are applying. (Please refer to III(A)(3)(a) for further information concerning the ACWA questionnaire, along with Attachment 1.)
6. If the vacancy is posted at more than one grade level, a separate certificate will be issued for each grade level. Candidates for multiple grade positions must be evaluated and referred for each grade in which they are qualified and have indicated availability. If the vacancy is for a Luevano-covered position, the applicant must be rated and ranked among the top three candidates, in order to be referred for consideration.
7. If the selecting official decides to pass over a preference eligible candidate who is entitled to priority consideration to select a nonpreference eligible, s/he shall record the reasons for passing over the preference eligible, obtain the approval of the Senior Officer, and forward it with the selection to the servicing personnel office (SPO). The SPO will furnish a copy of the reasons to the preference eligible, or his/her representative, on request.
8. The selecting official may discontinue consideration of the name of a preference eligible for a vacancy, if on three occasions, the individual has been considered for a position covered by the posted announcement and the selecting official has received approval from the Senior Officer to pass over that individual. A copy of the reasons for passing over the preference eligible must be forwarded with each selection to the SPO. The SPO will furnish a copy of the reasons for non-selection to the preference eligible, or his/her representative, on request.
9. The selecting official, or an employee designated by the Principal Office (PO), will respond to any inquiries from a preference eligible regarding the reasons for which s/he was passed over for selection.

B Appointment and Promotion Opportunities

1. Initial appointments shall be made at the grades GS-05, GS-07 or GS-09 level, based upon applicant's qualifications and the specific occupation and subsequent career path of the position to be filled, as covered by the CIP. A current federal employee may be appointed under the CIP at a higher grade level than the job previously held by the employee, as long as s/he meets time-in-grade and the qualifications requirements for the vacant position.
2. Appointments shall be in the excepted service, for a period not to exceed 2 years. In rare circumstances, and with OPM approval, the appointment may be extended up to one additional year for additional training and developmental activities.
3. If the employee is serving on a career or career conditional appointment at the time of selection, s/he must be converted to an excepted service appointment. The employee must sign a written statement indicating that s/he understands s/he is leaving the competitive service voluntarily to accept an appointment in the excepted service. All employee benefits (retirement, life insurance, health insurance, TSP) will convey to the new appointment.
4. The Outstanding Scholar Appointing Authority cannot be used to make appointments to the CIP. This authority may only be used to make appointments to Luevano covered positions in the competitive service.
5. Under rare and unusual circumstances, the Director, HRG, may approve extensions of up to an additional 120 days to the two-year appointment. Requests for the 120-day extension must be submitted to the Director, HRG, no less than 30 days prior to the scheduled two-year completion date. Conditions warranting temporary extension of the program include an emergency illness of the employee, or some other event, which was unforeseen and/or beyond the control of the supervisor and/or the employee. Failure to complete all of the requirements of the training plan, without extenuating circumstances, will not serve as a basis for extending the internship.
6. Career interns will be in Tenure Group II in the excepted service.
7. Career interns who transfer from one agency to another agency are not subject to a new 2-year internship. Time previously spent under the program counts toward the completion of the 2-year internship if the intern is reappointed without a break in service.

8. Additional training may be required of career interns who move from one position to another position, to ensure the interns meet the agency training and/or program requirements. If the intern needs more than 120 days to complete additional training, (see section B(5) above), OPM approval will be required to extend the internship.
9. During the internship, individuals participating in the program may receive promotions as determined by the specific occupation career ladder for which they are selected. Time-in-grade and qualifications requirements must be met.

C. Training

1. Throughout the 2-year internship, the employee must participate in a formal training program and job assignments designed to develop competencies appropriate to the agency's mission and needs.
2. Training assignments will include, but are not limited to, formal training classes, rotational or other job assignments, on-the-job training, mentors, attendance at conferences and seminars, interagency assignments, or other activities approved by the agency.

D. Eligibility for Conversion

1. Upon successful completion of the 2-year internship, the intern will be eligible for immediate conversion to a career or career conditional appointment in the competitive service.
2. Employees who complete the internship, but are not converted to a career or career conditional appointment, will be terminated, except as cited in condition D(3) below.
3. If an ED career or career conditional employee is selected as an intern, and s/he fails to complete the program for reasons not related to misconduct or suitability, the employee shall be placed back in a position that is of equivalent status, tenure and pay to the position that the employee left. This placement will be done in the PO where the employee is currently employed.
4. If an external career or career conditional employee is selected for the program and s/he fails to complete the program for reasons not related to misconduct or suitability, ED is not obligated to place the employee, nor is the previous agency obligated to place the employee. If both agencies decide not to place the employee, s/he will be separated.

5. Employees who fail to complete the program due to conduct or suitability will be subject to appropriate adverse action procedures.

IV. PROGRAM RESPONSIBILITIES

A. The Director, Human Resources Group (HRG) will:

1. Establish basic departmental policy for the CIP;
2. Evaluate the overall effectiveness of the CIP;
3. Review, and if warranted, approve, requests for 120-day extension for an intern to complete the program due to uncontrollable circumstances;
4. Ensure compliance with the OPM's program requirements.

B. Human Resources Group (HRG) Staff will:

1. Provide policy guidance to supervisors, managers and employees, as needed, on the parameters of the career intern program.
2. Monitor usage and implementation of the program to ensure effective utilization of CIP opportunities.
3. Conduct recruiting to fill CIP position and advise supervisors and managers of availability of other recruitment tools that may be used in tandem with the CIP.
4. Apply qualification standards and veterans preference appropriately, advise management on legal selection options, and ensure that all required documentation is complete.
5. Ensure that all required documentation is complete and in accordance with applicable regulations:
 - a. CIP recruitment case files will be maintained in the field office/region where employee is hired, with all supporting documentation, sufficient to reconstruct an action, if so needed.
 - b. At a minimum, each case file will include: the applications/resumes; performance appraisals (if provided); certificate of eligibles; the vacancy announcement; and documentation to support the selection of the candidate.

- c. CIP case files will be maintained for a period of at least two years, or longer, if required by OPM.

C. Training and Development Group (TDG) Staff will:

1. Advise and work with supervisors and managers to develop and implement a written training plan appropriate for the occupation, grade(s) and career ladder of the position to be filled.
2. Advise supervisors and managers of classes, conferences, seminars, rotational assignments, etc., available to the intern.
3. Coordinate with the supervisor and/or manager to establish and document timelines and parameters of necessary training for each grade level throughout the two-year program.

D. Senior Officers will: Review and approve requests to pass over preference eligibles who have been referred for priority consideration.

E. Second Level Supervisors or Higher Level Officials will:

1. Determine when career interns can be effectively utilized in their organization; identify occupations where 2 years of formal training are appropriate, and consider overall trends in occupations (i.e., labor market and workforce demographics).
2. Ensure resources are available to fully support the program; i.e., human resources, budget and 2 years of formal training.
3. Review the selection of the interns to be hired and the rationale for the selection or specifically delegate these functions and provide the delegation to HRG;
4. Submit justification and documentation to Senior Executive Officer, for review and approval if selection is a non-preference eligible, in lieu of a preference eligible candidate; forward copy of approval to Director, Human Resources Group (HRG).
5. Monitor and evaluate the use of career interns.

F. Supervisors will:

1. Advise human resources staff of vacant positions they wish to fill utilizing the CIP.

2. Coordinate with TDG staff to develop, and implement a formal written training plan for any position to be filled by a CIP intern. (See attachment 3 for additional guidance.)
3. Submit a formal training plan with the recruit action. Training plans may include, but are not limited to, formal training classes, rotational or other job assignments, attendance at conferences and seminars, interagency assignments, or other similar activities. CIP vacancies will not be posted until a training plan is provided.
4. Interview and select career interns, prepare reasons if they believe it is necessary to pass over a preference eligible, and respond to inquiries from preference eligible individual who have been passed over.
5. Advise the career interns of program requirements and expectations, including developmental assignments and performance requirements, within 30 days of the employee entering the program. Make any necessary revisions to the training plan within 30 days of the employee entering the program.
6. Assign work to the intern which contributes to his/her overall development.
7. Continually monitor the employee's progress, to ensure that intern is fulfilling all requirements and timelines. Interns will receive training that is needed to effectively perform assigned or planned duties.
8. Meet with the employee on a regular basis to discuss performance, program progress, timelines, etc.
9. Plan for the 'graduation' of the career intern from the CIP, if the intern is performing at an acceptable level, and determine an appropriate job placement for the employee. Advise HRG at least 60 days prior to the completion of the internship on whether the employee will be converted to a new appointment, or will be terminated.
10. Plan to take appropriate action, as outlined in Section III (D)(2) through (5) above, if management does not intend to convert the intern to a career or career conditional appointment upon completion of the program.
11. Stay informed of and adhere to the provisions of the CIP and participate in the evaluation of the Plan as required.

G. Career Interns will:

1. Participate fully in all aspects of their training plan, including on-the-job, formal training, rotational assignments, conferences, seminars, interagency seminars, etc. as documented by the formal training plan.
2. Attend all training, seminars, conferences, etc., for which approved and registered.
3. Meet with the supervisor on a regular basis to discuss job assignments, performance standards, training requirements, etc.
4. Advise the supervisor of any additional training, seminars, or courses that would improve job performance.

Attachments:

- (1) Listing of Luevano Positions
- (2) Listing of Non-Luevano Positions
- (3) CIP Training Plan

Attachment 1:

LISTING OF LUEVANO COVERED POSITIONS, AT THE GS-05/07 LEVEL

CAREER FIELDS COVERED BY THE LUEVANO DECREE

POSITION TITLES	SERIES
Administrative Officer	0341
Agricultural Marketing	1146
Agricultural Market Reporting	1147
Agricultural Program Specialist	1145
Alcohol, Tobacco, and Firearms Inspection	1854
Anthropology, General *	0190
Archeology *	0193
Archives Specialist	1421
Archivist *	1420
Arts and Information, General	1001
Appraising	1171
Bond Sales Promotion	0011
Budget Analysis	0560
Building Management	1176
Business and Industry, General	1101
Community Planning *	0020
Computer Specialist Trainee	0334
Contact Representative	0962
Contracting Series *	1102
Contractor Industrial Relations	0246
Claims Examining, General	0990
Customs Inspection	1890
Distribution Facilities and Storage Management	2030
Economics *	0110
Education and Training, General *	1701
Educational Program *	1720
Employee Development	0235
Employee Relations	0230
Environmental Protection	0028
Federal Retirement Benefits	0270
Financial Administration and Programs	0501
Financial Analysis	1160
Financial Institution Examining	0570
Foreign Affairs *	0130
Game Law Enforcement	1812
Geography *	0150
Health Insurance Administration	0170

Attachment 1 (contd)

Highway Safety	2125
History *	0170
Hospital Housekeeping Management	0673
Housing Management Specialist	1173
Immigration Inspection	1816
Import Specialist	1889
Industrial Property Management	1103
Industrial Specialist	1150
Inspection, Investigation, and Compliance, General	1801
[Restricted to following positions and agencies: Civil Aviation Security Specialist (FAA only) Center Adjudication Officer (INS only) District Adjudication Officer (INS only)]	
Insurance Examining	1163
Intelligence	0132
Internal Revenue Officer	1169
International Relations *	0131
Inventory Management	2010
Investigator, Criminal	1811
Investigator, General	1810
Labor Relations	0233
Labor Management Relations Examining	0244
Land Law Examining	0965
Logistics Management	0346
Loan Specialist	1165
Manpower Development	0142
Manpower Research and Analysis *	0140
Military Personnel Management	0205
Miscellaneous Administration and Program	0301
Museum Management (Curator) *	1015
Occupational Analysis	0222
Outdoor Recreation Planning	0023
Packaging	2032
Paralegal Specialist	0950
Park Ranger	0025
Passport and Visa Examining	0967
Pension Law Specialist	0958
Personnel Management	0201
Personnel Staffing	0212
Position Classification	0221
Printing Management Specialist *	1654
Program Management and Program Analysis	0343
Property Disposal	1104

Attachment 1 (contd)

Psychology *	0180
Public Affairs	1035
Public Health Quarantine Inspection	1864
Public Health Program Specialist	0685
Public Utilities Specialist	1130
Quality Assurance Specialist	1910
Railroad Retirement Claims Examining	0993
Realty	1170
Safety and Occupational Health Management	0018
Salary and Wage Administration	0223
Securities Compliance Examining	1831
Security Administration	0080
Social Insurance Administration	0105
Social Science *	0101
Social Services	0187
Sociology *	0184
Supply, General	2001
Supply Cataloging	2050
Supply Program Management	2003
Tax Law Examining	0987
Tax Technician	0526
Technical Writing and Editing	1083
Technical Information Services	1412
Telecommunications	0391
Trade Specialist	1140
Traffic Management	2130
Transportation Operations	2150
Transportation Specialist	2101
Transportation Industry Analysis	2110
Unemployment Insurance	0106
Unemployment Compensation Claims Examining	0994
Veterans Claims Examining	0996
Vocational Rehabilitation	1715
Wage and Hour Compliance	0249
Workers Compensation Claims Examining	0991
Writing and Editing	1082

*Position requires specific courses

Attachment 2

LISTING OF NON-LUEVANO COVERED POSITIONS
(ACWA TEST IS NOT REQUIRED)

<u>SERIES/TITLE/POSITION</u>	<u>GRADE</u>
GS-260 Equal Employment Opportunity	5/7
GS-360 Equal Employment Compliance	5/7
GS-510 Accounting *	5/7
GS-511 Auditing *	5/7
GS-1520 Mathematics *	5/7
GS-1529 Mathematical Statistician *	5/7
GS-1730 Education Research *	5/7
GS-400 Series: Biological Sciences *	5/7
GS-800 Series: Engineering *	5/7
GS-1300 Series: Physical Sciences*	5/7

*Position requires specific courses

Attachment 3; Training Plan

(Part 1)

Department of Education Career Intern Program Training Plan

The Training Plan

The training plan is used to schedule both formal and on-the-job training and developmental experiences adapted to the needs of the federal career intern. This plan will enhance the knowledge, skills, and abilities necessary for assuring that the trainee can successfully perform in the target position.

The Individual Development Plan (IDP) will be a major component of the training plan and will be used in developing a customized training program for each federal career intern. The IDP employs a concept that emphasizes discussion and joint decisions by the employee and the supervisor on the specific developmental experiences necessary to fulfill the goals of individual career development and organizational enhancement through the Federal Career Intern Program.

The following steps must be taken to implement the Training Plan for the federal career intern:

1. The supervisor will develop a proposed training plan for the intern position to be filled. The plan should provide a description of the program goals, the supervisor's goals for intern professional development, the task and duties of the target position, the knowledge and skills needed to perform the tasks, the costs involved, on-the-job assignments and tasks, and target dates for completion of training activities. The requested grade level, occupation, and career ladder of the intern position should be taken into consideration in the creation of these documents. Please see the attached sample format in Part 2 of this attachment. The supervisor will have responsibility for identifying areas of training and development needs for the intern. The Training and Development Center may be consulted for guidance, if needed, on specific training classes that may be used to address these needs or in identifying and locating other appropriate professional development resources.

2. The supervisor will submit the proposed training plan to Human Resources for use in recruitment efforts.
3. During the first 30 days of employment for Year 1, and subsequently for Year 2 of the internship, the supervisor will meet with the intern and the TDG staff to create and finalize an Individual Development Plan (IDP). The training plan submitted by the supervisor will be used as a guide to customize the IDP to the specific work situation and training needs of the individual intern.
4. The training plan and subsequent IDP may include all or any part of the following elements:
 - a. Formal Instruction: Specially planned education courses related to the career field may be taken during or after regular work hours. Courses may include those offered at the Department's Training and Development Center, through local educational institutions and colleges, or interagency facilities.
 - b. On-the-job experiential training includes special familiarization assignments that can be made to other program areas that interface with a career field. These assignments may include special projects, details, rotational or interagency assignments, reading materials, cross-functional assignments and teamwork. All duty assignments will be meaningful and productive for supervised development for the target position.
 - c. Trainees are encouraged to participate in self-directed developmental activities. Self-Development activities in the program may include assessments, extensive reading of books and other material related to the career field, attendance at professional workshops, seminars, or conferences, and use of technology such as videos, CD-ROM's, tutorials, correspondence and the internet.
 - d. Participation in the Department's professional Mentoring Program. Mentors are valuable sources of information and advice. They can help the federal career intern understand the federal government, Department of Education, and their position and role in the agency. A mentor/mentee relationship is very personal and can contribute greatly to an intern's success.

PLEASE NOTE: Under special circumstances and if funds are not available in the intern's program office, the Training and Development Center may be able to provide funds to help cover costs of outside training for interns. The training must be considered important for the professional development of the intern and not available through either the TDC or elsewhere throughout the Department of Education. Requests should be submitted in writing to the TDC, along with a description of the training, its importance to the internship, and other necessary details such as cost and location. Requests will be considered and funding offered based on need and availability of funds.

5. Once the IDP is developed and approved, and within thirty days of the start date of the intern's employment, the supervisor will complete the Federal Career Intern Information Sheet, which is available from the TDG staff. The form will be submitted to Human Resources, along with a copy of the IDP and/or revised Training Plan, if requested.
6. The supervisor will monitor the intern's progress, reevaluate the proposed program every six months, and confirm or modify the completion dates for the formal and/or on-the-job training. Regular feedback and guidance should be provided to the intern.
7. During the first three months of the internship, and on subsequent occasions if desired, the supervisor will meet with a TDC Career Counselor to discuss effective mentoring and coaching techniques as well as other ways to encourage professional development for the intern.
8. The intern will be required to meet with a TDC Career Counselor to discuss and clarify professional direction and career opportunities. These meetings should take place a minimum of every six months during the internship.
9. Over the course of the two-year internship, the intern will take initiative and responsibility for **enhancing his/her** professional development through identifying and following through with various training and career-enhancing activities.

The IDP and The Federal Career Intern Program

The Individual Development Plan (IDP) is a personal action plan, jointly agreed to by the intern and his/her supervisor. It also identifies the training and other developmental experiences needed to achieve both short and long-term goals for the benefit of the individual and organization, within a specified time frame. The supervisor is advised to work closely with the TDC staff to develop and implement an effective IDP for the career intern.

The IDP will help each intern to align his/her professional developmental goals with organizational goals. It will list core competencies as well as other competencies that each intern wishes to acquire or develop during the internship-training program. In addition, it will include proposed developmental activities, projected completion dates for each activity, and necessary resources.

Specifically, the IDP will guide the intern to identify the following:

Short and long-term career goals

The intern, along with his/her supervisor, will identify three short-term (to be accomplished within 12 months) and three long-term (within 2 to 5 years) career goals, each with targeted completion dates.

Standards (Competencies)

Identify and prioritize standards (competencies) that need strengthening.

NOTE: The competencies to be used for the Federal Career Intern Program will be those that have been deemed appropriate to the agency's mission and needs. They are listed as the GPAS Standards/Competencies and include the following:

Work Quality, Productivity & Customer Service:

1. Delivers quality products/services that address customer service requirements.
2. Meets essential deadlines and commitments.
3. Communicates clearly, courteously, and effectively.
4. Improves and applies technical knowledge/skills to carry out assignments effectively.
5. Uses available resources efficiently.

Attachment 3 (contd)

Teamwork and Cooperation:

6. Shares skills/knowledge effectively; works cooperatively with others to achieve goals.
7. Willingly accepts and completes a fair share of the workload.
8. Adapts willingly and in a timely way to changing assignments, priorities, and responsibilities.
9. Participates in reviewing/improving work processes of team/organization.

Job Specific:

10. Any additional job specific standards that are recommended by either the supervisor and/or intern.

Developmental Activities

Select or create developmental resources to aid in strengthening standards.

Part 2

**Federal Career Intern Program
Sample Individual Training Plan**

Employee (Name and Social Security No.)	2. Current Position and Grade	3. Organization	
4. Career Goals (Include Positions and Grades)			
5. <u>Short Run</u>		6. <u>Long Run</u>	
7. Developmental Objectives	8. Developmental Assignments	9. Formal Training	10. Other Assignments
1. To be able to support the Chapter 1 staff microcomputer and minicomputer systems.	1. Develop the required expertise to be able to maintain information systems, concepts, and logic development and electronic digital computer system and their capabilities and limitations. Covers basis MS DOS commands and languages. Micro covers electronic spreadsheet explores various types of software. Micro II covers presentation of graphic software.	1. Introduction to Computer Information Systems, Micro Computer Appl. in Bus I, II.	1. First 30 days read and become familiar with chapter one program. 2. Attend team meeting. 3. Assist with project that involved spreadsheets and graphics.
2. To be able to write in a technical manner with an understanding.	2. Develop the writing skills to design and produce technical documents that the reader can understand.	2. Technical Writing Course at the Graduate School, USDA – Class June 13-29, 1995	1. Prepare memorandums and Technical documents in draft. 2. Create a job aid for developing different types of spreadsheets.

<p>3. To be able to create and design documents and spreadsheets, reports and assist staff members and rough areas.</p>	<p>3. Develop the skills in programming concepts, proper documentation techniques, coding, debugging, and running programs as I/O files subroutines, array, searching and sorting. Programming project using database language. Networking covers LAN design and performance file management and LAN administration.</p>	<p>3. Computer Programming Design, Programming in Database, Introduction to Networking. Course will be held at Strayer College 9 mos. Computer Course Class July 3 – September 1, 1995</p>	<p>3. Assign to work with four different teams to learn how their teams operate.</p>
<p>10. Employee Signature _____ Date _____</p>	<p>12. Supervisor's Signature _____ Date _____</p>		

Federal Career Intern Program Sample Individual Training Plan *(Continued)*

1. Employee (Name and Social Security No.)	2. Current Position and Grade	3. Organization	
4. Career Goals (Include Positions and Grades)			
5. <u>Short run career goal</u>		6. <u>Long run career goal</u>	
7. Developmental Objectives	8. Developmental Assignments	9. Formal Training	10. Other Assignments
4. To be able to understand the command language use in electronic mail, on-line help, having knowledge in coding, compiling and executing the C Programming Languages I, II.	4. Involves extensive structures program design, development, testing, implementation and documentation. Covers techniques involved in business application, including control break, table handling and sorting. Editing/updating, sequential and indexed sequential files. UNIX training involves electronic mail, on-line, UNIX text editors. The development of structure of shells.	4. UNIX Operating Systems, C Programming I, C Programming II. Course will be held at Strayer College 9 mos. Computer Course Class September 25 – November 28, 1995.	4. Attend seminars and meetings related to technology changes.
5. To be able to understand and having knowledge of the C language and object-oriented C++.	5. To describe concepts of objects, encapsulation, data hiding that are found in the C++ language.	5. Object Oriented program (C++) Course will be held at Strayer College 9 mos. Computer Course Class December 4-22, 1995.	5. Design a program and test three software programs.

11. Development experience needed for: a. <input type="checkbox"/> Overall career (individual) development b. <input type="checkbox"/> More effective performance in present position		13. Remarks:	
12. <input type="checkbox"/> No further career development desired/needed at present time			
1. Employee Signature	15. Date	16. Supervisor's Signature	17. Date