



DLA CAREER GUIDE

HUMAN RESOURCES SERVICES, DLA TRAINING

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Chapter 1—Introduction

Welcome

“DLA’s Workforce is vital to our current and long-term success. We must enable our workforce to capitalize on their skills, experience, and potential while preparing to manage workforce transition as retirements increase in the years ahead. We must leverage the diverse backgrounds and abilities of our people.” [2010-2017 Defense Logistics Agency Strategic Plan](#)

The DLA Human Resources Services, DLA Training organization is committed to contributing to the development of the knowledge, skills, and abilities that employees need to succeed in today’s dynamic environment. Our mission is to unlock the potential and power of our people and organizations, ensuring that DLA remains the employer of choice as well as the logistics provider of choice. Our principles are to make a difference, produce opportunities for our people, and assist our workforce with career broadening opportunities and experiences. To achieve optimal performance, we also afford you the opportunity for self-development that your career goals are obtainable.

Purpose

The purpose of this Career Guide is to provide DLA employees and supervisors the information they need to identify training needs and plan career development activities. This Career Guide will provide information on

- recognizing career paths for moving from job to job within an occupational series and for moving from one occupational series to another
- competencies required for specific DLA occupational series, and
- training and developmental activities available to help employees developing required and desired competencies.

This Career Guide will assist employees in determining

- career opportunities available in DLA
- requirements that must be met to realize those opportunities, and
- training and development activities that support career goals, to complete an Individual Development Plan (IDP).

This Career Guide will assist supervisors in

- facilitating discussions with employees about career opportunities and requirements
- participating fully in the IDP process, and
- managing employees and their skill sets to meet mission requirements in the most efficient and effective ways.



Getting Started

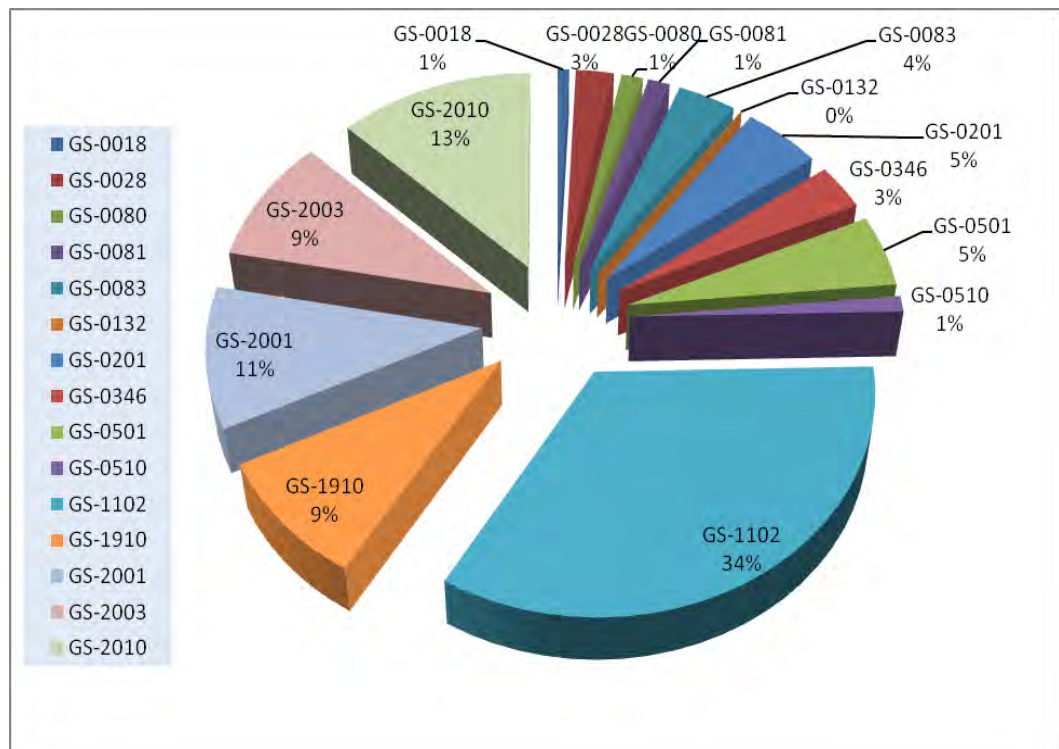
It has been said that “if you don’t know where you’re going, any road will get you there.” We encourage every employee to identify the career field he or she wants to pursue, and to take the necessary steps to attain the competencies required for that field.

Mission Critical Occupations

All Department of Defense (DOD) Agencies have developed a list of occupations that are critical to their particular mission. In addition to the Federal Wage Schedule (FWS) occupations associated with DLA Distribution, the occupations most critical to DLA are:

- **Safety and Occupational Health Management (GS-0018)**
- **Environmental Protection Specialist (GS-0028)**
- **Security Administration (GS-0080)**
- **Fire Protection and Prevention (GS-0081)**
- **Police (GS-0083)**
- **Intelligence (GS-0132)**
- **Human Resources Management (GS-0201)**
- **Logistics Management (GS-0346)**
- **Financial Administration and Programs (GS-0501)**
- **Accounting (GS-0510)**
- **Contracting (GS-1102)**
- **Quality Assurance (GS-1910)**
- **General Supply (GS-2001)**
- **Supply Program Management (GS-2003)**
- **Inventory Management (GS-2010)**

Below is a graphic representation of the relative size of each occupation above as compared with the other DLA mission critical occupations.



Because of the high importance of these occupations, DLA will be developing competency listings and career pyramids for them before moving on to other occupations.

In addition to this guide and the competency listing and pyramid for your career field, two important tools that will aid you in planning your DLA career are the IDP and the DLA Learning Management System (LMS).

IDP

The IDP is the LMS-based document used to record short- and long-range career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives and training, education, and other professional development strategies to be used to develop the desired competencies. The IDP assists in making employee performance more effective in present or future positions.

LMS

The LMS is a commercial off-the-shelf software package that provides one-stop capabilities for employees and supervisors to manage better the entire spectrum of learning from planning to learning event execution within a single secure electronic environment.

The LMS provides DLA the capability to create and deliver eLearning training content to your desktop. The LMS also contains thousands of other eLearning content packages including books, which you can access whenever needed. Employees can use the LMS to

- schedule instruction
- store training needs and completion information
- complete an IDP
- complete eLearning content, and
- apply for college tuition assistance or unique training courses.

Supervisors can use the LMS to review and approve the IDP, individual courses, tuition assistance, and unique training requests as well as track both scheduled and completed training for all of their employees.

LMS job aids and demonstrations can be found at the following Web site:

<http://www.hr.dla.mil/resources/employment/current/lms.html>

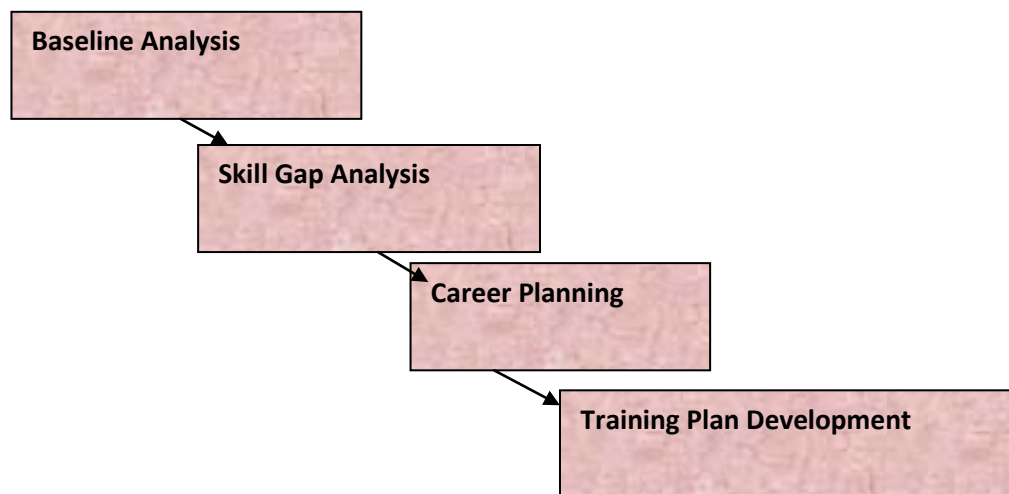
To launch the LMS, click this link [Access the DLA LMS](#)

Chapter 2—Career Planning

Career planning and development begins when a new employee is hired. Every new employee gets an Orientation for New Employees (ONE) canvas bag that contains important information about DLA such as the agency and local orientation information, DLA Strategic Plan, and DLA Mission Ready CD. Most New employees are also scheduled to attend two important courses to orient them to the DLA mission and organizations:

- DLA Today (DLA 101)
- Our Customer Today (DLA 105)

The IDP process consists of four general steps:



Career Planning Steps

Baseline Analysis

Baseline Analysis

The purpose of the baseline analysis is to clearly identify current capabilities. To complete this step, an employee needs to review his or her career and identify the following:

- Educational background including degrees obtained and academic subjects studied.
- Training activities including classroom courses, self-development activities, and on-the-job training.
- Experience including jobs held, outside activities, and special projects and details.
- Personal interests including jobs or assignments that were especially fulfilling.

Employees should discuss this baseline information with their supervisor to gain additional perspective on their particular competencies, strengths, capabilities, and focus areas.

Competencies

This is also a good time to verify that that educational level is correctly reflected in the [Electronic Official Personnel Folder](#) (EOPF) and that the last five years of training history is correctly reflected in the LMS Training History. If the education level is incorrect, your supervisor can initiate a personnel action to update it. Your training coordinator can assist with your learning history.

Competencies are observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. A set of competencies helps break down a statement like “effective communication” into easily understandable behavior as shown in the example below.

Effective Communication	
Knowledge	Understand group dynamics (storming, norming, etc.).
Skill/ability	Resolve interpersonal conflict.
Behavior	Listen actively.
Attitude	Accommodate diversity.

Identify Competencies and Potential Gaps

To identify required competencies, the employee may want to review

- position descriptions that identify specific duties and responsibilities as well as knowledge and skills required. Compare the baseline skills and capabilities with the stated requirements in the position description to identify any gaps
- performance standards that identify specific expected outcomes. Compare these outcomes with the baseline of skills and capabilities to identify any gaps, and
- competencies and required training are provided in the DLA Career Field Pyramids. Compare these requirements with your baseline skills and capabilities to identify any gaps using the assessment tools in the LMS.

Career Planning

Career Planning

The purpose of the career plan is to identify career goals and develop plans for achieving those goals. Employees and their supervisors need to work together to review aptitudes, interests, and current skills, as well as DLA’s future business plans and projected requirements. Together, they should identify both short- and long-term goals that match the employee’s interest interests and values, along with the Agency’s requirements and enterprise values.

During this step, employees evaluate where they want to be in the future and may want to review the [Qualification Standards](#) for the different Occupational Series and the “Pyramid” to gain insight into job functions, competencies, and related education and training. Career Planning involves setting goals and time frames, determining the proper path to reach goals in a given time frame, and assessing current competencies. Part of this phase involves performing a self-assessment of current skills. Essentially, one needs a current "snapshot" of competencies to compare against those needed to achieve a career goal.

During Career Planning, each DLA employee should consider the followings.

- Current skills and capabilities—What are your current skills and capabilities and how do they relate to career goals? Your baseline analysis will help you understand your current skills and capabilities.
- Short-term goals—What are your immediate career objectives over the next 3 to 5 years? What are the competencies you need to successfully perform in the current position?
- Long-term goals—What are your long-term career objectives beyond the next 5 years?
- Personal values—What are your personal interests, aptitudes, and values? How do they relate to your career goals? The baseline analysis will help you identify and understand your personal values.

Career Goals **Career Goals**

Career goals can be generic or specific. A generic career goal may be something like, "I want to work with telecommunications," while a specific career goal might be, "I want to be the program manager for telecommunications procurement." As you can see, although the two goals share a similar technology, they have different levels of specificity that might require a totally different set of technical and professional competencies.

Career goals can also be short- or long-term. A short-term goal might involve qualifying for promotion, while a long-term goal might look many years into the future toward becoming an Acquisition Executive. Inevitably, it is up to you to decide what combination of generic versus specific and short- versus long-term goals works best. It is important to characterize the goal in these terms to structure an appropriate approach to that goal. For example, if you select a specific career goal that entails specific educational qualifications, make sure you can attain the qualifications in the time allotted.

When identifying a career goal, it is important to think strategically by looking ahead to see what types of technical and business competencies as well as management skills will be needed to be successful within the DLA enterprise. Such strategic thinking will also anticipate the technologies, competencies, and skills that our agency emphasizes in fulfilling its mission; thus ensuring a proper "fit" between what an employee wants and what the organization needs.

Ask Yourself

During the process of identifying a strategic career goal, employees should consider the following questions, focusing on general answers:

1. What are you very good at and enjoy doing?
2. In your current position, what types of assignments do you most enjoy?
3. What do you envision as your career path? What is your ultimate goal?
4. What milestones do you see along the way?
5. What education, technical courses, and/or training will help move you toward realizing your vision or goals?
6. How will your development benefit the agency, taxpayer, and warfighter?

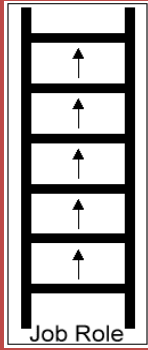
Determining how to accomplish the goal is the next step in the process. For example, you may only need to continue current work assignments while seeking out greater responsibility and honing technical competencies. Alternatively, a goal may require a change in position or supply chain to take on different or more complex responsibilities. Most importantly, the time frame in which the goal is accomplished must be carefully considered. Again to keep in mind, the time needed to complete potential training, education, or job experience requirements for a particular occupation. Also, take into consideration that the skills needed to perform well in a particular career field will likely change over time (this is especially true with regard to information technology). All of these things must be thoroughly considered before drafting your IDP.

Identifying Career Paths**Identifying Career Paths**

Before you begin preparing an IDP, it is helpful to think about the long term. Where do you want to be in five years, ten years, or even fifteen years? Do you or your organization currently have an identified career path? Will it going to take you where you want to go? If not, what career paths are available to achieve your long term goals? These and other important questions are considered below.

In general, a career path describes the "frequently traveled routes" from where a person is today to where he or she wants to be with a career goal. Career paths generally specify a combination of education, training, and/or work experience required to move toward positions with greater responsibilities. There are several career path options available to enhance your career:

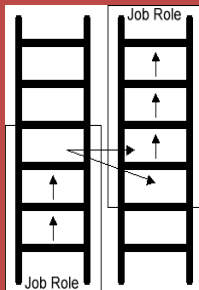
- Career Ladder
- Career Bridge
- Dual Track
- Career Path



Career Ladder

A career ladder is a progression of positions in an occupational series or job role. An employee typically advances from entry to intermediate to journeyman to senior specialist/manager levels. He or she becomes qualified for higher level positions through a combination of formal training, self development/independent study, increased responsibility, work experience, and on-the-job training. A career ladder is most appropriate for those employees who are generally satisfied with the work they are currently performing and want to acquire greater responsibility in the same job specialty.

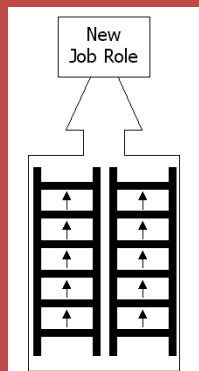
An example of a career ladder is the entry level employee who enters the DLA workforce through the Corporate Intern Program and may start out as a GS-7 Contract Specialist and, upon graduation, becomes a GS-11 in the same field ... gaining significant technical, administrative, and professional experience during this time.



Career Bridge

A career bridge is similar to a career ladder except that more than one occupational series or job role is involved. An employee may be in one job role and take a "bridge" position that allows him to move into a different job role. Experience required for qualification in the bridge assignment may be attained by periodic details, cross-training, or developmental assignments. This type of career path is suitable for those employees who are interested in doing work that is different from their current assignment. The bridge could be between different job roles or between different career areas.

An example of a career bridge shares a similar beginning with a career ladder example above, but an outcome is different. In this case, the employee who might be a Computer Clerk or Assistant could aspire to have a career in the Computer Specialist field. To fulfill this goal, he transitions (at an appropriate time) to an appropriate job role within that career field. Obviously, he would need to meet the specific professional and technical competencies of the target job role. In some cases, he may need to decide that a temporary step backward (i.e., voluntary change to a lower grade) is necessary to gain the competencies necessary for the desired job role.



Dual Track

With a dual track, an employee receives training or gains experience for the current assignment as well as for a related, but different, job role with its own training and experience requirements. Like a career bridge, the experience required for qualification in the secondary assignment may be attained by periodic details, cross-training, or developmental assignments. However, this is in addition to the development requirements for the current assignment. A dual track may be appropriate for an employee who wants to gain exposure to a specific job role before "bridging" over to it. Or, it might be appropriate for an employee whose experience gained in the secondary assignment can be applied as an added benefit to the current assignment. High performance matrix-management organizations often challenge their employees to consider a dual track or multiple track assignments. This is because such assignments offer the "broadening" required of the workforce now and in the future.

Again, like a career bridge, a dual track may involve job roles in different career areas. For example, an employee may be considered a candidate for a management position that requires a specific set of competencies that cannot be acquired in his or her current position. To acquire the needed competencies, he/she takes a "detail" position (e.g., in contracts) to understand a specific aspect of the business. Upon completion of this temporary assignment/detail, he or she may still need additional exposure to other positions to mold him or her into a "complete" manager. By taking assignments in multiple job roles, he/she is effectively taking a dual track to gain the competencies required of a manager.

Single Function Career Path—Subject Matter Experts (SMEs)

Some people remain in the same profession/functional area for their entire careers—engineering, information technology, immunology, etc. They may move between organizations or supply chains, but find their fulfillment in building increased expertise in one functional area. Most organizations refer to them as individual contributors or in the case of very experienced professionals, SMEs.

Many careerists follow their passion or love of a profession. They become SMEs within their discipline/sub-discipline. Employees engaged in passion-centered career paths or profession-centered career paths can move from SMEs to pursue cross-functional paths.

Cross-Functional Career Path

In a cross-functional career path, careerists have the opportunity to move between two or more functional areas in their careers. In some cases, they can dip into another functional area briefly to broaden their understanding of a related function and then return to their primary area. In other cases, individuals actually move from one functional area into another and revise their career plan to move from that area to another.

Transparency is important to guide careerists to other areas. They must be able to see both the overall strategy and the different options that other professionals have followed.

Multi-Functional Career Path—Generalists

Millions of workers choose to be generalists. Their career paths span two or more functional areas (marketing, sales, customer service, management, biology, biotechnology, etc.). People move from one field to another, either in the same industry or organization or in others in order to develop breadth, depth, and experience. Some discover that a functional area in their field of concentration is no longer of interest to them and they move into different functional areas to discover a niche of greater interest. Others recognize that there are very few opportunities in a particular profession, but they enjoy working in their organization. They move from profession to profession within the organization. Jumping from one open position to another may lead to becoming a successful generalist, but a generalist will never master any profession or trade.

Many individuals follow cross-functional career paths by moving from one functional area to another in order to prepare themselves for management. The prevalent philosophy is that managers need not specialize in a specific functional area to become strong general managers. More often than not, the best managers are respected for their knowledge and mastery of one or more core professions that are essential to their organization.

Profession-Centered Career Path—Specialists

Specialists follow professionally centered career paths that define their career success in terms of growth, learning, and development in one profession or trade. In the early years, they typically intern or apprentice. They seek mentors and coaches for feedback and fellowship. Their loyalty is to learn and increase the depth, and breadth of their mastery. They raise the bar, and they are the innovators and the problem solvers.

Career Levels

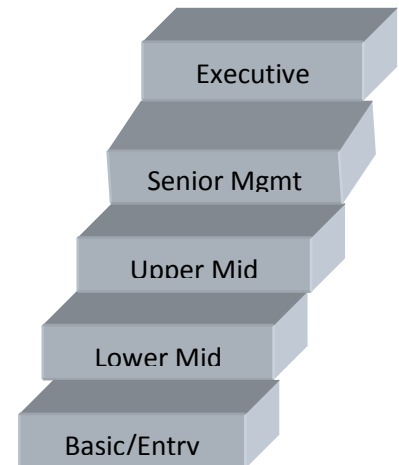
Career Levels

Along with the career path that leads to career goals, career levels are also important factors. This is because varying degrees of competencies, both professional and technical, are required at specific grade levels. The [“DLA Occupational Pyramids”](#) were designed to identify the proficiency (grade) level associated with each professional and technical competency. It is the employee's responsibility to fulfill these requirements in order to progress along his or her chosen career path.

Five Career Levels

Five career levels have been identified for most of the DLA job roles:

- **Basic/Entry: GS-5, GS-7, GS-9, GS-11**
- **Intermediate/Lower-Mid: GS-11, GS-12**
- **Journey/Upper-Mid: GS-12, GS-13, GS-14**
- **Senior Leader/Manager: GS-14 through GS-15**
- **Executive: Senior Executive Service (SES)**



Remember that the career levels listed above may be slightly different based on the activity or Headquarters (HQs) component. For example, a "journey" position in the field may be filled by an employee with a lower GS level than a journey position at a HQs location, where both are in the same job role, but with a different scope (organization-wide versus the activity-level). The career levels listed here are meant to provide a framework that can be modified as appropriate.

In addition, the levels are meant to capture the professional nature of the types of work performed by those individuals in administrative job roles should view these levels as targets.

Gap Analysis to Identify Learning Needs

Some positions may be designated as key positions. These are management or executive positions at the GS–13 level or above that are responsible for the management and administration of highly visible or sensitive programs, and whose incumbents are expected to possess a breadth of knowledge related to the position.

Validate competencies

The next step is to compare current and target competencies (with mentor/supervisor’s input). Current competencies include knowledge, skills, abilities, and attributes that currently describe an employee. Target competencies are those competencies needed to fulfill a career goal. This results in a "gap analysis" that compares the current and target competency information to reveal possible gaps. The gap identifies the levels of competency that are needed to attain a career goal. A significant gap may be an indication that a career goal is unrealistic and should be revisited.

After identifying the target job role and level, list the competencies associated with that job role and level. Do this **not only** for the technical and business competencies, but the *career foundational* competencies as well.

Once an employee has identified the competencies in his/her current job role, he or she identifies the competencies and associated performance levels expected in the "target" job role. This is done to identify learning needs. Work with a mentor and or supervisor to determine the job role, level, and associated competencies that are most appropriate for you. Note that the targeted job role, competencies, and performance level should be aligned with the overall objective of your organization. In other words, your selection should relate to realistic jobs, as most organizations will not support employee development for a set of skills that are not useful to their overall mission.

The purpose of the gap analysis is to clearly identify the current level of competency and compare it with the level of competency needed to succeed in the current or future position. Employees should compare their competencies and proficiency levels against those requirements. The result is an improved understanding of exactly which competencies development or improvement.

A deficient competency might be one in which there is some educational background but no practice on a daily basis. It also might be a skill that an employee does not have or a skill that requires updating. The results of this analysis help to accurately and completely define performance gaps; therefore, it is important that this step be conducted with a manager/mentor.

After completing the gap analysis, employees working in conjunction with their supervisors/mentors will outline a strategy identifying the learning and developmental experiences required to achieve the target competencies. This information is then input to the LMS-based IDP, and once approved by management, placed on the “To-Do List.”

The most important part of the gap analysis is determining how deficiencies can be corrected. This is done by determining appropriate developmental opportunities. Developmental opportunities are simply a combination of training or education and on-the-job experience. On the other hand, if a gap analysis indicates that there is a significant performance gap not easily satisfied by employee development, this might require rethinking a goal or setting an interim goal to achieve the degree, experience, or certification that may be required. In other words, an employee might need to select a career goal that is more attainable, given his or her background, education, experience, etc.

A comprehensive gap analysis, or "needs assessment," offers many benefits. Focusing the gap analysis on the enterprise's mission and critical occupational and performance requirements will help employees and managers identify performance requirements that can be satisfied best by training and other developmental strategies. It will also help focus training and education dollars where they are needed most and aid in eliminating redundant training efforts. Finally and most importantly, it will help employees achieve career goals by providing the most effective developmental activities to close the identified gaps.

Putting It in Your IDP

As we said early in this guide, the IDP is the LMS-based document used to record short- and long-term career goals, the specific competencies, knowledge, skills, and abilities necessary to meet current objectives and training, education, and other professional development strategies to be used to develop the desired competencies. When you have finished determining your career goals, identifying the competencies needed, assessing your current level of competency, and identifying learning needs, you are ready to commit your career planning information to the IDP in the LMS. When your supervisor approves your IDP learning activities are added to the LMS-based To-Do List.

LMS job aids contain specific steps for searching for courses in the LMS and for completing the IDP in the LMS. The job aids can be found at the following Web site:

<http://www.hr.dla.mil/resources/employment/current/lms.html>

To launch the LMS, click this link [Access the DLA LMS](#)

Execute the Career Plan

Execute the Career Plan

Executing the career plan requires taking action on the items on the To-Do List. This may involve pursuing developmental opportunities and/or gaining job experience. On a larger scale, it may involve transitioning to another position, a different DLA business area or a higher grade level, for example. Finally, employees and supervisors need to work together to evaluate progress on a regular basis. A mid-year evaluation ensures the employee takes the right track in achieving a stated career goal.

Pursue Developmental Activities

By this point, the IDP should contain the developmental activities required to meet your career goals. During the Execute phase, you take training courses, pursue work-based experience (i.e., job assignments), and any other activities required. Because of its importance, be sure to regularly update your IDP as you complete training, education, and job-related assignments. In fact, this may result in an added benefit of having a list of training and development activities you pursued, skills, and competencies gained, that can be used in the annual performance evaluation.

Career Mobility

Career mobility potentially requires more overt action than simply pursuing developmental activities. This usually involves making a career, assignment, job role, or geographic location change that supports the career goal outlined in the IDP. It also involves being available for assignments that require travel, overtime, or personal time. You are encouraged to weigh career mobility against their personal lifestyle in setting a career goal.

If career mobility or progression takes an individual to a new location or position, he/she should plan to reevaluate his career goal from the perspective of his new position/location. However significant the steps taken might be, management should assist in the transition process.

Mid-Year Evaluation

This activity is conducted primarily by a supervisor and may be part of a programmed, and periodic (i.e., annual) evaluation of employee performance. While discussing an employee's performance, we recommend reviewing the most recent the IDP to support the performance review.

Although individual relationships will dictate the frequency of discussions, it is recommended that they take place every six to twelve months. At a minimum, they should occur in concert with the yearly performance review. A mid-year evaluation is extremely useful because it helps an employee assess the skills they are acquiring or improving, which, in turn, lessens the gap between what is possessed and what is needed.

A mid-year evaluation, however, may be conducted outside the annual review, at any time, as often as needed, and may even be requested by **you**. Essentially, this is analogous to adjusting the course of a ship to help it reach its destination quicker, safer, and more effectively. Therefore, this is useful if you have questions about the path you are taking, wish to become involved in a different project at work to enhance personal experience, or if you have identified a specific course that is available. Of course, if you determine that changes to the IDP are needed, make revisions in coordination with your supervisor.

Chapter 3—Developmental Activities

Types of Developmental Activities

Identify Developmental Activities

After determining the competencies needing development, select appropriate developmental activities. These activities are organized into the broad categories:

- Learning, and
- Work-Based/Experience.

Supervisors and employees will need to apply flexible solutions to identify these activities based on available developmental options. Definitions and examples of the various developmental activities are provided below. Employees are encouraged to discuss other activities with their management.

Learning

Learning

Formal Classroom is often the first type of learning that comes to mind. However, this is certainly not the only source of employee development. This type of learning includes courses, certification programs, workshops, seminars, and professional conferences. It can involve courses or other educational events that are presented in an academic setting. [DLA Training courses](#) are designed specifically to meet the needs of the DLA workforce. Additional venues for formal classroom training include colleges and universities, commercial training vendors, and professional organizations.

Examples

- A four-year college degree program in Business Management
- A seminar on Time Management
- A week-long course on DLA Logistics

Self-Study (sometimes called independent study or correspondence courses) is typically individually-paced onsite or correspondence programs offered by commercial, academic, or government sources, either traditional or computer-based. It can also include trade journals, books, and other professional development materials. DLA has an extensive [SkillSoft library](#) employees can access through the LMS. The SkillSoft library contains over 3,200 computer based courses and a library of 24X7 books that can be downloaded onto the computer or other electronic devices.

Distributed Learning/Computer Based Training/Web-based Training takes place when the instructor and trainee are separated by space and/or time and includes educational instruction that is delivered via the Internet, computer-based (e.g., via a CD-ROM or network connection), videotape, and/or audio tape.

Examples

- A satellite training program on Warehousing
- A video-teleconference seminar on Procurement Integrity
- DCO Connect Training

Enterprise Career Development Programs and Information

Competitive Programs are typically academic, private sector and Government/DOD education and development programs with limited DLA allocations. Participants are selected through a competitive process. Time sensitive training opportunity announcements are published to announce such programs.

Examples

- [Executive Development Program](#)
 - Naval War College (NWC)
 - Excellence in Government Fellows
- [Workforce Development Opportunities//Programs](#)
- [Defense Senior Leader Development Program](#)

Work-based/ Experience

Work-based/Experience

Developmental Assignments include assignments to new positions that provide ways for an employee to learn new skills, new techniques, or perform different types of work. They provide management with the opportunity to cross-train employees in more than one competency area, thereby providing staffing flexibility. They also enhance employees' understanding of the various enterprise functions, systems, operations, and interrelationships.

Examples

- A six-month assignment in Contracts, Program Management, etc.
- Rotation to DOD Acquisition Office

On-the-Job Training is, by and large, the primary method of training and development an employee receives. OJT is typically presented one-on-one at the work site. To be effective, OJT must include well-planned sessions between the employee and a designated "trainer," and be led by a "trainer" who knows the job, has the desire and ability to train and provide feedback, and is willing to set aside sufficient time to accomplish the training without interruption.

Work Teams/Projects are temporary or permanent work groups, IPTs, or project teams formed to resolve specific problems, improve processes, and communicate outcomes to the organization. An employee may be guided to become involved in a work team to provide specific expertise, broaden his or her communication skills, organizational awareness, and so on.

Examples

- Involvement Six Sigma Project
- Participation in a PMR Audit Review

Job Aids are tools to guide performance related to a specific job task. Job aids typically are intended to be used in situations where the tasks are complex or not performed frequently. An employee may be instructed to use a job aid as part of a developmental strategy.

Examples

- checklists
- decision aids
- procedures manuals, and
- flowcharts.

Coaching/Mentoring involves developing an employee's capabilities and experience through planned tasks, continuous feedback, and advising. Mentoring involves providing an organizational role model to guide an employee's career in the organization. Mentoring may be formal or informal. Some DLA organizations have formal programs, others have informal programs.

Shadowing assignments are ones in which an employee "shadows" or accompanies another employee, often of a higher grade level, rank, or with greater experience, usually for a short period of time (up to a week or two) with subsequent discussion and assessment of events.

DLA offers a number of formal career programs that develop broad sets of competencies needed for a particular career. Those programs are listed below. See your training coordinator for more complete description of these programs:

- [Corporate Intern Program \(CIP\)](#)
- [Enterprise Leadership Development Program](#)
- [Professional Enhancement Program \(PEP\)](#)
- [Executive Development Program](#)
- [Tuition Assistance Program](#)
- Rotational Opportunities (TBD)
- [Workforce Developmental Programs](#)

Formal Career Programs

DLA Training Courses

DLA Training offers over 120 courses in a variety of formats from which to choose to obtain technical, professional, and managerial training. Topics include the following disciplines:

- Acquisition courses
- Environmental courses
- General courses (e.g., DLA Today, DTS, Train the Trainer)
- Logistics courses
- Property Disposal courses
- Quality Assurance and Technical Functions courses
- Safety courses
- Enterprise Business System (EBS) courses
- Customer Relationship Management (CRM) courses
- Management/Supervisory courses

Click this link to access the course catalog <http://www.hr.dla.mil/dtc/courses.html>

Please contact your training coordinator for a schedule of the classes to be held at your installation. The DTC Web site for training information is

<http://www.hr.dla.mil/training>

SkillSoft Courses

SkillSoft courses are available to all DLA employees who have LMS accounts. SkillSoft courses are accessible, launched, and completed through the LMS.

Employees interested in taking SkillSoft courses can browse the LMS catalog for SkillSoft courses, select a course or courses they want to take, and submit for supervisory approval. Once the first level supervisor approves the course request, an employee can launch the course at any time convenient to their schedule. Successful completions will be automatically recorded in the student's LMS Learning History.

The extensive SkillSoft catalog includes courses on Coaching, Communications, Lean Six Sigma, Lean Concept & Lean Tools, Program Life Cycle and Organization, Team Building, Leadership and Management courses, Microsoft 2007 courses, and many more.

In addition to the SkillSoft courses, DLA employees will have access to Books 24x7. In partnership with the industry's foremost publishers, industry vendors, analyst firms, business thought leaders and senior executives, Books 24x7 offers on-demand, instant access to the complete text of thousands of books, summaries, research reports, and best practices. Completions for Books 24x7 will not be recorded in LMS.

This is a great opportunity to leverage training availability while saving time and money.

Tuition Assistance

The Job Aids for using SkillSoft are located on the DLA Human Resources Web site. Click the appropriate link below to review the information.

[SkillSoft – Instructions for Taking SkillSoft Courses through DLA LMS](#)

[SkillSoft – Instructions for Taking Books 24x7 through DLA LMS](#)

[SkillSoft - Navigation Quick Reference Guide](#)

To access LMS, click this link [Access the DLA LMS](#)

DLA Tuition Assistance Program (TAP)

Because completing college level courses are so important to career development, we have included the DLA TAP information in this guide to encourage employees to continue to learn throughout their DLA career.

The basic objective of tuition assistance is to encourage and assist employees in increasing their knowledge, skills, and abilities in order to better perform the duties of their current position or strengthen their potential contribution to the overall mission of the Agency.

Eligibility

Permanent and full-time civilian employees who have successfully completed a 1-year probationary/trial period in Federal service (1-year continuous civilian service), performing at the fully successful level or better, and have an approved IDP that specifies Tuition Assistance are eligible for program participation.

DLA TAP policy

The DLA Enterprise Tuition Assistance Policy can be found on:

<http://www.hr.dla.mil/downloads/laborrelations/TAPmemo.pdf>

Criteria for approved courses

The school must be accredited by an agency recognized by the Department of Education. Final notification of approval by the TAP manager for the specified course must be received prior to registration and attendance at the requested course. Courses may be taken during off-duty hours only. Courses must be undergraduate or graduate level. (May be waived for post-graduate/doctoral programs if a compelling mission requirement exists.) Courses must be mission-related (i.e., improve individual and organizational performance and assist in achieving the agency's mission and performance goals).

Expenses covered by TAP

Tuition will be paid for both undergraduate and graduate level courses up to the maximum amount specified in the TAP policy and **subject to the availability of funds. Only courses with notification of final approval by the TAP manager are guaranteed for payment.** Payment for tuition will be made by the TAP manager directly to the college/university. Textbooks, fees, supplies, and all other costs and fees are the responsibility of the student.

Continued Service Agreement

The continued service agreement of 3 months per undergraduate level course and 6 months per graduate level course is required and will begin the first day following course completion.

Acceptable Grade

Successful completion with a grade of “C” or better is required.

Student’s Responsibility

The student is responsible for applying directly to the accredited educational institution of their choice and for registering for their approved tuition assistance course(s); complying with the institution’s admission and/or registration requirements; and remaining in “Good Standing” with the educational institution.

Unsuccessful Course Completions

All tuition costs must be reimbursed for failure to successfully complete a course. This includes withdrawal from a course, drop or incomplete with penalty/cost incurred, course failure or grades below “C,” and courses substituted for the approved course, etc. Additional tuition assistance will not be approved until acceptable repayment arrangements have been made.

To review the Job Aid for Requesting Tuition Assistance please click on the following link

<http://www.hr.dla.mil/downloads/lms/LMSTuitionAssistanceProgramJobAid.ppt>

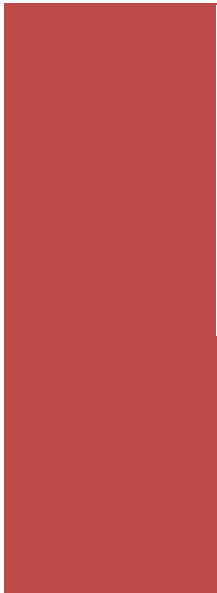
To request Tuition Assistance through the LMS, click this link [Access the DLA LMS](#) and sign in to the system. The link to the form is located on the right side of the Easy Links list.

Chapter 4—Resources

While we have provided you a great deal of information about the career planning and career development processes that included embedded hyperlinks in this publication, it may be helpful for you to have one dedicated place to list the resources and hyperlinks for easy review and access. Most sites will require use of your Common Access Card (CAC) to access.

Resource List

Resources and Links
Acquisition Technology and Logistics Workforce Career Management Desk Guide http://icatalog.dau.mil/workforce/01-10-06%20ATL%20Workforce%20Desk%20Guide%20Issued%20Version%20with%20Forms.pdf
Acquisition Training Application System (ACQTAS) https://www.atrrs.army.mil/channels/acqtas/default.asp
Books 24X7 access job aid http://www.hr.dla.mil/downloads/lms/InstSkillsoftBooks.pdf
Defense Acquisition Workforce Brochure http://www.dau.mil/doddacm/Shared%20Documents/DAW%20DACM%20brochure.pdf
Defense Acquisition Workforce Improvement Act (DAWIA) Certification Brochure http://www.dau.mil/pubscats/PubsCats/Certif_Brochure_post_blueline.pdf
Defense Acquisition University Catalog http://icatalog.dau.mil/onlinecatalog/tabnav.aspx
Defense Acquisition University Continuous Learning http://www.dau.mil/clc/default.aspx
DLA Course Catalog http://www.hr.dla.mil/resources/training/disciplines.html
DLA Learning Management System (LMS) https://lms.dla.mil/plateau/user/login.do
DLA LMS Job Aids http://www.hr.dla.mil/resources/employment/current/lms.html
DLA Occupational Pyramids Link to be determined
DLA Corporate Intern Program http://www.hr.dla.mil/prospective/interns/
Electronic Official Personnel File (EOPF) https://www.eopf2.hr.dla.mil/eopf/
Enterprise Leadership Development Program http://www.hr.dla.mil/resources/workforce/eldp/leadership.html
Executive Development Program http://www.hr.dla.mil/resources/workforce/executive.html
Position Description Library https://pdqnet.hr.dla.mil/default.aspx
Professional Enhancement Program (PEP) http://www.hr.dla.mil/resources/workforce/enhance.html



<p>Qualification Standards http://www.opm.gov/qualifications/standards/group-stds/index-Group.asp</p>
<p>Rotational Opportunities Program still under development</p>
<p>SkillSoft Access job aid http://www.hr.dla.mil/downloads/lms/InstSkillsoftCourses.pdf</p>
<p>SkillSoft Navigation Quick Reference Guide http://www.hr.dla.mil/downloads/lms/SkillsoftNavGuide.pdf</p>
<p>Tuition Assistance Program Policy and Procedures Tuition Assistance Program Policy and Procedures</p>
<p>Tuition Assistance Frequently Asked Questions http://www.hr.dla.mil/downloads/lms/TAPFAQs.pdf</p>
<p>Workforce Development Opportunities/Programs http://www.hr.dla.mil/resources/workforce/workdevop.html</p>