

# Position Classification Standard for Apprenticeship and Training Series, GS-0243

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## SERIES DEFINITION

This series includes positions that involve the administration, supervision, or performance of work primarily concerned with (a) the promotion of apprenticeship and other on-the-job training programs and standards to meet the needs for skilled manpower in industry, and (b) providing technical advice and assistance on methods for improving and obtaining more effective utilization of worker skills on the job. This work includes obtaining the cooperative support of, providing consultant services to, and coordinating with management and labor, educational, community and other groups, and governmental agencies at local, State, and Federal levels. Positions in this series basically require knowledge of the principles and practices of apprenticeship, ability to analyze industrial processes and operations in order to identify the manpower and training problems involved and to advise on solutions, and knowledge of related industrial relations practices and problems.

Also classifiable to this series are positions requiring application of the same basic knowledges and abilities in supervising or performing work primarily involving the review of apprenticeship standards and training agreements for conformance with basic national standards.

This standard supersedes the standard for the Apprenticeship and Training Representative Series, GS-0243, published in December 1959.

## EXCLUSIONS

**Note:** The work of positions in this series does not involve the actual training of apprentices or other workers in the techniques and work processes of crafts and trades, nor the administration of any apprenticeship or other industrial training program.

Excluded from this series are:

1. Positions involving the administration, supervision, or performance of research or other professional or related nonprofessional work involved in providing advisory, consultant, instructional or other service activities primarily in relation to educational and off-the-job instructional type training programs administered or controlled by non-Federal governmental units, or administered by the Federal Government. (See appropriate series within the [Education Group, GS-1700.](#))
2. Positions primarily concerned with providing staff assistance to agency management in the orientation, training, and planned development of employees within the Federal Government. (See [Job Family Position Classification Standard for Administrative Work in the Human Resources Management Group, GS-0200.](#))

## TITLING

The authorized title for positions within this series is *Apprenticeship and Training Representative*.

Supervisory positions are titled by prefixing the word "*Supervisory*" to the above title, as appropriate.

## COVERAGE OF TITLE STANDARD

The coverage of this standard is essentially confined to that group of positions that is typical of the series and comprises the bulk of its population, namely, the field representatives who promote the national program for apprenticeship and other industrial training at local and State levels. Also included in this standard, because of the similar promotional nature of their work, is a small group of positions of field representatives who function at the national level and promote the program on an industrywide scale. Where necessary to distinguish between positions functioning at these different operational levels, the following identifications are used in this standard: Type A for the individual field representative for a local area or for a portion of a State; Type B for field representative positions charged with overall program responsibility on a statewide basis; and Type C for individual field representatives at national level with industrywide assignments.

This standard provides grade-level criteria for evaluating these various kinds of field representative positions, GS-09 through GS-13.

Positions in this series that are at a level below GS-09 or above GS-13, are atypical in nature, and/or are of staff nature may be evaluated by extension of the criteria and considerations discussed in the standard, by application of general classification principles, and, where applicable for supervisory positions, by further reference to the criteria presented in the [General Schedule Supervisory Guide](#).

## INTRODUCTORY STATEMENT

Field apprenticeship and training representatives are chiefly concerned with promoting and advising on apprenticeship training and other occupational skill development programs for workers in industry. (**NOTE:** For editorial convenience the term "field representative" is frequently used to refer to the field located Apprenticeship and Training Representative positions specifically covered by this standard.) Their efforts are directed toward the attainment of a skilled and versatile work force adaptable to a changing technology to meet industry's current and future manpower needs and toward providing workers with the industrial skills necessary for gainful employment. To this end field representatives provide the necessary stimulus, leadership, technical guidance and consultant services to industry (management and labor) and others concerned, in the identification of specific industrial training needs and related manpower

problems; in the development of new or improvement of existing industrial training programs and related on-the-job manpower utilization practices; and on the role of apprenticeship and other industrial training programs in community economic development planning. In carrying out these activities they obtain the cooperative support of, and work closely with, management and labor, as well as educational, civic, business and other groups concerned, and appropriate governmental agencies at local, State, and Federal levels.

Field representative positions are located in a nationwide network of regional, State, and local offices that carry out the field operations of the Bureau of Apprenticeship and Training, U.S. Department of Labor. Typically, field representatives are assigned specific coverage of a territorial area within the jurisdiction of their field office.

### *General area of training interest*

The general sphere of training with which positions in this series are concerned is on-the-job or employment-connected skill training for workers in industrial occupations other than those purely professional or managerial. For purposes of this standard in identifying the overall training province of apprenticeship and training representatives, this area is generally referred to as industrial training.

Industrial training, in the sense used herein and as distinguished from other education and training activities, is characterized by its industrial setting and its job-connected nature, typically involving an employer-employee relationship. This characteristic is not normally present in other educational activities such as vocational education or off-the-job institutional training (i.e., where the trainee participates as a student on a reasonably full-time basis).

Industrial training normally takes place at the job site or is otherwise job related, and may or may not be supplemented by instruction away from the job site. For example, apprentice training usually includes use of both job site and other facilities, and remedial or refresher training at the journeyman level is most often given apart from the job site, usually at labor union halls, employer associations, schools, and other public and private facilities. Employed, underemployed, temporarily unemployed, and other workers whose skills have become or are becoming obsolete may participate in the training programs. The high degree of employment, job orientation, and close job skill relationship involved in such situations help to identify their training as "on-the-job" training and non-institutional in type, despite the fact that it may include instruction at facilities apart from the job site.

### *Types of training programs covered*

1. Apprenticeship (or apprentice training) constitutes the basic continuing component of the entire industrial training complex covered by the Bureau. Promotion of this type of training is carried out under the Bureau's national apprenticeship program, as authorized by the National Apprenticeship Act. Non-Federally financed, this type of training is a long-range voluntary effort between management and labor.
2. Other industrial training includes: (a) a variety of other non-Federally financed voluntary skill development activities for on-the-job training (such as for journeyman skill

improvement, as opposed to apprentice entrance learning), and for improving related manpower utilization practices; and (b) Federally-financed training programs (such as those involving retraining of underemployed and displaced workers), typically of short range and operating under special statutes to meet special conditions affecting the nation's economy or otherwise in the national interest.

### *Apprentice training*

Apprenticeship is the recognized method of learning a skilled trade or craft through a systematic long-term program of instruction and experience, both on the job and in supplemental instruction (usually given in the classroom) on all the operations, work processes and practical and technical aspects of the trade. This system of training workers to become all-around skilled craftsmen is utilized in a wide variety of trades. Trainees are known as apprentices and are recognized as employed workers. They have usually entered into a formal apprenticeship agreement with their employers concerning the type and length of on-the-job training they will receive, the conditions under which they will receive such training, including their wages, hours, and working conditions, and the type and extent of related classroom instruction they will receive.

An apprenticeable occupation is defined as one that customarily has been learned and mastered in a practical way through 2 or more years (or at least 4,000 or more hours) of work experience and training on the job; requires related supplementary instruction (144 hours minimum during each year of the apprenticeship); is not merely part of a trade; involves the development of skills sufficiently broad to be applicable in like occupations throughout the industry (rather than of restricted application to the products of one company); and is clearly identified and commonly recognized throughout the industry.

Designation of an occupation as apprenticeable rests with a Federal Committee on Apprenticeship, appointed by the Secretary of Labor and comprised of leaders of management, labor, and vocational education. This Committee recommends basic apprenticeship standards. Apprenticeship and training representatives promote the adoption of such standards by management and labor on a national, State, local and industrywide basis. National employer associations and labor organizations, as well as State agencies, may implement these standards by developing general policies and standards for specific industries. However, these various guides are usually general in scope, intended to permit adaptation for the development of specific standards, training plans and programs as needed to meet local needs. The autonomous character of both the local employers and labor organizations in the different trades usually requires individualized training programs within their respective apprenticeable trades.

Official recognition that an apprentice training program meets the agreed-upon standards and requirements may be obtained through registering the program with a State apprenticeship agency or, if none exists, with the U.S. Department of Labor. (Official State or Labor Department certification of completion of training, attesting to mastery of the trade by the trainee, is not given in the case of an unregistered program.)

The American apprenticeship system is based on voluntary cooperation between management and labor, industry and government, and the shop and the school. Wherever possible,

apprenticeship is promoted as a joint effort of employers and labor unions, in accordance with a basic policy of the national apprenticeship program that programs for the employment and training of apprentices should be jointly established and satisfactory to both the employers and employees. In situations where the employees are not represented by labor unions, apprenticeship programs are usually administered by the individual employer, or through an association of a group of two or more employers in the same trade. Where employees are represented by a union, the programs generally are administered jointly by labor and management committees. The expense of the program is borne by the responsible administrator(s).

On the national level, apprenticeship is promoted primarily among such groups as national employer associations and national trade unions. Voluntary cooperation between them is frequently reflected in the creation of the joint management-labor apprenticeship committees set up by these groups to work out suggestions and methods for the development and improvement of apprenticeship and other industrial training programs, and to encourage their acceptance within their respective trades and industries. On area or local levels, joint apprenticeship committees, equally representative of management and labor, are also frequently created in plants having employee union representation.

Similar cooperation in apprenticeship--involving management, labor, education, and Government--exists at the State level. Apprenticeship agencies, referred to as State Apprenticeship Councils, have been established by a number of States in their respective departments of labor. These agencies obtain policy guidance from management-labor councils. A number of them are staffed to assist employers and labor in developing apprenticeship programs. Their work is carried on as an integral part of the national apprenticeship program.

Apprentice training is also promoted on an industry basis in certain key industries that operate on a national basis, or have operations in several States under centralized administration (e.g., railroads). For such industries, apprentice training is most effectively promoted at the national or systems headquarters of the industry.

Since the actual employment and training of apprentices takes place, however, in the local community, the work of most apprenticeship groups is ultimately directed toward stimulating interest in training and direct action on the part of local employers and employees.

## **FUNCTIONAL EXPLANATION OF THE WORK**

Field representatives engage primarily in promotional and technical advisory activities, often performed as integrated functions, in connection with the development and improvement of industrial training programs and in the improvement of related manpower utilization practices on the job.

### *Promoting training*

Essentially, the promotional work of field representatives involve:

1. "Keeping on top" of their area. -- This involves (a) keeping informed on the industrial manpower skills needed and resources available in the area, and technological and economic developments that are likely to change present and future industrial skill requirements of the area, as well as the attitudes and climate of opinions of management and labor in the area, with respect to various kinds of industrial training programs; and (b) based on such considerations, drawing up work plans and objectives to fill the gaps wherever possible, either through new training programs or by improving existing programs and practices. Sources of information may be the State employment service, personal visits to companies and to unions, pertinent data and survey information received from other organizations, trade journals and directories, technological journals, union newspapers, school data on graduates, labor and management conventions, etc.
2. Establishing and maintaining effective working relationships with management and labor. -- Field representatives may deal with small jobbers or giant industries, with small local unions or international labor unions. They may deal with single employers or groups of employees of non-unionized companies, or deal jointly with management and labor in unionized companies; and they may work with committees or individuals, including presidents of companies, their representatives and/or training directors, and heads or other officials of employer associations and labor unions for a wide variety of industrial occupations, at local, State or national levels.

Whatever the level and the company and union involved, the establishment and maintenance of effective working relationships with the management and labor representatives is vital to the initial acceptance and to the effective accomplishment of the various program activities of the field representatives. For example, their groundwork in establishing good relationships provides them a ready entree into a plant, first to enable them to appraise the particular training needs and problems, and then to win a management and labor audience more receptive to their suggestions and more cooperative in taking positive action. Often, good relationships are the key factor in obtaining agreement to undertake an apprenticeship program, even though it means a long-range voluntary effort the expense of which would have to be borne by the employer himself (unless shared jointly with other employers or labor groups); or in obtaining agreement to implement the equal employment opportunity program. Also, in Federally-financed programs, good working relationships contribute to overcoming, in many cases, objections to Federal controls.

Although there are general procedural means for carrying out this function, that are common to these positions, nevertheless the function is essentially highly individualized. Its accomplishment is largely dependent upon the personal approach used by the individual field representatives, their persuasive powers, and the good judgment, tact and diplomacy they exercise, in the light of the personalities and the nature of the particular situation involved.

The general means used are personal visits to companies and unions, that are usually initiated by the field representatives themselves, and continuing contacts via telephone, correspondence, and further visits and discussions as needed, in order to provide the initial and continuing stimulus, guidance and assistance necessary in establishing or improving training.

The maintenance of good relationships involves, and the program requires, insuring that training recommendations are acceptable to the labor groups involved as well as to the management. Field representatives, therefore, work with both. Where practicable they encourage the creation of joint (union-management) apprenticeship committees to insure mutually satisfactory effort, and works with them in the development of training standards and plans.

3. Coordinating with others. -- Field representatives also establish and maintain continuing contacts with officials of various government agencies at Federal, State, or local levels who have responsibilities affecting industrial training (e.g., State apprenticeship councils, State employment agencies, vocational education departments, and organizations within the field representative's agency and elsewhere in the Federal Government). The purpose of such contacts is to coordinate program efforts and, as appropriate, to secure their interest and timely cooperation, and to exchange pertinent information.
4. Participation in community economic development planning. -- This is another facet of the promotional, as well as the technical consultant, activity of the field representative. It involves working with various community groups on problems of community concern (e.g., school dropouts, economic development for the area, technological unemployment), the solution of which is aided through industrial training or retraining. It may involve working with one or more civic groups such as youth committees; or with planning bodies such as community industrial commissions that represent a broad spectrum of groups or interests in the community, consisting of labor and management representatives, public officials, educators, and leading citizens. It may include serving as training consultant to area technical training committees for designated redevelopment areas. The field representatives advise the groups involved on the potential role that industrial training may play, and the specific kinds of training needed in meeting the particular problem or planning objectives; and assists them in working out the training program.
5. Public relations activities. -- The very nature of their promotional responsibility usually involves field representatives in public relations activities. They speak on apprenticeship and other industrial training before various groups such as labor unions, trade associations, joint labor and management groups, educational groups, high school classes, civic groups, etc. They also may address the public by means of radio and television broadcasts, as well as prepare news release information explaining the programs.



Also, as part of their promotional work, field representatives arrange for student tours through industrial plants; and they usually assist in the planning for, and participate in, the formal ceremonies that mark the completion of an apprenticeship course for trainees.

*Providing technical advice and assistance to industry, community groups, and others concerned.*

Essentially, this involves identifying and analyzing specific industrial training needs and related manpower problems, and recommending and assisting in the development of specific solutions. The technical character of the advisory responsibilities is indicated by the following:

1. Providing technical assistance to industry on improving manpower utilization on the job. -- Field representatives consider such factors as product manufactured, equipment, tools and work processes involved, time schedules, worker skills available among present employees, skills available from the labor market, and policies and attitudes of employer and employee groups concerned. Based on consideration of such factors and discussions with officials concerned, the field representatives determine and recommend the best means of meeting the particular manpower problem. Solutions they offer may consist of any one or combination of such as the following: on-the-job and related training; meeting production needs by changing work flow or work processes; adapting skills; employing certain groups of workers heretofore never used (e.g., the handicapped); acquisition of newer kinds of equipment or tools. At times, the solution they suggest may consist of the simplification and division of complex work processes into operations for which inexperienced and unskilled workers can be quickly trained on the job; in other instances, the solution may be to train a few key workers who, in turn, will be able to train other workers on the job. Other recommended methods of solution may involve establishment of in-plant training classes; additional training of instructors, foremen, and other supervisors; initiation of related classroom instruction; and, where appropriate, vocational school and other off-the-job training.
2. Providing technical advice and assistance on the development and administration of training plans. -- Field representatives guide or advise, as needed, on various aspects concerning the development of a training program -- from its inception, through preparation and approval of the training plan, to installation and administration of the program. They offer advice on such matters as:
  - a. Type of program deemed most suitable, and feasible means of financing. This involves identifying the training needs, and determining which statute is most applicable and desirable, under the circumstances, for the worker(s), the company, and the Government.
  - b. Applicability of specific provisions of Federal and State laws and regulations affecting training programs, the trainees and their welfare.
  - c. The development of training proposals, plans, standards or agreements. This may involve analysis of the work operations and work sequences of the trade in order

to determine and advise on specific requirements regarding course content and duration, length of training time in various operations; and includes consideration of conditions of employment, wages, hours of work, ratio of apprentices to journeymen, and other related information. In the case of proposals for Federally-financed training (that must include detailed estimates of costs on materials to be used and the portions expected to be salvageable, facilities, equipment, instructors, etc.), the field representatives also appraise the proposal for soundness of course coverage and reasonableness of costs and, where deemed desirable, recommend and negotiate revisions.

- d. The installation and administration of the training program. This includes advising on such matters as: the desirability of and methods for officially registering apprenticeship standards and training plans and individual training agreements; the use of appropriate procedures and techniques for selection of apprentices or other trainees, and how to credit experience; what constitutes adequate supervision of training; the installation and maintenance of appropriate training records.

Field representatives also maintain the necessary follow-up on the administration of approved training programs. They observe them in operation and determine (1) whether the programs are being administered in accordance with the standards and training agreements adopted, and whether the proper records are being maintained; and (2) whether program adjustments are needed to improve operations or to meet changing conditions. They discuss problems and findings with industry officials and make recommendations accordingly.

3. Other technical assistance is provided on such matters as:
  - a. Emergency planning. -- This involves maintaining liaison with industry and civil defense and defense mobilization officials in the area, in connection with the development of plans for use of skilled manpower under emergency conditions. Field representatives provide information and advice on availability of industrial manpower resources, training potential and facilities, etc.
  - b. Foreign visitor training. -- This involves negotiating with employer and union representatives to make arrangements for on-the-job training programs in industry for foreign nationals visiting this country under official Government exchange or aid programs.

## CLASSIFICATION FACTORS

The factors that are significant in differentiating grade levels of apprenticeship and training field representative positions are: (1) complexity of area assignment, (2) nature and range of program activity, (3) scope and level of responsibility, and (4) qualifications required to perform the work.

The following explains the interrelated nature of these factors and the particular elements to be considered under them.

### *Complexity of area assignment*

This factor considers those characteristics inherent in an assigned area (or industry) that may significantly affect the difficulty of the work and serve to limit or enhance the potential scope of a field representative's program activity. (**NOTE:** At best, the area assignment indicates only the opportunities provided by the area. It may not be used as an automatic indicator of the nature or range of actual program activity being undertaken.) It takes into account such elements as:

1. Scope of industry coverage. -- This considers the extent and diversity of industry in the area. It takes into account the relative number, size and variety of industrial companies involving apprenticeable trades and allied occupations, and the relative number and different kinds of craftsmen employed or needed by them, the relative number of large multiplant companies as compared with small single local companies; the extent to which the plants and trades are employee - and/or employer-organized; and such other similar considerations. [NOTE: For purposes of standard, a company (plant or employer) is considered small in size if it employs less than 50 skilled workers or craftsmen in a few skill occupations (1 to 3); and large in size if it employs over 300 in a variety of skill occupations (6 or more).]
2. Industrial activity. -- This considers whether the area's industry, or an important segment of it, is characteristically stable, or in a state of significant technological change, expansion or contraction, and what special manpower and industrial training problems, if any, have resulted or are expected to result (e.g., shortage of needed skills for expanding or newly planned industry; or designation of the area to receive Federal assistance under special statutes for the training or retraining of large numbers of unemployed or underemployed workers).
3. Other special problems that may substantially mark the area such as: the existence of special disadvantaged groups; marked apathy or resistance to the national apprenticeship and training program; or marked resistance to implementation of equal employment opportunity programs.

### *Nature and range of program activity*

Within the framework of factor 1 considerations, factor 2 is intended as a measure of the character of a field representative's program activity. While the area characteristics (factor 1) may provide a valuable indicator as to the kind of potential program activity that can be undertaken to meet the industrial manpower and training problems involved, it is through factor 2, that considers only the actual evidence of the type and range of program activity assigned and engaged in, that the character of the program activity is measured.

Factor 2 considers whether the program activity essentially involves promotional and developmental work on new programs, or maintenance and modification of existing programs; and whether programs are essentially of a conventional type, or involve considerable adaptation of existing practices or even the development of new approaches and practices. It considers the relative range of types of training programs covered and advisory activities engaged in (i.e., in addition to apprenticeship what other types of programs, if any, are covered, and what is the extent of diversity within each type), and the extent to which these activities require increased technical, administrative, and regulatory knowledges. It includes consideration of the nature and scope of participation, as technical consultant and advisor, in community economic development planning; and any other significant activities concerned with resolving industrial manpower and training problems.

### *Scope and level of responsibility*

The elements considered under this factor are integrally related with the two foregoing factors, as all three factors are essentially different facets of the same basic job characteristics. This factor considers, overall, the scope and effect of the role of the field representatives as training

advisor and consultant to their area. It takes into account such elements as the scope of area responsibility (local, State, regional, national); the nature, range, and level of their contacts (with labor, management, community organizations, government agencies, and others); authority for, and the scope and effect of, their commitments and recommendations.

The nature and extent of supervisory guidance received is also included as an element of the level of responsibility. In general, and except as otherwise indicated in the grade-level criteria, the actual field work (contacts, negotiations, etc.) is performed independently.

### *Skills, knowledges and abilities required to perform the work*

The work of apprenticeship and training representatives requires a broad knowledge of industrial training practices; a detailed knowledge of the principles and practices of apprenticeship programs, journeyman training programs, and other on-the-job training methods and programs; and good knowledge of the types of related supplemental off-the-job training. They need to be familiar with the techniques and skills involved in the practice of the more common apprenticeable trades; the industrial practices and operations and the general content of occupations across broad industry lines (or a detailed knowledge of such practices and

occupations in related trades within a specific industry); and the basic trade classifications and apprenticeable occupations. They must keep abreast of changes in industrial technology which may affect skill needs in their respective areas as a result of changes in equipment, materials and processes.

The work requires ability to analyze industrial work operations and processes in order to identify the industrial training problems involved and to advise on solutions.

The work requires good understanding of the relationships among management, labor, educational institutions, and government and community organizations, in the development and implementation of industrial training programs.

Field representatives must be able to plan their own promotional and advisory activities; meet and deal effectively with people of divergent interests at the various levels representative of management and labor and other community organizations; and speak effectively on industrial training programs in conferences and before group audiences.

Differences in the range and depth of these qualifications are implicit in the criteria for the first three factors for the various grade levels.

## **APPRENTICESHIP AND TRAINING REPRESENTATIVE, GS-0243-09**

Typically, the work of the GS-09 field representative involves program activity relating primarily to conventional type apprentice training, in assignments of relatively limited scope or complexity. Assignments are made on a territorial basis (segment of a State or city, or on a trade or industry basis within the territory, and do not necessarily involve responsibility for continuing coverage.

### *Area coverage*

The area (or industry) assignments are characterized by conditions such as the following:

- There is a diversity of industry sufficient to warrant the employment of a limited number of craftsmen in a variety of apprenticeable trades but, on the whole, the assignment involves companies which are of small to medium size, each usually of single trade type, employing a small number of craftsmen, generally in only one apprenticeable trade (except in the construction industry). [NOTE: See note above on "[size](#)" under Factor 1 of the Classification Factors section.] Hence, the establishment of a training program for a company is usually limited to a single program for the training of a very small number of employees (1-10) at any one time.

- Because of small size, many of the plants tend not to be employee-organized, except in the case of the construction and printing industries. In those cases where plants are unionized, the number of different unions in each tends to be very small, usually only one or two.
- Industrial activity is fairly stable in the area, with little industrial expansion or contraction, and no marked shortage or oversupply of skilled labor. However, there is a small but steady need for training of new workers and for upgrading the skills of trained workers.
- A substantial number of the companies are considered to be potentially interested in a training program. Although inexperienced in developing and administering such programs, and needing technical program guidance, they could be expected to be cooperative participants in the national apprenticeship program.
- A substantial number of the companies have "going" training programs and are receptive to maintaining them effectively and considering new ones.

### *Program activity*

Program activity of GS-09 field representative are fairly limited in range and conventional in nature, being confined primarily to apprenticeship programs for situations for which program precedents are generally available. Their technical advisory services are based upon well-established principles, techniques, and practices.

At this level, program activity and technical advisory services relate largely to the maintenance and revision of existing, rather than the development of new, apprenticeship programs. Activity of a promotional and developmental nature for new programs for apprentice training is typically confined to the small, single trade employers, or those multiple trade industries in the area (such as the construction industry) for which adequate program guides are available.

### *Level of responsibility*

Program recommendations by incumbent are typically aimed at serving the needs of local plants and local conditions only, and conform to recommended national standards. Virtually all of the GS-09 field representatives' contacts, including employers, union officials, school officials, as well as state and Federal Government officials, are at the local level. Characteristically, their industry contacts involve negotiations with individual single employers (or with representatives of these employers), since most of the companies are small and non-unionized. In some cases they involve local joint employer associations. In a few unionized plant situations, incumbent also deals with both labor and management.

In general, the supervisor directs where the major emphasis of the incumbents' efforts should be placed, makes special assignments, and provides general policy and technical guidance. GS-09 field representatives plan and carry out their own daily work schedules, keeping the supervisor regularly informed of work plans, and usually discussing initial contacts with them beforehand. They generally carry out their field work independently, usually initiating their own contacts;

however, if larger companies are involved the supervisor usually establishes the initial contact. Incumbents discuss findings with their supervisor, and consults with them during the course of the work if the need arises.

The supervisor (or senior field representative) may occasionally accompany the incumbent on calls to companies, both to observe methods of operation and to offer assistance. Close guidance or personal assistance is received in any training projects involving Federal funds; in situations for which little or no precedent exists; in assignments that involve any difficulties in dealing with a larger company, unresolved labor-management difficulties over certain training issues, difficult labor relations with local unions, or other such special problems.

Incumbents' work is normally reviewed through frequent discussions with their supervisor and through regular reports of their work activities and results achieved. Their written recommendations, for use by the industry, are cleared with the supervisor prior to presentation to any of the parties concerned.

## **APPRENTICESHIP AND TRAINING REPRESENTATIVE, GS-0243-11**

GS-11 work is essentially concerned with the promotion and improvement of a variety of apprenticeship and closely related on-the-job training programs, involving considerably more developmental responsibility and technical advisory services than at GS-09.

In addition to positions with the kind of characteristics described more in detail below as typical of this grade level, some positions in GS-11 have some or all of the area characteristics, but not the full program characteristics and level of responsibility, of the Type A position described under the grade-level criteria for GS-12.

### *Area coverage*

A GS-11 field representative has continuing coverage of an assigned area, usually on a geographic basis (although sometimes on a trade or industry basis), typically consisting of a number of counties or segment of a large metropolitan area, with the following characteristics:

1. The diversity of industry is sufficient to require a normal distribution of craftsmen in most or all apprenticeable trades, with few or no other industrial occupations involved. There is relatively little or no heavy concentration of industry that would require large numbers of skilled workers.
2. In addition to small and medium-sized plants, the assignment also covers several large plants.
3. A significant proportion of the plants are employee-organized, and many of the plants have two or more union organizations representing workers in different trades.

4. A variety of manpower and training problems exist in the area, or in a significant part of it, such as a growing need to replace skilled workers removed from the core labor force through retirement and death, or a critical need for training apprentices in order to meet a particular manpower need in individual situations.
5. Special problems exist to some extent in the area, tending to complicate the promotion of apprenticeship and related training among some of the smaller companies, such as apathy or resistance to training or to the registration of apprentice training programs.

### *Program activity*

The major work emphasis at this level is on the promotion and development of new apprenticeship and closely related on-the-job training programs (such as training of journeymen and supervisors of apprentices) for a wide variety of trades and different kinds of companies.

In addition to their promotional work and providing of technical guidance in the development of new training programs, GS-11 field representatives spend a substantial portion of time in providing technical advice and assistance to employers and union representatives (either singly or jointly) on the effective maintenance and improvement of existing training programs, and on the better utilization of workers where manpower and production problems relating to training exist.

They identify, analyze, and prepare plant training analysis reports and recommendations (e.g., for further on-the-job training) for consideration by management and labor.

GS-11 field representatives may also engage in promotional, developmental, and advisory activities in connection with other special industrial training programs not closely related to apprenticeship, such as on-the-job training or retraining programs that involve the expenditure of Federal funds. Occasionally, GS-11 field representatives advise, to a limited degree, various civic and other community groups representing business, labor, education and government, or area technical committees, regarding kinds and types of industrial training needed and possible, to meet the particular training problem with which they may be concerned; and assist them in developing the training program. In the case of programs involving Federal financing, the field representative participates with other government organizations concerned, in reviewing proposals for training projects, and recommends final approval at the local level.

As part of their promotional program responsibility, GS-11 field representatives engage in public relations activities, primarily by serving as guest speakers at various appropriate occasions, to explain apprenticeship and related training programs. Typically, these speaking engagements are before various groups such as junior high and high school classes (career day occasions), meetings of local employer and management organizations, labor unions, civic groups, educational groups.



*Level of responsibility*

The field representative in GS-11 is given an overall area assignment of continuing nature and has a responsible, significant role in assuring that the industrial manpower and training needs of this area are met, to the extent possible, through apprenticeship and related on-the-job training programs.

In contrast to GS-09, the scope of the GS-11's local level contacts is expanded to include frequent work with union representatives, as well as with employer associations, and with joint labor-management committees; it also includes contacts with various local community groups, and may also include some areawide and state-level organizations.

GS-11 field representatives are responsible for providing authoritative advice to management and labor on the regulatory provisions of the apprenticeship or related training programs under consideration. They are expected to resolve differences in training issues between labor and management and to secure satisfactory acceptance by both of a program that will be in accordance with established standards.

The GS-11 field representatives function under general supervision, with responsibility for planning and carrying out their work activities independently, following general policy and procedural guides. The supervisor or a senior field representative only occasionally accompanies them on calls to employers and union representatives (e.g., in difficult situations involving the larger companies or unions), but generally accompanies them on calls in connection with advising community or area development committees. Incumbents keep their supervisor informed of their activities through regular reports, consulting with them as needed, obtaining advice and technical guidance on very difficult or unusual problems (e.g., ways of dealing with situations involving new technological processes that have a major effect in changing skill requirements). Guidance on policies and administrative procedures is also generally obtained from the supervisor in connection with new training programs involving expenditure of Federal funds; and close supervisory review is given to such project proposals, after processing and recommendation for approval by incumbent.

## **APPRENTICESHIP AND TRAINING REPRESENTATIVE, GS-0243-12**

The field representatives in GS-12 serve as the principal industrial training consultants for the area assigned, and are fully versed in the various types of industrial training programs.

Most field representatives in GS-12 function under the very general supervision of a state-level program supervisor, in continuing assignments of complex nature, covering an important area within the State and involving a wide range of program activities -- their positions are referred to below as Type A. A few other positions at this grade level, referred to below as Type B, function

as state-level program supervisors, charged with the overall responsibility for the national program for apprenticeship and other industrial training for an entire State, where the program activity is relatively limited.

### *Type A Positions*

The scope and complexity of the work in GS-12 Type A positions are considerably increased over that in GS-11 because of the more complex nature of the program coverage and of the area problems involved at this level. Where the programs in GS-11 are primarily concerned with apprenticeship and closely related on-the-job training, the programs of the GS-12 Type A field representative, on the other hand, involve a wide range of training activities that include considerable coverage of other types of industrial training in addition to apprenticeship, involve active participation in community economic development planning, and are particularly geared to deal with many new, special, and complex manpower and training problems.

### Area coverage

Coverage of Type A positions typically comprises a metropolitan area, a number of counties equivalent in size to a metropolitan area, or an entire segment of one of the largest metropolitan areas, and is characterized by the following conditions:

1. There is a wide diversity of industry, requiring the employment of large numbers of craftsmen and other skilled workers in most major apprenticeable trades and other industrial occupations.
2. The area contains a considerable number of large and medium-sized plants.
3. A large proportion of the plants are employee-organized, with a substantial portion of them organized on an industrial rather than craft basis. Both types of union organization may be found in a single plant.
4. In addition to 1 through 3 above, one or more of the following listed, or equivalent, situations, exist:
  - a. There are, or are expected to be, serious and widespread industrial manpower and training problems (such as those resulting from the effects of automation or other technological changes, industrial displacement, industrial expansion, or economic depression, etc.), with a critical need for the training or retraining of workers to meet the manpower needs of industry and/or to provide workers with the necessary skills to obtain gainful employment.
  - b. The area, or a significant part of it, is designated as a depressed area, to receive Federal assistance for industrial development.

- c. Special community problems, involving waste of potential manpower, mark the area to a significant degree (e.g., a high rate of school dropouts and active or potential juvenile delinquency).
- d. An unusual degree of apathy or resistance to training, or to important requirements inherent in the national training programs, marks the area, or marks a substantial number of influential companies in the area.

### *Program activity*

Program activities of GS-12 field representatives in Type A positions are geared to meeting the complex and special manpower and training problems that are inherent, to a substantial degree, in the area conditions. Program activity at this level is characterized by considerable promotional work on new programs, a broad range of training coverage, and active participation in community economic development planning.

GS-12 field representatives engage largely in promotional and developmental work for a wide range of types of industrial training, including new and very difficult apprentice training, related and other on-the-job training, and new special programs for training or retraining of workers involving Federal funds. Incumbents exercise considerable initiative and resourcefulness in meeting and resolving problems often arising from new situations and technological changes in industry, that may require new and unconventional training approaches with few or no precedent guides. In addition, the increased promotional activity necessary to the broader scope of program coverage at this level, particularly for the newer program areas, often involves dealing with difficult promotional problems (resistance, controversial issues, etc.).

The strongly promotional nature of the work at GS-12 also involve these field representatives in a substantial amount of public relations activity. In contrast with the speaking engagements before the typically smaller local audiences of the GS-11 field representative, at GS-12 the labor, business, and community audiences are typically composed of larger and more influential local, area, and often State-level, representatives. These engagements often involve taking up numerous questions on new kinds of programs, may involve on-the-spot interpretation of new policies and, in general, require ready and comprehensive knowledge of the various facets of the different kinds of training programs. Incumbents may also appear on radio and television broadcasts and prepare press releases to explain and further the training program objectives.

### *Level of responsibility*

Essentially characteristic of this level is the responsibility of incumbents for serving as principal industrial training advisor and consultant to industry and to community organizations in the area, including responsibility for advising on the suitability of training programs that involve the expenditure of Federal funds. This latter function includes advising and making recommendations to the requesting organization on the program substance and proposed costs of training project proposals for Federal financing, and negotiating revisions; in effect, their final recommendations signify approval at the local level.

In comparison with the GS-11 field representatives contacts, that are predominantly of local character and with smaller business organizations and unions, the GS-12 field representatives generally deal with a wider range, and often higher level, of representatives and organizations. In many instances they promote and advise on apprenticeship and other industrial training on a statewide basis among employee associations and trade unions, and on an areawide basis among employer groups and employer unions in highly industrialized metropolitan areas, and sometimes among national-level organizations. The GS-12 field representatives win acceptance and obtain the cooperation of influential organizations and representatives among management, labor, and civic groups. The large companies they deal with are usually strongly unionized, that requires them to work jointly with both their labor and management representatives, and to smooth out differences on various issues in order to achieve mutually satisfactory training plans in all respects. They encourage the creation of, provides orientation to, and works with joint management-labor apprenticeship committees for this purpose.

In working closely with community organizations on community economic or social problems relating to industrial manpower and training, incumbents point out to these groups the role that industrial training could play toward helping resolve these problems. For example, they may work closely with community industrial development commissions or area technical training committees, on economic development plans; because they have an up-to-date knowledge of the status of the manpower resources in their area (i.e., the availability or unavailability of particular skills, whether they are being wasted in unemployment or underemployment, or whether there are skill shortages), they are in a position to make constructive suggestions and recommendations to these groups on the practicability of moving new industry into the area or expanding existing industry, and the extent to which training programs can meet the needs for skilled manpower; they also provide them the technical guidance in developing the training plans for such programs; and they coordinate these training plans and programs with various other agencies that may be involved.

In communities where juvenile delinquency or school dropouts are a serious major problem, their participation in community planning involves working with the social, educational, civic, labor, and business groups and law enforcement leaders of the community. They stimulate and assist them to plan and develop industrial training programs to prevent the waste of valuable manpower potential, and to prepare these youths, through training geared to their particular needs, for specific skilled employment. They speak before groups of these youths to stimulate their interest and cooperation in participating wholeheartedly in the program.

Characteristically, GS-12 Type A field representatives work with considerable independence, under very general supervision, with full responsibility for planning their own promotional, advisory, and consultative activities. Usually they are geographically separated from the supervisor, who typically has the overall responsibility for the statewide program. Incumbents normally receive only policy and general program guidance from the supervisor. Supervisory clearances are not normally needed at this level, as they are at lower levels, in making recommendations to industry. Program achievements are reviewed through periodic reports.

Project proposals formally submitted by companies and recommended for approval by the field representative, for participation in training programs that involve the use of Federal funds, are subject to supervisory and higher echelon review for soundness of proposed costs and reasonableness of training coverage.

### *Type B Positions*

The GS-12 Type B field representatives are charged with overall program responsibility for the national apprenticeship and other industrial training program activities for an entire State. They, therefore, function essentially on a State level. In this respect their program responsibilities are similar to that of the Type B field representatives in GS-13, both having the same kind of authority to act on and settle, within the limits of established national policy, program problems arising within their respective States that cannot be resolved by subordinate staff. However, the range of program activity of the GS-12 Type B field representatives differs from that of both the GS-13 Type B and GS-12 Type A field representatives by reason of their comparatively limited nature and scope. Typically, the overall program of the GS-12 Type B position covers a State where the industrial activity is relatively small in amount and stable in nature, and the training program range is predominantly of the more conventional type described under the grade-level criteria for the GS-11 field representatives. Incumbents usually carry out their statewide program responsibility with the assistance of one or two subordinate field representatives. However, a large number of subordinate field representatives do not automatically raise a Type B job above the GS-12 level, unless a significant proportion of the work to be done meets the Type A GS-12 description.

Incumbents working contacts differ from those of GS-12 Type A field representatives with respect to the higher levels of contacts continuously dealt with and the broader responsibilities involved in the Type B state-level work. The incumbents are responsible for coordinating overall program plans and objectives on a statewide basis, and for establishing and maintaining working relationships at the State level for such purposes as: obtaining the State apprenticeship agency's cooperation in meeting national apprenticeship and other industrial training program goals, and encouraging the development of cooperative working relationships between the State staff and the Bureau staff; advising the State apprenticeship council (if any) and State officials on the administration of State and Federal industrial training programs or the interpretation of Federal laws, rules, and regulations affecting trainees; encouraging statewide organization of management and labor to cooperate in the promotion and development of training programs in the various trades; coordinating their industrial training activities with other Federal activities at the State level, with state-level employer associations, state-level union officials, and State vocational education representatives; and, as a regular recurring responsibility, representing their agency at State and district conventions, meetings and councils of various management and labor groups having an interest in apprenticeship and other related training, and addressing such groups to promote the training programs.

Through regional conferences with their regional directors, Type B incumbents contribute to regional-level policy formulation and discussions of ways and means of resolving problems common to the State in the region.

The incumbents plan and carry out their program responsibilities with considerable independence, receiving only general direction from the regional director, who defines the overall program objectives for the region. The regional director reviews the program results achieved (progress, overall effectiveness) through periodic visits and review of progress reports. Training proposals involving expenditure of Federal funds are also subject to regional director review.

## **APPRENTICESHIP AND TRAINING REPRESENTATIVE, GS-0243-13**

This level is characterized by coverage of significantly complex programs, combined with the high operational level of program responsibility represented, in most cases at this level, by Type B positions of state-level program supervisors and, in a few cases, by Type B positions of national-level industry representatives.

### *Type B Positions*

This level of Type B positions represents overall responsibility for the national apprenticeship and industrial training program for an entire State where the area problems encountered, and the range and nature of program activities engaged in, are to a substantial degree of the type and character marking the GS-12 Type A field representative positions. As program supervisor on a statewide basis, incumbents typically carry out their responsibilities with the assistance of subordinate field representatives of whom at least some are performing at the GS-12 level.

Basically the same state-level responsibilities and level of contacts found in the GS-12 Type B positions are also present in GS-13. However, over and above the essentially basic character of the GS-12 (Type B) state-level responsibilities, GS-13 Type B positions have a broader scope of responsibility, for they have to deal with the more varied, broader and more complicated problems inherent in the greater industrial scope of the State covered at this level. Incumbents have overall responsibility for a broader range of program activities for coping with these problems, for the resolution of which they must provide the stimulus of resourceful leadership.

GS-13 Type B representatives characteristically engage in promotional, developmental and advisory activities on a state-level basis, involving more extensive and varied contacts of frequently broader impact than those in GS-12. Contacts at this level frequently involve large organizations with considerable influence in industry. Incumbents deal with and advise, individually or as conference groups, top industry representatives of management and labor and leading representatives of educational and civic organizations within the State and, often, national-level representatives as well.

In contrast to GS-12 Type B positions, there is at this level a greater variety of training programs, many of which are new to the area, particularly those involving expenditure of Federal funds, and that require more extensive advisory and coordinating work among other government agencies, involving contacts with top officials in the State and Federal organizations concerned.

Such new programs also typically involve responsibility for resolving many new questions regarding policy and practice within the State; and the unconventional nature of many of the problems encountered requires that the incumbents develop guiding policies and procedures for application by others concerned in the program within the State.

As in the GS-12 Type B position, incumbents contribute to regional level policy formulation. At this level, however, their contribution is typically of greater range as a result of their more extensive dealings on a wide variety of program problems.

The nature and extent of supervision received at this level is similar to that in the GS-12 Type B positions.

### *Type C Positions*

Type C incumbents function as individual field representatives on a national level, with responsibility for promoting and coordinating the national industrial training program on the basis of a broad industry coverage that cuts across several States or regions or is national in scope. The work of GS-13 Type C positions is of such scope that the industry or industries assigned are of major importance to the national interest and reflect significant changes in patterns of manpower skill needs, typically as a result of radical technological changes.

Type C field representatives promote, and assist management and labor in the development of, national-level training plans, standards, and programs that will have application throughout the industry or that portion of the industry concerned. Their work covers: (a) companies engaged in interstate commerce, having a large number of separate shops or plants in a number of States at which workers are employed and trained on the job and that are centrally administered; or (b) employers, employer associations and labor unions in a major industry (or industries) cutting across several States or regions, involving local and State levels as well. (In the latter situation, incumbent proceeds with the development of the national-level training standard and advises the State and local field representatives concerned so that they may follow up and implement as needed at their respective levels.)

The work involves complex manpower skill and labor relations problems, that are inherent in the characteristics of the industry (industries) typically covered at this level. These characteristics include:

Variety of apprenticeable trades and crafts and allied occupations, requiring the employment of large numbers of skilled workers who, typically, are represented by a number of different trade unions or by craft-type unions that frequently present complete jurisdictional and industrial relations problems and have conflicting employer and labor

union policies concerning training. In this atmosphere incumbent works to join their common interests, resolve those differences within their domain, and obtain their common support and acceptance.

Many of the occupations in the industry involve major technological changes, resulting in new types of equipment, techniques and processes. In many cases these changes require radical departures from customary industrial practice, and seriously affect existing patterns of manpower skill requirements. Incumbents' training proposals and technical advice are geared to meet the manpower and training problems resulting therefrom, and frequently involve precedent-setting training approaches and practices.

The efforts of incumbents are primarily directed towards securing the joint acceptance of their recommendations on apprenticeship and other industrial training, by top officials of large companies, employer associations and labor unions in important industries of major interest to the national economy. Actions, recommendations and decisions by incumbents in planning, executing, and coordinating the promotion of apprenticeship and other industrial training have an important effect in furthering their acceptance. Incumbents must use sound judgment in appraising the training needs and requirements of the particular industry involved, and the attitudes and climate of opinion of management and labor, in order to determine the most effective course of action to be taken to accomplish program objectives.

Field representatives at this level are authorized to act for their agency in explaining policies concerning apprenticeship and other training, in contacts with top management and labor representatives and State officials, and in coordinating training program activities in the assigned industry or industries with the activities of other field representatives of the agency, with State apprenticeship councils, and with other Federal and State agencies. Incumbents have considerable authority for the settlement of problems arising in the course of their negotiations, such as those dealing with rigid industrial procedures that create resistance to apprenticeship programs, or those requiring negotiations with top national-level representatives of management and labor in the industry.

Typically, Type C field representatives function independently in the field, geographically separated from the supervisor. Usually they operate under the administrative direction of the regional director. Technically, they are responsible to a headquarters supervisor who guides and coordinates the industrywide promotion of training programs at the national level, provides policy guidance, makes special assignments, and reviews work performance for program accomplishments, and overall effectiveness. The incumbents have considerable latitude in planning their own course of action and negotiating with representatives of management, labor, vocational educational systems, and Federal and State government agencies.