DLAM 1445.10
Appendix B

DEPARTMENT OF DEFENSE

DEFENSE LOGISTICS AGENCY

Cameron Station,
Alexandria, Virginia 22314

DLA UNIVERSAL TRAINING PROGRAM FOR SUPPLY MANAGEMENT

JUNE 1983

DEFENSE LOGISTICS AGENCY
HEADQUARTERS
CAMERON STATION
ALEXANDRIA, VIRGINIA 22314

DCIDO

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FOREWORD

(Supplementation is permitted by primary level field activities (PLFAs).)

This manual has been prepared to prescribe the content of the DLA Universal Training Program for Supply Management (hereafter referred to as the program), and to provide the necessary implementing guidance to all personnel and DLA activities associated with the program. The purpose of this manual is to provide a standard Program of Instruction (POI) to be used to train locally hired career trainees in the Supply Management career field. DLAM 1445.10, DLA Civilian Career Program for Supply Management, will be used in conjunction with this manual as guidance in regard to career trainees being trained under the provisions of this manual.

The provisions of this manual apply to HQ DLA and to all DLA PLFAs where Supply Management career trainees are assigned. PLFAs will use this manual to develop training plans for all career trainees hired in the Supply Management career field. The occupational series included in this training program are GS-2003, Supply Program Management; GS-2010, Inventory Management; and GS-2030, Distribution Facilities and Storage Management.

Users of this manual are encouraged to submit recommended changes and comments to improve the publication, through channels, to the Director, DLA Centralized Intern Development Office, 3990 E. Broad Street, Columbus, Ohio 43215.

BY ORDER OF THE DIRECTOR

R. F. McCORMACK
Colonel, USA
for Staff Director, Administration

DISTRIBUTION
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COORDINATION: DLA-KS, DLA-KE, DLA-KM, DLA-O

GLOSSARY

ALMC	U.S. Army Logistics Management Center
AMETA	U.S. Army Management Engineering Training Activity
CA	California
DCAS	Defense Contract Administration Services
DCASMA	Defense Contract Administration Services Management Area
DCIDO	DLA Centralized Intern Development Office
DCMO	DLA Civilian Personnel Management Support Office
DGSC	Defense General Supply Center
DIDS	Defense Integrated Data System
DIF	Due-in File
DLA	Defense Logistics Agency
DLAM	Defense Logistics Agency Manual
DLAR	Defense Logistics Agency Regulation
DLSC	Defense Logistics Support Center
DoD	Department of Defense
DoT	Department of Transportation
DSAC	DLA Systems Automation Center
EEO	Equal Employment Opportunity
EOQ	Economic Order Quantity
ESOC	Emergency Supply Operations Center
GS	General Schedule
HQ DLA	Headquarters, Defense Logistics Agency
Hrs	Hours
ICP	Inventory Control Point
MAD	Mean Absolute Deviation
MHE	Materiels Handling Equipment
MILSTAMP	Military Standard Transportation and Movement Procedures
MILSTEP	Military Supply and Transportation Evaluation Procedures
MILSTRAP	Military Standard Transportation and Accounting Procedures
MILSTRIP	Military Standard Requisitioning and Issue Procedures
MOWASP	Mechanization of Warehousing and Shipment Processing
MRO	Materiel Release Order
NIR	National Inventory Record
NSN	National Stock Number
OCP	Office of Civilian Personnel
OJT	On-the-Job Training
OPM	Office of Personnel Management
PLFA	Primary Level Field Activity
POI	Program of Instruction
QFD	Quarterly Forecast Demand
SAMMS	Standard Automated Materiel Management System
SPW	Shipment Planning Worksheet
TDY	Temporary Duty
THF	Transaction History File
UMMIPS	Uniform Materiel Movement and Issue Priority System

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CHAPTER I

GENERAL

I. Goals of the Program

A. The goal of the program is to develop personnel possessing a high degree of technical competence for future development within the Supply field. Training will be done in consonance with DLA's overall EEO objective of the achievement of a civilian personnel work force in which minorities and women are fully represented.

B. Graduates of the program must possess the necessary technical skills to function effectively in a full performance level GS-9 position at a permanent duty station at the completion of training. Inherent in this development is the possession of an overall understanding of the entire logistics system and how the Supply career field works within the system. To achieve this goal, the program will focus on the following areas:

1. Technical Skills Needed for Successful Performance in the Targeted Position. The majority of formal and OJT will focus on the skills and knowledge required to perform technical job-related tasks. The trainee will be expected to satisfactorily complete all formal courses and to achieve a satisfactory level of proficiency in each area of OJT prior to completion of the program.

2. Basic Management and Supervisory Concepts. The trainees will be given formal training in the basic management and supervisory skills considered essential for the development of an effective first-line supervisor. The purpose of this training is to equip the trainee to identify and solve common management problems which occur daily in the work environment.

3. A Knowledge of the Organization and Functions of the DLA Supply System. Through orientation and OJT in offices and directorates related to the Supply function, the trainee will gain an appreciation of the complexity and interrelatedness of the system and will observe how other offices and directorates impact upon Supply actions.

II. Responsibilities

A. HQ DLA

1. The Executive Director, Supply Operations, DLA (DLA-O) will manage the program within HQ DLA with staff guidance provided by the Staff Director, Personnel, DLA (DLA-K).

2. The Director, DLA Centralized Intern Development Office will develop and revise this manual under the direction of DLA-K.

B. PLFAs

1. The Heads of DLA PLFAs will implement the program. This includes recruiting trainees, administering the program, and evaluating the program and the trainees.

2. The Directors of Supply Operations and/or Storage and Transportation Divisions will implement the program. This includes the following:

a. Identify spaces, initiate recruitment action, and select trainees for the program.

b. Develop a position description and performance standards for each trainee selected. (Sample position descriptions and performance standards for

Supply trainees may be obtained by contacting DCIDO, 3990 E. Broad Street, Columbus, Ohio 43215.)

c. Ensure the availability and maintenance of training facilities, equipment, and materials as required.

d. Appoint a functional supervisor to coordinate all phases of training.

e. Appoint personnel to conduct required classroom and OJT training.

f. Ensure availability of trainees for required training.

g. Provide resources to support training.

h. If appropriate, recommend the separation of trainees from the program.

3. The Chiefs of the Appropriate Divisions of the Office of Civilian Personnel will assist in the implementation of the program. This includes the following:

a. Recruit for and hire trainees using both merit promotion and external recruiting procedures.

b. Schedule formal training courses in conjunction with DCIDO and the functional supervisor.

c. Schedule functional-related OJT and orientations.

d. Periodically monitor the training and evaluate its results to ensure compliance with program requirements.

e. Assist functional supervisors in the development of training plans and position descriptions.

f. Perform second level counseling of trainees who are experiencing difficulties with training.

g. Recommend program changes to DCIDO.

4. The Functional and OJT Supervisors will conduct the training. This includes the following:

a. Develop training plans with the assistance of OCP.

b. Schedule formal training, functional OJT, and orientations through OCP.

c. Ensure that all learning objectives are adequately covered.

d. Prepare or obtain necessary training aids and related instructional materials.

e. Evaluate the effectiveness of training and modify techniques as required.

f. Evaluate trainees and prepare quarterly evaluation reports.

g. Prepare trainees' annual performance appraisals.

h. Counsel trainees relating to OJT performance.

i. If appropriate, recommend separation of trainees from the program to OCP.

j. Recommend changes to the program to OCP.

CHAPTER II

TRAINING MANAGEMENT

I. General. The training requirements for this program are outlined in the POI in annex A. Program requirements consist of formal training, OJT, and orientations. OJT requirements are expressed in terms of learning objectives which the trainee must achieve to successfully complete each phase of the program. Phase 1 (first year) learning objectives are prescribed in detail to ensure that all trainees receive training in the same areas and to the same degree in each area. Then as training becomes more individualized in Phases 2 and 3 (second and third years), the objectives are written at a more general level.

II. Program Structure. The program is divided into three phases, each phase consisting of 1 year's duration. Career trainees will enter into the program at the GS-5 level. Upon successful completion of Phase 1, they will be promoted to GS-7. Upon successful completion of Phase 2, they will be advanced to GS-9, provided that appropriate qualification criteria are met. (Trainees appointed under schedule B authority CFR 213.3202(1) must meet competitive appointment requirements.) Trainees will be eligible to compete under local merit promotion plans for further promotions following their completion of Phase 3, the final phase of the training program.

A. Phase 1. Phase 1 will consist of 1 year of concentrated training in the basic elements of the Supply career field. During this year the basic formal courses will be taken followed by OJT in each major area of the career field. The OJT will be structured to provide an overview of the area rather than to train the trainee in the specifics of each task. Functional-related OJT and orientations to directorates and offices other than the one to which the trainee is assigned are included to provide a general concept of the working relationships between directorates. Frequent progress reviews will be held with the OJT supervisor to ensure that the trainee is progressing satisfactorily.

B. Phase 2. The majority of Phase 2 training will be devoted to specialized OJT in the selected job series. During this phase, the trainee will be expected to develop the necessary skills and knowledge to perform independently on the job. In addition, formal training is provided to broaden the trainee's exposure to the career field. Phase 2 training culminates with additional functional-related training where the trainee is given the opportunity to learn how his/her particular function relates to the rest of the logistics system.

C. Phase 3. In Phase 3, the trainee will focus on building his/her skills and knowledge primarily through accomplishment of progressively more responsible OJT work assignments. It is expected that the trainee will be functioning at the full performance level at the conclusion of this phase. Formal technical training is limited to one specialized course that will be of particular benefit to the trainee. The course taken will be specifically chosen for this purpose. Phase 3 also includes the assignment of a research project and experience in work planning and control. These assignments are intended to allow the trainee to independently pursue his/her own areas of interest in the career field. Upon satisfactory completion of Phase 3, each trainee will be placed in a full performance level GS-9 position at his/her permanent duty station.

III. Types of Training

A. Formal Training. Formal training consists of Government-sponsored courses, courses taught at a local college or university, or courses taken by correspondence.

1. Established courses sponsored by DoD and other Government agencies comprise the formal training requirements for the program. These courses will either be presented onsite at the activity to which the trainee is assigned, or the trainee will be required to attend the courses on a TDY basis. The trainee must successfully complete all required formal courses for each phase of training. Objectives and standards for these courses are established by the proponent agency and are not addressed in the POI.

2. Trainees are encouraged to pursue college and post graduate degrees at local colleges and universities. Flexible work schedules are encouraged where they will enable trainees to complete courses not otherwise available. Trainees, following completion of their first year of Federal Service, should also be given the benefits of the tuition assistance program.

3. A third method of increasing job skills and knowledge is through enrollment in correspondence courses. Numerous courses exist in the Supply Management field. Trainees and supervisors are reminded to consider this less costly means of training.

B. OJT. OJT represents the most important segment of the training program. The trainee will be exposed to a variety of actual work experiences in a "real world" environment and will be expected to perform increasingly broad and complex job-related tasks. The trainee will be evaluated upon his/her demonstrated ability to perform to the standards prescribed in the appropriate learning objectives. Two categories of OJT, functional and functional-related, are listed in the POI.

1. Functional OJT is designed specifically to impart the skills and knowledge required for the trainee to perform in the target position. Functional OJT comprises the majority of training hours in all three phases. It must be designed to proceed from the simple to the complex. Although specific learning objectives are listed in annex A, there is room for liberal interpretation to accomplish them; therefore, OJT supervisors must select only those tasks that are appropriate for the level of difficulty the trainee is capable of handling.

2. Functional-related OJT includes training in areas that are directly related to the trainee's target position. This training is designed to help the trainee do the job more completely and effectively by presenting the relationships that exist between the different functional areas. It embraces the philosophy that a person can better perform a particular job if he/she knows how the work is affected by, and affects, the work of others. Care must be taken in planning functional-related OJT to ensure that it is properly sequenced with formal training and functional OJT and that those people responsible for conducting the training have carefully planned what to include and how to best conduct the training.

C. Orientations. It is the responsibility of the OJT supervisor to ensure that the trainee's transition into Government Service or to a new position is accomplished as smoothly as possible. The OJT supervisor should be prepared to assist the trainee during in-processing and should coordinate handling of specific problems with appropriate offices and directorates that can help the trainee.

1. Phase 1 Orientation. The Phase 1 orientation will occur when the trainees initially arrive at the duty station. It will consist of the following:

a. Initial in-processing.

b. Introduction to the organization and structure of the Federal Government, DoD, and DLA.

c. Introduction to the local PLFA's mission and functions.

d. Discussion of the rights and responsibilities of Federal employment.

e. The Phase 1 orientation will include a meeting of the trainee, the Chief, Employee Development and Incentives Division, OCP and functional personnel to discuss the individual's training plan as explained in chapter II, paragraph V of this manual.

2. Training Orientations. Training orientations are short periods of training (usually 4 to 8 hours) in offices and directorates other than where the trainee is assigned. Their purpose is to provide the trainee with an overview of the entire PLFA and the responsibilities of each element of the PLFA. Orientations should be scheduled only after the trainee has been in functional OJT for at least 3 to 6 months so that there is a basis of comparison between the functional element and the offices and directorates conducting the orientation.

IV. Length of Training

A. Hours of Training. A total of 2,080 hours, including counseling and nonacademic time, will be included during each phase of training. Hours required for counseling and nonacademic activities, to include legal holidays, annual leave, and sick leave, may be subtracted as appropriate from total hour requirements. Any deviations from the hours allotted to major subject areas for reasons other than those identified above will be submitted to OCP for review.

B. Flexibility of Training Hours Within Major Subject Areas. No specific allocation of hours is established for learning objectives within each major subject area. The length of time required will depend upon how quickly the trainee is able to master the requirements as outlined in the objectives. The trainee who progresses rapidly and completes training in a subject area early will be provided additional in-depth training. The specific areas of training will be determined jointly by the trainee and the OJT supervisor. Additional in-depth training will be reported on the quarterly evaluation.

C. Extension of Total Training Hours. In the event that the trainee is unable to successfully complete a particular phase of training as scheduled due to a lack of ability or initiative, his/her request for an extension of training hours will be processed under the provisions of chapter II, paragraph IX.

D. Incomplete Formal Training. If, for any reason, a trainee fails to complete any formal training during the phase for which it is scheduled, he/she must complete the training during the following phase. If all formal training has not been completed by the end of Phase 3, a certificate of completion will not be issued until the courses are completed.

V. Training Plans

A. The POI at annex A lists specific learning objectives to be accomplished during each phase of the program. It does not, however, prescribe a sequence for training, nor does it list specific activities that are to be performed in the accomplishment of each objective. The purposes of the training plan are:

1. To list specific activities, for each objective, in sequence, that the trainee will perform. Performance of all learning activities should ensure performance of the objective.

2. To list a desired sequence for the training to be accomplished.

3. To list the parties responsible for conducting each portion of training.

B. The development of the training plan will be a coordinated effort undertaken by the Chief, Employee Development and Incentives Division, OCP charged with the responsibility for monitoring the program, and the functional personnel who will be responsible for conducting the training. A training plan will be completed and submitted to OCP 1 month in advance of the trainee's beginning each phase of training.

C. Training plans will be completed using DLA Form 1673, DLA Career Intern Development Program Learning Activities, for Phases 2 and 3, or a similarly designed local form.

VI. Selection of OJT Supervisors

A. The Directors of Supply Operations and/or Storage and Transportation are responsible for the selection of OJT supervisory personnel. Since the success or failure of the entire program hinges upon the quality of personnel selected, the selection process must be carried out in a careful, deliberate manner. As a minimum, selected personnel should possess the following three attributes:

1. An enthusiastic willingness to participate in the program.
2. A high level of technical competence in the designated subject area.
3. An ability to communicate logically and coherently.

B. It is the responsibility of the Chief, Employee Development and Incentives Division, to present an initial orientation to all OJT supervisory personnel explaining their duties and responsibilities. This orientation should be conducted as soon as possible after personnel have been selected in order to allow maximum time for instructional preparation. As a minimum, the orientation should include the following:

1. An overview of the purpose and organization of the program.
2. Specific areas of instructional responsibility in terms of training objectives contained in the POI.
3. Standards of conduct and expected levels of OJT supervisor performance.
4. Required formal trainee evaluation reports.
5. Formal and informal coordination with the Chief, Employee Development and Incentives Division.

C. It is recommended that all OJT supervisory personnel complete an instructor training course. The course should focus on the planning for and the conduct of classroom and OJT.

D. OJT supervisors should be assigned training responsibilities only in the areas where they have sufficient knowledge and experience. Since there will seldom be a single individual who possesses expertise in all tasks contained in the OJT portion of the POI, training responsibilities will normally have to be distributed among several supervisors.

E. Three trainees are usually the maximum number that a single supervisor can effectively train at one time in an OJT environment. If more than three trainees are involved in a particular area of training, the necessary number of additional supervisors should be appointed. If there are not sufficient supervisors to achieve the 1:3 ratio, the training sequence for some trainees should be changed so that the desired ratio may be maintained as closely as possible.

VII. Intern Evaluation

A. The specific learning objectives listed in annex A will serve as the basis for evaluating trainee performance. The key to effective evaluation lies

in the thorough understanding of the standards contained in the objectives. While the standards do list the steps that must be performed to accomplish the objectives, they do not describe the quality or quantity of work that will indicate successful completion. Qualitative and quantitative standards must be determined by the OJT supervisor and then communicated to the trainee. If OJT is being conducted within a major area by more than one OJT supervisor, a discussion must be held before training begins to clarify and reach agreement on the standards.

B. Methods of Evaluation

1. Performance Observation. Performance observation will be the prime method for evaluating trainee progress. Given the specific learning objectives contained in the POI or in the training plan, the instructor or OJT supervisor will observe trainee performance in the work environment and determine the level of proficiency achieved. The advantage of the performance observation method is that no formal test is required.

2. Formal Testing. Formal testing requires the development of a test instrument which will be administered to the trainee in a controlled testing environment. Because of the difficulty and the length of time required to develop valid tests, formal testing should be used sparingly and only in cases when it is considered to be the only adequate means of evaluation.

C. Formal evaluations of trainee performance will be conducted quarterly by the trainee's OJT supervisor using DLA Form 1484, Career Intern Progress Report. The evaluation will be based upon the trainee's performance during OJT and in formal courses. All persons who have been involved in the training during the quarter should be contacted for their input to the evaluation. Three levels of proficiency will be used for rating the progress of the trainee.

1. Outstanding. An outstanding rating indicates that the trainee is performing at a level far above that expected of personnel possessing the experience and background of a trainee.

2. Satisfactory. A satisfactory rating indicates that the trainee has performed to the standards expected of personnel possessing the experience and background of a trainee.

3. Unsatisfactory. An unsatisfactory rating indicates that the trainee has not been able to achieve the standards expected. Three copies of the form will be prepared. Copy one will be retained by the career trainee. Copy two will be retained by the OJT supervisor. Copy three will be included in the trainee's Official Personnel Folder. Instructions for the completion of DLA Form 1484 are included in annex C.

D. Completion and Submission of DLA Form 46, Performance Appraisal. Each trainee will receive an annual performance appraisal at the completion of each phase of training. This appraisal will be completed by the trainee's supervisor in accordance with DLAR 1434.1, Performance Appraisal, as supplemented by local regulations. Quarterly trainee progress reports will provide input to the appraisal.

VIII. Trainee Counseling

A. Counseling must be conducted on a continuous basis from the day the trainee begins the program until the time he/she graduates. All personnel involved in observing and documenting trainee progress must play an active role in the counseling process.

B. Counseling should focus on trainee performance. As a general rule, personal counseling involving such matters as finance and marital problems

should be avoided. If the trainee surfaces a personal problem or such a problem is identified as a possible cause of poor performance, the trainee should be referred to the appropriate activity or community agencies which can adequately deal with the problem.

C. The key to successful performance counseling is the avoidance of generalities. The supervisor should pinpoint for the trainee exactly what his/her weaknesses are and assist in developing a plan for their resolution. The success or failure of the plan must be clearly monitored and be modified as required.

IX. Separation of the Trainee from the Training Program

A. If a career trainee displays unsatisfactory progress during his/her development under this training program, the OJT supervisor, in conjunction with the Chief, Employee Development and Incentives Division, must diligently assist the career trainee in overcoming any deficiencies. The supervisor's assistance may include tutoring or providing additional training.

B. If after a trainee has been given individual attention and counseling by the OJT supervisor, he/she is unable to attain a satisfactory level of achievement under this training program, he/she will be assigned to a position within DLA which is commensurate with his/her education and experience. If this is not feasible, separation from the Federal Service will be proposed, in accordance with the applicable regulations.

X. Program Evaluation

A. All personnel involved with the conduct or supervision of the program are responsible for monitoring the effectiveness of training. Based upon an analysis of the information which is available, a decision must be made as to whether or not the current training is adequate to meet the program objectives or if changes in training are warranted.

B. Information which can be used in conducting such an analysis is available from a number of sources.

1. Performance Observation During OJT. Poor performance in a particular area by a number of trainees may indicate that a training problem exists either with the methods used by the OJT supervisor or with the standards of the objective. If performance is consistently poor after what is considered an adequate time for training, the OJT supervisor must take a close look at the techniques he/she is using. On the other hand, it is possible that the training objective requires too high a standard of performance considering the time allotted for training. Both possibilities must be examined.

2. Expertise of Faculty and OJT Supervisory Personnel. In some cases OJT supervisory personnel, who are experts in the area being trained, will be able to identify critical subjects or tasks which are not contained in the POI, but should be, or subjects which are included, but are no longer relevant due to changes in regulations or policy. The DCIDO should be informed immediately so that necessary action can be taken to modify the POI, if required.

3. Comments by Trainees. Comments by trainees, made either formally or informally, will often indicate problem areas. Identical comments received from several different sources should be examined closely. The degree of consistency of the comments received from the trainees will provide a good indicator of whether a real problem exists in the training program or whether a single individual has a problem which can be solved through counseling. Trainees should be encouraged to evaluate the training and make appropriate comments on their quarterly evaluations.

4. Feedback Received from Supervisors. One of the best indicators of training effectiveness is information received from supervisors who have former trainees within their activity. The Chief, Employee Development and Incentives Division, at the PLFA should actively solicit information concerning specific strengths and weaknesses of former trainees and modify his/her program accordingly and, if appropriate, recommend changes in the POI.