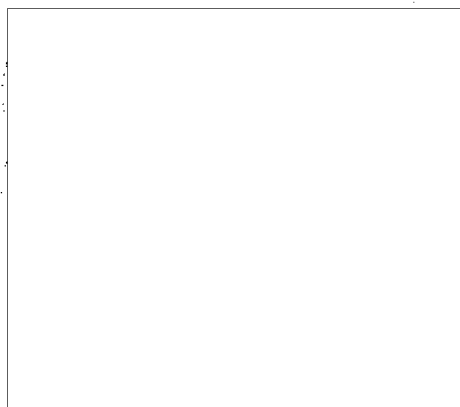


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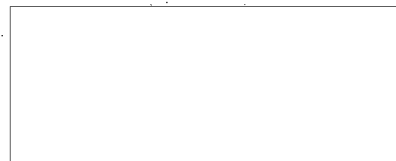
**Report of the Committee to Study  
the Blue Collar Work Force in the  
Office of Logistics**



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31 December 1984

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**EXECUTIVE SUMMARY**

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## EXECUTIVE SUMMARY

### A. BACKGROUND

In the summer of 1983, the Director of Logistics (D/L) expressed concern that a trend in professional employee career development was leaning toward overspecialization in narrow career tracks. This trend toward overspecialization was, in fact, contributing to the extinction of a cadre of traditional Logistics generalists who historically had successfully supported Agency operations. The continuation of such a trend would severely detract from Office of Logistics (OL) capabilities to provide responsive and effective Logistics support to new and ongoing Agency programs at domestic and overseas installations.

Accordingly, in September 1983 the D/L commissioned a committee of experienced professionals to study career development and training opportunities, both practical and academic, for professional employees in OL. The committee's charter was subsequently amended in the fall of 1983 to include investigating similar career enhancing programs for employees in the non-professional ranks, i.e., the Blue Collar workforce assigned to Supply, Printing and Photography, and Headquarters Operations, Maintenance and Engineering Divisions. The committee elected to pursue the tasking, utilizing a two-phased approach over a period of 12 months. Phase I, consisting of Developing a Professional Logistics Officer Training Program that would graduate a cadre of trained and experienced Logistics generalists, was concluded in March 1984. The purpose of this report is to conclude Phase II of the D/L's taskings, which consists of the study of career development opportunities afforded the Blue Collar OL employee. It contains the conclusions and recommendations developed during 6 months of study, interviews, discussions, and committee deliberations on career enhancing and mission oriented training opportunities afforded the Office of Logistics Blue Collar workforce.

### B. ALTERNATIVES

The varied disciplines and career tracks which comprise the OL Blue Collar workforce led the Committee to investigate alternative approaches in lieu of a centralized program. These areas are presented as follows:

#### 1. Salary

*Wage Grade.* The nature of the wage grade positions results in employees reaching the top salary scale within a relatively short period of time. Two alternatives were developed from the Committee to respond to this situation: (1) a banding program similar to OC, and (2) conversion of all WG positions to GS. Both programs would serve to create a larger number of increments for steps and allow management more flexibility in motivating employees through monetary incentives. The banding program could also allow for a higher salary range to be established.

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*Considerations.* Since a large number of WG employees are already at the top of the scale, increasing the number of steps would apply to few current employees. There is also a problem of economic utility in increasing the top level of salary, since WG rates appear to be highly competitive with the marketplace. Conversion of these positions to GS could also serve to eliminate the current identity factor that many of the blue collar employees take considerable pride in.

*P&PD.* The high salary levels for individuals in the printing fields allowed for no alternatives to be developed for this area.

*Mail and Courier.* Personnel in this branch have expressed some concern about the validity of the salary comparisons made by PMCD in evaluating the appropriate grade levels. Since this occupation closely mirrors the tasks performed by the U.S. Postal Service, a comparison of wage rates would allow for a substantial increase in salary range for couriers.

*Considerations:* The Committee concluded that Postal salaries were unrealistically high for the type of work involved. The low attrition rate for career couriers seems to indicate that current salary levels are in line with the marketplace.

## **2. Labor-Management Communications**

There is some concern that communications between GS and Blue Collar employees have not occurred at an optimum level. This was particularly evident in making Blue Collar employees aware of the types of available training. Alternatives included expansion of the RAP session program to include Division Chief-level personnel and taking the current RAP session program to the workers. It may also be possible to adopt the P&PD Quality Circle Program to other components within Logistics.

*Considerations:* The chief problem seems to be the difficulty in getting employees together to participate in these activities. The demands levied upon the Blue Collar employees could allow for only one or two individuals from each component to attend at any one time.

## **3. Incentive Cash Awards**

The use of cash awards could serve to provide a motivating factor to Blue Collar employees who have reached the top of the salary scale. The possibility of increasing the utilization of this method was reviewed to the Committee.

*Considerations:* The problems centered on two areas: (1) the need for an equitable set of standards for awards, and (2) the administrative problems if awards were not distributed in a fair manner, while the latter involves the difficulties managers have experienced in attempting to secure awards for deserving employees.

## **4. Mobility**

There is some concern about individuals being able to find other positions of possible interest. This is evident in the Mail and Courier Branch

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with a growing number of employees taking jobs as an entry point to the Agency. The Committee discussed holding the Logistics Job Fair on a regular basis to provide information to individuals in this category. It would also be possible to change certain GS positions to WG to allow a superior individual to advance to a higher level. The possibility of allowing individuals direct entry into the P&PD Apprentice Program was also discussed.

*Considerations:* The Job Fair access could be limited due to schedule constraints of Blue Collar employees. The conversion of GS positions to WG could cause an individual to retain a particular job for a long period of time and thereby limit experience for rotating GS careerists. Opening the P&PD Apprentice Program to other Logistics employees could cause a morale problem for those employees who have taken lower level P&PD jobs for the chance to enter the program.

### 5. Training

The Committee explored the idea of providing spaces for Blue Collar employees in the Mid Career Course. This program would serve to recognize the accomplishments of these employees and allow for greater interaction among Agency employees. Another alternative would be the establishment of a separate Mid Career Course for Blue Collar employees.

*Considerations:* There is some concern that Blue Collar employees would not be comfortable in the current Mid Career program. The establishment of programs on a Logistics-wide basis would be difficult due to the resources that are required. To establish a Blue Collar Mid Career Course on an Agency-wide basis would require substantial time and effort on the part of OT&E and a commitment from top level Agency managers.

### 6. Overseas Opportunities

There is a desire on the part of some Blue Collar employees to go overseas on a TDY basis. One way of achieving this objective would be to revive the RECD Artificer Program. This program established a roster of individuals who were skilled in the construction trades. These individuals were activated when a structure needed to be erected on a quick reaction basis.

*Considerations:* The individuals in the Artificer Program all had other positions so there was a problem if the TDY came at inopportune times. This could be solved by establishing permanent Artificer slots in RECD if the work and the interest were sufficient. The latter could be of great concern since the employee would be out of a TDY mode with a substantial amount of time spent overseas.

## C. RECOMMENDATIONS

Individual OL Blue Collar skills focus on narrow and precisely defined disciplines, trades, and crafts. For example, it is the general consensus of the committee that the [ ] locksmith or carpenter could not without extreme difficulty discharge the responsibilities of the P&PD artist or

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pressman; the HOME Division's professional mechanic could not discharge duties of the [redacted] packer; the P&PD photographer could not assume the duties of the [redacted] tractor-trailer driver, and so forth. Several exceptions to the above examples were noted. The consensus of the committee is that the merits of any proposed Blue Collar training program should be directed toward the norm rather than exceptions. Therefore, the committee does not recommend establishing a formal training program designed to broaden and cross-train the individual through intra-skill rotational assignments.

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Having concluded that a centralized program is not desirable, committee deliberations focused on alternative programs identified in section B of this report. The committee briefly addressed monetary and salary incentives available to motivate the workforce but set these aside as an area of consideration outside the charter. However, the committee concluded that and recommends formal avenues of enhanced awareness be established between management and the Blue Collar workforce. We believe these new approaches are best accomplished through the implementation of alternative 5, the creation of a Mid Career Course, and alternative 4, a formalization of an annual OL Job Fair.

The committee recommends that the development, implementation, and oversight of these new initiatives be initiated by the Office of Logistics.

#### D. CONCLUSION

The Office of Logistics is a unique combination of many skilled individuals with a common goal of providing responsive support to Agency operations. Skills which are generally classified as Blue Collar are by necessity narrowly defined and therefore offer the employee little opportunity to pursue career development through lateral assignments. [redacted] and Printing and Photography Division have reacted to this situation by developing entry-level programs that provide individuals a career track in the Blue Collar workforce. The only apparent weakness in these programs is the early "top out" in salary and career development. The alternatives identified in this report should be researched by each of the Career Panels for possible implementation. Headquarters Operations, Maintenance and Engineering Division does not have an entry level or a career development program, and none are recommended at this time. However, as this new organization's operation becomes more clearly defined, a career track within HOME should be considered.

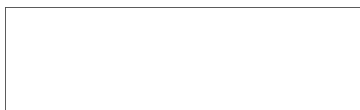
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It must be recognized that although higher salary is the primary concern of the Blue Collar workforce; there is not normally a corresponding desire for more responsibility or promotion to a supervisory position. However, for those who do strive for such advancement, the Office of Logistics must continue to make that path known and available. The Committee concluded that OL provides the Blue Collar workforce competitive salaries and good working conditions as evidenced by the low attrition rate and the waiting list for apprenticeship programs. The implementation of a more frequent job fair and the development of a Blue Collar mid-career course will complement the existing structure by expanding awareness of OL's mission and opportunities.

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**BLUE COLLAR WORK FORCE  
CURRENT PROGRAMS, AND FINDINGS**





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**HEADQUARTERS OPERATIONS, MAINTENANCE and  
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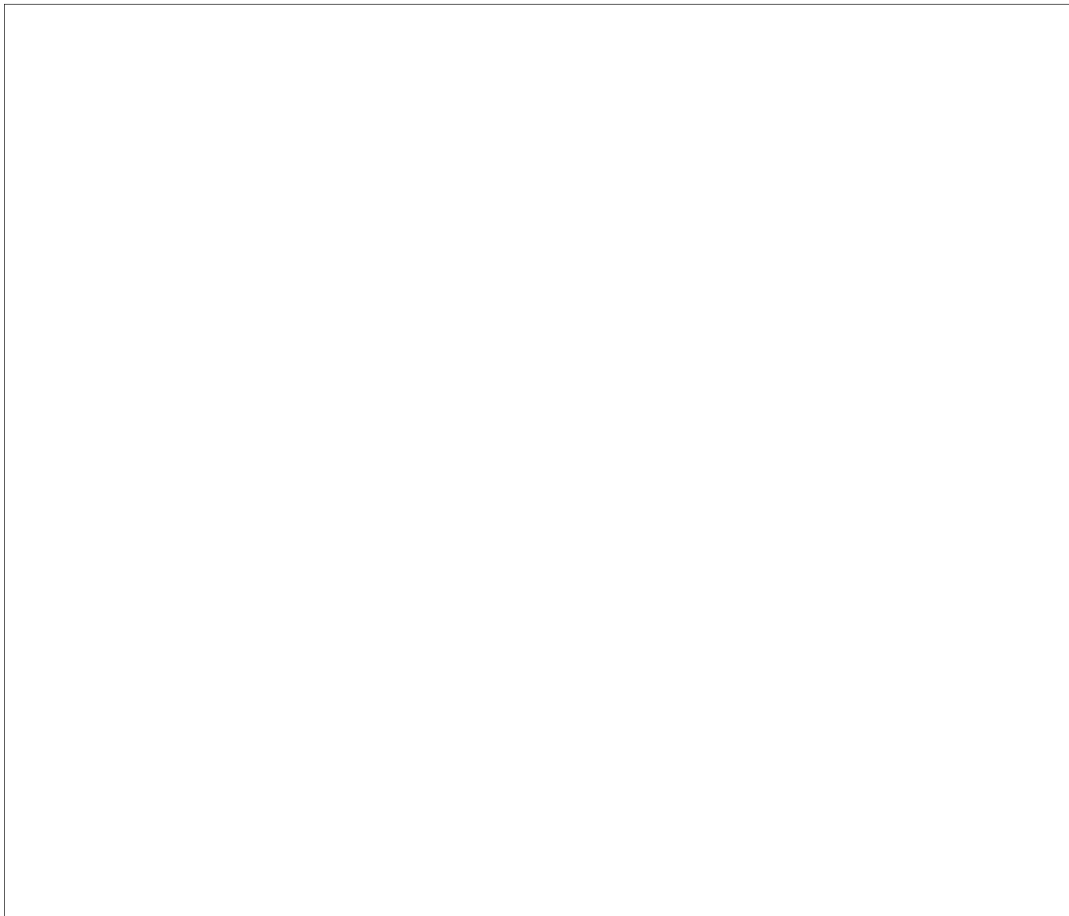
## HEADQUARTERS OPERATIONS, MAINTENANCE AND ENGINEERING (HOME) DIVISION

### Blue Collar Work Force Within Home, OL

25X6 The Headquarters Operations, Maintenance and Engineering Division (HOME), OL houses  Blue Collar employees as per organizational attachments. These positions are very diversified and encompass wage grades ranging from WG-3 to WS-12 and general service grades from GS-03 to GS-11. While specific duties vary a great deal, all have one major common denominator which is rendering a service to the entire Agency.

There are two important findings which are very distinctive within HOME, OL. First, there is the nonexistence of any type of formal training programs with regard to new Blue Collar workers. The training provided is basically on-the-job training complemented by supervisory input as necessary. Few employees request internal training, and those who do are limited to required courses. Externally, Motor Pool auto mechanics have taken specialized training courses available through General Motors Training Division, but nothing can be linked to a definite training plan.

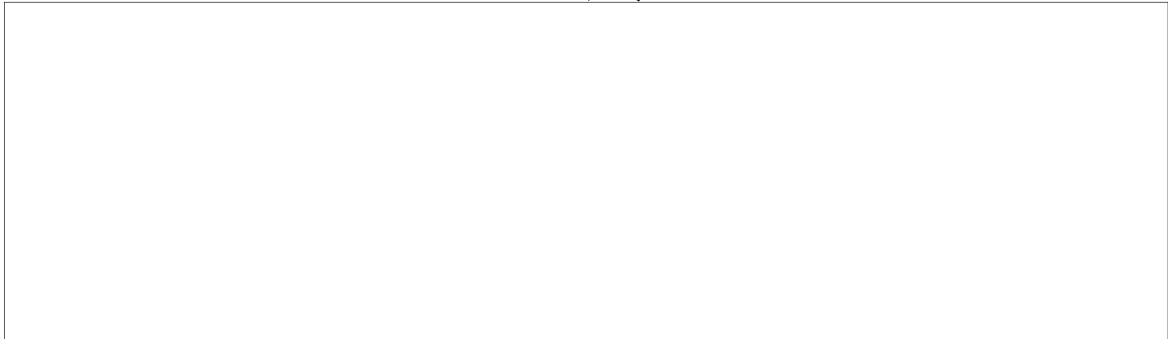
Our second finding is the extremely high dependence on overtime for a vast majority of the workforce. The following is estimated overtime hours based on current usage for calendar year 1984.



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The table below illustrates the composition of the five sections.



**A. Carrier Maintenance**

Consists of 6 wage grade mechanics whose primary responsibilities are service and maintenance of the pneumatic tube system throughout the Headquarters Building. Currently staffed with 5 mechanics with the Mechanic Foreman rated as the highest WS in the Agency, WS-12.

**B. Executive Dining Room**

Responsibilities include operation of the Executive Dining Room (EDR) and providing catering services for special occasions. The EDR is one of two sections having all personnel assigned under the GS schedule, the only exception being the Chief, who is a contract employee. Item of interest: One individual has 37.5 years of service.

**C. Building Supply Section**

Has total responsibility for all receiving, supplies, furnishings, movement of furniture, classified waste disposal, and any various other demands which may be levied on them within the Headquarters Building. The majority of the overtime is incurred in transferring components within the Washington metropolitan area.

**D. Mail and Courier Section**

Mail and Courier Section (M&CS) consists of all GS Schedule. The rate of turnover of personnel in M&CS is one of the highest in the Agency. New employees enter M&CS at the GS-03, -04, or -05 level and use this position as an entry point for the Agency. This is exemplified by the 30 individuals with less than 1 year of service. M&CS personnel also have a very low turnover rate with regard to journeyman level GS-07 external couriers. These individuals are completely satisfied with their daily routine and are provided with ample overtime.

M&CS has the closest resemblance to a monitored training program of all the sections within HOME. They have different levels of progress while assigned there but find it difficult to reach the GS-07 grade due to the low attrition rate at that grade.

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### **E. Motor Pool Section**

The motor pool, like Carrier Maintenance, is staffed primarily with wage grade employees. As M&CS has an abundance of people moving on to new careers, the Motor Pool employee usually remains in place until retirement. The key incentive has been a large amount of overtime available to all employees.

In addition to the staffing of 33 wage grade personnel, there are 11 assigned drivers attached to various directorates. These assigned drivers are replaced by Motor Pool drivers during leave time.

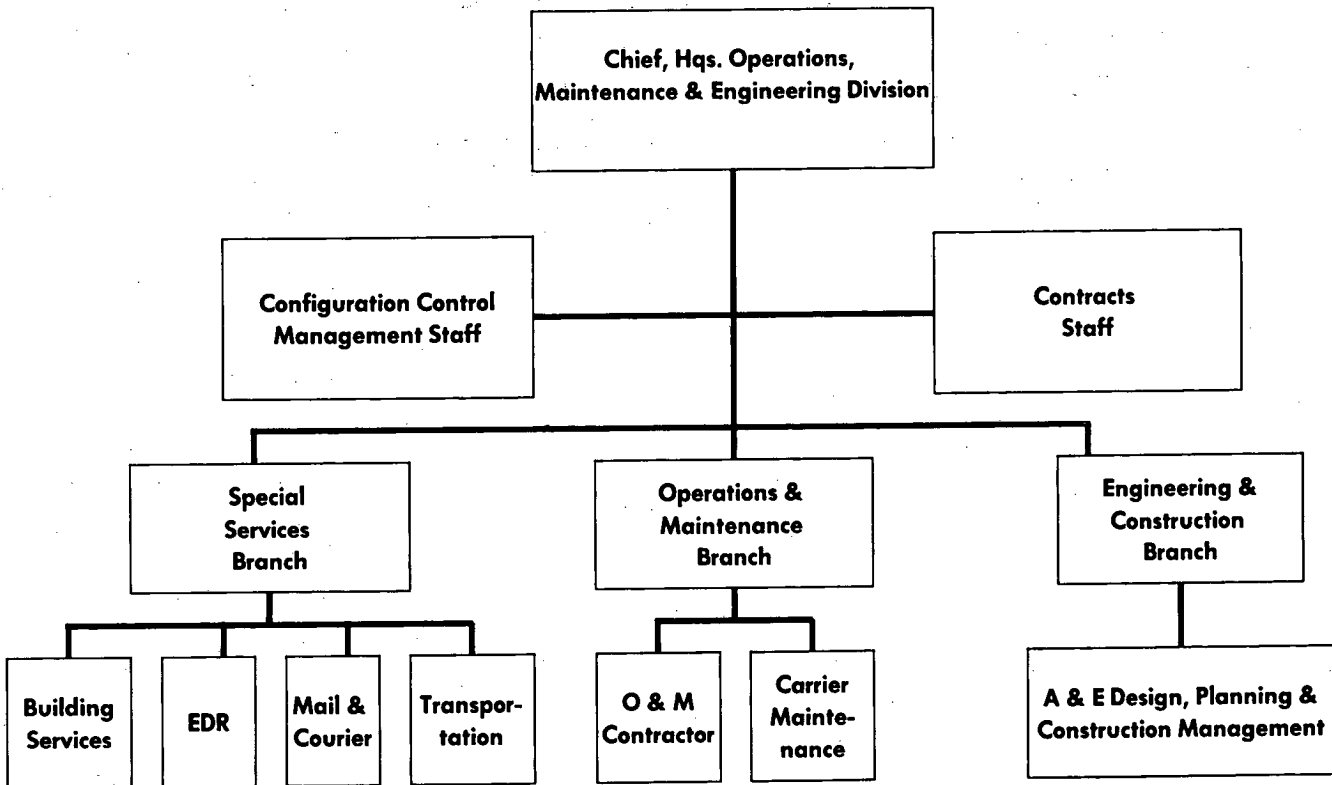
There are two additional services provided by the Motor Pool, and they result in overtime.

- 1) Escorting has been constantly increasing its demands.
- 2) Posting buses and trucks at various gates due to security requirements.

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# Headquarters Operations, Maintenance & Engineering Division



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**PRINTING & PHOTOGRAPHY DIVISION**

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## PRINTING & PHOTOGRAPHY DIVISION

### Blue Collar Work Force in P&PD/OL

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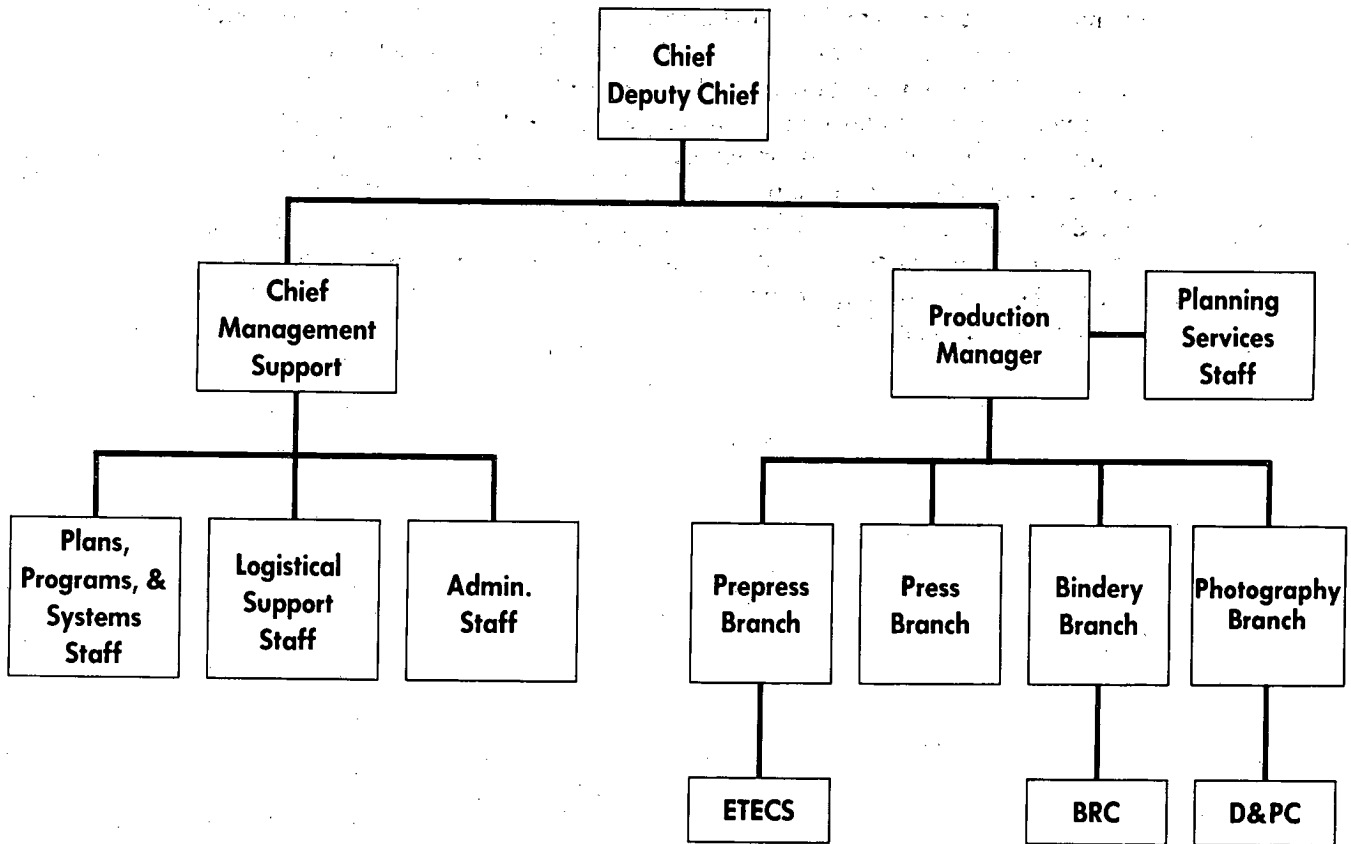
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The Printing and Photography Division employs [ ] personnel. Except for line management, the Planning Services Staff, and much of the Management Support Staff (approximately [ ] personnel) all others fall in the category of blue collar workers. These [ ] plus individuals perform very specialized functions and must complete a four (4) year training program in printing, photography, or maintenance in order to become fully qualified employees at the journeyman level. The following attachments give a breakdown of the entire Division regarding organization, job titles and grades, salary comparison, miscellaneous statistics, and major excerpts from each of the three training programs that are conducted within the Printing and Photography Division.

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# Printing and Photography Division Current Organizational Structure



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### P&PD MISCELLANEOUS STATISTICS

- Average age of P&PD employees - 40 years.

Number of employees by age in 10 year groupings:

Employee Age	Amount
20 - 30	19%
30 - 40	27%
40 - 50	32%
50 and over	21%

- Number and amount of incentive awards given during the last three (3) years = 2 @ \$750.00 each.
- Average amount of overtime worked annually by P&PD employees = 15,000 hours.
- Highest annual blue collar salary:

Base Salary	\$43,696.80
With Night Differential	54,610.80
With 300 Hours Overtime	66,655.80

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## Graphic Arts Apprenticeship Program

### 1. Introduction

A. The *objective* of the Central Intelligence Agency's Graphic Arts Apprenticeship Program (GAAP) Printing and Photography Division (P&PD), OL, is to prepare and develop qualified journeymen with trade skills to support the Agency's printing production requirements.

B. The *purpose* of the Graphic Arts Apprenticeship Program is to assure P&PD a steady flow of trained personnel to perform duties in the various crafts.

### 2. Direction of the Graphic Arts Apprenticeship Program

A. To provide overall direction for the apprenticeship program, the position of Apprenticeship Program Administrator (APA) should be established. The APA should be directly responsible to the Office of the Chief, P&PD, and serve in a capacity functionally independent of any existing Branch or Staff. Staffing of the APA position will be by a mid-level manager in P&PD with technical/trade background experience, and limited in scope to matters pertaining to apprentices.

B. A mid-management APA is deemed desirable for the following reasons:

- (1) It will provide an accessible management forum to which apprentices will feel comfortable in candidly discussing their apprenticeship development.
- (2) It will relieve top management of the responsibility for day-to-day administration and documentation of apprenticeship progress.

C. The APA will be appointed by the C/P&PD, and will serve a two year term; however, the term may be extended or shortened at the discretion of the C/P&PD.

D. Production branches will be responsible for the training of candidates and apprentices in their respective tradecrafts. Supervisors at all levels should provide active leadership in developing the employees within the branch. All journeymen are expected to accept the training of candidates and apprentices as an integral part of their jobs.

### 3. Responsibilities of the Apprenticeship Program Administrator

A. Provides general administration of the apprentices.

B. Maintains records on training and evaluation of apprentices.

C. Serves as liaison in an advisory capacity between apprentices and Division managers.

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D. Serves as an exofficio advisory member of the P-Panel on matters pertaining to apprentices.

E. Prepares apprentice PAR for rotational tour year with the OPM being the reviewing officer.

F. Receives and compiles candidate and apprentice progress reports submitted through the Office of the Production Manager from the Branch to which the trainee is assigned. These evaluations will serve as official documentation of the candidate's performance and will be used by the APA in preparing the candidate's overall progress report.

G. While the APA has overall responsibility for administration of the apprenticeship and will endeavor to assure that the training schedule is adhered to, the officer has no direct line authority relative to the shift or daily work assignment of apprentices. In problems concerning these issues the APA will seek resolution jointly among the Production Manager, the Branch Manager and the apprentice involved with final authority residing in the Office of the Production Manager.

#### 4. Selection of Candidates for GAAP Probational Tour

A. The Pre-Selection Rotational Branch Familiarization and Assessment Cycle should last 12 months and will be a probationary period to be completed before formal apprenticeship status is attained. This probationary tour is intended for applicants with a minimum of previous printing experience. During the rotational cycle journeyman applicants from other tradecrafts will not be required to serve the apportioned period of time in the component of his/her journeyman status. Preapprentice requirements and the selection process will consist of the following:

- (1) Vacancy Notice (based on the projected replacement requirements of P&PD).
- (2) Completion of test battery (administered by OMS/PSS).
- (3) Evaluation of applicant's PAR, work resumé, job and educational experience, current performance in present position, and dependability (to include a responsible leave record).
- (4) Counseling with APA (introductory interview) to include details of the program such as rates of pay, shift work requirements, training, potential for position placement (tradecraft availability), and general program outline.
- (5) The P-Panel selects Apprentice Candidates and forwards its recommendation to the Chairman of the Logistics Career Board for approval.
- (6) Signing of the Apprenticeship Agreement.

#### 5. The 12-Month Rotational Pre-Selection Branch Familiarization and Assessment Cycle

A. A 12-month branch rotational apprentice candidate cycle is deemed best suited to Division interests. It is felt that a longer period would overly commit the Division to a candidate who is only in a probationary cycle. Also, a longer

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introductory period would reduce apprenticeship training to less than 3 years in the selected tradecraft which would be detrimental to the full development of the apprentice. A 12-month cycle will:

- (1) Afford the candidate apprentice sufficient time to become familiar with Branch operations and see how the operations fit into the printing production cycle; and,
- (2) Give Branch management the opportunity to evaluate the candidate's ability to function in branch operations and perform the trade tasks.

B. Trainees who fail to meet the performance standards in a tradecraft area will still be considered for apprenticeship training in the tradecraft(s) where they successfully meet the requirements. However, trainees who fail to meet the minimum standards of performance in all three production Branches during the probationary tour will be removed from candidate status and returned to their former component, or elsewhere, as Division staffing requirements dictate. Trainees can voluntarily withdraw from the apprenticeship program by formal notification, in writing, through the OPM and APA to the Chief, P&PD and transferred as stated above.

#### **6. Details of the Probationary Branch Tour**

A. Length of tour will be 12 months, apportioned to the branches as follows: (1) Prepress - 6 months; (2) Press - 3 months; (3) Bindery - 3 months. This sequence represents the traditional order of printing production and will be followed by the apprentice candidate to impart a sense of the interrelationship among the graphic arts trades and the continuity of the printing cycle.

B. Number of apprentice candidates will be determined by projected Division replacement needs.

C. Apprentice candidate pay rate during the probationary rotational year are outlined in paragraph 7.B.

D. Orientation and training of apprentice candidates will be the responsibility of the Branch Chief where assigned with the concurrence of the APA. This divided responsibility is intended to assure that job assignment is not dictated by immediate production requirements to the detriment of the candidate's overall exposure in the branch. Any disputes concerning the candidate that cannot be resolved among the Branch Chief, APA, Production Manager, and candidate will be submitted to the Office of the Chief for resolution.

E. Monthly Apprentice Candidate reports will be submitted by the trainee's supervisor and will be forwarded for comment through the OPM to the APA for inclusion in the candidate's training folder.

F. A counseling and evaluation session will be held between the APA and the candidates at least once during their tour of training in each of the three craft areas in the 1 year probationary rotational cycle. The APA will base appraisal of the candidate's performance on the monthly apprentice candidate reports and discussions with Branch and Division management.

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G. The apprentice candidate orientation and training tour in each branch will be scheduled as indicated below. Specific times allotted for training within the Branches will be determined by the Branch Chief and the APA and should include the functions listed below.

- (1) Prepress (6 months)
  - (a) Proofroom, drafting of forms, traditional methods (Ludlow)
  - (b) Photocomposition makeup
  - (c) Keyboard/ETECS operation
  - (d) Offset camera/contact room
  - (e) Offset stripping
- (2) Press (3 months)
  - (a) Platemaking
  - (b) Duplicators
  - (c) Sheet-fed Presses
  - (d) Web Press
- (3) Bindery (3 months)
  - (a) Collating
  - (b) Trimming
  - (c) Hard Binding

H. A composite report of the candidate's 1 year probationary training cycle (to include the three Branch Chiefs' assessments with OPM input) will be prepared by the APA for submission to the Office of the Chief for P-Panel consideration prior to completion of the training period. If the candidate receives favorable recommendation for continuance in the program the apprenticeship will be continued in a selected tradecraft to be determined by candidate aptitudes (tested and observed during the rotational cycle) and Division needs.

#### **7. Assignment of Apprentices to a Tradecraft of Specialization for the Remainder of the 4 Year Program**

A. P-Panel recommendation of apprentices to fill available openings based on:

- (1) Replacement needs of the Division.
- (2) Test results and assessments of candidate's probationary 1 year composite report.
- (3) Preference of candidate.

B. The established wage structure is as follows:

- (1) Step 1—Rotational tour year, 60% of lowest prevailing trade rate (currently Bookbinder). However, selectees whose rate of pay is greater than 60% of the lowest prevailing tradecraft rate will be compensated during the first year at the "*Retained Pay*" rate. These apprentices will not receive pay increases while progressing through the program until the step in the program exceeds their retained rate. At the completion of the 1-year probationary cycle, the apprenticeship pay rate will be adjusted to 70% of the trade to which they are assigned for the remainder of their training.

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Step 2—52 weeks, 70% of assigned craft rate.

Step 3—52 weeks, 80% of assigned craft rate.

Step 4—52 weeks, 90% of assigned craft rate.

- (2) While Division policy does not encourage journeyman apprentice applicants from other tradecraft (switching from one tradecraft to another), such applicants will be considered for apprentice openings. Journeyman applicants accepted into the program will receive 70% of the lowest prevailing tradecraft rate during the rotational year which may result in a downward pay adjustment. In the event that journeyman applicants are not accepted as apprentices after the probationary tour, they will revert to their former tradecraft position.
- (3) Apprentices receive a proportionate pay increase anytime the trade to which they are assigned receives an increase.
- (4) Adjustment will not be automatic. To be eligible for advancement from one step to the next higher step, the apprentice must acceptably perform all the tasks and duties in the training schedule for the step.

C. Apprentices will be assigned to shift work at the discretion of their Branch Chief and with the concurrence of the Production Manager.

#### 8. Apprentice Program and Training

A. Apprentice training schedules for the second, third, and fourth years are detailed under their respective sections.

B. The formal apprenticeship program will be monitored and coordinated by the APA and Branch Chiefs through the OPM. APA apprentice monitoring will include:

- (1) Compilation of monthly progress reports. Composite results to be discussed and evaluated with APA and apprentice every 3 months.
- (2) Attendance at non-trade Agency courses for career development such as: OTE English, writing and typing courses, as appropriate.
- (3) External trade-oriented courses (technical and academic preferably to be taken in the apprenticeship cycle). Training grades will be placed in the apprentice's folder.
- (4) APA counseling of apprentices on overall development, training, and adherences to the details of the formal apprenticeship program.
- (5) At attainment of journeyman status the apprentice will receive a certificate of completion from P&PD.

C. Announcement for Maintenance Section apprenticeships will be specifically identified and the rotational tour will be customized to suit the specific needs of a General Mechanic Machinist.

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## Rotational Branch Tour For Graphic Arts Apprentice Candidates

### I. PREPRESS

#### A. *Composing*—(3 months)

*Phase 1* (1 month) Intended to impart an understanding of traditional printing methods which underlie current technology. Apprentices will be introduced to type faces, character unit values, and hand operations.

Equipment and Processes:

- Ludlow operations
- Repro press
- Forms drafting
- Make up (hand)

*Phase 2* (1 month) Apprentices will gain familiarization with electronic keyboard composition equipment used in job production.

Equipment and Processes:

- ATEX keyboards  
(inputting, formatting, casting)
- ECRM scanners
- Film processors

*Phase 3* (1 month) Emphasis will be placed on systems support and job scheduling.

Equipment and Processes:

- Systems operations  
(system maintenance, structure & integrity)
- Proofreading
- Work scheduling  
(workflow and mark up)

#### B. *Offset/Photography*—(3 months)

Camera (6 weeks) Introduction to camera operations:

Equipment and Processes:

- Fundamentals of photography
- Introduction with offset cameras and processors
- Contact photographic procedures
- Introduction to line/halftone/continuous tone photography

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B. *Offset/Photography*—(3 months) (Continued)

*Layout* (6 weeks) Introduction to layout and stripping.

Equipment and Processes:

Fundamentals of layout  
Text and graphic imposition  
Prelay operations  
Dylux proofing

II. PRESS

A. *Platemaking* (2 weeks) Production of printing plates from negatives.

Equipment and Processes:

Contact platemaker  
Plate processor

B. *Pressroom* (10 weeks) Basic operation of pressroom equipment.

*Letterpress* (2 weeks) Introduction to traditional presswork.

Equipment and Processes:

Chandler Price Hand press  
Miehle vertical

*Offset Duplicators* (1 month) Introduction to offset principles.

Equipment and Processes:

AB Dick  
Envelope jetpress

*Offset Presses* (2 weeks) Introduction to offset press work helper.

Equipment and Processes:

19, 35, and 40-inch offset presses mounting plates  
Loading and turning stack  
Press clean up

*Web Press* (2 weeks) Night production of FBIS

Equipment and Processes:

Web Press  
Bending and mounting plates  
Loading paper rolls  
Jogging and stacking signatures

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### III. BINDERY

A. *Branch Orientation* (1 week) Operations performed and equipment used.

B. *Hand Machine Operations* (3 weeks) Basic machine operations.

Equipment and Processes:

- Simple cutting and trimming
- Padding
- Drilling
- Punching
- Tab cutting

C. *Hand Operations* (1 month)

Equipment and Processes:

- Hand collating
- Folding
- Pagination

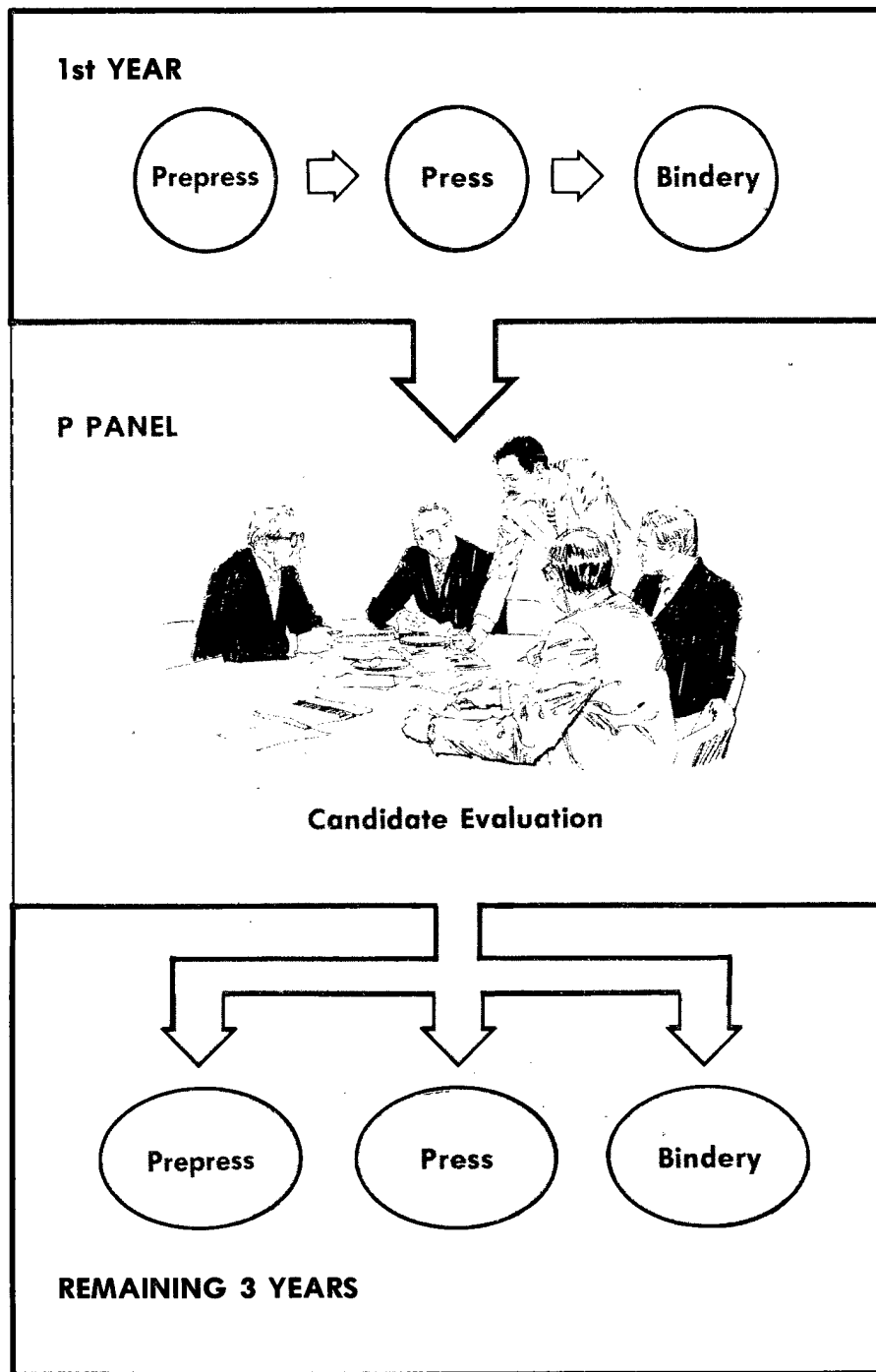
D. *Complex Machine and Hand Operations* (1 month)

- Gathering
- Perfect binding
- Machine collation
- GBC binding
- Hard binding
- Sealing operations
- Dissemination orientation

All training schedules are tentative and may be changed in sequence to take advantage of priority workload schedules. Secondly the purchasing and addition of new printing equipment in the three major production branches during this rotational year will enable some familiarization with the equipment by the apprentice candidate.

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# 4 Year Graphic Arts Apprenticeship Program



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## General Mechanic Machinist Apprentice Training Schedule

### MAINTENANCE SECTION

#### A. *Maintenance Staff Duties Overview*

All P&PD maintenance shop positions are defined as General Mechanic Machinists. This nomenclature differs from GPO practice in that P&PD does not have a large enough maintenance staff to afford separate maintenance specialists for individual functions such as electrical, press, photographic processor, and parts fabrication. General Mechanic Machinists are expected to perform maintenance functions in all of the operational areas mentioned. The apprenticeship training schedule for the Maintenance Staff is designed to develop the capabilities of the trainee, over a period of four years, to produce a well rounded General Mechanic Machinist trained in the specific duties needed to support P&PD's operations.

Apprentice machinists work under the direct supervision of qualified journeymen machinists. The apprentice assists journeymen machinists in maintaining all P&PD equipment while gaining familiarization with the plant equipment and its function in the production areas.

The apprentice must make continuous and acceptable progress in mastering the following functions before being advanced to the next succeeding level.

#### B. *First 6 Months Training*

1. Recognizing that the duties and responsibilities of the General Mechanic Machinist differ from those of the Graphic Arts Tradecrafts, the Rotational Branch Tour will be modified accordingly as to content of curriculum and length of tour. The rotational program of the Maintenance Apprentice will include tours in all components of Printing and Photography Division. Emphasis will be placed on familiarization with the equipment, its maintenance and operation in the respective branches rather than learning the tradecraft skills. Thus, the rotational tour for the Maintenance Apprentice will take correspondingly less time than the year required for the Graphic Arts Apprentice.

#### 2. *Shop Measuring Instruments:*

The apprentice will be introduced to the use and function of gauges, measuring devices, and comparative equipment commonly used in machine shops. This includes instruments such as an inch scale, micrometer, vernier caliper, depth micrometer and thread gauge.

#### 3. *Machine Shop:*

During the first year the apprentice will be introduced to machine shop power tools, learn to operate and use an engine lathe to turn, face and bore holes. The apprentice will also be taught to grind single point lathe cutting tools, sharpen drills, do minor layout work for drilling, and use bench and stand drill presses.

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*C. At the End of 1 Year of Training*

The apprentice must perform the following functions in the designated areas:

*1. Machine Shop:*

Apprentices will be taught to set up and operate a milling machine, to cut flat surfaces, parallel, square, step cut and keyways (straight and woodruff). First year apprentices must be able to operate a surface grinder to surface grind to size with a reasonable degree of accuracy, and to square work on a surface grinder.

First Year apprentices must learn to set up and operate a shaper to cut parallel and square work, and to sharpen cutting tools in a proper manner.

The apprentice must be able to cut screw threads with taps and dies in an acceptable manner, i.e., perpendicular to the work surface or die cut perpendicular to the axis. The apprentice must also be able to accurately set a machine vise square or parallel to a milling machine or shaper.

*2. Electronics:*

Apprentices at the 60% level must learn to use and operate electronic test equipment such as oscilloscopes, digital multimeters, capacitor analyzers and semiconductor analyzers.

*D. Second Year Training—70% Apprentice*

Second year apprentices continue to work under the direct supervision of journeymen and assist in the maintenance of Division equipment. Continued progress must be made in the following areas:

*1. Machine Shop:*

The 70% apprentice must be able to use machine shop tools to work between centers to turn, shoulder cuts, or undercut multiple diameters and chase machine threads. The apprentice must be able to work between centers on a milling machine, to cut keyways, and to do minor dividing on a plain index head. Second year apprentices must demonstrate proficiency in the use of dividers and scale in layout work for drilling and tapping.

Apprentices will be taught to perform general layout work with a surface gauge, vernier height gauge and space blocks in conjunction with a sine bar. They must know the tool nomenclature of the engine lathe and milling machine and be able to grind form tools for form cutting on a lathe.

*2. Electronics Training:*

Due to new graphic arts technologies, it is essential that the apprentice should start a basic electronic course (either through internal training or at college or technical school) during the second year of training.



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3. *Blueprint Reading:*

The second year apprentice will be introduced to the reading of electrical, mechanical, architectural, and electronic blueprints and schematic drawings.

E. *Third Year Training—80% Apprentice*

The 80% apprentice must be able to perform small shop projects with a minimum of journeyman supervision. In these projects the apprentice will demonstrate the ability to select tools, materials and machine to produce components and perform all machine operations to complete the project. Continued progress must be made in the different areas of responsibility, as follows:

1. *Machine Shop:*

The apprentice at this level must be able to: (a) machine spur gears doing his own calculating for the dividing head; (b) machine an accurate internal keyway on a slotter; (c) set up and operate a radial drill press; (d) set up and operate a boring mill; (e) know grinding wheel symbols to determine proper grinding wheels for malleable iron and hardened steel; (f) calculate thread depth for machine screws and drill size for taps; (g) operate a planer, and set up a universal grinder to sharpen milling cutters; (h) set up milling and grinding machines for angular and radius work; (i) set up and operate a jig borer in conjunction with a rotary table; (j) do taper turning and off center work in a lathe; and (k) read and work from blueprints.

2. *Electronics:*

The 80% apprentice must continue to develop expertise in the use of electronic analyzing equipment. With this experience and the background training from the basic electronics course, the apprentice must be proficient in solving basic electronic problems on production equipment.

3. *Miscellaneous:*

Third year apprentices assist in the installation of new equipment such as film processors, presses, and bindery equipment. The apprentice must be able to perform minor plumbing and electrical hookups required for installation of such equipment as film processors.

4. *External Training:*

The 80% apprentice will acquire technical training on specific Division equipment (in the Prepress, Press, Bindery and Photography Branches) and training on new equipment offered by vendors.

F. *Fourth Year Training—90% Apprentice*

Apprentices at the 90% level must perform assigned tasks without supervision and be able to function effectively as the sole maintenance machinist when required to work on the night shift. In this capacity the 90% apprentice must be able to diagnose problems, repair all P&PD production equipment, and perform external Mechanic Machinist duties at the level described below:

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1. *Machine Shop:*

Apprentices at this level must demonstrate proficiency in operating all machine shop equipment and have the ability to layout work from blueprints, sketches, and verbal instructions.

2. *Electronics:*

At the 90% level the apprentice solves advanced electronics problems on Division equipment including those having solid-state electronic components such as film processors, offset printing equipment, densitometers, color and black and white printers and video equipment. The apprentice must possess a working knowledge and understanding of digital integrated circuits.

3. *Plumbing and Installations:*

The 90% apprentice performs complex plumbing installations and repairs on all Division equipment, assists in P&PD building maintenance, and supports some specific Agency requirements outside of P&PD (such as the Badge Office) where photographic equipment similar to that of P&PD is utilized.

4. *Carpentry:*

Fourth year apprentices must have the ability to perform carpentry work such as the construction of cabinets, shelves, and collator boxes.

5. *Miscellaneous:*

The 90% apprentice assists other machinists in moving machinery and/or major repair work, perform general repair and maintenance in the press rooms and bindery. Apprentices will be taught acetylene welding on cast iron, brazing, and silver soldering. Electric welding and minor forge work will also be included in this training.

*G. Journeyman General Mechanic Machinists*

Apprentice machinists must have demonstrated mastery of all the functions described in the apprenticeship schedule before being accorded journeyman status as a general mechanic machinist. In addition to being competent in machine shop, carpentry, mechanical, optical, electronic, and plumbing skills, journeyman machinists are expected to perform a wide variety of maintenance shop related functions as listed below:

1. The journeyman machinist must be familiar with P&PD building requirements for humidity, ventilation, and air conditioning, as well as hot and chilled water. They will be able to contact the proper GSA personnel for emergency repairs.

2. Journeyman machinists need to be able to communicate and work with outside vendors and contractors, e.g., for electrical repairs, assistance in moving heavy equipment, and erecting presses.

3. Journeyman machinists assist the Chief Mechanic in maintaining adequate supplies of replacement parts for P&PD equipment.

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## **Photography Branch Training Program**

### **I. Introduction**

1. The purpose of the Printing and Photography Division (P&PD) Photography Branch Training Program is:

- a. To offer a career development program for Division employees in the photography field structured around a formal 4-year Training Program, and
- b. Through the Training Program, to assure P&PD Photography Branch of a continuing source of trained, versatile, competent Senior Photographic Technicians.

### **II. Administration of the Photography Branch Training Program**

1. In order to give longterm continuity and uniformity to the Training Program, the position of Training Administrator will be established. The Training Administrator will be knowledgeable of Division goals and personnel requirements and have strong interpersonal abilities which would aid in giving direction and counsel to trainees.

2. The Training Administrator will be appointed by the Chief, Printing and Photography Division. The C/P&PD will select, at his discretion, the position from which the Training Administrator will function and will review with option to change the Training Administrator and/or the position through which the Training Administrator functions at least every 2 years. Feedback will focus on administration of the program and whether the goals of the program are being achieved.

### **III. Functions of the Training Administrator**

1. Provides general administration of the Training Program.
2. Maintains training and evaluation records on the trainees while they are in the Training Program.
3. Compiles trainee progress reports with input from section managers.
4. Assures that the training schedule is adhered to. (While work load and staffing may require changes in the sequence of the training schedule, the Training Administrator will be responsible for seeing that all trainees receive the prescribed training in all areas.)
5. The Training Administrator will act as the trainees mentor, speaking for the trainee should dispute occur concerning the Training Program. (This in no way implies any restriction on the employees direct and personal access to division management.)
6. The Training Administrator will serve as an ex officio member of the P-Panel on matters pertaining to the Training Program trainees.

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7. While the Training Administrator shall have no direct authority over the trainee relative to the shift or daily work assignment, it is the Training Administrator's responsibility to assure through the Branch Chief that work assignments are equitably assigned so as to provide exposure to all job functions. Training disputes that cannot be resolved among the trainee, the Training Administrator, and the Branch Chief will be presented to the Production Manager and finally to the Chief, P&PD for resolution.

#### IV. Scope of Training Program

##### A. Overview

1. The Photography Branch Training Program consists of a 4-year Training Program which focuses on the Microphotographic operations (6-12 months), the Black and White photographic operations (6-12 months), the COM operations (12 months), and the Color photographic operations (12 months), with 3 months devoted to a familiarization tour of other Branch components. Trainees opting for and accepted into a career path in the Motion Picture Television (MPTV) Center will serve 18 months in the MPTV Center in lieu of the 12 month tour in the Color Section. This option, however, will add 6 months to the overall program time resulting in a 4½-year Training Program.

2. The Training Program will be both the mechanism through which new employees are trained in photography skills and also serve as the vehicle for ensuring that present employees meet the technical and performance standards of a Senior Photographic Technician.

3. Advancement through the program is recommended to correspond with the following grade levels. However, promotions to grades outlined below are contingent on headroom and Panel actions within the Division and the Office of Logistics as applicable under the GS wage scale regulations.

- First Year GS-07 (6 months) \*
- Second Year GS-08 (6 months) \*
- Third Year GS-09 (9 months) \*
- Fourth Year GS-10 (9 months) \*

At the end of the fourth year of the Training Program, the trainee will be designated Senior Photographic Technician qualified at the GS-11 level. While advancement through the program and grade raises will not be automatic, progress will be documented and the employee must achieve accepted standards to advance to the next higher level.

##### B. New Employees

Typically, new employees will be brought into the Branch at the GS-05 to GS-07 level (depending on experience, education, tested ability, present grade, etc.) as probationary employees. After an evaluation period of 6 months to 1 year, the new employee will be evaluated for entrance into the Training Program. The evaluation period will afford P&PD management the opportunity to observe and evaluate new employees and decide whether the employee should be entered into the Training Program. At the same time, new employees will have the opportunity to decide whether they want to

\* Minimum time in grade.

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pursue a career in photography and apply for the program or seek work in other components in the Division. Employees selected for the Training Program will be entered in the program as Photographic Technician Trainees. Employees selected for the Training Program will normally not be considered for any other Division apprenticeship/training program until completion of the Photography Training Program.

**C. Current Employees**

A review of capabilities and experience will be made of employees currently working the Photography Branch to determine the level to which the employee will be converted under the new program. As one goal of the Training Program is to assure that all Senior Photographic Technicians are fully competent in all areas covered by the program, it may be necessary for some present employees to receive training in areas where deficiencies in experience exist before they are accorded Senior Photographic Technician status. Accordingly, some current employees may be entered into the Training Program at the second, third, or fourth year level to enable them to receive training in the area or areas in which they have not developed expertise. Current employees so placed in the program will be held at the retained rate of pay status and not reduced to the rate corresponding to the applicable training level.

**V. Selection and Assignment**

1. Employees wishing to enter the Photography Training Program will notify the Training Administrator and Branch management. The Training Administrator will discuss the program with the employee and forward all applicants names to the P-Panel for consideration. The P-Panel will select trainees based on Division personnel needs, the applicant's qualifications, performance, aptitude, desires, OMS test results, and evaluations of the Training Administrator and Branch supervisors.

2. Work assignment of the Photographic Technician Trainee will be at the discretion of the Branch Chief with concurrence of the Training Administrator. While it is desirable that the training cycle follows the sequence outlined in the training schedule section, workload may dictate assignment of the trainee to functional components in other than the desired sequence.

3. Since P&PD is responsible for providing 24 hours-a-day, 7 days-a-week service in support of Agency requirements, shift work assignments may be necessary. Shift assignments may be required to achieve coverage in particular work areas or to afford training on functions and/or equipment that is operated only on a particular shift. The hours of work and workweek of trainees will be assigned by the Branch Chief in concurrence with the Training Administrator and the agreed to training schedule.

**VI. Trainee Monitoring and Schedules****A. Monitoring Procedure**

1. The trainees progress through the Training Program will be monitored and coordinated by the Training Administrator in conjunction

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with the functional Section Chief where the trainee is assigned and with input from Senior Photographic Technicians who are providing training.

2. A quarterly evaluation and progress report will be maintained on trainees (sample forms and minimum scoring requirements are contained in Administrative Forms section). Results and evaluations will be discussed with the trainee by the Training Administrator.

3. The Training Administrator will function as the rating official on the trainees' initial PAR during the familiarization tour, with the Branch Chief acting as the reviewing official. Thereafter, the trainee's Section Supervisor will be the rating official for the annual PAR with the Branch Chief as the reviewing official. The Training Administrator will prepare a separate review of each trainee at the conclusion of each sectional tour.

4. Trainees are encouraged to attend internal and external technical and/or academic courses that support the Training Program or career development. While the Photography Branch Training Program is designed for developing Photographic Technicians through internal training in P&PD (in the manner of printing trade apprenticeship programs) some external courses may be directed. Directed external training will be sponsored by the Agency. Upgrading and/or reductions in training time may be made in consideration of external training. However, arrangements regarding external training, particularly in lieu of internal training in the program, must be made with the Training Administrator and coordinated with Branch management before training is scheduled. Flexibility will be permitted regarding external training as to courses required and institutions attended. A record of course attendance and grades will be kept in the trainees folder maintained by the Training Administrator.

5. Selected technical reading will be assigned during the Training Program which will be appropriate to the equipment and tasks currently being performed by the trainee.

### ***B. Training Schedules***

1. As mentioned in Section IV, the Training Program encompasses the training and assignment of new Division probational employees, Photographic Technician Trainees, and the training of current employees for conversion to Senior Photographic Technicians under the GS system. As such, the training schedules allow the flexibility necessary to insure that all employees are exposed to all functional operations. (For example, a probationary employee who enters the Training Program after working 6 months or a year in microphotography will not have to spend another year in that operation before advancing on to another functional area for further training. Also, existing employees who are upgrading their skills to qualify as Senior Photographic Technicians will only have to fulfill training in those sections where experience is lacking.)

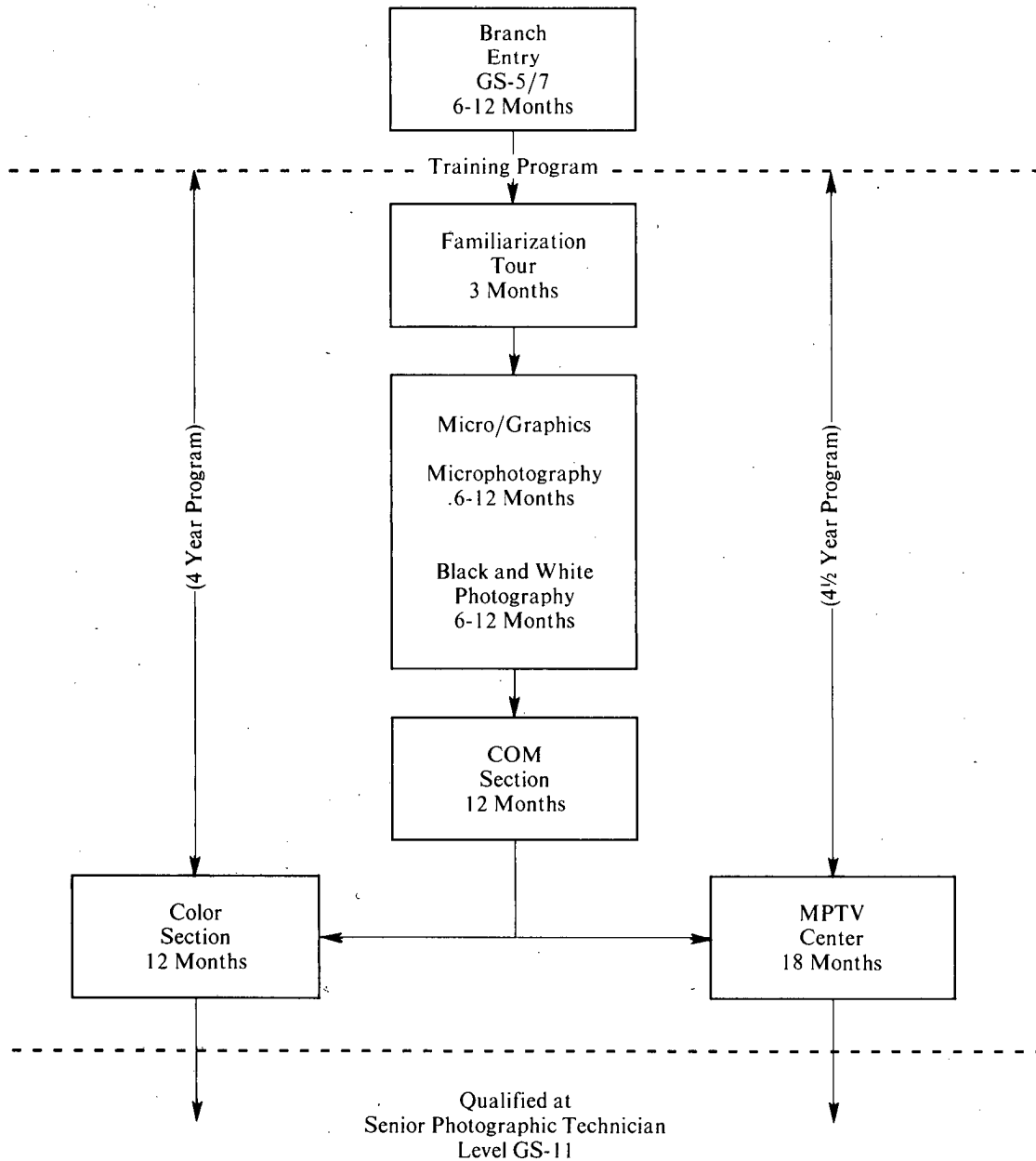
2. To assure that trainees receive the most complete training possible and to assure the Division of a source of competent, trained personnel resources, Senior Photographic Technicians in each section will provide the necessary training on an individual basis for the trainees.

3. The 4-year Training Program, with sequential training in four functional operations, is intended to develop trainees to the Senior Photo-

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graphic Technician level in each function before the trainee advances on to the next operations. Thus, at the end of the Training Program, the trainee will have achieved Senior Photographic Technician competence in the Micro/Graphics Section, Computer Output Microform Section, and either the Color Photography Section or the Motion Picture Television Center.

### Photography Branch Training Program and Career Progression



**ATTACHMENTS**



**BLUE COLLAR PROMOTION POLICY**

SECRET

MEMORANDUM FOR: Director of Personnel

FROM: James H. McDonald  
Director of Logistics

SUBJECT: Request for Change in Career Service Panel  
Responsibilities

1. Paragraph 3 of this memorandum contains a request for your approval.

2. Within the Office of Logistics (OL) there is a total of seven career service sub-group panels. Two of these panels deal with non-GS employees: the MLP Panel (Printing and Photography), which has many wage and GP employees, and the MLW Panel (Wage), which handles the majority of wage grade employees within OL. Currently these two panels complete the full spectrum of the annual employee evaluation exercise, including the standard evaluation criteria and categorization of each careerist. Because these particular employees are promoted according to the performance standards set up for their particular function, the conduct of a full-scale ranking exercise for the purpose of promotion serves little or no purpose.

3. Accordingly, it is requested that these two panels be allowed to assign their respective employees Comparative Evaluation Descriptors only, whether I, II, III, or IV, during the annual comparative evaluation. Such a change would eliminate unproductive aspects of the panels' current activities while preserving each non-GS employee's right to an annual panel evaluation.

[Redacted Signature Box]

James H. McDonald

STAT

\* APPROVED:

[Redacted Approval Box]

8 Jan 1952

STAT

\* Director of Personnel

Date

\*Approval is only for non-GS employees on the MLP and MLW Panels.

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**BLUE COLLAR TRAINING**

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## **BLUE COLLAR TRAINING**

### **Internal Training**

Logistics Orientation  
Basics Safety and Health Course  
Employee Development Course  
Administration Directorate Trends and Highlights  
Data Processing Courses  
Essentials of Writing  
Leadership Styles and Behavior  
Reading Improvement  
Management Development Course  
CIA Today and Tomorrow  
Supervisory Counseling Course  
Data Processing Courses  
EEO Courses, as available  
Performance Appraisal Workshop

### **External Training—Printing and Photography**

Airbrush Techniques  
Audiovisual Communication: Principles and Techniques  
Audiovisual Workshop  
Basic Halftone Photography  
Basic Offset Presswork  
Bookbinding  
Color Photography and Printing I  
Color Photography and Printing II  
Color Photography and Printing III  
Color Process Photography  
Commercial Photography I (Basic)  
Commercial Photography II (Advanced)  
Computer Concepts for Managers  
Design Studio Skills for the Graphic Arts  
Editorial Planning for Printing Production  
Front Project in Portraiture  
Fundamentals of Photography  
Illustrative Photography  
Introduction to Audiovisual Production  
Introduction to Minicomputers  
Introduction to Production Color Printing  
Introduction to Professional Photography  
Introduction to the Graphic Arts  
Layout and Pasteup Design  
Location Portraiture  
Negative Retouching  
Offset Stripping and Negative Work

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Photographic Department Management and Control  
Photography for Publication  
Portrait Photography I (Basic)  
Portrait Photography II (Advanced)  
Practice of Photography I  
Practice of Photography II  
Practice of Photography III  
Quality Control for Photographic Processing

**External Training—Central Depot**

Defense Advanced Preservation and Packing (JUMPTC)  
Defense Basic Preservation and Packing (JMPTC)  
Defense Foam-in-Place Packaging (JMPTC)  
Defense Packaging of Hazardous Materials for Transportation (JMPTC)  
Defense Packing and Unitization (JMPTC)  
Defense Preservation and Intermediate Protection (JMPTC)

**RECD ARTICIFER PROGRAM**

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### RECD ARTICIFER PROGRAM

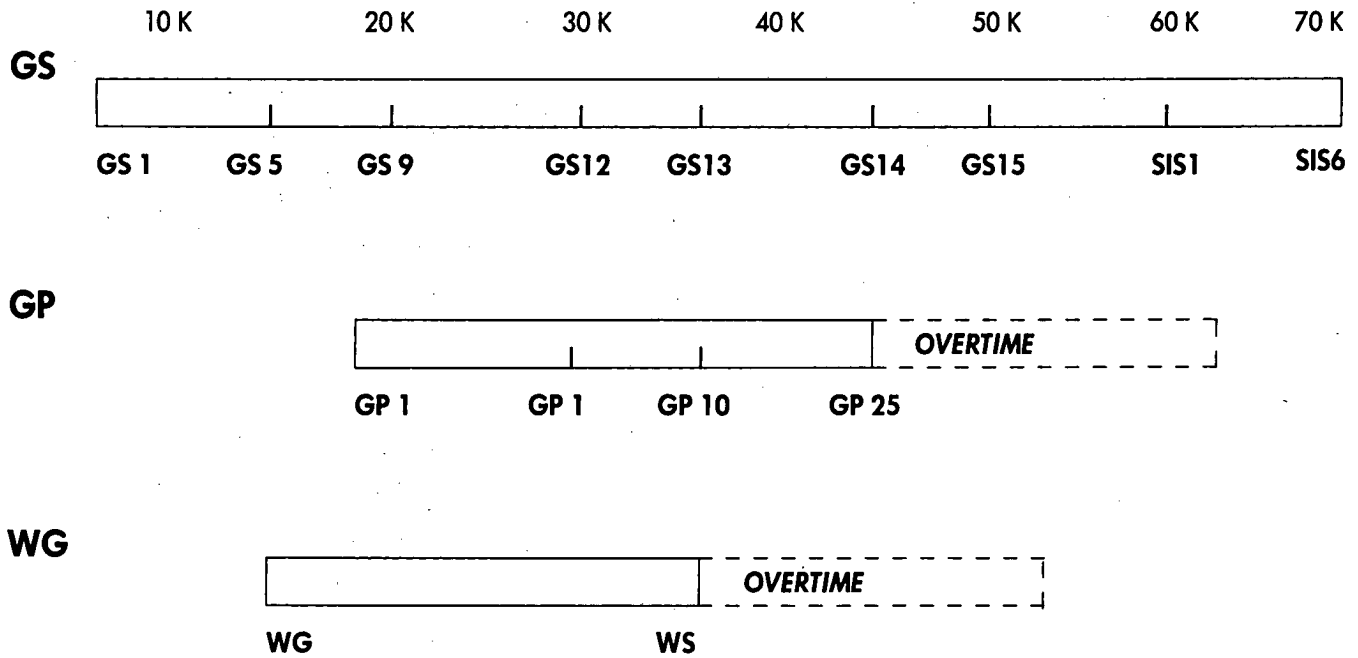
- Purpose:** Provide quick RECD response capability for 30-90 day TDY construction activities.
- Qualifications:** Designed for Office of Logistics personnel who have or would be willing to obtain construction type skills not normally used in their present jobs, i.e., forklift driver with electrician skills.
- Notification:** Program advertised through flyers sent to managers.
- Training:** Informal—personnel in program were expected to identify training which RECD would fund.
- Advantages:** Provided pool of in-house personnel who could be used to form a quick response construction crew for TDYs. (Usually overseas.)
- Provided travel opportunity for personnel in program.  
Offered possibility of better career opportunities for personnel in program.
- Disadvantages:** Components could lose employee for up to 90 days with no replacement. Administration of program, i.e., maintaining personnel shots, passports, etc.

**SALARY COMPARISON CHART**



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### SALARY COMPARISON CHART



**OFFICE OF COMMUNICATIONS BANDING PROGRAM**

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## OC SALARY BANDING PROGRAM

The purpose of Salary Banding is to provide government managers flexibility and leverage in salary competition with private industry in the recruitment and retention of skilled technicians. The first government program was developed by the Department of Navy for their China Lake project on the west coast. The 4-year program has been in successful operation for 3 years, and approval for a 5-year renewal is expected. In April 1984, the Director of Communications initiated a study of the applicability of Salary Banding with respect to D Panel personnel in the Office of Communications (OC).

In its simplest form, Banding combines several GS grades into a single grade and increases the number of steps within a grade. The accompanying charts illustrate how OC is adapting this philosophy to their D Panel. These charts can be briefly summarized as follows:

- A. GS grades 6 to 8 are combined to form a new grade TCA-I which has a starting salary of \$15,497 with 32 possible step increases to \$24,859. Each step increase is equal to \$302.
- B. GS grades 9 to 11 are combined to form a new grade TCO-II which has a starting salary of \$21,066 with 31 possible step increases to \$33,276. Each step increase is equal to \$407.
- C. Promotion from TCO-II can continue on a technical track or to a supervisory track.
- D. The technical track has only one band, TCE, which combines GS grades 11 and 12. This band has a starting salary of \$25,489 with 30 possible step increases to \$39,670. Each step increase is equal to \$489.
- E. The supervisory track has two bands, TCO-III and TCO-IV. The TCO-III band combines GS grades 12 and 13 with a starting salary of \$30,549 with 30 step increases to \$47,456. Each step increase is equal to \$583.
- F. The highest band, TCO-IV, combines GS grades 14 and 15 with a starting salary of \$42,978 with 29 step increases to \$65,720. Each step increase is equal to \$814.

Another principle of the Banding Program is that there are no time in grade requirements for step promotions, and yearly promotions can be from one to four steps or to the next highest band. Since this gives OC management increased flexibility to reward superior performance, Quality and Periodic step increases are not included in the program.

The program has been presented to senior management and was received with enthusiasm. The OC D Panel of  people is scheduled for conversion from GS to Banding in October 1984. Following study of other personnel panels, additional conversions are anticipated in the near future.

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# *“BANDING”*

*... A NEW APPROACH ...*

**H**ow new

**O**pportunities and your

**P**erformance lead to

**E**xcellence

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**GENERAL SCHEDULE (GS)  
Per Annum Rates  
Effective 8 January 1984**

Grade	Increment	1	2	3	4	5	6	7	8	9	10
GS-01	Varies	\$ 9,023	\$ 9,324	\$ 9,624	\$ 9,924	\$10,224	\$10,400	\$10,697	\$10,995	\$11,008	\$11,283
GS-02	Varies	10,146	10,386	10,722	11,008	11,129	11,456	11,783	12,110	12,437	12,764
GS-03	\$ 369	11,070	11,439	11,808	12,177	12,546	12,915	13,284	13,653	14,022	14,391
GS-04	414	12,427	12,841	13,255	13,669	14,083	14,497	14,911	15,325	15,739	16,153
GS-05	463	13,903	14,366	14,829	15,292	15,755	16,218	16,681	17,144	17,607	18,070
GS-06	517	15,497	16,014	16,531	17,048	17,565	18,082	18,599	19,116	19,633	20,150
GS-07	574	17,221	17,795	18,369	18,943	19,517	20,091	20,665	21,239	21,813	22,387
GS-08	636	19,073	19,709	20,345	20,981	21,617	22,253	22,889	23,525	24,161	24,797
GS-09	702	21,066	21,768	22,470	23,172	23,874	24,576	25,278	25,980	26,682	27,384
GS-10	773	23,199	23,972	24,745	25,518	26,291	27,064	27,837	28,610	29,383	30,156
GS-11	850	25,489	26,339	27,189	28,039	28,889	29,739	30,589	31,439	32,289	33,139
GS-12	1,018	30,549	31,567	32,585	33,603	34,621	35,639	36,657	37,675	38,693	39,711
GS-13	1,211	36,327	37,538	38,749	39,960	41,171	42,382	43,593	44,804	46,015	47,226
GS-14	1,431	42,928	44,359	45,790	47,221	48,652	50,083	51,514	52,945	54,376	55,807
GS-15	1,683	50,495	52,178	53,861	55,544	57,227	58,910	60,593	62,276	63,959	65,642

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