**Training and Development Plan**

**(Full Performance Level Title)**

Date Submitted:

Agency:

Traineeship Duration:

Permit Appointment at All Levels (Y/N):

**1. Tasks of the Target Title – Draw from Classification Standard**

(Insert)

**2. Competencies to be Developed**

Over the course of the traineeship, incumbents will be exposed to situations, assignments, coaching, courses, and events that will allow them to build a strong foundation in various competencies. It is expected that trainees will continue to build on that foundation at the conclusion of the traineeship.

Reading Comprehension

Grasp the meaning of written information and apply it to various work situations.

Research/Analysis

Determine appropriate sources of information; identify the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

Decision Making and Problem Solving

Analyze information and evaluate results to choose and/or recommend the best solution; and solve problems.

Communication

Communicate with individuals inside and outside the organization, using various methods, to transmit and acquire information. Represent the organization in interactions with customers, the public, and other parties. Draft documents such as letters, memos, and reports that are accurate, grammatically correct, contain all relevant information, and are tailored to the intended audience.

Interpersonal Relationships

Develop and maintain constructive and cooperative working relationships with others to achieve work objectives and garner support for agency and its programs.

(Insert)

**3. Training Activities**

Trainees will be given a variety of formal and informal training to build their capacity to perform the full scope of duties of the target title. Training will entail general subjects related to the structure of State government, the role of enterprise agencies such as the Department of Civil Service, Division of the Budget, Governor’s Office of Employee Relations, and Office of the State Comptroller. Technical training will detail laws, rules, regulations, and policies governing the program(s) in which the employee is engaged. Trainees, regardless of assignment, should receive instruction in the following.

* *Governmental process*. Trainees with a background or education in a given technical or professional area may not understand the context of their work in State government. They should become acquainted on how their work contributes to the legitimacy, effectiveness, and/or efficiency of State government.
* *Budget process*. Even trainees with a specific background in budgeting, cost-benefit analysis, accounting, or a related field may not understand the New York State budget process. A basic understanding of the budget process is essential for virtually all professionals.
* *Internal controls*. Trainees should be exposed to agency and unit specific internal controls and the requirements of the Internal Control Act.
* *Ethics*. Although trainees may have their own views relating to ethical conduct, the State has specific requirements that all employees must follow to ensure the integrity of its operations. Accordingly, trainees should take agency and State mandated training on ethics.
* *Time, attendance, and leave*. Every agency has a time and attendance policy, in addition to statewide policy, and trainees should be familiar with them.
* *Relevant computer systems or software*. Every unit has distinct software packages it uses. For example many of the policy research and data analysis operations of many New York State agencies make extensive use of various statistical software packages. Many agencies use the Microsoft Office suite.
* *Work specific tasks or practices*.

(Insert)

On-the-Job Training

Traineeships traditionally require learning on the job. Trainees will work under the direct supervision of an experienced employee to obtain knowledge of processes, procedures, professional expectations, and performance standards.

Accordingly, there should be policy and training materials available. There should be specific ways to define the moment when trainees are ready to handle work tasks on their own.

(Insert)

Attendance at Relevant Events

Many professional jobs have certain events (conferences, seminars, etc.) that are helpful or necessary to attend. When that is the case, they should be described below with an approximate schedule when trainees will attend, or participate in, various events, and under what circumstances.

(Insert)

Readings

Documents regarding the job should be made available to the trainee – and the trainee under many circumstances should be mandated to read these materials. They may include some or more of the following types.

* Documents found on the unit’s or department’s Internet or Intranet. (e.g., training materials, manuals, or guidebooks)
* Laws, rules, regulations, and policies
* Various seminal works within the field at issue.

(Insert)

Rotations

Many jobs have an institutionalized method to expose new employees to other parts of the agency or organization. For any given traineeship where rotations will occur, they should be listed below.

(Insert)

**4. Expectations/Performance Measurements**

* 6 Months: Trainee will be expected to perform under constant and direct supervision. The measure of success during this period is how well the trainee grasps instructions; acts correctly on instructions received; and, where repetition of activities is involved, functions with increased speed, accuracy, and facility on subsequent repetitions.
* 12 Months: Trainee is expected to perform under less constant supervision. Routine and/or less technically complex tasks are completed without direct oversight or significant revision by the supervisor. More complex and difficult tasks will be completed with the supervisor providing specific suggestions and corrections. During this period, significant errors involving basic issues will not be repeated.
* 18 Months: Trainee is expected to perform more complex and difficult tasks with only general supervision. Extensive revision or modification by the supervisor should not be required. The trainee should recognize problems or issues which require the supervisor’s attention and direction. At this point in the traineeship, it should be assumed that if the quality of the trainee’s performance continues at this level, the trainee will be able to function at the full performance level and will advance to the Grade 18 level.
* 24 Months: Trainee must be able to perform non-routine assignments, under only general direction. During this interval, assignments should encompass work activity areas identified in the IDP but not previously addressed. Additionally, the trainee’s assignments should serve to broaden the trainee’s perspective. In brief, the trainee should be functioning at the full performance level.