

January 1, 1998

Personnel & Training

TRAINING POLICIES AND PROCEDURES



BY ORDER OF THE DIRECTOR

DONNA J. WILLIS
Executive Assistant
to the Director

RALPH R. TATE
Chief, Safety, Security, and Administration

AUTHORITY: The Defense Commissary Agency training program is established in compliance with provisions of 5 CFR, Part 410.

MANAGEMENT CONTROLS: This directive contains Management Control provisions that are subject to evaluation and testing as required by DeCAD 70-2 and as scheduled in DeCAD 70-3. The Management Control Checklist to be used by assessable unit managers to conduct the evaluation and test management controls is at **Appendix B**.

APPLICABILITY: This directive applies to all Defense Commissary Agency (DeCA) activities.

HOW TO SUPPLEMENT: Lower echelon units may supplement this directive by contacting HQ DeCA/DP for permission and instructions. No new forms or form letters may be created citing this directive as the authority without prior HQ DeCA/DP authorization.

HOW TO ORDER COPIES: Activities needing additional copies will submit requirements on DeCA Form 30-21 to Region/IM. Regions will consolidate requirements and order per published schedule.

SUMMARY: This directive outlines DeCA training policies.

SUPERSEDES: DeCAD 50-15, May 31, 1993; DeCA Policy Letter 50-32, Jan 11, 1995; DeCA Policy Letter 50-47, Jul 17, 1997

OFFICE OF PRIMARY RESPONSIBILITY (OPR): HQ DeCA/DPC

COORDINATORS: Regions/FOAs/HQ Directors & Office Chiefs

DISTRIBUTION: E and servicing civilian personnel offices

TABLE OF CONTENTS

	Para	Page
CHAPTER 1 - INTRODUCTION		
Purpose	1-1	1-1
Reference	1-2	1-1
Definitions	1-3	1-1
Responsibilities	1-4	1-1
Objectives	1-5	1-4
Selection and Assignment for Training	1-6	1-5
Budgeting/Funding	1-7	1-6
Procurement of Training	1-8	1-7
Individual Training Records	1-9	1-7
Continued Service Agreements	1-10	1-7
Employee Pay and Other Expenses While in A Training Status	1-11	1-8
Failure to Complete Training	1-12	1-14
Training Documentation	1-13	1-14
 CHAPTER 2 - EMPLOYEE TRAINING NEEDS ASSESSMENT		
Purpose	2-1	2-1
Needs Assessment	2-1	2-1
Training Plans	2-3	2-3
Evaluation of DeCA Training Plans/Programs	2-4	2-4
 CHAPTER 3 - USE OF DD FORM 1556: TRAINING REQUEST, AUTHORIZATION, AND DOCUMENTATION		
Purpose	3-1	3-1
Responsibilities	3-2	3-1
Uses for the DD Form 1556.....	3-3	3-2
Process	3-4	3-3
 CHAPTER 4 - MANDATORY TRAINING REQUIREMENTS		
Purpose	4-1	4-1
Responsibilities	4-2	4-1
Required Training	4-3	4-1
Mandatory Training Requirements	4-4	4-1
Proof of Completed Training	4-5	4-2
 CHAPTER 5 - ATTENDANCE AT FORMAL TRAINING COURSES		
Purpose	5-1	5-1
Definition	5-2	5-1
Selection and Assignment for Training	5-3	5-1
Other Government Sponsored (Interagency) Training Courses	5-4	5-2
Course Completions/Documentation	5-5	5-2
 CHAPTER 6 - PROFESSIONAL MEETINGS, CONFERENCES, AND SYMPOSIA		
Purpose	6-1	6-1
General	6-2	6-1
Conferences as Training Activities	6-3	6-1
Funding	6-4	6-2
Application Procedures	6-5	6-2

	Para	Page
CHAPTER 7 - CORRESPONDENCE COURSES		
Purpose	7-1	7-1
References	7-2	7-1
General	7-3	7-2
Application	7-4	7-2
Funding	7-5	7-3
Sources	7-6	7-3
Use of Duty Time to Study	7-7	7-3
Course Completion	7-8	7-4
 CHAPTER 8 - TUITION ASSISTANCE		
Purpose	8-1	8-1
Responsibilities	8-2	8-1
Application Procedures	8-3	8-1
Approval	8-4	8-2
Expenses	8-5	8-4
Course Completion	8-6	8-4
 CHAPTER 9 - LONG-TERM TRAINING		
Purpose	9-1	9-1
Responsibilities	9-2	9-1
Application for Long-Term Training	9-3	9-2
Funding	9-4	9-2
Continued Service Agreement	9-5	9-3
Evaluation	9-6	9-3
 CHAPTER 10 - ON-THE-JOB TRAINING (OJT)		
Purpose	10-1	10-1
Responsibilities	10-2	10-1
Background	10-3	10-1
OJT Training Procedures	10-4	10-2
 CHAPTER 11 - ADMINISTRATIVE/TECHNICAL INTERN TRAINING POSITIONS/PROGRAMS		
Purpose	11-1	11-1
Resources	11-2	11-1
Recruitment	11-3	11-1
Selection	11-4	11-1
Pay Retention	11-5	11-2
Training, Evaluation, and Progression	11-6	11-2
Graduation and Placement	11-7	11-3
 CHAPTER 12 - UPWARD MOBILITY PROGRAM		
Purpose	12-1	12-1
References	12-2	12-1
Identifying Upward Mobility Opportunities	12-3	12-1
Resources	12-4	12-1
Recruitment	12-5	12-1
Selection	12-6	12-2
Pay Retention	12-7	12-2
Training, Evaluation, and Progression	12-8	12-2

	Para	Page
Graduation and Placement	12-9	12-3
CHAPTER 13 - COMMISSARY OPERATIONS STUDENT CAREER EXPERIENCE PROGRAM		
Purpose	13-1	13-1
References	13-2	13-1
Definition	13-3	13-1
Responsibilities	13-4	13-1
Resources	13-5	13-3
Recruitment and Selection	13-6	13-3
Training and Evaluation	13-7	13-4
Graduation and Placement	13-8	13-5
CHAPTER 14 - DEVELOPMENT OF DECA TRAINING PROGRAMS/MATERIALS		
Purpose	14-1	14-1
Responsibilities	14-2	14-1
Training Support for Process Change	14-3	14-1
Training Program Development Standards and Guidelines	14-4	14-2
The Training Development Process	14-5	14-5
APPENDICES		
Appendix A Glossary		A-1
Appendix B Management Control Review Checklist		B-1
Appendix C Annual Training Cycle		C-1
FIGURES		
Figure 1-1 DeCA Training Roster		1-16
Figure 1-2 Consolidated Training Record		1-17
Figure 2-1 Occupational Training Plan		2-5
Figure 2-2 Individual Development Plan		2-10
Figure 2-3 Activity Training Plan		2-14
Figure 3-1 Process for Completion and Routing of DD Form 1556		3-4
Figure 3-2 Sample DD Form 1556		3-7
Figure 11-1 Training Plan/Agreement for Upward Mobility or Administrative and Technical Intern Program Participant		11-5
Figure 11-2 Intern Evaluation		11-6
Figure 14-1 Style Standards for Development of Instructional Text		14-2
Figure 14-2 Training Development Process Flow		14-6
Figure 14-3 Analysis		14-7
Figure 14-4 Design		14-8
Figure 14-5 Development		14-9
Figure 14-6 Implementation		14-10
Figure 14-7 Evaluation		14-10
TABLES		
Table 1-1 FLSA Exempt (Covered only by Title 5, U.S.C.)		1-10
Table 1-2 FLSA Non-Exempt		1-11
Table 1-3 Time Spent Outside Regular Working Hours		1-12
Table 2-1 Data Sources for Activity Training Needs Survey		2-2
Table 2-2 Training Priorities		2-3
Table 3-1 Uses for DD Form 1556		3-2

Table 3-2	DD Form 1556 Process Responsibilities	3-5
Table 3-3	Persons Who Must Complete Items on the DD Form 1556	3-6
Table 4-1	Mandatory Training Requirements for DeCA Employees	4-3
Table 5-1	Types of Training for Which Specific Federal Agencies Have Proponency...	5-3
Table 8-1	Applying for Tuition Assistance for Mission-Related Courses	8-1

Chapter 1

INTRODUCTION

1-1. **PURPOSE.** This directive establishes policies and procedures governing employee training within DeCA. DeCA is committed to identifying training needed to improve individual and organizational performance and ensuring that such needs are met in a timely and cost-effective manner. While the HQ DeCA Directorate of Personnel and Training (DP) is the Office of Primary Responsibility (OPR) for Agency training as a whole, training interests cut across all functional lines and organizational levels within DeCA. All functional managers and organizational leaders are expected to support the Agency's commitment to promoting development of a well-trained workforce by assisting with identification of employee training needs and prioritization of training requirements, and by participating as appropriate in the process of planning, programming, and budgeting for staff training and development.

1-2. **REFERENCES.**

- a. Title 5, United States Code, Chapter 41, Training (1994)
- b. Title 5, Code of Federal Regulations, Part 410, Training
- c. Department of Defense Directive 1400.25-M, Civilian Personnel Manual (CPM), Chapter 410, "Training" (October 1, 1985)

1-3. **DEFINITIONS.** See **Appendix A.**

1-4. **RESPONSIBILITIES.**

- a. DeCA Director, or his/her designee, will ensure that:
 - (1) the Agency's program for identifying training needs is reviewed periodically, but not less often than annually
 - (2) priorities are established for needed training and funds and man hours are provided in accordance with these priorities
 - (3) training plans and programs are developed to meet the long- and short-range needs of the Agency
 - (4) programmed training supports the Agency's mission, strategic plan, and Equal Employment Opportunity/Affirmative Action goals and objectives
 - (5) employee self-development is fostered through a work environment which encourages self-development, provides self-study materials, and recognizes self-initiated performance improvement
- b. HQ DeCA Directors and Staff Office Chiefs and DeCA Field Operating Activity Managers or their designees will:
 - (1) review and approve Activity Training Needs Survey reports to prioritize training requirements

- (2) develop annual training plans and budgets for HQ DeCA and FOA employees
- (3) plan, program, and budget resources to meet identified employee training needs
- (4) appoint a training coordinator within their activity
- (5) nominate employees for training to improve job skills and support DeCA workforce development in compliance with DeCA training plans
- (6) as appropriate, nominate employees for 6- to 12-month developmental assignments as instructors in the Continuing Education Division.

c. HQ DeCA Directorate of Personnel and Training (HQ DeCA DP) staff will:

- (1) monitor and assess Agency training needs and requirements
- (2) Advise and support the DeCA Director in establishing training plans and priorities, policies, programs, and procedures to meet the mission and performance goals of the Agency
- (3) provide general program oversight and serve as a proponent for guidance on the administration of training
- (4) plan, program, and budget resources to meet identified training needs
- (5) monitor expenditures associated with the training of civilian personnel
- (6) administer central funding for selected training programs
- (7) maintain records in support of centrally administered training programs
- (8) provide technical advice and assistance to Headquarters, Field Operating Activities, and Region offices regarding the development/procurement and delivery of training in support of mission requirements
- (9) conduct evaluations of Agency training programs for effectiveness in meeting identified training needs
- (10) initiate training request forms (DD 1556) for HQ centrally-funded commissary functional and supervisory training courses.
- (11) review/consolidate data on local training needs based on annual needs assessment surveys completed by HQ DeCA and FOA Activity Training Coordinators
- (12) in coordination with activity managers, identify training priorities/resources and develop training plans for assigned activities
- (13) identify, maintain lists, and determine the suitability and effectiveness of local training programs
- (14) ensure completion of mandatory training requirements by all employees in assigned activities

(15) maintain and update a training records database to establish training requirements, schedule training, monitor expenditures, and produce reports as necessary

(16) forward documentation on training completions to the servicing CPO

(17) provide technical advice to HQ DeCA and FOA Activity Training Coordinators

d. Region Directors or their designees will:

(1) review and approve Activity Training Needs Survey reports and prioritize training requirements

(2) coordinate with Region Training Coordinators to develop annual training plans and budgets for Region HQ employees

(3) plan, program, and budget resources to meet identified training needs of employees under their charge

(4) ensure that training for workforce development is provided according to training plans and within budget constraints

e. Region Division of Personnel and Training (DP) staff will:

(1) monitor and report emerging training needs within the Region

(2) provide technical advice and support to Region HQ managers/supervisors, Zone Managers, and Commissary Officers in fulfilling their training responsibilities

f. Region HQ Training Coordinators will serve as the central point of contact for all training matters relating to Region employees. They will:

(1) review and consolidate data on Region employee training needs based on annual needs assessment survey data

(2) identify training priorities/resources and develop training plans

(3) coordinate with Region Directors to plan, program, and budget resources to meet identified Region employee training needs

(4) monitor use of training materials and equipment (multimedia computer workstations, VCRs, etc.)

(5) serve as point of contact for distribution of all centrally managed training quotas (i.e., seats in all training courses/events that are centrally funded and administered by HQ DeCA)

(6) make administrative arrangements for training courses/events to be attended by personnel from all Region activities (e.g., Region HQ-sponsored training events)

(7) process employee requests for training and tuition assistance for courses other than those centrally managed by HQ DeCA DP

g. Activity Training Coordinators (collateral duty assignment) at HQ DeCA Directorates and

Staff Offices, DeCA Field Operating Activities, and commissaries will:

(1) initiate training request forms (DD Form 1556) for training and tuition assistance for courses other than those centrally managed by HQ DeCA DP for all employees within the activity

(2) serve as a general training administrator for local training activities

(3) monitor and document mandatory training completions

h. Servicing Civilian Personnel Offices (CPOs), will:

(1) maintain and update training records database to document training completions; and prepare and produce reports as required

(2) update DeCA employee official personnel folders (OPFs) as needed to reflect training completions

i. Managers/ Supervisors will:

(1) determine and document in IDPs the training needs of employees within their areas of responsibility

(2) coordinate with Region Training Coordinator as needed to support development of annual training plans and budgets for employees

(3) plan and provide on-the-job and other training to meet the functional skills training and developmental needs of employees within their areas of responsibility

(4) foster improvement in their employees' present job skills and encourage professional growth by coaching, counseling, and mentoring employees on an informal, continuing basis

j. Employees will:

(1) identify and pursue available opportunities for self-development and self-initiated performance improvement

(2) discuss with their managers/supervisors and document in their IDPs any recognized needs for training support

(3) attend and participate fully in all scheduled training events

(4) complete course evaluations and/or copies 9 of DD Forms 1556 upon return to duty after training

(5) refer any/all unresolved issues related to payment for training to the Activity Training Coordinator

(6) forward copy of the summary page of the DFAS TDY settlement voucher to the fund certifying authority after attending any centrally-funded training session

1-5. **OBJECTIVES.** The objectives of this directive are to:

- a. Promote efficiency and economy in achieving DeCA's mission and strategic goals
- b. Provide the training necessary to develop the skills, knowledge, and abilities that best prepare employees for the performance of current or anticipated official duties
- c. Make proper use of training funds and man hours allocated for training
- d. Integrate training programs with other aspects of human resource management within the Agency, including career development, supervisory and management development, executive development, employee relations, equal employment opportunity, and other programs
- e. Promote the sharing of resources among DeCA components to meet identified training needs economically and effectively
- f. Provide management controls and information systems to assess the performance of employee development programs and administrators in achieving these objectives

1-6. **SELECTION AND ASSIGNMENT FOR TRAINING.**

- a. Nondiscrimination.
 - (1) DeCA employees will be selected for training without regard to race, creed, color, national origin, gender, disability, age, religion, or other factors unrelated to their need for training. DeCA will ensure that employees with physical or mental disabilities are equally considered for selection and assignment to training.
 - (2) DeCA will not use training facilities which deny access to trainees with disabilities due to lack of reasonable accommodations
 - (3) DeCA may pay expenses necessary to make training accessible to employees with disabilities (e.g., interpreters and closed captioning for the hearing impaired; braille or audiotapes for the visually impaired). DeCA may also pay for individuals to accompany or aid employees with disabilities traveling for training within prescribed OPM, DoD, and JTR salary, travel, and per them rates for Federal employees. Requests should be made to HQ DeCA DP and will be handled on a case-by-case basis.
- b. Training of Government Employees.
 - (1) General. DeCA will use competitive procedures when employees are being selected for training that is:
 - (a) primarily to prepare trainees for advancement and
 - (b) not directly related to the duties of their current positions
 - (c) Competition is not required when the training is used to upgrade/refresh current required job skills or to retrain an individual due to changes in his/her current position.
 - c. Training for Contractors. Contractors are selected for their expertise in a subject area; therefore, they may only be trained in skills they are not required to bring to the job. Contractors may be trained in rules, practices, procedures, and/or systems that are unique to DeCA and essential to the performance of the contractor's assigned duties.

d. Contractor-Furnished Training.

(1) Training Covered by Contract. Employees may attend training provided by a contractor when the subject matter of the training is job related and its primary benefit is to the Government and not to the individual employee. Examples of such training include:

- (a) training that is included as a separate item in a contract for other types of products or services being purchased by DeCA
- (b) training awarded under a separate or modified contract
- (c) training provided by a tax exempt organization

(2) Training Not Covered by Contract. Employees may attend training provided by a contractor if the training is necessary for the employee to satisfactorily perform his/her job duties and the primary benefit is to the Government, though contract provisions do not provide a basis for such training. The training will be approved at a sufficiently high level (e.g., CEO or Region Director) to assure the training need cannot otherwise be met and to avoid the appearance of a conflict of interest. When deciding whether it is appropriate for a DeCA employee to attend such training, the following factors should be considered:

- (a) the availability of alternative training sources and confidence that the training provided by the contractor will not adversely affect the objectivity of the employee
- (b) the requirement that no appreciable cost be incurred by the contractor to accommodate attendance of the training by the employee
- (c) the requirement that the contractor will receive no special consideration or benefit because of DeCA participation in training and that DeCA will incur no previously funded cost.

1-7. **BUDGETING/FUNDING.**

a. Allocating Funds. Sufficient funds are needed to ensure that employees are equipped to effectively perform their current and projected job duties and that they receive all training mandated by law, regulation, and/or Agency policy. Training and development are significant, cost-effective management tools to help maintain productivity and to retain and/or acquire skills, particularly during periods of extreme or unexpected personnel shortages or when budgets are cut. Accordingly, training and development allocations should not be reduced disproportionately when operating budgets are reduced. Allocation of training funds will be consistent with the employee training needs shown in annual needs assessment surveys. Chapter 2 of this directive provides details on the needs assessment process.

b. Identifying Costs. Training budgets will include all costs associated with training and employee development (e.g., travel, per diem, tuition, and registration fees). Training should appear as a line item in each DeCA activity's annual budget.

c. Budgeting Responsibilities.

(1) HQ DeCA DP will budget and centrally fund costs associated with employee attendance at DeCA-sponsored commissary operations functional training courses (e.g., Basic and Advanced Commissary Operations Courses); DeCA-sponsored supervisory development training (e.g., Managing DeCA Employees and Leading DeCA Work Teams courses); executive and managerial training (e.g., selected OPM executive training courses and long-term training); and Cornell food industry management correspondence courses. HQ DeCA DP also administers central funds for training Commissary Management

Specialist interns and for Defense Acquisition Workforce Improvement Act (DAWIA) training mandated for employees working within the DOD Acquisition system.

(2) HQ DeCA Directorates and Staff Offices and Field Operating Activities win budget for all other training requirements for employees assigned to their organizations. Directors, Office Chiefs, and Activity Managers are responsible for overseeing execution of their training budgets and will serve as Fiscal Officers/Budget Holders for purposes of approving training expenditures. Routine administrative responsibility for management of local training activities may be delegated to each activity's collateral duty Training Coordinator.

(3) Region HQ Divisions and Offices. Region Commanders/Directors will budget and provide funding for all other training requirements for employees assigned to the Region HQ, including Region-sponsored training initiatives (such as Region Commissary Officers' Conferences). Region Commanders/Directors are responsible for overseeing execution of their training budgets and will serve as Fiscal Officers/Budget Holders for purposes of approving training expenditures. The Region HQ Training Coordinator will prepare annual training plans and budgets for review and approval by the Region Commander/Director and will perform routine duties in support of local training program administration and management.

(4) Zones and Commissaries. Zone Managers and Commissary Officers will budget and provide funding for all other training required for employees at store level. Commissary Officers and Zone Managers will provide input to Region training plans and budgets as requested and, with administrative support from commissary-based collateral duty Activity Training Coordinators, perform routine duties in support of local training program management.

(5) Functional Proponents. Proponents for functional areas for which there is a requirement for mandatory, periodic training sessions will plan and budget for required training sessions in their respective functional areas. Examples of required functional training include computer security awareness, safety, and violence in the workplace.

1-8. **PROCUREMENT OF TRAINING.**

a. DD Form 1556. DD Form 1556, Request Authorization, Agreement, Certification of Training, and Reimbursement, is used to request, authorize and document training attendance by DeCA employees. It is a multipurpose form designed to reduce the need for separate forms for various types of training (e.g., non-Government training, interagency training, DeCA-sponsored training, attendance at meetings).

b. Unauthorized Training. Any employee who attends training *without an approved and certified DD Form 1556* has attended unauthorized training. In such cases, the employee and/or the manager/supervisor who sent the employee to training without the necessary paperwork may be *responsible for all expenses incurred* in relation to the unauthorized training.

c. Using DD Form 1556. Information needed to complete DD Form 1556 will vary based on the specific reason or purpose for use. Chapter 3 of this directive describes when to use DD Form 1556.

1-9. **INDIVIDUAL TRAINING RECORDS.** Servicing CPOs are responsible for updating individual OPFs with training completion data, entering training completions in automated training bases, and providing reports of training as required.

1-10. **CONTINUED SERVICE AGREEMENTS.**

a. Purpose. An employee selected for Agency-funded training of more than 30 days duration

must sign a continued service agreement. The continued service agreement will be documented on DD Form 1556, Section E (on the reverse side of copy 1). A continued service agreement is made in writing between an employee selected for training of more than 30 days duration and DeCA. The agreement states that the employee will continue in service with the Agency after training for a period at least three times the duration of the training activity. Where the Agency pays all or part of the training-related costs (e.g., tuition, travel, etc.) but not the employee's salary, the required obligation is one month or the length of the training, whichever is greater. The employee's commitment to continue in service must be established in writing *before* the employee is assigned to training.

b. Start of Period of Continued Service. The period of continued service begins on the first workday after the end of the training activity covered by the agreement. Days in nonpay status will NOT be credited toward completion of the continued service requirement.

c. Repayment. If the employee voluntarily leaves DeCA before completion of the agreed upon period of service, DeCA has the right to require repayment of training-related expenses (other than employee pay), pro-rated to reflect the completed portion of the continued service period.

(1) Service with Another Government Agency. The employee's repayment commitment as stated in the continued service agreement may not be required of an employee who leaves DeCA to work for a non-DoD branch of the Government unless the DeCA Executive Director for Support notifies the employee in writing that payment will be required. This notification must be given to the employee before the effective date of entry into the service of the non-DoD agency. An employee who enters the service of another DoD component before fulfilling the agreement will have the remainder of the service agreement transferred to the gaining DoD component. Repayment of funds will not be required in any case where an employee transfers within DoD.

(2) Failure to Repay. If the employee fails to repay, DP may recover the agreed-upon amount from the employee by:

(a) offset against accrued pay, compensation, amount of retirement credit, or other funds due the employee from the Government

(b) such other method as is provided by law for the recovery of monies owed to the Government.

d. Waivers. The DeCA Executive Director for Support may waive all or part of the amount owed by an employee if the Agency determines that collecting the money would contradict the interests of equity and good conscience or the public interest.

1-11. EMPLOYEE PAY AND OTHER EXPENSES WHILE IN A TRAINING STATUS.

a. Employee Pay.

(1) Premium Pay. Two different laws govern premium pay for DeCA employees:

(a) Title 5 United States Code (5 U.S. C. Chapter 55)

(b) Fair Labor Standards Act (FLSA) (29 U. S.C. Chapter 8)

(2) Entitlement to Premium Pay. Employee entitlement to premium pay for training is governed by whether the employee is exempt or non-exempt from the provisions of the FLSA. FLSA exempt employees are governed solely by the provisions of Title 5, U.S.C. For details on training as hours of work

and travel for training as hours of work, refer to Table I -I for employees who are exempt from the FLSA, and refer to Table 1-2 for employees who are non-exempt from FLSA.

(3) Payment for Time in Training. Refer to Table I -I or Table 1-2 depending on coverage by FLSA.

(4) Payment for Time in Travel for Training. Refer to Table I -I or Table 1-2 depending on coverage by FLSA.

(5) Preparatory Time for Training. Refer to Table 1-3.

(a) General. DeCA may allow FLSA non-exempt employees reasonable time to prepare for their attendance at a training program if such preparation is essential to satisfactory completion of the training program. If the manager/supervisor determines that an allowance of work time to prepare for training is appropriate, the manager/supervisor will advise employees as to the amount of time allowed for preparation before the training starts. The manager/supervisor will also advise the employees that any additional time spent in preparation is their own time--not subject to compensation as hours of work under FLSA.

(b) Preparatory Time as Hours of Work. Time spent by an employee to prepare for training will be considered hours of work as long as it falls within the limits specified by DeCA and meets the requirements described in Table 1-3.

(c) Apprenticeship, Internship Training, or Training under the Veterans Readjustment Act. For employees involved in an apprenticeship program or other entry-level program; an internship program or other career related work-study program; or employees appointed under the Veterans Readjustment Act, time spent in productive work or performance of regular duties is hours of work. This includes any training scheduled during an employee's regular working hours. However, any related additional training or time spent preparing for training outside regular working hours will not be compensated as hours of work, provided that no productive work is performed during such periods.

(6) Work in Addition to 40 Hours of Training. The prohibition on overtime pay does not prohibit overtime pay for work in addition to the 40 hours of training performed in the workweek.

<p>Overtime While on Duty (Irregular and Occasional)</p>	<p>Work of more than eight hours per day or 40 hours per week that is officially ordered and approved entitles the employee to one and one-half times pay (max GS-10/1) or compensatory time. The employee chooses between overtime and compensatory time. Compensatory time is mandatory if pay exceeds GS-10/10. Compensatory time must be used within 13 pay periods. If it is not used it becomes overtime pay. Wage grade may not be granted compensatory time.</p>
<p>Training as Hours of Work</p>	<p>Payment of overtime will not be made, nor will compensatory time be given to an employee assigned to training which exceeds the normal work schedule, except in cases where:</p> <ul style="list-style-type: none"> • an employee is given training during a period of duty for which he/she is already receiving premium pay (not including employees assigned to full-time training at institutions of higher learning) • an employee is given training at night because situations which he/she must learn to handle occur only at night • an employee is given training on overtime, on a holiday, or on Sunday because the costs involved (<u>premium</u> pay included) are less than the costs of conducting the training during working hours • an employee is given training during periods of temporary assignment as described in 5 CFR §550.162 • an employee is given training during a period for which payment of premium pay is generally not authorized but where DeCA DP determines that an exception to standard procedures will serve the interests of the Agency or the Government.
<p>Travel for Training</p>	<p>Travel for training will be treated as hours of work when:</p> <ul style="list-style-type: none"> • employee travels during normal duty hours (including regularly scheduled overtime) • employee works while traveling • the travel is under arduous conditions

Table 1-1 FLSA Exempt (Covered only by Title 5, U.S.C.)

Overtime While on Duty (Irregular and Occasional)	Work of more than eight hours per day or 40 hours per week that is suffered or permitted entitles the employee to one and one-half times pay (max GS-1011) or compensatory time. The employee chooses between overtime and compensatory time. The compensatory time must be used within 13 pay periods. If it is not used it becomes overtime pay. Wage grade may not be granted compensatory time.
Training as Hours of Work	Employees are entitled to overtime for excess hours spent in a training status provided the training meets the criteria specified in 5 CFR 51.423 (a)(2)(Refer to Table 1-3 of this directive chapter).
Travel for Training ¹	Travel for training will be treated as hours of work when: <ul style="list-style-type: none"> • the employee travels during normal duty hours (including regularly scheduled overtime) • the employee is a passenger on a one day training assignment away from the duty station • the employee travels on an overnight training assignment on non-duty workdays during corresponding duty hours • the employee performs work while traveling (includes travel as a driver of a vehicle)

Table 1-2 FLSA Non-exempt (Covered by FLSA and Title 5,
depending on which offers greater entitlement)

¹ Time spent in travel that is hours of work must be compensated as either straight time or overtime. Employees who travel at night or on Sunday do not receive night differential or Sunday premium pay unless they are regularly scheduled to receive it.

<i>Is Time Spent Outside of Regular Working Hours for FLSA Non-Exempt Employees Considered Hours of Work?</i> ²		
<i>Purpose of Training</i>	<i>Time Spent in Training</i>	<i>Time Spent in Preparation for Training</i>
• Training to bring an employee's performance up to an acceptable level in his/her current position.	Yes	Yes ³
• Training to provide an employee the knowledge or skills to perform new duties or responsibilities required in his/her current position.	Yes	Yes ³
• Training to improve an employee's performance above an acceptable level in his/her current position. ⁴	No	No
• Training to provide an employee additional knowledge or skills for reassignment to another position or advancement to a higher grade.	No	No
• Training in an apprenticeship program, an internship program, or training under the Veterans Readjustment Act. ⁵	No	No

Table 1-3 Time Spent Outside Regular Working Hours

² Time spent in training or in preparation for training during regular working hours is hours of work, unless the employee is on paid leave or leave without pay.

³ Time actually spent by an employee within DeCA's allowance for preparatory time is hours of work. Any additional time spent by the employee in preparation for training is not hours of work.

⁴ Such training must be undertaken with the knowledge that the employee's performance or continued retention in his/her current position will not be adversely affected by non-enrollment in the training program.

⁵ Any period of productive work during such training shall be considered hours of work.

b. Expenses Other Than Employee Pay.

(1) Advance Payment of Necessary Expenses. DeCA may, at its discretion, advance payment of training expenses such as tuition, subsistence, and/or transportation, to an employee participating in training in accordance with JTR and DeCA charge card regulations. However, if the employee does not successfully complete the training, he/she will have to reimburse DeCA for the full amount of the monies advanced. The Activity funding/administering the training will initiate action to retrieve the funds.

(2) Fees, Services, and Facilities.

(a) Catering Expenses. DeCA may pay the cost of catering services for a training conference as an administrative expense necessary to achieve the goals of a training program if the program seeks to establish an environment that requires, stimulates, or fosters communication and interaction among the participants as often as possible.

(b) Examinations, Licenses, and Certification. DeCA may pay the cost of training to prepare for an examination, such as for licensing or certification, when the training is relevant to DeCA's mission. DeCA will not pay the costs of the examination and related travel and per them costs associated with the taking of the examination except when:

1. the examination serves as a diagnostic tool to determine deficiencies in knowledge and skills needed by an employee in the performance of official duties

2. the cost is part of a program of training.

(c) Library and Laboratory Services. DeCA may pay library and laboratory services when they:

1. are an integral part of the course or program of instruction or

2. are required by the academic institution as part of the matriculation and tuition fees.

(d) Lodging and Meals at Place of Training. DeCA will reimburse employees for the travel and per them expenses necessary for an employee to attend a training event up to the maximum rates allowed per locality as specified in the JTR. If meals and lodging are paid as part of tuition, employees will receive reduced per them in accordance with the JTR. Employees are responsible for reimbursing the Government if they are overpaid.

(e) Purchase or Rental of Books, Materials, and Supplies. DeCA will pay for the purchase or rental of books, equipment, and/or related supplies that are required for the course or program of instruction. Documentation from training course sponsors authenticating the requirements and charges should be submitted by the employee along with the request for advance payment or reimbursement of such expenses.

(f) Meals Not Covered by Registration Fees. When a meal is not covered by a registration fee, DeCA may pay if all of the following conditions are met:

1. The meal is incidental to the training program

2. Attendance at the meal is necessary for full participation in the program

3. Due to program requirements the employee is not free to take the meal elsewhere.

(g) Meals of Outside Speakers. DeCA may reimburse a coordinator of a training

seminar who paid the cost of meals for non-Government guest speakers upon a determination by the HQ DeCA DP that the cost of the meals is authorized under 5 USC 4109.

(h) Registration Fees to Attend Federal Executive Board Training. DeCA may pay a reasonable registration fee for a training seminar sponsored by a Federal Executive Board when:

1. the training directly benefits DeCA
2. the fee does not include an element designed to capture more than the costs of sponsoring the seminar (to avoid violating the general ban against interagency financing of boards or commissions).

(i) Tuition and Matriculation Fees for Law School. DeCA will not pay a bar admission fee. Tuition for a bar review course (or law school tuition) is a personal expense when it helps a person qualify for a legal position. DeCA may pay for a member of its legal staff to take a bar review course when it is determined that the review course is relevant to the performance of official duties.

(3) Subsistence. DeCA will pay the per them rates established in the JTR.

(4) Transportation.

(a) Per Diem Payment at DeCA's Discretion. DeCA may permit an employee selected for long-term training to choose to receive transportation of household goods rather than per them whenever the transportation costs are determined to be less than the estimated per them for the period of training.

(b) Limitation on Transportation Expenses. The maximum allowance to an employee for the transportation of dependents and household goods is based on the total per them allowance the employee gives up to receive the transportation benefits for his/her immediate family and effects.

(5) Travel. The JTR determines when travel costs are to be paid.

(6) Membership in Professional Organizations. The expenses of training do not include membership fees except when:

- (a) the fee is a necessary cost directly related to the training
- (b) the fee must be paid before one can attend training.

1-12. **FAILURE TO COMPLETE TRAINING.** If an employee fails to complete training for which DeCA has paid the expenses, the employee will be responsible for repaying the costs of the training unless:

- (1) the employee was removed from training by his/her manager/supervisor for duty related reasons
- (2) unforeseen circumstances beyond the control of the employee (e.g., illness) prevented the employee from completing the training as scheduled. HQ DeCA DP retains the authority to review and approve waiver of training cost repayment by the employee on a case-by-case basis.

1-13. **TRAINING DOCUMENTATION.**

a. Record in Employee's Official Personnel File (OPF). An employee's OPF will be updated to reflect completion of

- (1) all functional and developmental training of more than eight hours duration
- (2) all mandatory training regardless of duration.

b. DD Form 1556. The DD Form 1556 must be completed and the appropriate copies used as the method of documenting training completion in the employee's OPF, except in the circumstances described in c. below. Block 36 of the DD Form 1556 (copy 8) must be signed by the instructor upon completion of the training. Upon the employee's return to the workplace, copy 9 (course evaluation) must be completed. Copies 8 and 9 must be forwarded to the servicing CPO for filing in the employee's OPF within 15 days of the employee's return to work.

c. Training Roster. When training is provided to several employees at one location and involves no individual tuition or travel costs, a DeCA Training Roster, DeCA Form 50-48 (**Figure 1-1**), may be used in place of the DD Form 1556. In such cases, copies of the roster, with the Training Coordinator's signature, will be sent to the Servicing CPO to document training completion.

d. Local Records and Supervisors' Files. Supervisors will use the Consolidated Training Record Form, DeCA Form 50-47 (**Figure 1-2**), to keep an informal record of training attended by their individual employees, to include attendance of local/no-cost training events.

e. Employee Access to Records. A copy of the employee's training records must be made available to the employee upon request. Upon separation from DeCA, a complete training record must be included in the employee's OPF.

Chapter 2

EMPLOYEE TRAINING NEEDS ASSESSMENT

2-1. **PURPOSE.** This chapter describes the process by which training needs and priorities are identified and training plans are developed at all DeCA organizational levels. A systematic and continuous assessment of current and foreseeable future organizational training needs creates a realistic foundation on which DeCA can plan, program, budget, administer, and evaluate Agency training. (The Annual Training Cycle at **Appendix C** outlines actions and responsibilities which are part of a systematic approach to the training process.) Employee training and development is essentially a line management function. DeCA depends on managers and supervisors at all levels to take responsibility for evaluating employee performance, reviewing current missions, determining where training can be used to bridge gaps between employee performance and mission demands, and assuring that training is achieved and its effectiveness evaluated.

2-2. **NEEDS ASSESSMENT.** Preparation of a training plan begins by assessing training needs Agency-wide. In accordance with legal and regulatory requirements, DeCA will conduct a multi-level assessment of training needs on an annual basis in conjunction with the Agency's budget planning cycles. This assessment will consider the broader issues and forces that impact on organizational and program effectiveness as well as occupational and individual training needs. Compilations of identified training needs will be reviewed by HQ DeCA DP (for the Agency as a whole), by Region DP offices (for each region as a whole), and by Zone Managers/Commissary Officers (for individual stores within each region).

a. Objectives. Training needs assessments will identify:

- (1) short- and long-range training needs at HQS, FOA, Region, and store levels
- (2) issues and forces that impact on organizational and program effectiveness as well as occupational and individual training needs
- (3) strategies for planning and programming training to meet identified needs and support attainment of Agency mission and performance goals at the least possible cost

b. Use of Occupational Training Plans (OTPs). OTPs are tools for planning and managing a training program which will meet the needs of individual employees and the organization as a whole. OTPs are available for all DeCA occupational job series (see DeCAH 50-5). A sample OTP is shown at **Figure 2-1**. OTPs provide the key ingredients for completing employee Individual Development Plans (IDPs).

c. Development and Use of IDPs. IDPs serve as the primary basis for assessing an organization's annual training needs since they identify both short- and long-term training and development needs. Each DeCA employee is required to have an IDP, DeCA Form 10-15 (see sample at **Figure 2-2**). (See DeCA Training Handbook 50-5 for additional information on the development and use of IDPs.) Indicators of training needs commonly reflected on IDPs include the following:

- (1) performance deficiencies associated with the execution of official duties in the employee's current position description
- (2) knowledge, skills, and abilities that must be acquired as part of a formal career progression program (e.g., those that lead to a specified target position or occupation)
- (3) new competency requirements in an employee's position resulting from changes in

organizational policy, structure, mission, technology, or equipment

(4) retraining requirements resulting from recruitment shortfalls or from skill imbalances

(5) retraining requirements resulting from reduction-in-force actions or from changes in mission and work assignments

d. Needs Assessment Process. Key steps in the needs assessment process are discussed below.

(1) Step 1: Managers/Supervisors will use the mid-year performance counseling session as an opportunity to discuss job performance with employees and identify needs for functional and/or developmental training. One of the required outcomes of this discussion is a new/updated IDP for each employee. The manager/supervisor will then forward a copy of all IDPs to the Activity Training Coordinator (or at Region HQ, the Region Training Coordinator).

(2) Step 2: Activity/Region Training Coordinators will collect employee training needs data from IDPs and managers/supervisors, consolidate the data in an Activity Training Plan (see Plan format at **Figure 2-3**), and provide the form to the Activity Manager/Commissary Officer for review and approval.

(3) Step 3: The Activity Manager/Commissary Officer will:

(a) review the Activity Training Plan using the data sources shown in Table 2-1 to verify the accuracy of the training assessment

<ul style="list-style-type: none"> • IDPs • Performance appraisals • Training evaluations from previous year • Mandatory training requirements • Attendance records 	<ul style="list-style-type: none"> • Accident reports • Employee grievances • Information on projected technology upgrades • Information on projected change in operating procedures • Information on projected change in mission
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Table 2-1 Data Sources for Assessing Activity Training Needs

(b) identify each training need as one of the three priorities shown in Table 2-2

<p>I: Essential</p>	<ul style="list-style-type: none"> • Training mandated by law, regulation, or higher authority • Training required to ensure mission accomplishment
----------------------------	---

	<ul style="list-style-type: none"> • Training required to correct documented serious performance deficiencies • Training required to ensure attainment of established performance objectives
II: Needed	<ul style="list-style-type: none"> • Training needed to provide for the systematic replacement of skilled employees • Training that if omitted might impact adversely on the accomplishment of the mission during the next two or three fiscal years
III: Useful	<ul style="list-style-type: none"> • Training to increase the efficiency and productivity of competent employees

Table 2-2 Training Priorities

(c) Commissary Officers and Region Activity Managers will forward their Plans through appropriate channels to the Region Training Coordinator . HQ DeCA and FOA Activity Managers will forward their Plans through appropriate channels to HQ DeCA DP.

(4) Step 4: Region Training Coordinators will develop a consolidated Region Activity Training Plan for all assigned activities and provide consolidated information to the appropriate party for review/approval prior to forwarding to HQ DeCA DP

(5) Step 5: HQ DeCA/FOA Activity Training Coordinators submit Activity Training Plans to HQ DeCA DP.

(6) Step 6: HQ DeCA DP combines data from Regions with data from HQ DeCA and the FOAs and uses the information to plan, program, and budget Agency training development for the coming year.

2-3 **TRAINING PLANS.** Development of comprehensive training plans at Headquarters, FOA, Region, and Commissary levels allows the Agency to develop or otherwise provide the training most needed by its personnel in a systematic, timely, and cost-effective manner. Documented training plans will be developed each fiscal year at Agency, FOA, Region, and Commissary levels. Administrators and managers at all levels share responsibility for planning, programming, and budgeting for training to meet the needs identified through annual training assessments.

a. Content. As a minimum, annual training plans must identify the training needs for the coming fiscal year in priority order, the projected sources for the training, and the associated resource requirements (see format at **Figure 2-3**). Training plans must specify strategies for accomplishing mandatory, functional, and developmental training requirements. These strategies will reflect the results of “make or buy” decisions--that is, decisions regarding the relative cost-effectiveness of centrally developing/delivering selected programs versus sending employees to sources outside the Agency to attend existing programs and courses. Projections of all costs associated with planned training (to include internships, Upward Mobility Programs, and long-term training and education) will be provided. Plans must ensure that:

- (1) programs are developed to meet DeCA’s short- and long-term training needs
- (2) priorities are established for the training programs
- (3) funds and staff hours are allocated to support established priorities

- (4) training is integrated with other personnel management and operating activities
- (5) employee development is fostered through an organizational environment which:
 - (a) encourages self-development
 - (b) makes self-development materials reasonably available
 - (c) recognizes self-initiated improvement in performance
 - (d) supports, where appropriate, flexibility in work assignments to promote employee growth and increase the quality and quantity of work produced.

b. Budgeting for Training. Training plans will include projected costs associated with programmed training and employee development (e.g., travel, per diem, tuition, and/or fees). Sufficient funds are needed to ensure that all mandatory training requirements are met (refer to Chapter 4), and that all employees are equipped to effectively perform their current and projected job duties. Training and development are significant, cost-effective management tools to help maintain productivity and to retain and/or acquire needed skills, particularly during periods of extreme or unexpected personnel shortages, or when budgets are cut. Accordingly, training and development allocations should not be reduced disproportionately when operating budget reductions are required. If training needs exceed available resources, funds should be allocated to ensure that mission-essential training needs are funded first.

2-4. **EVALUATION OF DECA TRAINING PLANS/PROGRAM.** At the end of each fiscal year, Activity Training Coordinators at Region, FOA, and HQ DeCA levels will prepare a written evaluation of the results of training activities accomplished throughout the year. This report will be forwarded through channels to HQ DeCA DP for consolidation, further evaluation, and follow up. The evaluation report will compare program plans against actual results, and serve as a point of reference in developing the following year's training plan. As a minimum, the evaluation will address the following:

- a. All training course completions.
- b. The number of employees trained in each course.
- c. Programmed costs compared to actual costs.
- d. A summary evaluation of the quality and cost-effectiveness of new training programs.
- e. Reason(s) for failure to accomplish programmed training (e.g., lack of funds or no available quota).

Overview: Occupational Training Plan

The following pages compose the Occupational Training Plan (OTP) for the Defense Commissary Agency (DeCA) for the occupational series of Mail and File Clerk- 'Me information for this OTP was derived from position descriptions for the occupational series and verification of the OTP by DeCA subject matter experts.

About the OTP Format

The information in the OTP is divided into three primary sections:

- I. General Information
- II. Knowledge, Skills, and Abilities (KSAs)
- III. Training Needs and Requirements

Each of these sections is described in further detail below. Please note that the information in this OTP is based upon information gathered within the Continental United States (*CONUS*) and may not reflect activities outside *CONUS* (*OCONUS*).

I. General Information

This section serves to identify the occupational series and the critical administrative information related to the series. This section includes the occupational code, the jobs located in this series, and the associated pay plan and grade(s) for those jobs. The information under "Job Abbreviation" identifies how each job is referenced throughout the OTP.

II. Knowledge, Skills, and Abilities (KSAs)

This section identifies those KSAs for which an individual may be trained during his employment in this occupational series. This list also identifies which of these KSAs apply to the entire series and which are unique to particular jobs within the series.

III. Training Needs and Requirements

This section identifies three potential categories of training for DeCA employees:

- A. Required Training
- B. Job-Specific Training
- C. Developmental Training

These categories address the kinds of training situations any DeCA employee may encounter. Within each of these categories the following questions are answered:

- What is the name of the course, or, if the specific course is unknown, what kind of training is needed?
- Who requires or sponsors the training in question?
- What KSAs, if any, does this training address for this occupation?
- What method should be used to satisfy this training need, if available?
- From the time an employee is hired into this position, by when should this type of training be completed?
- Which job(s) is affected by this training need?

In Summary

The OTP serves three purposes. The first is to identify for the supervisory and/or managerial staff the knowledge, skills, and abilities, as well as the training needs and requirements for each job within a particular occupational series. Secondly, the OTP provides information which will allow supervisors to create individual development plans (IDPs) for each of their employees. Thirdly, the OTP assists supervisors in developing a strategy for the training of their staff.

Figure 2-1 Sample Occupational Training Plan

OCCUPATIONAL TRAINING PLAN			Defense Commissary Agency
I. General Information			
A. Occupational Series:	Mail and File Clerk	B. Occupational Code: 0305	
C. Jobs in Occupational Series:	1. Mail and File Clerk	Pay Plan & Grade(s)	Job Abbreviation
		GS-04	MFC
II. Knowledge, Skills, and Abilities (KSAs)			
			Job(s)
Knowledge of--			
1. Customer service principles			MFC
2. General United States Postal Service (USPS) and Department of Defense (DoD) mail regulations			MFC
3. Prompt Pay Act			MFC
4. DoD and DeCA security directives			MFC
5. Mission and responsibilities of DeCA Headquarters (HQ DeCA)			MFC
6. Internal HQ DeCA routing addresses, office symbols, and organization numeric codes			MFC
7. Procedures for sorting, routing, and distributing mail to appropriate staff			MFC
8. Registered, registered-insured, and certified mail handling procedures			MFC
9. Mail control filing procedures and pick-up authorization			MFC
10. Message handling procedures for classified and unclassified messages			MFC
11. Facsimile transmission procedures			MFC
12. Payroll check distribution procedures			MFC
13. Commercial express procedures			MFC
14. Courier routes and schedules			MFC
15. Installation e-mail system			MFC
16. Computer software applications for mail handling			MFC
Skill to--			
17. Operate mail distribution equipment			MFC
18. Operate facsimile equipment			MFC
19. Operate a military vehicle			MFC
20. Operate computer equipment			MFC
Ability to--			
21. Train new employees			MFC
22. Interpret USPS, DoD, and DeCA mail regulations			MFC
23. Sort, route, and distribute mail			MFC
24. Control classified material			MFC
25. Resolve mail-related problems			MFC

Figure 2-1 Sample Occupational Training Plan

26. Receive, record, and process incoming registered, insured, and certified mail	MFC
27. Process bulk items falling under the stipulations for rapid processing required under the Prompt Pay Act	MFC
28. Separate service center invoices out of service center general distribution office	MFC
29. Identify and transport checks to proper destination	MFC
30. Maintain office records, determining which records to file, update, or destroy	MFC
31. Apply customer service principles on the job	MFC

III. Training Needs and Requirements

A. Required Training	Agency	KSAs	Method	Time frame	Job(s)
AIDS (Blood-Borne Pathogen Awareness)	OSHA	n/a	Video	Within 3 months	MFC
Ethics	DoD	n/a	Video	Within 3 months	MFC
Security	DeCA	4	Briefing	Within 3 months	MFC
Prevention of Sexual Harassment (POSH)	DeCA	n/a	Video	Within 3 months	MFC
Violence in the Workplace	DeCA	n/a	Training materials	Within 6 months	MFC
Safety	OSHA	n/a	Briefings, Video, Demonstration and practice	2 times/year and with process changes	MFC
Quality Awareness	DeCA	7, 10	Briefing	Annually (4 hours)	MFC
Freedom of Information Act and Privacy Act	DeCA	2	Classroom, Video	Annually (1-2 hours)	MFC
Computer Security Awareness	DeCA	15, 16, 20	Briefing, Video	Annually	MFC
B. Job-Specific Training	Source	KSAs	Method	Time Frame	Job(s)
Operating Mail Distribution Equipment	DeCA	17	Documentation, OJT	Within 1 week	MFC
Operating Facsimile Equipment	DeCA	11, 18	Documentation, OJT	Within 1 week	MFC
Handling Classified Material	DeCA	10, 24	Classroom, Briefing	Within 1 week	MFC
Operating a Military Vehicle	DeCA	19	Classroom, OJT	Within 3 weeks	MFC
U.S. Postal Regulations	DeCA	2, 3, 8, 9, 13, 22, 26, 27	Documentation, OJT	Within 1 month	MFC
HQ DeCA Mail Routing	DeCA	6, 7, 12, 14, 23, 26, 28, 29	Briefing, OJT	Within 1 month	MFC
Directives, Records, Forms, and Office Copier Management	DeCA	3, 4, 5, 8, 9, 25, 27, 28, 30	Briefing, Documentation	Within 1 month	MFC
Written Communications	DeCA	21, 30	Classroom	Within 3 months	MFC
DeCA Computer Software	DeCA	15, 16	Documentation, OJT	Within 3 months	MFC
Personal Computers/Basic/Advanced	DeCA	16, 20	Classroom	Within 1 year	MFC
Effective Mail Operations	GSA	1, 2, 7, 8, 14, 15, 20, 22, 25, 28, 30	Classroom	Within 1 year	MFC
New Employee Orientation	DeCA	21	OJT	Within 1 year	MFC
Customer Relations	DeCA	1, 31	Classroom	Annually	MFC
Mail Program Management	GSA	1, 2, 7, 8, 13, 20, 22, 23, 28, 29	Classroom	Within 2 years	MFC

Figure 2-1 Sample Occupational Training Plan
Page 2 of 3

III. Training Needs and Requirements					
C. Developmental Training					
1. Cross-Training					
n/a					
2. Self-Development Training					
• Improving Communication Skills	DeCA	18	Classroom	As needed	MFC
• Stress Management	DeCA	13, 18, 23	Classroom	As needed	MFC
• Time Management Skills	DeCA	7, 8, 9, 10, 16, 21, 22	Classroom	As needed	MFC

Figure 2-1 Sample Occupational Training Plan
Page 3 of 3

INDIVIDUAL DEVELOPMENT PLAN

(For use of this form, see DeCAH 10-2; OPR is AM.)

Of

THE INDIVIDUAL DEVELOPMENT PLAN (IDP) is drafted by the employee and supervisor to address training needs and career plans. It should be generated in conjunction with the performance management review, and may be revised at any time. Requests for Government-sponsored training should be in accordance with this plan.

PRIVACY ACT STATEMENT

AUTHORITY: Public Law 85-507, July 7, 1958, The Government Employee's Training Act.

PRINCIPAL PURPOSES: To increase efficiency and economy in the Government by providing for training programs for civilian officers and employees of the Government with respect to the performance of official duties.

ROUTINE USES: Records will be processed and maintained by the employee's supervisor and the servicing personnel office of the agency. Information will be made available to the appropriate review authorities. The SSN will be used to accurately identify the employee.

DISCLOSURE: Disclosure of this information is voluntary. However, failure to provide the requested information may adversely affect the processing of training actions.

Figure 2-2 Sample Individual Development Plan

INDIVIDUAL DEVELOPMENT PLAN		DATE PREPARED
PART A - EMPLOYEE PERSONAL DATA		
1. NAME (Last, First, MI)	2. ORGANIZATION MAILING ADDRESS (Branch - Division/ Office/Agency, Street, City, State, ZIP Code)	
4. POSITION TITLE	5. OFFICE TELEPHONE NO.	3. POSITION TYPE (X one only) a. NON SUPERVISORY b. SUPERVISORY
6. SOCIAL SECURITY NO.	7. YEARS OF CONTINUOUS CIVILIAN SERVICE	8. DATE OF BIRTH
PART B - CAREER GOALS		
1. SHORT RANGE CAREER GOALS (State career goals for the next one to two years. Specify position titles and grade (if appropriate) or subject area.)		
2. LONG RANGE CAREER GOALS (State career goals for the next three to five years. Specify position titles and grade (if appropriate) or subject area.)		
PART C - DEVELOPMENTAL OBJECTIVES AND PLANNED DEVELOPMENTAL ACTIVITIES TO MEET OBJECTIVES		
<p>To construct meaningful DEVELOPMENTAL OBJECTIVES, consider the work assignments and projects the employee has undertaken and will be expected to undertake. What does previous performance indicate? What are the skills, knowledges and abilities the employee needs to acquire? What does the employee need to learn to keep abreast of changes in the career field and in the organization? What skills, knowledges and abilities will enhance the individual's abilities to deal with these changes? From the answers to these questions, develop action</p> <p>statements that delineate in specific terms the areas of competence the employee needs to acquire (i.e., to develop a working knowledge of DOD EEO objectives so that the employee can uphold these objectives when filling the three vacancies in his/her division). Once specific objectives are stated, different DEVELOPMENTAL ACTIVITIES may be considered to achieve these objectives. For further information, consult "A Manager's Guide to Individual Development Plans," Administrative Instruction 40 or the Employee Career Development and Training Division.</p>		

Figure 2-2 Sample Individual Development Plan

NAME (Last, First, MI)		DATE PREPARED		
PART C - DEVELOPMENTAL OBJECTIVES AND PLANNED DEVELOPMENTAL ACTIVITIES TO MEET OBJECTIVES (Continued)				
1. DEVELOPMENTAL OBJECTIVES (State the goal to be derived from the developmental activity or activities in as specific terms as possible. What knowledges, skills or abilities (KSAs) need to be obtained immediately to meet current objectives or to make performance more effective in the present position. Or identify specific areas in which the employee will need to gain competence in order to achieve the short or long range goals stated above. The Developmental Objectives should be stated in the order of priority. SES please see note on page 2.)	2. DEVELOPMENTAL ACTIVITY OR ASSIGNMENT (This may include On-the-Job Training, Rotational Assignments, Developmental Projects, Self Study Programs, Formal Training Programs, Conferences or Seminars.)	3. SOURCE (If possible, identify the organization that will provide the developmental activity.)	4. PROPOSED SCHEDULE (Developmental activity by quarter that reflects priority of immediate and long range needs.)	5. ACTION TAKEN (List actual action taken and date of completion.)

Figure 2-2 Sample Individual Development Plan

This form is to be completed by a representative of each activity. The information will be used to plan, program, and budget training for the next fiscal year. Sources of information for completing the survey include: the IDPs for employees in your activity; performance appraisals; mandatory training lists; anticipated changes in the workforce, technology, or the mission of the organization. Also consider that employees may need different types of training, such as initial, refresher, developmental, and training needed for anticipated organizational changes.

Section A. Write in the name of your activity.

Section B. Write the date the survey was completed.

Section C. List the courses or topics needed by employees in your activity.

Section D. List the estimated number of hours of training it will take to accomplish the training.

Section E. For each course/topic, indicate the number of people needing that type of training. Be sure to list the numbers by priority. The priority descriptions are given below:

Priority I: Essential. Training considered by management to be essential to mission accomplishment, and therefore must be completed during the upcoming training cycle; training needed to assure attainment of established performance objectives; training required to correct documented serious performance deficiencies; training required/mandated by law, regulation or higher authority.

Priority II: Needed. Training needed to provide for the systematic replacement of skilled employees; training that if omitted might impact adversely on the accomplishment of the mission during the next 2 or 3 fiscal years.

Priority III: Useful. Training that may be described as broadening in nature and that might be helpful in enhancing the overall performance level of employees already considered to be competent.

Section F. Using the codes given on the form (C = Classroom; O = On-the-Job; S = Self study (correspondence)), identify which method of training you recommend for that type of training. If you think a method other than those given would be more appropriate, write in the method. In addition, if you are aware of any sources for this training, write in the name of the source.

DeCA Form 88-44, Nov 1987

Figure 2-3 Activity Training Plan Format (Page 2 of 2)

Chapter 3

USE OF DD FORM 1556: TRAINING REQUEST, AUTHORIZATION, AND DOCUMENTATION

3-1. **PURPOSE.** This chapter describes the policy and procedures for requesting, authorizing, documenting, evaluating, and reporting training. The tool for these actions is the DD Form 1556, "Request Authorization, Agreement, Certification of Training, and Reimbursement." It is a multipurpose form designed to document all administrative processes associated with various types of training incidents. For example, the DD Form 1556 is used to nominate individuals for training, document approvals, cite funds, and document course completions and evaluations.

3-2. **RESPONSIBILITIES.**

a. HQ DeCA Directors/Office Chiefs, FOA Managers, and Region Directors or their designees will:

(1) As training Budget Holders/Fiscal Officers, certify funds are available to support training requested by employees under their charge and ensure the appropriate fund cite is entered on the training request and authorization document

(2) As Authorizing Official, approve/disapprove individual employee requests for training

(3) As supervisor/manager, ensure training needed to improve employee job skills and support DeCA workforce development is provided according to training plans and within budget limitations

b. HQ DeCA DP and Region Division of Personnel and Training (DP) Chiefs will certify, as Training Officers, that requested training meets regulatory requirements and, as Certifying Government Officials, that the costs entered on the training request form are accurate.

c. Region HQ Training Coordinators and Activity Training Coordinators (collateral duty assignment) at HQ DeCA Directorates and Staff Offices, FOAs, and commissaries will:

(1) assist managers/supervisors and employees with initial preparation of DD Form 1556.

(2) route forms as required for approval and/or further processing

(3) ensure appropriate copies of the form are forwarded to the servicing CPO to document course completion

d. Managers/Supervisors will:

(1) approve training requests for employees under their charge.

(2) complete Part III of DD Form 1556 (evaluation) after employees attend training.

e. Employees will:

(1) complete course evaluations and/or copies of DD Forms 1556 upon return to duty

after training

(2) refer any/all unresolved issues related to payment for training to the Activity Training Coordinator

(3) forward copy of the summary sheet of the DFAS TDY settlement voucher (DD Form 1351-2 or equivalent) to the HQ DeCA DP fund certifying authority after attending any HQS DeCA centrally-funded training events

3-3. **USES FOR THE DD FORM 1556.** The DD Form 1556 is a multi-use form for administering employee training. Appropriate uses of the form include those listed in Table 3-1 below.

■	To nominate/authorize an individual to attend a government or non-government course or training experience
■	To obligate funds and certify payment of approved training costs for an individual (or group of employees)
■	To authorize payment of group training tuition fees up to \$25,000 per training experience
■	To document continued service agreements
■	To document both trainees' and supervisors' evaluations of training experiences.
■	To document completion of training in employee official personnel files

Table 3-1 Uses for DD Form 1556

a. Versions of the Form. There are three versions of DD Form 1556 available: (1) ten-page “packet”; (2) ten- page continuous version with perforations for use with ADP equipment; (3) abbreviated, electronically generated version.

b. Required Approvals. All required signatures must be obtained on the DD Form 1556 **before** the employee attends training or makes any commitment to attend. Where direct costs are involved, this typically includes the employee’s manager/supervisor, the appropriate Region/DP representative, and the funding authority. This is a regulatory requirement which permits no waivers. DD Forms 1556 received for signature after the training has begun will be returned without signature to the respective activity. Any employee who attends training without an approved and certified DD Form 1556 has attended unauthorized training. In such cases, the employee and/or the manager/supervisor who sent the employee to training without the necessary approvals is responsible for *all expenses associated with* the unauthorized training.

c. Exception. For training that involves no payment of tuition or other fees to external vendors (i.e., DeCA administered training such as Basic or Advanced Commissary Operations Courses and Region-sponsored training events), the DD Form 1610 (Request and Authorization for TDY Travel) will serve as the document authorizing attendance at training.

(1) The DD Form 1610 will be prepared by the course or program sponsor and sent to the trainee in advance of the event.

(2) The training proponent will provide the trainees with DD Form 1556 at the training site. Once the front and back of the form have been completed, a copy will be made and given to each trainee. The original signature copy of the form will be forwarded by the sponsoring organization to the servicing CPO for inclusion in the employee's OPF and entry into the training data base.

3-4. **PROCESS.** The process for completing and routing DD Forms 1556 is illustrated in **Figure 3-1** and described in Tables 3-2 and 3-3 on the following pages.

**Before
Training**

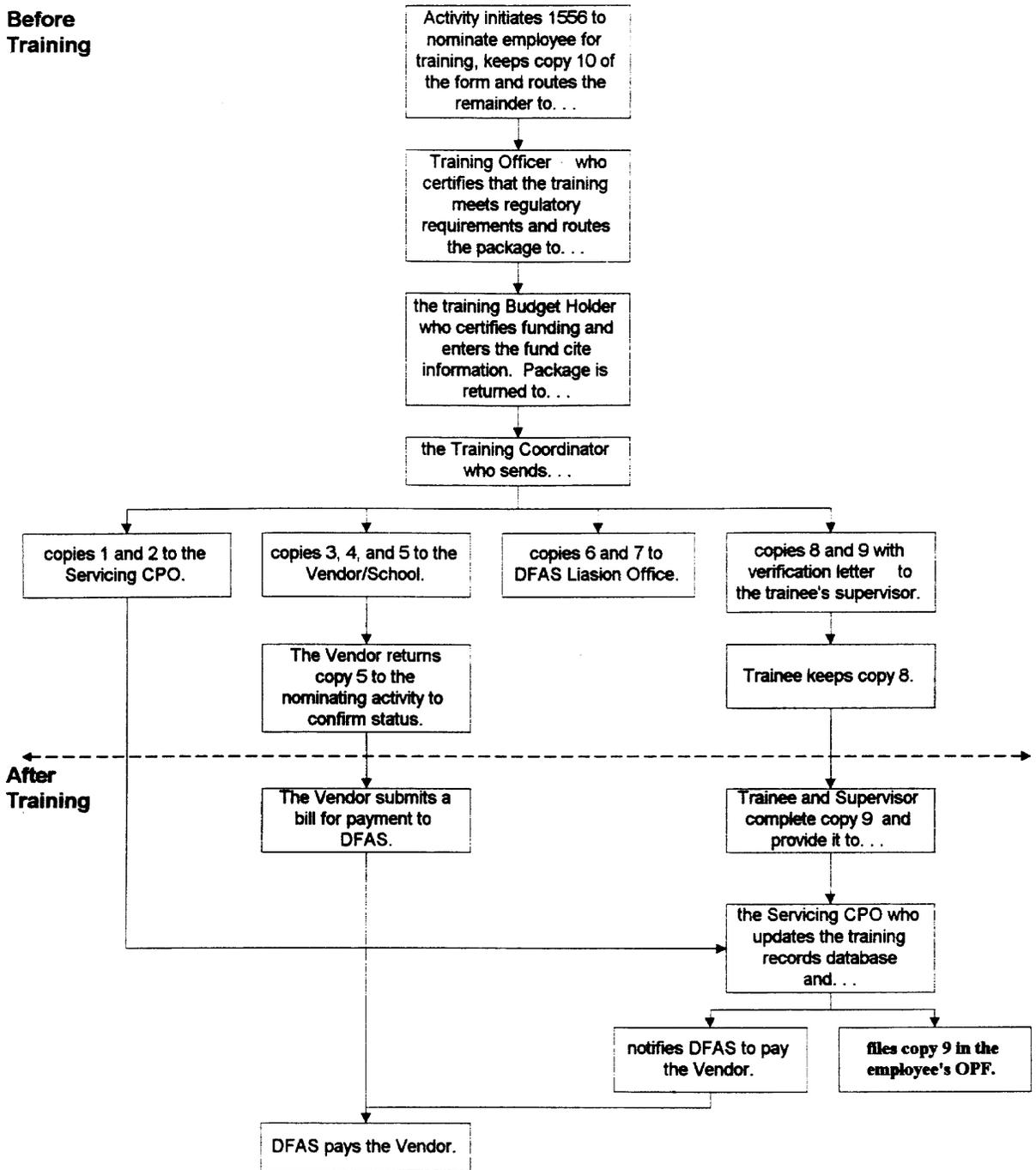


Figure 3-1 Process for Completion and Routing of DD Form 1556

<i>RESPONSIBILITY</i>	<i>BEFORE TRAINING</i>	<i>AFTER TRAINING</i>
Immediate Supervisor	<ul style="list-style-type: none"> Nominates employees for training Forwards DD 1556 to Training Coordinator Receives copies 8 and 9 of the DD Form 1556 from the Training Coordinator after the request has been approved 	<ul style="list-style-type: none"> Gives copy 9 of the DD Form 1556 to the employee to complete Fills in appropriate sections of copy 9 once the employee returns it Returns copy 9 to the Activity Training Coordinator (or at Region HQ, the Region Training Coordinator)
Training Coordinator	<ul style="list-style-type: none"> Forwards the DD Form 1556 to the training budget holder for financial approval Forwards DD Form 1556 to appropriate Authorizing Official for approval/signature (Blocks 33 & 34) Identifies the vendor and sends copies 3, 4, and 5 to the vendor Sends copies 8 and 9 and the verification letter to the trainee's manager/supervisor 	<ul style="list-style-type: none"> Forwards copy 9 to the CPO
Training Budget Holder/Fiscal Officer (or designee)	<ul style="list-style-type: none"> Certifies that funds are available to support training. 	
HQ Directors/Office Chiefs, FOA Managers, and Region Directors or their designees	<ul style="list-style-type: none"> Approves short-term training (less than 120 days) Certifies that training meets regulatory requirements 	
HQ DeCA DP or designee	<ul style="list-style-type: none"> Approves HQ DeCA centrally-funded training 	<ul style="list-style-type: none"> Forwards DD Forms 1556 to Region Training Coordinators
HQ DeCA Director	<ul style="list-style-type: none"> Approves HQ centrally-funded long-term training (120+ days) 	
CPO		<ul style="list-style-type: none"> Enters the data on training completion into the training information database Updates the trainee's OPF
Training Vendor/School Official	<ul style="list-style-type: none"> Receives copies 3, 4, and 5 Returns copy 5 to the nominating activity to confirm the status of the request 	

Trainee/Applicant	<ul style="list-style-type: none"> Attends training 	<ul style="list-style-type: none"> Fills in appropriate sections of copy 9 of the DD Form 1556 and gives it to the manager/supervisor Notifies local training coordinator of any unresolved payment issues
DFAS		<ul style="list-style-type: none"> Pays the vendor

Table 3-2 DD Form 1556 Process Responsibilities

3-5. DD FORM 1556 COMPLETION.

a. Responsibility. Table 3-3 below lists the persons who must complete items on the DD Form 1556 and identifies the items each must complete.

<i>ITEMS COMPLETED BY...</i>	<i>BEFORE TRAINING</i>	<i>AFTER TRAINING</i>
Local Training Coordinator	A-D, 1-14, 16-26	
HQ Directors/Office Chiefs, FOA Managers, & Region Directors or their designees (for internally-funded training of 120 days or less)	15, 33, 34	
Training Budget Holder/Fiscal Officer (or designee)	27, 29, 30, 37	38a, b, & c (Section D)
Immediate Supervisor	32	71-74; Section H, Copy 9
Training Vendor/School Official	35, 40-44	36
Trainee/Applicant	38 (Section E), 39 (for training that exceeds 80 hours)	48-70; Section H, Copy 9

Table 3-3 Persons Who Must Complete Items on the DD Form 1556

b. Instructions. A sample DD Form 1556 is shown on the following page. Refer to DeCAH 50-5, DeCA Training Handbook, for detailed instructions on completing the DD Form 1556.

This form was electronically produced by EDC/AFM/C/Trn/Map.

REQUEST, AUTHORIZATION, AGREEMENT, CERTIFICATION OF TRAINING AND REIMBURSEMENT							
A. Agency code and subelement, and submitting office number (10-10-1000)		B. Standard document number (Org identifier / FY / Doc. / type code / Serial number)		C. Request Status or Process Code (X one) (1) Initial (2) Resubmission (3) Correction (4) Cancellation		D. Amendment No.	
Section A - TRAINEE / APPLICANT INFORMATION							
1. Name (Last, First, Middle Initial) LEVEL, NOLA F.		2. 1st 3 letters of last name LEVEL		3. Social Security Number 000-00-0000		4. Ed. level 08	5. Continuous Federal Serv. a. Years 10 b. Months 8
6. Home Address (Street, City, State and ZIP Code) (optional) 2091 West State Street Heretown, VA 23805		7. Phone Numbers (include area code) a. Home (555) 931-6502		8. Position Title Commissary Management Specialist			
11. Organization Name Heretown Commissary		7. Phone Numbers (include area code) a. Home (555) 930-8888 b. Office 688-8888		9. Position Level (X one) a. Executive b. Manager GS-1144/02-12		10. Pay Plan / Series / Grade / Step (Rank / MOS / AFSC / or Navy Designator)	
12. Organization Mailing Address (include ZIP) 3091 South Avenue Heretown, VA 23801		13. Organization UIC DeCA/CE/HT		<input checked="" type="checkbox"/> c. Supervisory	14. Type of Appointment C	15. Post-Training Requirements	
		18. Are you handicapped or disabled? (X one) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		d. Non-Supervisory			e. Other (Specify)
Section B - TRAINING COURSE DATA							
17. Course Title Managing DeCA Employees							
18. Training Objectives (Benefits to be derived by the Government) To improve supervisory and personnel management skills.				19. Recommended Training Source, School or Facility a. Name DeCA Headquarters b. Mailing address (include ZIP) ATTN TRAINING OFFICER 1300 E AVENUE FT LEE VA 23801-1800			
20. Course Codes a. Purpose 3 f. Security Clearance U k. Training Program				c. Location of training site (if other than 19b) COMFORT INN, PRINCE GEORGE, VA			
b. Type 2		g. Allocation Status 1		i. Reason for Selection 1		21. Course hours (4 digits) a. Duty 0040	
c. Source D		h. Priority		23. Training Period (YYMMDD) a. Start 19980422		e. SAID 20000	
d. Special Interest 2		i. Training Level 4		b. Complete 19980426		b. Catalog / Course No.	
e. Training Vendor DECA		j. Method of Training 7		c. TOTAL 0040		c. Offering / TLN	
Section C - COST INFORMATION (Costs incurred and billed are not to exceed amount in item 30.)							
24. If training does not involve expenditures of funds other than salary, pay or compensation, skip the remainder of questions in Section C and X this box <input checked="" type="checkbox"/>							
25. Direct Costs a. Tuition cost 200.00		26. Indirect Costs (For information only) a. Travel cost 530.00		27. Accounting Classification 97X4930.5J00-460 p982.00 21.11 DPCLCN2 TRLCDPCD 224466 S033181			
b. Books, material, other costs		b. Per diem/other costs 350.00					
c. Total direct costs 200.00		c. Total indirect costs 880.00		28. Signature of Fiscal Officer (Follow local procedure) <i>[Signature]</i>			
d. Funding source		29. Labor Costs		30. Total of Direct & Indirect Costs 1,080.00			
31. Job Order No.		Section D - APPROVAL / CONCURRENCE / CERTIFICATION					
32. Supervisor: I certify training is job related and nominee meets prerequisites. (If not, attach waiver.)				33. Training Officer: I certify this training meets regulatory requirements.			
a. Typed Name (Last, First, Middle Initial) JOHNSON, WAVERLY F.		b. Phone number (include area code) (804) 734-9999		a. Typed Name (Last, First, Middle Initial) LAWSON, BRANFORD D.		b. Phone number (include area code) (804) 734-8802	
c. Signature & Title <i>[Signature]</i> Grading Dept Manager		d. Date 2-21-1998		c. Signature & Title <i>[Signature]</i> Employee Dev Specialist		d. Date 2-20-1998	
34. Authorizing Official a. Action (X one) <input checked="" type="checkbox"/> (1) Approved <input type="checkbox"/> (2) Disapproved				35. Course Acceptance (To be completed by school official) a. Accepted <input type="checkbox"/> c. School Official Signature			
b. Typed Name (Last, First, Middle Initial) ZEN, MICHAEL J.		c. Phone number (include area code) (804) 734-9802		b. Not Accepted <input type="checkbox"/> d. Date			
d. Signature & Title <i>[Signature]</i> Commissary Officer		e. Date 2-21-1998		36. Course Completion (To be completed by school official) a. If course was not completed, X this box, leave this section blank, and return this form with an explanation memo. <input type="checkbox"/>			
37. Billing Instructions (Identify discount terms. Furnish original invoice and 3 copies to: DEFENSE FINANCE AND ACCOUNTING SERVICE DFAS-CO-LCNB PO BOX 39016 COLUMBUS OH 43236-9016				d. Signature & Title			
				38. Certifying Government Official a. I certify that this account is correct and proper for payment in the amount of: \$			
				b. Signature		c. Date Signed 2-20-1998	
				d. DSSN Number		e. Check Number	
				f. Voucher Number			

DD Form 1556, MAR 87

Previous edition may be used until exhausted.

DoD exception to SF 182 approved by GSA / IRMS 11-86.

Figure 3-2 Sample DD Form 1556

Chapter 4

MANDATORY TRAINING REQUIREMENTS

4-1. **PURPOSE.** This chapter identifies all training considered mandatory for DeCA employees. Sources of authority for mandatory training include Federal law, Federal regulations, State regulations, DoD directives, and DeCA directives.

4-2. **RESPONSIBILITIES.**

- a. Functional Proponents/Office of Primary Responsibility (OPR) will:
 - (1) identify the target audience requiring training
 - (2) plan, program, and budget for required training
 - (3) identify appropriate training sources
 - (4) coordinate with Activity Training Coordinators, Region HQ Training Coordinators, or HQ DeCA DP, as appropriate, to schedule, procure, and deliver appropriate mandatory functional training to DeCA employees

- b. Activity Managers/Commissary Officers will:
 - (1) schedule all employees under their authority for mandatory training courses within specified time limits
 - (2) document mandatory training completions on the Consolidated Training Record, DeCA Form 50-47 (see Chapter 1).

- c. HQ DeCA DP, Activity Training Coordinators, and Region HQ Training Coordinators will:
 - (1) Assist functional proponents/OPR in identifying training sources, scheduling training in appropriate facilities, and procuring instructors and course materials, as required
 - (2) process applications for course attendance as required
 - (3) monitor mandatory training completions for the activities they support
 - (4) ensure records of training completions are forwarded to the servicing CPO for inclusion in participants' OPFs

4-3. **REQUIRED TRAINING.** Laws and/or regulations initiate or change programs which affect Federal employees. Often they require employees to receive specific kinds of training. DoD, HQ DeCA, regions, and activities may also require specific training for employees. In addition, formal career and training programs may require certain training of some employees.

4-4. **MANDATORY TRAINING REQUIREMENTS.** Table 4-1 lists mandatory training courses for DeCA employees. The table is divided into eight columns which provide information relative to mandatory training. A brief description of the contents of each column is provided below.

- a. Course Title. The first column identifies the title of the course.
- b. Target Population. The second column identifies employees who must be trained.
- c. Mandatory Citation. The third column identifies the document which makes the training mandatory (e.g., Federal regulations or DeCA directive)
- d. Office of Primary Responsibility (OPR) for Training Administration and Delivery. The fourth column identifies the office within DeCA responsible for the administration and delivery of the mandatory training to employees.
- e. Training Method. The fifth column describes the recommended method of delivery for the mandatory training.
- f. Frequency. The sixth column identifies the required (or recommended) duration of the training session and how often the training must be delivered.
- g. Documentation of Training. The seventh column describes the form of documentation to be maintained for each employee who has completed the mandatory training.
- h. Functional OPR. The last column identifies the office with functional responsibility for the mandatory training course.

4-5. **PROOF OF COMPLETED TRAINING.** Mandatory training will be documented on DD Form 1556 or a DeCA Training Roster as appropriate (see Chapter 1). To satisfy periodic reporting requirements, activity managers must maintain copies of DeCA Training Rosters and/or DD Forms 1556 for mandatory training.

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/ Duration	Documentation of Training ¹	Funct. OPR
Ethics	All employees	DoD Regulation 5500.7, the Joint Ethics Regulation (Standards of Conduct)	Office of General Counsel	Videotape	Once for every employee. Annually for those who must complete a financial disclosure statement (duration not specified)	DeCA Training Roster	DeCA HQ (GC)
Prevention Of Sexual Harassment (POSH)	All employees	DeCA Directive 50-9 established pursuant to DoDD 1440.1 The DoD Civilian Equal Employment Opportunity Program and DoD Memorandum dated 12 Jul 91 on "DoD Strategies to Eradicate Sexual Harassment in the Military and Civilian Environment"	Office of EEO at DeCA HQ. RHEMs for regions and commissaries	Videotape	Once (duration not specified)	DeCA Training Roster	HQ DeCA (EEO)

¹ Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct. OPR
Freedom of Information Act (FOIA) and Privacy Act	All employees	DeCAD 30-12	DeCA HQ (SA) for DeCA HQ and ESC. Regions for region and commissary personnel	Classroom, videotape	Annually (one to two hours)	DeCA Training Roster	DeCA HQ (SA)
Directives, Records, Forms, and Office Copier Management	All persons who are responsible for managing directives, forms, records, and office copiers	Referenced in DeCAD 30-1, 30-2, 30-5, and 30-14	DeCA HQ (SA) for DeCA HQ and Region personnel. Region personnel provide training to store personnel as necessary.	Classroom. Directives, forms, office copier, records management, & written communications are delivered as parts of a single "course."	As needed (one-hour course)	DeCA Training Roster	DeCA HQ (SA)
Travel Monitors' and Travelers' Responsibilities	All persons who have assignments as travel monitors	DeCAD 30-3, July 31, 1992 in compliance with DoD Directive 5105.55	Region	Briefings, videotape	Once (duration not specified)	DeCA Training Roster	DeCA HQ (SA)
Quality Awareness	All employees	DeCA Quality Council Policy	DeCA HQ (PL) for DeCA HQ personnel. Trained trainers for region and commissary personnel	Briefing	Annually (four hours)	DeCA Training Roster	DeCA HQ (PL)
Quality Management Board Training	Original members assigned to Quality Management Board. Subsequent members receive OJT.	Required by DeCA Quality Council	Region certified trainers	Classroom and/or OJT	Upon assignment to Quality Management Board (six to eight hours)	DeCA Training Roster	DeCA HQ (PL)

¹Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct. OPR
Process Action Team (PAT) Training	Members assigned to a Process Action Team	Required by DeCA Quality Council	Region certified trainers	Classroom	Upon assignment to PAT (three-day course)	DeCA Training Roster	DeCA HQ (PL)
Quality Awareness: Train-the-Trainer	Designated Region trainers	Required by DeCA Quality Council	DeCA HQ (PL)	Classroom	As required (two-week course)	DeCA Training Roster	DeCA HQ (PL)
Managing DeCA Employees	All supervisors	DeCA policy, this directive	DeCA HQ (DP)	Classroom (DeCA HQS and on-site) DeCA HQS centrally funded.	Once, within 6 mo of first supy appt (one-week course)	DD Form 1556	DeCA HQ (DP)
Leading DeCA Work Teams	All supervisors and work leaders	DeCA policy, this directive	DeCA HQ (DP)	Classroom (DeCA HQS and on-site) DeCA HQS centrally funded.	Once: Leaders within six months of assuming first lead position; supervisors within one year of appointment (32-hour course)	DD Form 1556	DeCA HQ (DP)
Managing Your EEO Responsibilities	All supervisors and work leaders	Executive Order 12674, 12 April 89	DeCA HQ (DP)	Classroom (DeCA HQS and on-site) DeCA HQS centrally funded.	Once: Supervisors within 1 year of appointment; leaders within 6 months of assuming first lead position (8 Hours)	DD Form 1556	DeCA HQ (EEO)

¹ Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct. OPR
Valuing and Managing Diversity	CONUS Supervisors and Managers	DeCAD 50-10.	DeCA HQ (EEO)	Lecture, guided discussion, briefing in Advanced Commissary Operations Course (Note Other courses may be substituted.)	Once (one-hour course)	DD Form 1556	DeCA HQ (EEO)
Basic Commissary Operations Course	New personnel unfamiliar with the retail food business. Grocery, meat, produce and customer service department managers. Personnel who need to be retrained.	DeCA Policy pending completion of DeCAD 50-18	DeCA HQ (DP)	Classroom (DeCA HQS and on-site) DeCA HQS centrally funded.	Once, as soon as possible after joining DeCA and assignment as department manager (two-week course)	DD Form 1556	DeCA HQ (DX)
Advanced Commissary Operations Course	Commissary Officers, Assistant Commissary Officers, and Store Managers	DeCA Policy DeCAD 50-18	DeCA HQ (DP)	Classroom (DeCA HQS and on-site) DeCA HQS centrally funded.	Once. No sooner than three years after completing Basic Commissary Operations Course (Basic Course is not a prerequisite.) (two-week course)	DD Form 1556	DeCA HQ (DX)

¹ Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct. OPR
Defense Acquisition Workforce Improvement Act (DAWIA) Specialized Courses	Members of acquisition workforce	DeCAH 10-2	Defense Acquisition University (a consortium of training providers)	Correspondence, Resident, and On-site (centrally funded).	Refer to DeCAH 10-2	DD Form 1556; completions will also be entered into ATRRS.	DeCA HQ (AM)
EPA - Asbestos Abatement	HQ DF Civil/Environmental Branch personnel	EPA and State regulations	DeCA HQ (DFD)	University extension short courses	When initially assigned and periodic recertification (duration not specified)	DD Form 1556	DeCA HQ (DFD)
EPA-Lead-based Paint Abatement	HQ DF Civil Environmental Branch personnel	EPA and State regulations	DeCA HQ (DFD)	University extension short courses	When initially assigned and periodic recertification (duration not specified)	DD Form 1556	DeCA HQ (DFD)
EPA - Energy/Pollution Management	Office Building Manager, Commissary Store Manager, or Commissary Officer	DeCAD 20-6 Energy Pollution Act of 1992	DeCA HQ (DF)	Classroom (included in BCOC and ACOC)	Once (duration not specified)	DD Form 1556	DeCA HQ (DF)

¹Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct. OPR
Quality Surveillance Representative (QSR)	Refrigeration/HVAC Maintenance QSR and QSR alternate	DeCAD 20-3	DeCA HQ (DF)	Classroom	Upon appointment as an QSR and annual refresher (duration not specified)	DD Form 1556	DeCA HQ (DF)
Safety - Hazard Communications (Chemical Safety)	Employees whose work carries the possibility of exposure to hazardous materials	DeCA Directive 30-17, August 31, 1993; OSHA 900.1200; Code of Federal Regulation, parts 1900 - 1910	Region Safety Office or identified expert	DoD Federal Hazard Communications Training Program: Film TDT 20-287, PIN 505215 Trainer's Guide: 6050.5-G-1 Student Workbook: DoD 6050.5-W/ May be provided by Host facility Safety Services Office.	Once, if a new hazardous material is introduced to the workplace, additional training is required. (duration not specified)	DeCA Form 40-35, "Employee Safety and Health Record"	
Safety - Material Handling Equipment (Forklift etc.)	All DeCA employees whose work requires the operation or use of material handling equipment	DeCA Directive 30-17, August 31, 1993; OSHA CFR 1910.178	Region Safety Office or identified expert	Demonstration and practice	Once, if new equipment is introduced, additional training is required. (duration not specified)	Use DeCA Form 40-35, "Employee Safety and Health Record"	

¹ Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Course Title	Target Population	Mandatory Citation	OPR for Training Admin & Delivery	Training Method	Frequency/Duration	Documentation of Training ¹	Funct.
Safety - Personal Protection Equipment (respirator, gloves, hard toed shoes, face shield, goggles, ear protectors, etc.)	Employees using personal protection equipment	DeCA Directive 30-17, August 31, 1993; OSHA 1910.132; 1910.133; 1910.134; 1910.135	Region Safety Office or identified expert.	Bracing, demonstration, practice	Once; if new equipment is introduced, additional training is required. (duration not specified)	Use DeCA Form 40-35, "Employee Safety and Health Record"	DeCA HQ (SA & DO)
Auditor's Training Course	Auditors	Government Auditing Standards	DeCA HQ (IR)	Classroom	Every two years (80 hours)	DD Form 1556	DeCA HQ (IR)

¹Send copy of DeCA Training Roster (Figure 1-1, Chapter 1) or DD Form 1556 (refer to Chapter 3) to the Servicing CPO (through the appropriate channels) for inclusion in the attendee's Official Personnel File.

Table 4-1 Mandatory Training Requirements for DeCA Employees

Chapter 5

ATTENDANCE AT FORMAL TRAINING COURSES

5-1. **PURPOSE.** This chapter establishes policies governing attendance of short formal training courses in both government and non-government training facilities. It is DeCA's policy to provide funding for attendance at short formal training courses when the content of the courses is related to DeCA's mission.

5-2. **DEFINITION.**

Formal training course. A fully-funded training experience of less than 120 days for which DeCA bears all expenses (salary, travel, per diem, and tuition/registration fees) for an employee to attend a course on a full-time basis in a government or non-government facility. Examples of formal training courses include OPM courses, courses sponsored by private sector organizations, and various governmental agencies. (See DeCA Training Handbook for information on training courses available from both government and non-government sources.).

5-3. **SELECTION AND ASSIGNMENT FOR TRAINING.**

a. **General.** Both managers and employees are responsible for identifying and planning training experiences required for job performance and career enhancement. Proposed attendance at formal training courses should be recorded on the employee's IDP so activity managers/commissary officers can plan, budget, and obtain course quotas to meet programmed training needs. (See Chapter 2 of this directive.)

b. **Use of Non-Government Facilities.** DeCA may, at its discretion, make agreements or other arrangements for the training of employees by, in, or through non-Government facilities. When selecting a non-Government facility for training, managers/supervisors will consider the ability of the facility to meet the training needs of Agency employees effectively, economically, and in a timely fashion.

c. **Use of Foreign Training Facilities by Overseas Commands.** In foreign areas, the DeCA European Region Director and/or Western/Pacific Region Director (or their designees) may determine the eligibility of a foreign institution to provide training services for their employees by consulting the Department of State and other Federal agencies in the area. OCONUS activities will prepare requests with needed information and forward them to the Region for decision.

d. **Training Quotas.** Once training needs are identified and recorded in employee IDPs, Activity Training Coordinators will assist employees and managers in obtaining spaces/quotas in required courses. (See DeCA Training Handbook for training sources.)

e. **Funding.** Managers/supervisors are responsible for funding all costs associated with attendance at short formal training courses except for the following courses which are centrally funded/managed by HQ DeCA DP. (Refer to Chapter 1 of this directive.)

- (1) Commissary Functional Courses: Basic and Advanced Commissary Operations.
- (2) DeCA Supervisory/Leadership Courses: Managing DeCA Employees and Leading DeCA Work Teams.
- (3) EEO Course: Managing your EEO Responsibilities.

- (4) OPM Executive/Managerial Training Courses.
- (5) Cornell correspondence courses.
- (6) Defense Acquisition Workforce Improvement Act (DAWIA) mandated training.
- (7) Required formal training courses for Commissary Management Specialist interns.
- (8) Defense Acquisition Workforce Improvement Act (DAWIA) courses.

f. Procurement of Training. DD Form 1556 is used to request, authorize and document training attendance. For DeCA centrally-funded OPM, Cornell, DAWIA, and intern courses, a completed DD Form 1556 will be forwarded to HQ DeCA DP for approval/funding. (See chapter 3 of this directive.) For other than centrally-managed training, employees will work through their Activity Training Coordinators to apply and pay for formal training courses.

5-4. OTHER GOVERNMENT SPONSORED (INTERAGENCY) TRAINING COURSES.

DeCA will assign its employees to available interagency training which results in better training, improved service, or savings to the Government. A number of interagency training facilities exist to meet common training needs not addressed by OPM's program offerings. Table 5-1 identifies types of training for which specific Federal agencies have proponency under the authority of law, presidential directive, or as a result of coordination between the offering agency and OPM. Contact training proponents for specific information and application instructions on current training course offerings.

5-5. COURSE COMPLETIONS/DOCUMENTATION. See Chapter 1 of this directive.

<i>SUBJECT OF TRAINING</i>	<i>AGENCY SPONSOR</i>
<ul style="list-style-type: none"> • Auditor training 	<ul style="list-style-type: none"> • USDA Graduate School, Department of Agriculture
<ul style="list-style-type: none"> • Civilian employee travel, space utilization, and property management training 	<ul style="list-style-type: none"> • General Services Administration
<ul style="list-style-type: none"> • Procurement training 	<ul style="list-style-type: none"> • Federal Acquisition Institute, General Services Administration
<ul style="list-style-type: none"> • Legal training 	<ul style="list-style-type: none"> • Legal Education Institute, Department of Justice
<ul style="list-style-type: none"> • Safety training 	<ul style="list-style-type: none"> • Occupational Safety and Health Administration, Department of Labor
<ul style="list-style-type: none"> • Foreign language training 	<ul style="list-style-type: none"> • Foreign Service Institute, Department of State

Table 5-1 Types of Training for Which Specific Federal Agencies Have Proponency

Chapter 6

PROFESSIONAL MEETINGS, CONFERENCES, AND SYMPOSIA

6-1. **PURPOSE.** This chapter describes DeCA policy and procedures for using training funds to cover costs associated with attending professional meetings, conferences, and symposia. Such events can provide important opportunities for exchanging information relevant to the conduct or management of Agency programs. It is DeCA's policy to sponsor an employee's attendance at meetings, conferences, and symposia when the primary purpose of the event is training or development; the content is pertinent to DeCA's mission, functions, and activities; and attendance will result in improvements in the conduct, supervision, or management of work activities.

6-2. **GENERAL.**

a. In general, DeCA encourages employees to identify professional development opportunities available through conferences, provide their managers/supervisors with information about the associated costs and benefits of attending such events, and participate in such conferences sponsored by professional organizations as needed to:

- (1) acquire information needed in the performance of official duties
- (2) help maintain state-of-the-art professional knowledge and abilities by keeping abreast of developments in their areas of responsibility
- (3) brief or instruct other meeting attendees on DeCA's mission or functions.

b. Individual employees are responsible for identifying professional development opportunities from which they stand to gain significant developmental benefit and to discuss such opportunities with their managers/supervisors. (Refer to Chapter 2 of this directive for information on developing IDPs.) Managers/supervisors will review advance information made available to them on the purpose and costs of specific conferences. Proposed attendance at professional conferences should (assuming sufficient advance notice of the event) be recorded on the employee's IDP so that activity managers/commissary officers can program for the anticipated costs of employee attendance. Activity Training Coordinators, Region Training Coordinators, and HQ DeCA DP will support the process by ensuring that attendance requirements are reflected in annual training plans and budgets prepared for assigned activities.

6-3. **CONFERENCES AS TRAINING ACTIVITIES.** Activity managers/commissary officers or their designees are authorized to approve civilian attendance at professional conferences. They are responsible for determining if specific conferences qualify as training on a case-by-case basis and approving attendance by employees when appropriate. In determining whether a conference is a training activity, approving authorities must consider the announced purposes and methods of the program and DeCA's purpose in authorizing employees to participate. An employee's attendance at a such a program may be sponsored by DeCA as a developmental assignment when the program has the following characteristics:

- a. The program represents a special or unique training/development opportunity not available through other channels at a lower cost.
- b. The content of the program is relevant to DeCA's mission, functions, or activities and will benefit the employee.

c. The program emphasizes discussion and interaction among attendees and speakers for the purpose of exchanging information.

d. Employees will attend as official representatives of the Agency or as contributors to the program's agenda.

6-4. **FUNDING.** Activity managers/commissary officers are responsible for planning, programming, and budgeting for costs associated with employees attending conferences for purposes of staff training and development.

a. **Fiscal Responsibility.** Activity managers and other approving authorities are expected to exercise strict fiscal responsibility when selecting conference sites and scheduling employee attendance. The benefits of participation should be weighed carefully against the direct and indirect costs to the Agency.

(1) **Costs.** Both direct costs (e.g., conference fees and travel and per diem expenses) and indirect costs (e.g., loss of time that would otherwise have been spent by employees in completing work assignments) must be considered.

(2) **Benefits.** The mission-related benefits to the Agency from having employees attend specific conferences should be evaluated on a case-by-case basis in terms of the purpose and agenda of the conference as well as the qualifications and responsibilities of employees who will attend.

(3) **Minimizing Travel Costs.** Wherever possible, travel costs should be minimized by designating employees who work at or near conference sites as conference participants. When the same conference is being held at multiple locations, employee attendance should (whenever possible) be scheduled for the location which costs the Agency the least amount of money for travel and per diem.

b. **Travel and Other Expenses.** Payment of travel, subsistence, and other expenses related to attendance at meetings and conferences is authorized in accordance with the current Joint Travel Regulations (JTR) and Chapter 1 of this directive.

6-5. **APPLICATION PROCEDURES.**

a. The DD Form 1556 will be used to request, authorize, approve, and certify employee attendance at professional conferences when these activities have as their primary purpose the enhancement of mission-related knowledge and skills. Chapter 3 of this directive provides information on the use of DD Form 1556.

b. Meetings, conferences, and symposia attended for other than raining/development purposes are authorized/funded on DD Form 1610, Request and Authorization for TDY Travel of DOD Personnel.

Chapter 7

CORRESPONDENCE COURSES

7-1. **PURPOSE.** This chapter describes DeCA policy and procedures for the use of correspondence courses to provide opportunities for employees to gain valuable knowledge and skills at times and paces that are convenient to the learner. In addition, this type of training is particularly cost-effective since it involves no travel and per diem expenses. It is DeCA's policy to encourage the use of correspondence courses when the content is pertinent to DeCA's mission, functions, and activities, and when it is evident that developmental benefits (e.g., improvements in the conduct, supervision, or management of work activities) will be derived from employee participation.

7-2. **RESPONSIBILITIES.**

a. HQ DeCA DP will:

- (1) Budget for Cornell University food industry-related correspondence courses for employees at all DeCA organizational levels.
- (2) certify funds and enter fund cite information in Blocks 25 - 30 of DD Form 1556.
- (3) Provide copies of completed DD Form 1556 to Budget Liaison Office and to Activity Training Coordinators.
- (4) Maintain a file of employees who are enrolled in correspondence courses.

b. Activity Managers/Commissary Officers will:

- (1) plan, program, and budget for correspondence courses (other than Cornell food industry courses) as needed
- (2) work with employees' managers/supervisors on the allowance and distribution of work hours as study time for correspondence courses, when appropriate (see paragraph 7-7).

c. Managers/Supervisors will:

- (1) ensure that the educational opportunities available via correspondence courses are represented in employee IDPs when appropriate (refer to Chapter 2 of this directive for information on developing IDPs)
- (2) initiate application procedures for correspondence courses for employees
- (3) work with the activity manager/commissary officer on the allowance and distribution of work hours as study time for correspondence courses

d. HQ DeCA DP and Region HQ Training Coordinators will:

- (1) maintain a list of correspondence courses available to DeCA employees
- (2) Maintain information on correspondence courses such as sources, course

descriptions, and application procedures

(3) assist activity managers/commissary officers in planning and programming training for employees via correspondence courses

(4) ensure that documentation verifying the employee's successful completion of a correspondence course is forwarded to the servicing Civilian Personnel Office

7-3. **GENERAL.** DeCA encourages personnel to enroll in correspondence courses to acquire knowledge and skills needed in the performance of mission-related duties.. However, DeCA will not pay for correspondence courses when the sole purpose of the program is to help an employee earn an academic degree (refer to the Chapter 8, Tuition Assistance, for details).

7-4. **APPLICATION.** Employees must use DD Form 1556 to apply for a correspondence course. (Refer to Chapter 3 of this directive for guidance on completing the DD Form 1556.) In addition, it may also be necessary to complete an application form provided by the organization offering the course. Following are procedures for processing a correspondence course application:

KEY PROCESS STEPS	RESPONSIBILITY
1. Initiate DD Form 1556/request for Correspondence Course. This address should be placed in block 37, Billing Instructions: Defense Finance & Accounting ATTN: DFAS-CO-LCNB P.O. Box 369016 Columbus, OH 43236-9016	Employee, assisted by Activity Training Coordinator (at stores, HQ DeCA, or Field Operating Activities (FOA)) or Region Training Coordinator
2. Certify that the training is mission-related and that employee meets prerequisites (sign in Block 32, DD Form 1556)	Employee's manager/supervisor
3. Certify local approval of training (sign in Block 34, DD Form 1556)	Commissary Officer/Activity Manager (local Authorizing Official)
4. Certify that requested training meets regulatory requirements (sign in Block 33, DD Form 1556)	<ul style="list-style-type: none"> • At Stores and Region HQ: Region DP Chief or designee (Region Training Coordinator) • At HQ DeCA or FOA: HQ DeCA DP
5. Certify funds availability and enter fund cite information (complete Blocks 25 through 30, DD Form 1556)	Training Budget Holder/Fiscal Officer or designee
6. Distribute copies of approved DD Form 1556 as required: -- copies 3, 4, and 5 are sent to Vendor (School): Cornell University Home Study Program Department of Agricultural, Resource, and Managerial Economics	<ul style="list-style-type: none"> • At Stores and Region HQ: Region Training Coordinator • At HQ DeCA or FOA: Activity Training Coordinator

<i>KEY PROCESS STEPS</i>	<i>RESPONSIBILITY</i>
College of Agriculture and Life Sciences 247 Warren Hall Ithaca, NY 14853-7801 Phone (COM) (607) 255-3028 Fax (607) 255-9984 -- copies 6 and 7 are sent to DFAS Liaison Office -- copies 8 (employee's copy) and 9 (course evaluation) are returned to employee	
7. Complete the course materials in a timely manner. (Cornell University will mail course information directly to the student.) Return materials to Cornell.	Student
8. Document successful completion of class with -- a Cornell certificate of completion -- completed copy 9 of DD Form 1556 (course evaluation)	<ul style="list-style-type: none"> • At stores and HQ DeCA or FOA: Employee provides documentation to Activity Training Coordinator, who routes documents to servicing CPO • At Region HQ: Employee provides documentation to Region Training Coordinator, who routes documents to servicing CPO
9. Enter completion data into automated training data base and update employee OPF with copies 1, 2, and 9 of DD Form 1556	Servicing CPO

7-5. **FUNDING.** DeCA Headquarters central funding is available for food industry related correspondence courses. However, funding for other mission-related correspondence courses is the responsibility of activity managers/commissary officers (refer to Chapter 2 for information on planning and programming training).

7-6. **SOURCES.** HQ DeCA DP and Region Training Coordinators will maintain a list of correspondence courses available to DeCA employees along with information on the requirements and application procedures for each. Two sources of food industry correspondence courses commonly used by DeCA employees (NISC and Cornell) are described in DeCAH 50-5, DeCA Training Handbook. Self-study courses are also offered by universities, professional organizations, commercial organizations, and Government and military service schools. Requirements and procedures for each program vary and must be investigated individually.

7-7. **USE OF DUTY TIME TO STUDY.** Unless DeCA requires the employee to take the course based on a determination that it is the best or only way to (1) bring the employee's performance up to an acceptable level or (2) prepare an employee to perform new duties required for the current position, the employee must take the course during off-duty hours. In cases where the employee is permitted to use duty time to study, the employee's immediate manager/supervisor together with the activity manager/commissary officer will decide how much time will be allowed and how the study hours will be distributed; e.g., two hours per day for 30 days or one hour per week for 12 months. Chapter 1 of this directive provides details on the conditions under which training time is compensated as hours of work.

7-8. **COURSE COMPLETION.**

a. Failure to Complete. If an employee fails to complete a correspondence course for which DeCA has paid the expenses, the employee will be responsible for repaying the costs of the training unless:

(1) the employee was removed from training by his/her manager/supervisor for duty related reasons

(2) unforeseen circumstances beyond the control of the employee (e.g., extended illness) prevented the employee from completing the training as scheduled.

b. Exception. HQ DeCA (Executive Director for Support) retains the authority to review and approve waiver of training cost repayment by the employee on a case-by-case basis.

Chapter 8

TUITION ASSISTANCE

8-1. **PURPOSE.** This chapter establishes policy and procedures governing DeCA's educational tuition assistance program for civilian employees. It is DeCA's policy to provide tuition assistance for employees taking mission-related courses through state-accredited institutions of higher learning. However, Federal law prohibits the Agency from providing tuition assistance to employees for the sole purpose of obtaining an academic degree.

8-2. **RESPONSIBILITIES.**

- a. Activity Managers/Commissary Officers will:
 - b. determine if specific courses qualify for tuition assistance on a case-by-case basis and approve attendance by employees when appropriate
 - c. plan, program, and budget for employee tuition assistance for purposes of staff training and development.
 - d. Managers/Supervisors will ensure courses requiring tuition assistance are included in employee IDPs. (Refer to Chapter 2 of this directive for information on developing IDPs.)
 - e. HQ DeCA DP, Region HQ Training Coordinators, and Activity Training Coordinators will assist activity managers/commissary officers in planning, programming and budgeting for tuition assistance as identified in employee IDPs.
 - f. Employees will initiate DD Form 1556 to apply for tuition assistance.

8-3. **APPLICATION PROCEDURES.** Employees will use DD Form 1556 to apply for tuition assistance and route it as required for approval and funding certification. DeCA will pay tuition assistance only for training that is approved prior to the employee enrolling in the class. Detailed instructions for preparing DD Form 1556 are provided in Chapter 3 of this directive. Key process steps and responsibilities are outlined in Table 8-1.

<i>KEY PROCESS STEPS</i>	<i>RESPONSIBILITY</i>
1. Initiate DD Form 1556/request for tuition assistance; attach course description and justification showing how training is mission related.	<ul style="list-style-type: none"> • At stores, HQ DeCA, and FOA: Employee, assisted by Activity Training Coordinator • At Region HQ: Employee, assisted by Region Training Coordinator
2. Certify that training is mission-related and employee meets prerequisites (sign in Block 32, DD Form 1556)	Employee's manager/supervisor
3. Certify local approval of tuition assistance request	Commissary Officer/Activity Manager

KEY PROCESS STEPS	RESPONSIBILITY
(sign in Block 34, DD Form 1556)	(Training Budget Holder or designee)
4. Certify that requested training meets regulatory requirements (sign in Block 33, DD Form 1556)	<ul style="list-style-type: none"> • At stores: Commissary Officer • At Region HQ: Region DP Chief or designee (Region Training Coordinator) • At HQ DeCA and FOA: HQ DeCA DP
5. Certify funds availability and enter fund cite information (complete Blocks 27, 29, and 30, DD Form 1556)	Training Budget Holder/Fiscal Officer or designee
6. Distribute copies of approved DD Form 1556 as required: -- copies 1 and 2 are sent to servicing CPO (for filing in employee OPF after class completion) -- copies 3, 4, and 5 are sent to Vendor (School) -- copies 6 and 7 are sent to DFAS Liaison Office -- copies 8 (employee's copy) and 9 (course evaluation) are returned to employee with a reproduction of copy 1 (for use when registering for class)	<ul style="list-style-type: none"> • At stores: Activity Training Coordinator • At Region HQ: Region Training Coordinator • At HQ DeCA and FOA: Activity Training Coordinator
7. Document successful completion of class (grade of "C" or better):* -- copy of final grade report -- completed copy 9 of DD Form 1556 (course evaluation) *(For classes not successfully completed, refer to instructions provided in paragraph 12-8 c., of this chapter.)	<ul style="list-style-type: none"> • At stores, HQ DeCA, and FOA: Employee provides documentation to Activity Training Coordinator, who routes documents to CPO • At Region HQ: Employee provides documentation to Region Training Coordinator, who routes documents to CPO
8. Enter completion data into automated training data base and update employee OPF with copies 1, 2, and 9 of DD Form 1556	Servicing CPO

Table 8-1 Applying for Tuition Assistance for Mission-Related Courses

8-4. **APPROVAL.**

a. Acceptance Criteria.

(1) Minimum criteria. Applications for tuition assistance must, at a minimum, meet all of the following criteria in order to be accepted for consideration:

(a) the applicant is a full- or part-time employee who has worked for DeCA six continuous months

(b) the applicant's DD Form 1556 is properly completed and accompanied by a justification for the training and a course description.

(c) the academic course is mission-related, i.e., provides knowledge, skills, and abilities the employee will use to perform current (or near-future) job duties or to support the Agency's projected needs and mission requirements

(d) the school offering the course is a state-accredited institution of higher learning

(e) the training request is submitted and approved prior to enrollment in the class

(f) no comparable educational or training program offered by the Government is available to the employee at a lower cost

(g) the cost of tuition is not more than \$210 per credit hour for undergraduate courses or \$250 per credit hour for graduate courses. (NOTE: This is the maximum amount that DeCA will pay toward these expenses. If actual costs are more than this, the employee must pay the difference. If costs are less than the maximum allowable, DeCA pays the lesser amount.)

(h) the fees are not more than those charged all other accepted students

(i) the course is conducted during the employee's off-duty hours.

(2) Additional factors. Even if the minimum criteria are met, DeCA reserves the right to deny requests based on factors such as limitations on available funding and competing training priorities or mission requirements.

b. Restrictions. Tuition assistance will not be provided to employees solely for the purpose of allowing them to:

(1) obtain one or more academic degrees,

(2) obtain an academic degree to qualify for appointment to any position for which the degree is a basic requirement,

(3) or qualify for a promotion if another employee within the Agency is fully qualified, available within a reasonable distance, and equal in ability and suitability

c. Exceptions. All full- or part-time employees who have worked for DeCA for six continuous months are potentially eligible for tuition assistance for courses that lead to a Graduate Equivalency Diploma (GED--the certificate indicating educational achievement equivalent to a high school diploma). The restrictions outlined above as well as requirements that courses be mission related or offered through an accredited institution of higher learning do not apply to tuition assistance for courses leading to a GED.

d. Denied. If the request for tuition assistance is denied, the application will be returned to the employee with an explanation.

e. Approved. If the request is approved, the applicant will be provided a copy of the DD Form 1556 to take to the academic institution when registering for the course. The applicant will also be given a reminder of his/her responsibilities upon course completion.

8-5. EXPENSES.

a. **Payment.** Once an application for tuition assistance is approved, DeCA will pay 100 percent of total tuition fees for not more than one course per semester/quarter per employee as long as the cost of tuition is not more than \$210.00 per credit hour for undergraduate courses or \$250 per credit hour for graduate courses. (NOTE: This is the maximum amount that DeCA will pay toward these expenses. If actual costs are more than this, the employee must pay the difference. If costs are less than the maximum allowable, DeCA pays the lesser amount.) With the following exception, all other course-related expenses (such as registration fees, books, and supplies, typing or parking fees) are the employee's responsibility. EXCEPTION: DeCA will pay for an English-language dictionary for an employee taking an approved English language course or a foreign-language dictionary required for a foreign language course.

b. **Grants and Scholarships.** Employees who qualify for tuition assistance under other programs (e.g., veterans benefits, PELL grants, or scholarships) should exhaust these sources before applying to DeCA for tuition assistance. DeCA will only pay for academic costs over and above the amount of any scholarships or grants for which the employee is eligible.

c. **Taxes on Tuition Assistance.** Employees are responsible for any tax liability (i.e., state and local income taxes) that may be incurred as a result of receiving tuition assistance from the Agency.

8-6. COURSE COMPLETION.

a. **Successful Completion.** Within 45 days after completing a course for which DeCA has paid tuition assistance, the employee will submit the following documents to his/her manager/supervisor:

- (1) a grade report (showing a grade of "C" or better) or a memorandum of explanation and a check for the amount of the DeCA-funded tuition (see paragraph 8-5c below)
- (2) the completed copy 9 of the DD Form 1556

b. **Unsuccessful Completion.** Unsuccessful completion of a course can be defined as either of the following:

- (1) withdrawal before the scheduled course completion date (see section e. below for possible exemptions)
- (2) failure to pass the course with a grade of "C" or better

c. **Repayment.** If an employee fails to successfully complete/pass a course due to negligence, the Government's portion of tuition assistance must be repaid in full. An employee who fails to complete/pass a class must provide a memorandum of explanation and a check for the amount of the DeCA-funded tuition to the Activity Training Coordinator (or Region Training Coordinator, if Region HQ employee or Zone Manager). The Training Coordinator will forward to DFAS the employee's memo of explanation, a copy of the DD Form 1556, and the tuition repayment check, along with a memo explaining that the employee owes money to the Government. In cases where the employee does not provide a check for the full amount of the tuition assistance, the Training Coordinator will send a copy of the DD Form 1556 and a Voluntary Repayment memo to DFAS explaining how to deduct funds from the employee's pay.

d. **Exemption from Repayment.**

(1) **Criteria.** An employee who fails to complete academic training must repay all funds advanced by the Agency under the tuition assistance program unless:

(a) the employee was forced to withdraw from training for duty-related reasons (e.g., conflicts that develop between class and work schedules) that the employee could not have reasonably predicted at the time of enrollment

(b) the employee transfers to another DeCA activity while taking a tuition-assisted course.

(c) the employee leaves DeCA due to a Reduction in Force, disability, early retirement, or involuntary retirement

(d) unforeseen circumstances beyond the control of the employee (e.g., serious illness verified by medical authorities) prevented the individual from completing the training as scheduled.

(2) Waiver Requests. HQ DeCA DP retains the authority to review and approve on a case-by-case basis all requests from employees for waiver of tuition assistance repayment. The employee must submit to Headquarters DeCA, ATTN: DPC, a letter requesting waiver of tuition assistance repayment. The letter must be signed by the employee and by his/her manager/supervisor. Any supporting documentation needed to help DeCA make a fair assessment of the case should be included as an attachment.

Chapter 9

LONG-TERM TRAINING

9-1. **PURPOSE.** This chapter describes policies and procedures governing DeCA employees' participation in long-term training (LTT) activities. LTT is continuous, full-time training programs of more than 120 working days. This includes both formal training programs and planned developmental assignments in either Government or non-Government facilities. Apprenticeships, cooperative education, and career intern programs are NOT classified as long-term training. Long-term training and education are used when comprehensive study programs and developmental assignments are more appropriate than short-term training events for meeting job-/mission-related training objectives. Long-term training and developmental opportunities are also effective tools for enabling DeCA's leadership to remain current on management and technical advances in their areas of responsibility. Participation in long-term training is limited to current full-time DeCA employees with career or career-conditional appointments and more than one year of continuous service with the Agency.

9-2. **RESPONSIBILITIES.**

- a. DeCA Director will approve individuals for LTT.
- b. Headquarters DeCA Directorate of Personnel and Training (DP) will:
 - (1) centrally fund and manage the DeCA LTT program to include assessment of training requirements and maintenance of records associated with program administration
 - (2) announce LTT opportunities to DeCA activities along with nomination and selection criteria
 - (3) provide advice/assistance to LTT participants and Training Coordinators concerning individual LTT participants and their specific training programs
 - (4) establish a selection panel to review, rate, and rank applications
 - (5) provide the DeCA Director with a prioritized list of applicants for final selection
 - (6) monitor courses to ensure attendance/successful completion by designated participants
- c. HQ DeCA, FOA, and Region HQ Training Coordinators will:
 - (1) coordinate with HQ DeCA DP to nominate qualified nominees for long-term training within the limits of funding and spaces available
 - (2) ensure that application packages are complete/neat
 - (3) monitor courses to ensure attendance by designated participants
- d. Activity Managers/Commissary Officers will review and approve nomination letters for long-term training participants.

e. Managers/Supervisors will:

(1) document requirements for long-term training/developmental assignments in the IDPs of full-time career/career-conditional employees who demonstrate high potential for advancement to future managerial/executive positions

(2) nominate qualified employees who express an interest in long-term training opportunities

(3) evaluate the quality and cost-effectiveness of long-term training programs based on demonstrated improvements in employee skills, knowledge, and job performance after completion of the program

9-3. **APPLICATION FOR LONG-TERM TRAINING.**

a. General. Individuals who believe they would benefit professionally from full-time training over an extended period should consider the opportunities available through long-term training. (See DeCAH 50-5, DeCA Training Handbook for lists of LTT courses and descriptions of various programs.) Since LTT should be part of a planned career development process, requirements for LTT must be identified in employees' IDPs prior to submitting applications. Exceptions to this policy must be justified at the time of application for LTT.

b. Nominating Instructions. Application forms and the DD Form 1556 will be forwarded through appropriate channels to HQ DeCA DP (refer to Chapter 3 for instructions on completing and routing the DD Form 1556.) If DP receives more applications than quotas, a selection panel will be convened. The panel will make recommendations for attendance to the DeCA Director. The DeCA Director is the final approving authority for any LTT experience.

c. Nomination Data. Nomination data is unique for each LTT program and should be prepared in accordance with instructions provided in the LTT announcement.

d. Nomination Letters. Nomination letters signed by activity managers/commissary officers should include brief statements concerning the following:

(1) The objectives to be achieved through long-term training

(2) The function and duties to which the nominee is expected to be assigned after training, the potential advancements that may be afforded the nominee, and comments on the nominee's mobility following graduation

(3) An estimate of the nominee's potential for completing the training and achieving the desired objectives, along with a brief description of characteristics of the candidate which demonstrate high potential for upper-level management positions.

9-4. **FUNDING.**

a. Source. HQ DeCA DP will maintain central funds for long-term training.

(1) Central funds will be used for tuition and related fees, travel, per diem, and movement of household goods (refer to Chapter 1 for details on covered expenses). Any remaining funds may be used for reimbursement of replacement salaries.

(2) Central funds normally will be limited to three academic quarters or two semesters of training. Funding for training exceeding three quarters or two semesters requires written justification to HQ DeCA DP.

b. Subsistence Payments. DeCA will pay the per diem rates established in the Joint Travel Regulations (JTR). DeCA may permit an employee selected for long-term training to choose to receive transportation of household goods rather than per diem whenever the transportation costs are determined to be less than the estimated per diem for the period of training.

c. Travel. The JTR determines when travel costs are to be paid.

d. Hours of Work. During a long-term training assignment, all hours of training are considered hours of work (refer to Chapter 1).

e. Employment Requirement. During their period of training, trainees will continue to be employees of their sponsoring activities. Trainees will be entitled to return to their current or newly established positions upon completion of the training.

9-5. **CONTINUED SERVICE AGREEMENT.** Any employee selected for training with a duration of 30 or more days must sign a continued service agreement. The agreement states that the employee will agree to remain in service to DeCA for a period three times the length of the training. The agreement will be documented on the DD Form 1556, Section E--the reverse side of copy 1. (Chapter 1 of this directive provides additional details on the use of continued service agreements.)

9-6. **EVALUATION.** Participation in long-term training programs will be evaluated by the participants and their immediate supervisors. Supervisors should evaluate the effectiveness of the training by observing and evaluating the employee's performance before and after the training. Performance should be assessed in terms of the types of knowledge, skills, and abilities specified in the training objectives to be met by employees through long-term training or developmental work experiences. In addition, comments provided by the employee on copy 9 of the DD Form 1556 after completion of the long-term training program can provide information concerning the quality of a training program and recommendations on future participation by other employees. This evaluation process will help DeCA determine if Agency participation in specific long-term training programs should be continued in the future.

Chapter 10

ON-THE-JOB TRAINING (OJT)

10-1. **PURPOSE.** This chapter provides the guidelines for accomplishing on-the-job training (OJT) for DeCA employees. The primary purpose of OJT is to aid management in developing and progressing individual employees. OJT is not the same thing as work experience. Work experience is the everyday performance of tasks in which one may become more proficient with practice. OJT, on the other hand, is training which involves either having the manager/supervisor provide the employee with direct instruction on task performance or having the manager/supervisor assign the employee to work closely with another, more experienced worker who coaches and trains the novice employee by example.

10-2. **RESPONSIBILITIES.**

a. Commissary Officers/Activity Managers/Supervisors will:

- (1) plan and initiate OJT for employees in need of training
- (2) ensure that OJT is completed with minimum disruption to the overall operation
- (3) certify trainers
- (4) request region assistance if a certified trainer is not available

b. Supervisors/Trainers will:

- (1) assemble training materials
- (2) train employees using the procedures described in this chapter
- (3) document OJT on DeCA Form 50-47, Consolidated Training Record (see Chapter

1).

10-3. **BACKGROUND.** OJT can be used to achieve three major goals. These goals are orientation, job proficiency training, and upgrade training. The use of OJT to achieve these goals is described below. A manager/supervisor who decides to use OJT should follow the steps outlined in this chapter to ensure that the training is done properly.

a. **Orientation.** It is DeCA's policy that each employee will receive an orientation to his/her job, the activity to which he/she is assigned, and DeCA as a whole. The purpose of the manager's/supervisor's orientation is to familiarize employees with the physical layout of their activity and the primary duties which they will be asked to perform, and to help employees understand how their duties relate to and impact on others. Managers/supervisors may also take this opportunity to provide employees with information about departmental policies and procedures.

b. **Job Proficiency Training.** This training equips employees to complete all core and specialist tasks required for successful performance in their jobs. Learning the core and the specialist tasks ensures that the new employee can be a fully-functioning member of the activity's operating team. This training is an ongoing process which may take several months to complete. Managers/supervisors can refer to the Position Description and Occupational Training Plan (OTP) for the position of the employee to be trained to identify the tasks the employee must know how to perform. Managers/supervisors should also refer to the employee's performance plan to determine the acceptable standards of performance for all required tasks. Managers/supervisors can then determine which tasks the employee can successfully perform already and which need to be trained. Formal (off-the-job) training may be considered if there are formal training resources available and the formal training is as efficient/effective as OJT.

c. Upgrade Training. Upgrade training may be required when an employee moves into a more responsible position, when job requirements change, or when new technology or equipment is introduced to the worksite. Upgrade OJT may be supplemented with self-study (such as correspondence courses) or formal training.

10-4. **OJT TRAINING PROCEDURES.** A manager/supervisor who decides to use OJT should use the following procedures to ensure the training is properly accomplished.

a. Prepare to Instruct. To avoid problems that can arise because of inadequate planning, the supervisor/trainer should complete the following tasks before providing OJT.

(1) Develop a timetable. A timetable should be developed based on an analysis of the trainee's specific training needs and a determination of how those needs can best be met through instruction and practice over a defined period of time.

(2) Analyze the job/tasks. In analyzing or breaking down a job/task to its component parts, the supervisor/trainer should examine both steps and key points. The steps are the individual operations (decisions/actions) needed to complete the task; they should be listed in the order of performance. The key points are those aspects of the task that merit special emphasis in training. These may include the major steps or substeps of the task, any guidelines, rules, or rules-of-thumb which facilitate task performance, safety considerations, special equipment requirements, and so on.

(3) Design/develop appropriate training aids. In many cases, development of simple training aids can both reduce training time and give new employees a point of reference to aid their recall of task processes and procedures. Such training aids could include task step outlines or checklists and varied quick-reference materials such as lists of job-relevant terms and acronyms.

(4) Assemble equipment and materials. All equipment, tools, and materials needed to perform the task(s) to be trained should be assembled at the training/work site prior to the start of the OJT session. This includes any relevant DeCA directives and/or procedural handbooks.

b. Prepare the Trainee. The supervisor/trainer should put the trainee at ease. It is the trainer's job to capture the attention of the trainee and to help the individual understand that it is to his/her advantage to learn.

c. Explain the Task. The supervisor/trainer should explain the task step-by-step, while providing tips on ways to perform the job more easily, quickly, and safely. It is important to use plain language, define terms that the trainee may not understand, and encourage the trainee to ask questions. The explanation should include telling the trainee:

- (1) What he/she is going to learn
- (2) Why it is important to learn
- (3) When the task must be performed and with what materials or tools/equipment
- (4) How to perform individual task steps

d. Check for Understanding. The supervisor/trainer should then have the trainee:

- (1) Ask questions
- (2) Repeat the task steps (instructions) in his/her own words to verify understanding

e. Demonstrate the Task. The supervisor/trainer should demonstrate the proper way to do the task, then repeat each step slowly, asking the trainee to stop the demonstration at any point that is not

understood. In demonstrating the task steps, the supervisor/trainer should point out any safety hazards involved and show how the use of incorrect methods reduces productivity or leads to accidents or other problems. The task demonstrated should be performed to the standard described in the relevant directive. At the end of the demonstration, the supervisor/trainer should ask the employee to identify aspects of the task which need clarification or additional information.

f. Let Trainee Practice the Task. The supervisor/trainer should then have the trainee perform the task under supervision. At this stage, accuracy rather than speed should be encouraged. If mistakes are made, the supervisor/trainer should reinstruct the trainee or redemonstrate techniques. The supervisor/trainer should offer praise the first time the trainee performs the whole task correctly and should stay with the trainee until the task is mastered.

g. Provide Follow-up. The supervisor/trainer should also check back with the newly trained employee to observe how well he/she is doing the job. Follow-up should be continued for as long as necessary and be tapered off gradually. If follow-up assistance must be provided by someone else, the supervisor/trainer should tell the employee who to turn to if help is needed.

Chapter 11

ADMINISTRATIVE/TECHNICAL INTERN TRAINING POSITIONS/PROGRAMS

11-1. **PURPOSE.** This chapter provides a systematic means of recruiting, training, developing, evaluating, and advancing individuals within the Agency's administrative and technical career fields. Successful career interns progress from entry-level positions to positions of increasing responsibility through a phased, systematic process of training and developmental assignments. Administrative and technical intern positions may include jobs in the acquisition management, resource management, information management, personnel administration, engineering, or other career fields. (Refer to DeCAD 50-18 for guidance on the commissary management career (GS-1144) intern program.)

11-2. **RESOURCES.** Implementation of the Administrative/Technical Intern Program is optional for Region Directors, HQ DeCA Directors/Office Chiefs, and Field Operating Activity Managers. Decisions to establish intern positions will be based on current or anticipated human resource needs and anticipated attrition. Region Directors, HQ DeCA Directors/Office Chiefs, and FOA Managers are responsible for designating and funding positions in their organizations for fill as administrative and technical intern positions.

11-3. **RECRUITMENT.**

a. **Vacancy Announcements.** The servicing CPO will distribute vacancy announcements containing application instructions.

b. **Sources of Potential Candidates.** Sources of potential candidates will include current DeCA employees who have competitive status (that is, employees with career or career-conditional appointments or who have reinstatement eligibility based on previous service), and who work in the commuting area where the intern position is available. For example, at a minimum, a vacancy at a region headquarters will be open to all qualified employees in the commuting area of the region headquarters. Vacancies in HQ DeCA and Field Operating Activities will be open to all qualified Ft. Lee commuting area employees. Sources of potential candidates may also include DeCA employees at other locations, other Federal employees, and external (non-status) candidates

c. **Length of Internship.** The length of training and advancement patterns of administrative and technical interns will vary depending on the nature of the target position. Some may be two-year programs starting at the GS-5 level with placement at GS-9. Some may be three-year programs with graduation at GS-11. Other program structures are possible.

11-4. **SELECTION.**

a. **Selecting Official.** Region Directors, HQ DeCA Directors/Office Chiefs, and FOA Managers are selecting officials for intern positions within their areas of responsibility.

b. **Selection Panel.** The selecting official will choose a selection panel which will have at least three experts in the subject matter of the vacant intern position. (For example, if the intern position is a management analyst, the subject matter experts should be in management analyst or supervisory management analyst positions.) The responsibilities of the panel are to:

- (1) work with the servicing CPO to develop the criteria for selecting interns

- (2) review and evaluate qualifications of intern candidates
- (3) interview candidates when appropriate
- (4) recommend to the selecting official candidates for selection.

c. **Mobility Agreement.** Some intern positions require geographic mobility. Candidates for such positions must complete a Civilian Employment and Mobility Agreement (see sample in DeCAD 50-18, Appendix E) before being placed in the position. A copy of this form will be given to the intern, HQ DeCA DP, and the servicing CPO (for inclusion in the intern's OPF).

11-5. **PAY RETENTION.** Pay for personnel who enter intern positions under this program through change to lower grade will be set under pay retention provisions of 5 CFR section 536.104 (a) (6).

11-6. **TRAINING, EVALUATION, AND PROGRESSION.**

a. **Intern Training Plans.** Intern training will include a combination of formal classroom and on-the-job training. Written intern training plans will be developed by the intern's manager/supervisor and approved by the selecting official. HQ DeCA DP will help managers develop training plans. (See **Figure 11-1** for a sample DeCA Form 50-43, Training Plan/Agreement for Administrative/Technical Intern or Upward Mobility Program Participant.)

b. **Training.** Formal classroom and on-the-job training give interns the knowledge, skills, and abilities needed to perform the work of their target jobs. HQ DeCA DP and Region Training Coordinators will assist in designing on-the-job training and obtaining quotas for formal training courses. On-the-job training will be performed under a competent manager/supervisor. Work experiences will involve progressively more difficult and complex assignments. Intern managers/supervisors will evaluate and counsel the intern continuously and recommend changes to the training plan if needed. Interns will complete all required training and provide a written assessment of the quality of training received (see **Figure 11-2**, DeCA Form 50-25, sheet 3 of 3).

c. **Learning Objectives.** Region Directors, HQ DeCA Directors/Office Chiefs, and FOA Managers will identify learning objectives for each phase of an intern's training. The intern's manager/supervisor will determine when an intern has met the objectives.

d. **Progression Through the Program.** The training plan will specify the minimum amount of time allowed to progress through each phase of the training. Training phases may be extended for up to six months to cover time lost through illness or annual leave or give a participant time to meet the minimum standards during any quarterly evaluation period. Any requests for extensions beyond six months must be submitted by the manager/supervisor to HQ DeCA DP (for HQ DeCA and FOA positions) or the Region DP office (for Region positions). Failure to show ability to advance at any time during the training period may result in reassignment, demotion, and/or removal from the training program in accordance with applicable OPM and DOD civilian personnel regulations.

e. **Promotion.** Interns are not automatically promoted to the next higher grade. Promotion to a target grade may be delayed if the intern fails to meet performance requirements or demonstrate potential to perform at the higher grade level. An intern's promotion depends on the following conditions:

- (1) Meeting time-in-grade requirements specified in governing OPM regulations.
- (2) Performing at the fully successful or higher levels.

- (3) Completing required training.
- (4) Earning the manager's/supervisor's recommendation for promotion.

f. Evaluations. The immediate manager/supervisor will evaluate the intern at the end of each training phase specified in the training plan. Managers/supervisors will ensure that training proceeds according to the plan. Interns will be evaluated using DeCA Form 50-25, Intern Evaluation form (see **Figure 11-2**). Interns will also be given official performance appraisals in accordance with the provisions of DeCA Directive 50-7, Performance Management System. The intern's manager/supervisor will be responsible for preparing performance plans and position descriptions; serving as the rating official on performance appraisals; and recommending interns for promotions and awards as appropriate. Selecting officials will review all intern performance appraisals.

g. Program Completion. The intern's manager/supervisor must certify in writing that the intern has successfully completed all parts of the training plan.

11-7. **GRADUATION AND PLACEMENT.**

a. Placement in Target Position. The intern's manager/supervisor will begin the process of placing the intern in his/her targeted position 90 days before the intern's projected graduation date. This will allow time for the servicing CPO and HQ DeCA DP/Region DP office to arrange for placement on or immediately following the graduation date.

b. Graduation Approval. Graduation from the intern program must be endorsed by the intern's manager/supervisor and approved by the appropriate Region Director, HQ DeCA Director, or FOA Manager.

TRAINING PLAN/AGREEMENT FOR UPWARD MOBILITY or ADMINISTRATIVE AND TECHNICAL INTERN PROGRAM PARTICIPANT <i>(For use of this form, see DeCAD 50-20; OPR is DP.)</i>	
POSITION COVERED BY TRAINING PLAN	ENTRY GRADE LEVEL
	INTERMEDIATE LEVEL
DEPARTMENT/ACTIVITY	TARGET LEVEL
TRAINEE NAME	MINIMUM TRAINING PERIOD
RELEVANT SKILLS POSSESSED BY TRAINEE	
OVERVIEW OF TARGET POSITION <i>(Brief description of duties)</i>	
EVALUATION OF TRAINEE PROGRESS At the end of each major work assignment, but no less often than quarterly, the manager/supervisor will evaluate and counsel the trainee on his/her learning progress, job performance, and career goals. The manager/supervisor will document these sessions in a memorandum with copies furnished to the trainee, the second level manager/supervisor, and the CPO. The manager/supervisor shall evaluate trainee progress at the following intervals while under this training plan <i>(Insert projected dates of</i>	
SIGNATURES	
TRAINEE	DATE
MANAGER/SUPERVISOR	DATE
REVIEWER	DATE
PERSONNEL AND TRAINING REPRESENTATIVE	DATE

Figure 11-1 Training Plan/Agreement (Page 1 of 2)

LENGTH OF TRAINING
METHOD(S) OF INSTRUCTION <i>(Attach additional sheet if necessary)</i>
ON-THE-JOB TRAINING
FORMAL CLASSROOM TRAINING
CORRESPONDENCE COURSES
REQUIRED READING ASSIGNMENTS

Figure 11-1 Training Plan /Agreement (Page 2 of 2)

INTERN EVALUATION <i>(For use of this form, see DeCAD 50-18 and DeCAD 50-20; OPR is DP.)</i>			
I. RECORD OF TRAINING REVIEW			
DEPARTMENT	DATE STARTED	DATE COMPLETED	TOTAL HOURS
DEPARTMENT/ACTIVITY MANAGER'S COMMENTS ON INTERN'S PERFORMANCE			
DEPARTMENT/ACTIVITY MANAGER'S TYPED NAME		SIGNATURE AND DATE	

Figure 11-2 Intern Evaluation (Page 1 of 3)

III. INTERN'S COMMENTS ON TRAINING	
<i>(Please include your assessment of the quality of training you received and suggested improvements, if any.)</i>	
INTERN'S SIGNATURE	DATE
SUPERVISOR'S TYPED NAME	SIGNATURE AND DATE

DeCA Form 50-20, Nov 1997

3

Figure 11-2 Intern Evaluation (Page 3 of 3)

Chapter 12

UPWARD MOBILITY PROGRAM

12-1. **PURPOSE.** This chapter provides guidance for establishing and administering Upward Mobility positions within HQ, DeCA, FOAs, and Regions.. Upward Mobility positions are designed to provide career advancement opportunities for civilian employees currently in positions that do not allow them to reach their full potential. Appropriate candidates for Upward Mobility Program opportunities include those who are in positions at or below the GS-9 grade level (or equivalent), whose performance is rated at the fully successful level or better, and who have shown the desire and ability to progress--but who lack the experience needed to qualify for higher level positions. Upward Mobility positions are excellent tools for providing advancement opportunities to targeted, under represented minority and female employees. Filling positions under an Upward Mobility Program also gives management the flexibility to give developmental assignments to employees with high potential but who are not fully qualified for particular occupations. Management should review each vacancy for the potential of downgrading and using the Upward Mobility Program to fill.

12-2. **REFERENCES.** Executive Order 11478, Equal Employment Opportunity in the Federal Government

12-3. IDENTIFYING UPWARD MOBILITY OPPORTUNITIES.

a. HQ DeCA Office of Equal Employment Opportunity and Region EEO Managers will help management identify occupational specialties appropriate for targeting under the Upward Mobility Program. Occupations may be targeted because of an obvious imbalance or conspicuous absence of women, minorities, or individuals with disabilities. EEO representatives will review selection packages for upward mobility positions to monitor opportunities for placement of minorities and women.

b. Management may identify upward mobility opportunities in professional, administrative, technical, clerical or other series. However, they may not waive positive education or comparable requirements.

c. Each upward mobility participant will be trained for a target position. The target position is normally at the next higher grade for the particular occupational series (which is one or two grades higher than entry level) depending on whether the target position is a one-grade or two-grade interval series. However, in some cases, the target position may be at the same grade as the entry level.

12-4. **RESOURCES.** HQ DeCA Directors/Office Chiefs, FOA Managers, and Region Directors are responsible for funding Upward Mobility Program positions within their areas of responsibility.

12-5. RECRUITMENT.

a. Vacancy Announcements. Vacancy announcements will be issued by the servicing CPO and will contain application instructions. Each vacancy announcement will be properly identified as an "UPWARD MOBILITY" opportunity.

b. Sources of Potential Candidates. Sources for potential candidates include current HQ DeCA, FOA, and Region employees who have competitive status (that is, employees with career or career conditional appointments or who have reinstatement eligibility based on previous service). Sources may also include all DeCA competitive-status employees co-located in the same geographical area.

c. **Qualification Requirements.** The Upward Mobility Program allows consideration of a candidate who lacks the qualifications for a specific position but has a background and performance record that shows clear potential to perform successfully, given appropriate training. Trainees may enter the Upward Mobility Program through reassignment or change-to-lower-grade. The Program does NOT, however, allow waivers of any education requirements listed in the qualification standards for specific positions.

12-6. **SELECTION.** The manager/supervisor of the vacant position will be the selecting official for Upward Mobility Program positions within his/her area of responsibility.

12-7. **PAY RETENTION.** Personnel who enter Upward Mobility Program positions through change to lower grade will have their pay set under pay retention provisions of 5 CFR Section 536.104 (a)(6). Management may establish a bridge position (in conjunction with a two-grade interval position) in order to laterally reassign an employee serving in an even-numbered grade position.

12-8. **TRAINING, EVALUATION, AND PROGRESSION.**

a. **Training Plan.** With the assistance of a representative from HQ DeCA DP or Region DP office, the immediate manager/supervisor will prepare a training plan for each participant in the program. The training plan will reinforce with practical experience the employee's current knowledge, skills, and abilities. The plan will also include an in-depth orientation, on-the-job training, and any formal training necessary to qualify the employee for the target position. Learning objectives will be defined for each phase of a participant's training and incorporated in the training plan. All training plans will be approved either by the HQ DeCA DP (for Upward Mobility positions at HQ DeCA and FOAs) or by Region DP offices. (See sample training plan/agreement in Chapter 11, **Figure 11-1**, of this directive.)

b. **Length of Program.** The length of training and advancement patterns of Upward Mobility Program participants will vary depending on the nature of the target position. As a minimum, each participant must make up the difference in qualifications from what they bring into the program and the qualifications required for the target position. Management may extend the length of training for a *maximum* of six months to cover time lost through illness or annual leave or give a participant time to meet minimum standards during any quarterly evaluation period. Any requests for extensions beyond six months must be submitted by the manager/supervisor to the HQ DeCA DP (for HQ and FOA personnel) or the Region DP office (for Region personnel).

c. **Training.**

(1) On-the-job training will be performed under a competent manager/supervisor. Work experiences will involve progressively more difficult and complex assignments. At least 50 percent of the training must be in the target occupation or directly related fields. The manager/supervisor will continuously evaluate and counsel Upward Mobility Program participants on their training needs and accomplishments.

(2) Managers/supervisors may not require participants to complete or maintain a specified grade-point average in college courses (other than courses required by a published qualification standard).

(3) DeCA may credit training time to make up the difference in qualifications at the rate of one month of training for two months of experience. A participant must meet time in grade requirements before management can recommend him/her for promotion to a higher grade. The Upward Mobility Training Plan/Agreement serves as the basis for crediting qualifications or service at an accelerated rate only when making assignments to positions under the program. The Training Plan/Agreement does not provide

accelerated credit for qualifications earned in training by anyone who leaves the program without reaching the target position.

d. Evaluation. At the end of each major work assignment--but no less often than four times per year--the manager/supervisor will evaluate and counsel the participant on his or her progress and job performance. The manager/supervisor will document these counseling sessions in a memorandum. Copies will be given to the participant, the second-level manager/supervisor, and the servicing CPO. Participants will also be given official performance appraisals in accordance with the provisions of DeCA Directive 50-7, Performance Management System.

e. Program Completion. Each participant must successfully complete all parts of the training plan. The participant's manager/supervisor must certify in writing that this has been accomplished. Failure to show ability to advance at any time during the training period may result in reassignment, demotion, and/or removal from the training program in accordance with applicable OPM and DOD civilian personnel regulations.

f. Promotion. Upward Mobility Program participants are NOT automatically promoted to the next higher grade. Promotion to a target grade may be delayed for up to six months if the participant fails to meet performance requirements or fails to demonstrate potential to perform at the higher grade level. Promotion depends on the following conditions:

- (1) Meeting qualification and time-in-grade requirements specified in governing OPM regulations.
- (2) Performing at the fully successful or higher levels.
- (3) Completing required training.
- (4) Earning the manager's/supervisor's recommendation for promotion.

12-9. **GRADUATION AND PLACEMENT.**

a. Placement in Target Position. The participant's manager/supervisor will initiate paperwork to place the participant in his/her targeted position 90 days before the projected graduation date. This will allow time for the servicing CPO and HQ DeCA DP/Region DP office to arrange for placement on or immediately following the graduation date.

b. Graduation Approval. Graduation from the Upward Mobility Program must be endorsed by the manager/supervisor and approved by the Region Director, HQ DeCA Director, or FOA Manager, as appropriate.

Chapter 13

COMMISSARY OPERATIONS STUDENT CAREER EXPERIENCE PROGRAM

13-1. **PURPOSE.** This chapter contains guidance for the administration of the Commissary Operations Student Career Experience Program. This program is designed as a cooperative approach to practical education. DeCA, food industry education professionals, the Cooperative Extension System/National 4-H Council, and local high schools work together to provide high school juniors and seniors with job-related work and study opportunities in the retail food industry with specific emphasis on the military commissary system. This program is designed to achieve the following goals: (1) to provide students with diversified occupational experiences in the supermarket/military commissary business that are related to their career goals; (2) to provide a setting where high quality students can obtain a creative, individualized work/educational experience; (3) to provide early training and access to permanent job opportunities for students who will opt to remain in the commissary operations field after either high school or college graduation; and (4) to provide DeCA with well-trained and motivated trainees who can play a vital role in helping the military commissary system meet its needs for experienced and competent workers, supervisors, managers, and executives.

13-2. REFERENCES.

- a. Title 5, Code of Federal Regulations, Part 213.
- b. Title 5, United States Code, Chapter 41, Training.
- c. Office of Personnel Management Qualification Standards Handbook for General Schedule Positions.
- d. Executive Order 13024, November 7, 1996, Amending Executive Order 12015, Relating to Competitive Appointments of Students Who Have Completed Approved Career-Related Work Study Programs.

13-3. DEFINITION.

Student. An individual who is enrolled or accepted for enrollment as a degree (diploma, certificate, etc.) seeking student and is taking a least a half-time academic/vocational/or technical course load in an accredited high school (half-time is defined by the school in which the student is enrolled). An individual who needs to complete less than the equivalent of half an academic/vocational or technical course load in the class enrollment period immediately prior to graduating is still considered a student for purposes of this program.

13-4. RESPONSIBILITIES.

- a. DeCA Region Directors or their designees will:
 - (1) fund trainee positions;
 - (2) identify commissaries for use as training sites;
 - (3) execute working agreements with participating high schools. (See DeCAH 50-5 for a model agreement.)

(4) participate in the screening and selection of student candidates with the appropriate high school coordinators;

(5) identify a mentor for each student trainee;

(6) monitor student trainee performance and progress in following a prescribed schedule of commissary operational training; and,

(7) if desired, identify placement opportunities for student trainee upon completion of all program requirements within 120 days after satisfactory completion of the requirements for high school diploma or certificate.

b. HQ DeCA Directorate of Personnel and Training (DP) will:

(1) establish program parameters for purposes of qualifications, nature of work assignments, pay, benefits, leave, etc.;

(2) develop model working agreements, position descriptions, selection guidelines, training plans, and student progress reports;

(3) administer the central funds to cover the cost of the food industry correspondence curriculum for all students.

c. Educational institutions offering food industry correspondence courses, such as Cornell University, will:

(1) help establish recommended curriculum for student trainees;

(2) provide leading-edge course materials;

(3) provide all administrative activities concerning enrollments; and

(4) provide certificate of completion for each course successfully completed.

d. Cooperative Extension/National 4-H Council will:

(1) connect schools, business, labor, community entities and colleges at the state and national level;

(2) assist academic and work-based learning with competency development, recruitment and selection, linkage of all partners, and general structural support;

(3) work closely with all partners to ensure a comprehensive work force education system for all students; and

(4) facilitate the partnership in developing resources to meet program needs.

e. Participating high schools will:

(1) execute working agreements with participating DeCA activity. (See DeCA Training Handbook, DeCAH 50-5 for a model working agreement.)

- (2) designate a teacher/coordinator to sponsor the program;
- (3) screen/select interested student candidates;
- (4) provide classroom space;
- (5) arrange compatible student trainee schedules;
- (6) participate in student evaluations and ensure that the student's course work is being regularly completed, and assist with any problems associated with the courses; and
- (7) provide credit for food industry courses toward graduation.

f. Student Trainee Mentor will:

- (1) be identified by Region Director, or his/her designee;
- (2) supervise, coach, counsel, monitor schedules, evaluate and involve trainee in specific work activities.

g. Student Trainees will:

- (1) provide an open mind and receptive and dedicated attitude toward work, studies, and the entire career experience program;
- (2) learn as much as possible about the food industry and work activities to prepare for future career decisions;
- (3) discipline him/herself to meet hectic schedules both at work and at school;
- (4) complete course materials under the guidance of a classroom teacher/coordinator;
- (5) arrange their in-store work experience to ensure ample time to meet all of their other high school graduation requirements; and
- (6) keep their Student Trainee Mentor involved in their work experience activities/progress.

h. Servicing Civilian Personnel Offices will:

- (1) process personnel actions concerning the Commissary Operations Student Career Experience Program IAW the guidance set forth in this document;
- (2) appoint students under the Student Career Experience Program appointing authority as provided in 5 CFR, Part 213, Section 213.3202.
- (3) counsel students on their leave accrual and benefits eligibility.

13-5. **RESOURCES.** Region Directors are responsible for funding trainee spaces within their resource allocations.

13-6. **RECRUITMENT AND SELECTION.**

a. The high school coordinators and region directors (or designees) will work together to screen/select interested student candidates. No vacancy announcements will be issued. (See Candidate Selection Guidelines in DeCAH 50-5.)

b. During the junior year, students will be assigned to the Student Trainee (Commissary Operations), GS-1199-01 position description, and will be paid at the basic rate of pay prescribed in the General Schedule (GS) pay table for the locality in which they are employed. During the senior year, students will be assigned to the Student Trainee (Commissary Operations), WG-01, position description and will be paid at the basic rate of pay prescribed in the Federal Wage System pay table for the locality in which they are employed. (See Student Trainee Position Descriptions in DeCAH 50-5.)

c. Required documentation (e.g., application, high school transcript, etc.) will be provided to the servicing CPO for processing. The OPM qualification standard for competitive service student trainee positions will be used.

13-7. **TRAINING AND EVALUATION.** Students arrange their schedules to allow for (a) attendance at their regular high school classes; (b) attendance at food industry classes at their school; and (c) in-store work experience at a commissary. In-store tasks are closely coordinated to ensure that lessons learned in workplace coincide with classroom curriculum and vice versa

a. In-Store Training Assignments.

(1) A model training plan is shown in DeCAH 50-5. The model training plan is designed to allow for 64 weeks of work (32 weeks during the junior year and 32 weeks during the senior year). The following are *suggested* periods of training for each department:

(a) Junior year - 24 weeks in Customer Service Department, 4 weeks in Grocery Department, 2 weeks in Produce Department, and 2 weeks in Meat Department;

(b) Senior year - 16 weeks in Grocery Department, 8 weeks in Produce Department, and 8 weeks in Meat Department.

(2) The training plan can be modified by the Student Trainee Mentor, as deemed necessary, to ensure the student receives satisfactory training in assigned areas, to adjust to mission/operational requirements, and to accommodate the student trainee's demonstrated weaknesses/strengths.

(3) Students will complete at least 640 hours of career-related work concurrently with the course requirements prior to graduation. Students may work full-time or part-time schedules. There are no limitations on the number of hours a student can work per week, but the student's work schedule *should not* interfere with the student's academic schedule. Therefore, it is suggested that students work part-time during the school year. Students may work part-time or full-time during vacation periods, depending on the availability of funds, mission needs, and the student's schedule.

(4) Since employment during the summer period is optional, the model training plan does not provide in-store training assignments for the summer period. When a student works during the summer period, the Student Trainee Mentor is responsible for developing a training schedule to reinforce the previous year's assignments, and to introduce the student trainee to other commissary departments as deemed appropriate.

(5) Evaluation.

(a) The performance of students employed under the Career Experience Program will be appraised under the provisions of DeCA Directive 50-7, Performance Management System.

(b) As partners, the High School Coordinator and Student Trainee Mentor will assess the student's progress at the end of each training phase/grading period. The student will be evaluated using the Student Progress Report forms depicted in DeCAH 50-5. Deviation is authorized to meet any unique high school evaluation requirements.

b. Food Industry Correspondence Courses. Students will be enrolled in food industry correspondence courses that relate to their in-store training assignments. Students will complete the course materials under the guidance of a classroom teacher/coordinator. Suggested correspondence courses are as follows:

(1) Junior year - Fundamentals of the Food Industry; Economics for Business; Effective Communication; Customer Relations; and Front-End Management.

(2) Senior year - Grocery Management and Operations; Produce Management and Operations; Meat Management and Operations; and Food Merchandising.

c. Course/Work Assignment Substitutions. Where state laws or agency policies do not allow employees under specific ages to work in certain departments or perform specific tasks, or when operational practices do not allow for certain aspects of training, courses and work assignments can be substituted.

13-8. **GRADUATION AND PLACEMENT.**

a. Participants who have met all the requirements of the program may be non-competitively converted to a term, career, or career-conditional appointment any time within 120 days after satisfactory completion of the requirements for his/her high school diploma/certificate. To be converted, the student must meet the OPM qualification standards required for the position to which he/she is being assigned, and must be recommended for conversion to the position by a DeCA management official. Placements are subject to the availability of placement opportunities.

b. Following graduation from high school, students who are continuing their education may be appointed as student trainees while attending college, provided the provisions of CFR 213 are met.

c. In the event no placement opportunity exists within the 120-day conversion period, student appointments are terminated.

Chapter 14

DEVELOPMENT OF DECA TRAINING PROGRAMS/MATERIALS

14-1. **PURPOSE.** This chapter describes the standard process by which all training programs and materials intended for delivery to DeCA employees will be developed. A standardized, systems-oriented approach to training program development ensures both product quality and consistency in all products. DeCA's approach is adapted from a model used by the military training community. The model provides a logical process for addressing training needs and requirements, considers the realities of resource constraints (e.g., limitations on time and funding), focuses training efforts on the knowledge and skills critical to successful job performance, and provides for continuous evaluation and improvement of training processes and products.

14-2. **RESPONSIBILITIES.**

a. HQ DeCA Directorate of Personnel and Training (DP) will:

(1) coordinate, assist, and provide limited support as well as technical advice to all functional components of the organization in the areas of training program analysis, design, development, implementation, and evaluation

(2) ensure that the standardized process described in this chapter is applied to all training programs and materials developed for delivery to DeCA employees

b. Functional Components of DeCA (e.g., Directorates, Offices, Divisions, and other activities) will:

(1) advise HQ DeCA DP of projected needs for training program development or other types of training-related support

(2) develop (and/or contract for the development of) needed training according to the standardized process described in this chapter

(3) provide funding for training development initiatives sponsored by their groups or organizations

14-3. **TRAINING SUPPORT FOR PROCESS CHANGE.**

a. General. Frequently there are changes in technology, which require the use of new equipment. There are also times when new procedures must be implemented to increase organizational productivity and effectiveness, or to meet new legal or regulatory guidelines. Changes in work processes and procedures carry with them implied changes in employee skill and knowledge requirements. In such cases, the economy, efficiency, and effectiveness of operations are best maintained by providing some form of training support to employees affected by the change. Depending on the scope and complexity of the new equipment/procedures, appropriate training support could range from paper-based memory aids (such as procedural checklists or graphs illustrating the flow of new work processes), to on-the-job-training (OJT) resource materials, to formal, classroom training sessions. Whatever the form, the training support should be provided to workers in advance of or concurrently with the implementation of the new equipment or procedures. The potential cost of allowing employees to learn new work processes on a haphazard, trial-and-error basis is, in the long run, far higher than the costs associated with providing the right training to the right

people at the right time.

b. Internal Training. All training programs and materials developed for delivery to DeCA employees must be coordinated through HQ DeCA DP to eliminate redundant efforts and to ensure consistency in all products.

c. Training Request. When a DeCA functional component recognizes that a significant change in work requirements, processes, or procedures is coming, he/she will forward a memorandum to HQ DeCA DP alerting them to the potential need for instructional development/training support. At a minimum, the memorandum will identify the following:

- (1) Type of training required.
- (2) Number and location of employees to be trained.
- (3) Suspense date for training delivery.
- (4) Training goals/objectives (or, if unsure of specific training goals/objectives, describe the new job performance requirements for which training is required.)

14-4. **TRAINING PROGRAM DEVELOPMENT STANDARDS AND GUIDELINES.** All training programs developed for use within DeCA will adhere to the standards and guidelines set forth in this directive. All paper-based curriculum materials developed will adhere to the standards described in **Figure 14-1**. HQ DeCA DP will assist the sponsoring organization in determining the desired results of the training effort and the design of instructional resources to meet the training needs. DP staff will provide technical advice and consultation on training program development. The sponsoring organization will perform (or contract for and supervise) the actual program development work. The sponsoring organization will contribute the time of selected subject matter experts (SMEs), who will provide the technical knowledge needed to support the training development effort.

FORMAT ELEMENTS	STANDARDS
Software	Word 6.0 (for Windows)
Page	<ol style="list-style-type: none"> 1. Opening pages are one column and give instructional notes. 2. Instructional pages in the Instructor Guide (IG) are two column; left column has instructor notes and icons and the right column has text. Instructional pages in the Participant Workbook (PW) are one column (full page of text). 3. Exercise pages are formatted as needed.
Fonts	<ol style="list-style-type: none"> 1. All text in right column of IG and full-page body text in all documents is Times New Roman Regular/12 point (Postscript). 2. All text in left column of IG, in title lines of exercise pages, and in table

FORMAT ELEMENTS	STANDARDS
	header rows is Arial Bold/10 pt (Postscript).
Tabs	All are at .25 inch intervals.
Justification	Left justified
Margin Settings	Top = .65 inch Left = 1.0 inch Bottom = .50 inch Right = 1.0 inch
Page Numbering	1. Numbers restart at page 1 for each lesson and run consecutively within a given lesson. 2. Appendix cover page (footer) does not have a page number.
Headers/ Footers	IG: 1. Initial Header A (horizontal line/"Instructor Guide"): Used on the opening pages of each lesson (administrative info pages) and on all full-page inserts to IG (exercises, job aids, etc.)
(Headers/ Footers, cont.)	2. Second Header A (has words "Instructor Notes" and "Lesson Presentation" built into it): Begins at the start of instructor presentation outline and appears on all two-column text pages. 3. Footer A: -- Runs continuously throughout the lesson, up to Appendix cover page. -- Customized to reflect module and lesson title.
Line Spacing	1. In general, single-spaced text is standard. 2. Spacing between levels of the IG outline (and between outline headings and body text) follows example below. I. INTRODUCTION (1 line) A. Overview (1 line) Texttexttexttexttexttexttexttexttexttexttexttexttexttexttexttext. (1 line) 1. Texttexttexttexttexttexttexttexttexttexttexttext (1 line) 2. Texttexttexttexttexttexttexttexttexttexttexttext (2 lines) B. Objectives

FORMAT ELEMENTS	STANDARDS
	(2 lines) II. NEXT MAJOR TOPIC HEADING
Bullets	1. Standardized bullet style is used <ul style="list-style-type: none"> • (CTRL + W; 4, 2 -- WP DOS Compatible keyboard)
(Bullets, cont.)	2. When a bulleted phrase is used to complete a sentence-- <ul style="list-style-type: none"> • (like this), no initial caps and • no periods at the end of the bulleted phrases • However, if the bulleted material is a complete sentence (like this), initial caps are used and items end with a period. 3. Subpoints under a bulleted phrase are set off with a double-dash--like this-- <ul style="list-style-type: none"> • Bulleted phrase <ul style="list-style-type: none"> -- subpoint one -- subpoint two
Outline Format	I. FIRST LEVEL = ALL UPPERCASE AND BOLD One indent between Roman numeral and first level heading text. Subordinate text all the way out to the left margin, aligned under the Roman numeral. A. Second Level = Initial Caps and Bolded One indent after alpha character. Narrative text also aligned under the alpha character. <ul style="list-style-type: none"> • If bulleted text is used, bullet lines up under the letter (or Roman numeral if used at outline level one); one indent after bullet so text wraps like this. If subordinate numerals are used-- <ol style="list-style-type: none"> 1. The numeral lines up under the text that follows the alpha character above. 2. Consecutive numbers follow suit.
(Outline Format, cont.)	1. Un-numbered subtopics: if--when there is no particular sequence involved-- you use topical headings instead of numbers (1., 2., 3.) for subtopics at the second level of your outline (under A./B./C., etc.), format looks like this:

FORMAT ELEMENTS	STANDARDS
Use of Examples in Text	<p data-bbox="521 268 1040 300">A. Team Member Developmental Factors</p> <p data-bbox="570 338 1409 401"><i>Competence.</i> The team member's competence is a function of knowledge and experience. Texttexttexttexttexttexttexttexttexttexttexttexttexttexttext.</p> <p data-bbox="570 443 1295 506"><i>Commitment.</i> The team member's commitment is a function of motivation and confidence. Texttexttexttexttexttexttexttexttexttexttexttexttexttexttext.</p> <p data-bbox="475 579 1114 611">(Heading words are italicized and followed by a period.)</p> <p data-bbox="475 646 1390 709">Where examples are provided for instructor use (i.e., to help illustrate a point for the group), format is as follows--</p> <p data-bbox="509 751 1370 884"><i>[Example--drop to a new line; bring the whole thing over one indent from wherever you are in your outline; use a double-dash after the word "Example;" continue in lower case until the end or the start of the second sentence, if there is one. Enclose all in brackets. Italicize all.]</i></p>
Lesson Outlines	<p data-bbox="475 919 881 951">All lesson outlines will begin with--</p> <p data-bbox="475 989 800 1020">I. INTRODUCTION</p> <p data-bbox="570 1058 789 1089">A. Overview</p> <p data-bbox="570 1127 800 1159">B. Objectives</p> <p data-bbox="475 1197 1003 1228">All lesson outlines will end with SUMMARY.</p>

Figure 14-1 Style Standards for Development of Instructional Text

14-5. **THE TRAINING DEVELOPMENT PROCESS.** A variety of instructional systems development models exist--all of which emphasize an objective, systems approach to training program development. DeCA's approach is consistent with that of the larger DOD community, which follows the Interservice Procedures for Instructional Systems Development (IP-ISD) as the basis for their systems approach to training program development. The IP-ISD model and DeCA's instructional systems development model (referred to hereafter as the ISD model) are both characterized by five phases: analysis, design, development, implementation, and evaluation. These are depicted in **Figure 14-2**.

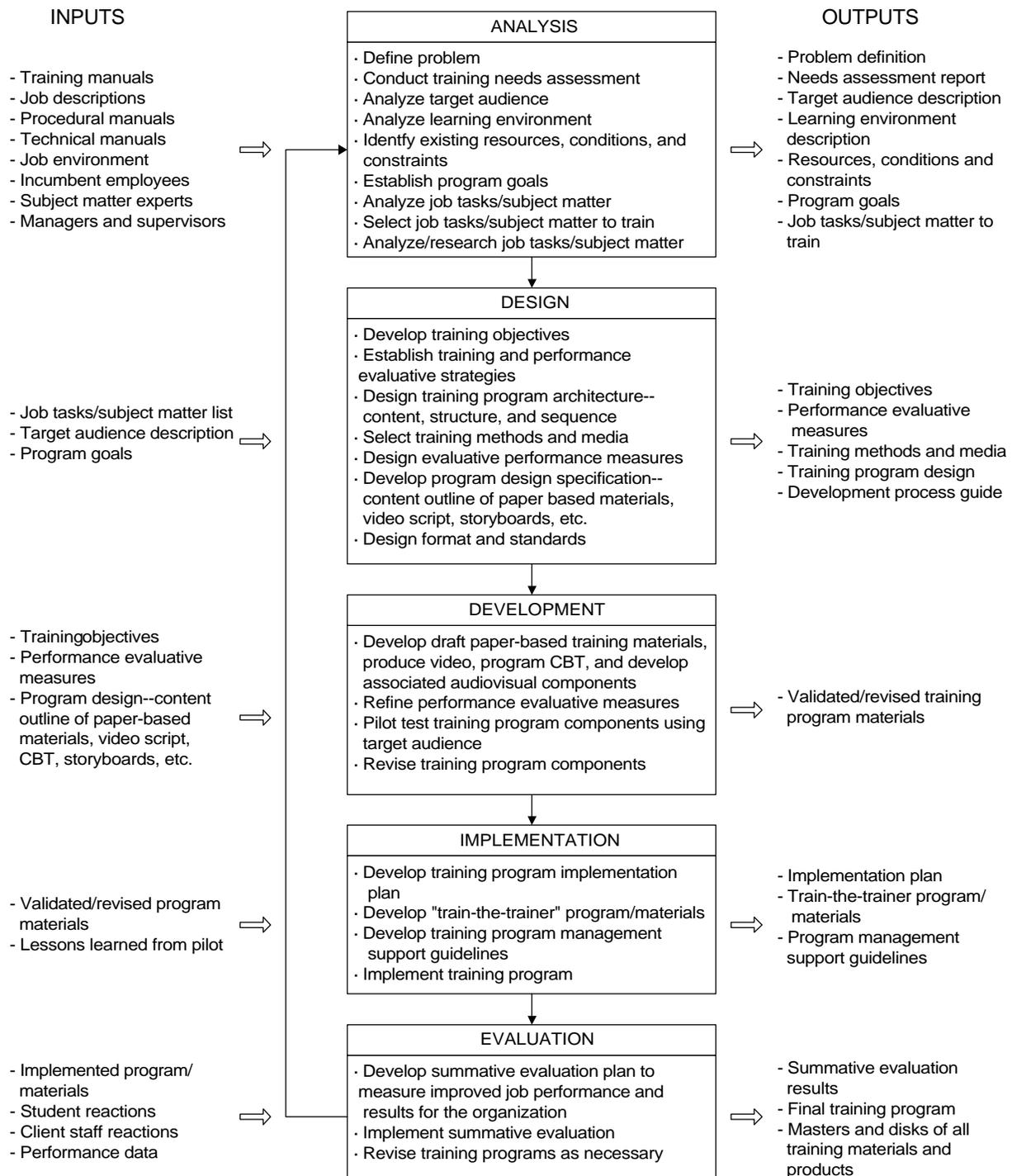


Figure 14-2 Training Development Process Flow

ANALYSIS
<ul style="list-style-type: none"> · Define problem · Conduct training needs assessment · Analyze target audience · Analyze learning environment · Identify existing resources, conditions, and constraints · Establish program goals · Analyze job tasks/subject matter · Select job tasks/subject matter to train · Analyze/research job tasks/subject matter

Figure 14-3 Analysis

a. Analysis. The purpose of the Analysis phase is to identify training needs, requirements, and priorities. Analyses undertaken at a project's initiation are called front-end analyses. These include the activities outlined below.

(1) Training Needs/Problem Analysis. Analysts use interviews, surveys, observations, or a combination of these to determine possible training needs. Managers, supervisors, and/or employees with knowledge about the potential training need may be asked questions that could aid in defining the scope of the training problems and/or requirements. Analysts typically explore the possible need for instruction by comparing the desired state of affairs with the current state of affairs. This involves asking the sponsoring activity, "What future outputs, accomplishments, or results are desired? What actual outputs, accomplishments, or results are currently being produced or achieved?" To the degree that the problem--the gap between future/desired and current/actual results--involves, in part, a deficiency in required skills or knowledge, training is an appropriate part of the solution.

(2) Target Population Analysis. This analysis identifies the entry-level skill of the trainees, including education, experience, reading skills, and other relevant prerequisite knowledge and abilities (i.e., what trainees can reasonably be expected to know/be able to do prior to the start of instruction). This analysis is critical to development of instruction appropriate for the learning styles and preferences of trainees. It also ensures that the training effort is limited in scope to only those skills and knowledge that workers need but do not currently have.

(3) Analysis of Learning Environment. This type of analysis is conducted to identify the characteristics of the space in which learning will occur (in the classroom, at the work-site, and so on), and the resources available to program developers and instructors/facilitators. These resources may include, but are not limited to, space for classes, labs, or workshops; media such as off-the-shelf training materials, computers, actual job equipment or mockups/simulators, textual reference materials, audio-tapes or videotapes, and subject matter experts.

(4) Analysis of Conditions and Constraints. Training involves tradeoffs, so program developers need to know the constraints on a training program as well as the available resources. Common constraints include limitations in budget, availability of resources, and availability of the time of training participants and/or instructors. Program developers must consider all known limitations from the outset and plan around them.

(5) Goal Analysis. Given the results of the prior analyses (information on the nature of the training problem, the needs and characteristics of the trainees, and the resources, conditions, and constraints affecting the development effort), it is possible to establish realistic goals for the program. The goals are typically broad statements of overall performance and/or knowledge outcomes to be achieved by the program. The remaining activities in the Analysis phase of the process allow specification of more detailed objectives for individual units of instruction (modules, lessons, etc.).

(6) Job Analysis. Analysts seek to establish a conceptual model or map of the key components of the job(s) that workers must be trained to perform. Job models typically reflect the performer's primary duties and the major tasks/subtasks that comprise each duty area. The objective at this stage is to identify all relevant tasks which *could* be taught--without judging yet what actually *should* be taught. This yields a task list or inventory. The task inventory is typically validated by submitting it to a panel of experts (expert job performers or subject matter experts) for review. The experts add, delete, or modify elements of the model as needed to make it accurate and complete. The panel also rates individual tasks as to their difficulty (how difficult is it to perform this task), criticality or importance (how significant are the consequences of failure to perform this task properly) and frequency (how often is the performer likely to be called on to perform this task). Task ratings are then analyzed in relation to an arbitrary "cut-off point." Tasks that fall below this point are judged as too simple or unimportant to justify the time and costs of formal instruction. Those above the cut-off point are judged as "critical" tasks--those worth teaching.

(7) Task Analysis. Analysts then perform a detailed analysis of each task to be trained. The results should include specification of the cues, conditions, and standards of performance; required equipment or other resources; the individual decision/action steps that comprise the task/subtask; and the underlying skills and knowledge needed to enable performance. Typically, detailed task models are developed with the assistance of a primary expert and are then validated by an independent panel of experts.

DESIGN
<ul style="list-style-type: none"> · Develop training objectives · Establish training and performance evaluative strategies · Design training program architecture--content, structure, and sequence · Select training methods and media · Design evaluative performance measures · Develop program design specification--content outline of paper based materials, video script, storyboards, etc. · Design format and standards

Figure 14-4 Design

b. Design. The key task in the Design phase is to translate the training requirements identified through front-end analyses into performance objectives. Given specific objectives for each major task to be taught, the overall structure of the training program can be determined, appropriate instructional strategies, methods, and tactics can be identified, and assessment instruments can be developed.

(1) Objectives. Learning objectives are specified at two levels: terminal and enabling. Terminal objectives typically address a complete job or task; enabling objectives speak to a task step or element-one component action of a complex task. At both terminal and enabling levels, objectives indicate what the trainee is expected to know/be able to do, under what conditions, and to what standard or criterion, to demonstrate mastery of the task being trained.

(2) Course Structure. Objectives are then analyzed to identify prerequisite relationships and dependencies. They are grouped to form an objectives hierarchy or optimal learning progression which is, in turn, analyzed to determine the architecture of the course--i.e., its overall sequence and structure (modules, units, lessons, etc.).

(3) Assessment Instruments. Assessment instruments and other performance measurement mechanisms are designed to support evaluation of training results. Emphasis should be placed on design of performance-based assessments requiring trainees to actually perform a given task or activity in an environment that matches (or approximates as closely as possible) actual work conditions.

(4) **Instructional Methods and Media.** Individual objectives are analyzed to determine the most appropriate method of instruction and type(s) of media to employ for training. Media decisions may be made using one of a number of existing selection models that account for the visual, psychomotor, and cognitive requirements of each objective. Appropriate instructional methods for the types of learning required are also identified, and learning activities are devised to support instruction on each objective. Methods may be either group-paced (as for group instruction in classroom settings) or self-paced (as for computer-based training or self-study programs designed for use by individual learners). Learning activities may include whole-/part-task demonstration and practice, paper-and-pencil exercises, case studies, games simulations, small group discussion exercises, and so on. Consider needs of handicapped employees who may require special accommodations such as video tapes with closed captioning for the hearing impaired.

(5) **Design Specifications.** For purposes of interim validation, a set of lesson/unit design specifications is developed. These include, for each lesson, specification of learning objectives, time and resource requirements, methods/media, instructional content (in outline form), and assessment strategies. The specifications are typically submitted to both to the panel of job/subject matter experts who supported the analysis phase of the project as well as those in the larger work system who have approval authority over what is taught, to whom, and how. Since the design specifications illustrate in some detail where the curriculum development effort is headed, they provide an effective preview of the outcomes of the effort--and provides the basis for a final "reality check" before the costs of actually producing the training materials are incurred.

DEVELOPMENT
<ul style="list-style-type: none"> · Develop draft paper-based training materials, produce video, program CBT, and develop associated audiovisual components · Refine performance evaluative measures · Pilot test training program components using target audience · Revise training program components

Figure 14-5 Development

c. **Development.** This phase consists of activities related to the actual production of the instructional materials. Draft training products (instructor guide, student manual, job aides, video, etc.) are developed; assessment instruments are refined and finalized. Draft materials are validated by having the expert performers and/or subject matter experts review them. Revisions are made as needed. A formative evaluation (pilot test) of the draft program is conducted with representatives of the target audience--employees who will eventually receive the training. The purpose of evaluation is to see whether the program actually does what it was designed to do--that is, if the training enables the employees to perform the desired work activities to the standards required. Final revisions to training materials are made based on the results of the formative evaluation.

IMPLEMENTATION
<ul style="list-style-type: none"> · Develop training program implementation plan · Develop "train-the-trainer" program/materials · Develop training program management support guidelines · Implement training program

Figure 14-6 Implementation

d. **Implementation.** If the training program is to be fielded at a number of locations (i.e., in more than one Region or at multiple commissaries), an implementation plan is developed that specifies the training delivery schedule and addresses how the necessary resources (e.g., training time and space) will be secured. In some cases, additional materials must be developed to help key personnel prepare to teach the course. Key personnel typically include the subject matter experts who participated in the program development effort, as they require less training than someone totally unfamiliar with the content of the instruction. Program development staff continue to collect course evaluation data during implementation, to ensure that the training is being presented as designed and to identify any shortcomings in the program that must be corrected. Feedback from employees who participate in the program as well as from instructors and observers representing the sponsoring organization provides valuable input on overall program effectiveness.

EVALUATION
<ul style="list-style-type: none"> · Develop summative evaluation plan to measure improved job performance and results for the organization · Implement summative evaluation · Revise training programs as necessary

Figure 14-7 Evaluation

e. **Evaluation.** Summative evaluation is typically conducted approximately six months after full-scale implementation of the new instructional program. The data collection methodology varies, but often includes direct observation and interview of recent program graduates as well as their workplace supervisors, the course instructors, and personnel responsible for overall administration and management of the program. The purpose is to examine the long-term effects of the instruction on its intended audience. Evaluation data is analyzed to determine whether the training has transferred from the classroom to the workplace--whether it has made an impact on what workers do and how they do it or their attitudes toward what they do. The ISD process ends essentially as it began--by comparing the actual status of the work or workers with the desired status. Actual work results achieved by employees are measured against the outcomes or results desired by the training sponsor. If the gap initially present between the two has closed, the training program met its objectives. If the gap remains, the Analysis phase must be reinitiated and necessary adjustments in training content or strategy must be made.

Appendix A

GLOSSARY

Academic Degree. The certification of completion of a structured program of study at a state-accredited institution of higher learning (e.g., an associate's, bachelor's, master's, or doctoral degree).

Agency. An executive department; an independent establishment; a Government corporation subject to Chapter 91 of Title 31; the Library of Congress; the Government Printing Office

Career Field. One or more related occupations or functions which require similar basic skills, knowledge, and qualifications and within which patterns of development and promotion are present which offer long-term opportunities and incentives for advancement.

Career Management. The continuing process by which employees in specific career fields are identified and developed, administered under a formal program, and used to fill positions of increasing responsibility within DeCA providing the Agency with a staff of proficient career employees.

Conference. A meeting organized around discussion of a subject or number of subjects (NOTE: Throughout this directive, wherever the word "conference" is used, you may substitute 'meeting' and/or 'symposia'.)

Compensatory Time. Granted time off from a GS employee's tour of duty in lieu of payment for work/overtime performed

Correspondence Course. A self-study course offered by one of a variety of organizations in which students receive packages of educational materials, including tests, in the mail, complete the training on their own, and return the completed test materials by mail for evaluation and grading.

Developmental Assignments. Assignments which prepare employees for increasing levels of responsibility by providing the types of enriching job experiences and knowledge, skills, and abilities (KSAs) needed for advancement to full professional potential. Such assignments may be temporary or permanent and may involve promotions, reassignments, and details.

Formative Evaluation. A pilot test or validation trial of a draft instructional program, conducted to determine if the program runs effectively as planned or if adjustments to instructional content or strategy are needed prior to implementation.

Government. The Government of the United States and the Government of the District of Columbia.

Government Training Facility. Property owned or substantially controlled by the Government and the services of any civilian and military personnel of the Government

Individual Development Plan (IDP). A plan that is the result of a joint effort between an employee and manager/supervisor. It identifies career training needed for the orderly progression within the employee's career field.

Instructional Objective. A statement which specifies what a learner must know or do under given conditions to demonstrate successful mastery of a particular work task or knowledge topic.

Interagency Training. Training provided by one Federal/DoD agency for another Federal/DoD agency; training shared by two or more Federal/DoD agencies.

Long-Term Training. Continuous, full-time training programs of more than 120 working days duration. This includes both formal training programs and planned developmental assignments in either Government or non-Government facilities. Apprenticeships, cooperative education, and career intern programs are not classified as long-term training.

Mandatory Training. Training required by law or other authority for all, or selected groups of DeCA employees.

Media. The tools used by training program developers to support delivery of the instructional message to learners; examples of instructional media include overhead transparencies and slides, videotapes, audiotapes, and instructional software designed to run on mainframe or personal computer systems.

Mentoring. Mentoring is a relationship, typically between a senior and junior level employee, in which the senior member supports improvement of the junior members' job skills and potential for higher-level jobs through informal counseling on career strategies and feedback on career decisions and training and development opportunities.

Needs Assessment. Needs assessment is the process of systematically identifying the training needs of the organization, occupation, and/or individual.

Non-Government Training Facility. The services and property of any entity other than one owned or controlled by the U.S. Government, including those operated by--state and local Governments; foreign nations; international organizations; professional organizations and institutions; business and commercial firms; colleges and universities; and other commercial training

Occupational Training Plan (OTP). A plan which contains, for a given occupational series, the knowledge, skill, and ability (KSA) requirements for all jobs in the series and the mandatory, functional, and developmental training recommended for improving employee competence within the occupation and supporting workforce development throughout DeCA. OTPs are key information sources for managers/supervisors and employees in preparing Individual Development Plans

On-the-Job Training (OJT). Planned, organized, job-related training conducted for an employee at the worksite; training which involves either having the manager/supervisor provide the employee with direct instruction on task performance or having the manager/supervisor assign the employee to work closely with another, more experienced worker who coaches and trains the novice employee by example.

Overtime Pay. Monetary compensation for hours worked by nonexempt employees in excess of the scheduled 40-hour work week.

Per Diem Expenses. Expenses reimbursable to the employee by the Agency for costs associated with official travel within the continental United States (CONUS), at rates specified in the current Joint Travel Regulations (JTR). Maximum reimbursable rates are provided in the JTR for lodging and for meals and incidental expenses on a locality-specific basis.

Premium Pay. Additional compensation beyond the basic rate of pay which an employee is entitled to receive for situations such as overtime work or work at night or on Sundays or holidays.

Summative Evaluation. Evaluation of a training program conducted three to six months after implementation, intended to determine the overall effectiveness of the training effort.

Symposia. A conference or discussion of a specified topic or topics.

Task Qualification Standards. The standards which describe the level of performance that an employee must achieve on a task in order to be considered qualified to perform it; as specified in varied DeCA directives and on position-specific model performance plans.

Training. The process of providing for and making available to an employee, and placing or enrolling an employee in, a planned program of instruction or education in fields which will improve individual and organizational performance and will assist in achieving the Agency's mission and performance goals.

Training Plan. A plan which identifies the training needs for the fiscal year, the projected source(s) for and costs of the training, and the associated resource requirements, based on the identified needs of the organization and individual employees.

Appendix B: Management Control Review Checklist (MCRC)

TASK: Personnel and/or Organization Management

SUBTASK: Employee Training and Development

THIS CHECKLIST: Program Administration

ORGANIZATION:

ACTION OFFICER:

REVIEWER:

DATE COMPLETED:

ASSESSABLE UNIT: Assessable unit managers responsible for completing this checklist will be designated by the cognizant headquarters' staff functional principal. The principal and mandatory schedule for using this checklist will be shown in the annually updated DeCA Management Control Plan.

EVENT CYCLE 1: Publish employee training and development directive and assign functional responsibilities.

Step: Establish governing directive.

Risk: Agency training policies and procedures will not be standardized and responsibilities will not be known, resulting in failure to meet the organization's training needs.

Control Objective: Define policies, procedures, and functional responsibilities for employee training and development.

Control Technique:

1. Designate an Office of Primary Responsibility (OPR) to oversee and administer the Agency's training function.
2. Develop and publish a directive establishing Agency-wide training and development policy and procedures.
3. Specifically assign functional responsibilities for employee training and development.

Test Questions:

1. Has an OPR been designated for overall responsibility to oversee and administer the Agency's training function?

Response: YES__ NO__ NA__

Remarks: *

2. Has a directive or other guidance document been published and distributed?

Response: YES__ NO__ NA__

Remarks: *

3. Does the document include program policies and procedures?

Response: YES__ NO__ NA__

Remarks: *

4. Does the document specifically assign functional responsibilities for employee training?

Response: YES__ NO__ NA__

Remarks: *

5. Has an active network of Training Coordinators been established to help supervisors and managers administer training and development operations?

Response: YES__ NO__ NA__

Remarks: *

EVENT CYCLE 2: Identify employee training and development needs.

Step: Conduct systematic assessments of training needs to provide a realistic basis upon which to plan, program, and direct training activities toward achievement of the organization's objectives.

Risk: Lack of procedures for identifying training needs may result in the failure to provide employees with the training experiences and developmental opportunities they need to successfully perform their current and future job duties.

Control Objective:

1. Provide sufficient information to supervisors and managers to help them annually review and document training needs on employees' Individual Development Plans (IDPs).
2. Establish efficient procedures for supervisors and managers to report identified needs to Training Coordinators/other assigned specialists tasked with responsibility for planning and programming training.

Control Technique:

1. Ensure that Training Coordinators/other assigned specialists are accountable for advising and consulting with supervisors and managers to determine their subordinates training needs.
2. Ensure that supervisors and managers are accountable for review of their subordinates' training

needs at least once each year, before the new fiscal year, in conjunction with the mid-year performance counseling session.

Test Questions:

1. Is an assessment of activity training needs conducted annually by supervisors and managers?

Response: YES__ NO__ NA__

Remarks: *

2. Do Training Coordinators/other assigned specialists provide advice and assistance to supervisors in determining the training needs of their subordinates?

Response: YES__ NO__ NA__

Remarks: *

EVENT CYCLE 3: Plan and budget for training.

Step: Develop a system for preparing an activity training plan and budget.

Risk: If sufficient monetary and manpower resources are not allocated to training, employees may not receive needed training on a timely basis.

Control Objective:

1. Assign joint accountability for development of fiscal year Training Plans and budgets to activity managers and Training Coordinators/other assigned specialists at commissary, region, and headquarters levels.
2. Assure that funds are available to provide required training experiences for DeCA employees.
3. Ensure that training funds are spent as programmed in the training plan.

Control Technique:

1. Prepare annual activity training plans that include total funding requirements for training and establish priorities for the fiscal year.
2. Incorporate training resource requirements into the budgeting process at commissary, region, and headquarters levels.
3. Monitor training expenditures to ensure that training funds are spent as programmed in the training plan.

Test Questions:

1.a. Is there a written fiscal year training plan, approved by the head of the organization?

Response: YES__ NO__ NA__

Remarks: *

b. Are projected training costs identified in the plan?

Response: YES__ NO__ NA__

Remarks: *

2. Do the training plan and reported training activities indicate that the training needs of all organizational elements and segments of the workforce are being identified and met?

Response: YES__ NO__ NA__

Remarks: *

3. Do reports on training expenditures indicate that training funds and resources are generally being spent as programmed in the training plan?

Response: YES__ NO__ NA__

Remarks: *

EVENT CYCLE 4: Manage employee attendance at formal training courses and events.

Step: Properly administer and manage the process of requesting, authorizing, certifying funding for, and documenting completion of formal training courses and events attended by DeCA employees.

Risk: If the process of requesting, authorizing, certifying funding for, and documenting completion of formal training courses and events attended by employees is not properly managed, Government funds will be wasted.

Control Objective: Develop a system to ensure that the process of requesting, authorizing, certifying funding for, and documenting employee attendance at formal training courses and events is properly managed.

Control Technique:

1. Establish procedures for requesting, authorizing, and documenting attendance at formal training courses and events.

2. Ensure that line managers and supervisors are accountable for obtaining required approvals before sending an employee to training and for providing course completion and evaluation documentation to servicing CPOs afterwards, via the assigned Training Coordinator(s).

Test Questions:

1. Is approval and funding certification for employee requests to attend formal training courses and events always obtained prior to the start of training?

Response: YES__ NO__ NA__

Remarks: *

2. Is course completion and evaluation documentation (copy 9 of DD Form 1556) always provided to the servicing CPO upon the employee's return to duty after formal training?

Response: YES__ NO__ NA__

Remarks: *

3. Are individual training completions recorded in employee Official Personnel Folders?

Response: YES__ NO__ NA__

Remarks: *

4. Is there a system for monitoring and administering a continued-service agreement for employees who have received training of more than 30 days duration?

Response: YES__ NO__ NA__

Remarks: *

EVENT CYCLE 5: Evaluate the training planned, programmed, and provided/funded by the Agency.

Step: Develop a systematic approach for evaluating training experiences.

Risk: If training is not evaluated, activities will not know whether the training and development program is economically and effectively contributing to mission accomplishment and if it is achieving the desired results.

Control Objective:

1. Evaluate the results and effects of training to determine whether it is achieving the desired results in terms of employee behavior, attitude, knowledge, skills, and abilities.

2. Evaluate the results and effects of training to determine whether it is contributing to the achievement of the organization's mission and strategic goals.

Control Techniques:

Collect, tabulate, and analyze course evaluation data; formulate conclusions and recommendations, and organize and present the results to key management officials.

Test Questions:

1.a. Are Training Coordinators/other assigned specialists and/or servicing CPOs maintaining course evaluation data?

Response: YES__ NO__ NA__

Remarks: *

b. Are the evaluation results used to make decisions about training programs?

Response: YES__ NO__ NA__

Remarks: *

2. Are the quality and cost-effectiveness of all long-term training programs evaluated after completion based on demonstrated improvements in employee skills, knowledge, and job performance?

Response: YES__ NO__ NA__

Remarks: *

*Explain rationale for YES responses or provide cross-references where rationale can be found. For NO responses, cross-reference to where corrective action plans can be found. If response is NA, explain rationale.

I attest that the above-listed management controls provide reasonable assurance that DeCA resources are adequately safeguarded. I am satisfied that if the above controls are fully operational, the internal controls for this subtask throughout DeCA are adequate.

Director, Human Resources
FUNCTIONAL PROPONENT

I have reviewed this subtask within my organization and have supplemented the prescribed management control review checklist when warranted by unique environmental circumstances. The controls prescribed in this checklist, as amended, are in place and operational for my organization (except for the weaknesses described in the attached plan, which includes schedules for correcting the weaknesses).

ASSESSABLE UNIT MANAGER
(Signature)

Appendix C: Annual Training Cycle

ACTION	RESPONSIBILITY
October	
<ul style="list-style-type: none"> ■ Announce fiscal year training schedule(s), per requirements reflected in Agency, Region, and local Training Plan(s). 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP
<ul style="list-style-type: none"> ■ Announce opportunities and nomination/selection procedures for centrally funded training (i.e., BCOC, ACOC, supervisory development training, long-term training, and executive/managerial training). 	<ul style="list-style-type: none"> ■ HQ DeCA DP and Region Training Coordinators
<ul style="list-style-type: none"> ■ Announce assigned quotas from DoD Joint Colleges and other services' schools. 	<ul style="list-style-type: none"> ■ HQ DeCA DP and Region Training Coordinators
November	
<ul style="list-style-type: none"> ■ 	
December	
<ul style="list-style-type: none"> ■ Provide guidance to supervisors on use of IDPs as tools for employee career planning and training needs assessment. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP
January	
<ul style="list-style-type: none"> ■ Begin scheduling/conducting mid-year employee performance counseling sessions and updating training requirements on IDPs. 	<ul style="list-style-type: none"> ■ All supervisors

Appendix C: Annual Training Cycle

ACTION	RESPONSIBILITY
February	
<ul style="list-style-type: none"> ■ Finish scheduling/conducting mid-year employee performance counseling sessions and updating training requirements on IDPs. 	<ul style="list-style-type: none"> ■ All supervisors
<ul style="list-style-type: none"> ■ Complete Activity Training Needs Assessment Survey forms (requirements for next fiscal year). 	<ul style="list-style-type: none"> ■ Activity Training Coordinators (compile input from IDPs); Commissary Officers/Activity Managers (review, finalize, approve local needs surveys)
<ul style="list-style-type: none"> ■ Prepare/submit mid-year status report on Annual Training Plan/training budget execution. (Local reports go to Region; Region, HQ DeCA, and FOA reports go to HQ DeCA DP.) 	<ul style="list-style-type: none"> ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders
March	
<ul style="list-style-type: none"> ■ Consolidate input from Activity Training Needs Assessment Surveys; produce draft training needs reports, Training Plans, and budgets (performed at local and Region levels). 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP (review and consolidate data, produce report, plan, and budget); Budget Holders (review/approve training plan and budget)
<ul style="list-style-type: none"> ■ Submit Region, HQ DeCA, and FOA Training Plans and budget roll-ups to HQ DeCA DP. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and Budget Holders at Region, HQ DeCA, and FOA
<ul style="list-style-type: none"> ■ Provide input to RM Budget offices on unfunded training requirements for remainder of fiscal year. 	<ul style="list-style-type: none"> ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders
April	
<ul style="list-style-type: none"> ■ Consolidate input from Region, HQ DeCA, and FOA Training Plans and budgets; produce Agency-level training needs report, Training Plan, and preliminary budget. 	<ul style="list-style-type: none"> ■ HQ DeCA DP
<ul style="list-style-type: none"> ■ Review Training Plan(s)/training requirements data as needed to respond to preliminary TACITS Survey (quota requirements for Army/DoD Schools). 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP

Appendix C: Annual Training Cycle

ACTION	RESPONSIBILITY
May	
<ul style="list-style-type: none"> ■ Input preliminary TACITS Survey requirements data into ATRRS. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP
June	
<ul style="list-style-type: none"> ■ Prepare to respond to call from RM/Budget offices for final budget estimates on training required for next fiscal year. 	<ul style="list-style-type: none"> ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders
<ul style="list-style-type: none"> ■ Begin scheduling/conducting annual employee performance appraisals; update IDPs and report new/revised training requirements data as needed. 	<ul style="list-style-type: none"> ■ All supervisors; roll-ups of new/revised training requirements are reported to appropriate Training Coordinators and forwarded to HQ DeCA DP
July	
<ul style="list-style-type: none"> ■ Finish scheduling/conducting annual employee performance appraisals; update IDPs and report new/revised training requirements data as needed. 	<ul style="list-style-type: none"> ■ All supervisors; roll-ups of new/revised training requirements are reported to appropriate Training Coordinators and forwarded to HQ DeCA DP
<ul style="list-style-type: none"> ■ Begin contacting training vendors and schools to collect information on course schedules/costs for upcoming fiscal year. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP
<ul style="list-style-type: none"> ■ Respond to final call from HQ DeCA DP for requirements for centrally-funded training for new fiscal year. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP
<ul style="list-style-type: none"> ■ Respond to final call from RM Budget offices for budget estimates on training required for next fiscal year. 	<ul style="list-style-type: none"> ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders

Appendix C: Annual Training Cycle

ACTION	RESPONSIBILITY
August	
<ul style="list-style-type: none"> ■ Continue contacting training vendors and schools to collect information on course schedules/costs for upcoming fiscal year. ■ Review training requirements data as needed to respond to final TACITS Survey call for Army/DoD School quotas. ■ Begin preparing year-end status reports on Annual Training Plan/training budget execution for past fiscal year. 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP ■ Region Training Coordinators and HQ DeCA DP ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders
September	
<ul style="list-style-type: none"> ■ Input final TACITS Survey requirements data into ATRRS. ■ Continue collecting vendor/school information on course schedules/costs. ■ Finalize/submit fiscal-year-end reports on Annual Training Plan/training budget execution. (Local reports go to Region, HQ DeCA, and FOA reports go to HQ DeCA DP.) ■ Allocate training funds for upcoming fiscal year. ■ Prepare/submit training completions report to OPM (every third year). 	<ul style="list-style-type: none"> ■ Region Training Coordinators and HQ DeCA DP ■ Region Training Coordinators and HQ DeCA DP ■ Annual Training Plan preparers (Region Training Coordinators and HQ DeCA DP) and Budget Holders ■ HQ DeCA RM Budget ■ Servicing CPOs