

Training Coordinator Handbook

Civilian Human Resources Agency,
Southwest Region



Human Resource Development Division

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Training Coordinator Handbook

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1. INTRODUCTION

This handbook is a product of the Southwest Region Civilian Human Resources Agency Human Resource Development Division (HRDD). As more HRDD functions are being placed in the Civilian Human Resources Advisory Centers (CPAC) and/or the activity the training roles and responsibilities are shared with the installation/activity. As a result of this change in structure, Training Coordinators have been given an expanded role in the implementation of training. This handbook is intended to be a guide and reference tool to assist Training Coordinators/CPAC's in carrying out their duties and responsibilities. Training responsibilities may differ contingent on how the command has developed the training structure. The local CPAC's and Training Coordinators work together to assist the command in meeting their workforce needs.

2. TRAINING RESPONSIBILITIES

Responsibilities	Tng Coords/CPAC	Mgrs/Supv	HRDD	MACOM	DA
Advise/assist mgrs in completion of employees' Individual Development Plans (IDPs)	X				
Approve Training Requests		X			
Ascertain that course evaluations are completed for each course taken	X				
Assess individual and organization training needs annually and report these needs during appropriate assessment surveys.		X			
Assist with administration of on-site courses.	X				
Budget and commit funds and/or resources to meet identified training needs.	X	X			
Coordinate course substitutions/cancellations.	X				
Coordinate organization space allocations/funds.	X				
Coordinate/input Annual Training Needs Assessment (ATNA) with CPAC.	X				
Counsel employees on career development.		X			
Delegate and provide training to managers for training approval authority. Commander delegates, but HRDD provides the training.			X		

Responsibilities	Tng Coords/CPAC	Mgrs/Supv	HRDD	MACOM	DA
Review long-term and leader development application packages and route to proper destination	X				
Develop individual and organizational training plans from training needs (IDP)		X			
Endorse and route long-term training application package to proper destination	X	X	X	X	
Ensure mandatory training requirements are met	X	X			
Evaluate completed training		X	X		
Initiate/process Training Request Standard Form SF 182	X				
Utilize knowledge of basic training regulations and laws	X	X	X	X	X
Obtain Commander's commitment to fund installation and regional training	X		X		
Prepare and forward Training Plan to HRDD	X				
Prepare and forward Regional Training Plan to Activity TRNG Coordinator/CPACs			X		
Process requests for waiver of prerequisites	X		X	X	
Produce and forward a consolidated installation training needs survey to HRDD	X				
Produce and disseminate appropriate standard operation procedures					X
Provide employee training completion data to HRDD	X				
Provide employee training data to HRDD	X				
Provide on-the-job orientation for new employees		X			

Responsibilities	Tng Coord's/CPAC	Mgrs/Supv	HRDD	MACOM	DA
Receive/distribute student reporting instruction	X				
Review long-term and leader development application packages and route to proper destination	X		X	X	
Serve as organization point of contact for CPAC	X				
Setup/maintain required training documentation/files	X				
Transmit Automated Training Needs Assessment (ATNA) tool and instruction to the TRNG COORD/CPACs			X		
Transmit Automated Training Needs Assessment (ATNA) tool to managers	X				
Verify credit card charges for training	X				

3. TRAINING TIMELINE

Training Needs Survey and Annual Training Plan

SOP/BPM # BLOCK#	TASK	SD*	ED*	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
H01/B1 HRDD	Conduct Market Analysis	Mid Nov													
H01/B2 HRDD	Implement Market Strategy	Mid Jan													
H01/B3 HRDD	Activate Training Needs Survey	15 Mar													
H01/B4 CPAC/Trng Coord	Task Organizations to Conduct Survey	1 Apr													
H01/B5 Management	Conduct Survey and Forward to Trng Coord/CPAC	1 Apr	15 May												
H01/B6 CPAC/Trng Coord	Consolidate and Prioritize Needs - Forward to HRDD	15 May	15 Jun												
H01/B7 HRDD	Analyze Tng Needs to Develop Tng Plan	15 Jun	1 Jul												
H02/B1 CPAC/Trng Coord	Prepare & Present Funding & Tng Requirements to Commanders. This could be activity	Mid Jun	1 Jul												
H02/B2 HRDD	Submit Copy of the Cmdr Approved Tng and Cost Document to HRDD	1 Jul	Mid Jul												
H02/B3b HRDD	Develop Draft Regional Tng Plan	Mid Jul													

H02/B3a CPAC/Trng Coord	Develop Draft Installation Tng Plan		Erly Aug													
H02/B4a,b,c CPAC/HRDD	In Partnership Approve Tng Plans and Funding		Late Aug													
H02/B5a,b 6 CPAC/Trng Coord/HRDD	Publish approved Tng Plans to Org, Mgrs, Employees		Erly Oct													

SOP = Standing Operating Procedure **BPM** = Business Process Map ***SD** = Start Date **ED** = End Date

*Time-line has been adapted with dates to meet our customer's needs. It varies from Standing Operating Procedure No. H

4. INDIVIDUAL DEVELOPMENT PLAN

Managers/supervisors with the assistance of Training Coordinators are to review the training needs of their employees annually. These identified training needs will be recorded on each employee's Individual Development Plan (IDP) during their annual performance appraisal. This record serves as the annual inventory of training needs under locally developed procedures. This inventory will be used to prepare the activity's fiscal-year training plan and the command-operating budget (COB).

Intern IDPs

The supervisor will prepare an Individual Development Plan (IDP) within 30 days of an intern's entrance on duty. The intern's supervisor will complete DA Form 5469-R (Cover Sheet for Career Intern Individual Development Plan) and attach it to the IDP. The IDP must be approved by the Activity Career Program Manager (ACPM) and the local civilian personnel training office, and may be used in conjunction with the [Total Army Performance Evaluation System](#) (TAPES) or the NSPS Performance process.

INSTRUCTIONS FOR COMPLETING AN INDIVIDUAL DEVELOPMENT PLAN (IDP)	
EMPLOYEE	SUPERVISOR
A. Identify the competencies, skills, and knowledge needed for your current job and list them in the " Competencies Required in Current Job " section. Closely analyze your position description and performance standards to ensure accuracy.	A. Review/modify/approve the employee's assessment of his/her competencies. Be sure to consider Organizational needs (those prescribed by law/regulation/policy and those required by installation-unique mission), Occupational needs (those determined or prescribed by career programs and fields), and Individual needs (those identified by employees and supervisors which are needed to perform assigned or planned duties).
B. Determine the level of your knowledge and skill and indicate in the appropriate column. " Has " means you have mastered the area. " Refresher " indicates a review is needed to strengthen/renew the skills. " Training " indicates a more involved training or development activity should occur (On-the-Job Training (OJT), formal training, college course, etc).	B. Indicate the priority level of each identified training need. Priority I means the training is essential for mission accomplishment or acceptable job performance, is mandated by higher authority, or is an ACTEDS leader development core course. Priority II means the training is needed for effective performance and to improve the quality of mission accomplishment. Priority III means the training is recommended to improve or enhance competencies, skills, and knowledge needed on the job. Show recommended source of the training, if known, and any tuition or Temporary Duty (TDY) cost involved.
C. Identify specific mission-related and/or required courses and list in the " Training Needs " section. Indicate any additional " Career and Self-Development Needs ," e.g., Communication Skills, Writing Skills.	C. In conjunction with the employee, identify and list other "Developmental Goals and Objectives," e.g., college courses, special projects, cross training, OJT, coaching/mentoring, reading program, self-study. Indicate the time period during which these must occur.
D. Submit the plan to your supervisor for review and approval.	D. After completion, sign and date the IDP in the certification section to indicate your approval and commitment to the plan.
E. After final approval, sign and date the IDP to indicate your commitment to the plan.	E. Maintain the IDP on file for reference during the year.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

NAME:	SSN:	ORG:	
POSITION TITLE/GRADE:		LEVEL OF KNOWLEDGE/SKILL	
COMPETENCIES REQUIRED IN CURRENT JOB		HAS	NEEDS
			<table border="1"> <tr> <td data-bbox="933 420 1169 714">REFRESHER</td> <td data-bbox="1169 420 1624 714">TRAINING</td> </tr> </table>
REFRESHER	TRAINING		
DEVELOPMENTAL GOALS & OBJECTIVES		12 MONTH	1-3 YEARS

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TRAINING NEEDS

COURSE TITLE	PRIORITY	TYPE	TNG SOURCE	DATE	TUITION

CAREER AND SELF-DEVELOPMENT NEEDS

CERTIFICATION: I certify that I will support the training & development outlined on this plan.

SIGNATURES:

SUPERVISOR - DATE APPROVING OFFICIAL - DATE EMPLOYEE - DATE

5. TRAINING NEEDS ASSESSMENT/SURVEY

Supervisors and managers at all levels assess the training needs of the individuals for which they are responsible. Although the assessment of individual training needs is a continuous process, the annual performance appraisal is the primary means for determining employee training and development needs for effective performance. This appraisal provides data needed to prepare Individual Development Plans (IDPs), the basis for scheduling training.

Training Coordinator's Role in Needs Assessment

Training Coordinators assist in the coordination/input of training needs into the Automated Training Needs Survey for their organization. They coordinate these needs with the CPAC Training Representative.

Automated Training Needs Survey

The Automated Training Needs Assessment Survey assists CPACs in identifying training needs for their employees

- Regional Courses are those contracted, administered and managed by the Civilian Human Resources Agency Southwest Region (CHRASWR) Human Resource Development Division (HRDD) staff. Regional courses are generally those that have the most needs in the Annual Training Survey. HRDD and the Training Representative in agreement with their CPAC select regional on-site courses or those to be shared via Video Teletraining (VTT)
- Local Courses are contracted for and managed by servicing CPAC or other local organizations and include:

Required Core Leadership Training - Transformation of the Army begins with educating the Army's leaders. The Civilian Education System (CES) is a new progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. Army civilians will become multi-skilled civilian leaders of the 21st Century who personify the warrior ethos in all aspects, from war-fighting support to statesmanship, to business management. The CES leader development program includes four courses that replace the previous inventory of legacy courses offered for Army Civilians

Foundation: <http://www.amsc.belvoir.army.mil/ces/fc/>

Basic: <http://www.amsc.belvoir.army.mil/ces/bc/>

Intermediate: <http://www.amsc.belvoir.army.mil/ces/ic/>

Advanced: <http://www.amsc.belvoir.army.mil/ces/ac/>

Continuing Education for Senior Leaders: <http://www.amsc.belvoir.army.mil/ces/l/>

Standing Operating Procedure (SOP) No. H 01, Training Needs Survey, and Business Process Map (BPM) No. H 01, Training Needs Survey

For more information on Training Needs Survey, go to the [HRD SOP and BPM](#).

*In an effort to meet our customers' needs, SWRCHRA HRDD's Training Needs Survey Time-Line varies from SOP H 01

For assistance or problems with the Training Needs Survey, contact Tonya Clark at 785-239-0050 or email Tonya.Clark@us.army.mil or Hans Hart at 785-239-2740 or e-mail hans.hart@us.army.mil

6. TRAINING PLAN

What is a Training Plan?

A Training Plan contains training and development strategies established to accomplish mission and achieve organizational performance goals for the forthcoming year. Using the results of the installation/activity training needs assessment, the CPAC/Training Coordinator prepares a draft installation/activity Training Plan. The HRDD upon receipt of the installation/activity plans develop the regional training plan.

Sample Format for a Training Plan

Endorsement Memorandum.

Documents support of training plan.

Regional Plan: Regional Director/designee signs.

Installation Plan: Commander/designee signs.

PART I: Background.

Purpose and objectives of the training plan.

Methodology used to compile the plan.

Links the training plan to applicable organizations' strategic plan(s), goals and missions.

PART II: Training Needs Assessment Summary.

Results of training needs assessment.

Summary of number of training requests received and associated cost.

Identify regional/installation training priorities.

PART III: Training Programs -- Offerings.

Course announcements for regional/installation training programs. Each announcement should include: target audience, course dates, location, cost, course objectives, description, prerequisites, enrollment deadline, payment instructions and course administrator.

PART IV: Evaluation Strategy.

Procedures and processes to evaluate the forthcoming fiscal year training program.

PART V: Program Evaluation.

Summary of previous fiscal year training program including: percent of planned training met, summary of training evaluations, significance of training to the Army's mission and performance improvement, cost savings generated through regional training, significant program initiatives.

PART VI (OPTIONAL): Guidance or other pertinent human resource development information for users of the training plan, e.g., enrollment procedures, tuition assistance rules or other local policies.

Standing Operating Procedure (SOP) No. H 02, Develop Annual Training Plans, and Business Process Map (BPM) No. H 02, Develop Annual Training Plans

For more information on how to develop a training plan, go to the [HRD SOP and BPM](#).

7. REGIONAL TRAINING

What is Regional Training?

The Department of the Army Integrated Definition File (IDEF) Task List [IDEF](#) tasks the HRDD to conduct/facilitate/administer region-sponsored installation on-site courses/or distributed learning. To determine what is classified as regional training, HRDD analyzes all installation training needs generated from the Annual Training Needs Assessment. The courses with the greatest number of requests are sent to vendors requesting course proposals for the upcoming FY. From these course proposals, HRDD identifies vendors that could provide the installation/activity training on-site/distributed learning. Based on these selections the regional training process is set into motion.

Regional Training Process Standard Operating Procedure, SOP HO3, and Business Process Map, BPM H 03, provide the competitive process used in selecting, purchasing and administering regional courses.

For more information on the competitive process used in selecting, purchasing and administering regional courses, go to the [HRD SOP and BPM](#)

Where to Find a List of Regional Training Courses for the Current Fiscal Year?

Regional Training Opportunities many are found by clicking on [SW Region HRDD Web Site](#). By clicking on the course title, you may view the course announcement.

8. REQUESTING TRAINING

Request training using Standard Form 182, Request, Authorization, Agreement, and Certification of Training and Reimbursement. Both hard copy and electronic versions of the form are authorized.

CEFMS

Corps of Engineers Financial Management System (CEFMS) contains the Corps' electronic version of the Standard Form 182. This system allows for the documentation of the employee's training into the employee's master training record. Please reference **Documenting Training Section** in this handbook for more information.

Recordkeeping Requirements for Training Documents

The U.S. Office of Personnel Management (OPM) issues [personnel recordkeeping guidance](#) prescribing how and where to file documentation of civilian training, planning, procurement, program development, completions and evaluations.

9. DELEGATED TRAINING AUTHORITY

What is delegated training authority and who can have it?

Supervisors/managers in many federal agencies have been delegated the authority to perform Human Resource (HR) work previously carried out by HR staff. The [delegation of training authority](#) to supervisors/managers changes the duties and responsibilities of many HRD personnel.

The Installation Commander is responsible for delegating training approval authority to supervisors/managers to approve short-term training (120 days or less) from non-government sources. However, supervisors/managers must receive training and certification regarding HRD rules and regulations. Upon completion of the training, the supervisor/manager should receive a letter explaining his or her delegated training authority.

For additional information see the [SW Region HRDD Delegation of Training Authority Guide](#) .

What if my organization has not delegated training authority?

The Installation Commander may delegate to the CPAC, so check with your CPAC training representative.

Training Approval Checklist

Managers are encouraged to review the following checklist prior to approving training requests. The checklist is designed to help identify areas where regulatory guidance may apply to specific requests prior to training. The correct decision concerning the approval of training equates to **the proper use of Government funds**.

As approving official for this training, I assure that:

1. All employees are considered fairly and equitably for needed training.
2. Training is approved **prior** to course start date.
3. Training is not taken solely to get an academic degree, license, or certification. In limited cases, academic degrees can be funded when it will aid in the retention or recruitment of employees in occupations, in which the Government has or expects a shortage of qualified personnel. 5 CFR 410.308(b) must be adhered to when implementing this exception.
4. Training is the most timely, economical, and effective method to fulfill the identified training need.
5. Budget Officer has certified availability of appropriate funds **prior** to start of training.
6. Overtime status will be determined and/or authorized prior to start of training.
7. Only academic direct costs (tuition, registration, laboratory fees) are authorized. Reimbursement for reference materials, items, equipment will be IAW local Installation/activity/MACON policy.
8. A Continued Service Agreement is signed and filed for non-Government training exceeding 80 hours, and Government or non-Government long-term training and education programs exceeding 120 calendar days.
9. This training is not a long-term full-time training program (over 120 days).
10. Training will be conducted within Continental United States (CONUS) unless Headquarters, Department of the Army (HQDA) has approved otherwise.
11. Employee meets the prerequisites for the training.
12. Expenditure of Federal funds is prohibited for training that is offensive to Federal employees and unnecessary in the execution of their official duties.

13. The training vendor/facility does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, marital or handicapped status, to the best of my knowledge.
14. I will personally verify that employee attends and completes approved training.
15. I will complete and require employee to complete electronic evaluations.
16. My office will maintain all required hardcopy training files.

10. PAYMENT FOR TRAINING

Government Credit Card

Effective October 1, 1998, the method of payment for commercial training up to and including \$25,000 is the government purchase card. Continue to use the Standard Form 182 to request, authorize, and certify completion of training.

To minimize exposure of purchase card account information, organizations may elect to omit this information during the processing of the training request. Once the request is fully approved, a hard copy version of the Standard Form 182 may be provided to the purchase cardholder. The cardholder should annotate the account information on the form and forward it directly to the training provider/administrator.

For additional information see [Paying for Training – Government Purchase Card](#).

Advance Payments

An agency has the authority to authorize advance payment of expenses (e.g. tuition, per diem, travel and other expenses essential to training as long as there is some mechanism to protect the Government's interest, such as reimbursement if the training is not completed or passed. [See 31 U.S.C. §3324 \(1997\), * 5 U.S.C. §4109\(a\)\(2\) 1997, *](#) and *41 Comp. Gen. 626 (1962)*.

There are two ways to [authorize and pay for training](#) in advance of receiving the training or service, including student tuition: (1) Authorize it on the Standard Form 182 and (2) Receive a bill for payment from the source provider.

Reimbursements

AR 690-400, Chapter 410, Subchapter 6-4b(2): "If an employee fails to complete non-Government training satisfactorily, actions in (a) or (b) below will be taken. Employees will be advised in writing of these requirements before the training starts.

"(a) If the failure to complete training is due to the employee's negligence or willful misconduct, he or she will repay training expenses other than salary costs. If appropriate, disciplinary action will be taken.

"(b) If failure is for reasons beyond the employee's control, no action will be taken."

Reimbursements for expenses from employees failing to complete training satisfactorily will be the responsibility of the approving official, the local Activity Program Coordinator (APC), and financial officer.

Fees, Services, and Facilities

The following subsection addresses: catering expenses, meals and refreshments; examinations, licenses and certifications; library and laboratory services; lodging and meals at place of duty; purchase or rental of books, materials and supplies; meals of outside speakers; registration fees to attend training sponsored by an interagency board, council, or commission; and tuition and matriculation fees.

For additional information see [Fees, Services, and Schedules](#).

Catering expenses, meals, and refreshments

As a general rule, appropriated funds cannot be used for personal expenses such as meals and refreshments, unless specifically authorized by statute. However, two exceptions exist in the *Government Employees Training Act (GETA)*: [5 U.S.C. §4109 \(1997\)](#), * training expenses, and [5 U.S.C. §4110 \(1997\)](#), * expenses of meetings and conferences. Costs may be properly charged as training expenses under 5 U.S.C. §4109 or as travel expenses under 5 U.S.C. §4110. There is no specific limitation on the amount per meal or snack that the agency may incur. (*Comp. Gen. B-244473 (January 13, 1992)*)

Training exception: Food may be provided at Government expense for employees attending authorized training as a necessary expense under 5 U.S.C. §4109 (1997) when provision of that food is necessary to achieve the training program's objectives (*49 Comp. Gen. 185 (1968)*). However, an agency must determine that the provision of food is necessary for employees to obtain the full benefit of the training.

Three conditions apply:

1. The meal or refreshments must be incidental to the training program;
2. Attendance at the meal or refreshment break must be necessary for full participation in the program; and
3. The employee cannot be free to take the meal or refreshment break elsewhere. (*65 Comp. Gen. 143 (1985), as amended*)

Meeting exception: Food may be provided in connection with the attendance of government employees at meetings and conferences under 5 U.S.C. §4110 (1997). The test for applying section 4110, however, is that the food is provided at a formal conference or meeting involving topical matters of general interest to governmental and nongovernmental participants, rather than at a routine business meeting primarily involving day-to-day agency operations and concerns. *See Comp. Gen. 604 (1989)*

Catering expenses: The cost of catering services (luncheons, dinners, and coffee breaks) furnished by a hotel to a training conference held pursuant to 5 U.S.C. §4110 (1997) is payable as a training expense when these services are necessary to achieve the objectives of the training conference, such as establishing an environment which requires, stimulates, and fosters communication among participants and interaction among participants as often as possible. (*50 Comp. Gen. 610 (1971)*)

Meals covered by registration fees: When meals or coffee breaks are provided for in a registration fee for training, the cost of a meal or the coffee break occurring during the training session may be paid under 5 U.S.C. §4109 (1997) regardless of whether the training program is held at or away from the employee's duty station.

Meals not covered by registration fees: When a meal or coffee break is not provided for in a training registration fee, the cost of the meal or the break occurring during a training session held at the employee's duty station may be paid when conditions for the exception under [5 U.S.C. §4109 \(1997\)](#) * are met.

Examinations, licenses and certifications

Subject: Authority to Pay for Credentials/licenses has been approved

The 2002 DOD Federal Authorization Act, signed 12/28/01, included the provision below which amends Title 5. It also appears in PL 107-107. This authority applies to all Title 5 agencies.
Public Law 107-107 Sec. 5757. Payment of expenses to obtain professional credentials

- (a) An agency may use appropriated funds or funds otherwise available to the agency to pay for--
- (1) expenses for employees to obtain professional credentials, including expenses for professional accreditation, state-imposed and professional licenses, and professional certification; and
 - (2) examinations to obtain such credentials.

(b) The authority under subsection (a) may not be exercised on behalf of any employee occupying or seeking to qualify for appointment to any position that is excepted from the competitive service because of the confidential, policy-determining, policy-making, or policy-advocating character of the position.'

Library and laboratory services

The necessary cost of library and laboratory services is payable under 5 U.S.C. §4109 (1997) when the services are an integral part of the course or program of study or are required by the academic institution as part of the tuition and matriculation fees.

Lodging and meals at place of duty

The head of an agency is authorized to cover all expenses *necessary* for a training event under 5 U.S.C. §4109 (1997).

If the agency requires all participants of a training course to stay in a local hotel while in training, headquarters may authorize a per diem allowance as a *necessary training expense*. In 39 Comp. Gen. 119 (1959), an employee assigned to take a two-week training course at the employee's place of duty was allowed to receive reimbursement or advance payment for expenses connected with the use of a local hotel while in training.

Purchase or rental of books, materials, and supplies

Agencies may pay for a magazine subscription used in a training course or program of study under 5 U.S.C. §4109(a)(2)(E) (1997). Magazines are covered under the periodical purchase limitation in an agency's appropriation, and the cost must be charged to that limitation. See 39 Comp. Gen. 320 (1959).

Meals of outside speakers

A coordinator of a training seminar who pays the cost of meals for non-Government guest speakers may be reimbursed for that expense upon agency determination that the cost of the meals is a training expense authorized under [5 U.S.C. §4109 \(1997\)](#). * See 48 Comp. Gen. 185 (1968).

Registration fees to attend training sponsored by an interagency board, council, or commission

The payment of a registration fee for a training seminar sponsored by an interagency board, council, or commission, such as a Federal Executive Board, is permissible when:

1. The payment directly benefits the agency making the payment, and
2. The fee does not include elements designed to capture more than the direct costs of sponsoring the seminar.

Under the above circumstances, payment of the registration fee does not violate the general prohibition against interagency financing of boards or commissions. See *71 Comp. Gen. 120 (1991)*.

Tuition and matriculation fees

Tuition and matriculation fees are payable under *5 U.S.C. §4109(a)(2)(C) (1997)*. However, tuition for a bar review or a law school course is a personal expense because it helps a person qualify for a legal position. Like a bar admission fee, it is **not** payable from appropriated funds. See *61 Comp. Gen. 357 (1982)*.

In limited cases, an agency may pay for a member of its legal staff to take a bar review course when the agency determines that the review course is relevant to the performance of official duties. In *55 Comp. Gen. B-187525 (October 15, 1976)*, an agency paid the cost of a bar review course for an employee who was already qualified as a Federal attorney, but needed a review course to prepare for admission to the bar of another State in order to perform his duties.

Per Diem

5 U.S.C. §4109(a)(2) (1997) provides that an agency may pay, or reimburse an employee, for all or a part of per diem expenses. The U.S. General Services Administration Federal Travel Regulations determine per diem rates. Therefore, an agency may not make any payment above the applicable full per diem rate specified in those regulations. *41 C.F.R. §301-7 and §301-8 (1997)*.

An agency may pay a reduced per diem rate or a standardized payment to employees in temporary duty training assignments. See [5 C.F.R. §410.403\(b\) \(1997\)](#). If a reduced or standardized per diem rate is *not* authorized in advance of the travel and the fees paid to a training institution include lodging or meal costs, the agency must make an appropriate deduction from the total per diem rate payable to the employee. *41 C.F.R. §301-7.12 (1997)*.

In *Comp. Gen. B-185374 (July 29, 1976)*, an employee was not authorized per diem during a period of training prior to reporting to the employee's first official duty station. The denial resulted from an agreement between agency personnel and finance officers not to pay per diem to any employee whose residence was less than 50 miles from the training site. The employee resided 18 miles from the training location. The decision was a proper exercise of agency discretion.

Transportation

Transportation payment at agency discretion

Under *5 U.S.C. §4109(A)(2)(B)(1997)*, an agency may permit an employee selected for long-term training to choose to transport his or her dependents and household goods to the training site rather than receive per diem. This authority recognizes the occasional need for a Federal employee assigned for training at a temporary duty station to relocate his or her family to the site.

Limitation on transportation expenses

The maximum allowance for the transportation of dependents and household goods to an employee under *5 U.S.C. §4109(a)(2)(B) (1997)* is based on the total per diem allowance the employee forgoes to receive the transportation benefits for his or her immediate family and effects. *39 Comp. Gen. 140 (1959) and 40 Comp. Gen. 714 (1961)*.

The employee may receive either per diem or a transportation allowance, but not both.

The U.S. General Services Administration regulations allows an agency to pay a limited set of relocation allowances in connection with a temporary change of station for a period of not less than 6, nor more than 30, months. The regulations do not apply to employees assigned to training under *5 U.S.C. chapter 41. 41 C.F.R. Part 302-1 (1997)*.

Travel Costs

5 U.S.C. §4109(a)(2) (1997) provides that an employee may be reimbursed for all or part of the necessary expenses of training, including travel costs. The GSA Federal Travel Regulations determine what specific travel costs may be paid.

Expenses for privately owned vehicle

Agencies may authorize and pay expenses of employees using privately owned vehicles to travel to and from training.

The authority contained in 5 U.S.C. §4109(a)(2)(A) (1997) to pay or reimburse employees for the necessary expenses of training includes costs of using privately owned vehicles when such use is for the good of the Government. [See 5 U.S.C. §5704\(d\) \(1997\).](#) *

36 Comp. Gen. 795 (1957) found that, when an employee is properly authorized to use a privately owned vehicle for official business, it is within the administrative discretion of the agency to pay the employee the cost of mileage from whatever point the journey is begun. There is *no* requirement that the distance the employee would normally travel between home and headquarters be deducted from the computation. This applies irrespective of whether the employee performs duty on that day within or without the corporate limits of the headquarter's city or at the headquarter's office.

When travel by a privately owned vehicle is to the advantage of the United States and a parking fee is required at the training site, the parking fee is an allowable expense. [See 5 U.S.C. §5704\(b\) \(1997\).](#) *

*This link is to the 1996 version of the document. To search for more recent updates, select "Update" after following the link.

11. DOCUMENTING TRAINING/EDUCATION

The U.S. Office of Personnel Management (OPM) issues personnel recordkeeping guidance prescribing how and where to file documentation of civilian training, planning, procurement, program development, completions and evaluations.

The requirement to file training documents in the OPF (long-term, right side) was [rescinded \(Army Memo, Training & Leader Development, Sep 13, 1996, subject: Change to Record-keeping Requirements for Training Documents\)](#) effective October 1, 1996 by Update 1, March 15, 1996, to the OPM Operating Manual, The Guide to Personnel Recordkeeping (Chapter 3, Table 3-1). The following training documents may **no longer** be placed on file in the employee's OPF:

- Training Certificates
- Standard Form 182, Request, Authorization, Agreement, Certification of Training and Reimbursement
- OPM Form 1398, Model Veterans Readjustment Appointment Plan
- OF 37 (discontinued), Nomination for Interagency Training and the Presidential Appointee, Record of Training, and
- Computer-generated lists of completed training.

Training documents already on file in the OPF will remain on file (long term, right side) until the employee leaves Army employment. At that time, training documents will be removed from the OPF and returned to the employee.

Whenever documentation of training is required to be maintained by Chapter 41 of Title 5 CFR, §410 and Army regulations, it must be accomplished in accordance with [AR 25-400-2, The Records Information Management System \(ARMIS\)](#). Managers and supervisors should establish organizational case files in accordance with ARMIS procedures to accommodate the following training records:

- a. Delegation of authority to approve training
- b. The purchase of training
- c. Training for placement
- d. Academic degree training
- e. Continued service agreements
- f. Recovery and waiver of training expenses
- g. Acceptance of contribution, award, or payment
- h. Annual training plan evaluation.

How does training get documented?

Oracle Training Administration (OTA) has been modified to allow human resource specialist as well as activity training coordinators, training monitors, and managers to input completed training data directly into the employee's electronic training record in the Defense Civilian Personnel Data System (DCPDS). **Army has not approved OTA for use except for the input of completed training. See [US Army memorandum dated 11-29-01](#).**

The BPM states that manager's are responsible for the completion of training records. The completion of training data into DCPDS varies at installations/activities. The regional HRDD staff can input completed training, one of the following should be provided:

1. Hard Copy SF 182. Organizations may forward a completed hard copy Standard Form 182 (Request and Authorization for Training) to HRDD upon employee's successful completion of training.
2. Mass Update Spreadsheet. Organizations may print, complete and return the Mass Training Update Sheet to the HRDD.

How do I update my education?

The CPAC is responsible for updating education levels in DCPDS. Employees wanting to update their educational accomplishments should contact their local CPAC office for procedures and required forms.

12. CONDUCTING ON-SITE TRAINING

The CHRA SWR HRDD will host an on-site training session for your organization. For assistance please contact the Human Resources Specialist assigned to your CPAC. If you are not sure who services your CPAC, call 785-239-0088 for assistance.

If you prefer to host your on-site session, the following checklist is provided;

ON-SITE TRAINING CHECKLIST

Course Title:

Course Date:

Vendor Name: Address: Phone:

Instructor Name: Address: Phone:

Course Location: _____ Facility Reserved _____

Course Hours: Total _____ Daily _____

Class Size: Minimum _____ Maximum _____

Cost (course fee, instructor travel / lodging, rental car, books, shipping):

Verification for use of Standard Form 182:

Training is offered to the public (verified via copy of course announcement).

Training is "off-the-shelf" (not designed specifically for the organization).

Price is same or less than what is charged to other users (verified via standard price list, signed statement from vendor, or copies of quotes to other users).

Price does not exceed \$25,000.

Advised vendor of restriction on use of government employees as instructors.

Classroom Setup (standard lecture style, cluster groups, U-shape, etc.):

Audiovisual Equipment Needed (overhead projector, 35mm, TV/VCR, easels, dry-erase board, screen):

Billing Address:

Shipping Address:

Course Prerequisites:

Signature of verifier

Name and telephone number

_____ Course Announcement distributed

_____ Suspense date for allocations _____

_____ Funds certified on Standard Form 182.

_____ Obligation letter mailed (include copy of Standard Form 182, map, directions)

_____ Space allocation memo distributed

_____ Space utilization confirmed

- _____ Roster prepared
- _____ Course materials received
- _____ Setup Classroom (need roster, keys, materials, equipment)
- _____ Open class (check attendance & make any special announcements/introductions)
- _____ Evaluations - distribute evaluation copy or get copy of vendor form
- _____ Last day of class - collect roster, keys, evaluations, return/secure equipment

Make sure roster clearly shows who completed training and includes the last four digits of each student's Social Security Number (SSN).

COURSE CLOSEOUT

Check Standard Form 182's against roster, to ensure you have all of them.

Make sure critical information is correct and legible on SF 182s (course title, vendor name and address, location, course date, total course hours, course costs)

Complete Section F, blocks 1a-1e, if not signed by instructor, complete this item based on information on roster

Send legible copy of Standard Form 182 to employee

Send legible copy of Standard Form 182 to HRDD to enter in automated personnel record if access to DCPDS is not permitted

File original SF 182 with a copy of the roster

13. TRAINING EVALUATIONS

There is a growing mandate throughout the public sector to ensure that learning and development activities are evaluated for effectiveness. Every Federal agency is required to submit plans to congress that contain performance measures. Training shall be evaluated to determine its effectiveness. Evaluation plans are a major component of training programs.

Reasons to evaluate training are:

- To determine achievement of training objectives
- To gain information on how to improve the training
- To decide whether to continue, expand, or eliminate the training
- To assess training and learning activities as they relate to improved performance and organizational requirements
- To provide information for the annual training program evaluation

Individuals responsible for training include:

Supervisors/Managers - Evaluate training and take action needed to improve results. Assist in the selection/development of evaluation instruments.

Employees - Participate in evaluation processes.

Human Resource Development Personnel - Develop and administer evaluation processes to determine training effectiveness and take action as needed to improve training.

Commonly used evaluation processes are modeled after **Donald L. Kirkpatrick's four levels for evaluating training:**

FOUR LEVELS OF TRAINING EVALUATION			
LEVEL	DEFINITION	ADVANTAGES	DISADVANTAGES
1 - Reaction	Measures participants' opinions about the training. This is the most common type of evaluation and provides a measure of customer satisfaction.	Low cost; easy to administer. Provides insights into participants' opinions. Provides quick feedback regarding successes and failures.	Reflects a quick reading of participants' opinions while they are still in training. Results may not be a solid basis for changing an educational strategy.
2 - Learning	Measures how well participants have mastered the training objectives. Can include pre- and post tests or questionnaires.	Compared to reactions, this provides more compelling evidence of whether training "works."	Compared to Level 1, requires more time, resources, and expertise to develop and implement valid measures of learning.
3 - Transfer of Learning to the Job	Measures how the knowledge, skills, and values from training are used on the job. Typically measured 3 to 6 months after training.	Provides stronger evidence that training has the desired impact on improved performance.	Compared to Levels 1 and 2, requires more time, resources, and expertise to develop and implement valid measures of transfer.
4 - Organizational Impact	Measures performance improvement and impact on organizational effectiveness.	Provides the strongest possible evidence that training has the desired impact on an organization.	Substantial levels of resources and expertise are required to implement this level of evaluation successfully.

Levels can be combined to provide thorough evaluations to improve the effectiveness of training. Additional information on evaluation of completed training may be found at <http://cpol.army.mil/library/permis/713.html>.

14. TRAINING ISSUES

Academic Degree Training

Read the latest guidance on [Academic Degree Training](#) (dated July 20, 2006)

[5 CFR Part 410](#) permits agencies to authorize and pay for training leading to an academic degree when necessary to assist in the recruitment or retention of employees in shortage occupations, especially those with critical skills. This flexibility, known as the Academic Degree Program, is being effectively employed to enhance the knowledge and skills of employees in areas such as the Acquisition workforce.

This program is an exception to a continuing statutory prohibition of training civilians for the sole purpose of obtaining a degree. The responsibility for determining recruitment or retention problems and critical shortage occupations has been delegated to Installation commanders who have personnel appointment authority. The detailed documentation requirements that must be satisfied before approving training which will lead to a degree under this exception are contained in [5 CFR Part 410](#). Effective November 2003, HQDA has rescinded the authority for MACOMs to approve Civilian Academic Degree Training.

Acceptance of Contribution, Award or Payment to Attend Training

31 U.S.C. § 1353 (1997) and 5 U.S.C. § 4111 (1997) restrict travel payments and contributions toward training expenses which may be accepted by a Federal agency or employee, respectively. Prior approval from a designated high-level agency official is required, often following a consultation with, or review by, the designated agency ethics official. Federal employees should consult their agency ethics official to determine whether a considered action would be permissible under Federal ethics standards. For more information see [Ethical Issues Related to Training](#).

Conferences as Training

Meetings and conferences often provide an important opportunity for learning information relevant to improving the conduct and/or management of agency programs. A Federal agency may pay an employee's expenses for attending a meeting or conference as a training expense authorized by *chapter 41 of title 5, U.S.C.* when:

1. The purpose of the conference is educational;
2. The content is germane to improving the employee's performance;
3. Most of the conference consists of planned, organized exchanges of information between presenters and audience; and
4. The employee will derive developmental benefits through attending. [See 5 C.F.R §410.404 \(1997\)](#). For additional information see [Conferences as Training](#) or [Meetings and Conferences](#).

Continued Service Agreements

[Title 5, U. S Code \(USC\), Section 4108](#) requires each employee to sign an agreement with the Government before assignment to training that exceeds his/her agency's prescribed minimum period. The employee will agree to (1) continue in the service of his agency at least three times the length of the training period, commencing upon completion of the training, and (2) pay back expenses if he/she voluntarily separates from his agency prior to completion of the service obligation period.

Department of the Army policy requires civilian employees selected for non-Government training in excess of 80 hours, and, Government or non-Government long-term training and education programs in excess of 120 calendar days, to complete a continued service agreement before assignment to the training. Approving officials will retain a copy of each signed agreement (see Section 3, Standard Form 182) and monitor execution of the obligation period. For additional more information see [Agreements to Continue in Service](#) or [Continued Service Agreements](#).

EEO Concerns and Merit Principles

Federal organizations are required to include in their equal employment opportunity plans provisions for training and education programs designed to provide opportunities for employees to advance and perform at their highest potential. This provision does not change existing, or provide new, training authority for organizations, but does influence the direction of training. *See 42 U.S.C. § 2000e-16(b) (1997)*. For additional more information see [EEO Concerns and Merit Principles](#).

Employees with Disabilities

Section 504 of the Rehabilitation Act of 1973 states that each agency has a responsibility to ensure that an individual who has a disability has equal access to the agency's programs and activities. This includes making available auxiliary aids such as computer text readers, Braille materials, audio recordings, amplified telephones, telecommunication devices for the hearing impaired, and others as are appropriate and reasonable. The regulations that require agencies to make reasonable accommodations to the known physical or mental limitations of an employee with a disability are located in 29 C.F.R. § 1614 (1996).

For additional more information see [Employees with Disabilities](#).

Membership in Professional Organizations

Under 5 U.S.C. § 4109(b) (1997), the expenses of training do **not** include membership fees except to the extent that:

1. The fee is a necessary cost directly related to the training, or
2. Payment of the fee is a condition precedent to undergoing the training, as is the case with Toastmaster's International. *Comp. Gen. B-223447 (October 10, 1986)*

Military Participation in Civilian Training

Military members may participate in training intended for civilians; however, the cost of the training, if any, must be reimbursed from the proper military account.

New Employee Orientation

- All new Army employees should complete a new employee orientation program that is designed to assist them in adjusting to their jobs and work environment and to instill a positive work attitude and motivation at the onset. [Booklet: "Your Oath..."](#)

Pay of an Employee while Attending Training

Overtime is not applicable when time spent in training or preparing for training outside the employee's regular working hours is for the following purposes:

- Training to improve a nonexempt employee's (29 CFR 785.27-785.32) performance in his or her current position above a fully successful, or equivalent level. (Such training must be undertaken with the knowledge that the employee's performance or continued retention in the position will not be adversely affected by non-enrollment in the training program; or,
- Training to provide a nonexempt employee with additional knowledge or skills for reassignment to another position or advancement to a higher grade in another position, even if management directs such training.

Overtime Payment for Work in Addition to 40 Hours (41 Comp. Gen. 477 (1962)). The prohibition on payment of overtime does not prohibit overtime pay for work in addition to the 40 hours of training performed in the workweek.

Compensatory Time (39 Comp. Gen. 453 (1959)) Instead of Overtime. The prohibition on payment of overtime pay, other than when treated as hours of work under Fair Labor Standard Act (FLSA), applies as well to the granting of compensatory time instead of overtime. For additional information see [Compensatory Time](#) or [Pay of the Employee](#).

Purchasing Guidelines for Training

Commanders, supervisors and other management officials who have been designated in writing to exercise [delegated authority to approve training](#) may use several methods to purchase training:

TRAINING VALUED UP TO AND INCLUDING \$25,000

As a general rule, the process of requesting, selecting, approving, and purchasing training valued up to and including \$25,000 as a single purchase is exempt from formal contracting and acquisition procedures if it meets the definitions of "**commercial**" and "**off-the-shelf**" (5 USC 4105, AR 690-400, Chapter 410, Subchapter 3-11i).

[Standard Form 182 \(Request, Authorization, Agreement, Certification of Training and Reimbursement\)](#) Formally known as DD Form 1556, is the authorized and required source document to purchase training not subject to contracting procedures, and to initiate requests to establish Education Service Agreements. For additional information see [Purchasing Training](#).

Records of Plans, Activities and Expenditures

Training law and regulations require agencies to maintain information concerning the general conduct of agency training activities for internal management purposes and for the President and Congress to discharge effectively their respective responsibilities for supervision, control, and review of these training activities.

Agencies should maintain, in the form and manner that the agency head considers appropriate, records of the following:

1. training plans [5 C.F.R. §410.302\(d\)](#)
2. training activities funded and individual employees trained (including training of Presidential appointees, academic degree training to relieve retention and recruitment problems, training to place an employee in another agency, and employees subject to continued service agreements) (*5 C.F.R. §410.311*);
3. payments made for travel, tuition, fees and other necessary training expenses (*5 C.F.R. §410.406*);
4. each contribution, award, or payment made and accepted by a Federal employee from a non-government source (*5 C.F.R. §410.503*); and [Records of Plans, Activities, and Expenditures](#).

Requesting Training

Request training using Standard Form 182 (Request, Authorization, Agreement, Certification of Training and Reimbursement). Both hard copy and electronic versions of the form are authorized.

Officials within the organization who have been delegated training approval authority may approve training requests. Contact your training coordinator or local Civilian Personnel Advisory Center (CPAC) for local procedures/guidance.

Restricted Training Contained in Public Law 104-208

Expenditures of Federal funds on training that is offensive to Federal employees and unnecessary in the execution of their official duties are prohibited. It is not intended to prohibit training that is necessary for Federal workers to effectively complete their assigned duties. Funds will not be expended for employee training that:

- Contains elements likely to induce high levels of emotional response or psychological stress in some participants.
- Does not require prior employee notification of the content and methods to be used in the training and written end-of-course evaluations.

- Contains any methods of content associated with religious or quasi-religious belief systems or "new age" belief systems.
- Is offensive to, or designed to change, participants' personal values or lifestyle outside the workplace.
- Includes content related to human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) other than that necessary to make employees more aware of the medical ramifications of HIV/AIDS and the workplace rights of HIV-positive employees. For additional information see [Training Restrictions \(General\)](#).

Utilization of the Army's e-Learning Program (Skillport)

Per HQDA Ltr 350-04-1 dated 8 January 2004

The e-Learning Program will be the Army's primary method of providing both an individual's initial IT skills as well as the subsequent maintenance of those skills. The intent of the Army program is to provide a wide range of courses for organizational and mission-related IT training requirements, as well as for an individual's personal goals. There is no cost to the individual or their organization for utilization of the Army-provided vendor courses and products.

Army organizations and MACOMs will review their current process for determining the individual IT skills required to execute their mission. They will satisfy their IT training requirements by utilizing the e-Learning Program as the best method for providing and maintaining IT skills to their workforce. They may utilize traditional instructor-led classroom training for only those training needs that are not available through e-Learning.

Army schools must consider e-Learning when developing their IT course curricula. If applicable, school commandants are authorized to sign the waiver request in accordance with the waiver process in the next paragraph.

If an Army organization has a compelling reason for not using e-Learning Program, they must submit a waiver request signed by their commander/director (SES or General Officer) to the Army e-Learning Office, at cbt.help@secbmail.belvoir.army.mil. Waiver requests will be processed within three days. Appeals to the e-Learning COR Office's decision can be made to the CIO/G-6 e-Learning Director. Details for the waiver and appeal process can be found on the AKO e-Learning page under the community of practice: My Education/Army e-Learning. Copy of Waiver on the next page.

An AKO account (<http://www.us.army.mil>) is required in order to register. The student must first register online through the ATRRS Web site (<https://www.atrrs.army.mil/channels/eLearning/smartforce>). After initial registration any member of the Army workforce may enroll for an unlimited number of courses for organizational and mission-related requirements, as well as for individual and personal goals.

WAIVER REQUEST FORM
UTILIZATION OF THE ARMY'S E-LEARNING PROGRAM
E-LEARNING INITIATIVE

Submit this form to the Army e-Learning Program Office at cbt.help@secbmail.belvoir.army.mil The Army e-Learning Program Office will review request and return decision to the requesting office within 3 days of receipt of form.

REQUESTING ORGANIZATION:		ORGANIZATION POC/PHONE/AKO		DATE:	
		E-MAIL:			
COURSE TITLE/ COST/DATE OF TRAINING:					
# OF EMPLOYEES					
<u>JUSTIFICATION FOR NOT UTILIZING THE ARMY E-LEARNING PROGRAM FOR TRAINING:</u>					
<u>MACOM COMMANDER/DIRECTOR SIGNATURE/DATE/AKO E-MAIL</u>					
CBT COR OFFICE REVIEWER:		DATE RECEIVED:		DATE RETURNED TO ORG:	
		WAIVER #:			
CBT COR OFFICE DECISION:	APPROVED	DISAPPROVED			
		REASON FOR DISAPPROVAL:			

Retraining

Training Employees for Promotion

The U.S. Office of Personnel Management defines retraining as training and other developmental activities that are:

1. provided to an employee to address obsolescent skills in the current position, such as in the area of technology, or
2. designed to equip an individual with knowledge and skills leading to another agency occupation or position.
[See 5 C.F.R. §410.101\(e\) \(1997\)](#)

In the following, retraining is specific to situations where an employee is preparing for another position at agency expense. For employees affected by downsizing, see *5 C.F.R. § 330.601(1997)* for information about agency Career Transitions Assistance Plans.

Tax Implications

Training law requires that appropriated funds and other funds available to an agency be used for training to improve individual and organizational performance and assist in achieving an agency's mission and performance goals. [See 5 U.S.C. §4101](#) and [5 U.S.C. §4112\(a\) \(1997\)](#).* In situations where agency funds are used to train an employee to perform duties in a new or different mission-related occupation, authorizing officials need to consult with appropriate agency officials to determine if the training has tax implications for the agency and the employee. *26 U.S.C. § 127 (1997)*.

Training for Placement Within the Same Agency

Exec. Order No. 11348 § 303 (1967), as amended, states that the head of each agency shall plan training for both short and long-range program needs by occupations and organizations. This permits agencies to train employees for other occupations based on organizational need and when vacancies exist. However, if new jobs offer more promotion potential to employees, the employees must compete to enter the training programs. These competitive processes must be consistent with merit principles and equal employment opportunity considerations.

Training for Placement in Another Government Agency

5 U.S.C. § 4103(b)(1) (1996) states that an agency may train any employee of the agency for placement in a position in another agency if the head of the employing agency determines that such training is in the interest of the Government.

Training for Placement Outside of Government

The Government Employees Training Act only authorizes training expenses for placement within the Federal Government. *The Job Training Partnership Act (JTPA) (Chapter 19 of title 29 U.S.C. § 1501 (1996))* is the mechanism for retraining outplaced or soon-to-be outplaced employees for jobs in the private sector. The U.S. Department of Labor administers the JTPA, but state governments use Federal funds to develop and implement these retraining programs. See applicable reduction in force regulations in [5 C.F.R. §351.803\(a\) \(1997\)](#).

For additional information see [Training for Placement Outside of the Government](#).

Student Education Employment Program

The Student Educational Employment Program combines all student hiring authorities into two components and two appointing authorities. It has two major programs:

1. Student Career Experience Program (SCEP), and
2. Student Temporary Employment Program (STEP).

[See 5 C.F.R. §213.3202\(a\) and \(b\) \(1997\).](#)

Student Career Experience Program

In the Student Career Experience Program students are hired to work in their academic field such as computer programming. They are eligible for a noncompetitive conversion to a permanent Federal position upon completion of their academic course work. Agencies may use *5 U.S.C. Chapter 41 and 5 C.F.R. part 410* authorities to pay for all or part of the following expenses:

1. Tuition and matriculation fees,
2. Library and laboratory services,
3. Materials and supplies,
4. Books (purchase or rental), and
5. Other services directly related to training, including travel and transportation expenses from duty stations and schools and between work experiences and study. [See 5 U.S.C. §4109 \(a\)\(2\)\(B\) \(1997\).](#)* and [Student Educational Employment Program](#).

Training Approval Authority

Installation and activity commanders (to whom the Secretary of Army has delegated appointment authority (AR 690-200, chapter 250, subchapter 1) may sub delegate the authority to approve short-term (120 calendar days or less) training for employees under their command jurisdiction to line managers. Line managers who are involved in the approval process must be [trained on the proper procedures \(see Army Training policy memos dated 7/26/93 and 10/15/93\)](#) and their responsibilities **before** exercising such authority.

Employees **may not** be assigned to training or permitted to enroll in a course, regardless of course length, before formal approval has been granted by the management official delegated authority to approve training. Such approval is documented by signature on the manual Standard Form 182 or electronically authenticated on electronically generated Standard Form 182. Requests for approvals after employees have enrolled or actually begun the training must be disapproved. Employees who enroll in a non-Government training course without written prior approval are personally responsible for the total training cost. For additional information see [Training Approval Authority](#).

Training of Non-government Employees

[State and Local Employees \[see Intergovernmental Personnel Act of 1970, 42 U. S. C. 4742 \(1983\)\]](#) can be admitted to government training programs and payments for the training may be accepted. They may also enter into intergovernmental exchange programs covering movement to and from State and local governments, nonprofit organizations, and academia for developmental purposes.

Volunteers may only be trained in procedures and/or systems that are unique to their assigned agency and essential to conducting assigned responsibilities. Training in these areas is usually part of a volunteer's orientation into the organization. For additional information see [Training for Non-Government Employees](#) and [OPM's Training for Non-Government Employees](#).

Training Sponsored by a Foreign Government or Organization

Any training conducted by a foreign government, international organization, foreign instrumentality, or facilities outside the continental United States must be forwarded to HQDA, Office of the Secretary of the Army (Manpower & Reserve Affairs) (OASA (M&RA)), ATTN: SAMR-CPP-PD, 200 Stovall Street, Alexandria, VA 22332-0300, for approval. Fully justified requests for this type of training must be received at least 60 days before training/travel is scheduled to commence. For additional information see Training Restrictions (General).

VRA Training Plan

Normally a training plan is prepared before the employee is appointed. It is a combined effort between the first line supervisor, the selected candidate and a personnel management specialist. If the veteran has less than 15 years of formal education, Army is required to provide a training program. If the veteran has 15 or more years, they may participate in training programs on the same basis. The training requirements identified in the plan are tailored to fit the requirements of the position, the needs of the candidate, as well as the needs of the supervisor.

Training can be on-or off-duty and can include any, or a combination of the following:

- College education
- Vocational/technical school
- On-the-job training or
- Attendance at DOD. Army or government-sponsored training

For additional information see [Veteran's Readjustment Appointment \(VRA\)](#)

15. CAREER INTERN PROGRAM

The Career Intern Program is competitive and designed to prepare employees in various occupations for subsequent advancement in professional, administrative, and technological career fields. All career programs have established Career Intern Programs. The Career Intern Program forms the feeder group for future leaders in the Army's professional occupations. For additional information see [Career Intern](#).

[AR 690-950](#) sets the policies and program requirements for the intake, training and development, evaluation, promotion and placement of Army interns. It also covers the manpower forecasting, resource allocations, and funding for ACTEDS interns. ***The main objectives of the Army intern program are to:***

- Establish planned intake of personnel with high potential to meet Army-wide Career Program (CP) staffing needs.
- Give these employees the knowledge, skills, and abilities required to advance to and successfully perform in target level positions.

Master Intern Training Plan

The Master Intern Training Plan (MITP) is published in individual Career Program ACTEDS plans. They specify the length and type of training needed to qualify the intern, regardless of funding source, for the target position. Except in the case of positive education requirements, academic courses relevant to the target positions, which have the approval of the supervisor and endorsement of the Activity Career Program Manager (ACPM) and approval of either the Civilian Personnel Office (CPO), HRDD, or CPAC, may be taken during or after working hours at government expense. Master Training Plan

The Master Training Plan (MTP) shows the proper blend of formal training, work assignments and self-development activities needed at each level to acquire required capabilities. For career program occupations, MTPs start with Master Intern Training Plan (MITPs) which apply to all career program interns. MTPs also include the [civilian leadership common core training](#). See [AR 690-950](#) for additional information on the Career Intern Program.

16. ACTEDS (Army Civilian Training, Education and Development System)

The Army Civilian Training, Education, and Development System (ACTEDS) is a requirements-based system that ensures planned development of civilian members of the force through a blending of progressive and sequential work assignments, formal training, and self-development for individuals as they progress from entry level to key positions. ACTEDS seeks to assure the systematic development and sustainment of Army's civilian workforce, and the development of technically competent and confident civilian leaders so essential to Army readiness.

The Army's goals for ACTEDS are:

- Provide a holistic approach to civilian leader training through a planned combination of [leadership courses](#), professional and technical training, progressively more responsible job assignments, and [self-development](#).
- Develop broad gauged, multi-disciplinary civilian executive talent in complex fields such as acquisition, logistics, installation and information management, and research and development.
- Ensure consistent quality across occupations through planned career development of civilian employees from entry to senior executive levels.
- Ensure technical proficiency at each progression level and offer an opportunity for growth and development for those individuals with high potential for advancement.

[ACTEDS plans](#) are developed for career programs and career fields through a process which uses formal or informal job analysis techniques to identify required competencies (knowledge, skills and abilities) at the five major stages of career advancement (intern, specialist, supervisor, manager, and executive). These competency requirements serve as the basis for building a viable ACTEDS plan which includes: the identification of key positions; career ladders showing vertical and horizontal progression paths to key positions; and a MTP.

An MTP shows the proper blend of formal and on-the-job training, work assignments and self-development needed at each level to acquire required competencies. For career program occupations, MTPs start with MITPs which apply to all [career program interns](#) regardless of funding. MTPs also include the [civilian leadership core curriculum](#).

Career programs / Functional Chief Representatives (FCRs) sponsor and fund a number of [competitive professional development](#) opportunities which may include university training, developmental assignments, Training-With-Industry assignments, and selected short/long-term career development courses.

CAREER PROGRAM	DESCRIPTION
10	Civilian Human Resource Management
11	Comptroller
12	Safety Management
13	Supply Management
14	Contracting & Acquisition
15	Quality and Reliability Assurance
16	Engineers & Scientists (Non-Construction)
17	Material Maintenance Management
18	Engineers and Scientists (R&C)
19	Physical Security and Law Enforcement
20	Quality Assurance Specialist (Ammo Surv)
22	Public Affairs and Communication Media
24	Transportation Management
26	Manpower & Force Management
27	Housing Management
28	Equal Employment Opportunity
31	Education Services
32	Training & Warfighting Developers
33	Ammunition Management
34	Information Management
35	Intelligence (General)
36	Modeling and Simulation
50	Military Personnel Management

CAREER FIELD	DESCRIPTION
29	Executive Assistant (Base Operations)
51	Morale, Welfare, and Recreation (MWR)
53	Medical
61	Historian
SPECIALIZED PLAN	DESCRIPTION
WG	Wage Grade Model

17. LEADERSHIP DEVELOPMENT TRAINING

The Training and Doctrine Command (TRADOC) has developed a new progressive and sequential leader development system called Civilian Education System (CES) that will provide enhanced leader development and education opportunities for Army civilians. These courses replaced LEAD, OLE, PME1, PMEII and SBLM. As information becomes available on class dates and locations, eligibility, and the application and selection process, it will be posted on the AMSC website at <http://amscportal.belvoir.army.mil>, and, (per Army G-3), beginning on May 30, 2006, in the Civilian Leader Development Transformation Community on AKO.

The following is brief description of the new leadership development courses; [CES LINK](#)

- 1) The Foundation Course is designed for civilians entering the Army. This course is entirely distributed learning. Students will learn to understand and appreciate Army values and customs, serve professionally as a member of the Department of the Army, acquire foundation competencies for leader development, develop effective communication skills, and be ready to assume a first leadership role.
- (2) The Basic Course is designed for leaders who exercise direct leadership. It will be delivered in a combination of distributed learning and resident attendance. Students will understand and apply basic leadership skills to effectively lead and care for small teams, apply effective communication skills, and develop and mentor subordinates.
- (3) The Intermediate Course is designed for civilian leaders who exercise direct and indirect supervision. It will be a combination of distributed learning and resident attendance. Students learn skills to manage human and financial resources; direct program management and systems integration; display flexibility, resilience, and focus on the mission.
- (4) The Advanced Course is for civilian leaders who exercise predominately indirect supervision. It is a combination of distributed learning and resident attendance. Students become skilled in leading a complex organization; managing human and financial resources; leading change; inspiring vision and creativity; directing program management and systems integration; displaying flexibility, resilience, and focus on mission.
- (5) Continuing Education for Senior Leaders (CESL) This 4.5 day resident and 40 hour distributed learning (dL) course will bring senior civilian leaders together to discuss current and relevant issues facing the Army. Content will include interactive exercises and presentations on the following topics: 1) Challenge of transition within the Army -- current and future complex national security challenges 2) Dynamics of transition leadership to the senior level 3) Transformational improvement of process and teams 4) Strategic innovations: creating agile and resilient organizations 5) Knowledge management 6) Moral development 7) Building individual and organizational awareness of well being and cultural diversity.

18. MANDATORY TRAINING

The following outlines mandatory training for Federal employees. Each agency also has the authority to mandate additional training for its employees.

Antiterrorism

Each agency shall provide pre-deployment antiterrorism training to all personnel, military and civilian, traveling to overseas locations.

Computer Security

The importance of computer security to the agency, employee roles and responsibilities in computer security, and basic agency computer security policies and procedures are all parts of the periodic computer security training.

The head of each agency is required to provide initial, continuing, and refresher training at the awareness level, policy level, implementation level, and performance level training for executives, program and functional managers, information resources managers, security and audit personnel, automated data processing management, operations, and programming staff and end users.

Constitution Day Training

Recent legislation requires Federal agencies to provide [educational and training materials on the United States Constitution](#) to new hires as part of employee orientation and to each employee annually on September 17th. Previously known as Citizenship Day, that date has been redesignated "Constitution Day and Citizenship Day."

On that date in 1787, the Constitution was adopted. When Constitution Day falls on a weekend, as it does this year, the observance may occur on the previous or following workday. The statute is the Consolidated Appropriations Act 2005, Public Law 108-447, Division J, Title I, Section 111, December 8, 2004.

Civilian Personnel Management Service developed a comprehensive training course and educational materials. [Pertinent materials](#) are posted on the OPM web site. Additional materials are also available at little or no cost from the National Constitution Center's new web site, <http://www.constitutionday.us/>. DoD Components may also wish to observe the day with ceremonies and special programs ¹.

In celebration of Constitution Day and Citizenship Day, you are encouraged to review [the Oath of Office](#) and rededicate yourself during appropriate events. These events may include recognition ceremonies, town halls, and graduation from Army leadership programs.

Ethics

Each **new** agency employee must be provided, **within 90 days** of the date of his or her entrance on duty, the ethics materials. Agencies must also provide new employees with a minimum of one hour of duty time to either review these materials or receive ethics training.

No Fear Act

DOD components shall train all of its employees (including supervisors and managers) about the rights and remedies available under Antidiscrimination Laws and Whistleblower Protection Laws. Components must train new employees in it orientation program or other training program. Components that do not use a new employee orientation program must train new employees within 90 calendar days of appointment. Each Component must train all employees no longer than every 2 years.

Prevention of Sexual Harassment (POSH)

Each agency shall provide training programs to teach employees at all levels how to identify and prevent sexual harassment.

Substance Abuse Prevention and Awareness Training

Per AR 600-85, Chap 2, page 12, all civilians will receive a minimum of 3 hours of alcohol and other drug awareness training per year.

Equal Opportunity Training for Senior Executives

All new General/Flag Officers and members of the Senior Executive Service are required to complete a two-day course in equal opportunity organized by the Defense Equal Opportunity Management Institute. This training should be completed within one year of the date of selection.

Executives, Managers, and Supervisors

Organizations are required to systematically develop executives, managers, supervisors, and candidates for these positions. Agency programs must provide for:

- initial training for incumbents based on the results of needs assessments;
- continuing learning experiences, so that the individual may achieve the mastery level of proficiency for his or her current management level and position;
- attendance at Army Civilian Leadership Common Core Training, and
- systematic development of candidates for higher management levels, including any OPM-approved formal Senior Executive Service candidate development programs.

19. Senior Service College (SSC) Programs

[General Information](#)

[Responsibilities](#)

[Administrative Procedures - Post Selection](#)

[SSC Operational Assignments Program](#)

[Army War College \(AWC\)](#)

The Army War College (AWC) studies the role of land power, as part of a joint or combined force, in support of the US national military strategy. The curriculum emphasizes theory, concepts, systems, and the national security decision-making process. It teaches through numerous case studies, exercises, and war games of which the student seminar group is the fundamental learning vehicle

[Army War College - Distance Education Course \(AWC-DE\)](#)

The AWC-DE demands considerable dedication to study, conduct of critical analyses, and preparation of numerous papers on complex national security and defense issues. The course curriculum closely parallels the AWC Resident course and graduates are awarded the same diploma. AWC-DE participants meet course requirements through personal initiative and commitment, on their own time, except for the 22 resident academic days required at midcourse and end-of-course periods. The AWC-DE students' academic requirements are integrated with regular civilian professional requirements.

[Industrial College of the Armed Forces \(ICAF\)](#)

The curriculum focuses on broad-based national security decision-making for senior policy makers in a dynamic world environment. The academic program emphasizes postgraduate, executive-level education rather than training, and enduring principles and concepts rather than transient contemporary events. The curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. The program employs the case-study method, complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program.

[National War College \(NWC\)](#)

As the Nation's premier educational institution concerned with the development and implementation of national security strategy and national military strategy, the National War College's academic program is specifically designed for a student body already highly experienced and successful in military and civilian professions devoted to the design and application of different facets of national security. The college program, therefore, is focused on broadening the students' understanding of national security policy and strategy, including national military strategy and operations, particularly on principles and concepts they can apply as they progress in their chosen professions. The academic program consists of prescribed core courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises. The core curriculum provides students an understanding of the development and implementation of national security policy and strategy. It addresses the domestic and international contexts within which policy and strategy are developed, examines the national security decision-making process, and focuses on the formulation and conduct of national security strategy, military strategy, and joint operations.

20. Government/Non-Government Training

Government Programs

[Commerce Science & Technology Fellowship Program \(ComSci\)](#)

An intensive work assignment in an Executive or Legislative Branch office provides policy-making and program management experience. Assignments are allied to the participant's specialty or competence, with the specific intent of defining opportunities for collaborative efforts. Provides hands-on experience and increases understanding of:

- Technology innovation as a source of national and international economic growth;
- The relationship of science and technology to Government policies on economics, trade, education, and fiscal matters;
- The organization of scientific and technological activities in the Federal Government;
- The technical activities which exist in other executive, legislative and judicial agencies of the Government, thereby motivating and encouraging the development of cooperative endeavors and programs.

[Defense Leadership and Management Program \(DLAMP\)](#)

Since its inception in 1997, the Defense Leadership and Management Program (DLAMP) has served as one of the Department's comprehensive programs for developing future civilian leaders. An assessment of DLAMP has been conducted and it is believed that the original tenet of the program is valid - "there is a need to develop highly capable senior civilian executives with a joint perspective on managing the Department's workforce and programs".

From FY 2002 to early 2004, the program was refocused and streamlined to bring it in line with the Department's new strategic direction for civilian human resources management. The refocused DLAMP is more flexible, cost-effective, and efficient in meeting short- and long-term requirements for highly capable civilian leaders. The key elements of the revised program are available for review on the website.

[DOD Executive Leadership Development Program \(DELDP\)](#)

The Department of Defense (DoD) has a variety of Programs that provide training and education for tomorrow's leaders. However, only DELDP provides participants with an extensive exposure to the roles and missions of DoD. DELDP also provides participants with an increased understanding and appreciation of today's warfighters. Warfighters speak of being at the "tip of the spear" and DELDP provides experiences that will give participants a greater understanding of what it is like being at the "tip of the spear".

This educational program was established in 1985 with the approval of the Secretary of Defense and has continued over the years to educate future leaders about the issues facing DoD. In addition to seminars in Washington, DC where experts in defense, foreign affairs and politics address DELDP classes, participants have intensive "hands-on" field experience at military installations around the country as well as overseas.

[OPM Federal Executive Institute Leadership for a Democratic Society \(FEI\)](#)

This four-week program brings together managers and executives from 25 to 30 domestic and defense agencies for a unique, residential learning experience. The objective is to help agencies in the development of their career executive corps, linking individual development to improved agency performance.

The themes of FEI's Leadership for a Democratic Society program reflect and enhance the common culture of senior Federal executives. Personal leadership, organizational transformation, policy, and global perspectives components support an overarching emphasis on our government's constitutional framework.

Non-Government Programs

[Concepts in Biometric Systems and Information Assurance](#)

In the Concepts in Biometrics Systems and Information Assurance 5-Day Short Course, students are introduced to a variety of techniques used in identification and verification of individuals, the physiological basis of these techniques, and the algorithms and statistical methods employed to achieve acceptable false-accept and false-reject ratios. Major and emerging biometric technologies, testing and evaluation, standards, and case studies are discussed.

[Harvard University Program for Senior Executive Fellows \(SEF\)](#)

Participants are expected to contribute their professional expertise to complement the program's learning experience, and are selected to reflect a broad cross-section of functional and operational responsibilities. The program is a unique opportunity to gain perspectives on public policy and management, to strengthen managerial skills and to acquire insights into managerial practice, and to interact across agency and executive-legislative branch boundaries.

[National Security Management Course \(NSMC\)](#)

Individuals who operate at the first rung of DOD's leadership structure must effectively manage precious resources - dollars, people, time, technology, information, systems - in DOD's exceedingly complex and constrained policy-formulation and decision-making environment. Possessing general managerial and analytical skills are not enough to provide managers and leaders an opportunity to effectively influence this environment. Officials at this level must also manage the complex institutional and organizational interrelationships that exist with other national security actors, both inside the Department (for example, between OSD and the Joint Staff, the Military Departments, and Defense agencies), and beyond its formal boundaries: the White House, the State Department, Central Intelligence Agency, National Security Council, Congress.

21. Long-Term Training Programs

Supervisors/managers may not approve long-term, full-time training programs (over 120 calendar days). Long-term training/educational opportunities are competitive and DA Headquarters administers and announces them. Specific enrollment instructions for these programs are contained in the Annual [ACTEDS Catalog](#).

[Calendar of Professional and Long-Term Training \(LTT\) Opportunities](#)

[Long-Term Training \(LTT\) Guide](#)

22. Army Acquisition Workforce/Army Acquisition Corps (AAW/AAC)

In accordance with the guidelines and certifications standards set forth in the Defense Acquisition Workforce Improvement Act (DAWIA) of 1990, all individuals occupying acquisition designated positions are required to:

- (1) Complete an Acquisition Civilian Record Brief (ACRB)
- (2) Complete a five-year IDP
- (3) Become certified within 18 months of assignment to the acquisition position

Also included is a listing of [points of contact](#) throughout the Army that can provide assistance to you regarding the ASC. The ASC population is regionalized similar to the CPAC/CPOC offices. The Southern Region has Acquisition Workforce Support Specialists (AWSSs) to assist you with any questions regarding the ASC, DAWIA, Defense Acquisition University (DAU) courses, certification, etc. For additional information see Western [Points of Contact](#).

Before an employee can identify his/her training requirements, the supervisor is required to use the web address and identify all the acquisition workforce employees that he/she supervises. Once the supervisor has completed this process, the employee can then access the web address and identify acquisition training requirements. Upon completion, an email message is automatically sent to the supervisor alerting him/her that their employee has completed the IDP. The supervisor must again access the web address and approve the IDP.

This process will establish the five-year IDP records and will be used in connection with the on-line registration for the mandatory DAU courses. An employee will not be permitted to self-register for a DAU course unless he/she has an approved five-year IDP.

23. Civilian Human Resources Training Automated System (CHRTAS)

The SW Region HRDD uses the CHRA supported course management and enrollment system named Civilian Human Resource Training Application System (CHRATS). CHRTAS has many automated features that will benefit the HRDD staff, supervisors, and the student participating in the training. The first step is for HRDD to enter our courses into Army Training Requirements and Resources System (ATRRS) under the Southwest Region School House number with specific information and dates. The courses are visible and available for enrollment after a 24 hour refresh. [CHRTAS](#)

TUTORIALS

CHRA has developed two tutorials for the CHRTAS Course Management System. We recommend that you view these resources to familiarize yourself with CHRTAS. A tutorial on applying for training in CHRTAS is available from the Help menu in CHRTAS - also here, with other tutorials:

Step-by-Step Instructions:

CHRTAS HOW TO MODULES

[How to Create a Student Profile in CHRTAS \(short text version\)](#)

[How to Apply for a Course in CHRTAS \(short text version\)](#)

[How to Apply for Travel in CHRTAS \(short text version\)](#)

[Supervisory Review of Training Request](#)

BUILDING A PROFILE

Everyone (students/supervisors) needs to logon to CHRTAS to create his/her profile.

Follow the Instructions below to create your profile:

1. On the left menu "Student Function"
2. Click on Create/Update Student Profile
3. Sign in/Log on to CHRTAS
 - a. The Category is always **ARMY**
 - b. Add your Social Security Number
 - c. Use the drop down menus to add your Date of Birth
 - d. Click on "LOGON!" Button
 - e. You will receive a note requesting verification of the SSN and DOB entered. Click the appropriate response to continue.
 - f. You will receive a note indicating the category you choose. Just remember to always use ARMY. Click on the "CONTINUE" button.

When building profiles it is important to ensure that email addresses are entered correctly. Class Reservations and Travel Orders are forwarded to the student's email address and the request for supervisor's approval is forwarded to the supervisor's email address. Both these email addresses **MUST BE** correct in the profile for the information to flow to the right person. Remind the supervisors when a student applies for a class in CHRTAS, the supervisor will receive an automated email requesting approval. Replying to this email WILL NOT submit your approval. Supervisors must access CHRTAS to approve a student nomination.

POINTS OF CONTACT

Mary Sproat – 785-239-0594 DSN 856-0594 Email – mary.sproat@us.army.mil

24. HELPFUL LINKS

[SW Region HRDD Web Page](#)

[PERMISS HOME PAGE](#)

APPENDIX A - Acronyms

AAC Army Acquisition Corps

AAW Army Acquisition Workforce

ACPM Activity Career Program Manager

ACRB Acquisition Civilian Record Brief

ACTEDS Army Civilian Training, Education, and Development System

AIDS Acquired Immune Deficiency Syndrome

AMCOM Aviation and Missile Command

AMSC Army Management Staff College

AODC Action Officer Development Course

APC Agency Program Coordinator

AR Army Regulation

ATNA Automated Training Needs Assessment

ATRRS Army Training Requirements and Resources System

AWC Army War College

AWCDE Army War College Distance Education

AWSS Acquisition Workforce Support Specialists

BPM Business Process Map

CEFMS Corps of Engineers Financial Management System

CES Civilian Education System

CFR Code of Federal Regulation\

CHRA Civilian Human Resources Agency

COB Command Operating Budget

CONUS Continental United States

CP Career Program

CPAC Civilian Personnel Advisory Center

CPM Civilian Personnel Manual

CPO Civilian Personnel Office

CPOC Civilian Personnel Operations Center

CPOL Civilian Personnel On-line
DA Department of the Army
DAU Defense Acquisition University
DAWIA Defense Acquisition Workforce Improvement Act
DCPDS Defense Civilian Personnel Data System
DELDP DoD Executive Leadership Development Program
DLAMP Defense Leadership and Management Program
DoD Department of Defense
EDS Employee Development Specialist
EEO Equal Employment Opportunity
EMPEP Energy Management Professional Enhancement Program
EO Executive Order
FEI Federal Executive Institute
FLSA Fair Labor Standards Act
FPI Functional Process Improvement
GETA Government Employees Training Act
GS General Schedule
GSA General Services Administration
HIV Human Immunodeficiency Virus
HQDA Headquarters, Department of the Army
HR Human Resource
HRD Human Resource Development
HRDD Human Resource Development Division
ICAF Industrial College of the Armed Forces
IDP Individual Development Plan
IPA Intergovernmental Personnel Act
JTPA Job Training Partnership Act
KSA Knowledge, Skill, Ability
LEAD Leadership Education and Development Course
LTT Long-term Training

MACOM Major Army Command

MBTT Myers Briggs Type Indicator

MDCPDS Modern Defense Civilian Personnel Data System

MDC Manager Development Course

MEI Management Excellent Inventory

MITP Master Intern Training Plan

MTP Master Training Plan

MWR Morale, Welfare and Recreation

NAF Non-Appropriated Fund

NLT No Later Than

NSMC National Security Management Course

NSPS National Security Personnel System

NWC National War College

OASA (M&RA) Office of the Secretary of the Army (Manpower & Reserve Affairs)

OJT On-the-Job Training

OLE Organizational Leadership for Executives

OPF Official Personnel File

OPM Office of Personnel Management

OSD Office of the Secretary of Defense

OTA Oracle Training Administration

PERMISS Personnel Management Information & Support System

PME Personnel Management for Executives

POC Point of Contact

POSH Prevention of Sexual Harassment

PPI Personnel Processing Improvement

SBLM Sustaining Base Leadership and Management

SC CPOC South Central Civilian Personnel Operations Center

SDC Supervisor Development Course

SEF Senior Executive Fellows

SME Subject Matter Expert

SOP Standing Operating Procedure

SSC Senior Service College

SSN Social Security Number

TACITS Total Army Centralized Individual Training Solicitation

TAG Training Advisory Group

TAPES Total Army Performance Evaluation System

TIPS Training Information Program System

TDY Temporary Duty

U.S.C. United States Code

VRA Veterans Readjustment Act

WWW World Wide Web

APPENDIX B

HRDD STAFF	SERVICED LOCATIONS
Manuel Smith – (785)-239-0088 manuel.smith@us.army.mil	Chief, SW Region HRDD
M.S. Walker - (785)- 239-3612 m.s.walker@cpocswr.army.mil	HR Technician
Stephen Jones (785) 239-6520 Stephen.Jones23@us.army.mil	Student Hire
Lois Vaughan - (785) 239-0092 lois.vaughan@us.army.mil	Fort Riley Operations Center McAlester AAP Fort Sill Fort Leonard Wood Fort Leavenworth Red River Army Depot
Hans Hart - (785) 239-2740 Hans.Hart@us.army.mil	SW Division Fort Worth District Galveston District Little Rock District Tulsa District Mississippi Valley Division (Vicksburg) St. Louis District Rock Island District Memphis District New Orleans District St. Paul District Vicksburg District ERDC
Robin Pettay - (785) 239-0048 Robin.Pettay@us.army.mil	Great Lakes/Ohio Division (Cincinnati)* Chicago District Louisville District Nashville District Buffalo District Detroit District Huntington District Pittsburgh District Blue Grass Pine Bluff Arsenal Fort Knox Fort Campbell
Marvin Bethel - (785) 239-0074 Marvin.Bethel@us.army.mil	ABC-C

Mary Sproat - (785) 239-0594
Mary.Sproat@us.army.mil

Fort Riley
Fort Carson
Fort Sill
Fort Leonard Wood

Tonya Clark – (785) 239-0050
Tonya.Clark@us.army.mil

Fort Riley

*Great Lakes/Ohio Division (Cincinnati) CPACs are divided between Lois Vaughan and Robin Pettay