

USACE FINANCE CENTER INTERNAL POLICY GUIDE: UFC-110**SUBJECT: Training and Career Development**

1. **Purpose**. The purpose of this guide is to outline the policy for providing training and career development. This guide applies to all employees assigned to the USACE Finance Center.
2. **Policy**. It is the policy of the USACE Finance Center to provide full opportunity for the individual growth and development of career employees by supplementing self-improvement with on-the-job and formal training. The primary consideration is to provide mission critical training and other required formal training to include mandatory new supervisory training, mandatory ACTED Intern training, and other training as required by law or regulation.
3. **Types of Training**. Training is categorized broadly as follows:
 - a. **On-the-Job Training**. This type of training is conducted at the work site by the supervisor or designated coworkers and is the principal method of training used at the USACE Finance Center for improving skills and technical abilities.
 - b. **Formal Classroom Training**. Group classroom training is used when it is considered more economical or when conditions exist which do not permit on-the-job training. Formal training courses may be provided by Government agencies or by non-government organizations. Certain formal courses are required for new supervisors, DA Interns, or by law and/or regulation for the incumbents of specific positions. Formal courses may be offered on site or the employee may have to travel to the site where the formal training is offered.
 - c. **Correspondence Courses**. Army correspondence courses are available to all employees at no cost. Employees can enroll using a DA Form 145. All other correspondence courses require completion of a DD Form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement.
 - d. **Tuition Assistance**.
 - (1) For purposes of developing an effective workforce for future needs, tuition assistance is available for certain college-level accounting courses. The courses approved for tuition assistance are: Principles of Accounting I and II, Intermediate Accounting I and II, Cost Accounting I and II, and Governmental Accounting. (Employees in the GS-510 series are not eligible for tuition

assistance for Principles of Accounting I and II, or Intermediate Accounting I and II.) Tuition assistance for any other course other than those listed above requires the approval of the Director and will be considered on an exception basis only. Tuition assistance will not be approved for (refresher) courses that have previously been successfully completed by an employee.

(2) Tuition assistance is available for the cost of the course only, up to the normal tuition for a 3-hour undergraduate course at the University of Memphis. No tuition assistance is available for books, supplies or school fees.

(3) Employees must successfully complete the course for which tuition assistance is provided or reimburse the agency. If the employee does not successfully complete the course, he/she may apply for tuition assistance to re-take the same course; however, until that particular course is successfully completed, tuition assistance will not be approved for other courses.

4. **Individual Development Plans (IDP).**

a. **Definition.** An IDP identifies training needs that are necessary for an employee to perform the job, to accomplish the mission, and to enhance his/her ability to reach full potential. Sources available for identifying training course offerings include the Internet, the Purple Prospect Book, the Army Correspondence Course catalog, and various other material available in the library. The IDP is a commitment between the supervisor and the employee to work together for the common good of both the individual and the organization. The provision of formal training is subject to budgetary constraints; therefore, the IDP is not a guarantee or a contract that training will be provided.

b. **Requirement.** An IDP is required for every permanent USACE Finance Center employee. The plan should be completed by the employee and signed by the immediate and approving supervisors. The employee should retain the original IDP and the immediate supervisor should retain a copy of each employee's plan. IDPs should be reviewed, discussed and modified as needed, but not less than once a year. The idea time for review and discussion is during TAPES counseling sessions when skills are discussed in accordance with performance plans.

c. **Instructions.** Instructions for completing the IDP on ENG Form 5055-R are as follows:

(1) The first section will include the following information:

- Employee's Name
- Employee's Social Security Number
- Developmental Period; e.g. Jun 99 – Jun 03

- Career Program if applicable; e.g., CP-11
- Position Title/Grade
- Organization

(2) Block 1. Developmental Objectives.

- The Short-Term Objectives section should include career goals/objectives that can realistically be achieved during the next 1-2 years.
- The Long-Term Objectives section should include career goals/objectives that can realistically be achieved during the following 3-5 years.

(3) Block 2. The Required Training block will include training that must be accomplished as soon as possible or an adverse effect to the mission will result. Required training also includes mandatory training contained in ACTED plans, training required by law or regulations, and required new supervisory training. Training listed in this block is the only training that should be coded as Priority 1. (See subparagraph 4.C.(7) for priority code definitions.) Training dates do not have to be specific. TBD or 2Q99, for example, are acceptable entries. TDY and tuition estimates are helpful for budget purposes but are not mandatory.

(4) Block 3. The Recommended Training block should include training required for systematic replacement of skilled employees through career management and for performance enhancement. This includes training that is listed as "recommended" in ACTED training plans. It also includes tuition assistance when such training is for the purpose of preparing the individual to assume additional duties. In most cases, the priority code will be 2 for recommend training, although sometimes priority code 3 may be appropriate.

(5) Block 4. Developmental Assignments Required/Recommended. Requirements for long-term training, rotational training and/or developmental assignments should be identified in this block.

(6) Block 5. Training or Self-Development Completed during last FY. Employee should list any training completed during previous fiscal year.

(7) Priority Code Definitions.

- Priority 1. Training which provides new skills and knowledges that the employee needs to know now to perform his/her duties. Priority 1 training requirements must be met during the next 6-12 months . Without this training, organizational missions cannot be fully

accomplished. Only required training listed in Block 2 of the IDP should be coded as Priority 1.

- Priority 2. Education which provides new skills and knowledges needed within the next 12-24 months. This education is designed to prepare the individual to assume additional duties, improve existing skills and correct performance deficiencies.
- Priority 3. Development of new skills and knowledge that will be used in the future (2 or more years out). Developmental learning can be deferred with little or no impact on current mission accomplishment.

5. **Training Forms**. A DD form 1556, Request, Authorization, Agreement, Certification of Training and Reimbursement is required for any training where costs are incurred or where a permanent record of training is required. The DD Form 1556 is the only record of training that is permissible to be filed in the employee's Official Personnel File (OPF). The Civilian Personnel Operating Center (CPOC) will no longer accept any other training completion forms or certificates for inclusion in the OPF.

6. **Changes**. This policy letter will be maintained on the CEFC Internal Home Page. Changes will be made as needed to maintain current policy. The POC for this policy guidance is Valerie Bacon.

FOR THE DIRECTOR:



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