DEPARTMENT OF THE ARMY
US ARMY INSTALLATION MANAGEMENT COMMAND
HEADQUARTERS, UNITED STATES ARMY GARRISON, FORT HOOD
FORT HOOD, TEXAS 76544-5000

REPLY TO
ATTENTION OF

GARRISON POLICY
DHR - 01

IMHD-HR

22 JAN 2013

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: United States Army Garrison (USAG) Policy Memorandum - Training and Development Program

1. References.

a. Executive Order 11348, Providing for the Further Training of Government Employees.

b. AR 350-1, Army Training and Leader Development.

2. Purpose. To supplement DA policy and define roles and responsibilities for US Army Garrison training and development programs.

3. Applicability. This policy applies to all USAG Fort Hood employees, both military and civilian.

4. Scope. Training and development encompass all activities designed to enhance the knowledge, skills and abilities needed by the Fort Hood workforce to successfully accomplish the organization mission, including but not limited to: classroom, computer-based, correspondence, satellite and internet instruction; on-the-job training, orientation, development, mentoring and coaching; job aids and performance support; and formal education. The provisions of this document apply to all training and development designed, sponsored, funded, or conducted under the auspices of the Garrison and component organizations.

5. Objectives. The complexity of the Garrison mission and the accelerating pace of technological change require continuous learning on the part of all employees regardless of their position or experience. In such an environment, investment in workforce training and development is a strategic necessity. The Garrison is committed to becoming a true learning organization in which employees and managers develop know-how, learn from experience, and share their knowledge as a normal part of doing business. To accomplish this, the Garrison directorates and special staff shall:

a. Adopt business practices and incentives consistent with a learning organization, build and leverage intellectual capital and promote a culture supportive of individual growth and development.

b. Incorporate learning requirements in corporate and business plans and align learning activities with organizational business needs.

c. Deploy flexible, efficient learning systems (e.g., instructional staffs, courseware and facilities; on-the-job training, mentoring, coaching and development; Interactive Video Tele-training; embedded performance support; and Computer Based Training) and administrative systems that are timely, reliable, efficient, and fair.

d. Promote management ownership and accountability, increase employee involvement, and raise stakeholder awareness through collaborative planning and management of learning systems.

e. Establish effective information systems and quality assurance processes in order to track resources accurately and provide timely data for management decisions.

f. Manage learning as a capital investment by: identifying and budgeting for the true costs of learning incident to equipment modernization, policy change, or process reengineering; providing stable funding from year-to-year; and implementing sound business practices.

6. Roles and Responsibilities.

a. Employees. Fort Hood depends upon the talent and dedication of its employees to accomplish its mission. To meet this challenge, employees must recognize and take advantage of opportunities whether on the job, outside of work, or in formal training to develop expertise required by changing job requirements. Employees must also ensure their official training records are accurate and up-to-date, attend and complete all required training courses. As members of a learning organization, employees must be active participants in identifying skill needs and career goals, devising learning strategies, evaluating impact on performance and helping others to develop.

b. Supervisors and managers play a key role in assessing gaps between mission requirements and actual workforce capability, prioritizing training and development needs, defining and certifying the accomplishment of learning objectives, fostering on-the-job development and supporting employment-initiated career development. They are specifically responsible for:

(1) Ensuring that learning requirements are identified for all assigned employees and addressed through systematic, cost-effective learning strategies in accordance with merit, Equal Employment Opportunity (EEO), affirmative action and diversity principles.

(2) Designing and establishing collective training is the responsibility of each director and special staff officer.

c. The Director of Human Resources has been chartered to set installation training policy, establish benchmarks and standards, and oversee Garrison's training program. This includes
identifying and annually publicizing mandatory training to include tracking and reporting the percentage of employees completing mandatory training.

d. Workforce Development Specialist will:

(1) Assist directorates and special staffs training coordinators by ensuring appropriate Oracle Training Administration (OTA) users have secure accounts based on Unit Identification Code (UIC) and advise and train appropriate managers and training coordinators. Note: The OTA System can be used to document Federal civilian training only.

(2) Work closely with managers to identify training needs.

(3) Develop training schedules and disseminate to directorate and special staff.

(4) Provide ongoing communication about both internal and external training programs, services, resources and opportunities.

(5) Coordinate and implement Garrison-wide training initiatives that address organizational goals or needs.

(6) Provide quarterly training report to the DHR that identifies the percentage of employees, by directorate and special staff that have completed mandatory training.

e. Training Coordinators and Supervisors and Managers:

(1) Serve as central point of contact for all training and ensure all completed mission related and mandatory training is documented in the OTA Program and source documents are maintained. OTA allows activity training coordinators, and managers to input completed training data directly into the employee's electronic training record in the Defense Civilian Personnel Data System (DCPDS). These users, as well as the Workforce Development Specialist, and Civilian Personnel Advisory Center (CPAC), share responsibility to ensure that proper, timely and accurate documentation of civilian training is accomplished and mandatory training is entered in such a manner to allow effective tracking.

(2) Provide a quarterly report to the Workforce Development Chief on the percentage of employees completing mandatory training.

7. Program Administration.

a. Individual Development Plans (IDP).

(1) IDPs help the employee and manager identify training needs that address mandatory training, essential competencies, legal requirements, career development and professional growth. It allows the employee and supervisor to focus limited resources in the area of greatest need. The process may also help an employee identify areas of growth outside the job that are important to that individual, and which they may pursue independently of the organization.

(2) IDPs are considered living documents and must be reviewed and updated as needed. The objective of the plan is to align employee and organizational goals. It should also guide resource planning and decisions related to the employee's training. It is a tool cooperatively developed between a supervisor and an employee, in which development and training needs of the employee are forecasted and scheduled in order to enhance the employee's competencies. IDPs are a useful tool for employee development because they provide:

(a) a logical and structured framework for assessing the needs of both the individual and the organization;

(b) a method for organizing developmental experiences instead of haphazardly committing both time and money on what may or may not be useful experiences.

b. Job required and job related training.

(1) Job required training provides knowledge or skills specific to an employee's current job. It is needed for successful performance of that job. Examples include technical knowledge, use of equipment, software applications, organizational skills and interpersonal skills.

(2) Job related training provides knowledge or skills an employee needs to meet Army or state performance expectations. An example is Prevention of Sexual Harassment Training.

c. Scheduling and eligibility for training. All Federal civilian employees are eligible for job required and job related training. Job Required and Job Related training shall be conducted without loss of pay to the employee and the employee shall be paid for the time as time worked. Employees may suggest training opportunities to be considered for approval by management and request training outside the employee's normal work schedule. AU training must be approved by management.

8. Proponent. Point of contact is the Chief, Workforce Development at (254) 553-3700.

9. Expiration: This policy memorandum supersedes previous awards policies issued by the GC and will remain in effect until or superseded or rescinded.

MATTHEW G. ELLEDGE
COL, IN
Commanding

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