

Fort Jackson Regulation 690-2

HEADQUARTERS
UNITED STATES ARMY TRAINING CENTER
AND FORT JACKSON
FORT JACKSON, SOUTH CAROLINA 29207

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Civilian Workforce Development Program

Summary: This regulation prescribes the Civilian Workforce Development Program for the United States Army Training Center, Fort Jackson, South Carolina.

Applicability: This regulation applies to all organizations assigned to the United States Army Training Center.

Proponent: The Deputy Chief of Staff, US Army Training Center and Fort Jackson, is the proponent for this regulation.

Suggested Improvements: Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Commander, HQ, Fort Jackson, ATTN: DCS, Fort Jackson, South Carolina 29207.

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Chapter 1: Introduction

1. Purpose.

Establish policies, procedures, and responsibilities for implementation of the United States Army Training Center (USATC) Civilian Workforce Development Program (CWDP).

2. Reference.

- a. Army Regulation 350-1, Army Training and Leader Development.
- b. TRADOC Regulation 350-6, Enlisted Initial Entry Training (IET) Policies and Administration.

3. Scope.

This regulation is applicable to all civilian employees assigned and attached to the USATC.

4. Introduction.

a. The U.S. Army has long realized the value of individuals as human capital and invested a great deal of time, effort, and resources in training and education in order to maximize potential. Our civilian workforce is an invaluable resource that is vital to mission accomplishment.

b. In order to maximize effectiveness, we must train, educate, and develop our civilian employees. We remain committed to providing personal and professional growth to all members of the civilian workforce.

c. This regulation establishes formalized and structured training and leader development guidance for USATC personnel to assist in the training, execution, and assessment of training programs. It provides the framework for Fort Jackson to develop, manage, support training, leader development, and shows the relationship between training and career management.

5. Records management.

a. Records created as a result of processes prescribed by this regulation must be identified, maintained, and disposed of according to AR 25-400-2, The Army Records Information Management System (ARIMS), and DA Pam 25-403, Guide to Recordkeeping in the Army.

b. Record titles and descriptions are available on the ARIMS website at <https://www.arims.army.mil>. Records will be maintained IAW AR 340-21, The Army Privacy Act Program.

Chapter 2: Responsibilities

1. USATC.

- a. Designate a Training Administrator.
- b. Oversee all training administration and management.
- c. Include compliance with this publication as part of the USATC annual Organizational Inspection Program (OIP).

2. USATC Training Administrator.

- a. Develop and maintain a master list of all minimum mandatory training requirements for civilian employees.
- b. Report training status for civilian employees to the Chief of Staff quarterly.
- c. Participate in training and leader development meetings and conferences.
- d. Ensure that all training records and reports are maintained on employees IAW AR 340-21, The Army Privacy Act Program.
- e. Coordinate career training requirements directly if the organization has a workforce development Point of Contact (POC).
- f. Capture individual and functional training requirements identified in the Individual Development Plan (IDP) or Individual Training Record (ITR) and other training sources.

g. Enter training requirements in Total Army Centralized Individual Training Solicitation (TACITS) surveys.

h. Attend in-progress reviews and report training status and statistics to the Deputy Commanding Officer on support of the Fort Jackson Campaign Plan.

3. Supervisors.

a. Oversee all training administration and management within area of responsibility.

b. Jointly develop an IDP with each employee within 30 days of the performance period, entry into a new position, or permanent change of station. It is the supervisor's responsibility to trigger the creation of the IDP. Civilian employees are responsible for creating the IDP. Training identified in the IDP should be attainable. IDPs will be developed using the Army Career Tracker (ACT) website at <https://actnow.army.mil>.

c. Discuss proposed training or school attendance during initial performance planning to include objectives for attending courses for current and out-years.

d. Ensure IDPs are recorded and on file.

e. Provide advice and guidance on training and leader development issues.

f. Identify specific programs available to the Career Program or Career Field employees to enhance individual career development and competitiveness (if applicable).

g. Monitor employee training progress throughout the year and ensure employees complete Army and Army Command (ACOM) directed mandatory training and other training listed on the IDP.

h. Ensure employee development requests are consistent with Army policy and are in the interest of the employee and the organization, with consideration for the cost, quality of education, training, and mission requirements.

i. Provide employees with the opportunity to attend training by establishing a long-range (for example, 1-5 years) plan using the IDP and adjusting as schedules or jobs change.

j. Review and update IDPs during each performance evaluation counseling session. IDPs are living documents and may be updated throughout the year as needed or driven by mission requirements.

k. Serve as the employees' initial source of information and counseling on topics such as training, leader development programs, Army Civilian Training, Education and Development System (ACTEDS) training opportunities, and career expectations with necessary assistance from the Training Administrator.

l. Release employees to attend training once it has been authorized, or allow use of duty time for completion of mission-related on-line courses.

m. Discuss training that employees have completed and its applicability to the workplace.

4. Employees.

a. Accept personal responsibility to develop, grow, and commit to professional excellence.

b. Jointly develop an IDP with the supervisor within 30 days of the performance period, entry into a new position, or permanent change of station. Training identified in the IDP should be attainable and resourced.

c. Provide a list of proposed training or school needs in IDPs to be discussed at initial performance reviews for supervisory approval.

d. Provide supervisor with timely feedback on course evaluation.

e. Attend and complete training when confirmation has been obtained.

f. Execute all required training approved in IDPs, as resourced, by the end of the rating period. Supervisors must approve exceptions.

g. Notify supervisor if unable to attend scheduled training. Rescheduling or cancellation of authorized training may only occur in extreme circumstances.

Chapter 3: Civilian Workforce

1. Appropriated Fund (AF) Personnel.

a. AF personnel are comprised of General Schedule (GS) and Federal Wage System employees.

b. All AF employees are required to complete IDPs and may follow individual ACTEDS plans, when applicable. AF personnel fall under the Total Army Personnel Evaluation System performance management system and the Defense Civilian Intelligence Personnel System.

c. The Federal Wage Grade System covers employees in trades and labor occupations. Trades include skilled occupations such as carpenter, electrician, mechanic, welder, tool and die maker. Labor occupations include semi-skilled work such as equipment operator, laborer, warehouse worker, and helper positions. A training, development model for trade and labor occupations can be found on the Civilian Personnel On-line at <http://cpol.army.mil/library/train/acteds/wg/>.

2. Contractor Personnel.

Government agencies are not required to provide training for contractors to perform the work because contractors are selected for expertise in specific subject areas. However, contractors may be trained in rules, practices, procedures, other systems unique to the employing agency, and are essential to skills that may be beyond the scope of the subject area. The authority for the training of contractors is the authority to only administer contracts. Contractors may be provided training by the government for the following reasons:

- a. Training is beneficial to the government.
- b. Additional government training funds are not required.
- c. Attendance by the contractor is incidental to the necessary and authorized training of employees.

Chapter 4: Training Management

1. Overview.

Selection of Army civilians for leader development and education courses is linked to current position responsibilities and career progression.

2. Mandatory Training.

Mandatory training is training that Department of the Army (DA) deems critical for the safety or ethical support of its workforce. This training is mandated for all civilian employees. Organizations must ensure, track, and report attendance for each mandatory training task.

3. Required Training.

Required training is training that's deemed necessary to perform in a position. This training may be determined by the individual organizations or higher headquarters.

4. Functional Training.

Functional courses prepare Army personnel for assignment to special units or specific duty positions, or enhance cross-functional capabilities to support overall understanding of the organization, increasing value to the Army. These courses provide DA civilians an opportunity to acquire duty position-required skills and knowledge unobtainable by attending other institutional courses.

5. Self-Development.

a. Supervisors must consider allowing employees duty time to accomplish self-development training. The employee's self-development may be linked to improvements in duty performance. For example, supervisors should encourage employee to access SmartForce or SkillSoft eLearning courses during duty hours for self-development.

b. Duty hours must not be used for coursework if training cannot be linked easily to duty performance or mission accomplishment. Employees are responsible for demonstrating duty performance linkage of self-development initiatives to the supervisor for approval.

c. Employees must request all training that will be conducted during duty hours in writing. Supervisors must approve requests in writing. Duty requests and approvals must be maintained by both the employee and the supervisor.

d. Self-development is development initiated by the employee, such as participation in professional, community, and/or social organizations, or attending formal classroom training.

e. Employees may be encouraged to participate in self-development activities. However, the employee must not be expected to bare the expense if a development activity is identified as recommended or required for the job, and is appropriate for organizational funding.

f. The U.S. Army Self Development Handbook, published by the Center for Army Leadership, can be located at http://usacac.army.mil/CAC2/CAL/repository/SDev_Handbook20.pdf.

6. Mission-Related Training.

a. Mission-related training courses and programs are related to the employee's current position.

b. Employees enrolled in mission-related distributed learning (DL) or non-resident courses may be allowed to work on the course during duty hours. The amount of duty time afforded by the supervisor to the employee for coursework will depend on mission requirements and nature of the course. For example, the employee may not be provided much time to work on courses if mission requirements are significant. Employees are not expected to be given more than two duty hours for course work if a course can be completed in 1-2 hours. Some courses will require more hours of study during the duty hours. For example, an employee taking the non-resident version of a Civilian Education System (CES) course may be authorized 3-5 hours of duty time per week, while only 1-2 hours per week may be given to an employee taking an information technology course online.

c. Supervisors must determine the number of hours permitted based on a review of the course workload and discussion with the employee. Supervisors must consider that the course is directly related to the mission. Therefore, it is in the best interest of the supervisor and the organization for the employee to complete the course and to allow the employee to work on the course during duty hours.

7. Distance and Distributed Learning.

a. Distance learning is a valuable tool to increase training availability while reducing cost per training hours. Distance learning may provide new opportunities for training more employees within available resources. On-line DL programs are available in which the workforce may enroll and complete at the work location.

b. The Army Distance Learning Program provides detailed information on DL initiatives available to the workforce at <http://www.atsc.army.mil/accp/aipdnew.asp>.

8. SmartForce and SkillSoft.

a. A catalog of online courses is available to the workforce through the SmartForce and SkillSoft programs. The program provides authorized Web based access to over 1,500 information technology, business, and interpersonal skills anywhere internet connectivity is available.

b. SmartForce and SkillSoft are available at <https://atrrs.army.mil/channels/eLearning/smartforce/>.

9. Army Career Tracker.

a. Army career Tracker (ACT) is the Army's first comprehensive leadership development tool to integrate training, assignment history and formal/informal education activities in one location.

b. By leveraging and organizing data from multiple existing Army systems into a single interface, ACT offers civilian employees a quick and easy way to manage their career growth. Civilian employees can track, manage their professional, personal goals, enroll for training, receive personalized career recommendations, add mentors, and access their complete assignment history all from one touch point. It also enables leaders to access their employer's comprehensive career transcript and to view and monitor their training progress and professional goals, while providing their Soldiers personalized career guidance.

10. Individual Development Plan (IDP).

a. Completing and IDP is an annual requirement that will assist civilian employees to reach career goals. The IDP is a five year plan which outlines training requirements. See chapter eight of this document for detailed IDP preparation instructions.

b. IDPs will be developed using the Army Career Tracker (ACT) website at <https://actnow.army.mil>.

c. Supervisors and employees will develop the IDP in accordance with a specified Career Program (CP) or Career Field (CF) ACTEDS plan, as applicable. The supervisor and employee must jointly identify training relevant for professional growth if there is not a designated CP or CF for the employee.

d. Supervisors and employees will develop IDPs yearly in conjunction with performance objective counseling. IDPs will be updated throughout the performance period as needed or required by individual and mission essential demands. Training identified on the IDP must indicate requirements for employees to perform specific job functions or support the organization's mission. Training requirements must be projected 3-5 years in advance to support the Army program objective memorandum (POM) process.

e. IDPs are inspectable items. Records must be kept on every employee. IDPs will be used to analyze and determine civilian training requirements and resource needs for the organization. Identified training requirements will be captured in Total Army Centralized Individual Training Solicitation (TACITS) on a yearly basis.

11. Training Approval Authority.

a. The Chief of Staff, commanders, or directors delegated as an appointing authority may designate subordinate managers to approve requests for short-term training at non-government facilities for civilian employees in the chain of command. Managers will be individually designated after training in the proper procedures and responsibilities of approving officials has been completed. Designations must be in writing and will remain in effect until revoked by the appropriate authority or when the designee leaves the position.

b. Forward requests for approval through the Fort Jackson Training Manager for appropriate decision staffing of long-term training at non-government facilities and contracts with a non-government facility to develop and conduct full-time, long-term training programs. Long-term training (more than 120 calendar days) at non-government facilities is completed through Army approved training programs such as ACTEDS career training programs and approved by Army functional chief representative (FCR) or Headquarters, Department of the Army (HQDA). HQDA approval is required for contracts with a non-government training facility to develop and conduct full-time, long-term training programs for groups of employees.

Chapter 5: Cadre/Support Personnel Training Requirements

1. Requirements.

a. All IET assigned personnel should attend specified IET cadre/support personnel training prior to, but not later than (NLT), 30 days after, assuming their IET duties.

b. Assigned personnel will attend the following IET cadre/support personnel training as indicated.

2. Cadre Training Course (CTC).

All training center inspector general (IGs) will attend CTC.

3. Support Cadre Training Course (SCTC).

All civilian IET cadres not attending the CTC and military/civilian IET primary instructors will attend SCTC. Attendees include, but are not limited to, brigade/battalion/company staff/DoD/DA civilian IET primary instructors, contracted civilian IET primary instructors, and unit supply personnel.

4. Installation Staff Contractor Training Course (ISCTC).

All installation staff and medical, dental, and contract personnel that in the execution of their duties come into daily or frequent contact with IET Soldiers will attend ISCTC. Attendees include, but are not limited to, CIIP/central issue facility (CIF) employees, dining facility (DFAC) employees, medical personnel, dental personnel, bus drivers, and other civilian installation personnel (for example, drug and alcohol representative).

Chapter 6: Civilian Education System

1. Overview.

a. The CES is a leader development program, centrally-funded by HQDA, that provides enhanced leader development and education opportunities throughout DA civilian careers.

b. The CES offers four DL courses and three blended learning (combined DL and resident) courses, which replace previous civilian legacy courses and continuing education courses for senior leaders.

c. Information on applying for equivalency or constructive credit is available in section 14, below.

2. Foundation Course (FC).

a. The FC provides an orientation to the Army and its systems, and begins the development of an effective Army team member.

b. The FC is a DL course which requires 57 hours to complete. The course progresses from self-development skills through career progression, maintaining competence, and developing self awareness to personal health. Students will be introduced to a series of administrative requirements for Army personnel.

c. DA civilians hired since 1 October 2006 are required to complete the FC within the first year of employment. Students will develop an understanding of the following:

- (1) DA composition, ranks, structure, customs, traditions, values, and the integration into DoD.
- (2) DA leadership doctrine, styles, and ethical standards.
- (3) Group development theories for strategies to address conflict.
- (4) Communication basics including DA communication types, skills for listening, and providing feedback in oral and written communication.

3. Action Officer Development Course (AODC).

a. The Action Officer Development Course (AODC) provides an overview of actions and responsibilities that are required of an action officer.

b. Students will understand the function of an Action Officer and the expectations of managers and staff after completion of the course. Students will be able to apply problem-solving, time management techniques, demonstrate effective communication (oral and written), and military briefing skills.

c. The AODC is a DL course which has 39 credit hours with 13 modules.

4. Basic Course (BC).

a. The BC will teach students to effectively lead and care for teams. BC educates the direct level supervisor or team leader according to leadership and management skills to facilitate mission accomplishment. This course utilizes blended learning with a combination of DL through the internet, followed by classroom education.

b. The BC is required for all employees in a permanent appointment from GS 01-09.

c. Students successfully completing this course will understand and apply basic leadership skills to lead and care for small teams. The resident session is two weeks in length and DL completion is a prerequisite for resident registration and attendance.

d. Additional BC objectives include:

(1) Apply effective communication skills to build a team.

(2) Demonstrate internal and external situational awareness and direct teams accordingly.

(3) Develop and mentor subordinates.

5. Supervisor Development Course (SDC).

a. The SDC provides an overview of basic supervisory and human resource skills.

b. The SDC is a required course for newly appointed civilian supervisors. The SDC is required for all Army civilians in a supervisory or managerial position. The SDC must be completed within one year of placement in a supervisory or managerial position to meet the one year supervisory probationary period requirement.

c. It is highly recommended for supervisors and managers to complete the SDC before enrolling in any of the CES resident training. Students successfully completing this course will be able to:

(1) Understand the demands of new supervisors.

(2) Successfully manage and lead civilians.

(3) Understand personnel management and training procedures.

6. The Intermediate Course (IC).

a. The IC will prepare DA civilians for increase of responsibilities. This course is a combination of DL through the internet, followed by classroom education. The students will enhance leadership abilities; develop skills to manage human/financial resources; and display flexibility and resilience with a focus on the mission. The IC is required for all employees in a permanent appointment to a supervisory or managerial position.

b. Employees in grades GS 10-12 must complete this course.

c. The resident session is three weeks in length and DL completion is a prerequisite for resident registration and attendance. Students successfully completing this course will be skilled in:

(1) Direct and indirect supervision

(2) Developing cohesive and efficient organizations

(3) Leading people and managing resources

(4) Implementing change while demonstrating effective thinking and communication skills

7. Manager Development Course (MDC).

The MDC provides an overview of managerial skills. Students successfully completing this course will understand the demands of a newly appointed DA civilian manager. Additionally, the student will possess the knowledge and skills to perform managerial duties at high levels in diverse organizations. MDC is a DL course and required for managers of civilian employees whose responsibilities include managing work of subordinate supervisors.

8. Advance Course (AC)

a. The AC is designed for civilian leaders, GS-13 to GS-15, who exercise predominately indirect supervision. AC is a combination of DL through the internet, followed by classroom education. The resident session is four weeks in length and DL completion is a prerequisite for resident registration and attendance.

b. The AC is required for all employees with a permanent appointment to a supervisory or managerial position (GS-13 and above). Employees must complete this course no NLT two years from placement. Students successfully completing this course will be skilled in:

(1) Leading a complex organization in support of national security and defense strategies

(2) Integrating Army and joint systems in support of the Joint Force

(3) Inspiring vision and creativity

(4) Implementing change and managing programs

9. Continuing Education for Senior Leaders (CESL).

a. CESL, Phase 1, is DL and open to all personnel (military and civilian). CESL provides senior leaders with scenarios including current issues, challenges facing civilians and military leaders, and provides a continuing education program on specific topics.

b. Students successfully completing Phase 1 of this course and meeting other attendance requirements (senior civilian leaders, GS-14 to GS-15 or equivalent) will be eligible for Phase 2.

c. CESL Phase 2 is a 4.5 day resident course. It will address emerging competencies and strategic challenges facing the institutional Army. Senior Army Civilian Corps leaders will have an opportunity to receive training in business acumen required for DA transformation and continuous improvement across the DA enterprise. Issues discussed and concepts learned at Phase 2 will have a direct, positive impact upon the business leadership and management practices of the participants' home organizations. Selection for senior civilian leaders to attend Phase 2 will require a letter of endorsement from a Senior Executive Service member or General Officer in the chain of command.

10. DoD Executive Leadership Development Program (DELDP).

DELDP is designed for highly motivated DoD employees, GS-12 to GS-14 or equivalent, who has demonstrated outstanding leadership potential. Participants must have initiative, professional excellence, community involvement, commitment to public service, and integrity. Performance must reflect an interest in moving into senior management positions. Participants must be receptive to a training methodology whereby participants assume responsibility for learning. DELDP presents opportunities to learn and participants are responsible for taking advantage of the opportunities presented. <http://cpol.army.mil/library/train/catalog/ch04deldp.html>.

11. Defense Senior Leader Development Program (DSLDP).

DSLDP is a DoD program designed for individuals, GS-14 to GS-15 or equivalent, leading high-performing organizations, programs with potential, and motivation to be in more senior leadership positions throughout the enterprise. Candidates are identified through command channels with the utilization of DSLDP graduates in the joint arena and benefiting DoD. Selectees pursue program elements as a cohort over two years, to include attending Senior Service College and participating in a Senior Fellows Program.

12. Senior Service Colleges (SSCs).

SSCs are the capstone of professional military academic experience to include the National Defense University Industrial College of the Armed Forces or the National War College. The Army War College (resident and distance education programs), Air War College, and Naval War College are examples of service war colleges. The SSC is for individuals at the current or previous GS-14 to GS-15 levels and equivalent National Security Personnel System pay bands (Pay Band 3) with extensive demonstrated leadership and work experience. <http://cpol.army.mil/library/train/catalog/toc.html>.

13. Army Senior Fellows Program (ASFP).

ASFP is a dynamic, senior leader development program designed to identify, groom high potential Army employees to strengthen leadership skills, and prepare employees to compete for senior leadership positions with greater levels of responsibility. Additional information is available at <http://cpol.army.mil/library/train/catalog/ch04asfp.html>.

14. Equivalency/Constructive Credit for CES Courses.

DA civilians who have completed legacy civilian education coursework, or prior service military members successfully completing the legacy, Non-Commissioned Officer Education System (NCOES), Warrant Officer Education System (WOES), or Officer Education System (OES) coursework may be eligible to receive equivalency or constructive credit for CES courses. Eligibility requirements and procedures are located through the Civilian Human Resources Training Application System (CHRTAS) at <https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx?caller=1>.

Chapter 7: Career Training

1. Competitive Professional Development (CPD).

a. The CPD program is defined as functionally tailored, significant developmental opportunities that occur in academic (university) programs, training-with-industry or planned developmental assignments that have been documented in the respective ACTEDS plans.

b. Short-term training is sponsored for a maximum of 120 calendar days.

c. Training may include professional workshops, seminars, and university classes.

d. Long-term training (LTT) and education is training which an employee is assigned to on a continuous basis for more than 120 calendar days. The assignment may be at either government or non-government facilities. It may include both formal training programs and planned developmental assignments. Most SSC programs fall into this category. LTT and CPD programs must be identified on the IDP.

e. Training with industry provides training in industrial procedures and practices not available through military service schools or civilian education. This program provides the careerist with the opportunity to work and experience problems inherent to the business environment.

2. Academic Degree Training (ADT).

a. Training may not be authorized for the purpose of providing an employee with an opportunity to obtain an academic degree unless warranted under special provisions in 5 CFR 410.308 (Training to obtain an Academic Degree).

b. Selection for ADT will be made according to competitive procedures, based on critical shortages documented in accordance with requirements of 5 CFR 410.308.

c. Managers may authorize academic training on a non-degree, course-by-course, for employees to develop competencies that meet identified training needs. Receipt of an academic degree or professional certification as a result of such training must be an incidental by-product of the training. Continued service agreements are required. The employee must agree to serve three times the length of training for which was paid or attend while in pay status during hours of normal scheduled tour of duty.

d. The Assistant Secretary of the Army for Manpower and Reserve Affairs is the only authority for approving Academic Degree Training, regardless of funding source (Memorandum, HQDA, G3/5/7, dated 17 September 2009, subject: ADT).

e. Additional information can be found at <http://cpol.army.mil/library/train/catalog/ch04adt.html>.

3. Leader Development.

FM 6-22 (Army Leadership) includes civilians as an integral part of the Total Army Doctrine. The Doctrine defines leadership as influencing people by providing purpose, direction, motivation while operating to accomplish the mission, and improving the organization. Leadership courses are included in the Army civilian leadership training core curriculum and provide essential leader training, progressively and sequentially parallel to military officers. Available courses can be found on the ACTEDS website and through the CES.

4. Army Civilian Training, Education and Development System (ACTEDS) Intern Program.

a. Requirements for the ACTEDS intern program are determined through functional Civilian Personnel Manager (CPM) channels. ACTEDS interns are on a separate student detachment table of distribution allowances at the Civilian Human Resources Agency for two years, with salary and training paid by centralized resources at HQDA.

b. The ACTEDS interns will be trained in accordance with the master intern training plans (MITPs) stated in each career program ACTEDS plan, found at <http://cpol.army.mil/library/train/actedts/index.html>.

c. Interns may be provided additional training at local expense, or as approved and resourced by the CPM or career field manager (CFM).

d. Interns may be selected locally for training at local expense. Local interns will also be trained in accordance with the pertinent MTP.

e. Continuing professional education and training requirements can be found in the ACTEDS catalog and adhere to career training requirements to keep personnel current in the specific field.

f. Specific course and career development information may be found at <http://cpol.army.mil/train/catalog/index.html>.

Chapter 8: Required Safety Training

1. All Personnel.

a. Each activity, military and civilian will ensure that a newcomer's safety briefing to include hazard communication is provided at the unit level. Fort Jackson Safety Office (FJSO) Form 2 (Newcomers Safety Briefing) and FJSO Form 3 (Hazard Communication Training Checklist) may be used to help satisfy these requirements. These forms are available through Fort Jackson Safety Center at (803) 751-6004.

b. Civilian personnel are required to complete the following courses as appropriate to their rank and position:

(1) Accident Avoidance Course: All personnel must complete this course via distance learning within 30 days of arrival at Fort Jackson. Certification is good for four years, and personnel who have already completed the course will not be required to take it again unless it has expired. This course may be accessed via Army Knowledge Online at www.us.army.mil.

(2) Army Traffic Safety Training: All personnel must complete this training within 30 days of arrival at Fort Jackson. This course is provided by the Fort Jackson Safety Center. Contact (803) 751-6004 for scheduling information.

(3) Composite Risk Management Basic Course for Civilians: All personnel must complete this course via distance learning within 30 days of arrival at Fort Jackson. Personnel who have already completed this course during a previous assignment will not be required to take it again. This course may be accessed via Army Knowledge Online at www.us.army.mil.

(4) Employee Safety Course: Civilian employees must complete this course via distance learning within 30 days of arrival at Fort Jackson. This course may be accessed via Army Knowledge Online at www.us.army.mil.

(5) Hazard Communication Training: All personnel who use, transport, store, or dispose of hazardous chemicals, to include cleaning chemicals must receive Hazard Communication training. Contact the Fort Jackson Safety Center at (803) 751 6004 for additional assistance.

(6) Safety Fundamentals Course: All civilian employees will complete the Safety Fundamentals Course NLT 01 October 2012. Newly arrived employees will complete the course within 90 days of arrival.

(7) Supervisor Safety Course: Civilian or military supervisors of civilian personnel must complete this course via distance learning within 30 days of appointment to a supervisory position. This course may be accessed via Army Knowledge Online at www.us.army.mil.

(8) Manager Safety Course: Senior civilian managers (Deputy director and above) must complete this course via distance learning within 30 days of appointment. This course may be accessed via Army Knowledge Online at www.us.army.mil.

2. Additional Duty Safety Officers.

a. Personnel appointed as Additional Duty Safety Officers must receive additional training. This training is completed in two phases:

(1) The on-line Additional Duty Safety Officers Course provided by the Combat Readiness University via Army Knowledge Online at www.us.army.mil.

(2) The Fort Jackson Additional Duty Safety Course provided by the Fort Jackson Safety Center.

b. Both phases must be completed within 30 days of appointment. Call (803) 751-6004 for scheduling information.

3. Specialized Training.

a. Specialized training may be required for a particular job or specific operational process (specific examples include operating chainsaws, driving forklifts, or confined space entry, etc).

b. The need for such specialized training will be identified on the Job Hazard Analysis (JHA) for that workplace or activity.

c. Personnel will not be allowed to perform any tasks prior to meeting any/all applicable training, testing, and/or licensing requirements.

d. Contact the Fort Jackson Safety Center for assistance.

4. Additional Training

A variety of additional training in generalized or specialized topics is available through the Combat Readiness Center at <https://crc.army.mil/home/>. Contact the Fort Jackson Safety Center at (803) 751-6004 for additional assistance.

Chapter 9: Other Required Training

1. Antiterrorism: <https://atlevel1.dtic.mil/at/>.

2. Army Substance Abuse Program: <http://www.acsap.army.mil/sso/pages/index.jsp>.

3. Army Suicide Prevention Program:
<http://www.armyg1.army.mil/hr/suicide/training.asp>.

4. Combating Trafficking in Persons (CTIP) Program:
<http://www.combat-trafficking.army.mil>.

5. Constitution Day Training: <http://constitutionday.cpms.osd.mil>.

6. Equal Opportunity Program: http://www.apd.army.mil/pdf/r600_20.pdf.

7. Ethics: http://www.did.mil/didgc/defense_ethics/.

8. Operational Security (OPSEC):
https://armypubs.us.army.mil/epubs/dr_pubs/DR_c/pdf/r530-l.pdf.

9. Prevention of Sexual Harassment:
http://www.armyg1.army.mil/eo/sexual_harassment.asp.

10. Information Assurance (IA) Training: <https://ia.signal.army.mil/DoDIAA/default.asp>.

Chapter 10: Guide for Individual Development Plans

1. Overview.

a. This chapter provides guidance on how to effectively employ an IDP. An IDP is a performance improvement tool designed for civilian employees. It is completed in partnership with the supervisor and the employee. When properly used, IDPs assist our civilian employees in reaching their career goals. This guidance outlines the definition and goals of an IDP, the responsibilities of the employee and supervisor in completing the IDP, and provides a step-by-step process for preparing an IDP.

b. The use of IDPs is widely recognized in government and industry as a tool for member/employee professional development and for budgeting available training dollars. Using an IDP benefits both the employee and the organization. The employee learns about his or her personal and career needs and aspirations by identifying short-term and long-term goals. By doing so, the employee identifies what he/she wants to achieve and what steps are needed to reach those goals. An IDP facilitates a partnership between the employee and supervisor by encouraging two way feedback, prompting clarification, discussion about the employee's development needs, setting goals, plans, and understanding how these goals and objectives tie into organizational goals and objectives.

c. It is essential that the supervisor and employee work together on the IDP. IDPs will be developed using the ACT website at <https://actnow.army.mil>.

d. Although the IDP is not a performance evaluation tool, the convenient time for the employee and supervisor to meet is at the beginning of the rating cycle or within 30 days upon entry in a new position/job or permanent change of station.

e. An IDP is a tool to help civilian employees reach career goals within the context of the organization's objectives. It is a developmental action plan to move employees from where they are to where they want to go. It provides the systematic steps to build on strengths and overcome weaknesses as employees improve job performance and pursue career goals. It is a tool for all employees regardless of rank or performance.

f. The most common objectives for having an IDP are to:

- (1) Learn new skills and competencies to improve current job performance

- (2) Maximize current performance in support of organizational requirements.
- (3) Increase interest, challenges, and satisfaction in current position.
- (4) Obtain competencies that will increase the potential for a promotion or change in grade, series, or field.

2. Roles and Responsibilities.

a. Both the employee and supervisor have important roles in the IDP process. Our success is directly attributed to the quality of our people.

b. By encouraging our people to grow beyond their current knowledge, skills, and abilities, Fort Jackson will be able to keep pace in our rapidly transforming world. Our ability to develop its people into a diverse, multi-skilled workforce depends on each person contributing to the process.

c. Employees are responsible for:

(1) Assessing past experiences, knowledge, skills, and abilities against development objectives.

(2) Drafting the initial plan by identifying short- and long-range developmental needs, competencies, educational, training, and professional development sources to satisfy these requirements.

(3) Preparing a proposed five-year timeline for accomplishing developmental activities.

(4) Meeting with their supervisor at the beginning of their rating cycle to discuss and reach an agreement on the objectives and specific plan for accomplishing the objectives.

(5) Discussing and finalizing the IDP during initial counseling for each rating period.

(6) Satisfactorily completing all assigned reading, education, and developmental assignments.

d. Supervisors are responsible for:

(1) Educating the employees within their chain of command on the IDP process and to ensuring its use.

(2) Performing a developmental needs assessment, in cooperation with the employee, to assist the individual in planning and formulating actions to successfully accomplish identified career objectives.

(3) Analyzing the competencies of the employee.

(4) Assessing organizational short and long-term needs, staffing needs, mission, changes in technology and the employee's potential to meet those needs.

(5) Determining what resources are available for employee development.

(6) Meeting with the employee to provide feedback about developmental strength and needs, coaching on possible developmental activities, and endorsing a development plan that addresses concerns by specifying in detail the goals and competencies needed for the present job and/or future positions.

(7) Including projected training needs in the training plan.

(8) Evaluating the development, activities, and training completed by each employee.

(9) Discussing and finalizing the employee's IDP during the initial rating period.

3. Career Goals.

a. State the short-term goals (achievable within 1-2 years) and long-term goals (achievable within 3-5 years).

b. Goals can be written in any format. Employees can specify a rate, rank, position, series, or grade if desired, or simply indicate the new qualification, skill title, or role the employee wishes to achieve.

c. The more specific the plan, the better developmental activities can be identified to help reach the goal.

4. Significant Training and Development Completed Since Last IDP.

a. Identify all previous significant training, the source of the training, and the date completed. Significant training is defined as courses that are 40 hours in length.

b. Basic mandatory training courses such as Equal Employment Opportunity (EEO), Operations Security (OPSEC), etc, need not be listed.

c. Especially important are any leadership and management courses completed to include:

- (1) CES Foundation Course.
- (2) Action Officer Development Course.
- (3) Supervisor Development Course.
- (4) OPM Course for New Supervisors.
- (5) Managerial Development Course.
- (6) CES Basic Course.
- (7) CES Intermediate Course.
- (8) CES Advanced Course.
- (9) Continuing Education for Senior Leaders (CESL).
- (10) Senior Service College.
- (11) Federal Executive Institute Courses.

5. Development Goals.

a. Identify those goals or competencies that are critical to achieving short- and long-term career goals.

b. Identify a developmental activity for each targeted competency.

c. Explore developmental activities in the areas of education (e.g. a college course in effective writing, speech, etc.), training (e.g. on-the-job training such as assisting in special work groups or projects), and professional self-development (e.g. reading, joining Toastmaster, or joining a professional organization). Articulate the outcomes desired in completing the particular training identified.

6. Career Broadening/Job Rotational Assignments.

a. Identify possible career broadening assignments that will allow the employee to become multi-skilled and acquire a diverse background. This can be within the current organization or with a higher level agency such as a Major Army Command (MACOM) or at HQDA.

b. Provide an acceptable start date and anticipated duration of the assignment. Finally, list the competency objectives to be attained in this new assignment.

7. 5-Year Development Plan.

a. The objective should be to lay out a schedule that will permit the employee to sequentially develop the competencies and skills needed in progressing from the current level up to supervisory, manager, or executive levels, or from the current level to keeping current in one's subject matter.

b. List by Fiscal Year (FY) what education, training, professional development, or career broadening assignments to be engaged in over the next five years. For example: An employee may want to take a college course this FY. The following year he/she may want to attend a leadership or management course (e.g. CES Intermediate Course, etc).

c. The third and fourth year may be reserved for a career broadening assignment.

d. The key is to request the right training at the right time in a career that builds upon the previous experiences and training.

8. Summary.

a. If the IDP is closely followed one will see that there is no definite end, this is a lifelong learning experience.

b. As IDPs are being implemented, new training needs will be identified and updated yearly as well as the possibility of more defined goals.

c. Acquiring new experiences, knowledge, and competencies will help to maximize the employee's potential, thus increasing effectiveness and performance.

Chapter 11: USATC Civilian Workforce Development Phase Training

1. General.

a. Figure one outlines sequential and progressive training to be followed by USATC civilian employees.

b. Supervisors will establish training and education goals based on Phase Training and the Roadmap. Those goals will be addressed in the IDP and performance counseling.

2. Incentives.

a. Civilian employees will receive incentive awards for Phase completion as follows:

(1) Phase I: 8-hour time off award

(2) Phase II: 8-hour time off award

(3) Phase III: 8-hour time off award, USATC Diploma, CG coin, Civilian Achievement Medal.

b. Time off award for phases I and II will be produced and submitted by the owning organization.

3. Phase I-III Completion.

a. When an employee completes all elements of Phase I-III training, the owning organization will submit a packet to the USATC Chief of Staff, through the USATC Deputy Chief of Staff, that includes the following:

(1) A memorandum verifying that the employee has satisfactorily completed Phases I-III.

(2) A copy of the training certificates.

(3) A completed time off award form (DA Form 1256) requesting an 8-hour time off award for Chief of Staff (CoS) approval.

b. The Office of the Deputy Chief of Staff will prepare the appropriate documents and establish a suitable time and place for presentation.

	Phase 1	Phase 2	Phase 3
Waypoints	<ul style="list-style-type: none"> ✓ CES Foundation Course ✓ Multi-Source Assessment Feedback (360 assessment) ✓ CTC/SCTC/ISCTC ✓ CRM Basic Course ✓ Employee Safety Course 	<ul style="list-style-type: none"> ✓ Safety Fundamentals Course ✓ Injury Prevention through Leadership ✓ CRM Operational Course ✓ Supervisor Safety Course ✓ Action Officer Development Course 	<ul style="list-style-type: none"> ✓ Manager Safety Course ✓ Supervisor Development Course ✓ Civilian Education System <ul style="list-style-type: none"> • Basic (GS 01 - 09) • Intermediate (GS 10 - 12) • Advanced (GS 13 - 15)
Incentives	<ul style="list-style-type: none"> ✓ 8-hour time off award 	<ul style="list-style-type: none"> ✓ 8-hour time off award 	<ul style="list-style-type: none"> ✓ 8-hour time off award ✓ USATC Diploma ✓ CG Coin ✓ Civilian Achievement Medal

Figure 1: USATC Phase Training