

Department of the Interior Departmental Manual

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Series: Personnel Management

Part 370: Departmental Personnel Program

Chapter 410: Human Capital Training and Development

Originating Office: Office of Employee Development

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410.1 Purpose. This chapter establishes the policy and authority for employee training and development within the Department of the Interior (Department) and provides requirements for aligning workforce planning with training. The primary focus of training and development is to improve individual and organizational performance and achievement of the Department's diverse missions. Requirements presented in this chapter are consistent with current laws, regulations, and other Departmental policies. Actions taken through the application of policies and procedures in this chapter must comply with the requirements of pertinent civil service laws, rules and regulations, as well as the lawful provisions of applicable collective bargaining agreements for employees in exclusive bargaining units.

410.2 Authority.

- A. [5 U.S.C. Chapter 41 – Training.](#)
- B. [5 C.F.R. Part 410 – Training.](#)
- C. [5 C.F.R. Part 412 – Supervisory, management, and executive development.](#)
- D. [5 U.S.C. Chapter 57, Section 5757 – Payment of expenses to obtain professional credentials.](#)
- E. [5 U.S.C. Chapter 53, Section 5379 – Student loan repayments.](#)
- F. [5 U.S.C. Chapter 59, Section 5946 – Membership fees; expenses of attendance at meetings; limitations.](#)
- G. [42 U.S.C. Chapter 62, Section 4742 – Admission to federal employee training programs.](#)
- H. [54 U.S.C. Chapter 1023, Section 102301 - Volunteers in the parks program.](#)
- I. [5 C.F.R. Part 551, Section 423 – Time spent in training or attending a lecture, meeting, or conference.](#)
- J. [Public Law 108-411 – Federal Workforce Flexibility Act of 2004.](#)

410.3 **Scope.** This chapter applies to all Departmental Bureaus and Offices, their employees, and authorized members of volunteer and partner organizations. Employees covered by a collective bargaining agreement may be subject to additional procedures which supplement those described in this chapter. Exceptions from coverage of the provisions of this chapter are indicated in [5 U.S.C. § 4102](#).

410.4 **Definitions.**

Coaching - partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. (Source: International Coaching Federation)

Competency - an observable, measurable pattern of skills, knowledge, abilities, behaviors and other characteristics that an individual requires to perform work roles or occupational functions successfully and encompass attributes that differentiate performers.

Contact Hour - a unit of measure that represents an hour of training received through direct instruction.

Continued Service Agreement - an agreement between an employee and employer in which the employee agrees to continue in service for a specified period after completing a training activity or program.

Development Activities - a broader term that can include training, but also coaching, counseling, mentoring, on-the-job training and many more possible activities - conferences, seminars, etc., that help people 'develop' their skills as well as knowledge (usually both) in wider areas for example: 'developing leadership skills' versus 'training in welding.'

Evaluation - the process of evaluating the effectiveness and suitability of learning and development activities to close identified competency gaps. The depth of evaluation varies depending on the scope and impact of the training. Training evaluation methods can include observation, pulse checks, tests, pre- and post-activity assessments, interviews, demonstrations, simulations, supervisor evaluation, post-activity and/or 90-day follow-up surveys, and other appropriate methods. (See Appendix A for more details.)

Experiential Learning - the process of learning through experience, more specifically defined as "learning through reflection on doing". Hands-on learning can be a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning.

Formal Training - a learning experience that is designed, developed, implemented and evaluated in accordance with accepted talent development practice. Formal training is structured, goal-oriented, and executed by trained professionals. Such training can take the form

of classroom or virtual instruction, field workshops, professional seminars, or other activities. However, such activities are only considered formal training if they meet the above criteria and are otherwise considered informal training.

Individual Development Plan - a plan that documents the discussion between the employee and the supervisor identifying training and developmental activities which reflect the current and future development needs of the employee.

Informal Training - any learning experience that benefits an audience but does not otherwise meet the definition of formal training.

Learning Management System (LMS) - a software application for the administration of training and development activities.

Mentoring - a process that focuses specifically on providing guidance, direction, and career advice. Mentoring is usually a formal or informal relationship between two people--a senior mentor (usually outside the protégé's chain of supervision) and a junior protégé.

Mission-related Training (defined in [5 C.F.R. § 410.101\(d\)](#)) - training that supports Departmental goals by improving organizational performance at any appropriate level in the Department, as determined by the head of the Department. This includes training that:

- (1) Supports the Department's strategic plan and performance objectives;
- (2) Improves an employee's current job performance;
- (3) Allows for expansion or enhancement of an employee's current job;
- (4) Enables an employee to perform needed or potentially needed duties outside the current job at the same level of responsibility; or
- (5) Meets organizational needs in response to human resource plans and re-engineering, downsizing, restructuring, and/or program changes.

Training and Development - the process of providing for and making available to an employee, and placing or enrolling the employee in, a planned, prepared, and coordinated program, course, curriculum, subject, system, or routine of instruction or education, in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the Department's mission and performance goals. ([See 5 U.S.C. § 4101.](#))

410.5 Policy. It is the policy of the Department to train and develop employees to improve both individual and organizational performance. Each Bureau and Office must have training and development guidance and procedures that are consistent with this chapter and associated Departmental policies.

410.6 Responsibilities.

A. The Deputy Assistant Secretary for Human Capital and Diversity, the Chief Human Capital Officer, is responsible for overseeing the administration of training, education, and professional development at the Department.

B. Heads of Bureaus and Offices are responsible for compliance with all regulatory and Department-specific requirements regarding the training and development of their employees. They will ensure that this chapter and associated Departmental policies are implemented and enforced within their respective organizations.

C. Chief Learning Officer (CLO); Director, Office of Employee Development (OED), has responsibility for implementing the enterprise-level provisions of this chapter and providing guidance to Bureaus and Offices on implementation of this chapter. The CLO is also responsible for reporting on employee training and workforce development activities and has authority to set the means, scope, and schedule for data collection.

D. Interior Training Directors Council (ITDC) is responsible for maximizing the value of learning to optimize employee performance in achieving the Department's missions. The ITDC is the Department's forum to review, recommend, and endorse strategic and operational initiatives and priorities for training, education, and professional development initiatives for the Department's workforce.

E. Bureau and Office Training Directors are responsible for aligning employee training and development with the mission(s) and strategic goals of the Department and their Bureaus and Offices. The Training Directors set and implement Bureau or Office-level guidance and procedures for this chapter and associated Departmental policies.

F. Training Officials and Contracting Officers are responsible for ensuring funds are obligated on behalf of the government for training expenditures in accordance with appropriate procurement procedures.

G. Supervisors are responsible for complying with and informing employees of the provisions of this chapter, associated Departmental policies, and Bureau or Office-level guidance and procedures on employee training and development, to include reviewing and approving employee training and development opportunities.

H. Employees are responsible for initiating and completing an individual development plan (see 1.12), requesting approval for and successfully completing training, applying training on the job, fulfilling continued service agreements, and complying with this chapter, associated Departmental policies, and Bureau or Office-level guidance and procedures for employee training and development.

410.7 Purpose of Training and Development. Training and development activities are executed to improve individual and organizational performance and achievement. Competency-based training that is tied to the Department's missions accomplishes both goals. Funds may be

used to support mission-related training and development activities, which includes training that (1) supports the Department's strategic plan and performance objectives; (2) improves an employee's current job performance; (3) allows for expansion or enhancement of an employee's current job; (4) enables an employee to perform needed or potentially needed duties for advancement; and/or (5) meets organizational needs in response to human resource plans and re-engineering, downsizing, restructuring, and/or program changes. Bureaus and Offices will include a diverse range of activities in their training and development solutions. (See [5 C.F.R. § 410.101](#).)

410.8 Access to and Selection for Training. Employees must receive fair and equitable treatment regarding training opportunities. Such opportunities will be granted to all employees in accordance with merit systems principles. Training requests must be approved or denied based on legitimate business reasons without regard to the requesting employee's political affiliation, race, color, religion, national origin, sex, marital status, age, or handicapping condition, or any other protected classes, and with proper regard for their privacy and constitutional rights. (See [5 C.F.R. § 410.306](#), [5 U.S.C. § 2301](#).)

410.9 Work Schedules.

A. **Training Hours.** Attendance in training, which an employee is directed to participate in by their employing Bureau or Office is considered a work assignment subject to existing work policies and work schedules. Employees are expected to work their normally scheduled duty hours with attendance in the training counting towards their scheduled duty hours. Time spent in training outside regular working hours shall be considered hours of work if both:

(1) the training is required by management and the employee's performance or continued retention in his or her current position will be adversely affected by non-enrollment in such training; and

(2) the purpose of the training is to improve the employee's performance of the duties and responsibilities of their current position. (See [5 C.F.R. § 551.423](#).)

B. **Travel Hours.** Travel to attend training that goes beyond an employee's normally scheduled total duty hours is subject to compensatory time off. Compensatory time off must be credited in accordance with the [Workforce Flexibility Act of 2004 \(Section 203\)](#) for covered employees who perform officially authorized travel unless the travel time is otherwise compensable. For additional information on this provision, Bureaus and Offices should refer to appropriate Departmental policy and consult with their servicing human resources office.

410.10 Training Needs Assessment. A training needs assessment is essential to planning and implementing a strategic workforce development program. Bureaus and Offices must complete a training needs assessment biannually on a calendar year basis. These assessments include activities designed to analyze and forecast training needs to support Bureau and Office goals by improving organizational performance. The results of the assessment are used to determine training and development needs, forecast budgets, and develop training plans. Assessments are

also used to identify competency gaps in the workforce and make succession plans. As part of the training needs assessment, each Bureau or Office must conduct a review of its employee development program to determine if the program is effectively meeting identified organizational needs at the best value to the government.

The CLO has authority to collect training data from Bureaus and Offices and has responsibility for reporting this data to external authorities as required by law. The CLO sets the means, scope, and schedule for data collection.

410.11 Evaluation of Training. Bureaus and Offices must have a systematic process to determine if their training programs are meeting their intended objectives and outcomes, including training effectiveness and impact. Bureaus and Offices are required to evaluate all formal training (see definition at Para. 1.4, above). The depth and methods of evaluation will vary depending on the scope and impact of the training activity. DOI Talent is the Department's learning management system (LMS) to collect training evaluation data. At a minimum, reactionary assessment data (i.e., Level 1) will be collected. (See [5 C.F.R. § 410.201](#) and [410.202](#).)

410.12 Individual Development Plans. The Department requires the use of Individual Development Plans (IDPs) for employees' professional growth and development. An IDP is a supervisory and management tool that provides a unique opportunity for both supervisors and employees to have direct input into identifying training needs and developmental goals and in determining how those needs and goals can be met. The IDP may include any type of training or development activity that is applicable or relevant to the employee's current position duties or career development.

Supervisors must ensure that all their permanent employees complete an annual IDP. In addition to mandatory/required training, an IDP should focus on both short-term performance goals and the longer-term needs of the employee and the organization. The annual IDP cycle aligns with the performance year cycle (October – September). IDPs should be created and approved within 60 days of the establishment or renewal of performance standards. Although not required, supervisors are encouraged to include non-permanent employees in their development plans and programs.

All Senior Executives are required to have an Executive Development Plan (EDP). (See [5 C.F.R. § 412.401](#).) EDPs should outline short-term and long-term developmental activities which will enhance the executives' performance. The developmental activities included in an executive's EDP should foster a broad departmental and government-wide perspective to prepare the executive for advancement.

410.13 Payment of Employee Training and Expenses. The Department, Bureaus, and Offices may pay for employee training. Covered training and education includes, but is not limited to training in professional, technical, scientific, mechanical, trade, clerical, fiscal, administrative, or other fields which will improve individual and organizational performance and assist in achieving the Department's mission and performance goals. Payment may cover training or

coursework toward acquisition of an academic degree at an institution which is accredited by a nationally recognized body, or of a professional credential or license, including the cost of examinations required to obtain such credential or license. Requests for payment for training requires submission and approval in DOI Talent. Courses registered for within DOI Talent do not require submission of an SF-182. Courses external to DOI Talent require submission of an SF-182. The authorization and procurement of training must be performed by an individual who has authority to perform the function. In some cases, the same individual may have the authority to perform both functions. In other cases, it may be multiple individuals. The SF-182 is not an appropriate form for documenting procurement obligations in all cases. The person who obligates the funds must have procurement authority, regardless of the dollar amount of the transaction. Please refer to the current DOI Acquisition, Arts and Asset policy (DOI-AAAP-0052) which clarifies how and when the SF-182 should be used. Procurement of training from government sources must be done in accordance with current guidance on interagency agreements.

All training purchases are held to the same standards as all Federal spending and must be made with appropriate consideration of required sources and value to the government in accordance with Federal appropriations law and Federal and Departmental acquisition and procurement policy.

A. Protection of Government Interest. Advance payment of training expenses may be authorized as long as there is a mechanism to protect the government's interest in accordance with [5 C.F.R. § 410.405](#). Whenever the government spends funds in support of training and development activities, the government expects employees to complete the activities successfully in order for the government to capture a return on the investment. If an employee fails to successfully complete a training activity for which the Department has expended appropriated funds, or fails to fulfill a Continued Service Agreement, the employee may be required to repay the expenses associated with the training, excluding salary and other compensation. Management must notify an employee of this stipulation before training begins. The head of a Bureau or Office (or designee) may waive the right of recovery of training funds if it can be demonstrated and documented that the employee was hampered by circumstances beyond the employee's control, the employee was directed by management not to attend training, or if the head of a Bureau or Office (or designee) believes the recovery of the funds would be inequitable, unreasonable, or against the public interest.

B. Payment for Training Expenses. Funds may be used to pay for all or some of the necessary expenses of training, including tuition and materials, as well as fees, service charges, facilities charges, travel costs, or similar. Management officials should contact their respective training or contracting offices for guidance on payments or reimbursements.

C. Payment for Temporary Duty Training Assignments. Funds may be used to pay, or reimburse an employee for all or a part of the necessary expenses of temporary duty training assignments, including the necessary costs of travel; per diem expenses; or limited relocation expenses including transportation of the immediate family, household goods, and personal effects subject to all conditions specified by [5 C.F.R. § 410.403](#).

D. Payment of Premium Pay. The Department may not use its funds to pay premium pay to an employee engaged in training by, in, or through government or nongovernment facilities except as provided by paragraph (b) of section [5 C.F.R. § 410.402](#).

E. Student Loan Repayment. Bureaus and Offices are permitted to repay federally insured student loans as a recruitment or retention incentive for candidates or current employees of the Department, provided that the Bureau or Office has established a Student Loan Repayment Program. Management officials should consult with their servicing human resources office for specific program policies and processes. (See [5 U.S.C. § 5379](#).)

F. Payment for Training for Professional Credentials. Funds may be used to pay expenses for employees to obtain or maintain professional credentials, including expenses for professional accreditation, state-imposed and professional licenses, professional certification, and examinations to obtain such credentials needed for their position. This authority may only be used where the credential is job-related and will enhance the employee's job performance in support of the Department's mission. Payment for licenses and certifications may include fees to prepare for an examination, fees for the examination, registration fees and per diem costs. At the discretion of the approving official, this may also include expenses incurred for renewals and for retaking an examination and/or taking continuing education courses required for license or certificate renewal. (Note: The authority under [5 U.S.C. § 5757\(a\)](#) 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, policymaking, or policy-advocating character of the position.)

G. Payment for Professional Memberships. Funds may not be used for professional memberships for individual employees unless the professional membership organization requires the employee to be a member in order to take their training. The Bureau or Office may use funds to purchase a professional membership in the name of the Bureau or Office (not an individual employee) if it is justified for the purpose of fulfilling the mission of the Bureau or Office. (See [5 U.S.C. § 5946](#) and [§ 4109\(b\)](#).)

H. Payment of Expenses for Academic Degree Training. The head of a Bureau or Office may authorize training for an employee to obtain an academic degree, known as Academic Degree Training (ADT), if the training complies with all the requirements of [5 U.S.C. § 4107](#) and the selection of an employee for ADT complies with merit systems principles.

(1) The training may not be used for the sole purpose of providing an employee an opportunity to obtain an academic degree or to qualify for appointment into a particular position for which an academic degree is a basic requirement.

(2) Funds may be used to pay or reimburse employees for the cost of academic degree training at an institution which is accredited by a nationally recognized body. Financial support for such programs must be preplanned rather than ad hoc and must produce measurable improvement in either individual or organizational performance.

(3) An academic program that produces measurable improvement in either individual or organizational performance is one that contributes to a planned, systematic, and coordinated program of professional development and significantly meets an identified administration, Departmental, or Bureau or Office need that is consistent with the Department's strategic plans or solves an identified staffing problem.

(4) Prior to executing this authority, implementing offices must document how the training meets the above standard. The business need must be sufficiently critical to justify the investment in ADT. Employees undertaking ADT must: (1) sign a continued service agreement, (2) prepare and maintain an ongoing IDP that includes a complete educational plan for the degree being pursued to include all required coursework and a timetable for completion of the degree, and (3) submit an official transcript of final grades for courses within 30 days of each course's completion. In accordance with the continued service agreement, the employee may be required to reimburse training expenses to the Bureau or Office in the event of withdrawal or non-completion of ADT.

(5) ADT is not and does not create an entitlement or benefit of employment and may be limited or stopped by the approving official at any time. (See [5 U.S.C. § 4107](#) and [5 C.F.R. 410 § 308](#).)

410.14 Training for Members of Volunteer and Partner Organizations. Members of volunteer and partner organizations should receive appropriate training to perform the basic functions of their assignments when working for Bureaus or Offices.

A. Volunteers are authorized to attend Department-sponsored training that enhances their ability to accomplish the Department's missions. Funds may be used to pay for their training, subject to availability and approval by the Bureau, Office, or program organization which is supported by the volunteers.

B. Individual private citizens who are in a formal partnership or volunteer role with a Bureau or Office within the Department can be admitted to government training programs provided the person's attendance is subordinate to the necessary and authorized training of government employees.

C. The Department is authorized to train state and local government employees and accept reimbursements and payment for training. Bureaus and Offices may accept payment for training as long as they have authority to do so and treat the non-appropriated funds in accordance with [42 U.S.C. § 4742](#). Bureaus and Offices may, at their discretion, waive tuition costs in part or in whole for state and local government employees.

D. Specific guidance associated with administration of the Volunteers in the Parks program ([54 U.S.C. § 10231](#)) can be found in the National Park Service Director's Order #7.

410.15 Training for Contract Personnel. Contractors are responsible for providing fully trained and prepared personnel to perform all contracted services. A contract requires the contractor to provide "ready to work" contract personnel and must ensure that the personnel

performing the services meet all skill, security, and other training requirements. The Department may provide contract personnel with training in procedures specific to the Department, Bureau, or Office. Approval of requests and questions related to the appropriateness of all other training for contract personnel should be referred to the Contracting Officer or Contracting Officer's Representative of the relevant contract; this includes training that is offered at no cost, even when there is space available.

410.16 Payment of Commercial Vendors for Training

A. Procurement of Training from Domestic Training Organizations. All purchases of training from commercial vendors must adhere to the regulations set by the Department's acquisition policy for the purchase of training. This includes, but is not limited to paying for employee's travel to training courses; paying to bring instructors to the Department to deliver courses; purchasing proprietary materials for instructional purposes, such as textbooks, manuals, and other course material; and obligation of funds by Training Officials.

B. Procurement of Training from Foreign-Owned Training Organizations. In accordance with Federal acquisition regulations, the Secretary may contract with a foreign government or international organization to provide training services to Department employees only after receiving advice from the Department of State. All appropriate contracting procedures must be followed in accordance with the Department's Office of Acquisition and Property Management. Justifications must clearly show that the training requirement cannot be met by domestically owned organizations and that the training provides a distinct advantage to the Department.

410.17 Continued Service Agreements. An employee who elects to undertake a training activity or program that is subject to a Continued Service Agreement (CSA) must sign the agreement before training begins, wherein the employee agrees to continue in service at the Department for a specified period of time after training ends. This service period begins immediately after training ends and ensures that the Department has an opportunity to capture a return on the training investment. A CSA is required whenever the training duration for an activity or program equals or exceeds 120 contact hours. The required service period is, at minimum, three times the length of the training period. A Bureau or Office may establish its own procedure to set service periods longer than the minimum requirement. A Bureau or Office may also use training cost as a trigger for a CSA requirement, whereby the length of the service period rises commensurately with the cost of training.

If the employee leaves the Department voluntarily before the service period is fulfilled, the Bureau or Office has the right to recover the expenses of training from the employee, except pay or other compensation, in accordance with this policy (see 1.13A). (See [5 U.S.C. § 4108.](#))

410.18 Mandatory Training. Employees are subject to mandatory training requirements in accordance with law, regulation, or policy. Mandatory training is deemed to be critical to the development of employees to carry out the mission of the Department and/or Federal service. Employees must successfully complete such training within required timeframes. (See [5 C.F.R. § 410.303.](#))

410.19 Leader Development. The Department must establish a continuum of leadership development, starting with individuals whom the Department identifies as potential candidates for supervisory and leadership positions and proceeding through management and executive positions government wide (See [5 C.F.R. § 412](#)). The Department's leadership development programs must be integrated with the employee development plans, programs, and strategies required by [5 C.F.R. § 410.201](#), and:

- A. develop the competencies needed by supervisors, managers, and executives;
- B. provide learning through continuing development and training in the context of succession planning; and
- C. foster a broad departmental and government wide perspective to prepare individuals for advancement.

410.20 Supervisory Development. At a minimum, each Bureau or Office, in accordance with Departmental policy on supervisory development, must:

- A. ensure new probationary supervisors receive training to develop competencies needed for entry-level proficiency within one year of the employee's initial supervisory appointment, and;
- B. provide each supervisor additional training at least once every three years on the use of appropriate actions, options, and strategies to: mentor employees; improve employee performance and productivity; conduct employee performance appraisals in accordance with departmental appraisal systems; and identify and assist employees with unacceptable performance. (See [5 C.F.R. § 412.202](#).)

410.21 Senior Executive Service Candidate Development. The Department's Executive Resources Board (ERB) oversees the Departmental Senior Executive Service Candidate Development Program (SESCDP). The ERB is accountable for SESCDP recruitment, merit staffing, assessment, development, evaluation, graduation of candidates, and for obtaining OPM (Office of Personnel Management) approval or re-approval in accordance with OPM requirements. (See [5 C.F.R. § 412.302](#).)

410.22 Coaching. Coaching is a priority development methodology for the Department and OPM. A successful coaching engagement promotes and sustains professional growth and competence. Coaching topics and goals in the Federal setting should align with the employee's or group's professional goals and organizational mission. Bureaus and Offices should consider the use of coaching as a component of their training programs. (See [5 C.F.R. § 410.203](#).)

410.23 Mentoring. Mentoring is a priority development methodology for the Department and OPM. A successful mentoring relationship supports an individual's performance and career

growth. Bureaus and offices should consider the use of mentoring as a component of their training programs. (See [5 C.F.R. § 410.203.](#))

410.24 Conference Attendance as Training. An employee may attend a conference as a training activity when: a) the announced purpose of the conference is educational or instructional; b) more than half of the time is scheduled for a planned, organized exchange of information between presenters and audience which means the definition of training under 5 U.S.C. Sec. 4101; c) the content of the conference is germane to improving individual and organizational performance, and development benefits will be derived through the employee's attendance. (See [5 C.F.R. § 410.404.](#))

410.25 Learning Management System. OPM, as authorized by law, requires agencies to systematize training data collection in order to rapidly respond to oversight inquiries. In order to systematize the collection and reporting of training information and expenditures, the enterprise-wide Learning Management System, DOI Talent, must be used as the official record of learning for all employees.

All formal training (see Section 1.4, above) activities must be entered into DOI Talent and will use the Department's standard evaluation criteria. Entering informal training (See Section 1.4, above) activities into DOI Talent is strongly encouraged, particularly if such training is integral to the completion of a formal training course or program. Collecting standard evaluation data for informal training is also encouraged. (See [5 C.F.R. § 410.601](#), [5 C.F.R. §410.302 \(b\)\(d\)\(2\)](#), [5 U.S.C. § 4115](#), and [5 U.S.C. § 4118 \(a\) \(7\).](#))

410.26 Records Management. Bureaus and Offices must maintain employee records in accordance with all relevant Departmental Records Schedules (DRS) and Bureaus' or Offices' records manuals. The Departmental LMS is the system of record for employee training and development.

Appendix A

Evaluation of Formal Training

Evaluation strategy should be established prior to training implementation. The depth of evaluation will vary depending on the scope and impact of the training. Training evaluation methods can include observation, pulse checks, tests, pre- and post-activity assessments, interviews, demonstrations, simulations, supervisor evaluation, post-activity and/or 90-day follow-up surveys, and other appropriate methods. The *Kirkpatrick Four Levels*¹ of training evaluation are as follows:

Level 1: Reaction - The degree to which participants find the training favorable, engaging and relevant to their jobs

Level 2: Learning - The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

Level 3: Behavior - The degree to which participants apply what they learned during training when they are back on the job

Level 4: Results - The degree to which targeted outcomes occur as a result of the training and the support and accountability package

The minimum level of training evaluation prescribed here is determined by the training’s scope and/or impact.

Training Scope/Impact	Minimum Evaluation Level
Local – one small business unit	Level 2
Regional – large business unit or region	Level 3
Bureau-wide (career-field or otherwise)	Level 3
Department-wide	Level 3

¹ *Kirkpatrick Four Levels*® is a registered trademark. Definitions provided for each level are from, “Kirkpatrick’s Four Levels of Training Evaluation”, James D. Kirkpatrick and Wendy Kayser Kirkpatrick, 2016, ATD Press.

Appendix B

Learning Methods

A workforce development program that includes a complementary mix of learning opportunities – such as experiential learning, developmental relationships and coursework – is well situated to support employee development. Below is a simple list of methods for creating robust learning experiences. This list is not exhaustive, and each method can be utilized in multiple and complimentary ways with other methods.

- Experiential learning happens through applying learned knowledge and skills on-the-job, and through practice and reflection.
- Developmental relationships – such as those with supervisors, mentors, coaches, or team members – support learning through observation, feedback, and guidance.
- Coursework and instructional materials provide formal training and development.

Assessment Tool

Assessment tools are commercial, scientifically developed products used to identify an individual's personal preferences, strengths, reputation, operating style, or other traits. The primary purpose of these tools is to build an individual's self-awareness, so the individual is equipped to make better choices and improve performance. Assessments are especially beneficial when they are used as a complementary item in an employee development program where the participant can receive ongoing feedback and guidance on the assessment results.

Capstone Project

In the context of an employee development program, capstone projects are intended to prepare employees for the next level of seniority in their field or organization. These projects are designed to encourage critical thinking and problem solving, and to build skills in communication, public speaking, research, teamwork, planning, self-sufficiency, or goal setting. In most cases, the projects are also interdisciplinary, in the sense that they require the application of skills across many different subject areas or domains of knowledge. Traditionally, the project culminates in a deliverable and a presentation to senior leaders of the organization.

Coaching

Coaching is partnering with coachee(s) in a thought-provoking and creative process that inspires them to maximize their personal and professional potential². Through structured dialogue, a coach assists the coachee(s) to see new perspectives and achieve greater clarity about their own thoughts, emotions and actions, and about the people and situations around them. A successful coaching engagement promotes and sustains professional growth and competence. Coaching topics and goals in the Federal setting should be aligned with the coachee's professional goals and organizational mission. The coachee drives the coaching agenda and is ultimately

² Definition from the International Coach Federation.

responsible for the outcome of the coaching engagement. Coaching partnerships can be with individuals, peers, teams, or groups.

Detail/Rotation Assignment

During a detail or rotation assignment the participant can practice skills and learning in a new and different work environment. In the developmental assignment the participant contributes to the workforce in the host office, while gaining knowledge and skills they can carry back to their home office. The value of the work experience will depend on the care and thought given to planning, arranging, and completing the developmental assignment. Aside from the actual work experience, rotational assignments also develop a deeper knowledge and understanding of other roles and functions within an organization.

Employee Exchange

An exchange program allows an employee to switch to another working group, location, or any business unit in organization. There, the employee is hosted by the receiving office and gains exposure to the culture, challenges, work processes, staff and stakeholders of that office. The intention is for the visiting employee to learn about the host office, not to perform work for the hosting office. Exchanges are brief experiences (typically 1-2 weeks) and are structured to provide the employee with maximum exposure to host office operations and culture. Exchanges can foster a broader understanding of the collective contributions that go into achieving the overall mission of the organization.

Executive Interview

Executive interviews provide non-executive employees with an opportunity to speak with an organization executive in a 1:1 or small group setting. Generally, the questions are focused on the executive as a leader, not specific business topics. For example, the employee might ask the executive about their role, leadership style, decision making process, organizational vision, or leadership journey. The interview is an opportunity for the employee to engage with and learn from an executive or senior manager with whom that employee might not otherwise interact.

Job Shadowing

Shadowing provides an opportunity for one employee, the observer, to follow another employee, the host, on the job to learn about the host's work and work environment. Depending upon the observer's developmental goals, the observer might choose to shadow a more experienced professional in their field, an employee in a different job series, a manager or executive, a counterpart at another location, or a colleague that is upstream/downstream from them in a business process. Shadowing develops a deeper knowledge and understanding of other roles and functions within an organization, and often benefits the host as well.

Mentoring

Mentoring is usually a formal or informal relationship between two people: a senior mentor (usually outside the protégé's chain of supervision) and a junior protégé. The experienced employee offers their knowledge, expertise and advice to the employee with less experience. In

reverse mentoring the lesser experienced employee can also provide a fresh perspective or insight on the organization, generational differences and trends to the more tenured and/or higher-ranking employee. In senior level or executive programs, serving as a mentor to others can prove to be a valuable developmental experience as well.

Stretch Assignment

Stretch assignments are roles, tasks or projects that challenge an employee to go beyond their current level of expertise. Unlike a detail/rotation, the employee stays in their current job but uses some time to work on the stretch assignment.

Team Project

In the context of an employee development program, team projects give program participants an opportunity to work on a shared goal/assignment as team leaders or members. Typically, the project has genuine value to the organization, but is low risk so the team has a safe space in which to apply new learning, experiment, make mistakes, and recover in a real-world setting. Traditionally, the project culminates in a deliverable and a presentation to senior leaders of the organization.

More learning methods:

- Action learning
- Apprenticeship
- Career counseling
- Certification
- Community of practice
- Coursework (classroom, distance or virtual)
- Frontline/Field visit (Gemba walk)
- Internship
- Kaizen event
- Lecture series
- Licensing
- On-the-job training
- Orientation
- Reading
- Teach-back
- Technical workshop
- Workplace demonstration