AVIANO AIR BASE INSTALLATION TRAINING GUIDE

A HANDBOOK FOR MANAGERS AND SUPERVISORS OF CIVILIAN EMPLOYEES

Civilian Personnel

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I. FOREWORD

This guide is designed to assist managers and supervisors in optimizing their human resources development for Aviano AB, Italy. It defines the objectives and requirements of civilian training and development, setting up the responsibilities and methods for the conduct and administration of the program, as required IAW AFI 36-401. This handbook also provides guidance for determining, validating, requesting, documenting, evaluating and reporting training needs. This publication is intended as a guide only, and should not be used as a substitute for specific regulatory and policy guidance. It is distributed to the Unit Training Coordinators, supervisors of US and Local National (LN) Appropriated Funds civilian employees who are serviced by Civilian Personnel Section (CPS), 31st FSS/FSMC. Additional copies may be obtained from the Employee Development Manager/Specialist (EDM/S).

The mutual interest of managers, supervisors and the Civilian Personnel Section/EDM/S is training employees and developing their skills, knowledge and abilities to capitalized these for the benefit of the U.S. Air Force.

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Human Resources Officer

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Training Coordinators and Management Training Committee Members

II. INDEX

III. AUTHORITY

The Government Employees Training Act, passed in 1958, is the basic statute regulating federal employee training. It created the framework for agencies to plan, develop, establish, implement, evaluate and fund training and development programs that are designed to improve the quality and performance of the workforce. The Act was codified into Chapter 41 of Title 5, United States Code, and it has been amended many times since then including by the Federal Workforce Restructuring Act of 1994.

The Government-wide goal of training is to establish and administer progressive and efficient training programs, to build and retain a skilled, efficient and productive workforce. The objective is to render employees able to use the best modern practices and techniques in the conduct of Government business, while providing the best possible public service.

The Air Force Policy and Instructions (AFPD 36-4 and AFI 36-401) state that full opportunity to participate in training and developmental programs must be given to every employee who needs training and meets the standards and requirements prescribed, without regard to race, color, religion, sex, national origin, age or other factors unrelated to the need of training.

Training in the Air Force is an integral and critical part of the overall human resources management function. Wise investment of time and resources in employees' training should result in better performance, higher efficiency and productivity, motivation of the workforce, fewer on-the-job problems and better service to customers. Therefore, the Air Force, as a Government agency, is charged with planning, budgeting, operating and evaluating training programs, but it depends upon managers and supervisors, together with their employees, to shape these programs.

The regulations governing training state that Government-sponsored training must be related to the job currently being performed or reasonably expected to be performed in the future. Training efforts must take into consideration the benefits expected from the training compared to its costs. Therefore, training requests must be in line with mission goals and budget constraints.

IV. RESPONSIBILITIES

a. **Employees** will:

- Maintain the necessary competence for high performance and optimum contributions to the organization's goals and mission;
- Share the agency's responsibility in identifying the training needed to improve individual and organizational performance, and in identifying methods to effectively and efficiently meet those needs;
- Participate in directed training and development assignments;
- Share knowledge gained from such training activities with co-workers;
- Upon completion of training, submit to the Training office the training certificate or original SF 182 to update training records and, when the course is funded through civilian training funds, a copy of their Travel voucher, Travel Voucher Summary and other receipts as directed;
- Assume primary responsibility for self-development and assure their personnel records reflect their job-related training accomplishments.

b. **Managers and supervisors** have the responsibility to:

- Review their employees' past performance and determine their training needs on the basis of performance deficiencies, if any;
- Set-up Formal Training Plans (FTP) and On-The-Job-Training (OJT) plans, as needed;
- Follow merit procedures in selecting employees who should attend training, when this could promote their career development and progression;
- Counsel and inform their subordinates on self-development opportunities;
- Anticipate and identify mission, program, system or other changes that may require training, including factors such as Reduction-In-Force or retirements;
- Determine the priority of training needs;
- Through MAJCOM and EDM assistance, locate the most economical and efficient source of training;
- Submit training needs for their subordinates in the required format and assigning priorities prior to the Annual Installation Training survey, which is conducted once a year during the first or second quarter of the fiscal year;
- Justify submission of late training requests ("out-of-cycle") after the Training Survey. This type of requests should be held to a minimum;
- Provide in-depth justification for each training request, clearly stating the skills, knowledge and abilities that should be acquired, the expected benefits and the impact if the training is not funded.
- Ensure that employees are released from work in order to attend the training as scheduled;
- Prepare the training documentation as required by the EDM (such as SF 182, Authorization, Agreement and Certification of Training);
- Provide an evaluation of the training, indicating if the expected objectives were achieved and what benefits the employee and the organization received.

c. **Employee Development Manager/Specialist (EDM/S)** will:

- Review and adjudicate all requests (SF 182, AF Form 9, etc.) for official training (except centrally-managed (AFPC, AF/A1, or AETC) according to statutory, legal, and administrative requirements, **regardless of funding source**;
- Manage and administer Program Element (PE) 88751F and 72806F civilian training funds;
- Serve as the Resource Manager (RM) and Authorizing Official (AO) for element 88751F and 72806F funds;
- Provide advice and assistance to management and employees on all training issues, as needed;
- Develop, coordinate, distribute and update as needed the Installation Training Guide (ITG);
- Brief employees selected for training on entitlements and agreements, as needed (cost reimbursement, Continued Service Agreement, etc.);
- Conduct training surveys, as required or needed;
- Assist in identifying the most economical and efficient ways/sources of training;
- Review all training requests and explanatory statements submitted during the Annual Training survey for legal and regulatory compliance and for cost efficiency and effectiveness;
- Develop and submit the Annual Installation Training Plan (AITP) and Budget for the Management Training Committee (MTC) validation and Installation Commander's approval;
- Manage, adjust and document the Annual Installation Training Plan.

d. **Training Coordinators**: The Training Coordinators (TCs) serve as the focal point between the EDM/S and the serviced unit supervisors, on all civilian training matters. Each organization having Appropriated Funds civilian employees (U.S. or LN) nominates a Training Coordinator who should be familiar with the functional training needs of civilian employees within the organization. Any change in the coordinators must be reported in writing to the 31FSS/FSMC, EDM/S, within 10 workdays. The Training Coordinators are responsible for all internal coordination of training matters and relative administrative requirements. During the Annual Installation Training survey, they are responsible for collecting the training requirements submitted by the supervisors within the organization, and for ensuring that all requests are complete and have the required documentation. They then submit the package to the representative of their group, who is also member of the Management Training Committee (MTC).

e. **The Management Training Committee (MTC)**: The MTC is chaired by the Installation Commander and co--chaired by the Civilian Personnel Officer and the EDM/S, is composed of managers (one nomination from each group), who carry out two types of responsibilities.

1. During the annual survey, the MTC members are responsible for the consolidation of training needs *within the group they belong* to, by carrying out the following tasks:

- Ensure that the requirements submitted by the supervisors within the own group are valid training needs, and that assigned priorities and attached statements are appropriate;
- Assisted by the Training Coordinators if necessary, consolidate all requests and list them in order of priority for the entire group;
- Submit the group's prioritized list of requests to the EDM/S.

2. During the MTC meeting, they function as a board of advisors *for the entire base* (not only for their own group), by performing the following tasks:

- Advise on funding allocation (AFI 36-401) through review of: Justification of civilian training submissions and budget; Impact statements and explanations on training benefit to the mission: effects of unmet training needs;
- Ensure that projected costs estimates are reasonable and sufficient to accommodate predicted expenses;
- Ensure that any deletions, additions and adjustments to the AITP reflect optimum use of resources;
- Validate the AITP before its submission to the installation commander for approval.

Any change in the MTC members must be reported in writing to the 31 FSS/FSMC, EDM/S, within 10 workdays.

V. IDENTIFICATION OF TRAINING NEEDS (Attachment #1)

A need is generally a "gap" between what is currently in place and what is needed, now and in the future. This gap represents a discrepancy between what the organization requires and what actually happens, in terms of job performance competencies, skills and abilities. The supervisor is in the best position to recognize if there is a training need.

The following are some factors that could indicate training needs of your employees;

- New employees and supervisors;
- Trainees;
- Mission and program changes:
- New equipment system programs technology;
- Reassignments;
- Poor performance;
- To invest in the organization's future by assisting employees to reach their full potential;
- To meet future staffing needs or develop unavailable skills;
- To keep abreast of the "state of the art" in highly complex occupations (science, engineering etc.);
- To equip employees with those initial skills and knowledge that are necessary to perform certain functions which are relatively unique to the Government;
- Trade or craft apprenticeship;
- Critical recruitment and retention problems.

VI. TRAINING PRIORITIES AND OBJECTIVES

During the selection process, managers and supervisors should consider all employees regardless of age race color, religion, sex, national origin, handicap or other such factors, which are not related to the need for training. Following are some useful principles that can be used as selection criteria:

- The degree of an employee's need for training;
- The relative extent to which an employee's knowledge, skills, attitudes, and performance are likely to be improved by training;
- The relative ability of an employee to pass the training on to others and bring benefit to the Air Force, upon return to the job;
- The employee's own interest in improving his/her own performance.

When identifying the type of training needed, and the best method and source to obtain it, supervisors must also ensure that the training is job-related and oriented to achieve the desired objectives. Since financial support is limited, it is also required to set priorities, according to the following scale of priority:

Priority 1 (P1):
Training must meet at least one of the following:
- Required by Federal or State law, regulations, Executive Order or DOD Directive;
- Meets occupational certification and/or licensing requirements as a condition of employment;
- Maintains critical functional/occupational competencies identified by career field managers and-/or AF policy or instruction.

Priority 2 (P2):
Training is required to increase efficiency and productivity fostering effective use of resources to improve mission capability and meets at least one of the following:
- Facilitates systematic replacement of skilled employees;
- Meets new and emerging requirements;

Priority 3 (P3):
Any other training not covered above.

VII. DOCUMENTATION USED TO REQUEST TRAINING Standard Form (SF) 182 (Attachment #2)

IAW AFI 36-401, all requests for Government sponsored civilian training**, regardless of the funding source** must be routed through the Civilian Personnel Section (CPS) - Training Office-prior to training.

The official document to request training is the SF Form 182 (Authorization, Agreement and Certification of Training), submitted by supervisors. The EDM/S will review and approve/disapprove all requests for training according to statutory, legal and administrative requirements.

If the training is approved, funded and completed, the SF 182 becomes a source document for updating the employees training history area in the Defense Civilian Personnel Data System (DCPDS), if a training certificate is not issued. After completion of the course, attendees are required to bring the SF 182 (or certificate) back to the Training Office, in order to update the system and ensure that they receive credit for the training attendance. Form and instructions on completing the form may be accessed at http://www.opm.gov/forms/pdf_fill/sf182.pdf

If training exceeds 80 hours in length, AFI requires a continued service agreement (CSA) be signed. The normal required time of continued services is three times the length of the training course.

If the course is funded through civilian training funds, PEC 88751F or 72806F, the Civilian Training office at CPS will issue TDY order instructions to include review of Travel Voucher before its submission to the local finance office. The Travel Voucher Summary (along with flight ticket, if appropriate) must then be forwarded to the training office for financial reconciliation purposes.

VIII. EVALUATION OF TRAINING

Follow-on job performance is the most reliable method for evaluating the effectiveness of any training course. Before training starts, supervisors must select an evaluation method that can best measure the performance or productivity objective which the training is expected to enhance or accomplish. The objective may be to improve work quality, quantity, timeliness, or any combination of elements. After completion of the course, the EDM/S will request the supervisor to provide an evaluation of the training and the benefits obtained from it. When applicable, critiques may be used to evaluate the training.

The real value of course evaluation data is its use in:

- Determining performance and productivity improvements;
- Making program changes or modifications (e.g. eliminating training of little value, changing content or method of training, reassessing or revising course objectives, and redirecting emphasis into more important or critical areas);
- Keeping management informed of training results and activities;
- Formulating future plans for training and development;
- Providing information to higher headquarters for the purpose of improving management decisions budget and program support;
- Compiling quality reports concerning the value of training to the installation.

IX. INFORMATION ON TRAINING/DEVELOPMENT PROGRAMS

Air Force Civilian Developmental Education (CDE): The CDE program offers educational opportunities to selected career employees on a competitive basis. CDE, previously known as the Civilian Competitive Development Program (CCDP), is moving toward Total Force Development by developing professionals who will collectively leverage their respective strengths to accomplish the Air Force Mission. The program includes in residence Professional Military Education (PME). Air Force announces a call for nominations for these programs

annually in Feb/Mar timeframe. The CDE Program and nomination information can be found on the myPers website at https://gum-crm.csd.disa.mil/. Click on "Force Development" found on the lower left side of myPers home page.

Formal Training Plans and On-the-Job Training:

On the basis of past experience, training and/or education, an employee may be placed in a trainee status and assigned to a position at a lower grade than the full grade level for which selected. In this case, trainees' supervisors are required to prepare a Formal Training Plan (FTP) within 30 days of the assignment. Formal Training Plans are also used in other circumstances, such as when the intent is to provide training/development for growth opportunities or future turnover, in accordance with merit promotion procedures.

The FTP is tailored to fit the requirements of the position and the needs of the employee. It should describe the training and developmental experiences that will be provided to lead the employee in the position. On-the-Job Training (OJT) can be included among the training to target activities: OJT is planned, organized and conducted at the employee's work site.

Computer Based Training (CBT): CBTs are accessible at no cost to Air Force personnel through the Air Force Portal. Registration is required to gain access to the AF Portal at https://www.my.af.mil/faf/FAF/fafHome.jsp

Advanced Distributed Learning System (ADLS): ADLS requires a separate system registration access at https://golearn.csd.disa.mil/kc/login/login.asp. ADLS gives access to most of the required ancillary on-line training courses such has Information Protection and Human Relations.

Self-development: This is training that is self-initiated and funded by the employee, in order to better qualify for his/her work or to contribute to his her career opportunities.

New Employee Orientation (NEO) Program: AFI 36-401 requires employees who are new to the Air Force, have been transferred from other Air Force activities, have been reassigned from other government agencies, or rehired to be rescheduled for a new employee's orientation no later than 90 days from the date of their employment.

Mandatory Supervisory Training:

AFI 36-401 requires Mandatory Supervisory training courses for all newly selected supervisors is required to be completed within 6 months after assignment of a supervisory position. First level supervisors will be provided initial training consisting of:

-   **USAF Supervisor's Course (USAFSC):** This course is primarily designed to provide first-level supervisors, regardless or organizational component, with leadership and management skills required in supervisory positions. Other training/education such as Management Course I, Part I, Air Command and Staff College (ACSC), Airman Leadership School (ALS), NCO

Academy (NCOA), Senior NCO Academy (SNCOA), Squadron Officer School (SOS) or War College are available.

- **Advanced USAF Supervisor's Course (Adv USAFSC):** This course is designed to satisfy statutory requirements for initial supervisory education for new Air Force Supervisors of civilian who come in with at least 3- years of prior supervisory experience (either military or civilian supervisory) who have not taken the USAF Supervisor's Course in the past, or do not meet currency requirements for equivalency credit (resident PME in the last 5- years).

- **USAF Civilian Personnel Management Course (US CPMC):** This course is designed to provide military and civilian first-level supervisors with background information and an understanding of applicable personnel laws and regulations needed to effectively carry out their civilian personnel management responsibilities.

- **USAF Military Personnel Management Course (MPMC):** This course is designed to provide first-level civilian supervisors the basic skills, knowledge, and abilities required to supervise military personnel.

Above supervisory training is delivered via a blended e-learning virtual classroom environment and students may log into the AU Portal Registration Site: https://auportal.maxwell.af.mil. After you login, you will be taken to the main AU Portal page. To view/register for our current DL courses, mouse over "Distance Learning", "AF Human Resource Management School Virtual Campus", and click "Apply."

- **Local National (LN) Civilian Personnel Management Course:** This in-house developed course is to provide military and civilian first-level supervisors with background information and understanding of applicable personnel laws and regulations, needed to effectively carry out their civilian personnel management responsibilities.

- **US Nonappropriated Fund (NAF) Personnel Management Course (NPMC):** This course provides first-level supervisors of US NAF employees the basic skills, knowledge, and abilities necessary to supervise NAF employees. Supervisors of three or more NAF employees are required to attend the course. The NPMC is offered and conducted through the NAF Human Resources Office.

Annual Installation Training Program (AITP):

This program pertains to the training needs identified by the supervisors of Appropriated Funds Civilian (LN and US) during the Annual Installation Training survey. This only includes those training needs that require funding through PEC 88751F or 72806F - Civilian Training Funds.

X. ANNUAL INSTALLATION TRAINING SURVEY

During the second quarter of each fiscal year, the Annual Installation Training Survey is conducted throughout the installation, in order to gather all training requirements projected for the following FY. By the time this survey is conducted, supervisors must have already identified all existing training requirements for their employee, in order to include these requirements in the training plan and have funds reserved in the budget. Submission of training requests after the Training survey ("Out-of-Cycle") should be held to a minimum and must be supported by strong justification.

The requests for training must provide all the information as required by the Civilian Personnel Section survey letter, including DoD priorities and other statements (organizations mission, nature and objectives of each requested training, the expected benefits for the organization, and impacts of unmet training needs).

The training coordinators collect training requirements submitted by the supervisors, ensure all requests are complete and they have all the required documentation. They are also required to submit the package to the advisor of their group (who is a member of the MTC).

Each advisor, together with the coordinators of the group if necessary, reviews all training requirements, DoD priorities and statements, and makes adjustments as needed. Each advisor is also required to consolidate all training requirements in list, in order of importance for the entire group. The final list, along with the initial package, must be forwarded to the CPFEDM/S.

The EDM/S reviews and approves/disapproves all training requests, explanatory statements for legal and regulatory compliance, and for cost efficiency and effectiveness. Based on the quarterly bogeys and the projected courses dates and other information, the Training Manager prepares a proposed training plan that is then submitted to the MTC committee for validation.

During the MTC meeting, the members are vested with additional responsibilities, since they function as a board of advisors for the entire base. After its validation by the MTC, the Installation Training Plan is submitted to the Commander for final approval.

The EDM/S will manage the approved Training Plan and make any necessary adjustments during the fiscal year due to cancellations of courses, changes in dates or priorities, out-of-cycle requests, fallout funding, and so forth. The confirmation of funding allocation to the organizations will be given quarterly with regard to progressive adjustments to the Training Plan and to financial requirements and/or restrictions, such as quarterly bogeys and execution rates to meet. Therefore, the approved ITP and the affiliated funding allocation are to be considered a projection, subject to change.

XI. TRAINING OFFICE POINT OF CONTACT

The points of contact for information or clarification on civilian training issues are:

Ms. Gianna Infanti, Employee Development Specialist
DSN 632-7562
E-mail address gianna.infanti.it@us.af.mil

Ms. Yvonne B. Dong, Human Resources Officer
DSN: 632-4058
E-mail address: yvonne.dong@us.af.mil

Attachment #1

GUIDE TO TRAINING NEEDS ASSESSMENT AND IDENTFICATION
(Ref. Support Documentation to Civilian Automated Training Input Program (CATNIP) and Financial Plan

1. **Forecasting:** Forecasting organizational needs requires that managers look at their organizations in a much broader context than they might be accustomed to doing. The following questions might be helpful as managers proceed through their analysis:

a. What is our present mission? Why does the organization exist? What products or services does it provide or render? Who does it serve? Where are its customers located?

b. How will the future affect our present mission? (Is there any anticipated organizational growth downsizing and/or reorganizations planned or will the organization remain stable? What made us successful in the past? Which successes can we apply to the future? What new technology/processes do we plan to use and when will they come online? Are there any we modernization initiatives planned? Will this create major changes or just minor modifications in the way we do business? Are there any current and/or anticipated regulations or statues that could impact the organization? What changes if any may occur in the skill levels of the work force? What, if any, privatization and/or outsourcing is planned for the organization?

c. What will our mission become? Where is the organization today? Has the organization chosen a new/different strategic emphasis for the future? If no changes are made, where will the organization be in one year, two years, five years, and ten years? Are the answers acceptable? If the answers are unacceptable, what specific actions should be taken? What are the risks and payoffs involved?

2. **Workforce analysis:** The following questions may assist managers in the review of their workforce:

a. What are the current strengths and weaknesses of the work force?

b. Is the work force technical, skilled, professional, etc?

c. What kind of training/education have most employees received?

d. What training do employees need to remain current and to meet future requirements?

e. What are the training implications of the organization's overall strategic plan? How can training help the organization reach any or all of its strategic goals?

f. What changes, if any, must occur in the skill level of the work force? What should people know and do to be successful?

g. What skills and knowledge are they demonstrating now?

h. Is the ability level consistent throughout the organization?

i.   What is the difference between what is being done and what is expected? Is the discrepancy important?

j.   What is causing any deviation between desired skills and current demonstration of skills?

k.   What kind of training programs are needed technical, administrative, managerial executive, supervisory trades and crafts?

l.   Are any program innovations planned? Will these be radical break through or modifications to existing products or technologies? What impact will this have on the organization's training requirements?

m.   What changes will have to occur to ensure that the organization can effectively administer and manage the outsourcing and privatization process, if any? What systematic approach will be taken to maintain and develop the organization's human resource?

3. **Description justification:** For each training requirement identified, managers must provide a description justification that should answer the following questions:

a.   Why do people require the identified training?
b.   How will the training specifically benefit the organization?
c.   What is or is not taking place in your organization that will support the need for your identified requirement?

4. **Impact if not funded:** The following questions may be useful when developing the impact statements, if requested training is not approved:

a.   What program needs will not be met if training is not funded?
b.   What requirements in regulations and/or laws will not be met if training is not funded?
c.   What impact will this have if not funded? Use quantitative examples, when possible.

Attachment 2

SF 182, Authorization, Agreement, and Certification of Training