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HANDBOOK 28

CHAPTER 9

LONG-TERM TRAINING

9A. Purpose

This chapter describes long-term training (LTT) programs to provide qualified employees with state-of-the-art knowledge in their respective occupational fields or to learn, develop or improve skills required in current or future AID programs. The training programs also expose employees to new trends, research and other experts.

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9B. Applicability

This chapter applies to Senior Foreign Service (SFS) and Senior Executive Service (SES) and AID U.S. direct-hire employees FS-04 and GS/GM-11 and above.

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9C. Authorities and References

1. [5 USC 41](#)
2. [Foreign Service Act of 1980](#), as amended (**Note: This page is only available to those with USAID intranet access.**)

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9D. Definitions

1. Long-Term Training. Fulltime training for more than 120 calendar days in a Federal or non-Federal facility.
2. Senior training. Fulltime study for SFS and SES employees for up to 12 months.
3. Academic studies. Fulltime study for employees FS-04 and GS/GM-11 and above for four to 12 months.
4. Academic Studies Committee. Reviews training applications and makes recommendations to the Executive Management Resources Board. The committee is composed of representatives from Executive Management Staff offices; the Office of Equal Opportunity Programs; the Office of Personnel Management; and technical representatives, as appropriate. Technical representatives are included for their expertise but do not have a vote.
5. Executive Management Resources Board. Reviews ASC recommendations for LTT, and makes final recommendations to the Administrator. The board represents bureaus and offices; the Office of Equal Opportunity and the Office of Personnel Management, as appropriate.

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9E. Policies

1. Selection and assignment of employees to LTT will be made without regard to race, sex, color, age, religion, national origin, handicapping conditions, marital status or political affiliation.
2. Selection and assignment of employees to LTT will be based on one or more of the following objectives of staff development:
 - a. to develop technical and managerial skills of employees who have demonstrated above-average performance and prospects for early advancement to senior management positions;
 - b. to meet urgent Agency needs for specific skills;

- c. to provide senior training for individual professional growth of senior executives at the policymaking level.
3. The Agency will pay tuition, registration and mandatory fees for LTT; LTT trainees will pay for study-related expenses (books, typing services and supplies) not covered by tuition.
 4. The Agency will pay for refresher training when the receiving training facility requires the employee attend such as a prerequisite to the regular academic coursework.
 5. LTT trainees not approved for refresher training at AID expense who pursue such training at their own expense and with their supervisors' approval will remain in official pay status.
 6. LTT trainees will not receive regular performance evaluations (EER or PAR, as appropriate) for the training period.
 7. LTT trainees will earn annual and sick leave as usual and are subject to AID attendance and leave regulations (see HB 27, Attendance and Leave).
 8. LTT trainees who stay at their training sites during a semester break are in duty status. Except for study-related travel, trainees will be placed on annual leave when they leave their training sites.
 9. LTT is not a reason to request restoration of forfeited leave (see HB 27, Attendance and Leave).
 10. GS/GM employees will remain on the rolls of the respective bureau/office during their LTT assignment. The bureau/office will receive a temporary ceiling during the employee's training period.
 11. FS employees will be placed on the training complement during their LTT assignments.
 12. LTT trainees who fail to provide training documentation as required by M/PM/TD within 60 calendar days of completion of LTT assignment will be denied future AID-sponsored training opportunities.
 13. The Agency will wherever possible, place employees who have successfully completed LTT programs, in a continuing position that uses the employees' enhanced or newly acquired skills or abilities.

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9F. Responsibilities

1. The Administrator, A/AID

Reviews list of LTT finalists rank-ordered by EMRB and makes final selection.

2. Assistant to the Administrator for Management (AA/M) Serves as Chair, EMRB.

3. Director, Office of Personnel Management (M/PM/OD)

- a. Administers the training program.
- b. Approves extensions of training.
- c. Serves as chair, ASC.

4. Academic Studies Committee (ASC)

Reviews and rank-orders LTT applicants and sends list to EMRB.

5. Executive Management Resources Board (EMRB)

- a. Reviews ASC list, selects and rank-orders finalists and sends list to the Administrator.
- b. Encourages qualified employees to apply for LTT.

6. Project Manager (M/PM/TD)

- a. Develops, implements and manages the LTT program.
- b. Issues the Agency's annual LTT program announcement.
- c. Prepares LTT selection documentation (application book; appropriate recommendations/commentary; summary profile of applicant's experience and academic background and other supporting material) and distributes to the ASC.
- d. Arranges and schedules ASC and EMRB meetings.

- e. Notifies applicants regarding status of their applications and of the Administrator's final decision.
 - f. Selects site for LTT assignments based on ASC, EMRB or the Administrator's recommendations and in consultation with career counselors and appropriate sector council representatives.
 - g. Sends program evaluation and other documentation to LTT trainees for trainees to complete at the end of their respective training programs.
 - h. Sends copies of training documentation to trainee's Official Personnel Files.
7. AID/W and Overseas Senior Management Officers
- a. Consult with EMS officers, technical offices, sector councils and employees to identify potential LTT trainees.
 - b. Encourage qualified employees to apply for LTT.
8. Career Development Officers
- a. Counsel employees on appropriateness of LTT in career planning.
 - b. Review LTT applications and sit on Academic Studies Committee.
9. Employees
- a. Apply to the AID-designated training institution, providing records, transcripts and other materials required for acceptance.
 - b. Include in the LTT application, specific request for approval of any academic program that will exceed 10 months.
 - c. Provide project manager, M/PM/TD, with an academic course list and grades after registering for and completing each quarter/semester and grading period. Course selection must be in accordance with the trainee's original LTT application and M/PM/TD-approved training plan.
 - d. Send training documentation, such as academic transcripts and evaluations completed by the employee and university faculty, to project manager within 60 calendar days of completion of the LTT assignment.
 - e. Maintain personal time and attendance, sign timekeeper block and forward the timecard to the appropriate office in time to be processed.

- f. Contact M/PM/TD to use self-study facilities.
- g. Use excess annual leave prior to long-term training (see E8).

10. Timekeepers

Time and attendance reports for FS employees will be maintained by their respective personnel backstop officers; for GS employees, by their current bureau/office timekeeper.

- a. For FS employees, M/PM/FSP or M/PM/EPM provides supervisor's signature on timecards.
- b. For GS employees, bureau/office provides supervisor's signature on timecards.

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9G. Procedures

1. Training Announcement

The annual announcement lists in-house training as well as specialized programs, such as the Foreign Service Institute's 26-week Foreign Service Economic and Commercial Studies Program and the U.S. Office of Personnel Management's LEGIS Program.

2. Length of Study

- a. Most academic LTT assignments will average four to 10 months, depending on the institution's calendar. An academic training request may specify a designated program of study requiring 10-12 months, such as the 12-month Massachusetts Institute of Technology's Sloan Program. Longer programs must be requested by the employee at the time of application.
- b. Subsequent requests for extension of study beyond the program length initially approved by the Administrator must be submitted to M/PM/TD by March 1 to be considered.
- c. Extensions in the mutual interest of the Agency and the employee may be granted by the Director, M/PM.

d. Normally, an extension will be granted in conjunction with leave without pay.

e. Requests for continuation of salary must be justified by a clear and compelling demonstration of how additional training would benefit the Agency.

3. Application

a. Applicants must have served in AID at least five years in a non-training status at the time of prospective assignment to the long-term training program and must be able to serve three times the length of the training assignment upon completion of the training.

b. Applicants must submit a completed Form AID 420-8, Long-Term Training Application, to the Project Manager, M/PM/TD, no later than the close of business of the deadline date. Applications received after the deadline date will be returned, not processed, to employees.

4. Selection Process and Criteria

a. M/PM/TD reviews applications and sends copies to sponsoring bureaus/offices.

b. Bureaus/offices review applications of employees assigned to their bureau/office and rank-order them based on bureau/office and Agency priority needs.

c. ASC convenes and rank-orders applicants and sends list to the EMRB. The following factors are considered by the ASC and the EMRB:

- relevance of the training to current or projected assignment;
- degree to which an applicant satisfies the criteria of Agency objectives for training (see E2);
- the estimated value of a LTT assignment to an applicant's career development in relation to the employee's work experience, performance level and career potential;
- estimated capacity of the employee to successfully complete an appropriate LTT assignment, based on an evaluation of his/her recent and current performance in AID;
- timing of the proposed LTT assignment in regard to the employee's current tour of duty;
- considerations of equal opportunity and affirmative action in selecting LTT applicants.

d. The EMRB rank-orders applicants and sends a recommended list of finalists to the Administrator.

e. Employees selected for LTT, as well as employees not selected, immediately will be notified by M/PM/TD.

Attachments:

- A. Long-Term Training Evaluation Report
- B. Long-Term Training Questionnaire
- C. Long-Term Training Application

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Attachment 9A

LONG-TERM TRAINING EVALUATION REPORT

Student's name _____

Grade _____

Name/location of academic institution _____

Inclusive dates of this report, from _____ to _____

Specialization _____

The following information is to be completed by the professor or faculty advisor who has overall knowledge of student.

Full name/title of evaluator _____

Note: The following standards should be applied in evaluating student's qualities or factors in terms of graduate levels of attainment.

- (A) Superior in most important areas
- (B) Very Good
- (C) Satisfactory
- (D) Marginal in some important respects
- (E) Unsatisfactory

PERFORMANCE IN STUDY PROGRAM

Circle Rating Letter	Qualities or Factors	Check if NOT Observed
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A B C D E (1) Diligence in applying him/herself to studies

A B C D E (2) Level of comprehension of substance of courses(s)*

A B C D E (3) Analytical ability and keenness of perception

A B C D E (4) Effectiveness of oral expression

A B C D E (5) Effectiveness of written expression

A B C D E (6) Thoroughness and accuracy of work

*If one course activity is particularly strong or weak please comment in remarks section.

Narrative Remarks:

EVALUATION OF PAPERS PREPARED (if applicable)

Circle Rating Letter	Qualities or Factors	Check if NOT Observed
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A B C D E (1) Competence displayed in discerning issues and analyzing the pertinent facts

A B C D E (2) Accuracy of acquired facts

A B C D E (3) Competence displayed in drawing valid conclusions

A B C D E (4) Competence displayed in utilizing available research material

A B C D E (5) Relative effectiveness of paper as related to papers submitted by other graduate students

A B C D E (6) Precision and effectiveness in drafting

Narrative remarks:

PERSONAL QUALITIES

The Agency would appreciate receiving your comments on any of the following personal qualities you have had an opportunity to observe. Where not observed, please indicate.

1. Student's personal relations with members of the group and instructors including ability to work as a member of a "team."
2. Student's participation in workshops, seminars and classroom discussions.
3. Student's attitude toward training assignment, including motivation and special interest. Has the student taken full advantage of the training?
4. Student's leadership quality and acceptance of responsibility.
5. Describe student in terms of distinctive personal qualities and traits.
6. During the training assignment the student serves as a representative of the Agency. Discuss the student's ability to serve as an "AID Ambassador" during the training period.

Signature of evaluator Date

Typed name

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Attachment 9B

LONG-TERM TRAINING EVALUATION QUESTIONNAIRE

Student's name _____ Fiscal Year _____

Training facility attended _____

Training program (or field of study) _____

Training began on _____ Training ended on _____

Please complete the questions:

1. State your goals for undertaking this training.
2. How do these goals and your training relate to AID's goals?
3. How do you feel the objectives you sought have been achieved?
4. How does your current assignment utilize the knowledge gained through the AID-sponsored training?
5. Would more discussion and consultation have been helpful prior to or during your program? Explain.
6. Did you have sufficient advice and counsel from faculty members during training?
7. What were the weaknesses in your long-term training program (courses, teaching, advisory staff, etc.)?
8. Among the strengths of your long-term training program, which were the most significant?
9. What is your overall opinion of the training facility in serving your needs and as a source for future training?

10. If you took course work for credit, did it impose undue strain or prevent you from attending meetings and seminars that might have helped you acquire a broader background? Discuss.

11. Was your assignment following training planned and discussed with you in sufficient time to permit appropriate course selections at least during the latter part of training? Discuss.

12. Please list the courses you took, your grades and the names of your professors. Attach transcript if possible.

13. Degree attained (if appropriate) _____

14. Current assignment _____
(title)

grade)

(Office/Mission)

15. Recommendations/comments:

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Attachment 9C

LONG-TERM TRAINING: GUIDELINES FOR COMPLETING APPLICATION

Items numbered below refer to corresponding boxes or spaces on the AID Long-Term Training Application Form (AID 420-8).

Note: Throughout the form, applicants and endorsers may use the two continuation sheets if needed for complete answers. All answers must be contained in the form together with the two continuation sheets.

Remember: Concrete, focused answers are the most convincing. Items 1-5: Self-explanatory .

Item 6: Give official job title. Functional description of duties follows under item 9.

Items 7-8: Self-explanatory.

Item 9: Indicate where your position fits in the organizational structure and briefly describe your main functions and responsibilities.

Example: "Applicant is the chief of the Agricultural Development Office at AID/ABC, one of six Office Chiefs who report to the Deputy Mission Director. She supervises a staff of 2 USDH, 2 FNDH professionals, 2 FNDH clerical and 2 long-term USPSC employees. Ms. Adams' office is responsible for the overall planning and direction of OO programs and OO projects worth \$00 million. Under her guidance, it provides technical advice and assistance to the AID Mission. Her professional in-country contacts are routinely at the minister level."

Item 10: Self-explanatory.

Item 11: Include all non-degree related training (with date, sponsor and place) that demonstrates career interest in/or preparation for the training requested in Item 12. Do not overlook AID-sponsored courses.

Item 12: Applicant's statement should be organized giving:

- a. overall objectives of the proposed course of study;
- b. descriptions of specific, realistic course topics that might fulfill the training objectives.
- c. proposed starting and ending dates of training;
- d. (optional) names of suggested institutions, departments or graduate centers where applicant could accomplish the training objectives;
- e. (optional) applicant's preferred training site, justified.

Note: Applicant's training site suggestions and preferences will be noted and drawn on if feasible but are not binding on the Agency. AID reserves the right to select a different training site.

Item 13: Chronological listing of previous experience should include all positions held for six months or more since complete of secondary schools, undergraduate or graduate studies. If title/grade inaccurately depicts duties or levels of responsibility, two-line descriptions may be added to such entries under "agency and geographic location."

Item 14: The response should be organized to address:

- a. Applicant's ultimate career goals in the Agency;
- b. Applicant's desired type of position following completion of LTT.
How would that type of assignment build toward ultimate career objectives?
- c. How would specific coursework proposed under the LTT program prepare applicant for that next type of assignment?
- d. Ways in which this training meets AID's organization workforce development needs in its high-priority areas of activity.

Item 15: This section is to be completed by Missions Directors for overseas employees or by the ranking officer at the next-lower level to AAs or independent office chiefs for AID/W employees. Please complete in consultation with the applicant's first- or second-line supervisor, as appropriate.

The response should address:

- a. Relevance of LTT to applicant's work performance. Explain how the skills or specific knowledge from the proposed coursework will enhance the applicant's subsequent performance. Draw on your knowledge of the employee's performance and capabilities.
- b. Agency staff development needs. How does the LTT assignment relate to AID's high-priority areas of activity? Identify or describe the type of onward assignment that your bureau/ office might recommend for this employee at the end of LTT.
- c. Applicant's career growth. How will the training assignment accommodate or promote the applicant's longer-term growth in his/her career field? What are his/her career goals in AID?

Item 16: This section is to be completed by the appropriate Assistant Administrator or Head of independent office. After reviewing the lower level endorsement and application, indicate the strength of your endorsement specifying any reservations or suggested amendments concerning the applicant or the program of study.

M/PM/TD: 6/87

Form AID 420-8, LONG-TERM TRAINING APPLICATION