

Internal Operations Manual

SUBJECT: Employee Development	NUMBER: 107-04-010
DIVISION: Operations Division	EFFECTIVE DATE: 08-06-03

APPROVED: Signature on file with the Office of Business Administration

POLICY/PURPOSE: It is the policy of the Department of Administrative Services (DAS) to provide resources for our employees to perform the duties of their current position, and to encourage their career development in state service, as far as is reasonably practicable to do. DAS provides opportunities for training to employees to develop proficiency, enhance skills, and encourage development in areas of potential advancement. In accordance with the Oregon Benchmarks, the DAS goal is to provide employees with at least twenty (20) hours of training related to work skills and knowledge each fiscal year. This goal is to be achieved through leadership, commitment, and the development and maintenance of agency and individual training plans.

AUTHORITY: ORS 240.145(3), (4); DAS-HRSD State Policy 50.045.01; OAM 50.10.00.PO

APPLICABILITY: All Department of Administrative Services employees

ATTACHMENTS: Exhibit 1. Employee Development Plan
Exhibit 2. Request for Training
Exhibit 3. Employee Development Plan Report
Exhibit 4. Structured Learning Plan

GUIDELINES:

I. DAS Training Goal

A minimum of 20 hours of education and training annually, all to be related to work skills and knowledge, for one hundred percent (100%) of permanent employees.

II. DAS Training Plan

The DAS Training Plan, which consists of the following elements and responsibilities, requires flexibility to meet changing needs and a dedicated collaborative effort by all parties

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The Director and Executive Staff will approve and support the DAS training plan.

Division Administrators will determine their division's training needs and develop a division training plan that includes a training budget and a system for tracking the training completed by employees and the division.

GUIDELINES (Continued)

Supervisors and Managers will assess the training needs of their employees on an on-going basis. They are to develop and implement individual employee development plans that enable employees to successfully perform their jobs and contribute to achievement of the unit mission and goals.

DAS Training Manager, as a resource to management, will have lead responsibility for developing and implementing the DAS Training Plan so it supports the department, divisions, and employees, in achieving their missions and goals. The DAS Training Manager's responsibilities include:

- Scheduling and providing open-enrollment, department wide In-Service training programs that meet common needs
- Providing ongoing communication about both internal and external training programs, services, resources, and opportunities
- Coordinating and implementing department-wide training initiatives that address organizational goals or needs
- Providing training and facilitation services to divisions, sections, or units as requested
- Supporting divisions and managers in increasing the number and quality of individual employee development plans
- Supporting divisions and managers in increasing the percentage of employees who receive at least 20 hours of job-related training and education each year
- Tracking In-Service training completed by all department employees

III. Qualified Training

Criteria to be used in determining which learning experiences qualify as "education related to work skills" includes formal instruction or a structured learning plan (Exhibit 4) that relates to:

1. An employee's competence to perform their specific job (job required training), or
2. An employee's work environment (job related training), or
3. An employee's state government career

IV. Job required and Job Related Training

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

2. **Job Related Training** provides knowledge or skills an employee needs to meet agency or state performance expectations. An example is understanding agency or state mission, values, policies, and procedures. These may include such things as customer service standards, safe work practices, valuing diversity, and preventing harassment.

V. Scheduling and Eligibility for Training

All staff, including temporary employees, shall be eligible for Job Required and Job Related training. Job Required and Job Related training shall be conducted without loss of pay to the employee and the employee shall be paid for the time as time worked. Anyone may suggest training opportunities to be considered for approval by management. Any employee may request training and be considered by management for approval. Training may be conducted during and outside the employee's work schedule. Overtime provisions are to apply when an employee's attendance is required by division management and the sessions involve time outside the employee's work schedule.

VI. Employee Development Plan Objectives

1. On an annual basis, the employee and immediate supervisor are to develop and update an individual employee development plan. The objective of the plan is to align employee and organizational goals. It should also guide resource planning and decisions related to the employee's training.
2. Individual employee development plans will not be used for employee performance improvement plans.

Division administrators will maintain a procedure for documenting employee training/staff development.

VII. Cooperation Between Agencies

When opportunities arise, DAS may invite other agencies to fill staff development openings and share training facilities and various employee development resources.

VIII. Educational Assistance

Decisions regarding educational assistance shall be consistent with this policy and DAS-HRSD State Policy 50.045.01. Tuition aid shall be primarily on a reimbursement basis. Employees requesting reimbursement shall provide proof of satisfactory completion of the class with a passing grade letter grade or "Pass". Division administrators shall make the determination to reimburse an employee for a portion or all costs of a course such as the registration fee, materials, incidental fees and travel. Division administrators may also authorize exceptions for advance payment of tuition fees for an employee whose inability to pay the fees precludes their registration and attendance in a course that is directly related to their job responsibilities and is otherwise approved by the employee's supervisor. Such exceptions will be considered on a case-by-case basis. Attendance at such courses can be either during or after regular working hours.

Educational Assistance (Continued)

When division administrators assign and employee to a specific course, the Agency will reimburse all costs such as the registration fee, materials, incidental fees and travel.

PROCEDURES:

<u>Step</u>	<u>Responsible Party</u>	<u>Action</u>
1.	Supervisor and Employee	Annually, develops and updates individual Employee Development Plan (<i>Exhibit 1 or division form</i>).
2.	Employee	Completes and submits Training Request Form (<i>Exhibit 2 or division form</i>) to supervisor.
3.	Supervisor	Approves or denies training request.
If Training Request Denied:		
4.	Supervisor	Returns copy of Training Request to employee with written explanation of why the request was denied.
5.	Employee	Accepts denied request. or Appeals the denied request in writing by outlining the reason for the request, why the employee feels the decision should be reconsidered, and any new information or material bearing upon the request. Attaches a copy of the Training Request Form to the Appeal. Submits the appeal letter and training request to division administrator for final decision. <i>Note: Appeal shall be made within one week of notification of denied request. The decision on a particular request may be appealed only once.</i>
If Training Request Approved:		
6.	Supervisor	When signatures are complete, returns form to Division Training Coordinator.
7.	Division Training Coordinator	Schedules training. Makes copies of approved Training Request for <ol style="list-style-type: none">a. Accounts Payableb. Employee (with notice of approval, scheduling, and payment)c. Employee Training file

If Training Request Approved (*Continued*)

Step Responsible Party Responsible Party

Division Training Coordinator If training is to be prepaid, completes Coding Block, attaches to Training Request and submits to the Office of Business Administration (OBA) Accounts Payable for processing of payment.

8. Employee Attends Training.

9. Employee Submits proof of attendance, satisfactory completion of class, and other required materials to Division Training Coordinator.

Submits proof of payment if employee is to be reimbursed.

Submits a course evaluation if requested.

10. Division Training Coordinator Processes payment by attaching proof of satisfactory completion of class to the Coding Block and employee's Training Request. Submits documents to OBA Accounts Payable for payment.

Enters required data into employee training record.

Exceptions:

a. Some classes are prepaid by the employee who, after submitting proof of successful completion, is then reimbursed.

b. College Credit classes are processed for payment through OBA Payroll.

Many IRS Laws and Regulations govern payment for College Credit classes and certain other classes taken through a college. To avoid possible IRS violations, all College Credit classes will be processed for payment through OBA Payroll. OBA Payroll will review payment requests to decide if they are tax related and to be paid by Payroll or can be sent to Accounts Payable.

11. Supervisor At the time of performance evaluation, reviews the experience and capabilities of each employee and develops an Individual Development Plan (*Exhibit 1 or division form*) for the next year, and attaches it to the evaluation. Includes a copy of the completed Employee Development Plan Report (*Exhibit 3 or division form*) for the past year. Attaches a copy of the employee's Training Record that lists all training taken during the past year. (Obtains training record from the Division Training Coordinator.)

12. Employee Participates in assisting their training needs developing goals, and suggesting appropriate training.

**DEPARTMENT OF ADMINISTRATIVE SERVICES
EMPLOYEE DEVELOPMENT PLAN**

DIVISION: _____ **YEAR** _____

Employee:
Section:
Position:

KNOWLEDGE, SKILLS, OR ABILITIES DESIRED	TRAINING OPPORTUNITIES/ EDUCATION/EXPERIENCES	PROJECTED SCHEDULE	PROJECTED COST

Supervisor Signature _____ Date _____ Employee Signature _____ Date _____

**DEPARTMENT OF ADMINISTRATIVE SERVICES
REQUEST FOR TRAINING**

1. Employee Name: _____

2. Division/Section: _____

3. Course Name: _____

NOTE: A description of the course content as listed in the catalog or an announcement must be attached.

4. Course Cost: \$ _____ Books/Supplies: \$ _____ Lodging/Travel (Est.): \$ _____

Total Cost: \$ _____ Course Hours: _____ or Credit Hours: _____

5. Duration of Training: →→ Date: _____ Time: _____

6. Location of Training: _____

7. Course Offered by: _____

Explain below how this course relates to your job assignments:

Job Required - Provides knowledge or skills needed to successfully perform the employee's current job.

Job Related - Provides knowledge or skills needed to meet agency or state performance expectations.

I certify that I have not applied for, received, nor will receive payment from any source for the reimbursement expenses requested:

_____ Employee's Signature	_____ Date		
_____ Approved	Or	_____ Disapproved	→→→
			_____ Supervisor's Signature
			_____ Date
_____ Approved	Or	_____ Disapproved	→→→
			_____ Manager's Signature
			_____ Date

PCA NUMBER: AGY. OBJ. NO.:	I approve the requested training and certify that sufficient funding is available for reimbursement.
	_____ Division Administrator's Signature
	_____ Date

ADMINISTRATION OFFICE USE ONLY

_____ The sponsor will be billing us. Pay invoice upon receipt for PO # _____

_____ Upon evidence of satisfactory completion, reimburse employee for a total of \$ _____

_____ Make check payment or agency transfer in advance to the training sponsor (Request Attached).

**DEPARTMENT OF ADMINISTRATIVE SERVICES
STRUCTURED LEARNING PLAN**

SECTION 1 - LEARNING PLAN

1. Employee:	Division/Section:	Date:
2. Description of learning experience:		
3. Type of training: <input type="checkbox"/> Job Required <input type="checkbox"/> Job Related		
4. Learning goal(s):		
5. Learning activities:		
	Est. Time	Actual Time
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

SECTION 2 - EVALUATION OF LEARNING PLAN

1. Was the learning experience relevant to your current job or career development?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Were the learning goal(s) achieved?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Did the learning activities support achievement of the learning goal(s)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Identify any needed follow-up actions. Any "no" response in questions 1-3 above should include a follow-up.		
5. Total time (actual):		

Employee Signature

Supervisor Signature

Date

DEPARTMENT OF ADMINISTRATIVE SERVICES
STRUCTURED LEARNING PLAN

INSTRUCTIONS FOR USING AND COMPLETING THE STRUCTURED LEARNING PLAN

Most job learning occurs outside the “classroom” (i.e., formal classroom instruction). But to record these learning experiences as training, they need to be planned, structured, and documented. That is the purpose of this form. It is a tool to help supervisors and employees find, plan, and document creative ways and means of meeting skill development needs.

SECTION 1 - LEARNING PLAN

The supervisor and employee should work together to design, plan, and structure the learning experience. In their planning, they should consider evaluation questions 1-3 in Section 2 to ensure the experience has the best chance of achieving the desired learning. The purpose of Section 1 is to provide a format for putting the plan in writing.

- 1. Employee, division/section, date(s).** Enter information.
- 2. Description of learning experience.** Identify the training topic, the type of experience(s), the planned time frame or schedule, the provider/trainer, and the purpose (i.e., how the employee will use and apply what they’ve learned to their current job or career development). Types of experiences include, but are not limited to: on-the-job experiences such as arranged practice, instruction, or coaching from a supervisor or co-worker; special projects, developmental assignments, or task force participation; staff meetings, technical assistance meetings, or conferences; self-study programs involving written materials, audiotapes, videotapes, CD-ROMs, or internet learning; career development activities such as mentoring, cross-training, job shadowing, and job rotation; or any combination of two or more of these experiences.
- 3. Type of training:** Check one box. The two types of training are:
 - **Job Required Training:** which includes, but is not limited to, knowledge or skills that help improve performance in one’s current job such as equipment use, relevant policies, organizational processes, and communication techniques.
 - **Job Related Training:** which includes topics about valuing diversity in the workforce, safety, organizational perspectives, sexual harassment, and other topics that build understanding of state government or organization expectations, priorities, or activities.
- 4. Learning goal(s):** Describe the knowledge, skill, or ability the employee will achieve as a result of successfully completing the learning experience. A common phrase to begin a learning goal statement is: *“As a result of completing this learning experience, the employee will be able to.”* Then complete the statement by stating specifically what the employee will be able to do.
- 5. Learning activities.** List the planned activities or steps the employee will complete or perform to achieve the learning goal, and the estimated time for each. As each step is completed, enter the actual time taken.

SECTION 2 - EVALUATION OF LEARNING PLAN

When the learning experience is completed, the supervisor and employee should discuss and evaluate its effectiveness and document the results by completing Section 2.

1. **Experience relevant?** Check the appropriate response.
2. **Learning goal(s) achieved?** Check appropriate response.
3. **Learning activities support achievement of learning goal(s)?** Check appropriate response.
4. **Follow-up actions.** List and describe any follow-up actions needed to ensure successful completion of the learning experience.
5. **Total time (actual).** Add the actual time amounts from Section 1, number 5 (learning activities) and indicate the total time here for reporting purposes.
6. **Signatures and date.** Supervisor and employee sign and date the form upon completion and evaluation of the learning experience.

**DEPARTMENT OF ADMINISTRATIVE SERVICES
STRUCTURED LEARNING PLAN**

SAMPLE STRUCTURED LEARNING PLAN

SECTION 1 - LEARNING PLAN

1. Employee: <i>I. M. Unseur</i>	Division/Section: <i>Personnel</i>	Date: <i>01-06-03</i>
2. Description of learning experience: <i>Training topic: Effective meeting skills.</i> <i>Type of experiences: reading, meeting observation & evaluation, coaching, & practice.</i>		
<hr/> <i>Time frame: January – February 2003.</i> <i>Provider/trainer: Supervisor</i> <i>Purpose: Develop meeting skills to chair the Division’s customer service committee beginning March 2003.</i>		
3. Type of training: <input checked="" type="checkbox"/> Job Required ___ Job Related		

4. Learning goal(s):
<i>As a result of completing this learning experience, the employee will be able to conduct effective meetings by planning before the meeting, facilitating during the meeting, and following up after the meeting.</i>

5. Learning activities:	Est. Time	Actual Time
<input type="checkbox"/> <i>Read/study the book, “Effective Meeting Skills,” by Marion E. Hayes.</i>	<i>2 hrs.</i>	<i>2 hrs.</i>
<input type="checkbox"/> <i>Observe/evaluate Jan. 8 & 22 unit staff meetings. Use page 85 checklist.</i>	<i>3 hrs.</i>	<i>2 hrs.</i>
<input type="checkbox"/> <i>Discuss mtg. observations w/supervisor and receive coaching for practice.</i>	<i>1.5 hrs.</i>	<i>1 hr.</i>
<input type="checkbox"/> <i>Conduct Feb. 5 & 19 unit staff meetings for practice.</i>	<i>3 hrs.</i>	<i>2.5 hrs.</i>
<input type="checkbox"/> <i>Discuss/evaluate practice meetings with supervisor and receive coaching.</i>	<i>1.5 hrs.</i>	<i>1.5 hrs.</i>

SECTION 2 - EVALUATION OF LEARNING PLAN

1. Was the learning experience relevant to your current job or career development?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2. Were the learning goal(s) achieved?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3. Did the learning activities support achievement of the learning goal(s)?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

4. Identify any needed follow-up actions. Any “no” response in questions 1-3 above should include a follow-up. <i>Another coaching session with the supervisor during Feb. or Mar. is needed to learn the differences between conducting a unit staff meeting and facilitating a division wide committee meeting. Also, it would be beneficial to observe another division wide committee meeting and receive coaching from the leader of that committee.</i>
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5. Total time (actual): <i>9 hours</i>
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I. M. Unseur
Employee Signature

U. R. Goode
Supervisor Signature

1-6-03
Date

