Ramstein Air Base Installation Training Guide 2020/2021

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1. **PURPOSE**

This Installation Training Guide (ITG) is for information purposes. It is to familiarize supervisors, managers and training monitors with policies and procedures regulating employee training. This guide includes information on directives which authorize training for appropriated fund US and non-US employees. It provides information and guidance on the what, where, when, who, and how aspects of the civilian training program.

2. **APPLICABILITY**

This ITG applies to all units assigned to an installation belonging to the Kaiserslautern Military Community and obtaining civilian personnel services from the 86 FSS Civilian Personnel Section. Some additional guidance may apply to non AF or non USAFE tenant units, which are normally discussed in the appropriate servicing agreements.

3. **TRAINING AND DEVELOPMENT POLICY**

- **Equal Opportunity:** Full opportunity to participate in training and development programs, within available resources, will be given to every employee who needs training and meets standards and requirements prescribed by law, executive order, or regulation without regard to race, color, religion, sex, national origin, age, or other factors unrelated to the need for training

- **Affirmative Employment Objectives:** Ensure that managers and supervisors are aware of the techniques needed to foster a positive Equal Employment Opportunity (EEO) environment through training designed to meet the following objectives:

  o Understand the legal basis for the background of the EEO/Affirmative Employment Concept and its widespread ramifications. Use management techniques which will effectively promote regulatory compliance
  o Identify those elements necessary to implement a fair and effective Affirmative Employment Program
  o Establish and promote managerial practices supportive of these objectives
  o Identify and correct managerial practices which could lead to complaints of discrimination
  o Ensure that managers and supervisors consider reasonable accommodation for disabled employees when identifying training programs and sources

- **Self-Development:** Basic responsibility for each employee's development rests with the employee. Self-development is any education or training course which is self-initiated, funded by the employee and taken on the employee's own time. Employee training sponsored by the government is intended as a

supplement to, not a substitute for, self-development. Supervisors should counsel employees on self-development opportunities

- **Authorized Training Expenditures:** 86 FSS/FSCA-R may pay all or any part of the expenses of authorized training, depending on available resources. These expenditures include tuition, travel and per diem, and required training aids/materials when not provided by the training vendor

- **Supervisory Responsibility**: The training program is a management tool. Supervisors are primarily responsible for determining training needs. Basically, a training need exists when an employee will be called upon to do work they have not done before, or work is not up to the standard required. Also, new equipment or new responsibilities usually require training

- **Competitive Promotion Procedures:** Competitive promotion procedures must be followed in selecting permanent employees for training that:

    o Is given primarily to prepare trainees for advancement
    o Is required for promotion to certain positions
    o Clearly gives the trainee an advantage for future promotion in a specific occupation or series

- **Supervisor's Responsibility to Assure Attendance**: When a supervisor signs a Standard Form 182, Request, Authorization, Agreement, Certification of Training and Reimbursement, it is implied that the employee will be available for the training on the dates indicated on the form. Supervisors are responsible to ensure employees are available once training has been firmly scheduled. Subsequent substitutions or cancellations should only occur in emergency situations. Once an employee is confirmed in class, other duties and activities need to be scheduled accordingly. The supervisor's signature also indicates that the employee meets the prerequisites of the course requested .

- **Restrictions on Use of Non-Government Training**: Before considering non-government training, supervisors are advised to work with their servicing Employee Development Specialist (EDS) to assure the requested training and the vendor meet all legal and regulatory requirements

- **Attainment of a Degree**: The government does not fund college education solely for the purpose of obtaining an academic degree. This restriction does not apply to approving training/education courses at a college or university, provided it is directly related to the performance of "mission related duties."
(Note: Recent legislation now authorizes the approval of funding for degrees in the acquisition and manufacturing career programs and for certain hard-to-fill positions)

- **Qualifying for a Position**: The government does not fund for training or education for the sole purpose of qualifying an employee for a specific position (see note above)

- **Continued Service Agreement (CSA)**: An employee selected to attend a training course more than 80 hours in length that is not mandatory, must sign a continued service agreement. The minimum length of service is three times the length of training. When some or all of the additional expenses are paid but the employee receives no pay, the period of service is equal to the length of training, with a minimum one month obligation. When the cost is high, a CSA may be required for shorter training courses. Managers should contact their servicing EDS if they feel longer CSA is justified

4. TRAINING NEEDS ASSESSMENTS

- **Introduction:** Each organization is required by Air Force Instruction 36-401, to identify training needed to bring about more effective performance at the least possible cost. The review must consider individual training needs as related to the organizations program objectives and program needs by occupations, or other appropriate groups. The reviews must cover long-range, as well as immediate needs, and must include all needs whether they are to be met through government or non-government facilities. The directive also requires that records be maintained showing the date, the procedures used, and the findings of the review
- **Civilian Training Needs Assessment Survey:** This survey is conducted annually to identify training which is to be funded by the Civilian Training Office. Examples of this training include courses available from private vendors in areas such as asbestos abatement, wastewater plant operation, computer training, new medical technology, and courses offered by the USDA. These classes need to satisfy DoD priority I definition (see below for details)
- **Other Training Opportunities:** The Air Force Personnel Center (AFPC), Air University and Career Field Management Teams will sponsor and centrally fund courses and announce them usually to the work force directly. Employees and Supervisors should regularly review the respective web sites for training opportunities and respond per the instructions provided. However, the Civilian Training Office needs to be involved at an early stage of the nomination process in order to properly direct the associated processes and maintain proper control

5. CIVILIAN TRAINING FUNDS

- **Introduction:** The CPF manages a civilian training budget, commonly referred to as PEC 88751, Civilian Training Funds. These funds are Congressional appropriated and fenced for civilian training only. Units may supplement this funding with organizational funds, however, training expenditures must be

reviewed and approved by the Civilian Training Office for compliance with regulation, regardless of the source of the funding.

- o **Funds Administration and Management:**

  - ➤ The bases receive an annual bogey from HQ USAF. The final bogey is provided after Congress approves the budget. Allocated bogies are based on several factors (Priority 1 needs, civilian population, past spend rate, etc.)
  - ➤ The Management Training Committee (MTC) will prioritize training needs and determine which training will be funded if a shortage exists and priority conflicts occur
  - ➤ The servicing Employee Development Specialist (EDS) works with the supervisors and training monitors in their assigned units, to process appropriate Standard Form 182 and travel orders. The EDS assures total funds accountability with a financial tracking system
  - ➤ Government Purchase Card (GPC): Since 1999, all training expenditures of less than $25,000 are mandated to be paid with the government purchase card. This applies to all funds used to support training. Due to the peculiar circumstances overseas, credit cards are not always accepted by the local contractors. In such cases, use of the SF182 and manual payment processes with DFAS are used to facilitate prompt payment to the contractors

- o **Using a Unit GPC for Training Expenses**

  - ➤ A SF182 must be submitted to the Civilian Training Office for approval prior to purchasing training. Refer to the GPC guidance for further details

6. TRAINING PRIORITIES

- **Introduction:** Once the training needs have been identified, the proper training priority for each requirement must be determined. The Department of Defense (DoD) has established definitions to be used to assign priorities to training needs. The priority must be determined by the requesting supervisor or manager. However, the Management Training Committee also has a responsibility to assure that the proper priority has been assigned for funding purposes. As training funds become harder to obtain, proper prioritization of training needs is critical.   Only training that meets the priority one definition will be considered for funding through the CPF managed civilian training budget. The DoD priorities are described in the following paragraphs:

Priority 1—Required by Public Law, Executive Order, DoD Directive (to include Occupational Certification & Licensing, as defined in position description as a condition for continued employment). Priority Indicator classified as "Critical/Mandated" (T-0)

Meets occupational certification and/or licensing requirements as a condition for continued employment.

Licensing: The process by which an agency of the government (Federal, State, or local) grants permission to an individual to engage in a given occupation upon finding that the applicant has attained the minimal degree of competency.

Certification: The recognition to individuals who have met predetermined qualifications set by a government agency, an industry, or a profession. There are some positions where specific qualifications are required because a person cannot perform successfully in the position without such qualifications. These can include requirements for Federal or State license or certification. When individuals are required to renew such licensure/certification, and are performing at a satisfactory level, it is appropriate to submit the requirement during the annual Data Call. To be considered and/or valid, it must be identified on the position description and/or enforced as a condition of employment.

Priority 2—Maintains/develops critical occupational/functional competencies identified by Air Force publications. Priority Indicator classified as "Essential" (T-1)

Competency – Behavior or set of behaviors that describes required performance in a particular work context (e.g. job role or group of jobs, function, or whole organization). Functional or occupational competencies are related to specific areas of expertise that enable individuals to successfully perform their unique duties. These competencies tend to be more dependent on technology: tools, processes, and equipment to accomplish the organizational mission.

Priority 3—Maintains/develops critical occupational/functional competencies as directed or identified by AF MAJCOM (i.e. publications, memorandum, etc). Priority Indicator classified as "Recommended" (T-2)

Priority 4—Maintains/develops critical occupational/functional competencies as directed or identified by AF Installation (i.e. publications, memorandum, etc). Priority Indicator classified as "Recommended" (T-3)

7. SOURCES OF TRAINING

- **Introduction:** Once a training need has been identified and prioritized, the next step is to determine the best source of training. Unfortunately, when many employees hear the word "training," they immediately think "classroom" and often "TDY". They forget that there may be sources of training in their activity, at the work site, or on the base and especially online. With the austere funding situation, it is especially important that we constantly strive for the most benefit from our expenses. Discussed below are some of the sources that provide high quality training for a reasonable cost

  o   Government Training:

    ➢ On the Job Training: OJT is training that has structure, with a qualified person giving instruction, guidance or assistance to another person. It may be as casual as "one on one" giving pointers to a new employee, or a fully structured in-house classroom program with specific subjects and timetables

➢ On-Base Training: Most bases have activities with a training responsibility within their functional areas. Some examples are: Ground Safety training, Drug and Alcohol Training, etc.

➢ Agency Training (Air Force): In addition to training by on-base activities, the Air Education and Training Command (AETC) and Air University (AU) have training as their primary mission

➢ Interagency Training: Training courses provided by other Federal activities are considered interagency. This includes the General Services Administration (GSA), Department of Agriculture (USDA), Field Advisory Services (FAS) etc. A registration fee is usually required for the training

➢ State and Local Governments: Many local fire and police departments often offer training that Federal employees may attend

o Non-Government: (Included in the Civilian Training Funds Survey):

➢ Civilian Vendor Training: Training that is conducted by civilian or military personnel of the Federal government acting in their official capacities is non-government training. The most common sources of non-government training are colleges, universities, private companies and consultants. Before scheduling, supervisors must make specific determinations to include the following:

➢ Existing programs within the organization will not adequately meet the need

➢ New internal programs cannot be established to meet the need effectively

➢ Reasonable inquiry has failed to disclose the availability of suitable and adequate programs elsewhere in the government

➢ The use of government facilities would be more expensive (because of distance, time, or other factors) than would use of non-government facilities

o Colleges, Universities and Technical Schools provide a variety of programs in addition to traditional college curriculum through Continuing Education Programs. State supported institutions often provide economical sources for training

8. ANNUAL INSTALLATION TRAINING PLAN (AITP)

• **Introduction:** This section pertains primarily to the non-TMS training needs identified by supervisors during the annual training survey. The training needs are forwarded by the training monitors to the Civilian Training Office in accordance with local guidance. The EDS provides the Management Training

Committee with products for making decisions. The AITP is the result of management review and commander approval of priorities and funding

- **Process:** The procedures for developing the AITP are outlined below for information:

  o   The Civilian Training Office creates a draft spend plan document in spreadsheet format using organizational inputs to the Annual Training Needs Assessment
  o   A listing of priority one training with estimated costs, course title, requesting activity, trainee names, etc., is displayed to the CRCB
  o   Members of CRCB review training, assuring assigned priorities are correct. Changes of priorities are made as necessary
  o   EDS updates changes/corrections made by the CRCB and provides a corrected listing
  o   All identified priority one training needs are brought into priority order by consensus of the CRCB members
  o   EDS prepares a new listing by priority sequence showing estimated costs. This listing is forwarded to the commander for approval and signature. Once signed, the listing becomes the AITP for the fiscal year
  o   The servicing EDS work with supervisors of approved training needs to register employees for training and to process TDY orders as necessary

9. **ROLE OF THE UNIT TRAINING MONITOR**

- The unit training monitor is the point of contact within an organization to administer its training program. Each major organization and serviced tenant should appoint a civilian or military employee as a training monitor. The EDS will train, guide and assist training monitors in carrying out their responsibilities. Duties of the training monitor include:

  o   Review training requests (SF 182) for proper electronic signatures by approving officials and for compliance with approved source documents.
  o   Receive and distribute information and correspondence concerning civilian training from the CPF
  o   Assist employees by providing information on procedures to request training, update records, and sources of training
  o   Review and process annual training survey input from organization – consolidate and forward to CPF
  o   Coordinate all training actions – to include those funded by the unit - with CPF staff, the trainees and committees involved in base training program

10. SUPERVISOR'S ROLE

- There are numerous methods or sources of training available to you in meeting your responsibility as a supervisor. Keep in mind the overall goal of employee development is to provide the organization with an up-to-date, well-trained work force. This goal must be met in the most effective and efficient manner possible. You have extensive responsibilities for the development and training of your employees. The following supervisory responsibilities have been extracted from AFI 36-401, Employee Training and Development, for your information:

  o Use performance appraisals to determine training needs of employees
  o During annual training surveys, review forecasted training needs
  o Consult with Employee Development Specialists (EDS) to determine the most economical and efficient source of training
  o Establish on-the-job training programs as needed
  o Consider affirmative action objectives in identifying training needs
  o Inform and counsel subordinates on self-development opportunities
  o Follow merit procedures when selecting employees for training and developmental assignments that serve to enhance promotion potential
  o Implement the formal training requirements of developmental and intern programs, when used
  o Evaluate the effectiveness of subordinate's job performance following formal training, OJT, and developmental assignments

11. MANAGER'S ROLE

- Because of your perspective of the organization, you are in a position to provide oversight of the training requirements of your organization. You can assist your first-level supervisors in identifying training needs, planning for training, and evaluating training. Managers share with supervisors the responsibilities detailed in AFI 36-401, and should also:

  o Conduct organization reviews; assess the training activities and requirements of the levels below them
  o Make sure future training needs are represented in your first-level supervisor's responses to the annual survey
  o Approve or disapprove training requests from your organization as indicated on SF-182s, CEPs, or other input documents

12. EMPLOYEE'S ROLE/RESPONSIBILITIES

- The role of the employee in the training and development process is to pursue the goal of being a well-trained, effective, and efficient employee. The dedication, loyalty, and cooperation of all employees within a work center are key

to achieving this goal. The employee's responsibilities range from a willingness to participate in developmental activities, to using and sharing skills, knowledge gained, etc. AFI 36-401, Employee Training and Development, outlines responsibilities of the employee as follows:

o   Take part in directed developmental activities to perform official duties more effectively
o   Use and share with co-workers knowledge and skills acquired through training; help train employees
o   Assume the primary responsibility for self-development and inform supervisors and the EDS of job-related training accomplishments and requirements
o   Ensure the EDS receive valid documentation for any completed training and developmental activities

13. EMPLOYEE DEVELOPMENT SPECIALIST ROLE/RESPONSIBILITIES

•   The personnel with this function are the Employee Development Specialists. They can assist your training efforts by analyzing problems, securing resources, establishing objectives, and evaluating techniques. A prime responsibility of the EDS is to provide advisory and staff assistance to management concerning development and training needs. The EDS develops plans to meet these needs and insures employee development and training activities meet legal and regulatory requirements. The following responsibilities of the EDS have been extracted from AFI 36-401:

o   Keeps management informed of training policies, regulations, procedures, and practices affecting them
o   Plans, schedules, and conducts annual and out-of-cycle training requirement surveys
o   Selects available training courses conducted on/off base or develops courses to meet training needs
o   Checks SF 182 for accuracy; insures trainees meet the prerequisites.
o   Prepares letters of allocation to include appropriate fund cites, codes, suspense's, etc.

14. Management Training Committee (MTC)

•   The MTC is comprised of the Group Commanders or their designated representatives and fulfills the following training functions in addition the regular responsibilities of the CRCB. These functions are routinely delegated to the CPF unless conflicts arise that require higher level intervention
•   Reviews initial training survey listing to ensure:

o   Current and projected training requirements are based on mission, program, or technological changes and other installation/employee needs
o   Appropriate priority is assigned to each training requirement
o   Critical needs are funded ahead of other lower priorities
o   After validation, returns the survey to the CPF
o   CPF processes changes/corrections and provides a new printout to the MTC. The committee prioritizes the Priority I training requirements. If their bogey exceeds the estimated costs of the Priority I needs, the committee should also prioritize their Priority II requirements

- Establishes procedures to process out-of-cycle training requirements identified after completion of above actions
- Considers on-site consolidated training whenever feasible to obtain more high-quality training while reducing costs associated with TDY travel and per diem
- Reviews final Annual Installation Training Plan and makes recommendation to forward to the commander for approval and signature

15. SUPERVISORY TRAINING

- The Civilian Development Resource Center (CDRC) is the portal that provides a multitude of information for supervisors as well as an overview of mandatory training for new supervisors or developmental training for supervisors who have been doing the job for a while. Please access the CDRC via the AF Portal.

- Standardized mandatory supervisory training is delivered by the Air University to all new supervisors. They are required to attend applicable training within 180 days of appointment to a supervisory position. Mandatory classes are the US AF Supervisory Course, and Civilian Personnel Management Courses (CPMC) for the different types of personnel supervised

- The Civilian Personnel Section (CPF) has program responsibility for ensuring attendance at the appropriate courses. For supervisors of Non US employees, the CPF maintains and delivers a CPMC. Similarly, non-English speaking supervisors are provided with necessary training in German language when necessary. Please go to the CPF web site for additional information https://www.ramstein.af.mil/Contact/Civilian-Personnel-Flight/

- The Military Personnel Flight (MPF) assists the CPF in identifying military members who have supervisory responsibilities and are required to attend supervisory training

- CPF is also responsible for overall managerial and supervisory development. The Employee Development Specialist is responsible for the following:

  o Inform management and the workforce of required supervisory courses offered through the AU
  o Develop and deliver supervisory training for supervisors of Non US employees and non-English speaking supervisors
  o Identify and schedules civilian supervisors needing training and monitor their progress
  o Advises appropriate management official of failure to attend scheduled course. Determines and processes equivalencies for civilian and military supervisors for CPMC. Determines and processes equivalencies for civilian supervisors
  o Process course completions for civilians and provides military student roster to the MPF

16. AIR FORCE CAREER PROGRAMS: The goal of the civilian career management is to develop employees with strong professional, technical, managerial, and administrative skills to satisfy current and future Air Force mission needs. The Air Force Civilian Personnel Management Center at Randolph AFB, Texas manages the Air Force-wide career programs. The Air Force Career Program directive is AFI 36-602.

17. TRAINING PROGRAM EVALUATION

- **Introduction**: The evaluation of training by employees, supervisors and managers is a continual process. AFI 36-401 requires that a formal process of training program evaluation be completed annually. Several possible training evaluation methods are described below

  o **On-Site Training Classes**: Individual student critiques are required for all on-site courses. Each trainee rates several different items. The ratings for each of the items are tallied and averaged to provide an overall rating for each of the items. An overall evaluation is also provided by each student. The completed class evaluations are maintained by the CPF
  o **Self-Evaluation Program**: The CPF performs and in-depth evaluation of the training administration files maintained by the servicing EDS and based on student inputs on both quality and execution of commercial training

18. TRAINING DOCUMENTATION

- **SF 182** - The primary record to document training. The SF-182 is a multi-purpose form. It is used for training request, approval, funding, registration, acceptance, funds certification, payment, training completion and training

evaluation. This is an electronic form – no printed or scanned in hard copies are accepted. All entries and signatures can be provided electronically and sent in to the 86 FSS/Civ-Training organization email box. It is required for any civilian training in excess of 8 duty hours, regardless of cost or source of funding

- **DD Form 1610**: Request and Authorization for Travel of DoD Personnel: This form is only used for Non US employees. US employees are now required to make their order using the Defense Travel System (DTS). Required financial information is provided by the CPF or the sponsor of the training