

CEHR-D Engineer Regulation 350-1-420	Department of the Army U.S. Army Corps of Engineers Washington, DC 20314-1000	ER 350-1-420 15 January 1995
	Training FIVE-YEAR INDIVIDUAL DEVELOPMENT PLAN (IDP) AND DEVELOPMENTAL ASSIGNMENTS	
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CEHR-D

Regulation
No. 350-1-420

15 January 1995

Training
FIVE-YEAR INDIVIDUAL DEVELOPMENT PLAN (IDP)
AND DEVELOPMENTAL ASSIGNMENTS

1. Purpose. This regulation provides policy requirements and guidance concerning the USACE Five-Year Individual Development Plan (IDP) and all USACE developmental assignments.

2. Applicability. This regulation applies to all HQ USACE/OCE elements, major subordinate commands (MSC), districts, field operating activities (FOA), and R&D laboratories.

3. References.

a. IDP

(1) 5 CFR 410.102

(2) AR 690-400, Chapter 4302

(3) AR 690-950

b. Developmental Assignments

(1) JTR, Volume 2

(2) AR 690-400, Chapter 410

(3) ER 350-1-416

This ER supersedes ER 350-7-2(FR), dated 31 Jul 91.

4. Individual Development Plans. Training and development ensures a work force that is capable of effectively performing assigned duties and accomplishing its mission. Training and development enhances and improves employees' skills and knowledge and helps them to reach their full potential. Realistic, well-conceived career plans will help employees achieve their career goals. This requires long-range planning. Development of the five-year IDP should be a joint effort between supervisor and employee, encouraging open discussion about individual and organizational needs. The plan should not be considered a guarantee or contract, but a commitment to work together for the common good of both the individual and the organization.

a. Responsibilities.

(1) Supervisors of career program employees should be familiar with their career development/management responsibilities and are encouraged to attend the Corps' Career Management Seminar. This seminar provides background information, suggestions, and tools to carry out the requirements of AR 690-950, Career Management.

(2) Employees should continually improve their knowledge, skills, and abilities through self-development and training. They should participate fully in the activities and assignments prescribed in their IDP and should strive for a high level of work performance.

b. Procedures.

(1) A five-year IDP will be developed for each USACE employee. Employees on short-term overseas tours and retirement eligibles may have an IDP developmental period of less than five years. IDPs are not required for individuals on term or temporary appointments. The five-year IDP should be developed using ENG Form 5055-R, 5-Year Individual Development Plan (Appendix A). Instructions for completing the form and definitions of the training priorities are also in Appendix A.

(2) IDPs for employees covered by a career program should be developed in concert with the appropriate published training plans (e.g., Career Development Program for Acquisition Personnel; Army Civilian Training, Education, and Development System (ACTEDS) plans). These plans provide DOD and Army guidelines for training and development of careerists. Additionally, USACE specific functional training plans are valuable tools for developing IDPs. Examples of USACE plans are the USACE Human Resource Development (HRD) Specialist Training and Development Plan and the Logistics Training, Education, and Development System (LOGTEDS).

(3) Both short-term and long-term objectives should be addressed in the IDP. Short-term objectives should include goals/objectives that can be realistically achieved during the next one to two years. Long-term objectives should include goals/objectives that can be realistically achieved during the next three to five years.

(4) IDPs should be reviewed, discussed, and modified as needed, but not less than once a year. The ideal time to review and modify an IDP is during the Total Army Performance Evaluation System (TAPES) review process.

5. Developmental Assignments. Developmental assignments can be an effective means for training Corps members. These assignments enable participants to keep abreast of changes and innovations in their occupational fields, learn new skills, and develop or improve abilities needed in current or future positions. The training of USACE members through apprenticeship, cooperative education, and career intern programs is excluded from the scope of this regulation. The developmental assignment will normally be to a position at the same grade level. The nature and length of the assignment, however, may dictate that a temporary promotion would be appropriate. In such cases, the appointing authority should assure that the developmental assignment is announced and publicized as a temporary promotion opportunity, following career program and/or merit promotion requirements.

a. Canvassing. HQUSACE developmental assignments will be open to all qualified, interested candidates within the Corps. MSCs, districts, labs and FOAs will determine the areas of consideration for their developmental assignments but are encouraged to offer assignments to the widest possible area of consideration. Canvassing will be accomplished after coordinating the initiative with the local Human Resource Office. The canvassing will be conducted using an announcement procedure. These announcements will provide an adequate period of lead time to allow for solicitation and the processing of applications.

b. Announcements. Developmental assignment announcements will be prepared in memorandum format (see Appendix B) and will specifically identify the following:

(1) Statement of Duties and Responsibilities of Trainee. Prepare a brief outline or schedule to identify the tasks and responsibilities of the individual while on the developmental assignment. Additionally, include a statement of overall assignment objectives. Although the outline need not be extensively detailed, it should provide a reasonably clear picture of the assignment for the trainee and a basis for evaluating the performance of the trainee.

(2) Period of Assignment. Be flexible when establishing a period for developmental assignments. The assignment should be long enough to permit the individual and the organization to derive long-range benefits. A period of four months is typically considered a minimum duration. The key to a good assignment is participation, and the developmental plan must assure that the participant becomes meaningfully involved.

(3) Applicant Qualifications. Describe the minimum qualifications that all applicants must meet to be eligible for the developmental assignment.

(4) Application Procedures. Describe how candidates must apply. Specify needed documents (e.g., DA Form 2302--Civilian Personnel Qualification Record, or DA Form 5398-R--Civilian Performance Ratings, Statement of Interest). Each nomination must have a supervisory endorsement. Commander and Career Program Manager endorsements are at the discretion of the assignment sponsor.

(5) Evaluation Criteria. Describe how applicants will be evaluated and selected.


(6) Funding. Explain funding arrangements. Identify who will pay salary and travel and per diem expenses.

c. Processing. Human Resource Offices will document details and reassignments by SF-52 and SF-50 as appropriate. When a change in duty location is involved, the HRO of the training (gaining) activity will submit a statement of duties or the job description of the training assignment to the parent (losing) activity. The parent activity will issue the SF-50 documenting the action. In case of a temporary promotion, a job description will be prepared reflecting duties and responsibilities of the position in the training activity. The parent activity will forward sufficient personal data (SF-75 information) on the selectee to the training activity which will process the temporary promotion and prepare the SF-50. The selectee's permanent assignment will remain in the parent organization.

d. Memorandum of Understanding (MOU)--HQUSACE Assignments. Once a selection is made, a formal MOU will be signed by the trainee's activity and the HQUSACE sponsoring element. This MOU will detail organizational and individual responsibilities and expectations. All involved parties must agree to any changes to this document.

FOR THE COMMANDER:

3 Appendices
APP A - ENG Form 5055-R and
 Completing Instructions
APP B - Developmental Assignment
 Announcement Format
APP C - Training Priority Definitions


R. C. JOHNS
Colonel, Corps of Engineers
Chief of Staff

INITIAL SUBMISSION:

UPDATE:

PRIVACY ACT STATEMENT

Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Corps of Engineers Human Resources Office, servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary. If your activity uses the information furnished on this form for purposes other than those indicated above, they will provide you with additional statements reflecting those purposes.

5-YEAR INDIVIDUAL DEVELOPMENT PLAN
(ER 350-1-42B)

NAME:	SSN:	DEVELOPMENTAL PERIOD:	CAREER PROGRAM:
POSITION TITLE/GRADE:		ORGANIZATION:	

1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Advancement, Etc.)

a. Short-Term Objectives	b. Long-Term Objectives (3-5 Years)

2. REQUIRED TRAINING (PRIORITY 1 OF 3)

Course Title/Number	Priority	Course Vendor	Date Required	Hours	Tuition	Est TR/PD
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
9. _____						
10. _____						

3. RECOMMENDED TRAINING (PRIORITY 2 OF 3)

Course Title/Number	Priority	Course Vendor	Date Required	Hours	Tuition	Est TR/PD
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
9. _____						
10. _____						

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APPENDIX A

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4. DEVELOPMENTAL ASSIGNMENTS REQUIRED/RECOMMENDED (LIT, Rotational Assignment, Etc.)			
Type of Assignment	Location	Proposed Dates	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

5. TRAINING OR SELF DEVELOPMENT COURSES COMPLETED DURING LAST FY			
Training Course or Developmental Activity	Hours	Location	Completion Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

I certify that I will support the training and/or development outlined in this IDP and recommend approval of training costs in each FY budget. I have counseled the team member for whom this IDP has been prepared and concur with training documented.

_____ Immediate Supervisor	_____ Date	_____ Approving Official	_____ Date
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I have been counseled regarding my career goals and training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

_____ Team Member	_____ Date
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(Reverse of ENG FORM 5055-R)

APPENDIX A (continued)

INSTRUCTIONS FOR COMPLETION OF
ENG FORM 5055-R, 5-YEAR INDIVIDUAL DEVELOPMENT PLAN

The completion of this ENG Form is a joint responsibility between the employee and supervisor. Input should be obtained from the Career Program Manager, if applicable. Individuals in positions covered by career programs and their supervisors must be familiar with ACTEDS plans applicable to their specific career program. The IDP should be completed in conjunction with requirements of applicable plans.

Name: Employee's Name.

SSN: Employee's Social Security Number.

Developmental Period: The period covered by the IDP, for example; June 1993- June 1998.

Career Program: Career Program, if applicable.

Position Title/Grade: Employee's position and grade.

Organization: Employee's organization title.

Block 1. Developmental Objectives:

a. Short-Term Objectives: Goals/objectives that can realistically be achieved during the next 1-2 years. Examples: to improve supervisory skills; to improve filing skills; to improve communication skills; to improve counseling skills; to become chief/assistant chief of a branch, division, directorate; cross-training, etc.

b. Long-Term Objectives: goals/objectives that can realistically be achieved during the next 3-5 years. Examples: to satisfy requirements of ACTEDS plans; to become a manager/supervisor; to learn another functional area; to become chief/assistant chief of a branch, division, directorate, etc.

APPENDIX A (continued)

Block 2. Required Training: Required training is training that must be accomplished as soon as possible or it will have an adverse affect on mission accomplishment or mandatory training in ACTEDS plans, other training plans, or in accordance with laws, regulations, etc. The priority of training for each instance should be identified. Training priorities are defined in Appendix C. Information such as course numbers, course vendor, hours, and tuition, should be entered on form, if known. Estimated travel and per diem should be entered in the last column.

Block 3. Recommended Training: Recommended training is training required for systematic replacement of skilled employees through career management, as well as performance enhancement. Also, recommended training in ACTEDS plans. The priority of training for each instance should be identified. Training priorities are defined in Appendix C. Information such as course numbers, course vendor, hours and tuition should be entered on form, if known.

Block 4. Developmental Assignments Required/Recommended: Requirements for long-term training(LTT), rotational training, and/or developmental assignments should be identified in this block. Proposed location and dates should also be included.

Block 5. Training or Self Development Completed During Last FY. Self explanatory.

APPENDIX B

FORMAT FOR ANNOUNCING DEVELOPMENTAL ASSIGNMENTS

(Do not prepare as a controlled USACE publication (e.g., EC, ER))

S: SUSPENSE DATE

OFFICE SYMBOL

DATE

MEMORANDUM FOR

SUBJECT: Training -- Nomination for _____

1. Purpose.
2. Applicability.
3. Statement of Duties and Responsibilities of Trainee.
4. Period of Assignment.
5. Applicant Qualifications.
6. Application Procedures.
7. Evaluation Criteria.
8. Funding.
9. Point of Contract. (name and telephone number)

Director
USACE Organization

APPENDIX C

TRAINING PRIORITY DEFINITIONS

Priority 1. Training which provides new skills and knowledge that are needed now to perform one's duties. Priority 1 needs must be met during the next 6-12 months. Without this training, organizational missions cannot be fully accomplished.

Priority 2. Education which provides new skills and knowledge needed within the next 12-24 months. This education is designed to prepare individuals to assume additional duties, improve existing skills and correct performance deficiencies.

Priority 3. Development of new skills and knowledge that will be used in the future (2 or more years out). Developmental learning can be deferred with little or no impact on current mission accomplishment.