

## SDCRAA HUMAN RESOURCES STANDARDS AND PROCEDURES

Section:	<b>Education and Training</b>
Standard:	<b>CAREER DEVELOPMENT</b>
Section #:	<b>G-1</b>
Effective:	July 8, 2008

See Also:	Performance Planning and Evaluation (under development); Tuition Reimbursement
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### ***GENERAL STANDARD***

The Authority's success and reputation depend upon the expertise of its employees and their ability to apply that expertise effectively, thus providing exceptional operational performance and service. Consequently, the Authority is committed to encouraging professional growth for all employees and creating a work environment that supports continuous learning.

### ***DEFINITION***

- For purposes of this Standard, ***Career Development*** includes all opportunities and forms of learning and involves, but is not limited to:
  - On-the-job training and self-study programs;
  - Authority training programs and courses;
  - Conferences, seminars, workshops, and professional and industry association meetings;
  - Industry association educational programs;
  - Courses and certificate or degree programs offered by accredited colleges or universities.

### ***SPECIFIC STANDARDS***

- The Authority's career development activities are intended to meet both individual and organization-wide needs. It is individualized, rather than uniform, and continuously changes and evolves to meet new needs.

- The Authority's career development activities will be consistent with the following principles:
  - Career development is a commitment between employees and the Authority that requires mutual and active participation.
  - Career development is intended to enhance an employee's ability to move upward to assume broader responsibilities, to move laterally to positions involving additional skills and knowledge, to change career paths and/or to enrich an employee's repertoire of skills in performing his/her current duties in a highly competent manner.
  - Because the nature and required core job competencies are ever-changing, career development must be continuous and involve everyone in the Authority in a process of continued learning and growth. Therefore, learning and development fundamentally are required to remain "current."
  - Career development encompasses all Authority-sponsored opportunities for learning and growth. Examples may include: on-the-job training, cross-training, mentoring, assignment to special projects and task forces, experiential opportunities, internal and external seminars and workshops and formal education, as well as encouraged self-learning.
  
- Managers shall work with their employees to establish personal and professional development goals at the very least as part of their annual performance planning process.
  
- Managers shall encourage and support employees in achieving their development goals. Manager performance is evaluated, in part, on how effectively this key aspect of a manager's role is carried out.
  
- In the annual budget process, funds are budgeted, to the extent possible, for:

- Individual employee and manager development needs in each departmental budget;
  - Authority-wide training and development priorities for both technical and management training in the Training and Organization Development Department's budget;
- ❑ Managers shall ensure that budgeted training funds are used equitably to meet the training needs of their employees.
  - ❑ Managers shall approve requests for training expenditures that are within department budget and do not exceed an amount established periodically by management.
  - ❑ Should it be necessary for expenditures to exceed the budgeted amount, two levels of signature are required for approval as well as that of the Department Director. The manager, in consultation with the Authority's Finance Department, is responsible for determining from what other budget line the funds may be redirected to cover the expenses.

### **GUIDELINES**

- ❑ Managers should work with each employee to establish specific action steps to accomplish their development goals, just as s/he would for other performance objectives.
  - Action planning should focus on skill or competency *acquisition*, not just completion of a training activity, and should include planned opportunities for applying the acquired skill or competency. The end result should be enhanced performance *demonstrable* over time.
  - Action steps may include, for example, the manager:
    - Assigning the employee specific work assignments and their intended learning objectives, with target dates;

- Assigning targeted workshops or seminars, planned completion dates and agreed-upon opportunities to apply the learning.
  - Follow-up with employees after completion of each action step to review the learning that has taken place and the need for further opportunities for its application.
- Managers should search out occasions to use on-the-job training, regular and special work assignments, job rotation and cross-training, special project and task team assignments and directed reading or self-study to provide employees opportunities to learn and apply new skills, competencies and experiences that are targeted in employee development plans.
- Support for career development may be full or shared between the Authority and the employee and may take the form of:
  - Authorized use of work time to attend courses, seminars, workshops and conferences;
  - Payment for program costs and/or the cost of study materials;
  - Reimbursement for travel, lodging and meals to attend programs or conferences.
- While the Authority may provide financial support for employee and management development, the Authority expects that employees will share in the mutual commitment to learning and development and will participate in programs and courses on their own time and at their own expense as well as those sponsored by the Authority on work time.
- The Training and Organization Development (OD) Department staff periodically will conduct training needs assessments to identify Authority-wide, high-priority training and development programs. The Training and OD staff publishes on the Authority's intranet the training and development curriculum and enrollment procedures for Authority-conducted and sponsored training opportunities.

- ❑ The Training and OD Department staff is available to provide guidance and suggestions for developing individual development objectives and action plans and to assist the manager in evaluating a requested study program or course.

## **PROCEDURES**

- ❑ See **Performance Planning and Evaluation** for information on setting individual development goals in the annual performance planning process.
- ❑ Managers should work collaboratively with employees to identify formal training including conferences, seminars and workshops to supplement and enhance on-the-job and Authority-conducted training and to meet specific learning and development targets.
- ❑ Managers should follow the procedures established by the Training and OD Department staff to enroll employees in Authority-conducted and/or sponsored training programs.
- ❑ Managers should evaluate requests for financial assistance for conferences, seminars, workshops and courses based on such factors as:
  - Quality of the requested course or program;
  - Relevance of the program to the employee's position, development goals, and career path;
  - Value and contribution of the learning to the Authority, to its mission and the quality of its operations and services;
  - Cost and effectiveness of the program.
- ❑ See **Tuition Reimbursement** for the types of training and education programs that are supported under that program.

- ❑ Managers should review with Human Resources and/or Accounting staff whether the Authority's financial support for an employee's training program is the type that may result in a taxable event for the employee.
  
- ❑ Managers should arrange for payment or reimbursement for training programs or activities by following procedures outlined by a representative of the Human Resources Department and in accordance with applicable expense reimbursement procedures.