

EMPLOYEE LEARNING AND DEVELOPMENT

I. Purpose

This Directive establishes the authorities, responsibilities, and policies necessary to plan and manage employee learning and development as a critical investment in mission execution across the Department of Homeland Security (DHS or Department).

II. Scope

- A. This Directive applies throughout DHS, unless exempted by statutory or federal regulatory authority.
- B. This Directive supersedes and replaces Management Directive 3210, Training.

III. Authorities

- A. Public Law 106-58, Restrictions on Certain Law Enforcement Training
- B. Title 5, United States Code (U.S.C.) Chapter 41, Training
- C. Title 5, U.S.C. § 4107, Academic degree training
- D. Title 5, U.S.C. § 4118, Regulations
- E. Title 5, Code of Federal Regulations (CFR) § 250.203, Agency responsibilities
- F. Title 5, CFR Part 410, Training
- G. Title 5, CFR § 410.308, Training to obtain an academic degree.
- H. Title 5, CFR § 410.701, Reporting
- I. Title 5, CFR Part 412, Supervisory, Management, and Executive Development

IV. Responsibilities

- A. **DHS Chief Human Capital Officer (CHCO):**
 - 1. Oversees the Department's learning and development programs, including appointment of a DHS Chief Learning and Engagement Officer. Establishes the Department's policies, requirements, and expectations related to workforce development, including employee learning and development, except where specifically excluded by law or regulation;

2. Determines which employee learning and development functions, practices and requirements are Department-wide in scope. Establishes strategic planning mechanisms, responsibilities, funding strategies, administrative processes, and policies regarding stewardship of DHS-wide tools, programs, and practices that enable DHS to monitor and meet regulatory, policy, oversight or administration requirements and mission-critical capability objectives;
3. Advises the Under Secretary for Management and other DHS senior leadership on employee learning and development obligations, investments and strategies critical to agency performance; and
4. Provides criteria for assessing learning and development activities during the conduct of human capital accountability reviews.

B. DHS Chief Learning and Engagement Officer (CLEO):

1. Advises the CHCO on employee learning and development policies;
2. Chairs the Chief Learning Officer's Council (CLOC) and oversees established learning and development-related working groups;
3. Leads the development of learning and development strategy and establishes policies and guidance for, and oversight of, the analysis, design, development, implementation, and evaluation of learning and development programs;
4. Plans and manages DHS, federal, or oversight reporting requirements, through monitoring, collection, and analysis of Component investments, completions, and effectiveness data;
5. Identifies shared facilities, instructional materials, courses, purchasing opportunities, and other shared activities for the purpose of promoting efficiency, consistency and quality among all DHS Components' learning and development activities, to include programs that promote workforce readiness in order to meet mission-related performance requirements; and training that supports enhanced employee engagement;
6. Facilitates the sharing of best practices across the DHS-wide learning and development community. Advocates innovation by fostering collaboration, enabling DHS-wide solutions for shared challenges, and promoting a culture of continuous learning; and
7. Provides centrally managed or sponsored learning and development programs for cross-Component participation that address a common need, and benefit the Department through economies of scale.

C. **Component Heads:**

1. Serve as advocates for learning and development efforts, promoting consistency and effectiveness within the Component through collaborative efforts that increase innovation, reduce costs, and minimize duplication;
2. Identify and implement workforce learning and development strategies and programs that promote workforce readiness in order to meet mission-related performance requirements;
3. Implement and comply with Department-level policies related to learning and development;
4. Plan and resource Component learning and development programs and systems that promote employee performance and a learning culture;
5. Establish policy and procedures for employees to apply for extended temporary duty assignments to learning and development assignments of more than 30 days. Include addressing the impact of employee learning and development assignments in performance appraisals.

D. **Executive Director, Headquarters Human Resources Management and Services (HRMS)** assumes the responsibilities listed under IV.C. for all Support Components with the exception of the National Protection and Programs Directorate (NPPD), Office of Inspector General (OIG), the Federal Law Enforcement Training Center (FLETC), and the DHS Intelligence Training Academy.

E. **Heads of NPPD, OIG and FLETC** assume the responsibilities listed under section IV.C. for their respective Support Component.

F. **DHS CLOC:**

1. Establishes shared priorities for improving learning and development in a two year cycle in the Workforce Development Plan;
2. Shares best practices across Components;
3. Provides oversight and guidance to foster effective and efficient DHS learning and development programs; and
4. Establishes criteria for, and approval of, mandatory training that is intended for more than one Component, including schedules for sun-setting or revalidating mandated training.

G. **DHS Managers and Supervisors:**

1. Review performance objectives and individual employee development needs to set priorities for learning and development at the branch, team, and/or individual levels;

2. Engage in ongoing development discussions throughout the year to cultivate an environment of continuous learning, both formal and informal;
3. Serve as champions for learning and development as critical elements of workforce effectiveness;
4. Advocate for necessary resources to provide meaningful development for subordinates;
5. Provide adequate worktime for employees engaged in a development activity, subject to operational needs; and
6. Implement practices to encourage employees to apply their new knowledge and skills when back on the job.

H. **DHS Employees:**

1. Meet occupation, grade, or Component-specific learning and education requirements established in law, regulation, or policy; comply with policies at all levels relating to employee development.
2. Propose learning or education programs, courses, or activities aligned with job requirements and individual development needs. Present justification for activities to their supervisor for approval.
3. Complete learning and development activities in a timely manner, seeking out and adhering to any post-activity requirements such as evaluation, reporting, documentation, and recording.

V. Policy and Requirements

- A. **Employee Development:** DHS engages in strategically sound planning, operationally effective implementation, and transparent, fair, and equitable processes to identify and invest in learning and development activities that are optimally aligned to mission and enhance a continuously improving workforce.
- B. **Employee Development Priorities:** Priorities are identified and funded at DHS and Component levels in order to meet all legal, regulatory, and mission-critical requirements, and include learning and development investments that are determined to be essential for the workforce to perform optimally.
- C. **Employee Development Activities:** Formal and informal development includes a wide variety of approaches and experiences. When identifying possible developmental experiences, cost-effective modalities (including virtual classrooms, books, blended learning, etc.) are considered first.
- D. **Academic and Educational Development:** With a few regulation-specified exceptions, DHS cannot pay for academic courses for the sole purpose of helping an employee earn a degree. However, DHS may pay for education when it is of benefit to the government. Participation in academic programs that confer a degree is determined through a competitive merit-based selection process.

E. **Leader Development:** The DHS Leader Development Program institutionalizes a systems approach to strategy, policy, programs, and best practices for developing leaders at all levels across Components. DHS MD 258-02 “Leader Development” and Instruction 258-02-001 “Leader Development” provide guidance that governs DHS-wide roles, responsibilities and requirements in support of a culture and practice of effective DHS leadership today and into the future.

F. **Mandatory Training:** All DHS employees complete and document assigned Mandatory Training activities. Mandatory Training includes, but is not limited to, training activities required by statute, regulation, or mandated by DHS or Components at the discretion of the DHS Secretary or Component Head.

G. **Obligations and Continued Service:** Employees may be required to sign a Continued Service Agreement (for long-term or high-cost programs) and may be responsible for repaying tuition and other training costs and fees if the service obligation is not met.

H. **Approval, Payment, Documentation, Evaluation and Continuous Improvement:**

1. For all employee learning and development activities (including no cost activities), the Standard Form-182 is used to document employee requests and supervisor approval, and an electronic system maintains records.
2. Components conduct needs assessments, and plan, monitor, and evaluate learning and development programs for effectiveness, and comply with DHS-established reporting requirements.
3. Component investments in employee learning and development are reviewed internally, and investment information is available for review by the DHS CLOC to identify possible areas for sharing of courses and to inform DHS-wide strategic planning.
4. Learning and development program reviews may be conducted internally through DHS-led quality assurance efforts and audits, or through external oversight.

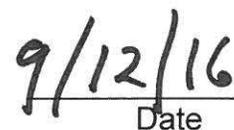
VI. Questions

Address any questions or concerns regarding this Directive to the Office of the Chief Human Capital Officer.



Russell C. Deyo

Under Secretary for Management



Date