



United States
Department of
Agriculture

Animal and
Plant
Health
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Marketing and
Regulatory
Programs
Business
Services

Human
Resources
Division

Talent
Development
and
Management

Training and
Development

TRAINING CATALOG

Fiscal year 2009





**United States
Department of
Agriculture**

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Training and
Development

Riverdale, MD
20737

Today and in the future, APHIS needs skilled employees at every level of the organization to meet our Agency's mission. Our Administrator's top priorities are Employee Development, Leadership Development, and Succession Planning and the APHIS training community has created the Leadership Roadmap and the APHIS Leadership Development Toolkit to assist employees with their career planning and with their journey of life long learning. It gives me great pleasure to introduce you to the APHIS Training and Development Branch's FY-2009 Training Catalog.

Inside this catalog you will be reintroduced to the Leadership Roadmap and the APIS Leadership Toolkit as well as our FY-2009 course offerings and our staff directory. Our team is ready to assist you with your career development needs.

Welcome to the next chapter of your career development and I challenge you to reach out and acquire the competencies you will need to be successful in meeting the challenges of our Agency.

Sincerely,

Donna A. Williams
Branch Chief, Training & Development

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The APHIS Leadership Roadmap

The *APHIS Leadership Roadmap* (Page 2) illustrates how leadership is developed in APHIS. Each leadership level on the *Roadmap* lists the competencies needed at that level and the common learning experiences that can be used to attain skills at that leadership level.

The *Roadmap* illustrates the progressive nature of the leadership competencies through five levels of leadership: 1) All Employees; 2) Project Manager and Team Leader; 3) Supervisor; 4) Manager; and 5) Executive— with competencies at each level serving as the foundation for the next leadership level.

What is a Leadership Competency?

A *competency* is an observable, measurable pattern of knowledge, skills, abilities, or characteristics an individual needs for effective or superior performance in a job. A competency can be measured against agreed-upon standards and can be improved through learning and practice.

Effective APHIS leaders need both the *technical expertise* inherent for a particular job and the *leadership competencies* appropriate for the leadership level of the position (Employee, Project Manager/Team Leader, Supervisor, Manager, and Executive).

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APHIS LEADERSHIP ROADMAP

[Recommended Learning Experiences](#)

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Employee Level and Core Competencies	Learning Experiences	Employee Level and Core Competencies	Course Options
<p>Executive</p> <p>Entrepreneurship External Awareness Vision</p>	<ul style="list-style-type: none"> Complete a 360° assessment and obtain review results Be a mentor/be a mentee Engage an executive coach Participate in executive-level task force committees Within first year as new Executive, conduct formal Leadership Transition workshop with staff Complete self-study online courses Engage in self-directed learning through books, tapes and/or seminars 	<p>Executive</p> <p>Entrepreneurship External Awareness Vision</p>	<ul style="list-style-type: none"> Institutions of Higher Learning, i.e. American University's Key Executive MPA, Harvard's Kennedy School of Government, etc. Mandatory Agency training courses AgLearn Senior Leadership Development Channel APHIS Executive Development Guide (resource)
<p>Manager</p> <p>Creativity & Innovation Financial Management Partnering Political Savvy Strategic Thinking Technology Management</p>	<ul style="list-style-type: none"> Complete a 360° assessment and obtain review results Be a mentor/be a mentee Participate in a detail outside of USDA/Congressional Fellowship Within first year as new Manager, conduct formal Leadership Transition workshop with staff Participate as a member of Governmental, inter-governmental, and/or program task force committees Develop a Learning Contract/IDP based on 360° feedback Engage in self-directed learning through books, tapes and/or seminars Complete self-study online courses 	<p>Manager</p> <p>Creativity & Innovation Financial Management Partnering Political Savvy Strategic Thinking Technology Management</p>	<ul style="list-style-type: none"> Federal Executive Institute's (FEI) - Leadership for a Democratic Society Institutions of Higher Learning, i.e. American University's Key Executive MPA, Harvard's Kennedy School of Government, etc. Senior Executive Service (SES) - Candidate Development Program Office of Personnel Management (OPM) - Management Development Center Programs, Leadership courses External management courses Mandatory Agency training courses APHIS Executive Development Guide (resource) AgLearn online training courses
<p>Supervisor</p> <p>Accountability Conflict Management Developing Others Human Capital Management Leveraging Diversity</p>	<ul style="list-style-type: none"> Complete a 360° assessment and obtain review results Have a mentor/be a mentor Participate in a detail within USDA /program/agency Serve as a representative on a program /agency/ department committee Develop a Learning Contract/IDP based on 360° feedback Complete self-study online courses Within first year as new Supervisor, conduct formal Leadership Transition workshop with staff Engage in self-directed learning through books, tapes and/or seminars 	<p>Supervisor</p> <p>Accountability Conflict Management Developing Others Human Capital Management Leveraging Diversity</p>	<ul style="list-style-type: none"> Fundamentals of APHIS Human Resource Management (FAHRM) Leadership Development Program Track II Leading in a Mix of Generational Views and Values Mandatory Occupational Safety & Health Administration course External Supervisory courses Mandatory Agency training courses AgLearn online training courses
<p>Project Manager & Team Leader</p> <p>Decisiveness Influencing/Negotiating Team Building Technical Credibility</p>	<ul style="list-style-type: none"> Complete a 360° assessment and obtain review results Have a mentor/be a mentor Participate in a detail within APHIS Visit program sites/field/headquarters Serve as a member of a APHIS-wide special project team Develop a Learning Contract/IDP based on 360° feedback Complete a formal Project Management training Participate in external education and training courses Complete self-study online courses Engage in self-directed learning through books, tapes and/or seminars 	<p>Project Manager & Team Leader</p> <p>Decisiveness Influencing/Negotiating Team Building Technical Credibility</p>	<ul style="list-style-type: none"> Advancing Leader Program Track I Preparing APHIS Team Leaders (PAT) Staff Officer Training (SOT) APHIS International Training Program (AITP) So You Think You Want To Be a Supervisor, Seminar Emotional Intelligence for Organizations External Project Management/Team Leader courses Mandatory Agency training courses AgLearn online training courses
<p>All Employees</p> <p>Continual Learning Customer Service Flexibility Integrity/Honesty Interpersonal Skills Oral Communication Problem Solving Public Service Motivation Resilience Written Communication</p>	<ul style="list-style-type: none"> Develop a Learning contract/IDP with supervisor Have a mentor/be a mentor Engage in some cross training within program Volunteer for collateral duty assignments and/or specific projects Join and become active in outside professional organizations Participate in external education and training courses Complete self-study online courses Engage in self-directed learning through books, tapes and/or seminars 	<p>All Employees</p> <p>Continual Learning Customer Service Flexibility Integrity/Honesty Interpersonal Skills Oral Communication Problem Solving Public Service Motivation Resilience Written Communication</p>	<ul style="list-style-type: none"> Presentation Skills training Myers Briggs Type Indicator Interpretation Training So You Think You Want To Be a Supervisor, Seminar Customer Service training FOCUS/Time Management course Mandatory Agency training courses: <ul style="list-style-type: none"> ✓Civil Rights ✓Cyber Security ✓Incident Command System (ICS) 100 & 200 ✓Ethics External Courses: <ul style="list-style-type: none"> ✓Writing ✓Problem Solving ✓Conflict Management AgLearn online training courses

Leading & Managing Organizations



Leading & Managing Programs



Leading & Managing People



Managing Projects



Managing Yourself



APHIS Leadership Development Competency Framework

Figure 1-2: APHIS Leadership Development Competency Framework, highlights the competency section of the *APHIS Leadership Roadmap*. Each level of the *Roadmap* focuses on the leadership competencies most critical at that level.

Leading & Managing Organizations	EXECUTIVE →	Entrepreneurship External Awareness Vision
Leading & Managing Programs	MANAGER →	Creativity & Innovation Financial Management Partnering Political Savvy Strategic Thinking Technology Management
Leading & Managing People	SUPERVISOR →	Accountability Conflict Management Developing Others Human Capital Management Leveraging Diversity
Managing Projects	PROJECT MANAGER & TEAM LEADER →	Decisiveness Influencing/Negotiating Team Building Technical Credibility
Managing Yourself	ALL EMPLOYEES →	Continual Learning Customer Service Flexibility Integrity/Honesty Interpersonal Skills Oral Communication Problem Solving Public Service Motivation Resilience Written Communication

Figure 1-2: APHIS Leadership Development Competency Framework

Link between the *Roadmap* and the 28 Competencies

If all 28 competencies are important for all employees regardless of whether a person has an official leadership position, why are certain competencies linked to certain levels on the Roadmap?

When you look at the *Roadmap*, the competencies listed at your level and below are the ones at which you should be proficient. The competencies listed at the level just above your level are the ones at which you should begin to develop proficiency. For competencies further up the *Roadmap*, you should have an understanding of their functions and importance and be able to use them in a limited fashion.

Mastery of the leadership competencies provides you with a professional skill set that can be continually expanded and developed. While each competency will not be needed all the time, once you have added a competency to your professional skill set, you can use it whenever you need it.

Where Did the 28 Competencies Come From?

Are the 28 competencies related to one another? Where do they come from? How do they relate to the work that government employees do?

The 28 competencies were not selected out of thin air, nor are they a random list. OPM selected these competencies because they are part of a larger framework describing what is needed for a successful Federal workforce. This framework shows the relationship of each competency to the goal of creating a workforce dedicated to producing results, serving customers, being honest and transparent, building successful teams and coalitions, being responsible stewards of government resources, and creating good working environments for employees.

The 28 competencies are divided into 6 categories: 1) fundamental competencies; 2) leading change; 3) leading people; 4) producing results; 5) business acumen; and 6) building coalitions. If you would like more information, go to the OPM Web site: <http://www.opm.gov> and search for “Executive Core Qualifications” or “ECQ.”

How to Develop Your Leadership Skills

APHIS Leadership Competency Development Cycle

The APHIS Leadership Competency Development Cycle is a six-step process for actualizing leadership development goals. The six steps are pictured in ***Figure 2-1: Leadership Competency Development Cycle*** on page 2-1, and are explained in more detail throughout the rest of the chapter.

Some of us are eager to jump directly to Step 3, “Identify Learning Experiences.” However, Steps 1 and 2, “Identify Your Goal” and “Assess Proficiency” are essential steps. Showing alignment among your learning goals, your current proficiency level, and your proposed learning experiences will make a stronger case for leadership development requiring time and monetary commitments from your Supervisor.

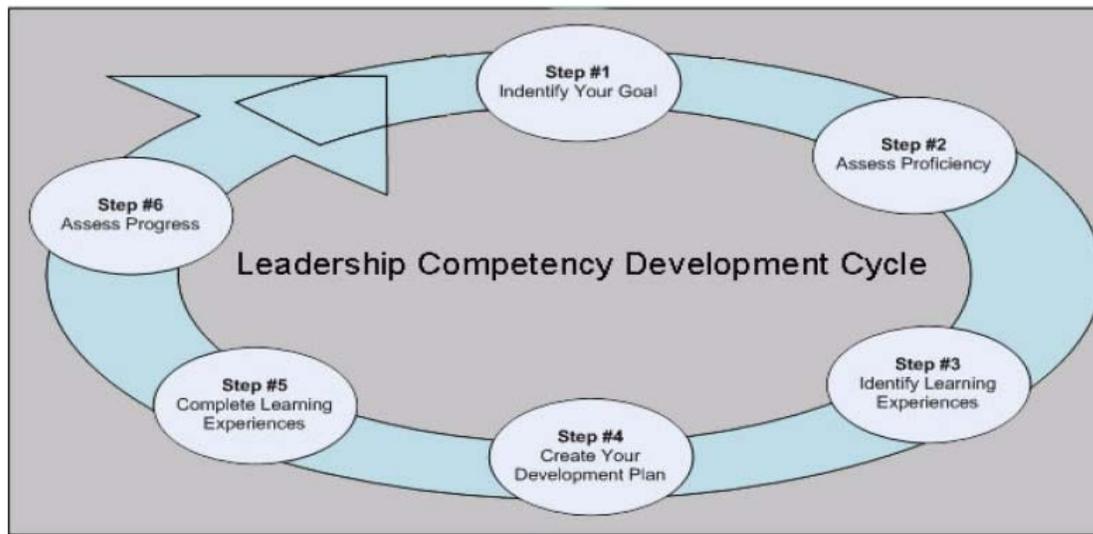


Figure 2-1: Leadership Competency Development Cycle

How Long is a Development Cycle?

The development cycle begins at the start of the performance year. New employees or employees who change jobs during the performance year should work with their Supervisors to begin their development within 60 days of starting the new job, and can lengthen or shorten the first development cycle to fit into the performance year. The development cycle may expand to cover one or two performance years, with the norm being one year. A two-year cycle might be desirable, for example, for an employee who is participating in a leadership course lasting more than 12 months.

Step 1: Identify Your Goal

Review your position description (PD) and performance standards to become familiar with all of the requirements of your current job. Think about where you would like to be one, two, five, or ten years down the road.

Review your program mission and values statements, the program structure, and your program's strategic goals. Think about how you would like to contribute to the mission and goals of APHIS and your program.

To identify the leadership competencies associated with your goals, locate your current level and the level of your desired position on the *APHIS Leadership Roadmap*. Focus on developing proficiency in the competencies listed at the target level and all levels below that level.

If your future goals include applying for a specific position, investigate that position. Identify the technical competencies you will need in order to demonstrate technical credibility in that position. You can identify needed technical competencies from a PD for that position. The PD may not list the specific leadership competencies needed for the position, but you can figure those out by using the *APHIS Leadership Roadmap*.

Step 2: Assess Proficiency

Once you have determined where you would like to be and the competencies you need get there, you need to assess your current proficiency level. The gaps between your current performance and the competency level needed for a position will indicate which competencies you should first develop.

As you gather assessment information, first check that you are proficient in the competencies considered essential at your current leadership level and at levels below your current level. If assessments indicate you are proficient at those, focus on competencies for the next higher leadership level. Figure 2-2 illustrates this decision-making process.

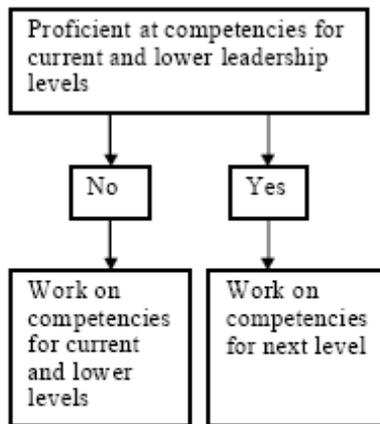


Figure 2-2: Determining Competencies to Develop

What Instruments Can I Use to Assess My Proficiency?

There are a variety of instruments you can use and actions you can take to assess your current competency level.

- Use the behavioral examples (BEs) for your current leadership level (and the next level if you are aspiring to move up in leadership level) to self-assess your proficiency at each competency. Give copies to a colleague, your Supervisor, or a customer and ask that person to rate you as well.
- Discuss your level of performance with your Supervisor and request suggestion on areas of development. Request the same type of information from peers, mentors, or others.
- If you supervise others, use a 360° Assessment to assess your proficiency at the 28 competencies.
- If your work unit or program has administered a customer survey, use information from that survey if it refers to you or to your position.

- Use preference assessments, like the Myers-Briggs Type Indicator (MBTI) or “What’s My Communication Style” if those are available. Results from preference assessments may provide further insight into the behavioral assessments described above.

Refine Your Goals

After assessing your proficiency, look back at the goals you set in Step 1. Refine or revise your goals based on the assessment information you have gathered. List the leadership competencies you wish to develop. These could be needs revealed by the assessments or strengths that you would like to further develop.

You can have more than one competency development goal in your Development Plan, but limit the number to three. Including too many competencies dilutes your progress on any one of them. If you reach your goals on three competencies before the performance year is up, you can approach your Supervisor about revising your Development Plan to add additional competencies.

Step 3: Identify Learning Experiences

A variety of activities and resources are available for accomplishing your learning goals. Sometimes classroom training is seen as the only method of learning. However, combining classroom training with other activities (e.g., reading, community service, mentoring, and developmental detail assignments) has proven to be the most effective learning format.

Figure 2-3: Activities for Leadership Competency Development lists possible types of learning experiences. Select the learning experiences that best match your learning style, the competency you are developing, and your program budget. Determine the dates by which you will complete the learning experiences you have identified.

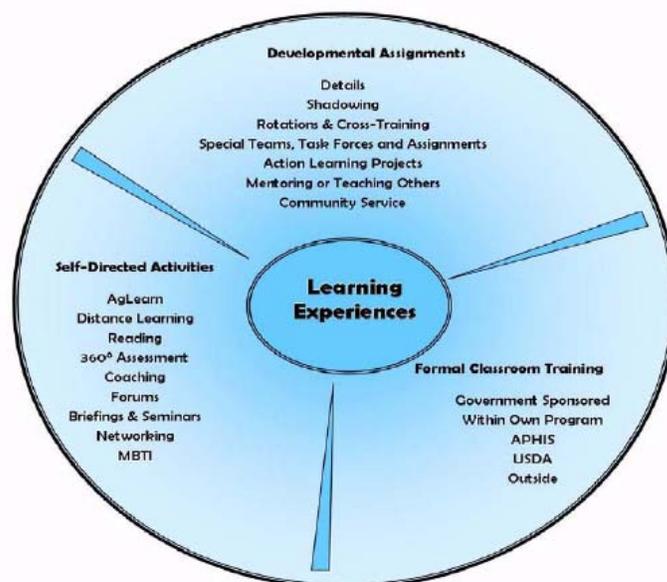


Figure 2-3: Activities for Leadership Competency Development

Describe the evidence you will produce or actions you will take to demonstrate how you have increased proficiency in that competency. Part of this description should include how you will transfer what you have learned back to your job.

Many units or programs also require employees to list costs associated with the learning experience (e.g., tuition, travel, and course materials) and other resources you will need to support your learning, (e.g., time away from work, technology, equipment, and access to particular people or information). Check with your Supervisor for more information.

Some programs also request that you demonstrate how your learning goals relate to and support APHIS and your program's mission and goals. If this link is required in your program, review mission and vision statements, strategic goals, values statements, and workforce and succession planning documents (available on APHIS and program Web sites). Then, describe how your proposed competency development goals and learning experiences will benefit APHIS and your program.

Step 4: Create Your Development Plan

In APHIS, we have used the terms Individual Development Plan (IDP) and Learning Contract (LC) to describe the written document you and your Supervisor create to outline your goals, list your learning experiences, and record your progress. In the past, the two were differentiated with the LC being more employee initiated and the IDP being more Supervisor initiated. Now they are virtually the same and the names are often used interchangeably. The generic name, "Development Plan," will refer to both IDPs and LCs.

The Development Plan:

- Identifies your learning goals (i.e., the competencies you will develop)
- Lists resources and strategies for learning(e.g., classroom training, books, details, and developmental assignments)
- Identifies measurable outcomes to allow you and your Supervisor to assess your learning
- Specifies completion dates for learning experiences
- Lists monetary costs for proposed learning experiences (e.g, travel, materials, books, tuition), if required by employee's Supervisor
- Aligns development goals with program and APHIS mission and vision statements, and with strategic goals or succession planning goals (if required by employee's Supervisor).

Should I Do My Development Plan in AgLearn or on Paper?

At this time, programs in APHIS are using both the paper version and the AgLearn version of Development Plans. Check with your Supervisor for guidance on which you should use. If your Supervisor and/or your program have no preference, select the format that best fits your needs.

The advantage of creating your Development Plan in AgLearn is that completed activities are recorded in your learning history. You and your Supervisor can then easily review your development accomplishments over a longer period of time than the year-to-year paper Development Plan permits. If your work station does not have high-speed Internet access, you may find it easier to use the paper version of the Development Plan.

Meeting with Your Supervisor to Discuss Your Development Plan

Assemble the information you gathered in Steps 1 and 2 into a draft Development Plan. Give or send a copy to your Supervisor and schedule a time to meet to review and complete the plan. During your meeting, discuss the entire Development Plan with your Supervisor, explaining why you have selected those competencies and learning experiences. Be prepared to discuss how developing proficiency in those competencies will benefit you and your work unit and will increase your productivity.

A productive discussion with your Supervisor should result in a mutually agreed-upon Development Plan and decisions regarding when and how you will meet to review progress, make necessary adjustments, and evaluate how well you have accomplished your learning goals. See the section following Step 6 (***When and How Often Should I Meet With My Supervisor?***) for guidelines on having a productive discussion with your Supervisor.

Step 5: Complete Your Learning Experiences

This may sound like the easy part of the cycle. However, you may find that setting aside time in a busy schedule is difficult, particularly if you are doing an independent learning experience such as an online course or reading a book. If you set aside a short amount of time, as little as 15 minutes each day, to work on the learning experience, you will find that you can make faster progress than if you wait until you have a longer period of free time.

Many people find that scheduling 15 minutes first thing in the morning, before opening email, is best. Consider your learning preferences and select a time that works best for you. Remember, a little bit each day will help you progress faster than waiting for those larger chunks of free time that never seem to appear.

Step 6: Assess Progress

Schedule regular meetings with your Supervisor to review progress on your competency development. Discuss how you have applied what you have learned to your job. If your

learning goals change, meet with your Supervisor to revise your Development Plan so it is up to date and accurately reflects your learning plans.

When and How Often Should I Meet With My Supervisor?

Your Supervisor is a resource for developing your career plans and you can utilize his or her expertise throughout the development cycle. At minimum, you should meet with your Supervisor twice a year to discuss your goals, design a Development Plan, and review your accomplishments.

How Can I Have a Productive Leadership Development Discussion?

A leadership development discussion is *not* a performance appraisal review. This discussion is an opportunity to clarify goals and to agree on actions and expected outcomes to improve in targeted competencies. The following tips should help ensure you have a constructive and effective leadership development discussion with your Supervisor.

- Dedicate specific, uninterrupted discussion time for the leadership development discussion.
- Initiate the discussion if needed. It does not matter whether you or your Supervisor schedules the discussion. It matters that it happens!
- Go over the entire Development Plan with your Supervisor. Be prepared for possible changes to your plans. For example, your Supervisor might disagree with your own assessment on some competencies, might know of better resources for developing a certain competency, or might not have enough in the budget for one of your proposed learning activities.
- Finalize a mutually agreed-upon Development Plan during the meeting. You can enter the agreed-upon changes into the plan after the meeting, but you should come to agreement on the contents of the plan while you are together.
- Establish dates for “check in” follow-up meetings to revisit your Development Plan, report progress, and adjust timelines, goals, and measurements, as necessary.

What Is My Role and My Supervisor’s Role?

Developing leadership competencies is a joint effort of every employee and that employee’s Supervisor.

As an employee, you need to discuss your career goals with your Supervisor and work with him or her to assess the leadership competencies you will need to reach those goals. If your Supervisor does not approach you for a discussion, you need to initiate that discussion.

As a Supervisor, you need to set aside time for employee developmental meetings during which you help your employees refine their career goals, assess their proficiency at the needed competencies, create Development Plans, and assess their progress.

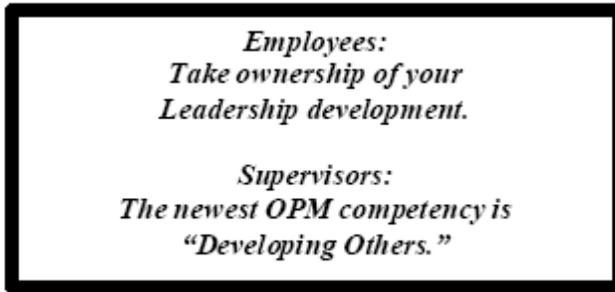
Both you and your Supervisor have very specific roles in planning for your development.

You, as the employee or learner, should:

- Identify your learning goals.
- Identify resources and strategies for meeting your learning objectives and the costs involved.
- Identify how you will demonstrate that you have accomplished your learning objectives and how you will use what you have learned.
- Demonstrate how your learning objectives link to your program's vision, mission, and strategic goals.
- Meet with your Supervisor to discuss your plan and finalize your Development Plan.
- Review progress with your Supervisor every six months.
- Complete all learning experiences.
- Assess your progress and begin the development cycle again.

You, as the Supervisor, should:

- Assist in creating a Development Plan.
- Guide the learner toward useful resources for development.
- Review the Development Plan and provide feedback.
- Ensure the employee's goals are aligned with the program mission, vision, and current needs.
- Schedule regular meetings (at minimum, twice per year) to discuss progress, application, and further development.
- Make adjustments, if necessary, to ensure Development Plans of all employees can be accomplished within the training budget.
- Support transfer of learning by providing employees opportunities to practice new skills and by rewarding improved performance.



Transferring Learning to the Job

Learning goes beyond what you pick up in a classroom or other learning situations. The best way to reinforce learning, increase your competence, and improve your performance is to practice and use what you have learned on the job.

One way to successfully transfer learning back to the job is to consciously identify ways to use what you have learned and to get feedback and coaching from peers, mentors, or others who can observe you using your new knowledge and skills.

Mentoring and Coaching

A mentor is a role model and sounding board who provides confidential guidance. A mentor is someone, not in the employee’s chain of command, who is in a position to help with job and career goals, and who is committed to doing so. Mentoring is a constantly evolving process and requires the mentor and protégé to work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback to enable the achievement of those goals. See Tab 10, ***APHIS Mentoring Program*** on page 10-1 in the APHIS Leadership Development Toolkit for more information on mentoring programs within APHIS. The Toolkit can be found at:

http://www.aphis.usda.gov/mrpbs/esd/leadership_toolkit.shtml

A coach assists in review and self-reflection and helps recipients apply book or classroom knowledge to their current work situation. This reflection helps those receiving the coaching learn how to analyze and resolve the leadership challenges they are facing. Supervisors, Managers, and Executives often find a coach especially valuable when facing the challenges of a new leadership position.

Sample Development Plans

The following pages represent some of the various Development Plan formats used within APHIS. The preferred Development Plan format is found within AgLearn. AgLearn has a tutorial, course, and job aid for creating an IDP. For more information, go to www.aglearn.usda.gov.

The content in the example figures has been altered to make it more generic and to not identify specific existing programs.

SAMPLE #1: AGLEARN VERSION OF DEVELOPMENT PLAN

In the sample below, *italics* indicate the entries made by the individual, **bold text** indicates the words in the form itself, and [blue] indicates selection boxes.

Pat Smith's AgLearn account: Learning and Performance Career My Plans Goals

My Plans and Goals

The details of this plan are shown below. This Plan has been approved. You may update the Status of Goals and Activity of Goals to the Plans. You may add or edit Goals to the Plans. You may add or edit supporting Activities for those Goals. However, if you have made changes since the Plan was last approved, submit the Plan for Approval again. Only approved Goals and Activities are reflected in the Performance Review. You may view or add notes to this Plan at any time. To select another plan, hover your mouse over the image by the side of the current "Plan Title" and select a different Plan. If you have been designated as a Coach, you may view/update or add other User's Plans.

Plan Title: <i>Pat Smith IDP</i> [Select Other Plan]	Plan Period: <i>FY2008-FY2009</i>	This plan contains overdue items
Plan Status: <i>Active/Approved</i>	Plan Purpose: <i>Employee Development</i>	Version: <i>1 (current)</i>
Effective Date: <i>9/1/2007 8/31/2009</i>	Expiration Date:	[List all Plans]
Development Group by: <i>Section</i>	View Changes: <i>No</i>	

Section Name: <i>Career Development Goals (1)</i>							
Goal Name	Target Date	Priority	% of Goal	Action	Remove		
<i>Leadership Development</i>	<i>8/31/20XX</i>	<i>High</i>					
Details							
Goal Description: <i>Achieve skills and experience necessary to be candidate for leadership position.</i>						Goal Status: <i>Half done</i>	
Activities							
Name	Due Date	Type	Priority	Percent Complete	Current	Target / Stretch	Action
<i>Leadership for Today</i>	<i>8/31/09</i>	<i>External</i>	<i>High</i>	<i>10%</i>	<i>Started</i>		View/Add Move/Edit

Section Name: <i>Performance Goals (2)</i>							
Goal Name	Target Date	Priority	% of Goal	Action	Remove		
<i>Understanding Risk Analysis</i>	<i>8/31/20XX</i>	<i>High</i>		<i>Not started</i>			
Details							
Goal Description: <i>Understand regulatory and technical issues and how risk analysis is done.</i>						Goal Status:	
Activities							
Name	Due Date	Type	Priority	Percent Complete	Current	Target / Stretch	Action
<i>Detail</i>	<i>8/31/09</i>	<i>AgLearn</i>	<i>High</i>		<i>Not Started</i>		View/Add Move/Edit

SAMPLE #3: NARRATIVE VERSION OF DEVELOPMENT PLAN

Learner's Name: *John O. Employee*

Date: *October 1, 20XX*

The following is a Development Plan constructed by my Supervisor and me.

My Competency Focus: *Technical Credibility, Influencing, and Negotiating*

Learning Objectives:

- *Attain necessary technical skills to perform the job of epidemiologist*
- *Understand basic principles of disease spread*
- *Use the principles of indemnity process*
- *Learn skills for working with customers in testing and depopulation events*

Learning Resources and Strategies and Target Dates:

- *Take AgLearn course (Creating a Successful Mentoring Relationship); October*
- *Request to be mentored by seasoned epidemiologist; October*
- *Attend APHIS Epidemiology course; March*
- *Take AgLearn course (Effective Interactions with Farmers); December*

Evidence of Learning:

- *Attendance Certificate from epidemiology course*
- *Successful completion of AgLearn courses*
- *Positive report from mentor*
- *Successful interactions with customers in the field*

Cost: *Travel and per diem for epidemiology course (estimate \$1,500); no cost for AgLearn courses; mentoring will be by phone; no cost.*

How Objectives Link to Vision, Mission, or Strategic Plan: *Supports APHIS Value: "Each employee's leadership is underscored by initiative, competence, and the desire to achieve excellence." Also supports the mission of protecting agriculture through disease surveillance.*

Development Plan discussed and agreed to on: _____

Employee Signature: _____ Supervisor Signature: _____

Six-Month Review Date: _____

Comments:

Employee Signature: _____ Supervisor Signature: _____

APHIS Training and Development Training Schedule Fiscal Year 2009

NOTE: Most courses listed within this Training and Development catalog will require registration through AgLearn. If an SF-182 is required, it should also be completed in AgLearn. Specific enrollment information will be included in all course announcements.

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Administrative Processes	
Competencies Addressed	Continual Learning, Customer Service, Flexibility, Integrity/Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Public Service Motivation, Resilience, and Written Communication
Target Audience	MRP Employees with administrative responsibilities
Description	The Annual Marketing and Regulatory Programs Business Services (MRPBS) Administrative Processes Training Conferences are held in Riverdale, Maryland and Minneapolis, Minnesota, annually. This conference is targeted for MRP employees who have administrative responsibilities in the areas of human resources, financial, procurement, property management, etc. The training conference format allows participants to "select" the various topics they need to attend, rather than sitting in one classroom all week. Presenters are the subject matter experts from the various MRPBS divisions. Class attendance is limited to individuals who have not attended this type of training within the past five (5) years.
Dates	May 4-8, 2009 Riverdale, MD June 8-12, 2009 Minneapolis, MN July 13-17, 2009 Ft. Collins, CO August 10-14, 2009 Raleigh, NC
Enrollment Procedures	Each MRP Agency and Program receives a select number of "slots" to be filled at their discretion. Nominations will be submitted through Division/Regional Resource Management Staffs.
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Tanya Briscoe: 301-734-5551 or Tanya.C.Briscoe@aphis.usda.gov

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AgLearn Learning Management System

<p>Description</p>	<p>The AgLearn learning management system is a multi-faceted development tool available to all USDA employees. The user of AgLearn may create an Individual Development Plan, complete on-line courses, register for classroom courses, complete an SF-182 and submit it, get credit for classroom courses, run reports, and manage his/her development. Additionally, supervisors may assign courses, approve (or deny) SF-182s, approve (or deny) Individual Development Plans, manage staff development, and run reports on staff. Reference guides are located under the Help link once logged in to AgLearn. These provide step-by-step instructions for performing all of these activities.</p> <p>AgLearn is a valuable tool for Continual Learning and Employee Development competencies. Additionally, technical IT, HR, and leadership competencies, as well as agency specific on-line training is found here. New resources include: Books 24x7, Ninth House courses, and on-line coaching are now available to all USDA employees</p>																														
<p>AgLearn Access</p>	<p>Access to AgLearn is through the eAuthentication system. Employees must use their eAuthentication user ID and password to log-in to AgLearn.</p>																														
<p>Contact</p>	<ul style="list-style-type: none"> • AgLearn Helpdesk: 866-633-9394 • eAuthentication Helpdesk: 800-457-3642 • APHIS Training & Development Helpline: 301-734-5984 <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">APHIS AgLearn Administrators</th> </tr> <tr> <th>Administrator</th> <th>Program</th> </tr> </thead> <tbody> <tr> <td>Paul Silverio</td> <td>APHIS</td> </tr> <tr> <td>Caffilene Allen</td> <td>AC</td> </tr> <tr> <td>Audrey Ingram</td> <td>BRS</td> </tr> <tr> <td>Kim Dixon</td> <td>CREC</td> </tr> <tr> <td>Matthew Wittek</td> <td>IS</td> </tr> <tr> <td>Kelly Hutchinson</td> <td>LPA</td> </tr> <tr> <td>Alicia Riethmuller</td> <td>MRPBS</td> </tr> <tr> <td>Traci Hunter</td> <td>Office of the Administrator</td> </tr> <tr> <td>Shannon Wheat</td> <td>OEMHS</td> </tr> <tr> <td>Deborah Miller</td> <td>PPD</td> </tr> <tr> <td>Veronica Zabala</td> <td>PPQ</td> </tr> <tr> <td>Alan Huddleston</td> <td>VS</td> </tr> <tr> <td>Carrie Joyce</td> <td>WS</td> </tr> </tbody> </table>	APHIS AgLearn Administrators		Administrator	Program	Paul Silverio	APHIS	Caffilene Allen	AC	Audrey Ingram	BRS	Kim Dixon	CREC	Matthew Wittek	IS	Kelly Hutchinson	LPA	Alicia Riethmuller	MRPBS	Traci Hunter	Office of the Administrator	Shannon Wheat	OEMHS	Deborah Miller	PPD	Veronica Zabala	PPQ	Alan Huddleston	VS	Carrie Joyce	WS
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APHIS Diversity Program

Competencies Addressed	Leveraging Diversity
Target Audience	A) Generational Views on Professionalism: All Employees B) Leading in a Mix of Generational Views and Values: Team Leaders, Supervisors, Managers
Description	<p>Program Description: Training and Development facilitates workshops and briefings, supports program diversity councils, and maintains a resource center of training videos, DVD's, activities, and books to support agency-wide diversity training initiatives and events.</p> <p><i>Course Titles and Descriptions.</i></p> <p>A) Generational Views on Professionalism: This full day course will provide participants with the understanding and tools necessary to effectively work in and manage a multi-age workforce. Participants will get new insights and strategies that will minimize generational conflict, promote respect and strengthen communication and collaboration to make any workplace more productive. This is a full day workshop.</p> <p>B) Leading in a Mix of Generational Views and Values: APHIS management, for the first time, has to manage all four generations (Traditionalist, Baby Boomers, Generation X'er and Millennials in the workplace. This full day course provides team leaders, supervisors and managers with the understanding and tools necessary to effectively coach, manage and retain each generation in the workplace. This is a full day workshop.</p>
Contact	Dale Short: 301-734-5732 or Dale.G.Short@aphis.usda.gov

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APHIS International Training Program	
Competencies Addressed	Creativity/Innovation, Diplomacy, External Awareness, Flexibility, Intercultural Awareness, Influencing/Negotiating, Integrity/Honesty, Interpersonal Skills, and Team Building.
Target Audience	Permanent, full time APHIS employees, GS-12 through GS-15 who currently have international responsibilities for APHIS.
Description	<p>This blended learning program is designed to strengthen the capacity of APHIS employees to successfully carry out their international responsibilities and APHIS' unique international mission. The program will develop a cadre of employees at the GS-12 through GS-15 grade level, requiring approximately 6 months to complete. The program components consist of:</p> <ul style="list-style-type: none"> • Participate in assessment; classroom and on-line; • Work with a personal coach; • Complete a Team Learning Project
Dates	<p>March 2009 (date TBD)</p> <p>This is a 6 month program. Specific session locations will be selected on the most cost effective basis considering the participants and other factors.</p>
Application Deadlines	Nominations for course enrollment will begin in February 2009 .
Enrollment Procedures	All International Training Program candidates will be nominated to participate in the course by the Deputy Administrator of their individual program unit.
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Will Bostwick: 301-734-0867 or William.S.Bostwick@aphis.usda.gov

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Crucial Conversations: Tools for Talking When Stakes Are High	
Competencies Addressed	Continual Learning, Flexibility, Resilience, Conflict Management, Integrity/Honesty, Team Building, Customer Service, Problem Solving, Influencing/Negotiating, Interpersonal Skills, Oral Communication
Target Audience	All employees, particularly intact work groups, and entire staffs.
Description	<p>When faced with a conversation characterized by opposing opinions, strong emotions, and high stakes, you'd think that most of us would deal with it right there and now and do it well...after all, the conversation is an important one! However, what really happens is that most of us step up to the challenge and fail (we typically do our worst), or we tend to avoid the necessary discussion altogether and just hope it will go away (which, of course it doesn't). In this 10 module seminar you will gain the necessary skills to transform crucial conversations from frightening events into interactions that yield success and results. Specifically, you will learn how to:</p> <ul style="list-style-type: none"> • Understand others, even when they blow up or clam up; • Make it safe to talk about almost anything; • Speak persuasively in difficult one-on-one situations, not abrasively, and; • Create and maintain healthy dialogue, particularly when you're angry, scared, or hurt.
Dates	May 19-20, 2009 Raleigh, NC June 9-10, 2009 Riverdale, MD
Application Deadlines	May, Raleigh Session: April 28, 2009 June, Riverdale Session: May 16, 2009
Enrollment Procedures	Specific enrollment dates will be given, with deadlines, approximately 2 months before each scheduled course.
Cost	Materials \$320.00. Travel and per diem is funded by your program.
Contact	Nicole Jablonski: 301-734-4973 or Nicole.C.Jablonski@aphis.usda.gov or David Foley: 301-734-6367 or David.F.Foley@aphis.usda.gov

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FOCUS: Achieving Your Highest Priorities

Competencies Addressed	Accountability, Customer Service, Decisiveness, Flexibility, Integrity/Honesty, Resilience, and Strategic Thinking,
Target Audience	All Employees
Description	<p>This seminar is considered by many to be the premier course of its kind, often referred to as “THE” Time Management Workshop for the business of living. Learn to balance the demands on your time while accomplishing the things you truly value. In this workshop the participants will not only learn to understand time management, but also how to recognize and express his/her most important goals and values and integrate them into his/her short and long term planning. Specifically, immediate results will occur in:</p> <ul style="list-style-type: none"> • Improving work performance and in one’s personal life becoming more effective; • Creating a more healthy balance between one’s personal and business life; • Identifying and accomplishing things according to value, not urgency; • Reducing stress and the feeling of “overload”; • Gaining more confidence in one’s ability to get things done; • Finding lower-term solutions rather than quick-fix remedies; and • Becoming more focused while minimizing distractions; <p>This training includes learning to use the world renowned time management tool, The Franklin Planner. Developing one’s ability to use the planner (or suitable alternative) to its full potential is an important part of this workshop.</p>
Dates	May 21, 2009 Raleigh, NC June 4, 2009 Ft. Collins, CO June 8, 2009 Riverdale, MD
Application Deadlines	May, Raleigh Session: April 27, 2009 June, Ft. Collins Session: May 11, 2009 June, Riverdale Session: May 15, 2009
Enrollment Procedures	Complete an SF-182 on AgLearn
Cost	Materials: \$150.00. Travel and per diem is funded by your program.
Contact	Nicole Jablonski: 301-734-4973 or Nicole.C.Jablonski@aphis.usda.gov or David Foley: 301-734-6367 or David.F.Foley@aphis.usda.gov

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Fundamentals of APHIS Human Resource Management (FAHRM) Blended Learning for Probationary and New Supervisors	
Competencies Addressed	Accountability, Conflict Management, Developing Others, Diversity, Human Capital Management, and Leveraging.
Target Audience	<p>First priority will be given to first-time, Federal supervisors in a 12-month probationary period. A supervisor accomplishes work by directing others, defining and communicating expectations, roles and responsibilities, and providing recognition for accomplishments along with other human resource management responsibilities. The Office of Personnel Management defines supervisors as: <i>“First-line supervisors who do not supervise other supervisors; typically those who are responsible for employees’ performance appraisals and approval of their leave.”</i></p> <p>Note: A probationary supervisor will receive a probationary letter from Human Resources Division (Operations) and they will have an SF-50 in their official record. If you have questions regarding your supervisory status, please contact the Human Resources Division (Operations).</p> <p>Second priority is given to experienced supervisors who would like to attend a refresher course in human resources management.</p>
Description	<p>The FAHRM program meets the APHIS Leadership Roadmap competencies for leading and managing people in a supervisory capacity. The FAHRM training program consists of 40-hours of classroom instruction for competency-based performance management. The course also underscores key, core leadership competencies. In Addition, the blended learning portion of the program requires over 20 hours if self-paced, web-based USDA AgLearn courses.</p> <p>Important Additional Information: Selection Notification Process: We email FAHRM selection approvals after the application deadline expiration date. Selections are made based on priority criteria. Once approved, you will be enrolled and course specific information will be forwarded directly to you. Note: FAHRM must meet USDA’s travel approval process and maybe cancelled due to non-approval</p>
Dates	February 23-27, 2009 Raleigh, NC April 20-24, 2009 Riverdale, MD June 8-12, 2009 Ft. Collins, CO
Application Deadlines	February, Raleigh Session: January 9, 2009 April, Riverdale Session: February 15, 2009 June, Ft. Collins Session: April 30, 2009
Enrollment Procedure	Alicia Riethmuller: 301-734-7375 or Alicia.Riethmuller@aphis.usda.gov
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Alicia Riethmuller: 301-734-7375, or Dale Short: 301-734-5732 or Dale.G.Short@aphis.usda.gov

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Operation Jumpstart II

Competencies Addressed	Accountability, Communication, Conflict Management, Continual Learning, Customer Service, Flexibility, Integrity/Honesty, Motivation, Oral Communication, Problem Solving, Public Service, Resilience, Team Building, and Written Interpersonal Skills.
Target Audience	New Federal Government Employees
Description	<p>Operation Jumpstart II (OJ II) is a new and improved version of the highly successful Operation Jumpstart Program that ended several years ago. Like its predecessor, OJ II is a Headquarters based, 3-phase program including Recruitment, Training, and Placement, which meets the essential skill building needs of new clerical and administrative support employees as they come into the Agency and are assimilated into program vacancies. The program Trainees are hired as Temporary Employees, (not to exceed 1 year), and are then subsequently “placed” in offices throughout APHIS and GIPSA headquarters offices who request a trainee from the OJ II program.</p> <p>Requirements: U.S. Citizenship, type 40 WPM with 3 or less errors, High School Graduate/GED, College Graduate or attendee.</p> <p>To Qualify for Grade Levels: GS-4 Experience-one year of general experience Education- 2 years above high school Salary \$27,159. GS-5 Experience-1 year of specialized experience equivalent to GS-4 Education- 4 years above high school. Salary \$30,386.</p>
Dates	<p>The Training and Development Branch will hold 3 classes a year with 8 Trainees in each class. Each class will be 12 weeks long, including 8 weeks of classroom training and a 30-day Temporary Detail Assignment. Classes are in Riverdale, Maryland:</p> <ul style="list-style-type: none"> • Vacancy announcement TBD
Cost	Programs taking part in this initiative will fund the salary and any subsequent training of the OJ II Trainee placed in a vacancy after the initial 30-day assignment.
Contact	Wendy Johnson: 301-734-5317 or Wendy.T.Johnson@aphis.usda.gov

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Retirement Planning and Employee Benefits

Competencies Addressed	Decisiveness, Flexibility, and Problem Solving.
Target Audience	The seminar focuses on employees who are within 5-10 years of retirement. However, all MRP employees and spouses are invited to attend, regardless of their length of service.
Description	<p>This seminar is delivered in conjunction with the APHIS HR Benefits Team. It is designed to provide participants with a detailed understanding of the benefits they are entitled to under the Civil Service Retirement System (CSRS), the Federal Employees Retirement System (FERS). Topics include:</p> <ul style="list-style-type: none"> • Eligibility for benefits • Retirement Planning, CSRS and FERS (coverage, eligibility, creditable service, annuity) • Social Security and Medicare • Thrift Savings Plan and Financial Planning • Health Insurance • Dental and Vision Insurance • Flexible Spending Accounts • Life Insurance • Long Term Care Insurance • Designation of Beneficiary • Life Events • Employee Tools (NFC Personal Page)
Dates	May 19 - 20, 2009 - Raleigh, NC July or August (date TBD) - Ames, IA
Application Deadlines	May, Raleigh Session: May 15, 2009
Enrollment Procedures	Please register in AgLearn.
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Leslie Bolton: 301-734-4990 or Leslie.A.Bolton@aphis.usda.gov

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7 Habits for Managers

Competencies Addressed	Accountability, Building Coalitions, Conflict Management, Continual Learning, Creativity and Innovation, External Awareness, Flexibility, Influencing/Negotiating, Integrity/Honesty, Interpersonal Skills, Leading People, Oral Communication, Political Savvy, Problem Solving, Resilience, Team Building, and Vision.
Target Audience	Team leaders, supervisors, and managers.
Description	<p>This 2-day workshop focuses exclusively on the management applications of The 7 Habits, giving managers the tools to take initiative, resolve conflicts, and unleash the talents and passions of their teams.</p> <p>Designed to help managers and supervisors perform their roles effectively, this workshop will help you apply principles from The 7 Habits of Highly Effective People to create balance in a healthy, cohesive work environment. Specific objectives include:</p> <ul style="list-style-type: none"> • How to resist overreacting to difficult situations • The importance of responsibility, accountability, and commitment • Skills for building real trust among coworkers • How to become a resourceful, effective manager who quickly accomplishes goals • How to manage yourself • How to lead others • How to unleash the potential of your team
Dates	March 26-27, 2009 Raleigh, NC June 2-3, 2009 Ft. Collins, CO
Application Deadlines	March - Raleigh Session: February 18, 2009 June - Ft. Collins Session: May 6, 2009
Enrollment Procedures	Complete an SF-182 on AgLearn
Cost	Materials: \$350.00. Travel and per diem is funded by your program.
Contact	Nicole Jablonski: 301-734-4973 or Nicole.C.Jablonski@aphis.usda.gov or David Foley: 301-734-6367 or David.F.Foley@aphis.usda.gov

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7 Habits of Highly Effective People (SIGNATURE)	
Competencies Addressed	Accountability, Conflict Management, Flexibility, Influencing/Negotiating, Integrity/Honesty, Interpersonal Skills, Partnering, Problem Solving, Resilience, Team Building, and Vision.
Target Audience	All employees will benefit from this training. It is most appropriate for supervisors, managers, and executive and for those working in groups, teams, and those needing to be more effective in their interpersonal interactions.
Description	<p>This is the highly acclaimed, ever-popular training based on the book by Dr. Stephen R. Covey, by the same title, which teaches 7 common habits of people who are highly effective in both the personal and professional lives. This training provides an incremental, sequential, and integrated approach to developing personal and interpersonal effectiveness. This course is not a quick fix; rather it teaches a process, which if followed and practiced over a long period of time, will lead to tremendous results on and off the job. In some cases it will require life-changing steps to be taken and in others it will require only small improvements to be made, for significant gain. Specifically, the 7 Habits will:</p> <ul style="list-style-type: none"> • Foster courage to take risks and accept new challenges to achieve goals; • Bring projects to completion and unite teams, work groups, and organizations under a shared vision, mission, and purpose; • Promote getting the most important things done first; • Facilitate conflict resolution and help individuals to seek mutual benefits; • Promote improved communications, leading to more successful problem-solving; • Ensure greater “buy in” from group members and leverage the diversity of all people in order to increase levels of effectiveness; and • Promote continuous personal improvements
Dates	March 23-25, 2009 May 12-14, 2009 Riverdale, MD
Application Deadlines	March - Raleigh Session: February 16, 2009 May - Riverdale Session: April 17, 2009
Enrollment Procedures	Complete an SF-182 on AgLearn
Cost	Materials: \$350.00. Travel and per diem is funded by your program.
Contact	Nicole Jablonski: 301-734-4973 or Nicole.C.Jablonski@aphis.usda.gov or David Foley: 301-734-6367 or David.F.Foley@aphis.usda.gov

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So You Think You Want to Be a Supervisor

Competencies Addressed	Accountability, Conflict Management, Continual Learning, Developing Others, Human Capital Management, and Leveraging Diversity.
Target Audience	All employees considering a move to a supervisory career tract will benefit from this training.
Description	<p>Becoming a supervisor is an important decision both for the individual and for the Animal and Plant Health Inspection Service of the United States Department of Agriculture (APHIS / USDA). This participative two-day class uses group discussion, case studies, individual and group exercises and role-plays to help potential supervisors gain a realistic view of the challenges of supervision.</p> <p>This course is not like most courses because its goal is not to build supervisory skills. Rather, it is designed to help participants become aware of the challenges and issues supervisors face, as well as, decide if becoming a supervisor is a career path they would like to pursue in the future. By the end of this class, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the role of a supervisor in APHIS and how it differs from a non-supervisory position. • Demonstrate understanding of the key supervisory competencies of APHIS. • Discuss why it's important to adapt how they communicate based on diverse personality styles, differing situations and varying purposes. • Identify why they want to be a supervisor and if this position will provide the career satisfaction they seek.
Dates	<p>April 21-22, 2009 Ames, IA May 5-6, 2009 Raleigh, NC June 2-3, 2009 Ft. Collins, CO July 14-15, 2009 Riverdale, MD</p>
Application Deadlines	<p>April - Ames Session: March 24, 2009 May - Raleigh Session: April 14, 2009 June - Ft. Collins Session: May 12, 2009 July - Riverdale Session: June 16, 2009</p>
Enrollment Procedures	Participants must enroll using the AgLearn system. Supervisory approval required for registration.
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Will Bostwick: 301-734-0867 or William.S.Bostwick@aphis.usda.gov

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Training and Presentation Skills Workshop	
Competencies Addressed	Continual Learning, Interpersonal Skills, and Oral Communication .
Target Audience	All APHIS Employees
Description	<p>The purpose of this workshop is to develop employee confidence and skills when designing and presenting short, informational briefings, presentations, and training. By the end of this workshop, learners will be able to:</p> <ul style="list-style-type: none"> • Project competence and confidence as a speaker using effective delivery skills • Manage fears of public speaking • Analyze the audience to determine their needs and attitudes • Apply good facilitation techniques to motivate the audience • Demonstrate effective use of visual aids • Describe how to handle difficult situations • Deliver a 5-10 minute presentation well, using the techniques learned in the workshop
Dates	<p>March 24-25, 2009 Raleigh, NC May 12-13, 2009 Ft. Collins, CO</p>
Application Deadlines	<p>March, Raleigh Session: March 11, 2009 May. Ft. Collins Session: May 1, 2009</p>
Enrollment Procedures	<p>Participants must enroll using the AgLearn system.</p> <p>Travel and per diem costs must be funded by the participants program area.</p>
Cost	Tuition is funded by APHIS Training and Development. Travel and per diem is funded by your program.
Contact	Paul Silverio: 301-734-3766 or Paul.W.Silverio@aphis.usda.gov

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Learning Experiences Upon Request

- 360° Assessments
- Behavioral Event Interview Facilitator Training
- Customer Service Training
- Employee Development Advice and Guidance
- Generational Views on Professionalism
- Creating a Development Plan
- Leading in a Mix of Generational Views and Values
- Mentoring Program
- Performance Consulting
- Training Policy
- Workforce and Succession planning focused on skills-building

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Training & Development Branch Directory

Main Number 301-734-4949
Fax Number 301-734-3153
Donna Williams , Branch Chief 301-734-5738
William Bostwick , Training Specialist 301-734-0867 <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> International Services ▪ So You Think You Want to be a Supervisor? ▪ Crucial Conversations
Leslie Bolton , Training Specialist 301-734-4990 <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> Wildlife Services and Legislative and Public Affairs ▪ Retirement Training ▪ APHIS Leadership Development Toolkit
Tanya Briscoe , Training Specialist 301-734-5551 <ul style="list-style-type: none"> ▪ <i>Primary Customers:</i> Marketing and Regulatory Business Programs, Policy and Program Development, and Civil Rights Enforcement and Compliance ▪ Professional Image ▪ Internal Advancement ▪ Administrative Processes
David Foley , Training Specialist 301-734-6367 <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> Biotechnology Regulatory Services ▪ Mandatory Civil Rights ▪ Crucial Conversations ▪ 360° Assessments ▪ Franklin Covey Workshops: 7 Habits, 7 Habits for Managers, FOCUS
Wendy Johnson , Human Resources Specialist 301-734-5317 <ul style="list-style-type: none"> ▪ Operation Jumpstart II

<p>Cindy Pericak, Education Specialist 919-855-7801</p> <ul style="list-style-type: none"> ▪ <i>Primary Customers:</i> Veterinary Services and Eastern Regional Office - All Programs ▪ Mentoring ▪ Behavioral Event Interviewing (BEI) Facilitator Training
<p>Dale Short, Training Specialist 301-734-5732</p> <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> Animal Care ▪ FAHRM ▪ Recruiter Resources Workshops
<p>Paul Silverio, Education Specialist 301-734-3766</p> <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> Plant Protection & Quarantine ▪ E-Learning ▪ Learning Technologies ▪ AgLearn, SkillSoft ▪ Training & Presentation Skills Workshop
<p>Richard Waite, Training Specialist 970-494-7592</p> <ul style="list-style-type: none"> ▪ <i>Primary Customer:</i> Western Regional Office - All Programs ▪ Special Projects for Distance Learning
<p>Aline Assad, Training Technician 301-734-4959</p>
<p>Traci Hunter, Technology Training Technician 301-734-4388</p>
<p>Nicole Jablonski, Training Technician 301-734-4973</p>
<p>Alicia Riethmuller, Technology Training Technician 301-734-7375</p>
<p>E-Learning Help Desk, 301-734-5984</p>

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