MICHIGAN NRCS
TRAINING HANDBOOK

A REFERENCE HANDBOOK FOR SUPERVISORS AND EMPLOYEES

PURPOSE

This handbook is a reference manual on training opportunities available to NRCS employees. It was written to help supervisors and employees select training programs that meet employee training needs and that help prepare employees for their career objectives. Procedures in the handbook show how to identify specific training needs and objectives, select appropriate training methods, and schedule training programs either within NRCS or through interagency or non-government sources. The handbook also provides a basis for evaluating both the achievement of trainees and the effectiveness of training programs.

This handbook also contains descriptions of the many training courses currently available to NRCS employees. These descriptions include listings of course objectives and prerequisites so that supervisors and employees can determine whether a program will meet the identified training needs.

Because the handbook is in a 3-ring binder, updating and amending it are easy. Obsolete course descriptions, for example, can readily be replaced with revised ones. Area offices can insert descriptions of locally conducted training courses or workshops, and information about special courses given by organizations outside NRCS can be filed for ready reference.

CONTENTS

TRAINING PROGRAM PROCEDURES ... 1
KNOWLEDGE, SKILLS, AND ABILITIES (KSA) CONCEPT ... 1
STEPS OF NRCS EMPLOYEE DEVELOPMENT PROGRAM ... 3
Step 1: Determine training needs ... 3
A. Responsibility ... 3
B. Methods For Determining Training Needs ... 3
C. Record of Training Needs ... 3
D. Record of Special Training Needs ... 4
Step 2. Set Training Objectives ... 4
A. Defining the Objective ... 4
B. Recording the Objective ... 5
Step 3. Decide How Training Will Be Accomplished (Method) ... 5
A. Self-development ... 5
B. On-the-job Training ... 5
C. Group and Other Formal Training ... 6
Step 4. Plan, Schedule, and Give Training ... 7
A. Employee Development Plan (EDP) ... 7
Introductory Phase ... 8
Developmental Phase ... 9
Advanced Phase ... 9
Specialized Phase ... 9
B. Organizational Training Plans ... 10
1. Service Center or Other Unit level ... 10
2. Area Training Plan ... 10
3. State Training Plan ... 10
4. Summary ... 11
Step 5. Evaluate Training ... 11
A. Pretraining Counseling ... 11
B. Training Evaluation ... 12
HOW TO GET TRAINING TO REACH CAREER GOALS ... 15
EFFECTIVE TRAINING LOCATION LEADERS ... 18
THE TRAINER AS A ROLE MODEL ... 18
ROLES AND RESPONSIBILITIES OF AN EFFECTIVE TRAINING LOCATION LEADER ... 19
EXPECTATIONS OF TRAINEES ... 20
CHECKLISTS ... 21
HUMAN RESOURCES OFFICE CHECKLIST ... 22
PRE ARRIVAL CHECKLIST ... 23
FIRST DAY ON THE JOB CHECKLIST ... 24
FIRST PAY PERIOD ON THE JOB CHECKLIST ... 25
FIRST MONTH ON THE JOB CHECKLIST ... 26
LAST WEEK ON THE JOB CHECKLIST ... 27
EXIT REPORTS ... 28

MATERIALS AVAILABLE BY JOB CATEGORY

JOB CATEGORY	CURRICULUM	PROFICIENCY MODEL	EXPECTATIONS
Civil Engineering Technician		**X**	
District Conservationist	**X**	**X**	**X**
Engineer		**X**	
Soil Conservation Technician	**X**	**X**	
Soil Conservationist	**X**	**X**	**X**
Soil Scientist			
Student Trainee	**N/A**	**X**	

EXHIBITS

Exhibit 1. **Sample Employee Development Plan (EDP)**
Exhibit 2. **Employee Development Plan form**
Exhibit 3. **Sample Career Plan**
Exhibit 4. **The Four Step Training Method for on-the-job training (OJT)**
Exhibit 5. **Software Instructions**
Exhibit 6. **Training Course Report**

TRAINING PROGRAM PROCEDURES

This section of the training handbook outlines the procedures for carrying out Natural Resources Conservation Service Employee Development policy.

Knowledge, Skills, and Abilities (KSA) Concept

Employee development in NRCS is based on the KSA level – knowledge, skills, and abilities of an employee compared with that required by the position description and elements in the Performance Work Plan. The KSA level is used in all phases of employee development – determining training needs and objectives, implementing the training, and evaluating the trainee's achievement and the effectiveness of the training program itself.

Proficiency Models show KSA levels required of employees by job category and GS level. Available Proficiency Models can be found in the back of this handbook behind the job category tabs (Student Trainee, Soil Conservationist, etc.). Numerical ratings used to describe KSA levels of employees are as follows:

1. Awareness – has limited knowledge of task; cannot perform it.

2. Understanding – has knowledge of basic principles and procedure but can perform task only if assisted in each step.

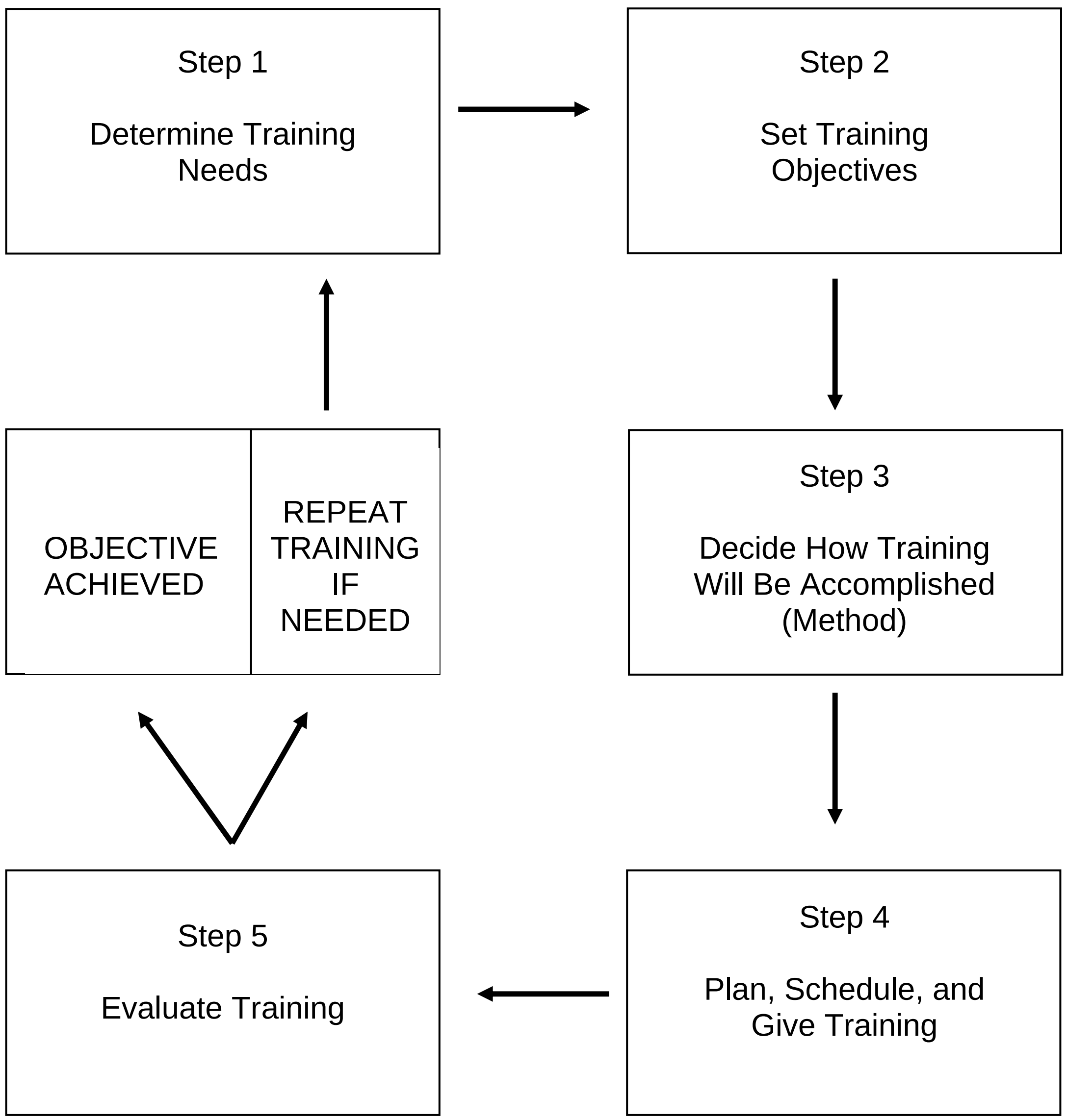
3. Perform with supervision – can perform the task but requires close supervision and checking of work.

4. Apply independently – can perform independently unless special problems are encountered; only a general check of work is required.

5. Proficiency – can perform independently; can train others to do the task.

The training model on the next page illustrates the basic steps of the NRCS Employee Development Program. These steps are explained in more detail on subsequent pages.

TRAINING MODEL



STEPS OF NRCS EMPLOYEE DEVELOPMENT PROGRAM

Step 1: Determine training needs

A. Responsibility

Supervisors and employees are responsible for seeing that training needs are determined, discussed, and recorded if scheduling is necessary.

B. Methods For Determining Training Needs

Determine training needs by comparing the employee's current KSA level with the level required for the position. If available, use the applicable Proficiency Model. To determine the present KSA level, use some of the following techniques:

1. General day-to-day observations
2. Personal interview
3. Analysis of deficiencies of employee's work
4. Onsite observations while work is in progress
5. Performance test
6. Written or oral test to determine knowledge of theory, information, or situations
7. Questionnaire
8. Review of personnel documents:
   a. Application form of new employee
   b. School transcripts
   c. Position description
   d. Performance Work Plan

C. Record of Training Needs

Record individual training needs on the Employee Development Plan (Exhibits 1 & 2). Identify all training needs as precisely as possible by naming specific activities, on-the-job training, assignments, or courses where feasible. Submission deadlines are discussed under Step 4B.

Review individual training needs at least annually in conjunction with the performance appraisal. This review should evaluate all training given during the review period and identify new training needs.

Employee Development Plans are subject to inspection by the Civil Service Commission, the Department, and NRCS.

D. Record of Special Training Needs

This handbook includes descriptions of regularly available courses (refer to the Course Catalog). Many training needs on special subjects, however, cannot be met through on-the-job training or in existing courses. In these cases use the following procedures:

1. Supervisors should recommend training to the next higher organizational level, using regular channels.

2. State or area office specialists or others should recommend development of a new course if they can see that the same special training needs apply to several employees. These recommendations should be made through channels to the state conservationist.

3. If development of a new course is not justified, arrangements should be made to use outside sources; for example, universities, industrial organizations, etc.

Step 2. Set Training Objectives

Training has little value unless its purpose is known. If training objectives are vague, inappropriate training methods may be selected. In addition, the achievement of trainees and the effectiveness of the training program may be difficult to evaluate. Through discussions, the supervisor and employee must reach an agreement about the training objective, which then is recorded in the Employee Development Plan, so that they both know what the training is supposed to accomplish. Proficiency models, when available, are used to set the minimum training objectives for the employee. Supervisors may add to these objectives, as appropriate.

A. Defining the Objective

The training objective is stated as a goal of what the trainee or employee will know, or be able to do after training. The training objective has three basic elements: the task, the condition under which the task is to be performed, and the standard by which the employee's performance is to be evaluated after training is complete. The task, of course, will vary widely. It may be mastery of a theoretical system or exercise of practical judgement based on this system. It may be the ability to plan, design, or carry out a project.

For example, an employee may be required to locate, design and layout conservation practices (the task), common to the employee's work area (the condition), so that the practices meet criteria for desired purposed and follow Section IV of FOTG (the standard).

B. Recording the Objective

The training objective is recorded on the employee's Employee Development Plan (see the Exhibit 1 for a sample). Here, not only the objective itself but also the required increase in the employee's level of proficiency (KSA level) is indicated.

In this way, the employee knows what is expected of him or her and the basis for performance evaluation. In the above example, the employee may be expected to increase his or her current KSA level from 2 to 4. That is, from requiring close supervision through each phase of practice planning and installation to the employee is required to complete the task with only a general check of the work and no supervision unless special problems are encountered.

Step 3. Decide How Training Will Be Accomplished (Method)

Whenever possible, training is to be accomplished through self-development and on-the-job training. Proficiency models, if available, contain a list of training methods available for meeting the training objective. All selected training methods are to be included in the Career Plan. See Step 4B. of this handbook and Exhibit 3.

A. Self-development

Self-development is the primary method of training and should be considered and encouraged first. Training objectives can be achieved through such self-development activities as reading, course work at local schools, home study, community work, planned experience, conferences, and professional societies.

B. On-the-job Training

On-the-job training should be considered if the training objectives <u>cannot</u> be achieved through self-development. Use "The Four-Step Training Method for On-the-Job Training" in Exhibit 4 to plan, schedule, and carry out on-the-job training. Also, the following procedures should be used in carrying out on-the-job training:

1. Set clear training objectives.

2. Instruct, tell, show, practice, and evaluate. The instruction process requires two-way communication and effort on the part of trainer and trainee. The intensity of instruction should be commensurate with complexity of the job.

3. The supervisor and trainer should give the trainee feedback on his or her progress and specifics on how to reach the required level of proficiency.

4. Supervisor and employee should evaluate the employee's performance and effectiveness of the instruction by the following questions: Was the objective achieved? If not, why?

5. Repeat training if needed (steps 1 through 5).

C. Group and Other Formal Training

1. Service Center, Area, State, or Multi-state Level

   When several employees have similar training objectives, the supervisor, district conservationist, assistant state conservationist (field operations), or state conservationist may find it advantageous to organize group training. The size of the group may vary widely depending on needs, complexity of the task to be learned, and the geographic location of those needing training. Group training may be given at the Service Center, area, state, or multi-state level. Activities, procedures, and resources (lecturers, audio-visual materials, etc.) should be considered. See the Course Catalog for descriptions.

2. National Employee Development Center Courses

   Training that is repetitive in nature, and has broad geographic application is efficiently given through the National Employee Development Center (NEDC). The training courses will be conducted either at the training center or in the field on a state or multi-state basis. Participants should be carefully selected to ensure that the course will help the employees achieve the training objectives and that the same objectives could not be achieved at a lower level. (NEDC online course catalog is available at http://www.nedc.nrcs.usda.gov/).

3. Outside of NRCS courses (USDA, Interagency, and Non-Government)

   The Course Catalog describes outside courses commonly taken by NRCS employees. Individual employees may benefit from outside training that is not listed.

Step 4. Plan, Schedule, and Give Training

A. Employee Development Plan (EDP)

Prepare an EDP for all employees who have significant training needs, whether the employees are new, are student trainees, are employees who have been assigned to significantly different positions, or are career employees. A comprehensive EDP reflects the needs of the employee and of NRCS. For the content of a comprehensive EDP, see Exhibit 2. The EDP is to be completed by the supervisor in consultation with the employee, who has the opportunity to express his or her desires and perceived training needs.

Proficiency Models establish the minimum KSA's that an employee is expected to possess to fully perform in their current position. If a Proficiency Model exists for an employee's position (see "Materials Available by Job Category" in the Table of Contents), the employee's EDP should be based on that Proficiency Model.

There may also be a curriculum of formal training by job category that identifies the required and recommended training by timeframe. It should be used in developing Employee Development Plans for new employees. The Course Catalog contains descriptions of courses that are available. Each course description identifies the purpose of the course, prerequisites, and expected outcomes. The course descriptions may be used to identify appropriate training to achieve the required KSA level.

Software tools are available to aid in the development of EDPs. Exhibit 5 contains instructions for using the software to:

- identify the KSA level required for each element in the Proficiency Model (the state required level may be used or, if the employee's position requires a higher KSA, a local required KSA may be identified),
- identify the employee's current KSA level for each element in the Proficiency Model
- document KSA's in which the employee is currently proficient,
- identify training needed to achieve required KSA's.

The following is an outline of a training system for new career employees. Consult “Materials Available by Job Category” in the Table of Contents to determine if a curriculum is available for the employee. The curriculum provides a listing of formal training (both required and available) during each phase.

Phase	Type of training	Time frame	Comments
Introductory	Basic orientation, introductory technical training and on-the-job training.	Complete w/in 1 year	Initial EDP provides employee with basic training experiences.
Developmental	Intensive on-the-job training and formal training	Complete w/in 4 years	After the employee’s first year of employment with NRCS, the EDP is updated as new training needs are identified.
Advanced	Advanced formal training, specific job assignments	According to needs of employee and current position	The EDP continues to be useful in helping the employee to improve skills required in his or her current position and to become prepared for positions of greater responsibility.
Specialized	Provide employee with specialized training and experiences.	According to employee interests and NRCS priorities	As training needs are identified, update the employee’s EDP to satisfy the needs.

Introductory Phase

Include training objectives that are important early in the employee’s career and that will help determine adaptability for a career with NRCS. Include productive job assignments commensurate with the knowledge, skill, and ability of the individual.

Objective of the Introductory Phase – At the end of the Introductory Phase, the employee should fully understand where his or her specialty fits into the total program, and use the skills and knowledge already possessed productively on the job. The employee should also be able to use technical guides, handbooks, manuals, and bulletins and know the basic requirements of his or her position. For example, at the end of 1 year, a soil conservationist should be able to explain the mission and organization of NRCS, explain NRCS-Conservation District relationships, and should, with close supervision, be able to complete natural resource inventories and assessments.

Developmental Phase

During this period, place emphasis on current job training, and work assignments that will give the supervisor enough information to indicate confidently the employee's fitness or unfitness for the work of NRCS. The Developmental Phase should be marked with numerous job assignments and with evaluation and follow-up for improvement by the supervisor or trainer. This phase develops proficiency in the position for the grade.

Objective of the Developmental Phase – Concentrate on developing proficiency in the position. At the end of 4 years, the employee should be able to perform the job for his or her grade unless special problems are encountered. Only a general check of the work should be required. For example, at the end of 4 years a soil conservationist should be able to assist a landowner in developing a conservation plan.

Advanced Phase

Provide training and experiences needed for the employee to increase competency specific to their particular position.

Objective of the Advanced Phase – Develop advanced skills that are regularly required in the employee's position. For example, the EDP for a field employee in a heavy livestock area could include training and experiences in nutrient management, grazing and agricultural waste management.

Specialized Phase

Provide training and experiences for employees to develop specialized skills.

Objective of the Specialized Phase – Develop specialized skills that are consistent with NRCS priorities. If it is in the best interest of NRCS, an employee with background, aptitude and/or experience in a specialized area (e.g. grazing or forestry) may, with the approval of their supervisor, attend specialized training and arrange for job experiences that increase their skills beyond those normally required by the position.

B. Organizational Training Plans

1. Service Center or Other Unit level

   Supervisors plan for training that will be given within their unit for the current fiscal year. This training is provided in groups or individually at the Service Center or Other Unit level. Training is based on information from EDP's and on recommendations of ASTC(FO)'s or the state conservationist and staff.

   The employee makes a request for training in the Combined Administrative Management System (CAMS) Career plan. The supervisor approves or disapproves of the training requests. Training that can not be achieved on the unit level, and is not part of the formal course curriculum or Course Catalog, should be given a priority rating and submitted to the ASTC(FO) or the next higher level by March 31 for the next fiscal year.

2. Area Training Plan

   The area training plan includes the group training or workshops that will be given within the area. It is initiated during the current year for the next fiscal year. It should be based on the following:

   a. Recommendations of DC's, soil survey party leaders, and RC&D coordinators.
   b. Needs identified by the ASTC(FO)'s and their staffs.
   c. Recommendations of the state conservationist and his staff.
   d. EDP's.
   e. Recommendations of the Area Employee Development Committee.

   Area training can be achieved by group or individual training. Training that cannot be achieved on the area level, and is not part of the formal course curriculum or Course Catalog, should be given a priority rating and submitted to the state conservationist by May 15 for the next fiscal year.

3. State Training Plan

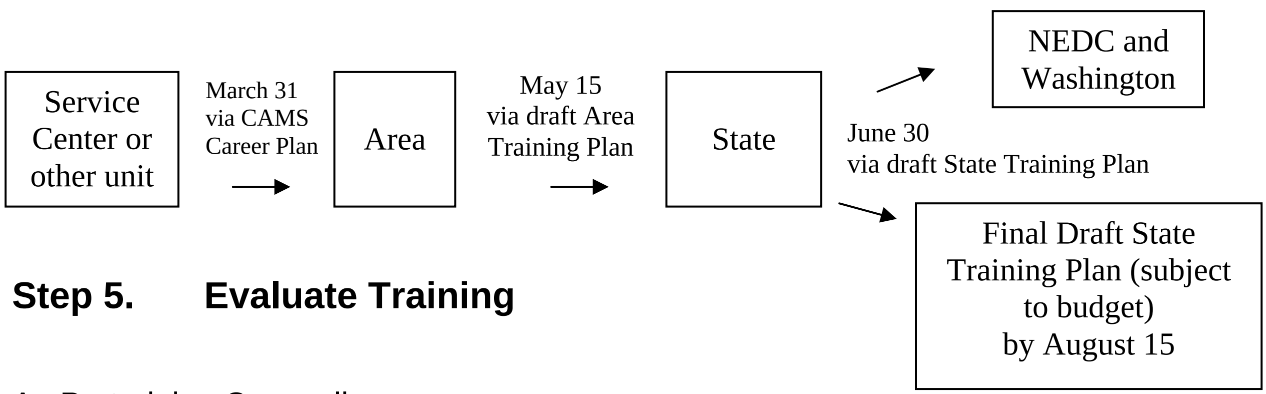
   The state training plan includes group training that will be given within the state for the current fiscal year. It should be based on the following:

   a. Recommendations of ASTC (FO)'s, DC's, supervisors, and their staffs.
   b. Needs identified by the state conservationist and his staff
   c. Recommendations of the NEDC and Washington office.
   d. EDP's.
   e. Recommendations of the State Employee Development Committee.

The state conservationist develops the training plan with the assistance of the State Employee Development Committee and the Training Coordinator. Consideration is given to needs, priorities, and budget. A first draft of the state training plan is developed in June. Training objectives that cannot be attained at the state level should be given a priority rating and submitted by June 30 to the NEDC and Washington for the next fiscal year. The State Conservationist approves the final draft of the state training plan by August 15. The training plan is not finalized until after the State Conservationist receives the budget (typically October - January).

4. Summary

   Training objectives that cannot be attained at the unit, area, or state levels should be given priority ratings and submitted from one office to another as follows:



Step 5. Evaluate Training

A. Pretraining Counseling

In order to establish a basis for evaluation, supervisors should give pretraining counseling to the employee selected for training. This can be by face-to-face, telephone, or written communication. Communication should be centered on:

1. Why the employee is being sent for this particular training.

2. What the course covers and how it meets the needs of the employees and organizational unit.

3. The course objectives and the supervisor’s and employee’s specific objectives for the employee.

4. The current KSA level of the employee in the subject matter and the KSA level to be attained as a result of the training (refer to the Course Catalog and “Expected Outcomes” for each course).

5. Having prereading or other pretraining assignments completed (if applicable) and finalizing arrangements for participation.

As a result of this counseling, employees will know why they are going for training and what is expected of them during and after training. If KSA levels are improved, then performance after the training will reflect this improvement.

B. Training Evaluation

Evaluation of all training is essential in determining if the training was successful in helping employees to attain the training objectives and if improvements are needed in future training efforts.

Training evaluation is the responsibility of the trainee, trainer, supervisor, and Employee Development Committees. The trainee's and supervisor's evaluations should be based on the objectives and expectations discussed during pretraining counseling.

An aid to training evaluation follows:

EVALUATION MODEL

1. REACTION	2. LEARNING
Measure trainee's feelings & opinions about the training. Yields information about: • instruction • content • methods • media organization	Measure principles, facts, skills, and attitudes obtained from training. Involves measuring trainee's achievement of objectives. Indicates trainee's competence to perform at end of training.
3. PERFORMANCE	**4. RESULTS**
Measure individual performance on the job. Entails examining changes in employee's performance as a result of training. Includes evaluating employee's ability to transfer new knowledge/skills to others	Measures impact of training on organization goals and objectives. Involves a cost-benefits analysis for determining how the training has increased productivity and improved the quality of service.

1. Trainees

   The trainee is responsible for giving valid data to the trainer or supervisor who evaluates the training. Trainees can be asked to complete an evaluation questionnaire or to give an oral or written evaluation of the training. The resulting information helps to get the trainee's feelings and opinions about the effectiveness of the training program.

2. Trainers

   Trainers can request trainees to complete evaluation questionnaires, or they can use oral evaluation techniques to get feedback. They can also request trainees to complete written or oral exercises that will measure what the trainees learn. This kind of evaluation can be built into the instruction. If the guided conference method of instruction is used, questions can be asked of trainees throughout the training program to measure what they are learning. If the lecture method is used, questions should be asked at the end of the instruction. Case studies, role playing, and demonstration can be built into the instruction so that trainees can participate and show what they have learned.

3. Supervisors

   Supervisors should request trainees to evaluate the training. Follow this procedure:

   a. Determine trainee's reaction through written questionnaire or discussion as soon as the training is completed.

   b. Determine if the learning objectives were achieved by oral or written tests immediately after completion of the program.

   c. Determine performance improvement due to training by giving actual job assignments so that the employees can demonstrate what they have learned. This should be done promptly after training is completed.

   d. Evaluate the results of the training by measuring the impact of training on organizational unit goals and objectives.

   The supervisor should complete an evaluation of the training through CAMS when the "Performance" phase of the "Evaluation Model" is completed. This should occur within 3 months after the training is completed.

4. Employee Development Committees

By sampling or other procedures, Employee Development committees should use the evaluations of trainees, trainers, and supervisors to evaluate the effectiveness of individual training activities and of the overall training program.

Committees should be especially concerned with the fourth phase of the training evaluation model. They should evaluate the results of the training using statistical analysis to determine cost-benefits, improved productivity, and improved quality of service to the state or other administrative office as a result of the training. This may not be done for all training. It can be done most effectively on a sampling basis.

HOW TO GET TRAINING TO REACH CAREER GOALS

Employees are responsible for developing their abilities by using their own *effort, time, and resources* as well as the opportunities provided by NRCS. Supervisors are to evaluate employees' performance and help them identify areas needing improvement. NRCS encourages employees to participate actively in professional organizations and to write articles for publication. NRCS has a liberal policy of granting leave or adjusting tours of duty for employees who want to take special training or to attend colleges or universities for study that will benefit NRCS. (General Manual Title 360 Part 410.10)

To gain skills needed to reach a career goal, employees may request developmental details or rotational assignments inside of their local commuting area, or employees may request to attend organized training sessions. Submit requests using the "Request and Approval to Incur Expenses Form" (MI-PER-4). The requests should include all information necessary to evaluate the expense of the activity including the number of hours of government time requested, travel, and tuition. **Before approving or disapproving requests, supervisors should carefully consider workload, the cost to the government (including wages), and the potential advantages to the government and the employee.** Training designed to help an employee reach a career goal <u>must not</u> interfere with the performance of their current position.

<u>Organized Opportunities Provided By NRCS</u>

SOAR Program

The purpose of the Supplying Opportunities for Achievement and Redirection Program (SOAR) is to provide employees in Grades 1 through 10 with opportunities for career growth, career development, and career change, which will meet the needs of both the agency and the employee and contribute to diversity through self-motivation and agency support. The program is designed to provide NRCS with additional means to achieve greater utilization of employees through

- training to enhance skills in the employee's present position.
- developing skills for duties that may be acquired in the future.
- retraining for another position.

While there is an expectation that the SOAR Program will prepare some employees to better compete for future positions, there is no guarantee that an employee participating in the SOAR Program will be promoted or reassigned. Unless otherwise noted, contact Human Resources for more information.

Program Components:

- **USDA Career Enhancement Program:** This program was formerly called the "USDA Upward Mobility Program." The career enhancement program gives agencies the authority to restructure positions at the entry level and allows high-potential employees lacking the necessary qualifications to compete, be selected, and be trained to meet the qualifications of the entry position.

- **Mentoring Program:** A mentoring program is to be used to assist employees in establishing and pursuing career goals. See "Michigan's Formal Mentoring Program Handbook" for more information.

- **Education Grants Program:** The Education Grants Program is a scholarship program that provides developmental opportunities for employees in grades GS 1 through 10. The program is designed to give highly motivated employees opportunities for career growth, development, and change. The program is also designed to help establish a more diverse and high-performing work force at all grade levels. The Education Grants Program is a nationally administered, competitive program run in accordance with merit promotion procedures. *Application periods are announced by the National Employee Development Center as funds allow*.

  Applicants could request scholarships for developmental activities to address skills needed to enhance performance in the applicant's present position, skills needed to perform duties that may be acquired in the future, or retraining for another position.

  Employees of NRCS who have career or career-conditional status and who are in positions at grade levels 1 through 10, or wage grade equivalent, at the time of application to the Education Grants Program are eligible.

  Developmental activities for which application can be made:

  1. Employees may apply for funding for traditional classroom developmental activities from any Government or non-Government source, except those courses offered by NRCS and listed in the NRCS training catalog. Such training could be one class or course, or a series of classes or courses that continue for more than one semester, term, or quarter. Applications should not propose training for which the local organization has already budgeted funds and included on an annual employee development/training plan.

2. Employees may also apply for funding for developmental details or rotational assignments outside of their commuting area. Details and rotational assignments under this Program are not intended to interfere with requests for detailees in critical need situations. All arrangements for details and rotational assignments must be made by the applicant prior to submitting an application.

3. All training under this program must be related to the mission of NRCS.

For more information, refer to General Manual Title 360 Part 411.13.

Graduate Studies Program

The NRCS Graduate Studies Program is a unique opportunity for selected employees to enter a graduate study program at an accredited college or university.

The NRCS Graduate Studies Program will pay tuition and related expenses to selected employees for the purpose of enhancing the agency's expertise in *targeted priority developmental needs areas*.

The NRCS Graduate Studies is a nationally administered, competitive program run in accordance with merit promotion procedures. The program is open to employees at the GS-11 grade level and above (or equivalent pay systems). The program is offered for full-time and part-time study. Participants in this program will be required to sign a service agreement.

Application periods are announced by the National Employee Development Center as funds allow.

EFFECTIVE TRAINING LOCATION LEADERS

Trainers often times underestimate the potential impact they may have on those they train. Many times, the trainer is in a position to serve as a behavioral model for trainees and as a change agent.

The Trainer as a Role Model

Trainees watch the way trainers conduct themselves. They keenly observe mannerisms, speech, conduct, attitudes, ethics, training style and personal habits.

All trainers share a unique opportunity to act as a "change agent," a concept very important in training. Successful training location leaders share certain key attributes that make them successful as a role model and change agent.

These attributes are:

- Knowledge of Oneself – Successful trainers understand what motivates them to be trainers and understand their responsibilities to the organization and to trainees. They understand their strengths and weaknesses as trainers and have a strong sense of purpose.

- Knowledge of the Trainee – Successful trainers put adult learning theory into practice and are able to use motivational techniques. Successful training location leaders also conduct ongoing analyses to ensure that trainees receive instruction tailored to their needs.

- Knowledge of the Subject – Successful trainers keep abreast of current data and future trends in whatever areas they are teaching.

- Knowledge of Appropriate Instructional Techniques – Successful trainers must be familiar with the best methods for preparing and presenting subject matter content.

- Ethical Responsibilities – Successful trainers display integrity and loyalty to the Natural Resources Conservation Service and give wholehearted support for its efforts and dutifully follow policy, procedures, standards and specifications. They deal justly and impartially with trainees and customers, regardless of their physical, mental, racial or religious characteristics.

The behavior model presented by the trainer lives on long after the trainee has been promoted to another job.

ROLES AND RESPONSIBILITIES OF AN EFFECTIVE TRAINING LOCATION LEADER

The following are roles and responsibilities of effective training location leaders.

- Effective trainers are professional. Professional trainers support and conform to high ethical standards and those standards that govern training and development in the organization. They are considered both technically and instructionally sound.

- Effective trainers are leaders. Leading means that the trainer guides, directs and points the way for trainees to use their unique drives and potentials to achieve both their personal goals and any instructional goals. Instructing and learning are best achieved as a collaborative effort.

- Effective trainers are well prepared to instruct. Making errors in the teaching environment, whether through inaccuracies or poor presentation or in demeanor, can adversely affect the attitude and behavior of the trainee back on the job. Being well prepared includes:
    - having a sound knowledge of the material or skill to be taught,
    - being able to incorporate applicable adult learning theory,
    - being skilled in using a variety or instructional methods,
    - maintaining a setting conducive to learning, and
    - being ready to cope with trainee needs.

- Effective trainers establish mutual trust. NRCS entrusts the trainer with the responsibility for determining whether or not trainees have met expectations. The trainee trusts that you will prepare them to perform. The trainer must preserve a teaching/learning relationship with the trainee and, at the same time, maintain organizational standards.

- Effective trainers establish credibility. Credibility is a faith which one person (the trainee) develops another (the trainer) when it is demonstrated that there is a total consistency between the trainer's ideals and actual practices. Credibility is difficult to earn and easy to loose. Any lack of professionalism can severely damage credibility. The trainer must establish high professional standards for themselves and demand the same high standards of professionalism from the trainee.

A subject matter expert becomes an effective training location leader only by upholding the roles and responsibilities cited above. The NRCS shares both the positive and negative reputation of its trainers.

EXPECTATIONS OF TRAINEES

During the training period, trainees are evaluated to determine whether or not their abilities, work habits, and attitude are such that they will become an effective employee. The following are expectations that NRCS has of every trainee.

- You are expected to be professional in both appearance and manner. Professional employees reflect favorably on themselves and NRCS in every contact with the public, partners, or other NRCS employees.

- You are expected to be a team member. Team members are helpful and willing to recognize other viewpoints

- You are expected to be dependable. Dependable employees are prompt, seek out additional responsibilities, and follow instructions with little follow-up needed.

- You are expected to persevere. Employees who persevere do not give up until reasonable success has been attained.

- You are expected to exhibit self-development. Employees interested in self-development consistently attempt to increase capabilities beyond requirements.

- You are expected to be perceptive. Perceptive employees are able to grasp new ideas and methods without repetition.

- You are expected to be productive. Productive employees regularly do more than is expected.

- You are expected to perform quality work. Employees who perform quality work regularly meet or exceed the standards set.

- You are expected to exhibit leadership. An employee who is a leader interacts with others in a diplomatic manner, respects authority, and routinely offers support that solves problems or enhances quality and efficiency.

CHECKLISTS

An effective training experience doesn't just happen. The entire NRCS organization must plan for, implement, and follow-through on it. Human Resources must contact the trainee and provide information and materials to both the trainee and the trainer. The trainer must prepare for the arrival of the trainee and ensure that the training experience gets off to an effective start. Before the trainee leaves the training location, the trainer must assess the trainee's progress and identify where improvements are needed (either on the part of the trainee, the trainer, or other staff). The following checklists have been prepared to assist with carrying out these duties.

- Human Resources Checklist – identifies the actions that the Human Resources office takes before and after the training experience

- Pre Arrival Checklist – identifies the actions that the trainer takes before the trainee arrives at the training location

- First Day on the Job Checklist – identifies the actions that the trainer takes during the trainee's first day at their new location

- First Pay Period on the Job Checklist – identifies the actions that the trainer takes during the trainee's first pay period at their new location

- First Month on the Job Checklist – identifies the actions that the trainer takes during the trainee's first month at their new location

- Last Week on the Job Checklist – identifies the actions that the trainer takes during the trainee's last week at their training location

HUMAN RESOURCES OFFICE CHECKLIST

Detailed below is a checklist of actions by the Human Resources office to help ensure that the trainer and trainee have the information and personnel materials needed for the training experience.

- ❑ Send trainee a letter (with copies to the supervisor, Assistant State Conservationist-Operations, and appropriate Management Team member) confirming details of their appointment including
  - ♦ When and where to report for work
  - ♦ Supervisor's name and telephone number
- ❑ Send a packet to the training location consisting of the following
  - ♦ A welcome letter from the State Conservationist
  - ♦ Trainee's Employee Development Plan (if this is not the employee's first appointment)
  - ♦ Previous Performance Work Plan (if one exists) and/or evaluation forms
  - ♦ Any forms trainee needs to complete
  - ♦ Special needs items for trainee
- ❑ Send a follow-up letter to the trainee and the trainer from the State Conservationist thanking each of them for their efforts during the training period

PRE ARRIVAL CHECKLIST

Detailed below is a checklist of items that will help ensure that trainees arrive with their basic living needs taken care of and are ready to go to work

- ❑ Become familiar with the items in the packet from human resources:
  - ♦ Trainee's Employee Development Plan
  - ♦ Previous Performance Work Plan
  - ♦ Special needs items for trainee
  - ♦ Any forms trainee needs to complete
- ❑ Contact previous supervisor to review employee development plan and discuss future training.
- ❑ Contact trainee to determine what is needed in the way of housing, transportation, living expenses or other special considerations.
- ❑ Prepare a packet for the trainee's first day. Include field office information such as resource conditions and challenges, applicable conservation programs, SWCD annual report, typical conservation systems applied and other information that might prepare the new employee for the job.
- ❑ Inform office staff (including other agencies and partners) of the arrival date of trainee and other pertinent information.
- ❑ Plan trainee's first day (review checklist for first day).
- ❑ Add any other significant items to this list

FIRST DAY ON THE JOB CHECKLIST

Detailed below is a checklist of actions to take on the first day a new trainee arrives. Some will require planning and action on your part prior to the arrival of the employee. Be sure to coordinate your actions with your supervisor and your servicing human resources office.

- ❑ Conduct a get-acquainted interview to answer questions about the area, to learn something about the trainee and to put her/him at ease.
- ❑ Determine if trainee has adequate living arrangements.
- ❑ Introduce trainee to members of the staff and co-located partners.
- ❑ Acquaint trainee with work location in office.
- ❑ Review position description with employee.
- ❑ Obtain a copy of the employee's Engineering Job Approval Authority for the previous work location (if appropriate). The employee should have a copy of the form. If not, work through appropriate channels to obtain it.
- ❑ Assist employee in developing a work schedule for the upcoming week.

FIRST PAY PERIOD ON THE JOB CHECKLIST

Detailed below is a checklist of actions to take during the trainee's first pay period on the job.

- ❑ Ensure that all administrative forms are completed such as health insurance declaration forms, payroll deduction forms and others that your administrative office has provided.

- ❑ Establish Time and Attendance Report, identify time keeper, and discuss timekeeping requirements.

- ❑ Establish Integrated Accountability System (IAS) login.

- ❑ Acquaint trainee with office procedures, location of supplies and equipment, and vehicle fleet.

FIRST MONTH ON THE JOB CHECKLIST

Detailed below is a checklist of actions to take during the trainee's first month on the job.

- ❑ Complete trainee's Performance Work Plan or review Evaluation Form (student trainee)

- ❑ Complete Employee Development Plan with employee and explain the training the trainee will receive.

- ❑ Introduce trainee to Conservation District directors, if appropriate.

- ❑ Introduce trainee to principal partners, if appropriate (MSU-E, Fish & Wildlife Service, Forest Service, etc.)

- ❑ Introduce trainee to major resource conservation concerns and programs of service center or other geographical area.

LAST WEEK ON THE JOB CHECKLIST

Detailed below is a checklist of actions to take on or about the last day a trainee works in the field office. Some will require planning and action on your part prior to the last day. Be sure to coordinate your actions with your supervisor and your servicing human resources office.

Throughout the trainee's time in the field office, conduct conferences with the trainee to evaluate performance and training progress. There should be no surprises at the exit conference on either part of the trainee or the training location leader.

- ❑ Update Employee Development Plan (EDP).
- ❑ Mail copy of EDP to Human Resources (HR) through the Assistant State Conservationist – Field Operations.
- ❑ Maintain a copy of the EDP in field office files.
- ❑ Prepare exit report to accompany EDP to HR (see next page for format).
- ❑ Complete or update performance appraisal (or Student Trainee evaluation form).
- ❑ Conduct exit conference with employee to:
    - ♦ Review performance appraisal (or Student Trainee evaluation form),
    - ♦ Review EDP and progress made,
    - ♦ Discuss areas of strength and areas needing additional training,
    - ♦ Provide employee with copy of EDP, and
    - ♦ Give the employee an opportunity to discuss any aspect of the training or experience in the field office.

Exit report for ____
(print trainee's name)

Completed by _________________________________ __________________
(trainer's signature) Date

I recommend that NRCS retain this employee _______ yes _______ no.

The reasons for the above recommendation are:

The areas of training in which the employee did well are:

The areas of training in which the employee needs additional emphasis are:

The following locations or experiences would benefit the development of the employee:

The employee has special needs that would affect the location to which the employee is assigned. These are:

I conducted an exit conference with the employee _____ yes _____ no.

If not, explain why not.

I discussed the performance appraisal and EDP progress with the employee _____ yes _____ no.

If not, explain why not.

Employee Evaluation of Training Experience

Name ____
(print)

Please check the most appropriate answer. Feel free to include additional comments.

1. How often was assistance available from your trainer?

Frequently ___ If needed ___ Seldom ___ Never ___

2. How adequate was the explanation given to you concerning the expectations of your work and the tasks assigned to you?

Very adequate ___ Adequate ___ Sometimes inadequate ___ Often inadequate ___

3. How often did your supervisor discuss your job performance with you?

Weekly ___ Monthly ___ Once or twice ___ Never ___

4. Did the work assignments given to you meet the expectations that you had when you accepted the job?

Exceeded my expectations ___ Met my expectations ___
Fell below my expectations ___

5. Student Trainees/Interns only: Would you consider the Natural Resources Conservation Service for employment after graduation?
Yes No

6. What changes would have made your training experience more productive?

a.

b.

(Be sure to complete the self-evaluation on the following page)

Self Evaluation of Training Performance

Instructions: Evaluate your performance in the training experience.

Name:

PROFESSIONAL RELATIONSHIPS
___ Exceptional team worker, well accepted by others
___ Works well with other
___ Works satisfactorily with others
___ Has some difficulty working with others
___ Works very poorly with others

WORK INITIATIVE
___ Recognizes work to be done without supervision
___ Does more than assigned if given directions
___ Does average amount of assigned work
___ Sometimes tries to avoid work
___ Low production, unreliable

JUDGEMENT
___ Exceptionally mature in making decisions
___ Above average in making decisions
___ Usually makes the right decision
___ Sometimes uses poor judgement
___ Often uses poor judgement

RELIABILITY
___ Completely reliable in following instructions
___ Meets obligations with little need for supervision
___ Requires careful supervision
___ Requires frequent follow-up on routine duties
___ Unreliable even under close supervision

ABILITY TO LEARN
___ Learns very quickly in new situations
___ Learns readily in new situations
___ Average in learning
___ Slow to learn in new situations
___ Very slow to learn in new situations

ATTENDANCE AND PUNCTUALITY
___ Never late or absent
___ Seldom late or absent
___ Average attendance record
___ Late or absent several times
___ Attendance and punctuality was a problem

VERBAL AND WRITTEN COMMUNICATION SKILLS
___ Excellent
___ Very good
___ Average
___ Below average
___ Very poor

PROFESSIONAL DEVELOPMENT
___ Excellent progress
___ Very good progress
___ Average level of progress
___ Failed to demonstrate progress
___ Lacks professional ability

OVERALL EVALUATION

Excellent Very Good Average Below average Poor

Blank page.

Soil Conservationist Employee Development Plan for: A. Good-Planner

4/2002 version

Subject	Present KSA level	Michigan Required KSA level 5/7	Michigan Required KSA level 9	Local Required KSA level	Selected Training Methods	References	Date KSA Achieved/ Comments
Conservation Planning							
General Agicultural Characteristics							
B. Grazing Plants Able to identify common forage crops of Michigan in the vegetative growth stage. Also able to identify locally important forage crops including: - Knows the adaptations and growth habits to determine their relative suitability for pasture and hay. - Understands the advantages and disadvantages of forages especially those adapted for the local area. - Able to identify estimated yields based on clipping squares and the Michigan Pasture Stick.	2	3	4		Introductory Grazing School (MSUE) Building Skills in Forage and Pasture Management* Pasture and Hayland Planting - Module* Forage Harvest Management - Module* Prescribed Grazing - Module* OJT	- FOTG Section IV, 528A Prescribed Grazing, 511 Forage Harvest Management, and 512 Pasture and Hayland Planting - National Range and Pasture Handbook, Chapters 3, 4 & 5 - Technical Note Agronomy #4a "Identification of Common Legumes" - Technical Note Agronomy #4b "Identification of Common Grasses" - E-2126 "Annual Summer Forage Production in Michigan"	
C. Specialty Crops Able to identify common specialty crops of Michigan (potatoes, cucumbers, snap beans, asparagus) in various growth stages. Also able to identify locally important specialty crops including: tomatoes Able to describe the basic characteristics of the above crops including planting and	2	3	4		OJT Attend local field days	- Childers: Fruit Book used in MSU Introductory courses. - Current MSUE bulletins, videotapes and software in the current MSUE Catalog.	

Soil Conservationist Employee Development Plan for:

Subject	Present KSA level	Michigan Required KSA level 5/7	9	Local Required KSA level	Selected Training Methods	References	Date KSA Achieved/ Comments

* indicates required training

Soil Conservationist Employee Development Plan for: A. Good-Planner

4/2002 version

Subject	Present KSA level	Michigan Required KSA level 5/7	9	Local Required KSA level	Selected Training Methods	References	Date KSA Achieved/ Comments
Conservation Planning — General Agricultural Characteristics							
B. Grazing Plants Able to identify common forage crops of Michigan in the vegetative growth stage. Also able to identify locally important forage crops including: - Knows the adaptations and growth habits to determine their relative suitability for pasture and hay. - Understands the advantages and disadvantages of forages especially those adapted for the local area. - Able to identify estimated yields based on clipping squares and the Michigan Pasture Stick.	2	3	4		Forage Identification and Inventory - Module* Attended 6/02 Introductory Grazing School (MSUE) Building Skills in Forage and Pasture Management* Pasture and Hayland Planting - Module* Attended 7/02 Forage Harvest Management - Module* Attended 9/02 Prescribed Grazing - Module* OJT Worked with Bob Jones, local grazer 5/02, 6/02, 7/02, 9/02	- FOTG Section IV, 528A Prescribed Grazing, 511 Forage Harvest Management, and 512 Pasture and Hayland Planting - National Range and Pasture Handbook, Chapters 3, 4 & 5 - Technical Note Agronomy #4a "Identification of Common Legumes" - Technical Note Agronomy #4b "Identification of Common Grasses" - E-2126 "Annual Summer Forage Production in Michigan"	Achieved Level 3 11/10/02 S.S.
C. Specialty Crops Able to identify common specialty crops of Michigan (potatoes, cucumbers, snap beans, asparagus) in various growth stages. Also able to identify locally important specialty crops including: tomatoes Able to describe the basic characteristics of	2	3	4		OJT Attend local field days done 7/02	- Childers: Fruit Book used in MSU Introductory courses. - Current MSUE bulletins, videotapes and software in the current MSUE Catalog.	

THE FOUR-STEP TRAINING METHOD FOR ON-THE-JOB TRAINING (OJT)

Outlined below is a concise, complete, simple but effective step-by-step guide to instructing the individual employee on the job. Most employees would be better able to handle a job if supervisors would follow these steps when introducing them to a new position.

Getting Ready for Instruction

1. Work out a time schedule. Decide how much skill you expect the employee to develop, and how soon.
2. Break down the job. List its principle steps. Pick out the key points.
3. Have everything ready – the right tools, equipment, and materials.
4. Have the work placed properly. Set a good example for the employee.

STEP ONE – Preparing the Trainee

1. Put the trainee at ease. Make the trainee as comfortable as possible.
2. Find out what the trainee already knows about the job.
3. Secure interest and attention. The trainee should want to learn the job.
4. Be sure he or she is placed in the best physical position to learn.

STEP TWO – Presenting the Job Operation

1. Tell, explain, show, demonstrate, and illustrate.
2. Question carefully and patiently.
3. Be sure the trainee understands each key point.
4. Be sure he or she understands each subpoint and related process.
5. Take up only one point at a time.
6. Follow an orderly sequence.
7. Give the trainee only the amount of instruction that can be mastered. It is unwise to hurry, crowd, or confuse the person.
8. Be sure all instruction is clear, concise, and complete.
9. Try to make instruction interesting. It makes the learning process easier.
10. Explain how the job fits into the overall operation. Show its importance in the scheme of things.

STEP THREE – Applying and Trying Out the Instruction

1. Test the trainee by having him or her perform the operation.
2. Have them tell you how and why, point by point.
3. Carefully correct all incorrect or imperfect performance.
4. Be sure they understand what they are doing. Ask questions like, “Why do you do it this way?”
5. Continue until you know they know.

6. Tell them when they are doing well.
7. Tolerate errors during the training period. The trainee will learn from failure.

STEP FOUR – Following Up on the Training

1. Place the trainee on his or her own resources.
2. Tel the employees to whom they should go for help.
3. Encourage them to ask questions and seek help.
4. Check their performance frequently (but avoid irritating or repeatedly interrupting them). Let them know how they are doing.
5. Gradually taper off the extra coaching.
6. Aim to have the employee work correctly on his or her own.
7. They may still make mistakes. Have the trainee correct them and make sure he or she learns from the errors.
8. Ask them for suggestions on better ways to do the job. Encourage them to improve on previous method.

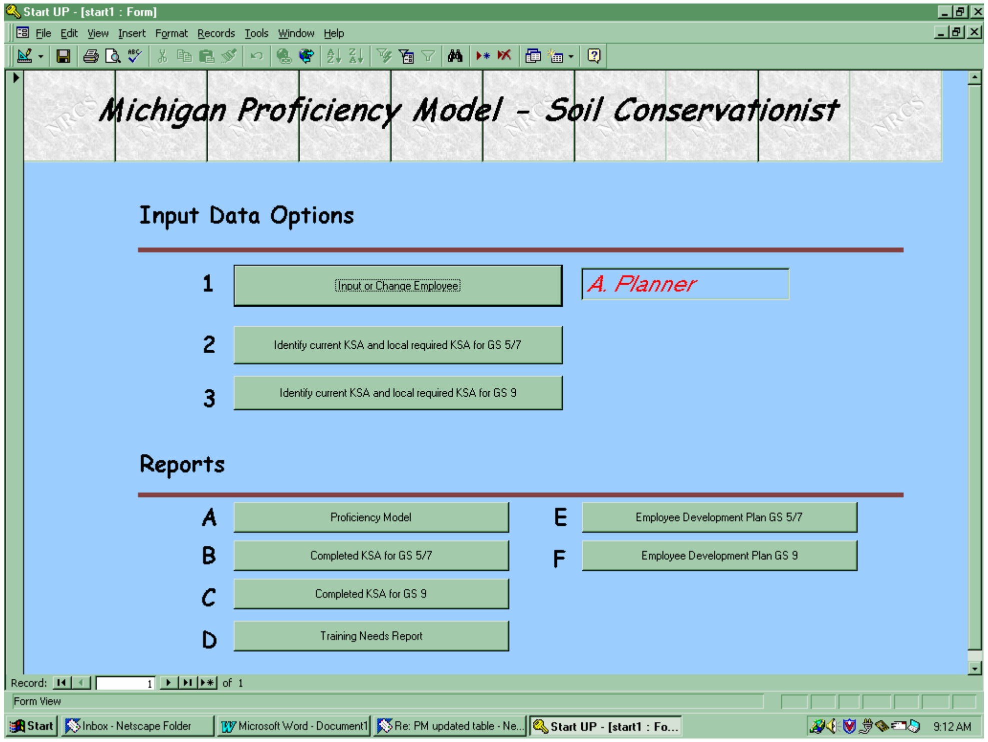
How to get started

1. Use My Computer to navigate to S:\service_center\nrcs\edp
2. Find the appropriate file (for example Soil Conservationist EDP.mdb)
3. To make a copy of the file:
    a. Right click on the file
    b. Choose Copy from the pop-up menu
    c. Left click on the white area of the screen
    d. Choose Paste from the pop-up menu
    e. Rename the new file with the employee's name followed by EDP (e.g., Good-Planner EDP.mdb)
4. Double click to open the file

See the following instructions for using the software.

Supervisor instructions

Step 1. Open the database named "xxxx.mdb". For example, the database for a soil conservationist is named "Soil Conservationist EDP.mdb". You should see the screen on the right:



Step 2. Print a copy of the proficiency model and make the necessary changes on that report. Select Report "A" Proficiency Model. Print the Proficiency Model by selecting "File" from the menu, and then "Print".

As an example for these instructions (the example is *italicized*), we will show how a District Conservationist (Sidney Smith) works with the GS-7 Soil Conservationist that he supervises (Anne Good-Planner) to

- assess Anne's current knowledge, skills, and abilities (KSA's)
- identify the training needed to bring Anne's other KSAs up to the required proficiency level for her current position,
- document the the KSA's that Anne already possesses at the required proficiency level for her current postition
- print a list of the training needed to bring Anne to full performance level for her current position
- print an Employee Development Plan for Anne
- use Anne's EDP to document her progress toward achieving the needed increases in her KSA levels

Sidney needs to determine Anne's KSA level for each of the elements in the proficiency model. So, he prints out the Soil Conservationist Proficiency Model. To be proficient in her current position, Anne needs to at least be at the State required KSA level.

*Sidney may determine that the KSA level required by Anne's specific position requires a KSA level higher than that required at the state level. However, the **Local** required KSA level may not be lower than the **State** required KSA level.*

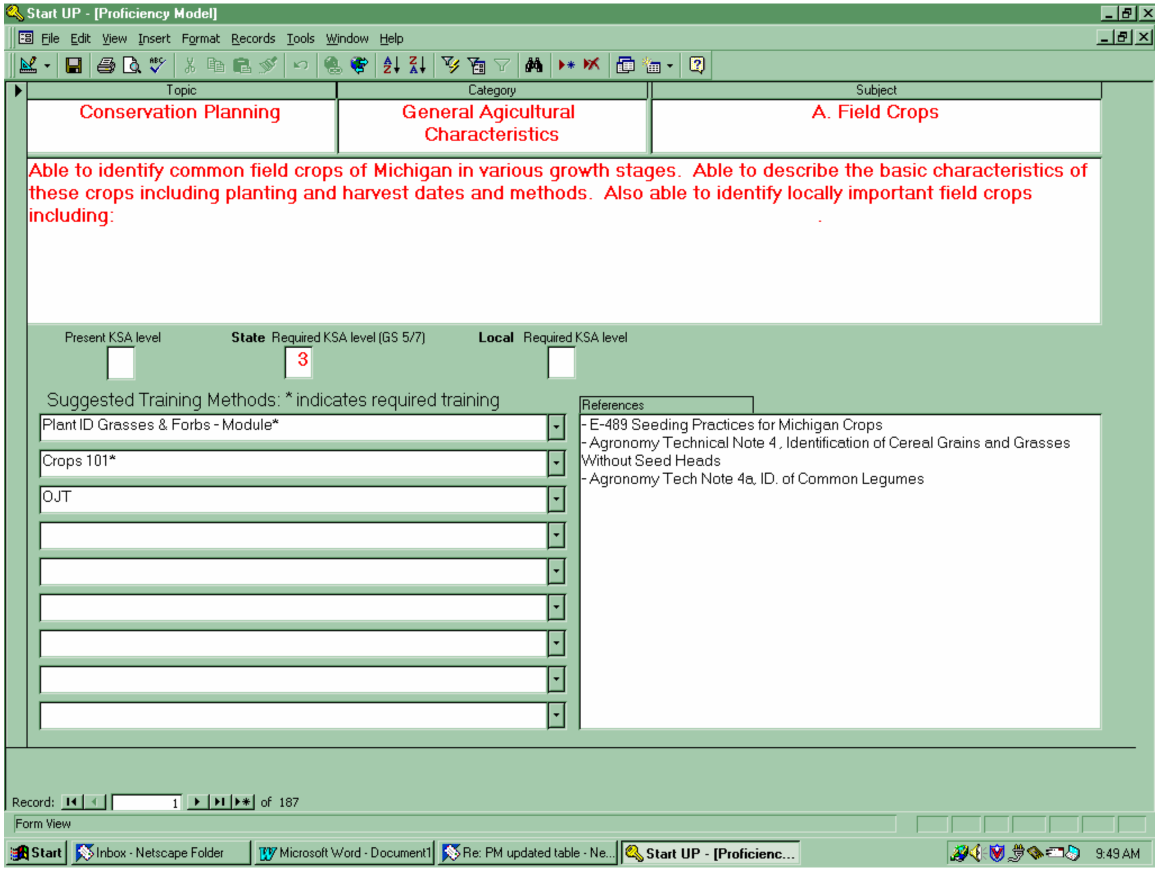
The first KSA element on the Soil Conservationist proficiency model is "Field Crops" Sidney and Anne work together and consider the following: Anne has already attended the Crops 101 and Plant ID Grasses & Forbs module. During those courses she learned about the major field crops of Michigan. He has observed her demonstration of this knowledge since she attended the training. Sidney determines that the crops covered by these courses adequately cover the local field crops. Anne will receive additional on-the-job training (OJT) in field crops over the next year.

Sidney tailors the proficiency model to Anne and her current position by filling in and crossing off information (see pages 7 & 8 for an example). After Sidney and Anne have tailored each element in the proficiency model, it is time to use the database.

Step 3. Open the employee's database (follow "Supervisor's Instructions" above) and left click on option 1 "Input or Change Employee."

Step 4. Type in the name of the employee to whom this Employee Development Plan belongs. (Hint: Because the entire entry is already highlighted, whatever you type in will replace it. There is no need to delete it before typing in the desired information).

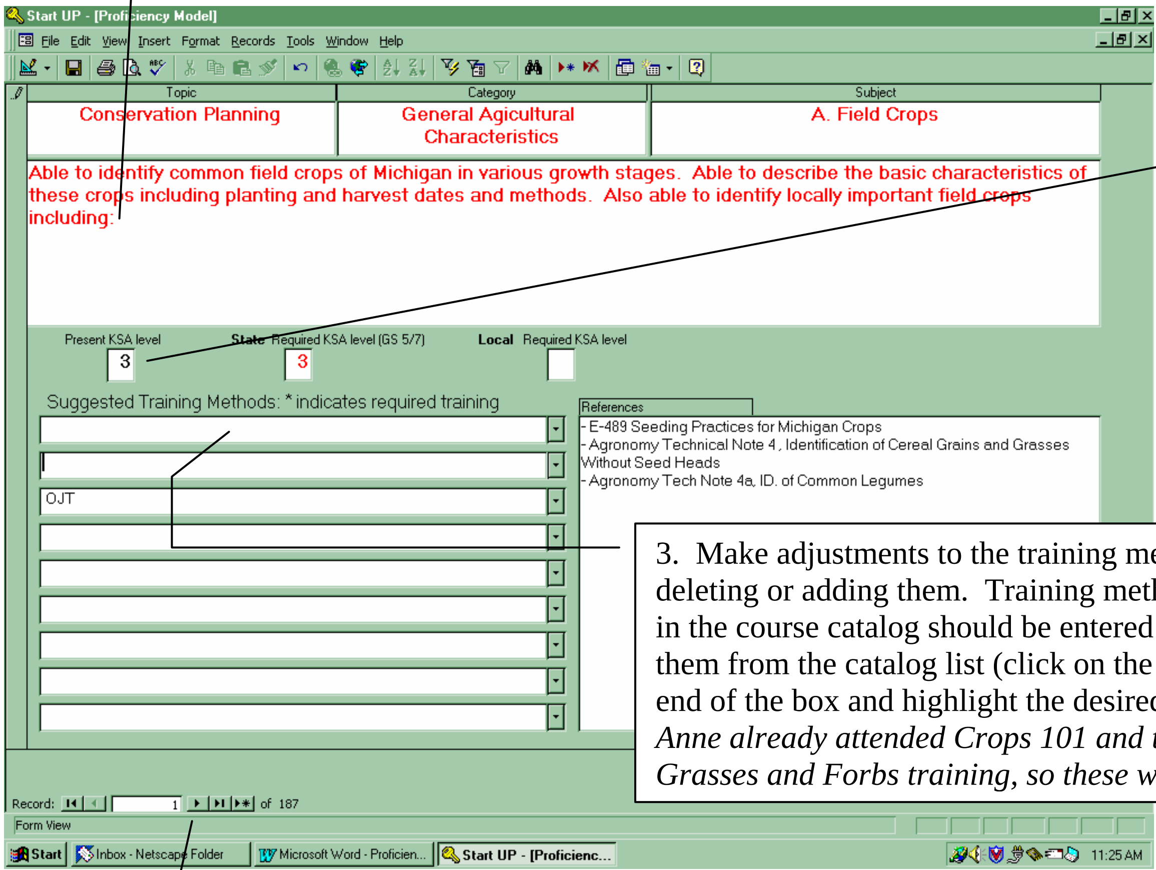
Step 5. Based on the employee's current position, left click on the appropriate current KSA option and adjust the information as appropriate. *For Anne, Sidney selected button 2 "Identify current KSA and local required KSA for GS 5/7" and got this screen:*



Based on the changes that Sidney and Anne made to the proficiency model, Sidney adjusts the screen as follows:

1. Make any changes needed to tailor the KSA description to the employee's current position. *None were needed in our example.*

2. Enter the employee's current KSA level for this element. *Anne's current level is a "3"*



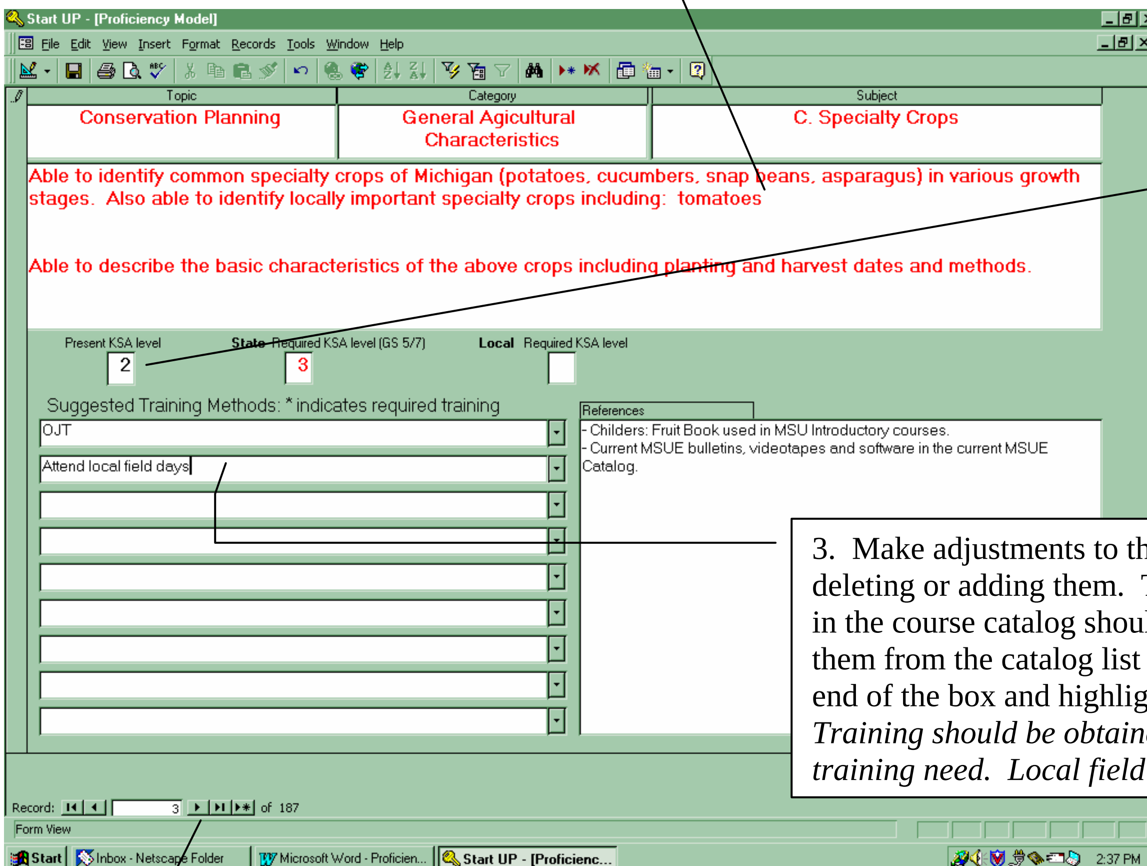
3. Make adjustments to the training methods by deleting or adding them. Training methods that are in the course catalog should be entered by selecting them from the catalog list (click on the arrow at the end of the box and highlight the desired course). *Anne already attended Crops 101 and the Plant ID Grasses and Forbs training, so these were deleted.*

4. This portion of the screen tells you which KSA element you are on. Left click on the single arrow pointing to the right to go to the next element.

Sidney made all of the needed changes and then moved to element 2 (click on the single arrow pointing to the right as described in the previous diagram). Using the same process, he made the needed changes to element 2 "Grazing Plants." He then left clicked on the arrow to move to element 3 "Specialty Crops." Below is the screen he saw and the changes he made.

1. Make any changes needed to tailor the KSA description to the employee's current position. *Tomatoes are an important local specialty crop.*

2. Enter the employee's current KSA level for this element. *Anne's current level is a "2"*



3. Make adjustments to the training methods by deleting or adding them. Training methods that are in the course catalog should be entered by selecting them from the catalog list (click on the arrow at the end of the box and highlight the desired course). *Training should be obtained locally, first, to meet a training need. Local field days are added here.*

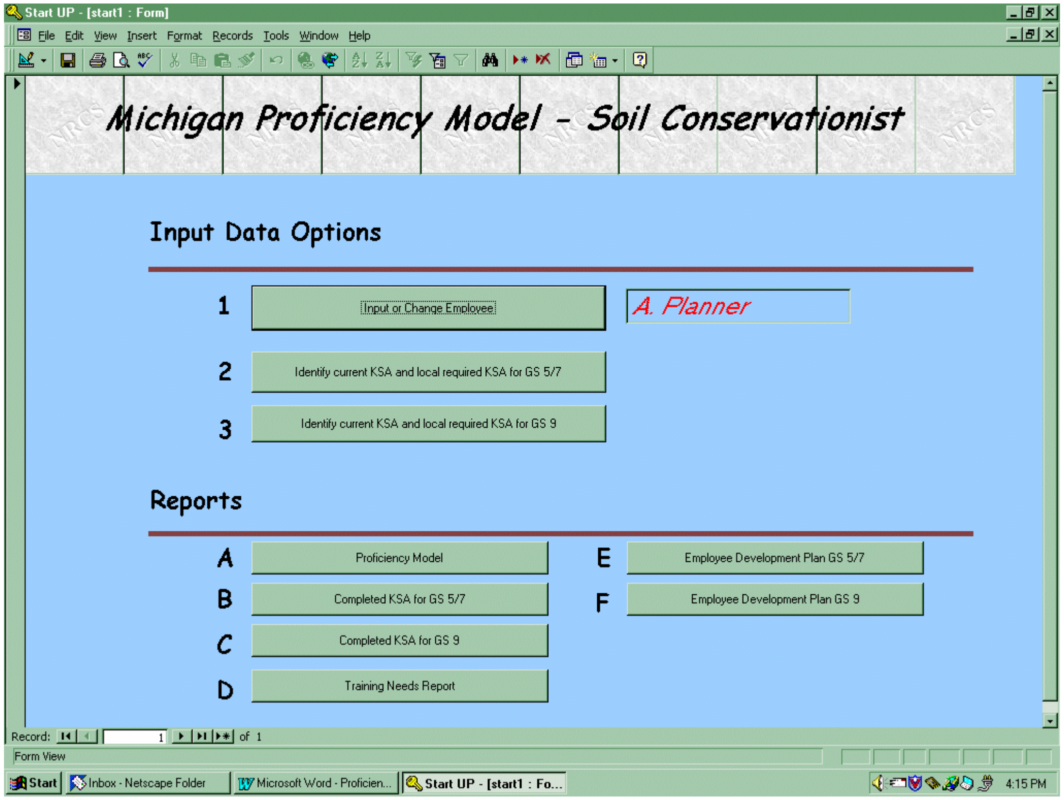
4. This portion of the screen tells you which KSA element you are on. Left click on the single arrow pointing to the right to go to the next element.

Step 6. Print out a listing of the KSAs that the employee has already acquired by selecting the appropriate report. *Sidney selected Report B since Anne is a GS-7 Soil Conservationist. See page 9 for an example of this report.*

Step 7. Print out a listing of the training needs for the employee by selecting Report D. *See page 10 for an example of this report.*

Step 8. Print out the Employee Development Plan (EDP) by selecting the appropriate report. *Sidney selected Report E since Anne is a GS-7 Soil Conservationist. See page 11 for an example of this report.*

Step 9. Use the EDP report to track the employee's progress toward achieving the required KSA levels. *See page 12 for an example of how Anne and Sidney tracked her progress.*



TRAINING COURSE REPORT

Instructions: - Employee receiving training completes the report and forwards to their supervisor.
- Supervisor reviews the report and forwards a copy to the State Conservation Engineer.

Name of person receiving training:		Date report complete:
Course title:	Course dates:	Course location:
What were your objectives in taking course?		
Applicability of subject matter to the job:		
Main points of course that will improve your knowledge, skill and ability in current position:		
Subject matter that should be added or revised to make the course more effective in improving your knowledge, skill and ability in current position:		
Do you recommend the course for others? If so, whom?		
Additional comments:		
Signature of supervisor:		Date reviewed with employee: