EMPLOYEE DEVELOPMENT REVIEW

The process of identifying employee development needs is an ongoing function. To assure that formal training needs are identified and included in the Individual Development Plan (IDP), the supervisor and the employee should discuss the employee's developmental needs and document that discussion on the IDP.

Throughout the process of identifying developmental needs, there are four reasons for providing training and development that will come up. They are:

1.   Training to bring the employee's knowledge, skills, and/or abilities to an acceptable level to attain proficiency in job performance.
2.   Training need based on new organizational responsibilities or technology requiring the employee to assume new duties and responsibilities in the current position.
3.   To provide opportunities for employees to develop their potential to work at a higher level of competence and with a broader understanding or keeping up with recent developments in the employee's profession.
4.   Meeting training requirements set by law, regulation, or policy.

The main point to remember is that training and development needs reflect mission requirements of the organization, performance requirements of the job, and the individual's career goals. When you have determined through your discussion that a developmental need exists, you and the employee should define those needs on the IDP. The following information will guide you through the completion of the IDP form.

Part II of IDP

A.   **Basis of Need.** There are three basic categories of reasons for providing training:

Mandatory/Required Training - Types of training that will be placed in this category are mandatory training requirements which may be set by law or regulation (e.g., Upward Mobility, Veterans Readjustment Appointment, probationary supervisory/manager, annual supervisory training, safety, training required to maintain contract warrant, EEO, certification requirements, etc.).

Attaining Job Proficiency - Aspects of the job which the employee needs to work on for successful performance (maintain satisfactory performance). When it is determined that the reason for less than satisfactory performance is due to lack of knowledge of how to do the task, there may be a training need that must be analyzed further. When the employee is expected to know how to perform the task, training may not be the answer. This may require other action which should be discussed with higher management and/or the Personnel Office. Other training/developmental needs that should fall into this category would be for an employee new to a job who has not yet acquired the necessary knowledge, skills, or abilities to do the job in a successful manner.

Organizational Needs - Our organization is constantly changing with new thrusts, new technology, new methods, and so forth. It is extremely important that we have the flexibility built into our personnel and training program to adapt to these changes. Development of employees to meet these needs falls into this category. Quality Service training falls within this category.

Developmental Needs - Our organization encourages employees to seek ways to maintain professional competence and enhance career opportunities. To the extent possible, considering budget constraints and other training priorities, this type of training should be considered. It should be made clear, however, that organization-wide, this type of training, if it is involves cost, must be the lowest priority. Self-development is encouraged and promoted.

Categorize the identified need into one of these areas and note your determination in Column A of IDP.

B. Current/Project Job Tasks or Performance Element. Describe the job task that the employee is, or will be working on that forms the basis of the need. Examples:

- Prepares construction contract specifications
- Conducts public involvement sessions
- Prepares correspondence using personal computer

C. State the knowledge, skills, and abilities that need to be developed. Each task performed requires knowledge, skill, or ability (KSA). In this block, determine and define which KSA seems to be needed to perform the identified task. Examples:

- Knowledge of construction contracts and ability to write clear, concise, specifications to avoid misunderstandings and claims.
- Knowledge of how to conduct effective meetings and involve the public and an ability to write public involvement plans.
- Knowledge of WordPerfect.

D. Importance level to the job. This section relates to the relative importance of the job task as it relates to successful performance in the job. If a particular task is crucial and must be learned immediately for satisfactory job performance, it should probably be assigned a 4 - most important. If the task is one that may occur at a later date and is not crucial to successful performance, you may want to assign it a 1 - least important. These importance levels may change at a future date, which again points out the need for periodic review and updating of the IDP.

E. Current proficiency level. Here you need to define how well equipped the employee is in currently being able to perform the task. If the employee has no knowledge, skill, or ability and cannot perform the task, a 3 or low proficiency would be assigned. If they have already mastered the KSAs necessary to complete the task, a 0 or high proficiency would be assigned. Guidelines which you may use in making this determination are as follows:

> 3 - Employee cannot perform any part of this task.
> 2 - Employee can (or should be able to) perform parts of the task when assisted.
> 1 - Employee can (or should be able to) perform the task under routine or general supervision.
> 0 - Employee can (or should be able to) perform the whole task by own initiative with little supervision.

F. Training priority. This section is a mathematical calculation except for mandatory/required training. If training is mandatory or required, enter an AM@ in this column. Or all other training, multiply the Importance Level (Block D) by Proficiency Level (Block E) and enter the result in this block.

There are several purposes for establishing the training priority. The employee and supervisor together know their organization and workload better than anyone else. The results of prioritizing training needs will assist you in determining which type of training is needed immediately and which can be delayed to a future date when training would be more pertinent, fit better into the office work schedule, etc.

IDPs are essential to planning, prioritizing and approving training. **<u>A primary reason for establishing priorities is to ensure that the highest priority needs are addressed first.</u>**

G. State the type of Learning Activity recommended to develop the needed knowledge, skills, and abilities. The most critical step in assuring that developmental needs are met and are cost effective, is the process of considering the options available. It is difficult to resist immediately identifying formal training as the only means of meeting the need. Without analyzing the need, often the result is a lengthy and costly learning process with no guarantee that the employee will be able to perform the standard.

There are a variety of options available to meeting developmental needs. The following outline is provided for you and the employee to jointly discuss and determine what the best option is for meeting your specific needs. While formal training should be considered as an option, indicate in block G of the IDP potential resources and locations. Options should be considered as follows:

Job Aids

- Dictionaries, calculators, computers etc.
- Refer to job aids whenever lengthy or complex procedures are performed and procedural recall is difficult or unnecessary.
- Lists of flow charts or procedures.
- Handbooks of procedural guidance.

The more complex the job, or the more critical the performance, the stronger the argument for a job aid rather than expecting people to be fully trained.

More written guidance material

Written guidance material may consist of a directive, Reclamation manual, or previous memorandum. The information provided needs to be discussed with the employee to assure proper interpretation.

Coaching - Good coaching of employees consists of your:

Being aware and supportive of employee=s performance, and establishing the understanding with employees that whenever they feel the need for assistance they can obtain if from you. For that to happen, you need to be readily available. More importantly, however, is the manner by which you handle each situation. The employee must view your action as sincere. The success of coaching rests with you and your demonstrated ability to assist, not control the employee in solving problems.

On-the-Job Training(OJT)

On-the-Job Training is often the most effective method of training and should be used whenever it can be, so long as it meets the need. If either you or a lead worker can perform the task to the standard, perhaps one of you can teach the employee to perform the task.

Job Rotation (detail to a temporary duty assignment)

This is when you provide work experience for the employee to perform to the level of the job standard. It is used whenever:

1. The duties of the job are such that available training is not relevant to the job tasks performed.
2. Job tasks are so unique that appropriate training from other sources cannot be obtained cost effectively.

Detail Assignments

Detail assignments can also provide career development opportunities. When the workload allows, interested employees should be encouraged to be detailed to other positions to obtain additional work experience and to meet the workload need. The employee develops a general knowledge about the total organization while the receiving office learns from the employee.

Shadowing

Shadowing another person is an option. The employee is temporarily assigned to a specific person to learn what they do, when, how, and why. The employee learns more about a position of career interest.

Committee or a task force assignment

Special project work is an enriching experience that can help the employee's performance improve while contributing their expertise to a work assignment.

Field Exercise

An exercise at a work site may assist the employee in better understanding Reclamation functions and program objectives. In cases where the employee is involved as support staff in a field, project, or the Regional Office, a field exercise is especially enlightening.

<u>Formal Training</u>

When the above learning options have been reviewed and the employee=s developmental needs still exist, you may need to consider formal training, correspondence courses, etc.

Explore local sources of training first. In-house training offerings should be fully supported. Training from other Government agencies should be explored. Local university, colleges, and technical school offerings should be utilized to meet employee development needs. Non-government professional meetings at the local level also are a viable source to allow employees to keep up with state-of-the-art in their respective professions. Private training vendors should be considered last when looking at developmental options.

Training with associated travel should be used only when local sources are unable to address the need. Only then should training options involving travel be considered in the sequence indicated above for local training options.

If you need assistance in determining the best method of fulfilling a need, feel free to seek assistance from the Human Resources Office (GP-1250), (406) 247-7697/7769. You and the employee should place any comments on the back of the IDP, Part II, that will be helpful to know in completing a final plan. An example of relevant information may be that if a detail, temporary assignment, or formal training is necessary, what would be the best time to have them scheduled.

Both the employee and supervisor should sign and ate the form and route it to your Administrative Officer and/or Area Manager for review.