NIH Training Center

Learn ... Discover ... Grow

Highlights

Sharon D. Ballard,
Managing Editor, Contributor
Robert V. Keller, *Contributing Editor*
Carol Storm, *Contributor*
Moneca Surida, *Contributor*
Pauline Irwin, *Contributor*
Vickie Baldwin, *Contributor*
Kathy Lopez, *Contributor*

http://LearningSource.od.nih.gov

3rd Quarter FY 2005

Catch the Montoring Momentum...
Don't Get Left Behind

On March 9, 2005, the National Institutes of Health, Office of Strategic Manage Planning, National Institutes of Health, Training Center (NIH TC), proudly sponsored the 2005 Federal Mentoring Roundtable (FMR). This event showcased new and innovative approaches to mentoring and provided a networking opportunity for mentoring professionals across Federal agencies.

This year's FMR embodied the theme of "Mentoring Momentum...Don't Get Left Behind." In record numbers, various agency mentoring pro-fessionals registered for this annual event, demonstrating their commitment to capturing mentoring best practices, and staying connected with their fellow mentoring colleagues. Over 80 Federal Mentoring Program Managers/Coordinators from various agencies and communities of practice actively participated in the FMR by sharing the successes, challenges, and future goals of their respective mentoring programs. Throughout the day, participants were encouraged to "catch" the "Mentoring Momentum" and explore the viability of group and e-mentoring for use within their individual agency. Noted leaders in the field of mentoring identified group and e-mentoring as new and cutting edge approaches.

Daryl Lucas, former Director of the Health and Human Services University (HHS U), provided the opening address. Mr. Lucas offered an overview

2005 Federal Mentoring Roundtable presenters: Chuck Ward, Ph.D., President, Chuck Ward & Associates, Inc. (left) and Daryl Lucas, Acting Director, Rockville Human Resources Center, DHHS (right).

of the HHS U mentoring program and eloquently fielded questions from a very engaged audience. Questions, following Mr. Lucas's presentation, largely focused on HHS U program specifics and selection criteria. Mr. Lucas successfully laid the foundation for the esteemed Dr. Chuck Ward to share his wisdom on group mentoring. Dr. Ward's anecdotal story telling, quick wit and hard statistical data quickly sold the audience on the ideology of group mentoring. Many participants indicated that they would take what they had back to their agencies and incorporate group mentoring into existing programs. Mr. James Pritchert followed with a presentation on e-mentoring. While e-mentoring is still considered a "conceptual" innovation, Mr. Pritchert provided background on e-mentoring and suggested that the audience begin to consider this unconventional approach.

In the afternoon, participants attended breakout sessions where participants took the opportunity to discuss several issues. Among these were: if any how group and/or e-mentoring could

be implemented within their agency's mentoring programs, what mentoring advances have you and/or your peers made over the past year, what innovative and creative mentoring solutions have been implemented, where are you and your peers looking to go in the future, and what new spin have you added to a current or ongoing mentoring practice?

As the day concluded, participants were offered the following approaches to fostering a successful mentor/mentee relationship.

- Strive to be inspiring and competent
- Develop and articulate a clear understanding of the expectations of mentors and mentees
- Highlight the power of mentoring and the positive consequences for both mentors and mentees
- Develop mutually beneficial expectations and objectives for the mentor and mentee
- Seek to undertsand mentee needs and collaborate with appropriate parties on how to address them
- Determine responsibilities and guidelines for both parties
- Use effective communication and listening skills to build rapport and model behavior
- Hold two-way productive discussions with mentees and mentors
- Establish an accountability system with mentor and mentee
- Offer guidance, not solutions

Participants all seemed to agree that.... Mentoring **really** does make a difference!!!

Career Development Plans (CDP):

Linking Competencies and Identifying Developmental Activities
So now that you have established where you are in your career (1st Quarter 2005 Highlights) and where you want to be (2nd Quarter 2005 Highlights) it is time to determine how to get there. Identifying job competencies is a great way to help you achieve your career goals. Job competency is a body of knowledge which results in effective and/or superior job performance. A simple way to think of a competency is the ability to perform a task well. Currently you are using a set of competencies to perform your job. If you want to increase your job satisfaction, be considered for a promotion or change jobs, you will need to master new competencies.

Competencies are generally broken down into categories with a variety of words used to describe the different areas. In this article the categories of competencies have been divided into business manage-ment, professional and technical. Business management competencies

relate to common business management practices and techniques in the Federal Government. Examples of these competencies could include accounting, budgeting, general administration, project management, contract management and other business skills. Professional competencies might include communication, facilitation, mentoring, problem solving, leadership, and other interpersonal skills. Technical competencies include specific skills and abilities related to performing the functions or processes of the job. Meaning they are job specific.

When you are looking to develop your competencies, make the effort to analyze the job by:

1. Considering why this job exists and why it exists.
2. Determining the major duties/reponsibilities and are they any special requirements that would be helpful to know.
3. Listing the 10 most common tasks performed in this job.
4. Identifying the knowledge, skills, and abilities that are needed to perform each task.
5. Recognizing and prioritizing the knowledge, skills, and abilities you do not have or those you need to strengthen.

These questions will help you identify short-term developmental activities that will help you acquire the necessary competencies. Types of developmental activities include:
Shadowing (following and observing a person closely)
Internship, apprenticeship
Formal courses or classes
On-the-job training
Video or computer based instruction (on-line learning)
Special projects/assignments
Structured interviews with content experts
Reading
Research
Correspondence courses
Self-study
Mentoring
Rotational assignments
Networking
Reflecting on experiences

Incorporating competencies and developmental activities into your CDP will then make it ready for final review with your mentor or supervisor. In the 4th Quarter Highlights "Helpful Hints" will be given for this review meeting.

Resources: The NIH Work Like Center http://wflc.od.nih.gov/careers/idp/index.asp
The Individual Development Plan Department of Defense

Meet the NIH Training Center Staff

Pauline Irwin
Program Manager
NIH Training Center

Pauline Irwin started her career with the National Institutes of Health (NIH), in 1986 in a temporary role as a training coordinator, where she handled general office duties, such as answering phones and registering employees in classes. Through her willingness to work with different Program Managers to learn a new career, Pauline received a promotion to Program Manager within several Health and Human Services (HHS) Career Development programs. She has held the role of Program Manager for PHHS Epidemiology Program, NIH Management Intern Program, Presidential Management Fellow Program, Administrative Skills Development Program, and the Management Cadre Program.

For a brief period of time Pauline left the NIH and was actively involved in the development and delivery of seven adult education programs that assisted in strengthening the community St. Jude Children's Research Hospital in Memphis, TN with English skills, Spanish skills, sign language, and medical terminology. Pauline was also responsible for coordinating a variety of fundraisers for St. Jude's.

Pauline returned to the NIH in 2004 and accepted the position of Program Manager, under Melanie Keller, Director of the NIHTC where she has reinstated the NIH STRIDE Career Development Program that assists employees to advance within the NIH; coordinates the HHS Career Mentoring Program and is the contact for NIHTC retreats and workshops. Pauline's dedication to NIH employee career development spans almost 20 years. She attributes her success to "loving her job and motivating employees to succeed in *their* careers."

HHS Learning Portal

Looking for a more convenient way to advance your career?
Want to take a course but don't have the time?

If your answer is "yes" to either question, the HHS Learning Portal is your answer. The Learning Portal is the gateway to free, flexible learning. Just by visting http://learning.hhs.gov and clicking on "HHS Learning Portal" you will have access to over 2,000 online courses; online mentoring in all certification areas; online books with over 130 titles under the office Essential Library and collaboration features, such as threaded discussions and Webcasting. Come take advantage of the Learning Portal. Remember it is FREE to HHS employees!

Training Room Reservations Available

NIHTC Training Room

Did you know that you can reserve an NIHTC training classroom for an event? There are seven classrooms available for use at 6120 and 6130 Executive Blvd. Our classrooms are typically used for NIHTC sponsored classes, but there are often days when the rooms are unused. As a service, we rent these rooms to the NIH community. Room capacities, amenities and rates are below. To make a reservation, contact the NIHTC main line at 301-496-6211 and ask to speak with someone about reserving a room!

Traditional Classrooms: Rate $300/day*
Classroom A&B - capacity up to 25
Classroom 3 - capacity up to 15
Classroom 8 - capacity up to 25
Classroom 9 - capacity up to 25

Computer Classrooms: Rate $500/day*
Classroom 2 - capacity up to 20 workstations
Classroom 4 - capacity up to 15 workstations
Classroom 6 - capacity up to 16 workstations

*Additional charges may apply for audiovisual and/or technical support.

All classrooms are equipped with comfortable seating, ample work desks, coat racks, flipcharts and markers, projections screens, wipe boards and podiums. Additional audiovisual equipment that is available upon request includes: LCD projectors, laptops, and video recording equipment and TV/VCR units. Computer classrooms are configured for one client per workstation. Each workstation consists of a computer and monitor with ample desk space for materials.

We are presently improving many of the NIHTC classrooms in order to provide an enjoyable learning experience for all of our clients. We have recently purchased new seating and new tables. Some changes you will see over the next few months include fresh paint and new carpet. The next time you need space fo an event - call the NIHTC at 301-496-6211!

Planning for Fiscal Year 06- Introducing the HHS Leadership Development Program

As HHS managers, you know that the effectiveness of an organization's leadership can make the difference between that organization surviving or excelling. That is why it is critical for HHS leaders to continually develop new strategies to improve leadership performance, which in turn leads to a greater impact on organizational effectiveness and success. You will become part of

a strong network of leaders who learn how to foster lasting change within themselves and the organization, while tackling the strategic issues facing leaders today.

Program Benefits

- *A strategic approach* will be taken to developing skills in leading people (managing human capital).
- *Using OPM's Executive Core Qualifications and the HHS Leadership Competencies* as a basis, you will learn how to lead the organization by targeting and achieving meaningful results (results-based accountability).
- *An individualized learning approach* will be supported through the use of a 360-degree assessment instrument. The feedback will be the basis for a Leadership Development Plan focused on skill-gap development opportunities.
- *Leadership coaches and mentors* will assist you in setting goals and integrating a variety of professional development activities into your day-day management role.
- *A faculty highly skilled in executive education and adult learning* made up of recognized leaders in public administration and public policy implementation.

Program Information

Looking to the future... This Program is a multi-track program preparing leadership at all levels of the organization, offering four "tracks" of learning, tailored to different management levels within the organization. The Program will help you to manage more effectively at your current level while preparing you for positions of greater responsibility.

- Track 1 - Aspiring Leader: *Preparing for Leadership* - Participants would not be serving in a supervisory role. Supervisory endorsement is required.
- Track 2 - First Line/First Time Supervisor: *Achieving Results Through Others* - Participants are supervising non-supervisory staff only.
- Track 3 - Middle Manager: *Leading Up and Down* - Participants are managing other supervisors and/or managers. Considered a "middle manager" in the organization.
- Track 4 - Senior Manager/Executive: *Leaders Growing Leaders* - Participants are supervising middle managers and are serving at a senior level in the organization.

Registration and Contact Information - For more information on the Leadership Development Program, go to http://learning.hhs.gov/LDP or call Vickie Baldwin at the HHS University at 301-443-9901.

3rd Quarter FY 2005 Course Offerings

Course Title	Length	Days	Course #	Location	Cost
Introduction to NIH Property Management	2 days	4/11-4/12; 6/02-6/03	2622	EPS	$790
NBS Travel System for Approving Officials	0.5 day	4/11; 6/08	2613	EPS	$465
Intercultural Communications at the NIH	1 day	4/12; 6/14	4002	EPS	$263
NIH Foreign Travel (NBS Travel System)	2 days	4/25-4/26; 5/16-5/17; 6/06-6/07	2605	EPS	$422
Fellowship Payment System	1 day	4/27; 6/13	2646	EPS	$277
Basic Time and Attendance Using ITAS	2 days	5/10-5/11	2624	EPS	$647
Professional Service Orders	0.5 day	6/06	2612	EPS	$271
Purchase Card Training	1 day	6/07	2636	EPS	$292
Simplified Acquisitions Refresher	0.5 day	6/08	2607	EPS	$265
Purchase Card Processing System	0.5 day	6/09	2635	EPS	$265