Acknowledgements

The *APHIS Leadership Development Toolkit* was originated in 2002 at the Plant Protection and Quarantine (PPQ) Professional Development Center (PDC). This original *Toolkit*, called *PPQ's Leadership Development and Competency Guide*, was based on the Office of Personnel Management's (OPM) leadership competencies, leadership development resources developed in other Federal agencies, and internal expertise and experience. PPQ PDC added a key component to the leadership guide when it asked PPQ Managers to create behavioral examples to illustrate what the OPM core competencies look like at each leadership level. The Learning Contract and Mentoring Handbooks were added and the complete package was called the *PPQ Leadership Development Toolkit*.

In 2008, the *PPQ Leadership Development Toolkit* was rewritten, updated, and expanded by a team from PPQ PDC, Veterinary Service's (VS) Professional Development Staff (PDS), and the APHIS Training and Development Branch (TDB). The *APHIS Leadership Development Toolkit* now addresses the needs of all APHIS employees, includes a separate section for each program in APHIS, and addresses updates from OPM (e.g., inclusion of the "developing others" competency and the addition of the Team Leader/Project Manager leadership level). The 2008 Toolkit was reviewed by all APHIS programs and the Office of the APHIS Administrator.

Contents

List of Figures

Below is a list of figures included in the *APHIS Leadership Development Toolkit*. All figures can be reached by either clicking on the link below or turning to the cited page.

Tab 10: APHIS Mentoring Program

Tab 11: APHIS Program Information

Introduction to Leadership Development in APHIS

Even the most casual trip requires us to choose a destination, consult a map, and plan our journey. The *APHIS Leadership Roadmap* and the *APHIS Leadership Development Toolkit* provide this guidance for our leadership journey. The *APHIS Leadership Roadmap* outlines the journey and the *APHIS Leadership Development Toolkit* provides the details APHIS employees need to identify and develop the competencies needed in their specific case. These "maps" provide guidance for advancing from point A to point B.

APHIS Values Skilled Leaders

APHIS employees are entrusted with carrying out the program and Agency missions. As such, all APHIS employees exhibit leadership skills on a daily basis, whether through their interactions with stakeholders or coworkers. Individual employee leadership is underscored by initiative, competence, and the desire to achieve excellence. This individual leadership is the foundation for meeting program and Agency missions.

To meet the mission, APHIS also needs skilled leaders at the supervisory, management, and executive levels. These leaders define and communicate expectations, roles, and responsibilities to employees, provide resources for employee development, and recognize employee accomplishments. Those with strong leadership skills inspire employees to meet the challenges of today's fast-paced, ever-changing regulatory world. To further enhance and develop those skills, APHIS is providing additional resources for supervisors.

Various methods have been developed such as toolkits, a mendatory performance element for increased supervisory accountability, and supervisory assessment questions linked to leadership compentencies. These resources are intended as another avenue to assist those interested in expanding their leadership capabilities.

> *A leader . . .*
> *Leads by example*
> *Strives to make a positive difference*
> *Inspires and encourages*
> *Respects others*
> *Provides support*
> *Recognizes the contributions of others*

What Makes an APHIS Leader?

Everyone in APHIS can be a leader, regardless of official position. Whether or not we are designated as leaders because of our position, it is the responsibility of each employee to take ownership in developing his or her proficiency in all 28 competencies. This *Toolkit* lays out the APHIS leadership competency development framework and the ways an employee can acquire those leadership skills.

My Chance at a Leadership Position

APHIS projects the number of leaders leaving the workforce will continue to increase for five to ten years. This attrition will create opportunities for others to apply for vacated leadership positions.

Employees who invest time and energy in developing leadership competencies will be better prepared to compete for positions. Those who are willing to relocate will find more leadership positions available in their interest area. While developing your leadership skills will not guarantee you a position, those developmental efforts will increase your marketability when you do apply for positions. So, plan your journey, assess your progress, and use the developmental opportunities and support structures available in APHIS.

How to Use the *Toolkit* and *Roadmap*

What Are the Goals of This Toolkit?

The goals of this *Toolkit* are:
- To create a workplace where employees and Supervisors take equal responsibility for leadership development
- To improve the leadership skills of all APHIS employees
- To meet the succession planning needs of APHIS

> *Use this Toolkit to move from contemplating development to taking action.*

Steps for Using This *Toolkit*?

1. Read Tabs 1 and 2 first. Tab 1 explains contents and key concepts in the *Toolkit* and Tab 2 leads you through the 6 developmental steps for planning and completing your leadership journey.

2. Look at Tabs 3 through 7 and select the tab that applies to your current position on the *APHIS Leadership Roadmap:* (see *Figure 1-1: APHIS Leadership Roadmap* on page 1-3) All Employees, Project Manager & Team Leader, Supervisor, Manager, and Executive. If your position spans two tabs, review both. For example, in some APHIS field offices, the Supervisor is also the Manager. In addition, some employees in the All-Employee category occasionally manage a project or lead a team effort. In these cases, you will find relevant information in more than one Tab. Some of the information from Tabs 1 and 2 will be summarized in Tabs 3 through 7. If you need more detailed information when you are working in Tabs 3 through 7, go back to Tabs 1 and 2 for that information.

3. As you go through the 6 developmental steps in "your" tab (Tabs 3 through 7), you will be directed to Tabs 9 through 11 for more detailed information. Tab 9, *Learning Experiences* describes various learning; Tab 10, *APHIS Mentoring Program*, describes mentoring in APHIS; and Tab 11, *APHIS Program Information* lists program-specific information.

4. Tab 8, *Competency in Cross-Cultural Interactions* is included in the *Toolkit* because we, as APHIS leaders, need to effectively communicate, interact, negotiate, and problem-solve with those who are culturally different from ourselves. So, while cross-cultural interaction is not yet an official OPM competency, proficiency in this area is an essential leadership skill for all in APHIS.

Key Components of Leadership Development in APHIS

To develop our leadership skills, we need to know our destination, assess our current proficiency level, and use available learning resources and support structures. The key components of leadership development are:

1. ***Leadership competencies as learning goals***
   a. The *APHIS Leadership Roadmap* lists the competencies needed for successful performance at each of five leadership levels.
   b. Focus on developing the competencies for your leadership level and then the level you would like to attain.

2. *Assessment and feedback*
   a. APHIS provides a variety of assessment tools to identify strengths, personal styles, and related developmental needs.
   b. Use the results of the assessments to create your Developmental Plan.

3. *Continuous learning opportunities*
   a. APHIS provides a variety of learning approaches to best meet each employee's learning style and developmental needs.
   > (1) Formal classroom training
   > (2) E-learning
   > (3) Developmental assignments
   > (4) Self-directed activities
   b. Use these learning approaches to develop the leadership competencies you targeted.

4. *Mentoring*
   a. APHIS provides mentoring and other supportive services in one-on-one and team settings.
   b. Use these mentoring and supportive services to help plan your goals, sustain your progress, and transfer learning back to the job.

These components will be discussed in more detail in Tab 2, *How to Develop Your Leadership Skills*, when the 6-Step Leadership Competency Development Cycle is explained.

What is a Leadership Competency?

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

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

This *Toolkit* will assist you with identifying the *leadership competencies* you need and planning learning experiences to attain those *leadership competencies*. Consult people within your program for information on the *technical expertise* needed for a specific position and suggestions for their development.

The APHIS Leadership Roadmap

The *APHIS Leadership Roadmap* (*Figure 1-1: APHIS Leadership Roadmap* on page 1-3) illustrates how leadership is developed in APHIS. Each leadership level on the *Roadmap* lists the competencies needed at that level and the common learning experiences that can be used to attain skills at that leadership level.

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

APHIS Leadership Development Competency Framework

Figure 1-2: APHIS Leadership Development Competency Framework on page 1-4, highlights the competency section of the *APHIS Leadership Roadmap*. Each level of the *Roadmap* focuses on the leadership competencies most critical at that level.

APHIS LEADERSHIP ROADMAP

	Employee Level and Core Competencies	Learning Experiences	Recommended Course Options
Leading & Managing Organizations (EXECUTIVE)	**Executive** — Entrepreneurship, External Awareness, Vision	• Complete a 360° assessment and obtain/review results • Be a mentor/have a mentor • Engage an executive coach • Participate in executive-level task force committees • Within first year as new Executive, conduct formal Leadership Transition workshop with staff • Complete self-study online courses • Engage in self-directed learning through books, tapes and/or seminars	• Institutions of Higher Learning, ie. American University's Key • Executive MPA, Harvard's Kennedy School of Government, etc. • Mandatory Agency training courses • AgLearn Senior Leadership Development Channel • APHIS Executive Development Guide (resource)
Leading & Managing Programs (MANAGER)	**Manager** — Creativity & Innovation, Financial Management, Partnering, Political Savvy, Strategic Thinking, Technology Management	• Complete a 360° assessment and obtain/review results • Be a mentor/have a mentor • Participate in a detail outside of USDA/Congressional Fellowship • Within first year as new Manager, conduct formal Leadership Transition workshop with staff • Participate as a member of Governmental, Intergovernmental, and/or program task force committees • Develop a Learning Contract/IDP based on 360°feedback • Engage in self-directed learning through books, tapes and/or seminars • Complete self-study online courses	• Federal Executive Institute's (FEI) – Leadership for a Democratic Society • Institutions of Higher Learning, ie. American University's Key • Executive MPA, Harvard's Kennedy School of Government, etc. • Senior Executive Service (SES) – Candidate Development Program • Office of Personnel Management (OPM) – Management Development Center Programs/Leadership courses • External management courses • Mandatory Agency training courses • APHIS Executive Development Guide (resource) • AgLearn online training courses
Leading & Managing People (SUPERVISOR)	**Supervisor** — Accountability, Conflict Management, Developing Others, Human Capital Management, Leveraging Diversity	• Complete a 360°assessment and obtain/review results • Have a mentor/be a mentor • Participate in a detail within USDA /program /agency • Serve as a representative on a program /agency/ department committee • Develop a Learning Contract/IDP based on 360° feedback • Complete a formal Supervisory Training program • Complete self-study online courses • Within first year as new Supervisor, conduct formal Leadership Transition workshop with staff • Engage in self-directed learning through books, tapes and/or seminars	• Fundamentals of APHIS Human Resource Management (FAHRM) • Leadership Development Program Track II • Leading in a Mix of Generational Views and Values • Mandatory Occupational Safety & Health Administration course • External Supervisory courses • Mandatory Agency training courses • AgLearn online training courses
Managing Projects (PROJECT MANAGER & TEAM LEADER)	**Project Manager & Team Leader** — Decisiveness, Influencing/Negotiating, Team Building, Technical Credibility	• Complete a 360°assessment and obtain/review results • Have a mentor/be a mentor • Participate in a detail within APHIS • Visit program sites/field/headquarters • Serve as a member of a APHIS-wide special project team • Develop a Learning Contract/IDP based on 360° feedback • Complete a formal Project Management training • Participate in external education and training courses • Complete self-study online courses • Engage in self-directed learning through books, tapes and/or seminars	• Advancing Leader Program Track I • Preparing APHIS Team Leaders (PAT) • Staff Officer Training (SOT) • APHIS International Training Program (AITP) • So You Think You Want To Be a Supervisor, Seminar • Emotional Intelligence for Organizations • External Project Manager/Team Leader courses • Mandatory Agency training courses • AgLearn online training courses
Managing Yourself (ALL EMPLOYEES)	**All Employees** — Continual Learning, Customer Service, Flexibility, Integrity/Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Public Service Motivation, Resilience, Written Communication	• Develop a Learning contract/IDP with supervisor • Have a mentor/be a mentor • Engage in some cross training within program • Volunteer for collateral duty assignments and/or specific projects • Join and become active in outside professional organizations • Participate in external education and training courses • Complete self-study online courses • Engage in self-directed learning through books, tapes and/or seminars	• Presentation Skills training • Myers Briggs Type Indicator Interpretation Training • So You Think You Want To Be a Supervisor, Seminar • Customer Service training • FOCUS/Time Management course • Mandatory Agency training courses: ✓Civil Rights ✓Cyber Security ✓Incident Command System (ICS) 100 & 200 ✓Ethics • External Courses: ✓Writing ✓Problem Solving ✓Conflict Management • AgLearn online training courses

Recommended Learning Experiences — *Recommended Course Options*

Figure 1-1: APHIS Leadership Roadmap

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

Figure 1-2: APHIS Leadership Development Competency Framework

What is Considered Proficient at My Leadership Level?

Proficiency is mastering the behavioral examples at your level. This *Toolkit* contains BEs for each of the 28 competencies at each of the 5 leadership levels.

What is a "Behavioral Example?"

A behavioral example (BE) is a success indicator showing how an employee at a particular level would demonstrate proficiency in a given competency. For example, a Supervisor looking at BEs for conflict management would see "Actively involves employees and team or work unit in resolving differences over work issues (e.g., schedules, assignments, ensuring employee and organizational concerns are balanced)." An Executive, on the other hand, would see "Provides resources and support to Managers in resolving grievances and EEO complaints that reach the Executive level."

The BEs in this *Toolkit* have been developed in conjunction with OPM and validated by the programs within APHIS.

The BEs can be used prior to beginning a learning experience to assess the need to develop that competency, during a longer learning experience to assess progress, and at the end of a learning experience to determine if further work is needed.

How Can I Use This Information?

First, you can use the BEs to fully understand what a certain competency means at that specific leadership level. Having a clearer understanding will help you make a better Development Plan.

Second, you can also use the BEs as an assessment of your current level. If the BEs for your level show you to be proficient at that level and if you are interested in preparing for a position at the next leadership level, look at the BEs at that next level as you begin to plan your development journey.

Link between the *Roadmap* and the 28 Competencies

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

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

Mastery of the leadership competencies provides you with a professional skill set that can be continually expanded and developed.

While each competency will not be needed all the time, once you have added a competency to your professional skill set, you can use it whenever you need it.

Where Did the 28 Competencies Come From?

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

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

The 28 competencies are divided into 6 categories: 1) fundamental competencies; 2) leading change; 3) leading people; 4) producing results; 5) business acumen; and 6) building coalitions.

If you would like more information, go to Tab 7, ***Leadership Development for Executives*** or the OPM Web site: http://www.opm.gov and search for "Executive Core Qualifications" or "ECQ."

How to Develop Your Leadership Skills

APHIS Leadership Competency Development Cycle

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

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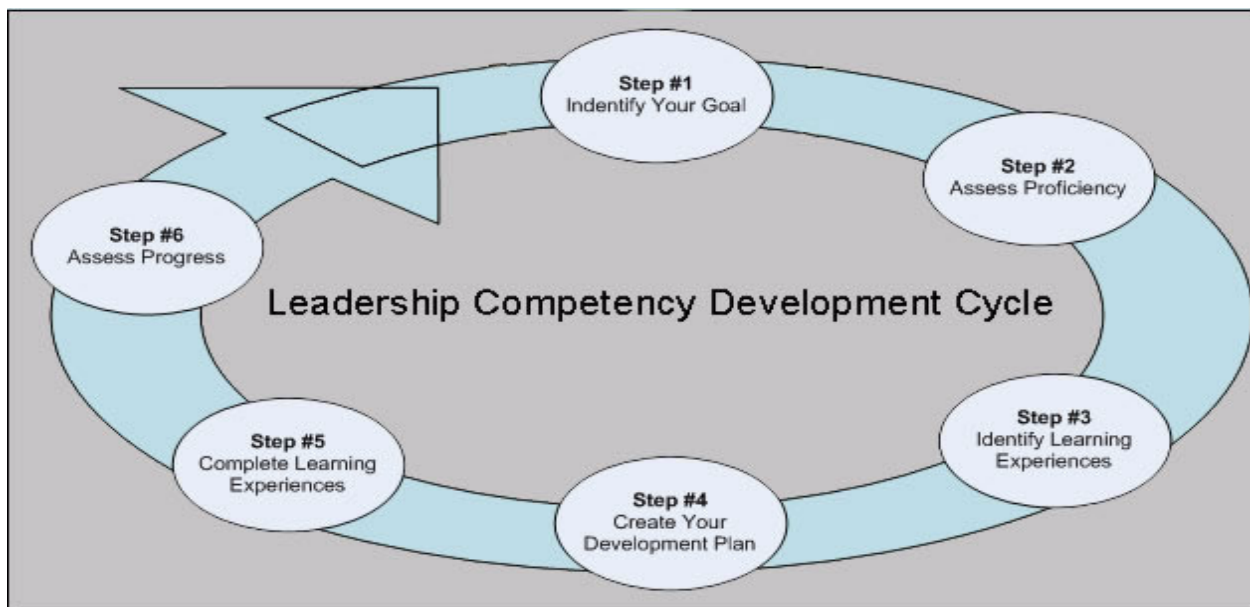
Figure 2-1: Leadership Competency Development Cycle

How Long is a Development Cycle?

The development cycle begins at the start of the performance year. New employees or employees who change jobs during the performance year should work with their Supervisors to begin their development within 60 days of starting the new job, and can lengthen or shorten the first development cycle to fit into the performance year.

The development cycle may expand to cover one or two performance years, with the norm being one year. A two-year cycle might be desirable, for example, for an employee who is participating in a leadership course lasting more than 12 months.

Step 1: Identify Your Goal

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

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

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

If your future goals include applying for a specific position, investigate that position. Identify the technical competencies you will need in order to demonstrate technical credibility in that position. You can identify needed technical competencies from a PD for that position. The PD may not list the specific leadership competencies needed for the position, but you can figure those out by using the *APHIS Leadership Roadmap*. See Tab 11, **APHIS Program Information** on page 11-1 for more information on designing a career path to your desired position.

Step 2: Assess Proficiency

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

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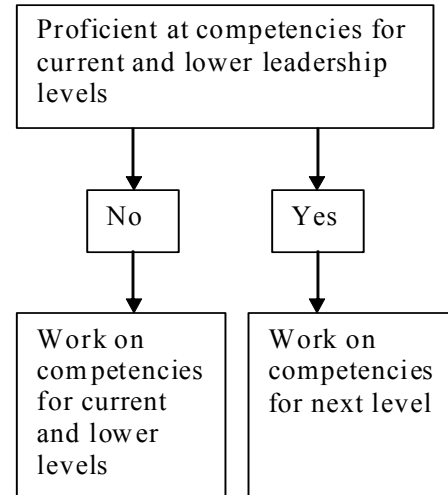
Figure 2-2: Determining Competencies to Develop

What Instruments Can I Use to Assess My Proficiency?

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

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

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

Tab 9, *Learning Experiences* on page 9-1, contains more information about assessments and how to request the services.

Refine Your Goals

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

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

Step 3: Identify Learning Experiences

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

Figure 2-3: Activities for Leadership Competency Development on page 2-4, lists possible types of learning experiences and *APHIS Pro-*

gram Information on page 11-1 has more detailed information on each of these learning experiences. Select the learning experiences that best match your learning style, the competency you are developing, and your program budget. Determine the dates by which you will complete the learning experiences you have identified.
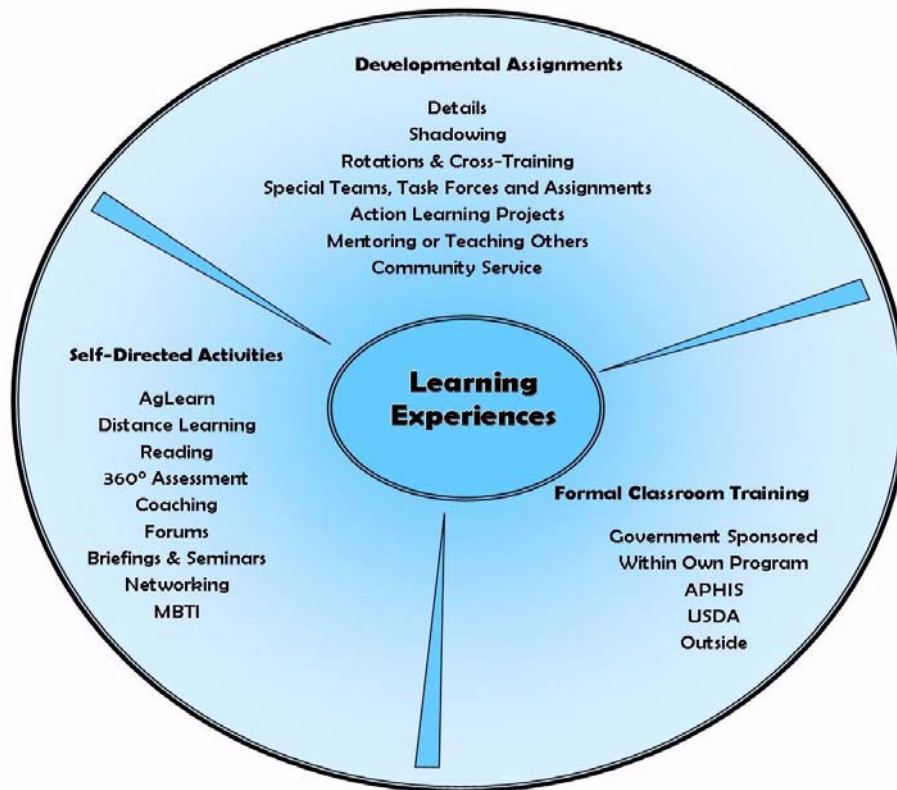
Figure 2-3: Activities for Leadership Competency Development

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

Example of learning evidence

Make a clear, concise, and well-organized presentation to the Management Team on your work unit's accomplishments using graphics software, such as PowerPoint, screen show, and handouts.

Many units or programs also require employees to list costs associated with the learning experience (e.g., tuition, travel, and

course materials) and other resources you will need to support your learning, (e.g., time away from work, technology, equipment, and access to particular people or information). Check with your Supervisor for more information.

Some programs also request that you demonstrate how your learning goals relate to and support APHIS and your program's mission and goals. If this link is required in your program, review mission and vision statements, strategic goals, values statements, and workforce and succession planning documents (available on APHIS and program

Web sites). Then, describe how your proposed competency development goals and learning experiences will benefit APHIS and your program.

Step 4: Create Your Development Plan

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

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

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

At this time, programs in APHIS are using both the paper version and the AgLearn ver-

sion of Development Plans. Check with your Supervisor for guidance on which you should use. If your Supervisor and/or your program have no preference, select the format that best fits your needs.

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

Meeting with Your Supervisor to Discuss Your Development Plan

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

A productive discussion with your Supervisor should result in a mutually agreed-upon Development Plan and decisions regarding when and how you will meet to review progress, make necessary adjustments, and evaluate how well you have accomplished your learning goals. See the section following Step 6 (***When and How Often Should I Meet With My Supervisor?*** on page 2-6) for guidelines on having a productive discussion with your Supervisor.

Step 5: Complete Your Learning Experiences

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

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

Step 6: Assess Progress

Schedule regular meetings with your Supervisor to review progress on your competency development. Discuss how you have applied what you have learned to your job. If your learning goals change, meet with your Supervisor to revise your Development Plan so it is up to date and accurately reflects your learning plans.

When and How Often Should I Meet With My Supervisor?

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

How Can I Have a Productive Leadership Development Discussion?

A leadership development discussion is _not_ a performance appraisal review. This discussion is an opportunity to clarify goals and to agree on actions and expected outcomes to improve in targeted competencies. The following tips should help ensure you have a constructive and effective leadership development discussion with your Supervisor.

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

What Is My Role and My Supervisor's Role?

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

As an employee, you need to discuss your career goals with your Supervisor and work

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

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

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

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

You, as the Supervisor, should:
- Assist in creating a Development Plan.
- Guide the learner toward useful resources for development.
- Review the Development Plan and provide feedback.
- Ensure the employee's goals are aligned with the program mission, vision, and current needs.

- Schedule regular meetings (at minimum, twice per year) to discuss progress, application, and further development.
- Make adjustments, if necessary, to ensure Development Plans of all employees can be accomplished within the training budget.
- Support transfer of learning by providing employees opportunities to practice new skills and by rewarding improved performance.

Employees:
Take ownership of your
Leadership development.

Supervisors:
The newest OPM competency is
"Developing Others."

Transferring Learning to the Job

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

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

Mentoring and Coaching

A mentor is a role model and sounding board who provides confidential guidance. A mentor is someone, not in the employee's chain of command, who is in a position to help with job and career goals, and who is committed to doing so. Mentoring is a constantly evolving process and requires the mentor and protégé to

work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback to enable the achievement of those goals. See Tab 10, ***APHIS Mentoring Program*** on page 10-1 for more information on mentoring programs within APHIS.

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

Sample Development Plans

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

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

SAMPLE #1: AGLEARN VERSION OF DEVELOPMENT PLAN

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

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

My Plans and Goals

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

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

Section Name: *Career Development Goals (1)*					
Goal Name	Target Date	Priority	% of Goal	Action	Remove
Leadership Development	*8/31/20XX*	*High*			

Details						
Goal Description: Achieve skills and experience necessary to be candidate for leadership position.					**Goal Status:** Half done	
Activities						
Name	**Due Date**	**Type**	**Priority**	**Percent Complete**	**Current**	**Target / Stretch**	**Action**
Leadership for Today	*8/31/09*	*External*	*High*	*10%*	*Started*		**View/Add Move/Edit**

Section Name: *Performance Goals (2)*					
Goal Name	Target Date	Priority	% of Goal	Action	Remove
Understanding Risk Analysis	*8/31/20XX*	*High*		*Not started*	

Details						
Goal Description: Understand regulatory and technical issues and how risk analysis is done.					**Goal Status:**	
Activities						
Name	**Due Date**	**Type**	**Priority**	**Percent Complete**	**Current**	**Target / Stretch**	**Action**
Detail	*8/31/09*	*AgLearn*	*High*		*Not Started*		**View/Add Move/Edit**

Figure 2-4: AgLearn Version of Development Plan

SAMPLE #2: PAPER VERSION OF DEVELOPMENT PLAN

Employee's Name: *I.M. Learner*   **Job Title:** *Inspector*
Organization and Location: _____**Today's Date:** *October 1, 20XX*
Learning Goal: *Attain skills to reduce situations that could result in confrontations or conflict; improve necessary technical skills to intercept pests; improve writing skills*

Competency: Conflict Management					
Learning Objectives	**Learning Experiences**	**Target Date**	**Evidence of Learning**	**Cost and Support**	**How links to Vision, Mission, Strategic Plan**
Define conflict *Understand conflict modes* *Use effective behaviors in managing conflict*	*1) Attend Conflict Prevention and Resolution Training* *2) Complete Thomas-Kilmann Conflict Mode Instrument*	*March* *March*	*1) Demonstrate use of interest based approaches to resolve conflict with colleagues and customers* *2) Use knowledge of own and others' conflict styles to achieve solution* *3) Use available resources to resolve conflict in timely manner*	*Travel and per diem: $1,500* *Purchase instrument: $45*	*Leadership, Communication Skills, Conflict Management link to goals of providing superior customer service*
Competency: Technical Credibility					
Understand commodity inspection techniques. *Perform pest identification*	*1) Attend New Officer Training* *2) Take online horticulture, botany, or pest ID course*	*May* *Nov*	*1) Appropriately apply regs to restricted and prohibited commodities* *2) Increase interception rate by 10% over previous year* *3) Accurately identify pests using identifier*	*1) Travel & per diem: $4,000* *2) No cost*	*Technical Expertise to meet APHIS vision of providing leadership in ensuring health of animals and plants*
Competency: Written Communication					
Understand how to write clear, well-organized, concise reports	*1) AgLearn SkillSoft course, Comm 221* *2) Attend writing course at comm. coll*	*Oct* *Spring Sem*	*1) Completion with passing grade* *2) Obtain passing grade of B* *3) Supervisor's review of reports*	*1) No cost* *2) Tuition and books: $300*	*Written communication skills essential for successful job performance*
Development Plan discussed and agreed to on: _____ Employee Signature: _____ Supervisor Signature: _____					
Six-Month Review Date: _____ Comments: Employee Signature: _____ Supervisor Signature: _____					

Figure 2-5: Paper Version of Development Plan

SAMPLE #3: NARRATIVE VERSION OF DEVELOPMENT PLAN

Learner's Name: *John Q. Employee*　　　　　**Date:** *October 1, 20XX*

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

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

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

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

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

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

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

Development Plan discussed and agreed to on: _____
Employee Signature: _____Supervisor Signature: _____

Six-Month Review Date: _____
Comments:

Employee Signature: _____　　Supervisor Signature: _____

Figure 2-6: Narrative Version of Development Plan

Leadership Development for All Employees

Figure 3-1: APHIS Leadership Roadmap Example for All Employees

Why Is It Important for All Employees to Develop Leadership Skills?

Some employees think they do not need to develop leadership skills because they are not Supervisors or Managers. In reality, every employee in APHIS is a leader. Employees lead through their actions and words, by example, and by influencing others. In APHIS, all employees need to develop a strong foundation of leadership skills to perform better in their current and future positions.

Whether or not we are *designated* as leaders because of our position, it is the responsibility of every employee to take ownership of developing proficiency in all 28 competencies.

Leadership Competencies at the All-Employee Level

The pull-out of the All-Employee level of the *APHIS Leadership Roadmap* above highlights the 10 *essential* competencies at this level. We just read that all 28 competencies are important at all leadership levels, so why are 10 competencies highlighted at the All-Employee level? When you look at the competencies listed on the *Roadmap*, the ones listed at your level and below are the ones at which you should be proficient. The competencies listed at the level just above your level are the ones at which you should be starting to develop proficiency. For competencies further up the Roadmap, you should have an understanding of

their functions and importance and be able to use them in a limited fashion.

Behavioral Examples and the 28 Competencies

The Behavioral Examples (BEs) illustrate how each competency is used at each leadership level. For example at the All-Employee level, BEs for "Developing Others" (at the Supervisor level on the *Roadmap*) illustrate that you would use this competency on a more individual basis than your Supervisor would. You could help train a new employee or share newly gained knowledge with your colleagues. BEs for your Supervisor, on the other hand, illustrate responsibility for ensuring development resources are fairly distributed among all employees.

How Should I Develop Competencies?

As mentioned in *How to Develop Your Leadership Skills* on page 2-1, the "Leadership Competency Development Cycle" is the framework provided in this Toolkit to help you identify and develop necessary competencies. This section provides a graphic of the "Leadership Competency Development Cycle" and walks you through each step of the process. Information presented in Tab 2 will be mentioned in brief format in the following pages. If you need more information on any step, go back to *page 2-1*.

How Is My Supervisor Involved in My Development Plan?

Your Supervisor needs to approve your Development Plan. Your Supervisor could also be instrumental in identifying resources, providing support, and assisting with assessment. You can use the *Toolkit* completely on your own to create your Development Plan, only scheduling a meeting to discuss your plans once you have developed them. Or, you can seek your Supervisor's assistance and input at any stage in the developmental process. Before

you schedule a meeting with your Supervisor, review the section in *Meeting with Your Supervisor to Discuss Your Development Plan* on page 2-5 on having a productive development meeting with your Supervisor.

Figure 3-2: Leadership Competency Development Cycle

Step 1: Identify Your Goals

To begin identifying your goals, ask yourself the following questions:
- What are my developmental goals?
- Where do I want to be in one year or three to five years?
- Do I want to be proficient in my current position?
- Do I want to laterally move to another position?
- Do I want to move to a Project Manager or Team Leader position, or even higher to a Supervisor, Manager, or Executive position?
- Do I have a specific leadership level in mind or even a specific position in mind?

Once you have identified your goals, make a list of the competencies associated with reaching those goals and the timeframe for developing those competencies. If you have listed a specific position as your goal, go to Tab 11, *APHIS Program Information* on page 11-1

and use the template to identify the competencies needed for that position.

Step 2: Assess Proficiency

Once you have identified the competencies, it is essential to assess your proficiency in those competencies. First, assess the competencies essential to your leadership level. At the "All-Employee" level, these include:
- *Continual Learning*
- *Customer Service*
- *Flexibility*
- *Interpersonal Skills*
- *Integrity/Honesty*
- *Oral Communication*
- *Problem Solving*
- *Public Service Motivation*
- *Resilience*
- *Written Communication*

To assess proficiency in these competencies, use the BEs provided in the next few pages. As you read the BEs, decide whether you are able

to successfully perform the tasks associated with each of the BEs.

If your assessments show mastery at the 10 competencies above, repeat the assessment process using the BEs for the 18 competencies highlighted at the next 4 levels of the *Road-map*. When you finish assessing, select 2 or 3 competencies on which to focus and move to the next step.

Step 3: Identify Learning Experiences

Once you have assessed your proficiency, you need to select learning experiences to address any proficiency gaps identified in your assessment. Tab 9, *Learning Experiences* on page 9-1, is a resource for identifying those learning experiences. Read the background information on learning experiences and then look at the activities associated with each competency. Identify learning experiences that best fit your learning style, preference, and program training budget.

Step 4: Create Your Development Plan

The next step in the process is to create a Development Plan. Incorporate the work from the three previous steps when completing your Development Plan.

Steps 5: Complete Learning Experiences

Once your Supervisor has approved your Development Plan, begin working on the learning experiences identified in your Plan. Record the completion date for each learning experience. If you created your Development Plan in AgLearn, your learning experiences will automatically transfer to your learning history as soon as you indicate you completed an activity.

Step 6: Assess Progress

When you complete your learning experiences, reassess your proficiency in the essential competencies for this level. Use the BEs to self-

assess and ask others to assess your current proficiency level. Then, begin the cycle again.

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

Figure 3-3: APHIS Leadership Development Competency Framework

Behavioral Examples

The following BEs describe typical actions at the All-Employee level when you are focusing on managing yourself. The BEs are divided into two groups of competencies: 1) the first grouping illustrates the 10 competencies on the All-Employee level on the *Roadmap*; and 2) the second grouping illustrates the other 18 competencies appearing at the other four levels on the *Roadmap*. In both groups, the competencies are listed in alphabetical order. All of the BEs describe actions that would be used at the All-Employee level.

Use the BEs to assess your proficiency. If you need to develop a large number of competencies, focus first on the 10 competencies essential at the All-Employee level. Once you are skilled at those, you can work on developing proficiency in any of the competencies to bring yourself to full performance at the All-Employee level (as portrayed by the BEs).

Continual Learning

Definition:	**Behavioral Examples (at the All-Employee level)**:
Assesses and recognizes own strengths and weaknesses. Pursues self-development.	1. Actively seeks feedback on own performance. 2. Actively seeks learning in areas beyond own technical expertise in order to become a productive employee. 3. Assesses own strengths and weaknesses. 4. Crafts and uses a variety of learning approaches, including formal coursework, reading, talking with others, attending formal training, shadowing, detail assignments, and on-the-job experiences for own development. 5. Seeks challenging assignments and unfamiliar tasks. 6. Seeks out and engages in opportunities for self-improvement. 7. Spends time learning from others. 8. Uses a Development Plan to link assessments, career goals, and organizational strategies to personal development plans.

Customer Service

Definition:	**Behavioral Examples (at the All-Employee level)**:
Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.	1. Demonstrates empathy for customers. 2. Follows through on customers' questions, requests, and complaints. 3. Gains customer confidence through competence, good communications, and trust. 4. Gives clear explanations; uses plain language to clarify needs and interests with customers. 5. Responds efficiently to requests for help, information, and services. 6. Recognizes coworkers as customers and responds to them accordingly. 7. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 8. Treats all with respect and consideration.

Flexibility

Definition:	Behavioral Examples (at the All-Employee level):
Demonstrates an openness to change and new information; Rapidly adapts to new information, changing conditions, or unexpected obstacles.	1. Adapts behavior and work methods, as needed, in response to new information, changing conditions, or unexpected obstacles. 2. Adopts a positive attitude to new demands and is optimistic and accepting of necessary change. 3. Modifies communications techniques, as necessary, in order to reach understanding with and among different groups. 4. Demonstrates a willingness to learn and use new procedures and technology. 5. Responds appropriately to the differing needs of diverse internal and external customer groups. 6. Sees the possibilities in the situation. 7. Smoothly handles multiple demands, shifting priorities, and rapid change. 8. Understands one's own preferences and habits of thought and demonstrates the ability to "flex" from preferred styles into those most appropriate to the circumstance.

Integrity and Honesty

Definition:	Behavioral Examples (at the All-Employee level):
Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.	1. Accepts personal responsibility and does not shift the blame to others. 2. Acts out of motivation to do the right thing, rather than out of pleasure, fear, inclination, habit, peer approval, or social or political pressure. 3. Does not make promises that are expedient but cannot be kept. 4. Expresses dissent when actions or pending decisions would violate organizational and/or Constitutional values, laws, and regulations. 5. Holds self accountable for meeting objectives and keeping commitments; follows through. 6. Demonstrates the ability to be fair and ethical with customers and employees. 7. Keeps organizational and personal information confidential when required and/or appropriate. 8. Refrains from spreading gossip, rumor, and false information.

Interpersonal Skills

Definition:	**Behavioral Examples (at the All-Employee level)**:
Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.	1. Builds consensus through give and take. 2. Builds trust through one's reliability and authenticity. 3. Considers and appropriately responds to the needs, feelings, and capabilities of different people in different situations. 4. Seeks to understand the culture, beliefs, values, biases, preferences, feelings, and other drivers of behavior—both conscious and unconscious—in oneself and others. 5. Demonstrates discretion and tact when correcting or questioning another's idea or action. 6. Seeks accurate information, avoids jumping to conclusions, or passing on questionable information. 7. Seeks feedback from others to avoid blindspots that can cause misunderstandings. 8. Demonstrates respect for the values and ideas of others, even while not agreeing with them. 9. Demonstrates understanding, tact, and concern for others.

Oral Communication

Definition:	**Behavioral Examples (at the All-Employee level)**:
Makes clear and convincing oral presentations to individuals and groups. Listens effectively. Clarifies information as needed. Facilitates open communication.	1. Actively checks to ensure the message has been understood. Looks for visual feedback from others and uses questions to check understanding. 2. Considers the audience members, their familiarity with the topic, and degree of interest prior to speaking. 3. Demonstrates articulate, clear, concise, and effective in communicating with others. 4. Demonstrates the ability to be prepared to listen to other views, flexible, and to modify own perspectives. 5. Recognizes and utilizes a variety of communication preferences (e.g., public or private, visual or auditory). 6. Speaks in a way that makes complex technical concepts understandable and uses appropriate supporting materials (charts, illustrations, etc.). 7. Uses common conventions of language and grammar appropriate to professional settings. 8. Appropriately uses gesture, eye contact, vocal pitch and intensity to positively add to the impact of the message.

Problem Solving

Definition:	Behavioral Examples (at the All-Employee level):
Identifies and analyzes problems. Weighs relevance and accuracy of information. Generates and evaluates alternative solutions. Makes recommendations.	1. Demonstrates the ability to predict objections and takes these into account. 2. Continually seeks better ways to accomplish work through alternatives. 3. Demonstrates the ability to think critically. Uses knowledge of assumptions, mental models, systems archetypes, as well as the context, i.e., political trends, priorities, and cultures to anticipate problems and to recognize a need for change. 4. Evaluates complex situations and ideas; clearly identifies and frames the problem; sorts out symptoms from root causes. 5. Challenges and provides alternatives to generally accepted practice. 6. Evaluates and adjusts solutions when they do not meet customers' needs or fit the situation. 7. Identifies issues, within the context of own job, that require decisions or other action. 8. Works to fix the problem, not to blame.

Public Service Motivation

Definition:	Behavioral Examples (at the All-Employee level):
Shows a commitment to public service. Enables others to acquire the tools and support they need to perform well. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.	1. Embodies the integrity and ethics expected of a public servant. 2. Demonstrates good citizenship in the workplace, of the U.S., and of the global community. 3. Is trusted by others. 4. Projects a positive image of APHIS, e.g., speaks favorably of APHIS and of its people, both at work and in the community; (maintains a neat, clean, and professional appearance). 5. Serves as a personal model of service to others. 6. Demonstrates good stewardship of public resources. 7. Demonstrates, fulfills, and personifies the special mandate of public service. 8. Uses own time and other resources prudently and appropriately to further the goals of the Agency.

Resilience	
Definition: Deals effectively with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.	**Behavioral Examples (at the All-Employee level)**: 1. Balances priorities at work with personal life concerns and wellness. 2. Continues to move projects forward despite setbacks, e.g., by trying different approaches to reach a goal. 3. During change, assists team/work group members to handle uncertainty and to persevere. 4. Calmly handles crises and stressful situations. 5. Handles personal assumptions and "gut" reactions of fear, anger, and sadness. 6. Demonstrates self-awareness and understands situations that are personal stress triggers and how stress affects performance. 7. Tolerates change and flux. 8. Seeks support from friends, professionals, or peers during crisis periods.
Written Communication	
Definition: Writes in a clear, concise, organized, and convincing manner for the intended audience.	**Behavioral Examples (at the All-Employee level)**: 1. Accurately fills in or completes forms, logs, files, etc. 2. Adheres to Agency policy for all written communications, guidelines, and/or e-mail messages. 3. Brings to the attention of the Manager when customers or stakeholders may benefit from written information. 4. Conveys information highlighting essential points and clearly conveys the message of the subject to the intended audience at the level of the receiver. 5. Creates an informative subject line and is clear and concise in e-mail messages. 6. Ensures written text is carefully edited for perspective, accuracy, and correctness. 7. Issues information via the appropriate medium (e.g., e-mail, written memos). 8. Makes written work clear, easy to follow, concise, and relevant. 9. Uses a written style and vocabulary appropriate to the audience.

Additional Leadership Competencies to Develop at the "All-Employee" Level

Once you have achieved proficiency with the 10 competencies listed at the All-Employee level, focus on developing the 18 competencies at the other 4 levels of the *Roadmap*. Use the BEs for those 18 competencies to guide your assessment and development.

Accountability

Definition:

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Behavioral Examples (at the All-Employee level):

1. Demonstrates strong ethics and professionalism.
2. Holds self accountable for own mistakes.
3. Holds self accountable for achieving results within assigned deadlines.
4. Protects employee, customer, and citizen privacy.
5. Ensures projects are completed on time, within budget, and to the customer's satisfaction.
6. Understands own role as a public servant and the responsibilities of government to the people.
7. Uses internal controls and monitoring systems to protect the integrity of the organization and prevent waste, fraud, and mismanagement, reporting any instances where such problems occur.

Conflict Management

Definition:

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Behavioral Examples (at the All-Employee level):

1. Assists in clarifying issues that have caused conflict or concern.
2. Can express one's position and feelings clearly and concisely without accusation, sarcasm, or hostility.
3. Handles difficult people with diplomacy.
4. Demonstrates discretion and tact when correcting or questioning another's idea or action.
5. Manages own emotions.
6. Seeks points of agreement between own views and those of others.
7. Uses good communication to proactively discuss differences with coworkers, Supervisors, and the public in an effort to create a positive atmosphere.
8. Uses interest-based approaches to resolve conflict with colleagues and customers.

Creativity and Innovation

Definition:

Develops new insights into situations. Questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs/processes.

Behavioral Examples (at the All-Employee level):

1. Continually seeks better ways to accomplish work.
2. Demonstrates an openness to new or unconventional ideas and solutions.
3. Finds ways to initiate improvements within one's sphere of influence.
4. Habitually explores multiple, sometimes unconventional, options and different perspectives in order to gain the best solution.
5. Suggests ways to improve quality and efficiency.
6. Supports and encourages colleagues with new ideas.
7. Uses full range of skills, knowledge, and experiences to imagine and actively promote improvements.

Decisiveness

Definition:

Makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Behavioral Examples (at the All-Employee level):

1. Demonstrates the ability to distinguish between personal preferences and objectively preferable courses of action.
2. Commits to action to carry out assignments; acts promptly and effectively once a decision on a course of action has been made.
3. Makes appropriate, informed decisions on technical matters or work processes.
4. Makes sound and timely decisions for activities within own area of responsibility, consulting others as appropriate.
5. Refers decisions upward only when necessary and appropriate.
6. Takes responsibility for own decisions.
7. Persists with decisions unless reliable and credible information indicates a better course of action.
8. Sees and seizes opportunities to make things happen to make a positive difference.

Developing Others

Definition:

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Behavioral Examples (at the All-Employee level):

1. Assists new employees in understanding program and Agency mission and goals.
2. Assists with training of new and/or current employees in areas of own expertise.
3. Collaborates and shares plans, information, and resources.
4. Is sought out by peers for expertise and counsel.
5. Attentively listens to others to hear and understand what is being said, and to assess what is meant.
6. Passes on information about training opportunities to coworkers.
7. Shares information learned in training opportunities (in formal courses, details, and reading) with coworkers.
8. Influences and inspires others to develop their skills.

Entrepreneurship

Definition:

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Behavioral Examples (at the All-Employee level):

1. Demonstrates an ability to create new services and products.
2. Asks "what if" questions to test assumptions and challenge the status quo.
3. Assesses potential risks while suggesting and developing modifications to products or service delivery.
4. Makes innovative suggestions and tries new approaches within own area of work.
5. Participates in projects improving work unit processes, procedures, environment, and customer service.
6. Seeks better solutions instead of falling back on quick answers, looks beyond the obvious.

External Awareness

Definition:

Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Demonstrates awareness of the organization's impact on the external environment.

Behavioral Examples (at the All-Employee level):

1. Demonstrates knowledge of how one's own activities fit into the bigger picture, both as regards the policy issues as well as organizational structure and processes.
2. Demonstrates the ability to define one's self in the context of relationship with others.
3. Demonstrates an awareness of related work done through other disciplines and of other groups within the organization.
4. Keeps up to date with relevant laws, regulations, policies, and procedures affecting the organization.
5. Knows about other organization services and/or information that might be relevant to the customer.
6. Seeks broad understanding of those who affect and who are affected by one's work.
7. Stays knowledgeable of developing policy and policy issues in one's field.
8. Supports the need for changes in direction and priorities due to external change.

Financial Management

Definition:

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Behavioral Examples (at the All-Employee level):

1. Completes projects within budget projections.
2. Demonstrates an ability to be ethical and frugal in using U.S. taxpayers' resources.
3. Provides budget figures for projects in own area of work.
4. Suggests improvements that conserve labor hours, reduce supply/equipment/facility costs, and improve quality.
5. Tracks and controls expenditures for assigned projects.
6. Understands the constraints and accountability inherent in Federal acquisition and contracting. Solicits quotes from vendors.
7. Uses comparative data when selecting contractors or vendors.
8. Effectively and efficiently uses materials and supplies to minimize expenses.

Human Capital Management

Definition:

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multisector workforce and a variety of work situations.

Behavioral Examples (at the All-Employee level):

1. Understands systems and programs assisting employees against discriminatory practice.
2. Understands procedures and official assistance for reporting unlawful, abusive, or endangering behaviors.
3. Keeps Supervisors apprised of workload, especially of major changes in workload.
4. Maintains communication with Supervisor on developmental needs.
5. Suggests appropriate recognition methods for coworkers.
6. Understands immunity from reprisal for reporting unlawful behavior, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health or safety.

Influencing and Negotiating

Definition:

Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.

Behavioral Examples (at the All-Employee level):

1. Builds positive relationships throughout the immediate workgroup and with key members of other workgroups.
2. Effectively argues and defends a point of view to influence the outcome.
3. Clarifies others' understanding of the issue or situation.
4. Effectively employs negotiation techniques, e.g., interest-based bargaining, to facilitate "win-win" outcomes and agreements.
5. Expresses empathy and earns the trust of others.
6. Routinely questions one's own possible role in the creation of misunderstanding or dissent.
7. Recognizes how the issues at hand affect other people, and demonstrates awareness of the consequences.

Leveraging Diversity

Definition:

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Behavioral Examples (at the All-Employee level):

1. Actively pursues knowledge and understanding of perspectives and ideas not one's own.
2. Demonstrates belief in the concept of human dignity; treating all others with consideration, respect, and fairness, and openly, consistently challenging bias, intolerance, and incivility.
3. Demonstrates support for diversity strategies that strengthen service delivery, e.g., through use of bilingual and alternate formats (large type or Braille) for forms, letters, signs, and pamphlets, for a diverse customer base.
4. Employs a basic knowledge of individual and cultural differences to understand that the same message may be understood quite differently depending on the context.
5. Demonstrates sensitivity to cross-cultural issues, cultural differences, nonverbal cues, feelings, and emotions.
6. Supports a workplace culture that welcomes and values new thought, different perspectives, and nonconventional approaches.
7. Supports the valuable role diversity can play in keeping thinking flexible and appropriate to changing circumstances.
8. Effectively works with customers, peers, and stakeholders from all backgrounds.

Partnering

Definition:

Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.

Behavioral Examples (at the All-Employee level):

1. Broadens own understanding of how fields of knowledge, programs, and service skills overlap.
2. Builds customer and employee networks and contacts to support work in own area.
3. Develops professional relationships with colleagues inside and outside the organization.
4. Develops contacts to gain broader understanding and context for own work.
5. Finds common ground with industry representatives, stakeholders, customers, and employees to ensure effective working relationships.
6. Liaises within own department to solve problems.
7. Positively responds and reciprocates when approached by others.

Political Savvy

Definition:	**Behavioral Examples (at the All-Employee level)**:
Identifies the internal and external politics impacting the work of the organization. Perceives organizational and political reality and acts accordingly.	1. Demonstrates the ability to identify opponents and why they take a certain position on an issue. 2. Demonstrates the ability to identify who is affected, who loses and who gains from a particular action, and other potential consequences. 3. Successfully works within a wide range of environments and contexts (physical, virtual, small and large groups, organizational methods, processes, and cultures). 4. Demonstrates knowledge of how one's own activities fit into the bigger picture—both as regards the policy issues as well as organizational structure and processes. 5. Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives affecting projects. 6. Understands political forces within an organization. 7. Demonstrates the ability to identify the relationships within the environment—with coworkers, Supervisors, customers, contractors, and policy makers. 8. Demonstrates the ability to identify who the key stakeholders in one's own work area are and keep them informed of important situations.

Strategic Thinking

Definition:

Formulates objectives and priorities and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Behavioral Examples (at the All-Employee level):

1. Demonstrates a broad knowledge of own field and seeks knowledge in other areas that influence or are related to it.
2. Adroitly shifts direction and redirects efforts when changes are implemented.
3. Forms contingency plans to overcome potential obstacles, and to take advantage of unforeseeable opportunities.
4. Provides ideas and information to Supervisor and team/work unit members on possible enhancements or impediments to organizational performance.
5. Thinks strategically and suggests processes or procedures within the unit to avert problems and accomplish goals.
6. Demonstrates the ability to explain how work unit activities and priorities relate to strategic goals.
7. Identifies the basic issues, context, and customer concerns as addressed in the Agency's mission.
8. Demonstrates the ability to link one's daily work to goals and strategies of the organization.

Team Building

Definition:

Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Behavioral Examples (at the All-Employee level):

1. Actively contributes to the development of team/work group goals and works toward the accomplishment of those goals.
2. Demonstrates the ability to be effective in drawing out the opinions and ideas of group members.
3. Demonstrates a proactive approach to defusing arguments among peers.
4. Optimistically deals with negativity in presence of other employees, e.g., refusing to pass on gossip, recognizing positive contributions of colleagues by vocalizing recognition.
5. Recognizes and values the talents of others.
6. Supports team decisions, and is a good team player. Demonstrates honesty and responsibility and performs fair share of the work.
7. Works with colleagues in a collaborative, inclusive, outcome-oriented manner.

Technical Credibility

Definition:

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Behavioral Examples (at the All-Employee level):

1. Performs accurate work in a timely and efficient manner.
2. Keeps knowledge current and seeks opportunities to broaden and enhance cross-functional expertise.
3. Applies new skills, techniques, and procedures in own area of work.
4. Consults with technical experts as needed.
5. Seeks information on procedures, regulations, and policies that will affect work.
6. Shares information related to area of expertise with coworkers.

Technology Management

Definition:

Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Behavioral Examples (at the All-Employee level):

1. Employs IT to improve performance, communicate better, achieve the organization's goals, and to fulfill its mission.
2. Follows established computer security procedures to protect integrity/confidentiality of records.
3. Demonstrates proficiency in using technology applications used to support one's work and communications.
4. Keeps technology skills up to date through practice as well as other continual learning approaches.
5. Suggests areas where technological improvements might be implemented in serving the customer.
6. Effectively uses technology to ensure work tasks are performed more efficiently.

Vision

Definition:

Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action.

Behavioral Examples (at the All-Employee level):

1. Demonstrates the ability to explain how one's work contributes to the APHIS and program vision and mission. Demonstrates allegiance to mission.
2. Consistently thinks about whether an approach process or service can be improved.
3. Creates personal Development Plans and goals linked to serving the organization's mission.
4. Makes a conscious effort to broaden own perspective and thinking.
5. Provides support to fellow employees in accomplishing the mission.
6. Refers to the big picture and tries to understand others' perspectives.

Leadership Development for Project Managers/Team Leaders
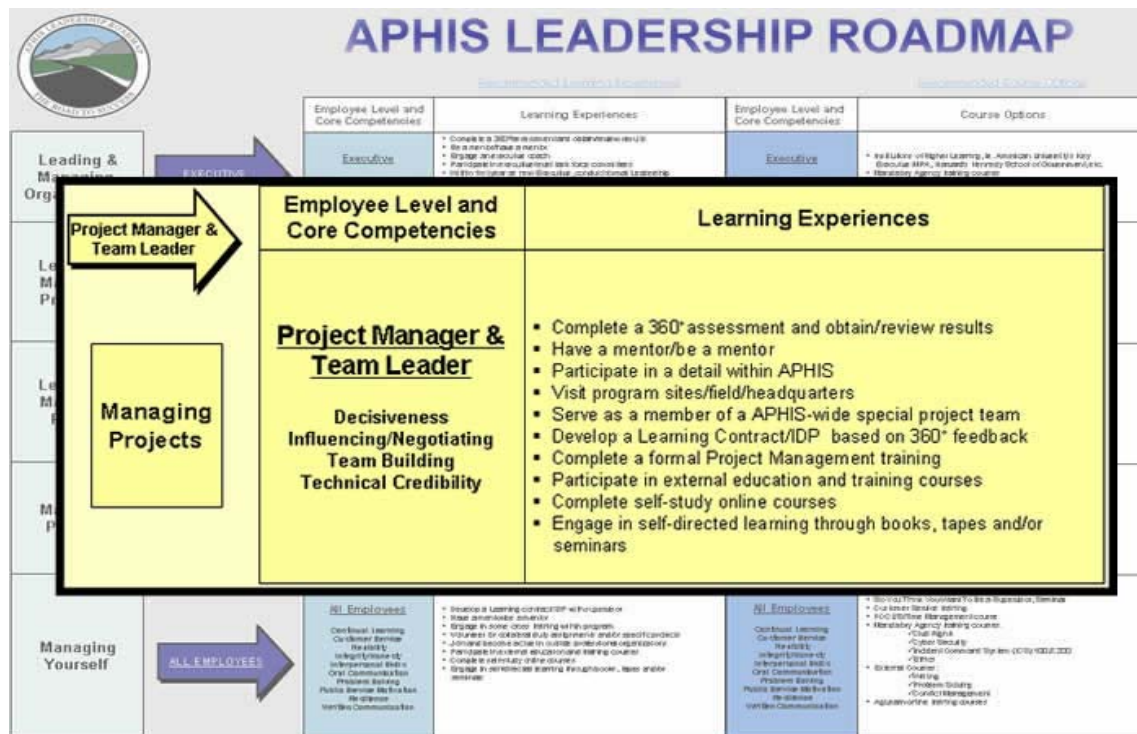
Figure 4-1: APHIS Leadership Roadmap Example for Project Managers/Team Leaders

Leadership Development for Project Managers and Team Leaders

The pullout of the Project Manager and Team Leader level highlights the four essential competencies for this level:

1. *Decisiveness*
2. *Influencing/Negotiating*
3. *Technical Credibility*
4. *Team Building*

Focus on developing those four competencies first as well as continuing to develop the ten competencies listed at the All-Employee level on the *Roadmap*. Once you have developed those fourteen competencies, begin developing the competencies listed at the Supervisor, Manager and Executive levels on the Roadmap.

Behavioral Examples and the 28 Competencies

All of the 28 competencies are used at every leadership level. The manner in which each competency is used is related to leadership level. The Behavioral Examples (BEs) illustrate how each competency is used at each leadership level. For example, at the Project Manager and Team Leader level, BEs for "Developing Others" (listed at the Supervisor level on the *Roadmap*) illustrate how you would fill more of a liaison role than a supervisory role in using this competency. For example, you could request developmental resources for your team. BEs for your Supervisor, on the other hand, illustrate a responsibility for ensuring development resources are distributed fairly among all employees.

How Should I Develop Competencies?

As mentioned in *How to Develop Your Leadership Skills* on page 2-1, the "Leadership Competency Development Cycle" is the framework provided in this *Toolkit* to help you identify and develop necessary competencies. This section provides a graphic of the "Leadership Competency Development Cycle" and walks you through each step of the process. Information presented in Tab 2 will be mentioned in a brief format in the following pages. If you need more information on any step, go back to *page 2-1*.

How Is My Supervisor Involved in My Development Plan?

Your Supervisor needs to approve your Development Plan. Your Supervisor could also be instrumental in identifying resources, providing support, and assisting with assessment. You can use the *Toolkit* completely on your own to create your Development Plan, only scheduling a meeting to discuss your plans once you have developed them. Or, you can seek your Supervisor's assistance and input at any stage in the developmental process. Before you schedule a meeting with your Supervisor, review the section in *Meeting with Your Supervisor to Discuss Your Development Plan* on page 2-5 on having a productive development meeting with your Supervisor.

Figure 4-2: Leadership Competency Development Cycle

Step 1: Identify Your Goals

To begin identifying your goals, ask yourself the following questions:
- What are my developmental goals?
- Where do I want to be in one year or three to five years?

- Do I want to be proficient in my current position?
- Do I want to laterally move to another position?
- Do I want to move to a Supervisor, Manager, or Executive position?
- Do I have a specific leadership level in mind or even a specific position in mind?

Once you have identified your goals, make a list of the competencies associated with reaching those goals and the timeframe for developing those competencies. If you have listed a specific position as your goal, go to Tab 11, *APHIS Program Information* on page 11-1 and use the template to identify the competencies needed for that position.

Step 2: Assess Proficiency

Once you have defined your goals, it is essential to assess your proficiency in those competencies. The first group of competencies you should assess are those indicated on the *Roadmap* as essential at the Project Manager and Team Leader level:

- *Decisiveness*
- *Influencing/Negotiating*
- *Technical Credibility*
- *Team Building*.

In addition, you should assess those indicated at the All-Employee level:

- *Continual Learning*
- *Customer Service*
- *Flexibility*
- *Interpersonal Skills*
- *Integrity/Honesty*
- *Oral Communication*
- *Problem Solving*
- *Public Service Motivation*
- *Resilience*
- *Written Communication*

To assess proficiency in these competencies, use the BEs provided in the next few pages. As you read the BEs, decide whether you are able to successfully perform the tasks associated with each of the BEs.

If your assessments show mastery at the 14 competencies above, repeat the assessment process using the BEs for the 14 competencies highlighted at the next 3 levels of the *Roadmap*. When you finish assessing, select 2 or 3

competencies on which to focus and move to the next step.

Step 3: Identify Learning Experiences

Once you have assessed your proficiency, you need to select learning experiences to address any proficiency gaps identified in your assessment. Tab 9, *Learning Experiences* on page 9-1, is a resource for identifying those learning experiences. Read the background information on learning experiences and then look at the activities associated with each competency. Identify learning experiences that best fit your learning style, preference, and program training budget.

Step 4: Create Your Development Plan

The next step in the process is to create a Development Plan. Incorporate the work from the three previous steps when completing your Development Plan.

Step 5: Complete Learning Experiences

Once your Supervisor has approved your Development Plan, begin working on the learning experiences identified in your Plan. Record the completion date for each learning experience. If you created your Development Plan in AgLearn, your learning experiences will automatically transfer to your learning history as soon as you indicate you completed an activity.

Step 6: Assess Progress

When you complete your learning experiences, reassess your proficiency in the essential competencies for this level. Use the BEs to self-assess and ask others to assess your current proficiency level. Then, begin the cycle again.

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

Figure 4-3: APHIS Leadership Development Competency Framework

Behavioral Examples

The following BEs that follow describe typical actions at the Project Manager/Team Leader level. The BEs are divided into two groups of competencies: 1) the first grouping illustrates the 4 competencies on the Project Manager/Team Leader level on the *Roadmap*; and 2) the second grouping illustrates the 24 competencies appearing at the other 4 levels of the *Roadmap*. In both groups, the competencies are listed in alphabetical order. All of the BEs describe actions that would be used at the Project Manager and Team Leader level.

Use the BEs to assess your proficiency. Focus first on the four competencies for this level and on the ten competencies listed at the All-Employee level. If your assessments show you to be proficient at the fourteen competencies listed at the All-Employee and Project Manager/Team Leader levels, assess the fourteen competencies listed at the Supervisor, Manager, and Executive levels.

Decisiveness

Definition:

Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Advises team members and Supervisors of possible impact of decisions and actions.
2. Builds knowledge from past experiences into decision-making process. Consults Supervisor when changes in regulations, customer needs, or other special circumstances necessitate a major change in the team project.
3. Ensures team decisions are aligned with and support the organization's mission, vision, and strategic goals.
4. Evaluates the impact of decisions.
5. Demonstrates knowledge of ethical decision-making tools as well as Federal ethics regulations and other laws that might pertain to a particular situation.
6. Makes good decisions even where there are competing and ambiguous priorities.
7. Seeks legal and ethical advice when questions arise, or actions to be taken are unclear.
8. Understands operational implications of strategy and can look beyond solutions that are merely expedient.

Influencing and Negotiating

Definition:

Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.

Behavioral Examples (at the Project Manager/Team Leaders level):

1. Builds consensus on team project goals and processes to reach those goals.
2. Effectively employs a variety of negotiation techniques allowing differing parties to reach mutually agreeable solutions.
3. Facilitates the working relationship between the organization and the team.
4. Identifies and understands the interests and positions of others in the negotiation process.
5. Demonstrates the ability to be alert to means and opportunities to inform the larger organization and other stakeholders of the credibility and value of the group's work, to solicit support, and gain buy-in.
6. Demonstrates skill at reframing an issue so alternate perspectives and opposite views can be understood, and perhaps, accommodated.
7. Networks to form new relationships and strengthen currently existing ones.
8. Effectively represents the group throughout the organization.

Team Building

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level):**
Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	1. Coaches, mentors, and guides teams and team members in such a way as to foster commitment, team spirit, pride, and trust. 2. Empowers team members to resolve issues and make changes that benefit customers. 3. Encourages and models inclusiveness. 4. Facilitates group process to help team members effectively work to solve problems, make group decisions, and accomplish goals. 5. Fosters team identity through meaningful formal or informal recognition. 6. Helps clarify team purpose, goals, roles, and responsibilities. 7. Involves all team members and ensures all voices are heard and respected. 8. Recommends awards and recognition to recognize individual and team performance when work supports organizational goals and achieves results.

Technical Credibility

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level)**:
Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.	1. Assesses expertise of team members in relation to the needs of the team project and seeks expertise outside the team when needed. 2. Demonstrates knowledge of basic concepts, facts, and principles of particular subject matter domain and continues to develop expertise. 3. Presents results of team project to the larger work unit. 4. Seeks information on procedures, regulations, and policies that will affect the team project and keeps team members informed of this information. 5. Seeks skills, knowledge, and abilities in maintaining and building own team of expertise. 6. Presents information to others in area of expertise. 7. Effectively leverages the varied types of technical expertise within the team.

Additional Leadership Competencies to Develop at the "Project Manager/Team Leader" Level

In the following section are BEs for the remaining 24 competencies. Use the BEs to assess your proficiency on those competencies. First focus on assessing and developing the 10 competencies listed at the All-Employee level (continual learning, customer service, flexibility, integrity/honesty, interpersonal skills, oral communication, problem solving, public service motivation, resilience, and written communication). When you are proficient at those competencies, assess the remaining 14 competencies listed at the Supervisor, Manager, and Executive levels, and use the results of that assessment to guide development.

Accountability

Definition:

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Demonstrates ability to translate congressional, and other stakeholder mandates into effective strategies and achievable programs of action.
2. Holds team and project members accountable for achieving results within assigned deadlines.
3. Listens to experts and balances various assessments of risk before making decisions of critical importance.
4. Maintains good overview and control of project/group budgets and costs.
5. Prioritizes team/project tasks with respect to importance and time available while maintaining short- and long-term focus on task completion.
6. Seeks the input of legal and ethical advisors when not clear how such framework must be applied in a given context.
7. Takes personal responsibility for team/group outcomes.
8. Understands the legal and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program.

Conflict Management

Definition:

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Addresses disagreements among team members in a constructive manner by remaining calm and focusing on the information rather than the emotion.
2. Establishes a team environment that invites multiple views and perspectives as a basic operating principle.
3. Demonstrates skill in informal facilitation of conflict resolution.
4. Knows team members well enough to sense which situations might generate disagreement.
5. Practices skilled listening.
6. Requests team members discuss differences interfering with team creativity, cohesiveness, and productivity.
7. Demonstrates skill in facilitating group discussions.
8. Treats all members of the team with respect.

Continual Learning

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level):**
Assesses and recognizes own strengths and weaknesses. Pursues self-development.	1. Brings the most up-to-date technical information to the team and supports team members in doing so. 2. Builds continual learning to collectively reflect on team progress, achievements, successes, and missteps. 3. Draws on individual team member strengths rather than weaknesses to fashion assignments and help develop others in the team. 4. Shows insight into individuals' learning profiles and styles when making assignments or devising developmental strategies. 5. Supports the team's use of a variety of learning methods, including reading, talking with others, after-action reviews, attending formal training, and on-the-job experiences. 6. Uses after-action reviews to assess performance.

Creativity and Innovation

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level):**
Develops new insights into situations. Questions conventional approaches; encourages new ideas and innovations. Designs and implements new or cutting-edge programs/processes.	1. Actively recruits for diversity of thought, talent, and perspective among team members. 2. Effectively conducts creative problem-solving sessions with a team. 3. Establishes team processes and strategies that look beyond traditional boundaries, ideas, and approaches. 4. Facilitates team roles and processes that take greatest advantage of creative talent and innovative thought. 5. Identifies issues and opportunities to improve team processes, products, services, and service delivery. 6. Models creative thinking, problem solving. 7. Sets high expectations for continuing improvements to processes, products, and services. 8. Works with other teams, work units, and disciplines to achieve broader perspective on issues and to build on the good work of others.

Customer Service

Definition:

Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Applies emerging ideas, innovations, and new technologies to serving the customer.
2. Communicates a clear understanding of client needs and makes these central to decision making and service delivery.
3. Designs customer feedback mechanisms into projects.
4. Designs customer-friendly processes and procedures.
5. Identifies and acts on opportunities to enhance customer service delivery systems.
6. Regularly, clearly, and enthusiastically communicates to team members high expectations for good customer service.
7. Researches and addresses underlying customer needs— goes beyond the obvious and the most expedient when in the best long-term interest of the customer.
8. Uses legal and ethical standards to help resolve issues of fairness, equality, and appropriate scope of services and approaches.

Developing Others

Definition:

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Builds team skills through assignments, coaching, and training related both to task accomplishment as well as to relationship building and group processes.
2. Discusses team and individual training needs with Supervisors.
3. Gives feedback to the group as a whole and/or to individual group members in a way that enables positive performance change.
4. Identifies potential training opportunities for team members that would assist with successful completion of team projects.
5. Passes on information learned in own training opportunities to team members.
6. Provides opportunities for team members to share skills and knowledge that will aid in the completion of team projects.
7. Recognizes and addresses team and team member strengths and developing needs in knowledge and performance.

Entrepreneurship

Definition:

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Encourages team members to make innovative suggestions and to try new approaches.
2. Demonstrates openness toward new approaches and ideas, is supportive of risk taking.
3. Helps team members find ways to circumvent obstacles.
4. Maintains an "outcomes" orientation. Demonstrates willingness to try many different approaches and processes to achieve desired outcomes.
5. Makes best use of diverse talents, technology, and resources to deliver results. Builds on employees' strengths.
6. Recognizes and accepts risk of failure in suggesting and developing modifications to products or service delivery.
7. Recognizes and informs Supervisor of the innovative suggestions of team members.
8. Suggests and initiates modifications to specific products or service delivery options to achieve the APHIS mission.

External Awareness

Definition:

Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Demonstrates awareness of the organization's impact on the external environment.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Collects data and performs analyses (e.g., technology forecasting, decision analysis, statistical models) on current and potential conditions, and facilitates an understanding of external activities on organizational actions.
2. Communicates a clear understanding of internal/external client needs and makes these central to decision making and service delivery.
3. Communicates to all team members the impact of Agency policies and priorities on the team's area of work and the customers with whom they work.
4. Demonstrates an understanding of the national policy-making and implementation processes.
5. Flexibly redirects project and team processes to maintain alignment with organizational direction.
6. Keeps abreast of key Agency/corporate policies and priorities likely to affect the program area.
7. When representing the organization, demonstrates sensitivity to the political, social, and cultural nuances of issues.

Financial Management

Definition:

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Ensures appropriate oversight and control over procurement and contracting.
2. Ensures all team members involved in these activities have adequate training to prepare them for competent and ethical performance and accountability.
3. Estimates the type and level of resources needed for team to meet its goals under the Agency's strategic plan.
4. Investigates ways to use more cost-effective means to accomplish team project goals.
5. Matches customer needs to available services, budget, and resources.
6. Monitors, reviews, and tracks expenditures and other resource use related to operations, including personnel, overtime, supplies, and equipment.
7. Proactively seeks the necessary project resources through careful planning and articulate, compelling justification.
8. Uses expense reports to determine if project is fiscally on target.

Flexibility

Definition:

Demonstrates openness to change and new information. Rapidly adapts to new information, changing conditions, or unexpected obstacles.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Adapts team interaction and communication styles to fit with style preferences of team members.
2. Adjusts team members' workload and tasks when other work or personal responsibilities require.
3. Encourages team to employ a variety of techniques for exploring different options.
4. Simultaneously handles multiple projects and duties, prioritizing as needed.
5. Helps individual team members find their balance in new, ambiguous, and more demanding circumstances to circumvent obstacles.
6. Modifies team assignments, when feasible, to take advantage of individual strengths.
7. Suggests different approaches for customers with diverse needs.
8. Treats each person according to his or her unique makeup, instilling mutual understanding, trust, and confidence.

Human Capital Management

Definition:

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manage a multisector workforce and a variety of work situations.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Advises Supervisor on performance of team members.
2. Advises Supervisor if additional human resources are needed for project success.
3. Communicates with Supervisor on developmental needs of individual team members and/or additional staffing needs to complete team project.
4. Makes suggestions to Supervisor on recognition methods for individual or team accomplishments.
5. Notifies Supervisor if performance problems arise among team members requiring supervisory assistance to resolve.
6. Recognizes and addresses team and team member strengths and potential "fatal flaws" in knowledge and performance.
7. Understands the concept of "Human Capital" and treats team members as valuable assets.
8. Understands the goals and strategies of the organization and can link team's task, and current skills, knowledge, and abilities to these long-range and larger visions.

Integrity and Honesty

Definition:

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Brings in expert sources to help clarify issues, legal requirements, and thought processes in ethical decisions.
2. Refuses to sacrifice trust and integrity to expediency, even under pressure. Refuses to make inappropriate decisions for personal gain, to include career advancements.
3. Ensures the integrity of accounting and performance data through good data collection and analysis systems.
4. Holds team members accountable for issues of integrity, honesty, and duty.
5. Maintains confidentiality and protects the privacy of employees, customers, and other members of the public.
6. Models personal and professional integrity in actions.
7. Offers honest, useful feedback and identifies people's needs for development.
8. Understands the legal and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program.

Interpersonal Skills

Definition:

Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Defers judgment on what someone is saying and focuses instead on learning more.
2. Helps the team set norms it can live by and that encourage respect, participation, and trust.
3. Demonstrates skillful facilitating of group processes; possesses an intrinsic understanding of what is happening in a group and when to intervene.
4. Demonstrates sensitivity to the needs of those who perceive offense.
5. Mentors team members on how to collaboratively work with others.
6. Promotes an atmosphere of confidence and trust and builds a team characterized by trust, involvement, and empowerment.
7. Recognizes and capitalizes on opportunities for members of workgroups and teams to understand each other and to develop a mutually supportive environment.
8. Treats all members of the team with respect.

Leveraging Diversity

Definition:

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Capitalizes on team members' strengths and differences to contribute to organizational and individual development and effectiveness.
2. Considers customers' special needs when developing and implementing programs, e.g., bilingual/bicultural services.
3. Creates a safe environment for difference.
4. Develops a culture of inclusiveness, respect, and civility that values difference.
5. Exercises authority, when necessary, to maintain civility, inclusiveness, and fairness.
6. Seeks member diversity when building a team.
7. Identifies the forces shaping the views and actions of clients, customers, or competitors.
8. Identifies the implications of the MBTI and similar tools for team work and can use these differences to enhance the team's success.

Oral Communication

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level):**
Makes clear and convincing oral presentations. Listens effectively. Clarifies information as needed. Facilitates open communication.	1. Encourages team members to express their opinions, ideas, and concerns and listens empathetically. 2. Helps team members learn to communicate in productive ways with each other and with other units or groups. 3. Facilitates and uses strategies drawing more reticent team members into the discussion. 4. Listens to team members and responds appropriately. 5. Makes effective presentations on team projects and responds clearly and effectively to questions about the team project. 6. Takes into account the impact of emotions and feelings on a situation. 7. Employs communication as a strategic issue, anticipating and responding to the needs of all affected groups, including team members. 8. Effectively uses various channels of communication, including meetings, briefings, and the media.

Partnering

Definition:	**Behavioral Examples (at the Project Manager/Team Leader level):**
Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.	1. Actively brings the team together with other groups to find common solutions to similar problems. 2. Builds collaborative relationships with team members and customers. 3. Helps others get beyond turf issues by emphasizing the benefits of collaboration. 4. Develops and uses networks with appropriate individuals or groups within or outside the Agency. 5. Discovers and shares appropriate information to assist team in achieving its goals. 6. Manages competition among team members to eliminate barriers to building partnerships. 7. Reaches out to provide information and assistance to others across organizational lines. 8. Demonstrates collaborative leadership and possesses good facilitation skills.

Political Savvy

Definition:

Identifies the internal and external politics impacting the work of the organization. Perceives organizational and political reality and acts accordingly.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Builds lateral support for initiatives; mobilizes the support of others whose cooperation, backing, and/or approval is required.
2. Determines which people are critical to accomplishing results and brings them together.
3. Effectively influences workgroups and units outside span of control using practices that reinforce understanding of mutual interests and support continuing collaborative endeavors.
4. Keeps Supervisor and other key organizational personnel informed of important decisions and changes on team projects.
5. Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives affecting the team.
6. Manages the interrelationships between own unit and the major functions within an Agency, such as finance, information, and human resources; effectively works with each in planning, implementing, and sustaining the unit's work.
7. Identifies underlying sources and issues behind constituent needs and provides service that best attempts to address them.
8. Broadly works with stakeholders to create a shared vision, balancing and reconciling various interests.

Problem Solving

Definition:

Identifies and analyzes problems. Weighs relevance and accuracy of information. Generates and evaluates alternative solutions. Makes recommendations.

Behavioral Examples (at the Project Manager/Team Leader level):

1. States the problem in terms of needs, rather than solutions.
2. Creates a team culture welcoming and employing new perspectives and ideas.
3. Encourages team members to seek alternative solutions when a planned process or procedure is not working.
4. Habitually explores multiple, sometimes unconventional, options and different perspectives in order to gain the best solution.
5. Helps team members understand and evaluate complex situations and ideas, frame problems clearly, and sort out symptoms from root cause.
6. Imbues team culture with openness to alternatives. Establishes team processes and strategies that look beyond traditional boundaries, ideas, and approaches.
7. Seeks input from customers, coworkers, and other stakeholders when the team project is to resolve a problem or improve a process.
8. Identifies patterns or trends; links parts of a problem to a broader set of issues or relationships.
9. Uses collaborative problem-solving skills to generate solutions.

Public Service Motivation

Definition:

Shows a commitment to serve the public. Ensures actions meet public needs. Aligns organizational objectives and practices with public interests.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Communicates and acts in concert with the understanding that public service has an ultimate responsibility to the customer, rather than the institution.
2. Does not make inappropriate decisions for personal gain, to include career advancements.
3. Avoids bureaucracy jargon and red tape in service to the customer.
4. Helps team members connect the organization's mission to public service.
5. Maintains confidentiality and protects the privacy of employees, customers, and other members of the public.
6. Measures the risks of innovation and testing against the public good and Constitutional rights.
7. Recognizes team commitment to quality public service.
8. Visibly serves as a role model to reflect the commitment to serve others; leads by example before team members, e.g., makes personal sacrifices when necessary to ensure services are provided quickly and efficiently.

Resilience

Definition:

Effectively deals with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Focuses work unit efforts on handling challenges by helping employees identify what they can do to overcome challenges.
2. Optimistically presents information to encourage acceptance by members of the workgroup, yet honestly gives worst-case scenarios when appropriate.
3. Focuses on what was learned from and can be done to prevent setbacks.
4. Models behavior helping people maintain focus and effectiveness during change.
5. Remains alert to and able to recognize signs of stress as it impacts productivity, teamwork, and creativity.
6. Understands how a positive, supportive work environment promotes higher productivity throughout the organization.
7. Utilizes effective time management for self and others (short, well-planned meetings etc.).

Strategic Thinking

Definition:

Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Anticipates new or changed demands for programs and services and leads team in seeking information to guide action.
2. Applies an understanding of past situations to anticipate and deal with threats and opportunities to team project accomplishment.
3. Organizes resources and activities to deal with longer-term problems or opportunities.
4. Recognizes individual and workgroup contributions to enhancements of organizational performance.
5. Seeks ideas and information from team members on possible enhancements or impediments to organizational performance.
6. Takes the initiative to understand team activity from the customer's viewpoint.

Technology Management

Definition:

Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Behavioral Examples (at the Project Manager/Team Leader level):

1. Considers customers' access to technology in team project design.
2. Identifies lessons learned from successful and unsuccessful IT projects and builds on these in new projects.
3. Keeps up to date with technologies that might enhance team communication and other group processes.
4. Partners with technology professionals to ensure optimal and cost-effective technology support to programs, processes, and services.
5. Requests technology and training as needed to accomplish team projects.
6. Uses technology to facilitate access to and sharing of information for the delivery of services to customers.
7. Uses technology to improve team productivity.

Vision

Definition:	Behavioral Examples (at the Project Manager/Team Leader level):
Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action.	1. Stays abreast of changes in APHIS program goals, objectives, and initiatives. 2. Understands organizational direction and ensures team contribution toward organizational goals and objectives. 3. Helps individual team members find their balance in new, ambiguous, and more demanding circumstances. 4. Restates goals, or establishes new ones, as changing circumstances require. 5. Communicates changing organizational context and relates to team/project. 6. Provides feedback on team's contribution to organizational objectives. 7. Sets clear short- and long-term objectives for team/project.

Written Communication

| Definition:	Behavioral Examples (at the Project Manager/Team Leader level):
Writes in a clear, concise, organized, and convincing manner for the intended audience.	1. Determines when graphics, charts, and sketches are needed to support and clarify text. 2. Ensures the team understands and effectively and appropriately uses electronic and written communication. 3. Issues information via the appropriate medium (e.g., e-mail, written memos). 4. Conveys the legal and regulatory requirements clearly and concisely in written communications. 5. Adheres to program and unit guidelines on e-mailing when using e-mail to update Supervisors and stakeholders of team/project process. 6. Writes in a way that makes complex technical concepts understandable. 7. Writes team project reports, correspondence, assessments, and other documents clearly, succinctly, and for the intended audience.

Leadership Development for Supervisors
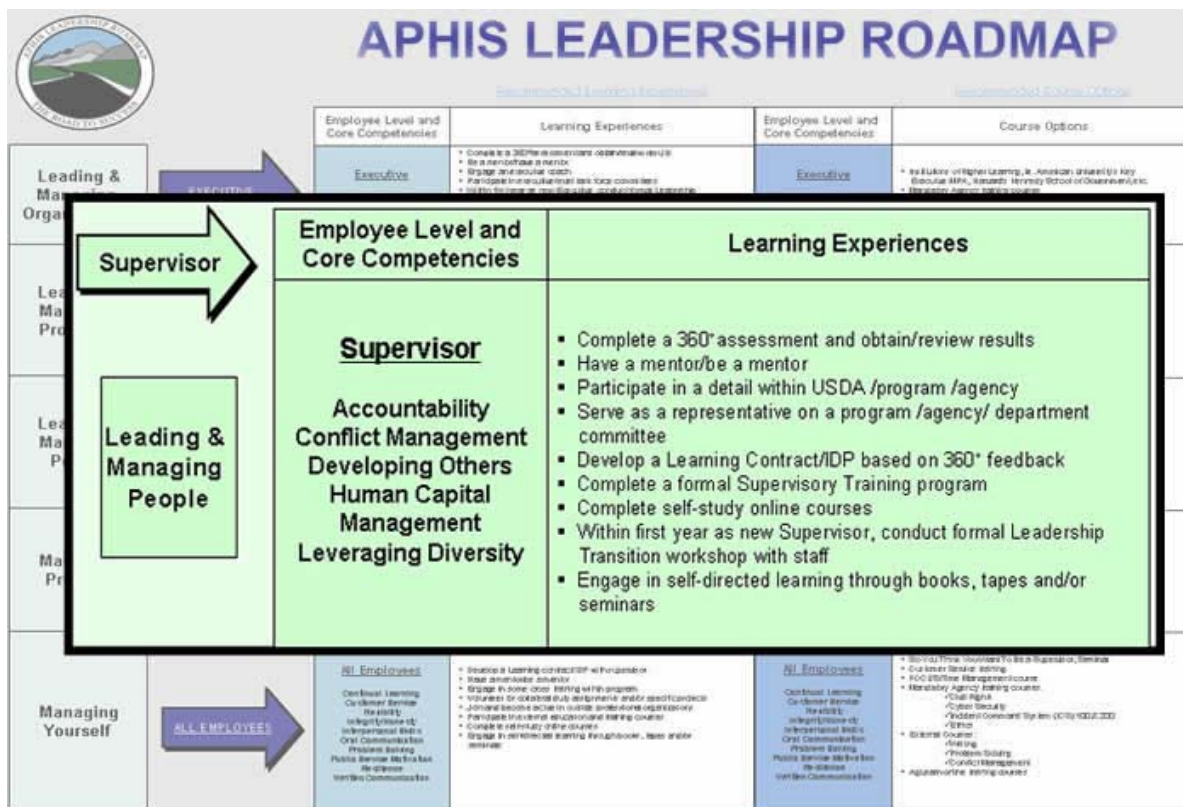
Figure 5-1: APHIS Leadership Roadmap Example for Supervisors

Leadership Development for Supervisors

The above pull-out of the Supervisor level highlights the five competencies for this level:

1. *Accountability*
2. *Conflict Management*
3. *Developing Others*
4. *Human Capital Management*
5. *Leveraging Diversity*

Focus on developing these five competencies as well as continuing to develop the fourteen competencies listed at the All-Employee and Project Manager/Team Leader levels on the *Roadmap*. Once you have developed those nineteen competencies, begin developing the competencies listed at the Manager and Executive levels on the *Roadmap*.

Behavioral Examples and the 28 Competencies

All of the 28 competencies are used at every leadership level. The manner in which each competency is used is related to leadership level. At this level, you are not only responsible for governing your own behavior, you are also responsible for assisting those whom you supervise.

The Behavior Examples (BEs) illustrate how each competency is used at each leadership level. For example at the Supervisor level, BEs for "Developing Others" (listed at the Supervi-

sor level on the *Roadmap*) illustrate a responsibility for providing feedback to employees and ensuring development resources are distributed fairly among all employees. BEs for "Developing Others" for an Executive, on the other hand, illustrate a need to link the employee development strategy with APHIS and program goals.

How Should I Develop Competencies?

As mentioned in ***How to Develop Your Leadership Skills*** on page 2-1, the "Leadership Competency Development Cycle" is the framework provided in this *Toolkit* to help you identify and develop necessary competencies. This section provides a graphic of the "Leadership Development

Cycle" and walks you through each step of the process. Information presented in Tab 2 will be mentioned in a brief format in the following

pages. If you need more information on any step, go back to ***page 2-1***.

How Is My Supervisor Involved in My Development Plan?

Your Supervisor needs to approve your Development Plan. Your Supervisor could also be instrumental in identifying resources, providing support, and assisting with assessment. You can use the *Toolkit* completely on your own to create your Development Plan, only scheduling a meeting to discuss your plans once you have developed them. Or, you can seek your Supervisor's assistance and input at any stage in the developmental process. Before you schedule a meeting with your Supervisor, review the section in ***Meeting with Your Supervisor to Discuss Your Development Plan*** on page 2-5 on having a productive development meeting with your Supervisor.
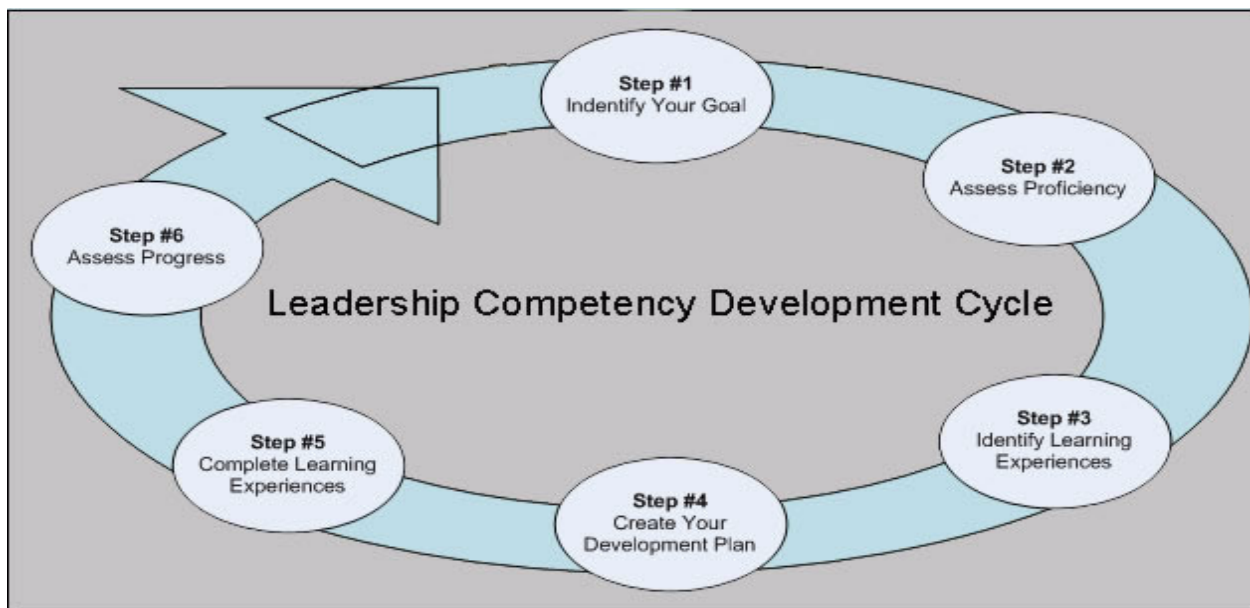

Figure 5-2: Leadership Competency Development Cycle

Step 1: Identify Your Goals

To begin identifying your goals, ask yourself the following questions:
- What are my developmental goals?

- Where do I want to be in one year or three to five years?
- Do I want to be proficient in my current position?

- Do I want to laterally move to another position?
- Do I want to move to a Manager or Executive position?
- Do I have a specific leadership level in mind or even a specific position in mind?

Once you have identified your goals, make a list of the competencies associated with reaching those goals and the timeframe for developing those competencies. If you have listed a specific position as your goal, go to Tab 11, *APHIS Program Information* on page 11-1 and use the template to identify the competencies needed for that position.

Step 2: Assess Proficiency

Once you have defined your goals, it is essential to assess your proficiency in those competencies. The first group of competencies you should assess is those indicated on the *Roadmap* as essential at the Supervisor level:

- *Accountability*
- *Conflict Management*
- *Developing Others*
- *Human Capital Management*
- *Leveraging Diversity*

In addition you should assess the competencies listed at the All-Employee and Project Manager/Team Leader levels:

- *Continual Learning*
- *Customer Service*
- *Decisiveness*
- *Flexibility*
- *Influencing/Negotiating*
- *Interpersonal Skills*
- *Integrity/Honesty*
- *Oral Communication*
- *Problem Solving*
- *Public Service Motivation*
- *Resilience*
- *Team Building*
- *Technical Credibility*
- *Written Communication*

If your assessments show mastery of the 19 competencies in the 2 lists above, move on to assessing the 9 competencies listed at the Manager and Executive levels on the *Roadmap*.

As an APHIS Supervisor you are required to complete a 360° Assessment every 5 years. This assessment can assist you in identifying which competencies you should develop. Additionally, you can use the BEs to assess your proficiency.

Step 3: Identify Learning Experiences

Once you have assessed your proficiency, you need to select learning experiences to address any proficiency gaps identified in your assessment. Tab 9, *Learning Experiences* on page 9-1, is a resource for identifying learning experiences. Read the background information on learning experiences and then look at the activities associated with each competency. Identify learning experiences that best fit your learning style, preference, and program training budget.

Step 4: Create Your Development Plan

The next step in the process is to create a Development Plan. Incorporate the work from the three previous steps when completing your Development Plan.

Step 5: Complete Learning Experiences

Once your Supervisor has approved your Development Plan, begin working on the learning experiences identified in your Plan. Record the completion date for each learning experience. If you created your Development Plan in AgLearn, your learning experiences will automatically transfer to your learning history as soon as you indicate you completed an activity.

Step 6: Assess Progress

When you complete your learning experiences, reassess your proficiency in the essential competencies for this level. Use the BEs to self-assess and ask others to assess your current proficiency level. Then, begin the cycle again.
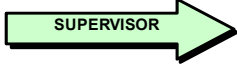
Leading & Managing Organizations	**EXECUTIVE** →	Entrepreneurship External Awareness Vision
Leading & Managing Programs	**MANAGER** →	Creativity & Innovation Financial Management Partnering Political Savvy Strategic Thinking Technology Management
Leading & Managing People	**SUPERVISOR** →	Accountability Conflict Management Developing Others Human Capital Management Leveraging Diversity
Managing Projects	**PROJECT MANAGER & TEAM LEADER** →	Decisiveness Influencing/Negotiating Team Building Technical Credibility
Managing Yourself	**ALL EMPLOYEES** →	Continual Learning Customer Service Flexibility Integrity/Honesty Interpersonal Skills Oral Communication Problem Solving Public Service Motivation Resilience Written Communication

Figure 5-3: APHIS Leadership Development Competency Framework

Behavioral Examples

The following BEs describe typical actions at the Supervisor level. The BEs are divided into two groups of competencies: 1) the first grouping illustrates the 5 competencies on the Supervisor level on the *Roadmap*; and 2) the second grouping illustrates the other 23 competencies appearing at the other 4 levels of the *Roadmap*. In both groups, the competencies are listed in alphabetical order. All of the BEs describe actions that would be used at the Supervisor level.

Use the BEs to assess your proficiency. Focus first on the BEs for the five competencies for the Supervisor level and the fourteen competencies below the Supervisor level. If your assessments show you to be proficient at the nineteen competencies at those three levels, assess the nine remaining competencies listed at the Manager and Executive levels.

Accountability

Definition:

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Behavioral Examples (at the Supervisor level):

1. Creates/maintains a supportive environment for internal control systems against fraud/waste/mismanagement.
2. Defines, communicates, and measures progress against rigorous outcome criteria for successful performance.
3. Evaluates workgroup performance and project accomplishment to assess overall program effectiveness and efficiency.
4. Identifies potential problems in employee behavior and takes appropriate action within APHIS guidelines.
5. Keeps Managers informed of valuable lessons learned, as well as project results.
6. Maintains good overview and control of contract performance.
7. Prepares project and work unit plans with short- and long-range measurable objectives.
8. Uses results-oriented performance measures (e.g., quantity, cost, timeliness, quality of products or services) in assessing outcomes.

Conflict Management

Definition:

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Behavioral Examples (at the Supervisor level):

1. Actively involves employees and team or work unit in resolving differences over work issues (e.g., schedules, assignments, ensuring employee and organizational concerns are balanced.
2. Actively listens to the concerns of employees regarding issues such as organizational changes, quality of work life, and other issues that might cause employees worry or stress.
3. Anticipates the range of reactions that typically occur when change is introduced.
4. Holds staff accountable for avoiding and resolving conflicts.
5. Is knowledgeable of appropriate policies and procedures in dealing with conflicts.
6. Recognizes potential for violence and sabotage in the workplace and takes preventive action to address problems with troubled employees.
7. Refers complex conflicts and others not amenable to informal resolution to mediation specialists.
8. Seeks input of employees through their representative associations or union officials to address matters that affect them in the workplace.
9. Takes preventive action to assure on-the-job safety and security of employees.

Developing Others

Definition:

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Behavioral Examples (at the Supervisor level):

1. Defines, clearly communicates, and measures progress against rigorous outcome criteria for successful performance.
2. Encourages the use of self-assessments, assessments by others, and performance evaluations to identify employee training needs.
3. Ensures development resources are fairly distributed among employees.
4. Ensures IDPs are in place for all employees, linking individual development with Agency mission and strategic needs.
5. Provides employees with ongoing feedback on areas of strength and needed development.
6. Provides one-on-one time for each employee focusing on his or her development.
7. Reinforces knowledge, skills, and new behaviors gained through training and development by helping employees apply these on the job.
8. Supports the development of individuals and encourages them to take responsibility for their own development.

Human Capital Management

Definition:

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multisector workforce and a variety of work situations.

Behavioral Examples (at the Supervisor level):

1. Delegates work and assigns projects designed to strengthen employee knowledge, skills, and abilities.
2. Follows merit principles when selecting, developing, utilizing, appraising, and rewarding employees.
3. Fosters a culture of trust, respect, teamwork, communication, creativity, equal opportunity, and empowerment.
4. Involves labor partners in formulating new human resource practices.
5. Provides resources employees need to effectively perform their tasks, including special accommodations.
6. Recognizes and rewards employees based on effective performance.
7. Takes timely and forthright action to counsel, discipline, or remove employees as performance or conduct problems arise.
8. Understands the concept of "Human Capital" and treats people as valuable assets.

Leveraging Diversity	
Definition: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.	**Behavioral Examples (at the Supervisor level):** 1. Develops a culture of inclusiveness, respect, and civility that values difference. 2. Develops and implements plans for assessing and dealing with concerns and needs of persons with disabilities, (e.g., equipment, space, interpreters). 3. Ensures subordinates have training that helps them understand others' perspectives. 4. Helps others to see new possibilities. Challenges employees to take a different perspective. 5. Holds employees accountable for ensuring equality and diversity within work units. 6. Monitors, evaluates, and promotes broad-based diversity as a means to leverage the full range of human potential and performance. 7. Proactively works with program officials to develop and implement effective recruitment, retention, and upward mobility programs building diversity and significantly improving organizational performance. 8. Works with union officials and others to identify and remove obstacles to understanding and to encourage a positive workplace culture.

Additional Leadership Competencies to Develop at the "Supervisor" Level

In the following section are BEs for the remaining 24 competencies. Use the BEs to assess your proficiency on those competencies.

First focus on assessing and developing the 10 competencies listed at the All-Employee level (Continual Learning, Customer Service, Flexibility, Integrity and Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Public Service Motivation, Resilience, and Written Communication) and the 4 listed at the Project Manager/Team Leader level (Decisiveness, Influencing and Negotiating, Team Building, and Technical Credibility).

When you are proficient at those, assess the remaining 9 competencies listed at the Manager and Executive levels.

Continual Learning

Definition:	**Behavioral Examples (at the Supervisor level):**
Assesses and recognizes own strengths and weaknesses. Pursues self-development.	1. Contributes to procedures that enable the organization to learn from past actions. 2. Invests in the further development of own supervisory skills; in better understanding the issues and needs that affect customers and in own field-specific expertise. 3. Knows and accesses training resources inside and outside the organization for the benefit of individuals in the unit. 4. Measures current skills and knowledge against competencies needed for continuing success and to meet future problems. 5. Provides one-on-one time for each employee focused on her or his development. 6. Uses a variety of approaches to analyze and understand how actions lead to certain outcomes and how to improve one's approach to similar situations in the future.

Creativity and Innovation

Definition:	**Behavioral Examples (at the Supervisor level)**:
Develops new insights into situations; questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs and processes.	1. Allows and encourages creative, innovative, and nonconventional contributions, even when this leads to conflict. 2. Communicates a personal commitment to continual organizational improvement. 3. Encourages employees to find creative ways to save time and cost. 4. Establishes staffing strategies and work processes encouraging the consideration of multiple approaches and nonconventional thought. 5. Invests in training for team/unit members enabling employees to weigh potential solutions and initiatives for appropriateness and feasibility. 6. Models creative thinking and problem solving. 7. Routinely develops and weighs alternatives before settling on a solution. 8. Understands the role of evaluation and testing in creative processes.

Customer Service

Definition:

Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.

Behavioral Examples (at the Supervisor level):

1. Acts promptly to prevent customer complaints from having negative impact on reaching goals.
2. Builds knowledge from past experiences into decision-making process.
3. Communicates decisions made and the rationale behind them.
4. Delegates authority and responsibility to others who may be closer to the problem.
5. Seeks legal and ethical advice when questions of this nature arise, or actions to be taken are unclear.
6. Understands operational implications of strategy and can look beyond solutions that are merely expedient.
7. Institutes methods of gathering customer feedback on provided services.

Decisiveness

Definition:

Makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Behavioral Examples (at the Supervisor level):

1. Ensures decisions are aligned with and support the organization's mission, vision, and strategic goals.
2. Makes sound, timely decisions for the work unit regarding technical approaches, methods, work processes, staff, equipment, facilities, or funds.
3. Recognizes and resolves controversy before it creates an adverse effect on the organizational unit (e.g., resolve conflict over workload distribution or work schedules).
4. Recognizes early warning signs and opportunities, and takes action.
5. Recognizes opportunities for individual and organizational growth and takes action.
6. Takes immediate corrective action when needed (e.g., terminate a contract due to lack of timeliness, quality, or cost increases).
7. Knows when information is sufficient for decision making.

Entrepreneurship

Definition:	**Behavioral Examples (at the Supervisor level)**:
Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.	1. Actively partners with other units to improve products, services, delivery, and to enhance cost effectiveness. 2. Encourages employees to make innovative suggestions and to try new approaches within the workgroup. 3. Provides structures for trying new ideas and rewards for innovation. 4. Recognizes and accepts risk of failure in suggesting and developing modifications to products or service delivery. 5. Recognizes and rewards employees who make innovative suggestions that improve work unit processes, procedures, environment, and customer service. 6. Suggests and initiates modifications to specific products or service delivery options to increase market potential. 7. Supports and communicates the role diversity plays in innovation throughout the unit. 8. Demonstrates a willingness to initiate change.

External Awareness

Definition:	**Behavioral Examples (at the Supervisor level):**
Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Demonstrates awareness of the organization's impact on the external environment.	1. Encourages others to see the big picture by demonstrating how various internal and external functions interrelate. 2. Demonstrates a knowledge of and maintains a current understanding of the larger organizational culture, the interrelationships forming it, and how one's own activities (team, unit, organization, and nation) fit into it. 3. Maintains contacts with external customers and stakeholders through formal and informal communication channels. 4. Recognizes the impact on stakeholders of alternate courses of action. 5. Recognizes the interdependencies of all organizational units and collaborates to maximize resources, share information, and synergize outcomes. 6. Understands the organization's process systems and information flow. 7. Understands underlying sources and issues behind constituent needs and provides service that best attempts to address them—going beyond the obvious and the most expedient to focus on long-term results.

Financial Management

Definition:	**Behavioral Examples (at the Supervisor level):**
Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.	1. Prepares and justifies budget for organizational unit or project activities. 2. Constructs an accurate and compelling business case for a project. 3. Ensures appropriate oversight and control over procurement and contracting. 4. Ensures that employees involved in finance-related activities have adequate training to prepare them for competent and ethical performance and accountability. 5. Estimates the type and level of resources needed for team/unit to meet its goals under the Agency's strategic plan. 6. Identifies cost-effective approaches. 7. Monitors, reviews, and tracks expenditures and other resource use related to operations, including: personnel; overtime; supplies; and equipment. 8. Understands and applies the Agency's systems of resource allocation.

Flexibility

Definition:	**Behavioral Examples (at the Supervisor level):**
Demonstrates openness to change and new information. Rapidly adapts to new information, changing conditions, or unexpected obstacles.	1. Adapts supervisory style to individual needs of employees. 2. Applies change management principles (e.g., understanding the change involved, differentiating between change and transition, handling resistance, handling group dynamics, using systems approaches, articulating the benefits of the change for individuals and the organization) to implement change in work unit. 3. Effectively and strategically delegates in response to change or crisis. 4. Fosters flexibility through cross-training and developmental assignments. 5. Keeps employees informed of how their work effort is related to the change; and how they will be expected to participate in the new effort. 6. Recognizes when a situation calls for, or could benefit from, a different approach. 7. Responds to differing circumstances and individual customer and employee needs. 8. Adapts own leadership style to the occasion. 9. Uses flexible systems enabling better work/life balance. 10. Promotes flexibility in service delivery in order to equitably serve all customers.

Influencing and Negotiating

Definition:	Behavioral Examples (at the Supervisor level):
Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.	1. Builds consensus among groups or individuals with differing interests and opinions to solve problems or make decisions. 2. Effectively employs a variety of negotiation techniques, allowing differing parties to reach mutually agreeable solutions. 3. Effectively influences workgroups and units outside span of control using practices that both reinforce understanding of mutual interests and support continuing collaborative endeavors. 4. In communicating change, uses compelling vision, clear and detailed steps, and persuasive skills to help people realign their work and energy. 5. Influences unit's performance through effective feedback, coaching, counseling, and mentoring. 6. Successfully negotiates with internal groups to facilitate programs or partnerships. 7. Uses clear, persuasive, attention-getting, and accurate communication to make others aware of the issues, to help others envision the goals, and to gain buy-in. 8. Uses collaboration across functions and units to extend influence throughout the system where he or she has no formal authority.

Integrity and Honesty

Definition:

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.

Behavioral Examples (at the Supervisor level):

1. Creates a climate that supports integrity and honesty in the organization, through personal example but also through processes and procedures that reward and encourage ethical behavior.
2. Refuses to sacrifice trust and integrity to expediency, even under pressure. Refuses to make inappropriate decisions for personal gain, to include career advancements.
3. Ensures all employees have adequate training to prepare them for competent and ethical performance.
4. Holds employees accountable for issues of integrity, honesty, and duty.
5. Instills a climate of trust by keeping one's word and taking responsibility for one's actions.
6. Maintains confidentiality and protects the privacy of employees, customers, and other members of the public.
7. Makes decisions and the thinking behind them transparent to those affected by them.
8. Prohibits retaliatory actions against employees who raise ethical issues, speaking out against abuses.
9. Understands the legal and ethical framework of the civil service and maintains trust and integrity even under pressure.

Interpersonal Skills

Definition:

Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.

Behavioral Examples (at the Supervisor level):

1. Coaches, teaches, counsels, and motivates employees toward greater mutual respect and understanding.
2. Confronts performance problems in a way that maintains a positive relationship.
3. Ensures subordinates have training that helps them to understand the perspective of others.
4. Fosters an atmosphere where subordinates are able to voice their concerns or ideas without fear of criticism, ridicule, or retaliation.
5. Invites contact and is easy to approach.
6. Takes an appropriate personal interest in coworkers and employees to develop a healthy and productive working environment.
7. Takes control of situations where subordinates are being subjected to undesirable or inappropriate behavior.
8. Treats all employees with respect regardless of their level, personality, culture, or background.

Oral Communication

Definition:	**Behavioral Examples (at the Supervisor level):**
Makes clear and convincing oral presentations. Listens effectively. Clarifies information as needed. Facilitates open communication.	1. Effectively gains support for a position or proposal through persuasive discussion. 2. Encourages employees to express their opinions, ideas, and concerns and empathetically listens. 3. Helps others prepare for interviews, performance reviews, and other meetings to ensure the meetings yield common understandings and achieve strategic goals. 4. Influences unit's performance through effective feedback, coaching, counseling, and mentoring. 5. Demonstrates sensitivity to personal space, touch, and other cultural and individual differences that affect communication. 6. Actively listens to others in personal discussion or in open employee forums and responds appropriately. 7. Responds appropriately to challenging questions or comments. 8. Skillfully probes and asks questions that help others reflect and create insight. 9. Effectively communicates within a wide range of contexts.

Partnering

Definition:	**Behavioral Examples (at the Supervisor level):**
Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.	1. Builds collaborative relationships with employee groups, stakeholders, industry, and other Federal agencies that help achieve work unit objectives. 2. Creates opportunities and incentives to learn and share knowledge with others about partnering successes and opportunities. 3. Develops and uses networks with appropriate individuals or groups within or outside the agency. 4. Reaches out to provide information and assistance to others across organizational lines. 5. Recognizes when assistance is needed and seeks assistance in accomplishing organizational objectives. 6. Rewards active exploration of partnering possibilities. 7. Shares innovative partnering ideas with others. 8. Uses collaborative work initiatives to increase the coherence, strength, and effectiveness within the unit.

Political Savvy

Definition:	**Behavioral Examples (at the Supervisor level)**:
Identifies the internal and external politics impacting the work of the organization. Perceives organizational and political reality and acts accordingly.	1. Builds lateral support for initiatives; mobilizes the support of others whose cooperation, backing, and/or approval is required. 2. Determines which people are critical to accomplishing results and brings them together. 3. Helps employees and those one is mentoring understand how to get ahead in the organization using strategies and tactics that are honorable and fair. 4. Involves stakeholders in making decisions for work unit and gains their support. 5. Keeps key organizational personnel and key stakeholders informed of important decisions concerning work unit and situations. 6. Recognizes when to compromise and when to remain firm to accomplish broader organizational objectives affecting the work unit. 7. Understands the interrelationships between own unit and the major functions within an Agency, such as finance, information, and Human Resources; works effectively with each in planning, implementing, and sustaining the work of the unit. 8. Whenever possible, "partners" with the union as an influence strategy to build commitment. 9. Broadly works with stakeholders to create a shared vision, balancing and reconciling various interests.

Problem Solving

Definition:	**Behavioral Examples (at the Supervisor level):**
Identifies and analyzes problems. Weighs relevance and accuracy of information. Generates and evaluates alternative solutions. Makes recommendations.	1. Acts as troubleshooter by discovering and eliminating causes of organizational or employee problems. 2. Asks for advice from others on the implications of any trade-off decisions needing to be made. 3. Encourages employees to find ways to circumvent obstacles. 4. Generates solutions to problems and takes appropriate action leading to resolution. 5. Identifies the key issues and applies problem-solving techniques to issues of change. 6. Investigates and analyzes the conditions that led to a problem, the actions taken for solution, and the relevant outcomes to identify lessons learned for preventive action. 7. Looks for what can be done in response to problems rather than what cannot. 8. Prioritizes among issues and problems, judging importance, feasibility, appropriateness, and consequences in selecting those to be addressed. 9. Routinely develops and weighs alternatives before settling on a solution.

Public Service Motivation

Definition:	**Behavioral Examples (at the Supervisor level)**:
Shows a commitment to serve the public. Ensures actions meet public needs. Aligns organizational objectives and practices with public interests.	1. Assumes personal responsibility to engender trust in government. 2. Communicates and acts in concert with the understanding that public service has an ultimate responsibility to the customer, rather than the institution. 3. Creates a workplace culture fostering performance, pride, and purpose. 4. Helps all employees connect the organization's mission to public service. 5. Regularly, clearly, and enthusiastically communicates to employees high expectations for good customer service. 6. Sets unit goals and develops procedures and standards dedicated to serving internal and external customers. 7. Supports personnel, training, procedural and technology strategies ensuring competent, reliable, and appropriate service and products to others.

Resilience

Definition:	**Behavioral Examples (at the Supervisor level):**
Effectively deals with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.	1. Assigns, directs, monitors, and appraises work in ways that respect the person; offers challenging but not threatening work assignments. 2. Deals proactively with stress responses and behaviors within the group/team. 3. Demonstrates concern for employees as individuals, not just workers. 4. During change, assists peers and other members of the organizational unit to handle uncertainty and to persevere. 5. Helps employees find a balance between home and office and implements programs that facilitate such balance. 6. Maintains unit productivity, quality, and morale during change. 7. Models assertive, positive attitudes and behaviors that foster a can-do atmosphere. 8. Provides training and developmental opportunities that build a sense of capability. 9. Remains alert to, and is able to recognize signs of stress as it impacts productivity, teamwork, and creativity.

Strategic Thinking

Definition:	**Behavioral Examples (at the Supervisor level):**
Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.	1. Communicates performance expectations to employees making the link to organization's mission and strategic plan clear and compelling. 2. Communicates the changes in processes, actions, and short-term goals required to maintain alignment of unit with long-term objectives. 3. Communicates to all employees how work unit activities and priorities relate to APHIS strategic goals. 4. Converts organizationwide strategies and policy direction into action items within areas of responsibility. 5. Develops short- and long-term objectives for work plans that support strategic goals. 6. Makes resource decisions supported by realistic strategic thinking. 7. Reviews programs, processes, and progress, keeping alert to the need for modifications or reengineering. 8. Suggests appropriate measures for assessing the work unit's contribution to the strategic plan.

Team Building

Definition:	**Behavioral Examples (at the Supervisor level):**
Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	1. Communicates and implements results of team efforts. 2. Deals constructively with problems among employees or between teams. 3. Invests in training for self and others that enhances group process, group management, and decision-making skills. 4. Plans team membership to achieve the immediate task as well as to develop positive and ongoing working relationships spanning the organization. 5. Recommends or approves formal recognition for work of the team. 6. Selects team members who represent diverse interests, specialties, and technical expertise so as to have maximum leverage on the task. 7. Selects team members who represent diverse interests, specialties, and skills in order to achieve organizational goals.

Technical Credibility

Definition:	**Behavioral Examples (at the Supervisor level):**
Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.	1. Explores environment for best practices and works to implement them. 2. Involves staff in seeking to constantly improve work processes and outcomes. 3. Regularly assesses work unit capability and helps build capability to support the organization's mission. 4. Seeks information about new procedures, requirements, regulations, and policies and actively works to become an expert on matters relating to innovative solutions. 5. Supports and encourages employees in maintaining and upgrading skills and knowledge related to assignments. 6. Seeks feedback on effectiveness as a Supervisor and actively develops own supervisory skills.

Technology Management

Definition:	**Behavioral Examples (at the Supervisor level):**
Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.	1. Applies project management and capital project management skills in planning and implementing new technologies. 2. Defines, communicates, and measures progress of IT projects against rigorous outcome criteria. 3. Directs, controls, administers, regulates IT projects to ensure effectiveness related to organizational goals. 4. Ensures computer security procedures are in place to protect integrity/confidentiality of records. 5. Ensures employees acquire up-to-date technology skills by arranging for training and hands-on experience. 6. Helps employees connect technological change with the Agency's goals and mission, and with their own contribution to that mission. 7. Partners with technology professionals to ensure optimal and cost-effective technology support to programs, processes, and services. 8. Uses technology to facilitate access to and sharing of information for the delivery of services to customers.

Vision

Definition:	**Behavioral Examples (at the Supervisor level):**
Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action.	1. Adapts rules, procedures, customs, and behaviors as required to support APHIS and program vision. 2. Assists others to understand and handle the forces and opportunities that require changes of thought and approach. 3. Helps staff members understand the context of their work and how it relates to the work of others. 4. Moves organizational unit toward visionary goals through teamwork and collaboration (e.g., task forces, committees, focus groups, or special projects). 5. Recognizes and rewards individual and workgroup contributions to visionary goals. 6. Sets high expectations for continuing improvements to processes, products, and services. 7. Supports and provides input to the core team involved in implementing the vision for the organization. 8. Transforms visionary goals into actions for areas of responsibility.

Written Communication

| **Definition**:	**Behavioral Examples (at the Supervisor level):**
Writes in a clear, concise, organized, and convincing manner for the intended audience.	1. Ensures staff understands and effectively and appropriately uses electronic and written communication. 2. Issues information via the appropriate medium (e.g., e-mail, written memos). 3. Uses a written style and vocabulary appropriate to the audience. 4. Writes in a way that makes complex technical concepts understandable. 5. Writes performance measures in a meaningful and understandable way for the employee, and with the technical accuracy that ensures they are measurable, verifiable, equitable, and achievable. 6. Writes policies, issue papers, correspondence, program plans with clarity, succinctness, persuasiveness, and for the intended audience. 7. Reports goals and accomplishments of work unit in clear and succinct manner.

Leadership Development for Managers
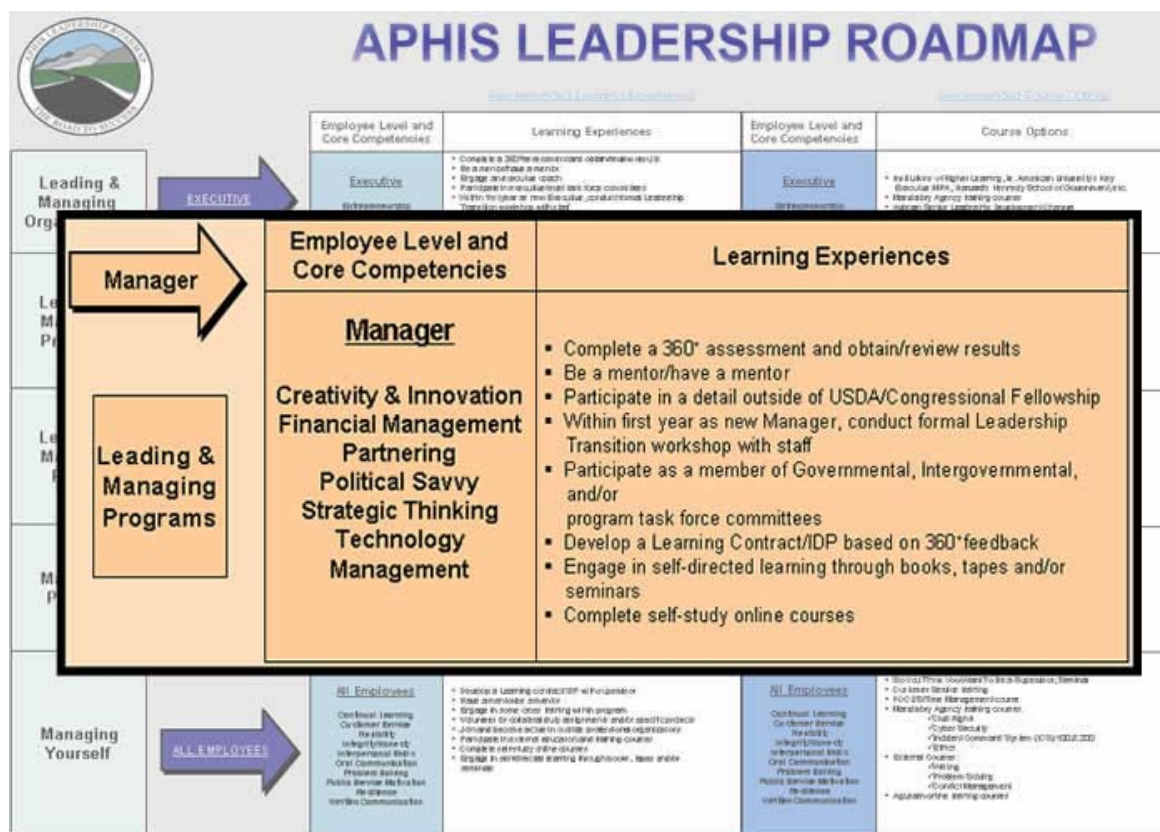
Figure 6-1: APHIS Leadership Roadmap Example for Managers

Who Should Develop Leadership Skills at the Manager Level?

The above pull-out of the Manager level highlights the six competencies for this level:

1. *Creativity/Innovation*
2. *Financial Management*
3. *Partnering*
4. *Political Savvy*
5. *Strategic Thinking*
6. *Technology Management*

Focus on developing these six competencies as well as continuing to develop the nineteen competencies listed at the All-Employee, Project Manager/Team Leader, and Supervisor levels on the *Roadmap*. Once you have developed those twenty-five competencies, begin developing the competencies listed at the Executive level on the *Roadmap*.

Behavioral Examples and the 28 Competencies

All of the 28 competencies are used at every leadership level. The manner in which each competency is used is related to leadership level. The Behavioral Examples (BEs) illustrate how the competencies are used at each leadership level. For example, at the Manager level, BEs for "Vision" (listed at the Executive level on the *Roadmap*) illustrate that you, as a Manager, should help staff members under-

stand how their work relates to the program and APHIS mission. BEs for "Vision" for an Executive, on the other hand, illustrate a need to create a vision and lead the organization through the changes needed to reach that vision.

How Should I Develop Competencies?

As mentioned in *How to Develop Your Leadership Skills* on page 2-1, the "Leadership Competency Development Cycle" is the framework provided in this *Toolkit* to help you identify and develop necessary competencies. This section provides a graphic of the "Leadership Development Cycle" and walks you through each step of the process. Information presented in Tab 2 will be mentioned in a brief format in the following pages. If you need more information on any step, go back to *page 2-1*.

How Is My Supervisor Involved in My Developmental Plan?

Your Supervisor needs to approve your Development Plan. Your Supervisor could also be instrumental in identifying resources, providing support, and assisting with assessment. You can use the *Toolkit* completely on your own to create your Development Plan, only scheduling a meeting to discuss your plans once you have developed them. Or, you can seek your Supervisor's assistance and input at any stage in the developmental process. Before you schedule a meeting with your Supervisor, review the section in *Meeting with Your Supervisor to Discuss Your Development Plan* on page 2-5 on having a productive development meeting with your Supervisor.
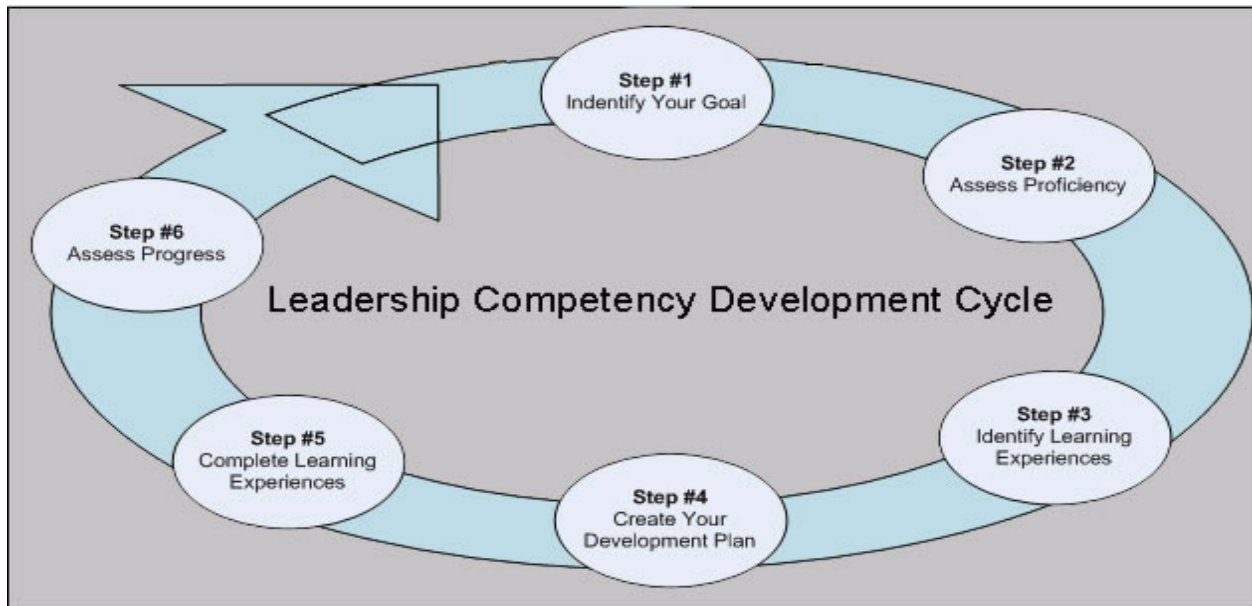

Figure 6-2: Leadership Competency Development Cycle

Step 1: Identify Your Goals

To begin identifying your goals, ask yourself the following questions:
- What are my developmental goals?
- Where do I want to be in one year or three to five years?

- Do I want to be proficient in my current position?
- Do I want to laterally move to another position?
- Do I want to move to an Executive position?

- Do I have a specific leadership level in mind or even a specific position in mind?

Once you have identified your goals, make a list of the competencies associated with reaching those goals and the timeframe for developing those competencies. If you have listed a specific position as your goal, go to Tab 11, *APHIS Program Information* on page 11-1 and use the template to identify the competencies needed for that position.

Step 2: Assess Proficiency

Once you have defined your goals, it is essential to assess your proficiency in those competencies. The first group of competencies you should assess is indicated on the *Roadmap* as essential at the Manager level:

- *Creativity/Innovation*
- *Financial Management*
- *Partnering*
- *Political Savvy*
- *Strategic Thinking*
- *Technology Management*

In addition, you should assess the competencies listed at the All-Employee, Project Manager/Team Leader, and Supervisor levels:

- *Accountability*
- *Conflict Management*
- *Continual Learning*
- *Customer Service*
- *Decisiveness*
- *Developing Others*
- *Flexibility*
- *Human Capital Management*
- *Influencing/Negotiating*
- *Interpersonal Skills*
- *Integrity/Honesty*
- *Leveraging Diversity*
- *Oral Communication*
- *Problem Solving*

- *Public Service Motivation*
- *Resilience*
- *Team Building*
- *Technical Credibility*
- *Written Communication*

As an APHIS Manager you are required to complete a 360° Assessment every 5 years. This assessment can assist you in identifying which competencies you should develop. Additionally, you can use the BEs to assess your proficiency.

Step 3: Identify Learning Experiences

Once you have assessed your proficiency, you need to select learning experiences to address any proficiency gaps identified in your assessment. Tab 9, *Learning Experiences* on page 9-1, is a resource for identifying learning experiences. Read the background information on learning experiences and then look at the activities associated with each competency. Identify learning experiences that best fit your learning style, preference, and program training budget.

Step 4: Create Your Development Plan

The next step in the process is to create a Development Plan. Incorporate the work from the three previous steps when completing your Development Plan.

Step 5: Complete Learning Experiences

Once your Supervisor has approved your Development Plan, begin working on the learning experiences identified in your Plan. Record the completion date for each learning experience. If you created your Development Plan in AgLearn, your learning experiences will automatically transfer to your learning history as soon as you indicate you completed an activity.

Step 6: Assess Progress

When you complete your learning experiences, reassess your proficiency in the essential competencies for this level. Use the BEs to self-assess and ask others to assess your current proficiency level. Then, begin the cycle again.
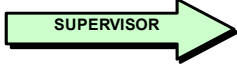
Leading & Managing Organizations	EXECUTIVE ➤	**Entrepreneurship** **External Awareness** **Vision**
Leading & Managing Programs	MANAGER ➤	**Creativity & Innovation** **Financial Management** **Partnering** **Political Savvy** **Strategic Thinking** **Technology Management**
Leading & Managing People	SUPERVISOR ➤	**Accountability** **Conflict Management** **Developing Others** **Human Capital Management** **Leveraging Diversity**
Managing Projects	PROJECT MANAGER & TEAM LEADER ➤	**Decisiveness** **Influencing/Negotiating** **Team Building** **Technical Credibility**
Managing Yourself	ALL EMPLOYEES ➤	**Continual Learning** **Customer Service** **Flexibility** **Integrity/Honesty** **Interpersonal Skills** **Oral Communication** **Problem Solving** **Public Service Motivation** **Resilience** **Written Communication**

Figure 6-3: APHIS Leadership Development Competency Framework

Behavioral Examples

The following BEs describe typical actions at the Manager level. The BEs are divided into two groups of competencies: 1) the first grouping illustrates the 6 competencies on the Manager level of the *Roadmap*; and 2) the second grouping illustrates the 22 competencies appearing at the other 4 levels of the *Roadmap*. In both groups the competencies are listed in alphabetical order. All of the BEs describe actions that would be used at the Manager level.

Use the BEs to assess your proficiency. If you need to work on many competencies, focus first on the BEs for the 6 competencies for the Manager level. If not, work on them in the order that suits your individual needs.

Creativity and Innovation

Definition:

Develops new insights into situations. Questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs and/or processes.

Behavioral Examples (at the Manager level):

1. Demonstrates willingness to test ideas and experiment— prepared to try different solutions approaches.
2. Develops and maintains organizational climate, personnel, and structures that foster quick and creative responses to new situations.
3. Develops strategies to attract and motivate superior employees with talent for creative and innovative thought.
4. Demonstrates the ability to be agile and strategic in response to changing circumstances, priorities, and resources.
5. Demonstrates an alertness to emerging opportunities for improvement and a readiness to take advantage of them.
6. Demonstrates openness to suggestions for improving work procedures, products, and services.
7. Monitors the impact and success of new ideas and learns from their implementation.
8. Broadly reaches out to other organizations, groups, and disciplines to solicit the ideas and perspectives of others in order to generate the best solutions.
9. Sets aside funds for improvement initiatives and training in skills that foster creative thought and innovation.

Financial Management

Definition:

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Behavioral Examples (at the Manager level):

1. Ensures expenditure tracking, compliance with spending targets, and appropriate administrative control of funds.
2. Assures appropriate oversight and control over procurement and contracting.
3. Possesses an understanding of the drivers of costs and works to eliminate waste and inefficiency.
4. Includes adequate funding for business training for key personnel in budget plans.
5. Manages value for cost (return on investments) while working within a constrained financial regime.
6. Monitors progress on budgetary goals, evaluates results, and reallocates as necessary.
7. Reallocates resources throughout the organization as necessary to enhance program impact.
8. Uses and can develop an annual business plan for the unit linking strategic outcomes with budgets and key operational metrics.
9. Makes budget consolidation and reallocation decisions and can justify program budgets based on how programs fit into mission of agency.

Partnering

Definition:

Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.

Behavioral Examples (at the Managers level):

1. Ensures rigorous evaluation processes to measure the success of partnership efforts; compares results with expectations and analyzes how partnerships can be improved.
2. Ensures all who are affected by the work of the partnership are involved.
3. Establishes collaborative partnerships to enhance organizational capacity to reach mission goals.
4. Identifies barriers to effective communication and identifies ways to overcome them.
5. Demonstrates an alertness to opportunities to maximize resources, improve services, and avoid unnecessary duplication through collaborative and partnership efforts.
6. Meets independently with external stakeholders and influential parties to answer questions about the organization's work policies.
7. Minimizes stovepiping and other sources of disruptive competition among work groups.
8. Treats partners fairly.

Political Savvy

Definition:	Behavioral Examples (at the Manager level):
Identifies the internal and external politics impacting the work of the organization. Perceives organizational and political reality and acts accordingly.	1. Balances individual unit interests with broader organizational realities to arrive at the best solution for public service. 2. Builds and strengthens enduring bases of support. 3. Involves key stakeholders and Agency leaders in decision-making or problem-solving activities that may have political implications. 4. Monitors political, economic, and social trends that may affect the internal structures of the organization. 5. Recognizes the dynamics of ongoing power and political relationships within the organization. 6. Recognizes the impact on stakeholders of alternate courses of action. 7. Takes advantage of opportunities to build relations and political capital with industry, other Federal agencies, and State and local governments. 8. Understands how the Agency interacts with the external world; relations with the public, stakeholders, media, Congress, and special interest groups and uses this knowledge in achieving results. 9. Understands the forces shaping views and actions of clients, customers, or competitors.

Strategic Thinking

Definition:	Behavioral Examples (at the Manager level):
Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.	1. Builds and uses an adequate knowledge base and knowledge management system to recognize success factors, provide feedback, and alert to change and opportunity. 2. Contributes to a strategic thinking and planning process by monitoring and analyzing the impact of national and international policies, and social, economic, and political trends. 3. Develops and aligns strategies of the unit to accomplish the goals of the organization. 4. Involves key stakeholders and employees in the strategic planning process for an organizational unit. 5. Makes realistic assessments of resource requirements and priorities for organizational unit as input to strategic thinking. 6. Plans for and invests in training and other developmental activities for self and others enhancing the abilities of the group to meet strategic goals. 7. Plans the implementation and management of the Agency's strategic plan. 8. Broadly reaches out to other organizations, groups, and disciplines to solicit ideas and perspectives of others in order to generate the best solutions.

Technology Management

Definition:

Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Behavioral Examples (at the Manager level):

1. Employs a knowledge management system that supports decision making with the right information available to the right people at the right time.
2. Ensures business processes are reengineered to be consistent with opportunities presented by changing technology.
3. Ensures recovery plans and backup systems are in place for mission-critical records.
4. Keeps a long-range and systems view of how work, services, and programs can be enhanced through technology.
5. Links IT investment decisions to strategic objectives and business plans.
6. Promotes development of IT programs and support systems that better ensure seamless delivery of services and ease of use.
7. Strategically and systematically plans for IT training/education across the Agency, and monitors the effectiveness of this training.
8. Tracks underperforming projects and makes corrective actions.

Additional Leadership Competencies to Develop at the "Manager" Level

In the following section are BEs for the remaining 22 competencies. Use the BEs to assess your proficiency on these 22 competencies.

First focus on assessing and developing the 10 competencies listed at the All-Employee level (Continual Learning, Customer Service, Flexibility, Integrity and Honesty, Interpersonal Skills, Oral Communication, Problem Solving, Public Service Motivation, Resilience, and Written Communication), the 4 listed at the Project Manager/Team Leader level (Decisiveness, Team Building, Influencing and Negotiating, and Technical Credibility), and the 5 listed at the Supervisor level (Accountability, Conflict Management, Developing Others, Human Capital Management, and Leveraging Diversity).

When you are proficient at those, assess the remaining 3 competencies listed at the Executive level (Entrepreneurship, External Awareness, and Vision).

Accountability	
Definition:	**Behavioral Examples (at the Manager level):**
Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.	1. Develops and implements a system to ensure measurement of program outcomes and reporting on results. 2. Develops mechanisms to allow customers and employees to provide regular feedback. 3. Evaluates organizational plans and budgets in accordance with Department and Agency policies and procedures. 4. Evaluates program performance and project accomplishments to assess overall program effectiveness and efficiency. 5. Identifies performance measures of organizational results and systems to affect accountability. 6. Implements human resource strategies resulting in the hiring and development of high-quality public servants whose skills match the changing needs of the organization. 7. Takes holistic view of Agency's mission, looking beyond institutional boundaries. 8. Takes initiative to seek out partnerships and other cross-cutting ways of work that might result in greater effectiveness or efficiency.

Conflict Management

Definition:

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Behavioral Examples (at the Manager level):

1. Ensures first-level supervisors have the authority to resolve conflicts early without fear of negative impact on them or their careers.
2. Holds self and others accountable for the maintenance of an organizational culture whose practices embody fairness, inclusiveness, respect, and civility.
3. Demonstrates knowledge of group and organization dynamics as well as strategies, techniques, and resources that minimize conflict within them.
4. Provides Agency support and resources, (e.g., programs and training for employees) to help them manage and resolve conflict in a positive and constructive manner.
5. Provides support to supervisors in resolving grievances and EEO complaints that reach management level.
6. Strategically plans to advance seamless and interdepartmental approaches to services and products.
7. Positively uses conflict to help the organization evolve.

Continual Learning

Definition:

Assesses and recognizes own strengths and weaknesses. Pursues self-development.

Behavioral Examples (at the Manager level):

1. Clearly defines training goals and expectations, and links these to Agency strategic objectives, mission, and goals.
2. Designs and implements knowledge management systems.
3. Models continuous self-development.
4. Strategically plans to meet changing organizational needs in skills and knowledge.
5. Regularly solicits employees' ideas on key issues, as a built-in part of the planning and evaluation processes.
6. Understands and applies knowledge and techniques of organizational development to build the organization's capacity to learn, improve, anticipate and meet new challenges.

Customer Service

Definition:

Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.

Behavioral Examples (at the Manager level):

1. Ensures first-line supervisors effectively address episodes of poor customer service.
2. Identifies systems barriers to providing good customer service.
3. Identifies ways to provide access to the organization's services for all groups.
4. Demonstrates accessibility to all customers, including staff.
5. Promotes an active and dynamic customer focus throughout the organization, through performance expectations and the use of processes that are participative, interactive, and proactive.
6. Rewards creativity in the pursuit of excellent customer service.
7. Understands how various government services are linked and uses partnering to achieve greatest benefit to the customer.
8. Uses customer feedback data to continuously plan, provide, and improve products and services.

Decisiveness

Definition:

Makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Behavioral Examples (at the Manager level):

1. Anticipates need for action, consequences of acting (or not acting), potential problems, or opportunities.
2. Assumes responsibility for risks taken and actions pursued throughout the organization consistent with organization policies and procedures.
3. Demonstrates skill in formulating objectives and strategies under pressure and for complex situations.
4. Empowers others to take risks, supports them when things are difficult, and encourages them to learn from setbacks and failures.
5. Ensures policies and procedures are in place encouraging decision making and action orientation at the appropriate levels.
6. Examines/considers political, financial, social, and industry and international implications and impacts before reaching final decisions.
7. Knows how to organize for effective decisions.
8. Makes sound, timely decisions for an organization about staff, equipment, facilities, or funds.
9. Seeks to balance short-term gains and long-term needs of the organization when making decisions.

Developing Others

Definition:

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Behavioral Examples (at the Manager level):

1. Defines training goals and expectations for the organization, linking individual development to Agency strategic objectives, mission, and goals.
2. Consults with supervisors when issues concerning fair and adequate distribution of development activities arise.
3. Ensures direct reports have appropriate training to perform their duties in meeting program goals.
4. Ensures training and development plans meet needed competencies and measures the results.
5. Helps the members of the organization learn from customers and stakeholders and translate that learning into improved performance.
6. Provides direct reports with ongoing feedback on areas of strength and needed development.
7. Uses a systematic process and the advice of experts to analyze competency gaps, plan appropriate developmental interventions, collect relevant performance data, and evaluate the results of the interventions.
8. Uses Agency and program goals to determine focus of development activities for upcoming fiscal year.

Entrepreneurship

Definition:

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Behavioral Examples (at the Manager level):

1. Resolves resource limitations using innovative approaches.
2. Anticipates and resolves logistical and resource challenges to new products, processes, etc.
3. Changes standard operating procedures, occupational patterns, and traditional power structures as necessary to implement improvements.
4. Demonstrates knowledge of innovative approaches to government and business to look for ways to streamline expensive, time-consuming processes.
5. Promotes a culture of innovation and a willingness to try new things without fear of reprisal.
6. Recognizes and accepts risk of failure in suggesting and developing innovation in products or service delivery.
7. Takes initiative leading to different markets or new clients/customers for the organization.
8. Uses others' knowledge to find potential supporters of innovation and works proactively to get them on board.

External Awareness

Definition:

Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Aware of the organization's impact on the external environment.

Behavioral Examples (at the Manager level):

1. Cultivates a global mindset, (e.g., regularly scans a wide variety of information sources to identify political, social, economic trends) that impacts the organization's mission and its customers; participates in State, regional, and national meetings; networks.
2. Ensures correspondence, reports, and policy documents are consistent with policies and priorities, and are sensitive to stakeholder views.
3. Demonstrates awareness of current trends, opportunities, and threats to the organization's mission.
4. Uses political savvy in addressing, informing, and negotiating buy-in from all key stakeholders.
5. Promotes analysis of appropriate data (e.g., technology forecasting, decision analysis, statistical models) to understand the impact of external activities on organizational actions, and develops strategies.
6. Understands and manages relationships with adversarial stakeholders.
7. Uses understanding of systemic structures to anticipate and respond to external change.

Flexibility

Definition:

Demonstrates openness to change and new information. Rapidly adapts to new information, changing conditions, or unexpected obstacles.

Behavioral Examples (at the Manager level):

1. Demonstrates an ability to assess a crisis situation, manage the overwhelming amounts of information a crisis generates, marshal resources, and organize for effective decisions.
2. Adjusts and uses concepts, methods, and approaches that have been successfully used by others.
3. Identifies key stakeholders, sponsors, and potential advocates and detractors, and develops appropriate strategies for each group.
4. Demonstrates openness to new ideas and approaches that improve service and reduce costs in an organizational unit.
5. Generates multiple solutions to problems and approaches to improvement, then uses modeling techniques, risk analysis, and cost-benefit analysis to assess their strategic and tactical impact.
6. Demonstrates alertness to emerging opportunities and can maneuver the organization to take advantage of them.
7. Maintains organization's productivity, quality, and morale during changes in one or more of the following: deadlines; requirements/specifications; budget/staff resources; technology; organizational structure; management philosophy; leadership; legal or policy requirements; workplace environment or conditions; telecommuting; and flexible work schedules.
8. Scans the organization's political, social, economic, environmental, and technological environments for new information and to pick up shifts in relationships, priorities, and needs.

Human Capital Management

Definition:	Behavioral Examples (at the Manager level):
Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manage a multisector workforce and a variety of work situations.	1. Actively involves labor partners in formulating new human resource practices. 2. Analyzes and strategically plans for a workforce with skills and competencies that meet current, emerging, and future challenges. 3. Balances technical competence with leadership competencies when selecting and developing supervisory personnel. 4. Encourages supervisors to recognize and reward people and teams based on effective performance. 5. Ensures supervisors take action to counsel, discipline, or remove employees as performance or conduct problems arise. 6. Plans for and manages an increasingly diverse, multisector, blended workforce employed in a wide variety of traditional and nontraditional employment arrangements. 7. Understands the principles of the Merit System and implements contracting, alternate sourcing, innovative hiring, and retention programs that do not violate these principles. 8. Uses performance goals and measures to ensure the management of human resources contributes to the accomplishment of the Agency's mission.

Influencing and Negotiating

Definition:	Behavioral Examples (at the Manager level):
Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.	1. Effectively shapes the debate and influences how an issue and potential solutions are perceived by others. 2. Communicates evolving conditions upward and makes their implications for the health of the organization clear. 3. Develops effective business cases for change and new initiatives. 4. Adapts arguments and presentations to the specific interest level of the audience. 5. Understands and communicates internal and external factors and interdependencies, including global considerations having an impact on policy setting and the organization's work. 6. Recognizes the needs and perceptions of key stakeholders and is able to effectively balance and weigh competing interests. 7. Understands and uses active listening, effective verbal communication, personal integrity, flexibility, emotional control, analysis and evaluation skills in negotiation situations. 8. Uses intercultural knowledge and skill to increase effectiveness as an official representative in negotiations and discussions with officials of other Agencies.

Integrity and Honesty

Definition:

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.

Behavioral Examples (at the Manager level):

1. Assures effective systems are in place to communicate regulations, programs, and guidelines about ethics.
2. Creates a climate supporting integrity and honesty in the organization, through personal example and through processes and procedures that reward and encourage ethical behavior.
3. Fairly distributes opportunities and benefits across the entire organization.
4. Keeps the confidence of performance discussions, mentoring, and personal issues raised by the employee.
5. Protects the privacy of employees, customers, and other members of the public.
6. Opposes what is wrong and has the fortitude to support ethical actions that may negatively impact certain stakeholders of the organization.
7. Supports supervisors in taking action to assure regulations adherence.
8. Understands diversity and inclusiveness—not merely as democratic mandates, but as tremendous sources of strength and acts accordingly in hiring, development, group organization, and decision making.
9. Understands the legal and ethical framework of the civil service and does not transgress against it, even when it might seem to offer some benefit to the project or program.

Interpersonal Skills

Definition:

Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.

Behavioral Examples (at the Manager level):

1. Builds better communications and cooperation between levels and across Agency divisions.
2. Coaches, teaches, counsels, and motivates employees toward greater mutual respect and understanding.
3. Confronts performance problems in a way that maintains a positive relationship.
4. Ensures all partners are fairly and ethically treated.
5. Exhibits tact, restraint, and professionalism in difficult situations dealing with topics of concern to the Agency.
6. Involves people in the decisions that affect them (e.g., work schedules, assignments, rewards).
7. Demonstrates openness and approachability, is decisive without being arrogant or abrupt when dealing with sensitive and complex issues.
8. Maintains effective relations with external groups affected by the organization's policies and program activities.

Leveraging Diversity

Definition:

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Behavioral Examples (at the Manager level):

1. Assures systems are in place to have reasonable accommodations for individual differences to ensure the full potential of all employees.
2. Develops and implements plans for assessing and dealing with concerns and needs of persons with disabilities, (e.g., equipment, space, interpreters).
3. Possesses a global perspective and is able to work and coordinate work across cultural and national differences.
4. Makes managing workforce diversity a performance criterion for supervisors.
5. Manages succession planning in a way that produces a diverse, prepared leader pool.
6. Sets a personal example of civility and inclusiveness.
7. Sets a personal example of soliciting and considering diverse viewpoints and ideas.

Oral Communication

Definition:

Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed. Facilitates open communication.

Behavioral Examples (at the Manager level):

1. Demonstrates an ability to effectively shape the debate and influence how an issue and potential solutions are perceived by others.
2. Communicates with customers, employees, and other key stakeholders with openness and transparency.
3. Conducts debriefing of stressful situations as needed.
4. Ensures others understand the power of open communication to enhance workplace relationships and that they have the communication skills to be effective members of a learning organization.
5. Identifies barriers to effective communication and identifies ways to overcome them.
6. Models assertive communication and positive attitudes even in extremely challenging situations.
7. Plans and implements a crisis communications strategy that can support quick and flexible organizational responses to unforeseen, new, and complex situations.
8. Uses fact, reason, and persuasion to bring others in line with the vision, rather than skewed arguments representing an unfair presentation of the issue.

Problem Solving

Definition:	**Behavioral Examples (at the Manager level)**:
Identifies and analyzes problems. Weighs information relevance and accuracy. Generates and evaluates alternative solutions. Makes recommendations.	1. Determines the best way to implement new policies and programs by engaging key players in identifying the root causes of problems, possible roadblocks, and alternative solutions. 2. Assists others in understanding and handling the forces and opportunities requiring changes of thought and approach. 3. Identifies gaps in knowledge and modifies data gathering and analysis processes to fill those gaps. 4. Involves appropriate clients, stakeholders, and staff in problem solving. 5. Practices and teaches decision-making tools proven to help distinguish among choices in ethical dilemmas and in weighing risk. 6. Recognizes the impact on constituencies of alternate courses of action. Understands the drawbacks that may be incurred with short-term, quick fixes. 7. Understands what information is statistically meaningful. 8. Works closely with cooperators to provide seamless resolutions from a customer's point of view.

Public Service Motivation

Definition:	**Behavioral Examples (at the Manager level):**
Shows a commitment to serve the public. Ensures actions meet public needs. Aligns organizational objectives and practices with public interests.	1. Actively engages customers in providing feedback and ensures those within areas of responsibility respond and use the information to improve service quality. 2. Cascades strategies to employees and teams to build shared understanding of the links between policy, programs, and public service. 3. Avoids yielding to pressures from any quarter to act in ways counter to the spirit and letter of the laws of the U.S. or against the best interests of the public. 4. Sets high personal and organizational standards for integrity and service. 5. Strives to understand, at the broadest level, the changing issues, needs, and perspectives impacting the welfare of the citizen-customer. 6. Takes a long-term perspective and weighs true value for the citizen added against mere efficiency. 7. Works across unit lines involving Agency employees from other units, employees from other Federal Agencies, and customers to initiate projects to improve program services and organizational performance.

Resilience

Definition:	**Behavioral Examples (at the Manager level):**
Effectively deals with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.	1. Demonstrates the ability to assess a crisis situation, manage overwhelming amounts of information that crisis generates; marshal resources and organize for effective decisions. 2. Designs and implements key strategic processes and programs allowing the organization to remain productive during times of crisis, other uncertainty, rapid change, and other common stress-producing conditions. 3. Encourages use of existing policies and programs that help employees balance work, personal life, and wellness. 4. Provides structure and information helping employees and organizational units understand how to react positively to new demands and circumstances, and how to employ existing resources to fulfill new mandates. 5. Puts systems in place ensuring a safe, secure, and healthy workplace. 6. Routinely assesses the quality of the workplace environment and culture. 7. Translates organizational priorities and rebalances resources appropriately. 8. Understands the organization from a systems perspective to minimize surprises and maximize ability to accurately forecast direction and needs. 9. Understands when demands exceed the capacity of the organization to respond, and, when it is necessary, refuses unreasonable demands.

Team Building

Definition:	**Behavioral Examples (at the Manager level):**
Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	1. Uses membership on Executive/Management level teams to further organizational goals. 2. Communicates importance of team projects and gives high organizational visibility to successful projects. 3. Creates innovative performance management and reward systems reinforcing team work. 4. Encourages and supports first-line supervisors' recognition/rewards to team members. 5. Ensures teams are given substantive issues with real potential impact on which to work. 6. Works with Project Team Coordinator to ensure teams have necessary resources and are working synergistically in support of overarching organizational goals. 7. Spearheads the use of cross-functional teams to increase organizational effectiveness. 8. Uses teaming to address complex problems that both affect and require attention from a number of individuals and groups. Maximizes involvement of relevant personnel and subject experts across and outside of organization.

Technical Credibility

Definition:

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Behavioral Examples (at the Manager level):

1. Nurtures innovations recognized as best practices.
2. Invests in hiring and essential resources to support extension of organizational expertise.
3. Anticipates and builds technical capacity needed for the future.
4. Encourages first-line supervisors to seek information about new procedures, requirements, regulations, and policies, and to become an expert on matters relating to innovative solutions.
5. Seeks input from others when in-depth subject matter expertise outside of own area is required.
6. Encourages supervisors to see that supervisory effectiveness is a needed focus in their development of technical credibility.

Vision

Definition:

Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action.

Behavioral Examples (at the Manager level):

1. Transforms visionary goals into practical tactics, strategic plans, and achievable actions.
2. Anticipates, recognizes, and helps to remedy individual or collective barriers to the implementation of change.
3. Builds support and commitment across the full range of stakeholders.
4. Clearly communicates the message or vision in terms of tangible goals to everyone affected, and actively involves them in the change process.
5. Develops strategies to attract, motivate, and retain superior employees with the flexible skills and abilities necessary to meet complex challenges and change.
6. Ensures change message is heard. Takes efforts to deliver the message or vision for change to everyone affected.
7. Helps staff members understand how their function or unit relates to and complements the overall APHIS vision and mission.
8. Recognizes and communicates contributions and progress toward visionary goals.

Written Communication

Definition:	**Behavioral Examples (at the Manager level):**
Writes in a clear, concise, organized, and convincing manner for the intended audience.	1. Creates a written voice that is personal, visible, and recognizable and that inspires trust and commitment among employees and stakeholders. 2. Creates widespread ownership and commitment to the organization's policies, goals, and strategies by keeping stakeholders and employees informed. 3. Edits to avoid stereotypes, region-specific metaphors and images, and innuendoes. 4. Writes convincingly for continued stakeholder support in the face of challenges to policy or strategy. 5. Avoids humor in written documents with an international audience, as humor is culture specific. 6. Demonstrates awareness of the background knowledge of the recipients of a written communication.

Leadership Development for Executives
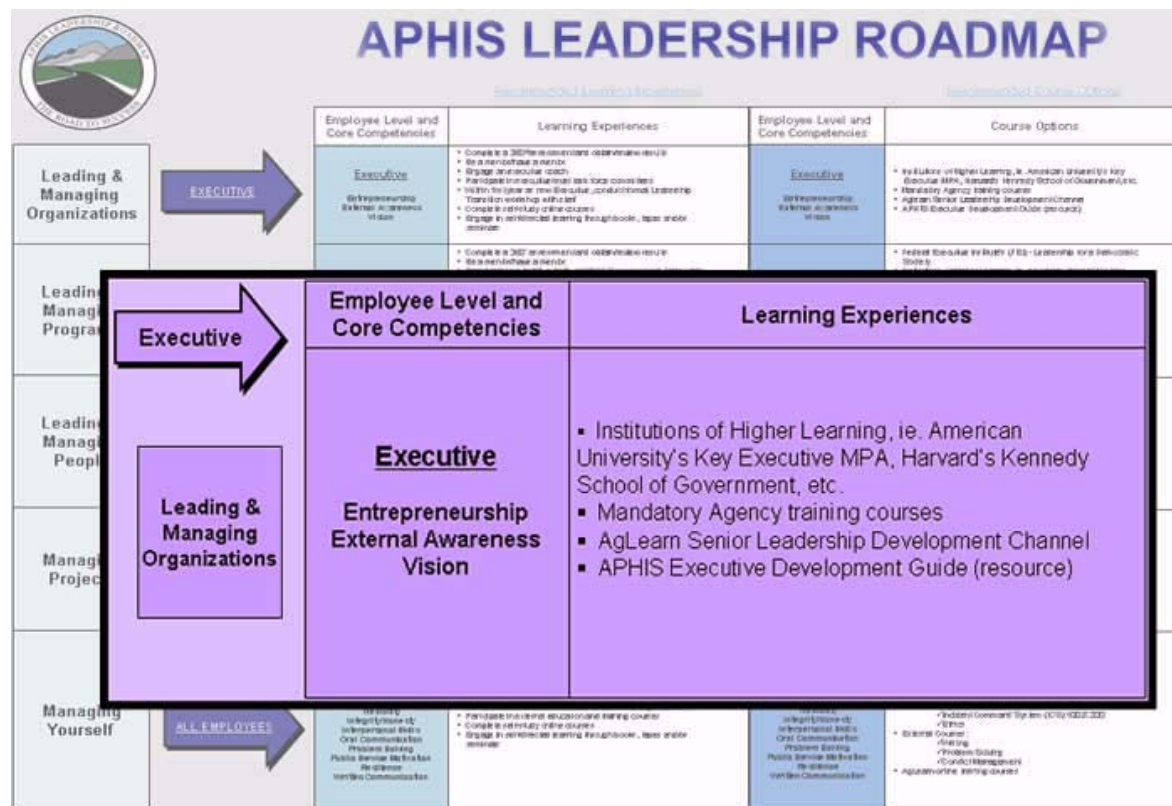
Figure 7-1: APHIS Leadership Roadmap for Executives

Senior Executive Service Development within APHIS

Developing yourself at the Executive Level on the *APHIS Leadership Roadmap* requires following the guidelines for Senior Executive Service (SES), as outlined by the Office of Personnel Management (OPM) and Federal Laws. As a result, the information in this tab serves as a starting point for development as an APHIS Executive, and could be used by: 1) those who have not yet had formal SES training; or 2) those who are interested in serving at the Executive level. For additional information about SES development within APHIS, see the *APHIS Executive Development Guide* (available from the APHIS Training and Development Branch) or visit the OPM Web site (**www.opm.gov/ses/handbook.asp**).

Executive Core Qualifications

The law requires the executive qualifications of each new career appointee to the SES be certified by an independent Qualifications Review Board based on criteria established by OPM. The Executive Core Qualifications (ECQs) describe the leadership skills needed to succeed at the Executive level. They also reinforce the concept of an "SES corporate culture."

This approach to SES preparation supports the government need for executives who can provide strategic leadership and whose commitment to public policy and administration transcends their commitment to a specific Agency mission or an individual profession. Furthermore, executives with this "corporate" view of government share values that are

grounded in the fundamental ideals of the Constitution. This grounding enables them to lead government agencies through the necessary change and remain true to the principles of American democracy.

OPM has identified five ECQs. The ECQs were designed to assess executive experience and potential—not technical expertise. They measure whether an individual has the broad executive skills needed to succeed in a variety of SES positions—not whether they are the most superior candidate for a particular position (the latter determination is made by the employing Agency).

Successful performance in the SES requires competence in each ECQ. The ECQs are interdependent and successful executives bring all five to bear when providing service to the nation.

Executive Core Qualifications:

Fundamental Competencies

Fundamental competencies are those expected of all employees. They are also the foundation for success in all management and leadership positions. Competencies falling under this category include:

1. Leading change
    This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment

2. Leading people
    This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace fostering the develop-

ment of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

3. Results driven
    This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions producing high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

4. Business acumen
    This core qualification involves the ability to strategically manage human, financial, and information resources.

5. Building coalitions
    This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private-sector organizations, foreign governments, or international organizations to achieve common goals.

OPM Core Competencies

The definitions of the OPM core competencies below reflect OPM's organizational pattern, which is expressed at the Executive level as Executive Core Qualifications (ECQs). Illustrating the core competencies in this manner shows how each competency fits into a larger framework of the fundamental competencies: leading change; leading people; results driven; business acumen; and building coalitions.

These larger categories correspond to the basic goals of working for the government and serving the public. Competencies within each category are attained at various stages along the competency development framework, by the time a person reaches the Executive level, he or she is proficient in all competencies.

Three Competencies Primarily Developed at the Executive Level				
Leading Change	*Leading People*	*Producing Results*	*Business Acumen*	*Building Coalitions*
Creativity and Innovation	Conflict Management	Accountability	Financial Management	Partnering
External Awareness	Leveraging Diversity	Customer Service		Political Savvy
Flexibility	Developing Others	Decisiveness	Human Capital Management	Influencing and Negotiating
Resilience	Team Building	Entrepreneurship		
Strategic Thinking		Problem Solving	Technology Management	
Vision		Technical Credibility		
Fundamental Competencies				
Continual Learning, Integrity and Honesty, Interpersonal Skills, Oral Communication, Public Service Motivation, Written Communication				

Figure 7-2: Three Competencies Developed at the Executive Level

Behavioral Examples

The following behavioral examples (BEs) describe typical actions at the Executive level. The competencies and their BEs are divided into two sections: first, the three competencies listed at the Executive level of the *Roadmap*, second, the competencies appearing at the other four levels. All describe typical executive behaviors. Use the examples to assess your proficiency (Step 2). If you need to work on many competencies, focus first on the three competencies for this level. Once you are proficient at the three competencies for this level, work on the rest in the order that suits your individual needs.

Entrepreneurship

Definition:

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Behavioral Examples (at the Executive level):

1. Champions improvement and innovation in government—strategically works to move beyond individual acts of innovation to the innovative organization.
2. Develops new options for customer services delivery.
3. Enhances government's ability to effectively and efficiently respond to interrelated issues.
4. Involves the private or voluntary sector to achieve public purposes, including competitions, partnerships, and use of voluntary services.
5. Demonstrates strategic and forward thinking, continually reviewing, developing, and improving systems.
6. Understands the regulatory environment; knows and can use the process by which obsolete regulations and laws can be changed.
7. Works effectively in the political environment to combat inadequate funding, political opposition, and legal and regulatory restraints unnecessarily impeding progress toward service goals.
8. Gains political support and builds effective alliances for change.

External Awareness

Definition:

Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Aware of the organization's impact on the external environment.

Behavioral Examples (at the Executive level):

1. Demonstrates an understanding of the national policy-making and implementation processes.
2. Explains and defends the organization's policies and operations to the external world in order to gain the support needed to assure program success.
3. Possesses a global breadth of perspective and demonstrates an ability to work and coordinate work cross-culturally, nationally, internationally, and globally.
4. Demonstrates an awareness of current trends, opportunities, and threats to the organization's mission.
5. Makes organizational boundaries permeable; encourages communities of practice.
6. Recognizes the possible impact of international events and global issues of environment and economy on U.S. society, the government, and the Agency.
7. Influences the decision-making processes to ensure policies, programs, and other developments are informed, customer driven, and considered within the broad political framework.
8. When representing the organization, demonstrates sensitivity to the political, social, and cultural nuances of difficult issues.

Vision

Definition:	**Behavioral Examples (at the Executive level):**
Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action	1. Breaks down organizational barriers to help the organization achieve its vision and mission. 2. Creates a vision of administrative capacity across agencies, with NGOs, and international organizations to effectively address problems—in a sustained and articulated rather than stove-piped fashion. 3. Demonstrates commitment to organization's vision and mission. 4. Develops infrastructure, plans, and processes for translating vision into action (e.g., strategic plan). 5. Participates in knowledge and policy networks and ensures Agency participation in such networks. 6. Provides a clear vision of where the organization is headed and leads the organization through necessary changes. 7. Shares the "big picture" with staff. 8. Steers the Agency toward its higher service purpose through the development, articulation, and implementation of organizational vision.

Additional Leadership Competencies to Develop at the "Executive Level"

In addition to using the behavioral examples for the 3 specific competencies highlighted at the Executive level on the APHIS Leadership Roadmap, you can use the behavioral examples below of the remaining 25 competencies to guide your development.

Accountability

Definition:

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Behavioral Examples (at the Executive level):

1. Develops a framework for defining and measuring program outcomes and reporting results.
2. Ensures effectiveness of accountability controls in a major organization (e.g., management reviews, program evaluations, financial statements audits).
3. Ensures all Managers, Supervisors, and employees are trained to understand management control responsibilities.
4. Ensures program, financial, and performance measures are integrated to assess and achieve strategic outcomes.
5. Evaluates both program and procedures to determine program improvement or elimination.
6. Oversees the establishment, development, monitoring, and maintenance of an organizationwide performance management system.
7. Broadly works with stakeholders to create a shared vision, balancing and reconciling various interests.

Conflict Management

Definition:

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Behavioral Examples (at the Executive level):

1. Actively seeks out involvement and input from key stakeholders outside the Agency on potentially difficult and contentious issues before deciding on a course of action.
2. Actively shapes the organizational climate by setting, sustaining, exemplifying, and celebrating an inclusive and civil environment.
3. Holds managers accountable for preventing and resolving conflict at the earliest stage.
4. Encourages creative conflict leading to better ideas, systems, processes, and relationships.
5. Promotes shared authority and power to prevent and resolve conflict.
6. Uses the creative energy that comes from tensions between seemingly opposing forces, ideas, and directions.
7. Uses sound, balanced judgment in resolving complaints from a high-level customer or stakeholder.

Continual Learning

Definition:	**Behavioral Examples (at the Executive level):**
Assesses and recognizes own strengths and weaknesses. Pursues self development.	1. Assesses and demonstrates how training and development efforts contribute to improved performance and results. 2. Communicates throughout the organization the need to understand others' viewpoints, agendas, values, constraints, and behaviors, and demonstrates a willingness to take others' ideas into consideration. 3. Creates a climate where continuous learning and self-development are valued. 4. Develops a strategic approach establishing priorities in training and development to achieve Agency results. 5. Ensures managers and supervisors have been properly trained to coach, evaluate, and conduct employee career discussions. 6. Incorporates employees' development goals into the Agency planning process. 7. Promotes benchmarking and other techniques that help an agency build upon best practices. 8. Provides consistent support and appropriate funding for training and development efforts.

Creativity and Innovation

Definition:	**Behavioral Examples (at the Executive level):**
Develops new insights into situations. Questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs and/or processes.	1. Breaks down barriers, stereotypes, and impediments to achieving breakthrough results and quality service. 2. Builds an organization that attracts, motivates, and retains superior employees who demonstrate creativity and innovation. 3. Encourages demonstration projects, pilots, and other experimental approaches. 4. Infuses big-picture or systems thinking throughout the organization in developing strategic plans. 5. Engages in governmentwide improvement initiatives. 6. Demonstrates strategic and forward thinking, continually reviewing, developing, and improving systems. 7. Looks beyond current reality to prepare organization for alternative futures. 8. Serves as champion for new ideas and approaches and articulates linkage between new behaviors and organizational success.

Customer Service

Definition:	**Behavioral Examples (at the Executive level)**:
Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.	1. Communicates the value of continuous customer feedback and input by serving as an example to all employees. 2. Establishes a customer-oriented culture and promotes hiring people who fit that culture and performance expectation. 3. Establishes a customer-focused business strategy that includes customer feedback and needs in strategic plans and results in measurable improvements in customer satisfaction. 4. Identifies ways to provide access to the organization's services for all groups. 5. Integrates marketing into overall business planning. 6. Demonstrates the ability to be politically adroit in addressing, informing, and negotiating buy-in from all key stakeholders. 7. Shares resources across the organization in order to effectively and efficiently serve customers. 8. Takes full account of appropriate issues, their interrelationships and implications for service and business development.

Decisiveness

Definition:	**Behavioral Examples (at the Executive level)**:
Makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.	1. Anticipates need for action and the potential problems or opportunities of acting (or not acting). 2. Commits the organization to a course of action when negotiating with external stakeholders. 3. Ensures policies and procedures are in place encouraging decision making and action at the appropriate levels. 4. Establishes strategic communications, plans, and alternatives for use in crisis situations. 5. Improvises within the law and regulatory intent to achieve Agency mission. 6. Makes sound, timely, and often courageous decisions. 7. Quickly condenses research and evidence into realistic implementation and strategy. 8. Takes reasoned (educated and informed) risks to achieve Agency and organization goals.

Developing Others

Definition:

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Behavioral Examples (at the Executive level):

1. Communicates the principle of life-long learning and provides opportunities for continuous development.
2. Develops employee development strategy and training focus in accordance with APHIS direction and program goals.
3. Establishes policy for managers and supervisors on use of self-assessments, assessments by others, and 360° Assessments to determine their annual development goals.
4. Identifies mission-critical knowledge, skills, and competencies for all levels and establishes objectives and strategies for achieving them.
5. Promotes interagency, cross-governmental, private sector, and international developmental efforts as appropriate.
6. Provides direct reports with ongoing feedback on areas of strength and needed development.
7. Provides shadowing and detail assignments for potential executives.
8. Reviews training goals and processes in light of strategic and tactical changes.

Financial Management

Definition:

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Behavioral Examples (at the Executive level):

1. Demonstrates knowledge of budget and funding process.
2. Ensures appropriate administrative control of funds.
3. Ensures people with the requisite knowledge and skills are in place to advise and participate in budget planning, evaluation, and financial systems.
4. Maintains citizen confidence in the effectiveness and efficiency of Federal work.
5. Plans strategic budgets to close the gap between the current situation and the Agency's long-term goals.
6. Provides testimony or support to head of organization during Congressional/legislative testimony or meetings of other high-level organizations resulting in positive action.
7. Applies marketing principles and tools as appropriate to increase awareness and encourage the use of products and services.
8. Effectively leverages resources across relevant programs and services.

Flexibility

Definition:	Behavioral Examples (at the Executive level):
Demonstrates openness to change and new information. Rapidly adapts to new information, changing conditions, or unexpected obstacles.	1. Demonstrates an ability to assess a crisis situation, manage overwhelming amounts of information that crises generates, marshal resources, and organize for effective decisions. 2. Communicates a vision of change that broadly appeals to the long-term interests of critical stakeholders. 3. Identifies key stakeholders, sponsors, potential advocates, and detractors and develops appropriate strategies for each group. 4. Forms contingency plans to overcome potential obstacles, and to take advantage of unforeseeable opportunities. 5. Generates multiple solutions to problems and approaches to improvement, then uses modeling techniques, risk analysis, and cost-benefit analysis to assess their strategic and tactical impact. 6. Establishes key strategic planning and evaluation processes enabling the Agency to remain responsive to changing circumstances, priorities, and resources. 7. Uses ethical as well as strategic considerations when deciding when to be flexible and when to remain firmly on course. 8. Responds to changing priorities and resources with optimism, encouraging staff to respond positively and proactively. 9. Stays abreast of and educates staff about changing national and international conditions affecting agricultural programs, policies, and strategies.

Human Capital Management

Definition:

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multisector workforce and a variety of work situations.

Behavioral Examples (at the Executive level):

1. Bases human capital plans and programs on timely, well-researched, and well-analyzed trends and data.
2. Creates a workforce planning and analysis process to identify strategic human resource needs of the organization and develop strategies to meet the long-term needs of the organization.
3. Ensures agencywide accountability for the effective management of its people resources.
4. Ensures employee rewards and recognition programs are reliably linked to performance that contributes to achievement of Agency goals.
5. Integrates human capital management into supervisor, manager, and executive performance expectations and holds them accountable for the good and efficient management of the Agency's people resources.
6. Positions the Agency to address current challenges and meet emerging demands through a strategic and integrated approach to human capital management.
7. Serves as an advocate for organizational and public policies that contribute to attracting and retaining top people (e.g., family-friendly programs).
8. Systematically establishes plans and programs to acquire, develop, and manage strong leadership, managerial, and supervisory cadres.

Influencing and Negotiating

Definition:

Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.

Behavioral Examples (at the Executive level):

1. Builds, maintains, and impacts large internal and external virtual networks to build collaborative power and to achieve results.
2. Commits resources appropriate to the task to resolve issues (e.g., employs outside facilitators to reach agreement).
3. Communicates a clear and compelling vision that provides employees with a sense of direction and which can solicit broad support from key stakeholders.
4. Consistently uses effective persuasion to gain consensus with others when representing the organization and its policies on intra- or interorganizations and with employee associations or unions in reaching strategic goals.
5. Establishes an overall environment influencing individuals and groups toward achieving the organization's goals.
6. Inspires others to act at the highest level of honesty and integrity, and holds them accountable to it.
7. Uses persuasion to gain consensus with other agencies, corporations, or national unions.
8. Uses intercultural knowledge and skill to increase effectiveness in negotiations and discussion with officials of foreign governments.

Integrity and Honesty

Definition:

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.

Behavioral Examples (at the Executive level):

1. Acts with courage and consistency with espoused values, even when it might be unpopular, or personally inconvenient to do so.
2. Creates an organizational culture that fosters high ethical standards, service, and honor.
3. Ensures policies and programs for preventing waste, fraud, abuse, and mismanagement are in place and enforced.
4. Ensures the Agency has the information to act using the full breadth of allowability, yet transgressing neither against the law itself nor against public perception of what is right.
5. Demonstrates responsiveness to elected leaders and faithfulness to Constitutional values and processes.
6. Models behaviors, attitudes, and actions expected of all employees.
7. Provides accurate, current, and understandable information to policy makers and citizens, exposing the implications of choice in an unbiased fashion.
8. Serves as a role model of integrity, honesty, justice, respect, and civility.

Interpersonal Skills

Definition:

Treats others with courtesy, sensitivity, and respect. Considers appropriately responds to the needs and feelings of different people in different situations.

Behavioral Examples (at the Executive level):

1. Promptly corrects problems and without defensiveness.
2. Seeks to understand the cultures, beliefs, values, biases, preferences, feelings, and other drivers of behavior—both conscious and unconscious—in oneself and others.
3. Demonstrate discretion and tact when correcting or questioning another's idea or action.
4. Seeks accurate information, avoids jumping to conclusions or passing on questionable information.
5. Seeks feedback from others to avoid blind spots that can cause misunderstandings.
6. Shows respect for the values and ideas of others, even while not agreeing with them.
7. Works effectively with many different people in a variety of settings (e.g., legislatures, professional associations) and gains their support.
8. Appropriately and tactfully responds to the criticisms and concerns of external stakeholders.

Leveraging Diversity

Definition:

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Behavioral Examples (at the Executive level):

1. Develops short- and long-term strategies to create an inclusive, welcoming workplace designed to attract, acquire, and retain high-quality, diverse talent.
2. Possesses a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally, and globally.
3. Promotes a broad-based diversity approach that significantly improves performance in the entire organization.
4. Promotes diversity in succession planning to produce a diverse, prepared leader pool.
5. Reaches out to other organizations, groups, and disciplines to solicit others' ideas and perspectives in order to generate the best solutions.
6. Sets a personal example of soliciting and considering diverse viewpoints and ideas.
7. Sets personal example of civility and inclusiveness.
8. Holds management team accountable for ensuring fairness, equality, diversity, and reasonable accommodation are practiced within teams or work units.

Oral Communication	
Definition: Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed. Facilitates open communication.	**Behavioral Examples (at the Executive level)**: 1. Breaks down barriers to effective communication within and outside the organization. 2. Communicates with customers, employees, and other key stakeholders with openness and transparency. 3. Conducts credible and prudent briefing sessions for Congress or other national media. 4. Creates a feedback-rich culture in which oral feedback is valued, sought out from a full range of stakeholders, broadly discussed, and acted upon. 5. Promotes wide-spread ownership of the program vision, engendering the employee engagement needed to sustain the vision. 6. Ensures others understand the power of open communication to enhance workplace relationships and ensures they have the oral communication skills to be effective members of a learning organization. 7. Meets with external stakeholders and influential parties to answer questions about the organization's work policies, makes commitments, and negotiates agreements. 8. Provides accurate, current, and understandable information to policy makers and citizens, explaining in an unbiased fashion where the organization is going and the implications of those decisions.
Partnering	
Definition: Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.	**Behavioral Examples (at the Executive level)**: 1. Possesses a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally, and globally. 2. Maintains a cooperative relationship with a wide range of constituencies in accomplishing complex organizational objectives. 3. Networks with the full range of stakeholders, inside and outside the government, to identify and pursue high-potential service alliances. 4. Participates in knowledge and policy networks and ensures Agency participation in such networks. 5. Promotes coordination, cooperative agreements, and collaborative agreements among agencies. 6. Broadly reaches out to other organizations, groups, and disciplines to solicit other ideas and perspectives in order to generate the best solutions. 7. Supports staff in taking calculated risks in exploring new partnerships and other collaborative efforts. 8. Understands collaboration as a critical dimension of public service which is the key operational factor in achieving a citizen-focused, seamless government.

Political Savvy

Definition:	**Behavioral Examples (at the Executive level)**:
Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.	1. Analyzes current events and various environmental trends and posits possible changes of direction or processes. 2. Balances interests of the organization with broader government purposes and realities to arrive at the best solution for public service. 3. Ensures interests of the key stakeholders are addressed without compromising the integrity of the organization. 4. Possesses a global breadth of perspective and is able to work and coordinate work cross-culturally, nationally, internationally, and globally. 5. Possesses a strategic understanding of the issues and of how barriers to solutions might be addressed. 6. Maps the Agency's strategy, taking all internal and external environmental factors into account. 7. Recognizes the possible impact of international events and global issues of environment and economy on U.S. society, the government, and the Agency. 8. Uses systems thinking to factor in the various organizations, including the Congress, that will be involved in achieving Federal mission area goals into strategic planning.

Problem Solving

Definition:	**Behavioral Examples (at the Executive level)**:
Identifies and analyzes problems. Weighs information relevance and accuracy. Generates and evaluates alternative solutions. Makes recommendations.	1. Empowers others to act by relinquishing control—delegating authority and responsibility to others who may be closer to the problem communicates accountability. 2. Ensures decisions are consistent with overall goals or organizational vision. 3. Examines the complexities of and interrelationships among factors behind the problem, even when the problem seems simple and straightforward. 4. Focuses on and resolves major problems based on an understanding of current and future conditions. 5. Identifies opportunities for organizational success even in the context of uncertainty, problems, and threats. 6. Models critical and creative thinking, problem solving; sees the possibilities in the situation. 7. Broadly reaches out to other organizations, groups, and disciplines to solicit other ideas and perspectives in order to generate the best solutions. 8. Supports managers and employees giving them freedom to solve problems on a timely basis.

Public Service Motivation

Definition:

Shows a commitment to serve the public. Ensures actions meet public needs. Aligns organizational objectives and practices with public interests.

Behavioral Examples (at the Executive level):

1. Communicates the public service vision of the organization.
2. Ensures plans, resources, priorities, and human capital strategies reflect the organization's focus on citizen-centered service.
3. Establishes standards and processes for improving products and services to increase organizational performance and service to customers.
4. Models a commitment to serve the public (e.g., makes personal sacrifices, when necessary, to ensure public service needs are quickly and efficiently provided).
5. Shares insights and research findings in tactful, but persuasive ways to ensure resources are aligned behind initiatives that truly benefit the public.
6. Uses a systems approach to make policy and program decisions that are aligned with the needs of the public, and are made only after considering the full impact of these decisions on the public.
7. Works to ensure the citizen-centered service is above ideological conflict and undue influence of special interests.

Resilience

Definition:

Effectively deals with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.

Behavioral Examples (at the Executive level):

1. Builds capacity in others to transform changes into challenges and opportunities.
2. Conducts debriefings of stressful situations as needed.
3. Designs and implements key strategic processes and programs that allow the organization to remain productive during times of crisis, other uncertainty, rapid change, and other common stress-producing conditions.
4. Develops policies and provides programs helping employees balance work, personal life, and wellness.
5. Maintains organizational effectiveness, service levels, stability, and morale of a major organization during times of great change.
6. Models assertive communication and positive attitudes even in extremely challenging situations.
7. Projects energy and optimism in the face of adversity influencing the entire organization.
8. Understands the organization from a systems perspective to minimize surprises and maximize ability to accurately forecast direction and needs, moving the organization from reactive behavior to proactive initiative.

Strategic Thinking

Definition:	**Behavioral Examples (at the Executive level):**
Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.	1. Anticipates new, changed, or conflicting demands for programs and services, seeks information, and takes action. 2. Develops alternative approaches and scenarios to accommodate different potential situations during planning. 3. Develops strategies to integrate organizational strengths into the overall Agency mission. 4. Ensures program, financial, and performance measures are integrated to achieve desired strategic outcomes. 5. Involves employees and stakeholders in a strategic thinking and planning process to gain commitment and identify possible impediments. 6. Maps the Agency strategy, taking all internal and external environmental factors into account. 7. Puts systems in place to ensure the comprehensive review, reassessment, reprioritization, appropriate reengineering of what the Agency does, how it does business, and who is involved in implementing its business. 8. Reaches out to key stakeholders to ensure their perspectives are taken into account in all planning, and to enlist their support for the resulting plan.

Team Building

Definition:	**Behavioral Examples (at the Executive level):**
Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.	1. Communicates importance of team projects and gives high organizational visibility to successful projects. 2. Forms and tasks highly experienced teams to solve complex, high-profile problems involving overall organizational climate, mission, cross-cutting policy issues, customer, or other issues with major external focus. 3. Implements the results of team efforts contributing to organization goals. 4. Models importance of collaborative working through personal participation in high-level, interdisciplinary, cross-functional groups and teams that represent broad aspects of the organization. 5. Provides clear objectives, necessary resources, and widespread recognition of team contributions to the organization's mission. 6. Serves on executive task forces and with external groups to bridge differences of competing or conflicting groups and teams. 7. Supports decisions or recommendations made by executive and managerial teams.

Technical Credibility

Definition:

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Behavioral Examples (at the Executive level):

1. Fosters and rewards high standards for accuracy, safety, and constant improvement in all areas of the organization.
2. Ensures organization builds technical capacity needed to implement strategic goals.
3. Promotes an ongoing assessment of organizational technical capability and builds capability in support of strategic direction.
4. Acquires necessary capital resources to implement organizational goals and objectives.
5. Provides expert testimony or personal support to head of organization during Congressional/legislative testimony or meetings of other high-level organizations, resulting in positive action.
6. Seeks input from others when in-depth subject matter expertise outside of own area is required.
7. Encourages managers and supervisors to see that supervisory effectiveness is a needed focus in their technical credibility development.

Technology Management

Definition:

Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Behavioral Examples (at the Executive level):

1. Allocates sufficient funds for future technology investment.
2. Ensures the information technology plan for the organization supports strategic goals.
3. Promotes the development of IT programs and support systems that better ensure seamless delivery of services and ease of use.
4. Employs a knowledge management system that supports decision making with the right information available to the right people at the right time.
5. Ensures compatibility of hardware/software within a major organization and among agencies.
6. Institutes policies to improve technological capabilities in most cost-effective manner.
7. Strategically and systematically plans for IT training and education across the Agency, and monitors the effectiveness of this training.
8. Works with CIOs to understand and plan for full range of costs relating to the acquisition and use of equipment and information technology.

Written Communication

Definition:	Behavioral Examples (at the Executive level):
Writes in a clear, concise, organized, and convincing manner for the intended audience.	1. Uses a variety of written communications, particularly within automated and networked media, to gain widespread understanding and commitment for change and action inside and outside of Agency. 2. Ensures sensitive or complex written materials, program plans, or media scripts accurately communicate program policy and appropriately inform the public. 3. Creates a written voice that is personal, visible, and recognizable and that inspires trust and commitment among employees and stakeholders. 4. In the face of challenges to policy or strategy, writes convincingly for continued stakeholder support. 5. Creates widespread ownership and commitment to the organization's policies, goals, and strategies by keeping stakeholders and employees informed. 6. Edits to avoid stereotypes, region-specific metaphors and images, and innuendoes. 7. Avoids humor in written documents with international audience, as humor is culture specific.

Competency in Cross-Cultural Interactions

In addition to improving proficiency in the competencies shown in the *APHIS Leadership Roadmap*, most APHIS employees will find it beneficial to develop skill in international cross-cultural interactions.

On a daily basis, APHIS employees interact with people from other countries and cultures or help other employees interact culturally with others. This occurs frequently due to such factors as:

- Burgeoning hybridization of cultures
- Expanded tourism
- Global migration
- Growing international trade
- Growing technological interconnectedness
- Increased focus on customer service

Growing technological interconnectedness alone brings amazing opportunities and challenges. Technology instantaneously links cultures, creating astounding transparency and opportunities for connection and collaboration or for conflicts and misunderstandings.

How Do APHIS Employees Culturally Interact with Others?

Representative of the interactions APHIS employees have with people from other countries or cultures are:

- Conducting trade negotiations
- Handling phone calls from APHIS–IS Foreign Service Nationals
- Hosting representatives of foreign agricultural delegations to program activities (e.g., conducting fumigations, handling disease outbreaks, and addressing emergency management issues)
- Interviewing employees/candidates with different cultural backgrounds
- Interviewing people in local ethnic markets
- Making presentations to members of foreign delegations

- Preparing oneself and others for foreign assignments
- Serving on foreign TDY assignments
- Talking with people from other countries who request permits
- Training Foreign Service Nationals and other foreign nationals

Each APHIS employee is responsible for maintaining, respecting, and valuing the differences challenging us as a global organization. In order to be successful in these frequent interactions with people from different cultural backgrounds, APHIS employees need to develop knowledge and skills in cross-cultural communication. Doing so can result in an improved ability to:

- Become more comfortable and successful working across cultures
- Build improved relationships yielding better individual and organizational results
- Communicate and perform effectively over distance, culture, and time differences
- Increase the effectiveness of teams working with other cultures (e.g., negotiating teams and intercultural teams)
- Know how to bring diverse people from different cultures together
- Learn from differences and leverage that learning for better results
- Understand the impact of culture on management strategy and style

How Can I Develop My Cross-Cultural Interaction Skills?

In Tab 9, *Learning Experiences* on page 9-1, you will find information on learning experiences for competency development. Specific information on AgLearn courses, books, etc. can be found on each of the 28 OPM competencies. At the end of the competencies, you can find specific information on learning experiences designed to develop your cross-cultural interaction skills.

Learning Experiences

Introduction

This tab is divided into two sections. The first section focuses on the types of learning experiences available in APHIS for developing leadership skills. Each learning experie: nce is explained, including a description of what the experience entails and information about accessing that learning experience. Some learning experiences, such as reading a book, remain the same across leadership levels. Other experiences, such as detail assignments, differ depending on one's leadership level.

The second section contains descriptions for each of the 28 competencies (plus the APHIS Cross-Cultural Interactions competency) and lists ideas for learning experiences that could help you develop each individual competency.

Types of Learning Experiences

Most of us tend to think of *formal classroom training* as the primary resource for developing our skills. While classroom learning is a valuable learning resource, other avenues of learning are equally or more effective. *Developmental assignments* (e.g., details, shadowing, and action learning projects) are excellent means of development if the assignments are specifically structured to ensure learning occurs. A third group of learning experiences, *self-directed activities*, allows employees to learn independently, examples of these learning activities include taking online courses and reading books. The following pages contain explanations of various learning experiences available to APHIS employees.
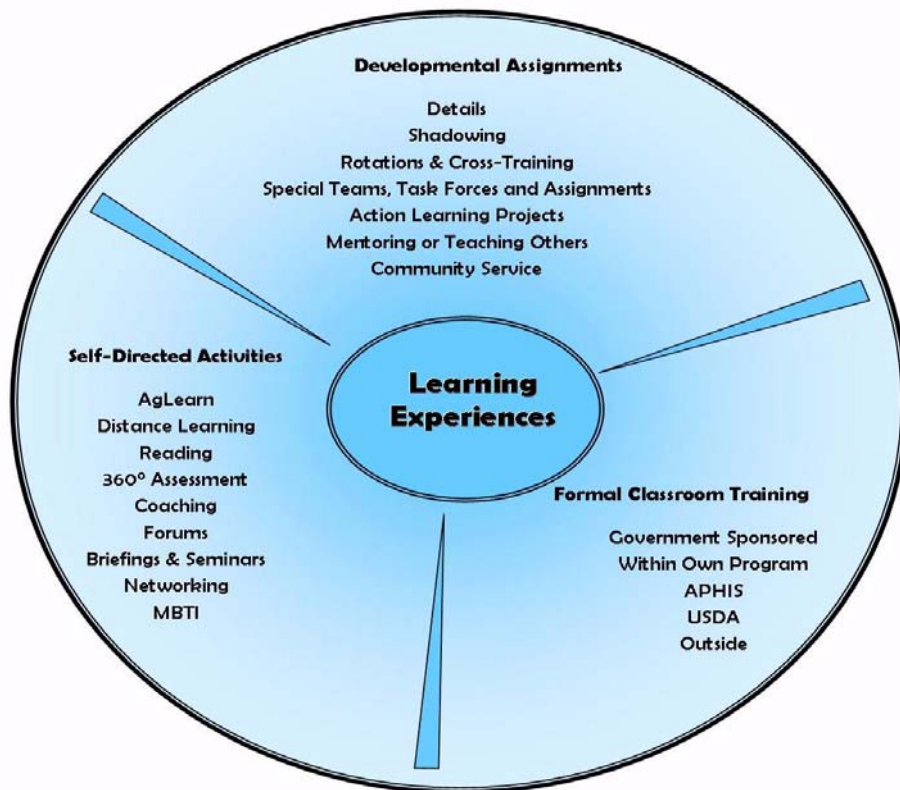
Figure 9-1: Activities for Leadership Competency Development

Formal Classroom Training

APHIS employees have many sources of formal classroom training.

1. *Within your own program*: Many programs offer leadership sessions within their discipline-specific trainings, either using program resources or by requesting services of the APHIS Training and Development Branch (TDB). Other programs offer leadership activities for targeted categories of people. Contact your Supervisor for information on what is available within your program.

2. *APHIS Training and Development Branch*: You can look on the TDB Web site or contact the office to find scheduled offerings for both short courses targeting specific competencies, such as "Conflict Management," and longer leadership courses designed for specific levels on the Leadership Roadmap (e.g., new supervisor training, leadership courses based on GS levels, and staff officer training). USDA: In addition to the courses USDA provides through AgLearn, the USDA Graduate School offers many courses and many degree programs. For more information, contact the USDA Graduate School at (888) 744-4723 or go to **www.grad.usda.gov**.

3. *Other government and government-related organizations*: Some leadership programs in this category include those offered by the Federal Executive Institute (FEI) and the Office of Personnel Management (OPM). These can be found through a Web search or by contacting APHIS Talent Management Division.

4. *Colleges, universities, and private organizations*: Look online for leadership courses offered by nongovernment entities. You can also contact your local colleges and universities for information on offerings in your community.

If you need assistance finding formal classroom training that meets your learning goals, contact:
- APHIS Training and Development Branch (all APHIS employees)
- Professional Development Center (PPQ employees)
- Professional Development Staff (VS employees)

Developmental Assignments

Developmental assignments provide opportunities to gain skills and knowledge by performing a structured task. These can be: 1) a primary source of learning (e.g., receiving instruction from another employee, observing someone, or working on a team project during which the team learns together); or 2) a method of putting into practice knowledge or skills you gained through another learning experience, such as taking a course or reading a book.

Developmental assignments:
- Details
- Shadowing
- Rotations and cross-training
- Special teams, task forces, and assignments
- Action learning projects
- Mentoring or teaching others
- Community service

In the following section, you will find a description of each of these developmental assignments, as well as an explanation of the benefits and availability of each.

Details

Details last a minimum of 2 weeks (3 to 4 weeks is preferable, if you can arrange it) and can extend as long as 120 days. A detail occurs outside of your current job description and provides opportunities to practice the skills or behaviors you listed in your Development Plan. The detail can

be in your program area or another program area, depending on your learning goals, and should involve interacting with a group of people outside your normal work unit. This new setting not only provides you the opportunity to learn new skills and information, but also provides a fresh environment in which to try out new skills.

Shadowing

This developmental assignment is further outside your current job description than is a detail and provides opportunities to observe the skills or behaviors listed in your Development Plan. A shadowing assignment also provides you with an opportunity to network and view your own program from a different perspective.

Unlike a detail, a shadowing assignment is about "observing how experts perform" rather than applying new skills yourself. Shadowing is used when you want to explore a new area but do not have the skills to perform in that area. A shadowing assignment is typically a day to a week in duration and a report of what you learned is expected at the conclusion.

Rotations and cross-training

Cross-training provides opportunities for employees to acquire knowledge and skills from their coworkers. Typically, employees with similar grade levels and background experiences pair up or form small groups to teach one another the specific tasks and special knowledge needed for each of their jobs. This type of experience offers a chance to learn at little or no cost, and allows employees to fill in when others are ill or on vacation, preventing service gaps and reducing costs.

Once employees are cross-trained, rotations can be utilized to allow employees to practice and improve their new knowledge and skills. Rotations also provide employees with greater variety in work activities and a broader list of experiences to include in résumés when applying for new positions. Meet with your Supervisor to discuss possible cross-training opportunities in your unit.

Special teams, task forces, and assignments

Another effective way to learn new skills is to serve on a special team or task force or work on a new assignment. In these learning assignments, you use your current skills in a new environment as well as learn new skills while accomplishing the assigned task.

To participate in such groups and projects, let your Supervisor know you are interested in developing your skills in a particular area. Your Supervisor can inform you when a project becomes available that would allow you to develop skills in the identified areas. Be on the lookout for such projects yourself and if they occur, request to join in that effort. When you include this type of learning activity in your Development Plan, describe the area in which you wish to develop your expertise and indicate that you hope to develop it by working on a special team or task force or by taking on a special assignment.

Action learning projects

In an action learning project, learning occurs as an employee or a group of employees addresses an actual work challenge or need. The individual or group develops a plan to address the stated need and then implements that plan, using existing knowledge and exp-

erience in a new way and building new knowledge and skills as needed for the project. Two important benefits of action learning projects are the learning that occurs naturally along the way and the satisfaction of a completed project that may help numerous employees.

Mentoring

Mentoring is a voluntary relationship in which a more-experienced employee provides advice, guidance, and support to a less-experienced employee. Often the mentor is someone who has experience in a job or task about which the protégé wants to either learn more or to which the protégé aspires. The mentor is not in the protégé's chain of command and has no supervisory authority over the protégé. Mentors help protégées clarify career goals, understand the organization, analyze strengths and developmental needs, build support networks, and deal with challenges.

Mentoring is a cost-effective way to upgrade skills, both for the mentor and the protégé. It can also support job retention, increase job satisfaction, and facilitate personal and career development. Both mentors and protégées can use mentoring as a learning activity. See Tab 10, *APHIS Mentoring Program* on page 10-1 for more information on creating an effective mentoring relationship.

Teaching others

As contradictory as it may seem, teaching others is a learning experience. First, teaching others reinforces your own learning in the subject you are teaching – remember the adage that if you really want to learn something, you need to teach it. Second, teaching others provides you with

the opportunity to develop other competencies such as "Oral or Written Communication" and "Developing Others."

Community service

"Community service" means employees volunteering to benefit a community. Community service can be used as a learning experience if it is designed to practice a targeted competency. For example, if you took a class on public speaking in order to improve your oral communication skills, you could volunteer to speak at local community functions or schools on your area of expertise (e.g., a pest or disease APHIS is trying to control or hospitality customs in an African country in which you have lived). If you were taking accounting courses as part of your plan to apply for a higher-level position in that area and your current job did not allow you to practice those skills, you could volunteer elsewhere to gain the needed experience.

Self-Directed Learning Activities

Self-directed learning activities include such experiences as taking AgLearn and other distance learning sessions and courses, reading, networking, and participating in forums, briefings, and seminars. In the following section, you will find a description of each of the above self-directed activities, as well as an explanation of the benefits and availability of each.

AgLearn

The Agriculture Learning (AgLearn) System is USDA's department-wide system for providing training and managing training activity. There are thousands of courses available on AgLearn for USDA employees, contractors, partners, and customers. AgLearn courses can provide a cost-effective way to get oriented to a new field of study as well as acquire in-depth knowledge

and skills in a particular area of interest. Courses taken in AgLearn are automatically recorded in your learning history, a feature that helps you track progress toward your career goals.

To find courses in AgLearn, perform a keyword search using the targeted competency and related words. Some AgLearn courses are listed on the competency pages in the second half of this tab. However, new courses are always being added and existing courses are periodically pulled for updating.

If you are looking for courses to address a technical skill, perform a keyword search of the specific subject matter.

Distance learning opportunities

People think it is a new concept, but distance learning dates back to the 1700s, with degree programs being offered as early as the mid-1800s. Traditional forms of distance learning are still available as universities, private companies, and government agencies provide correspondence courses on many subjects. Materials for these courses could include books, cassette tapes, CDs, and DVDs.

While traditional distance learning is still available, much of today's distance learning tends to be in the form of e-learning. E-learning encompasses online courses, Web-based training, audio and video podcasts, and a constant stream of new learning options.

Distance learning, including e-learning, is usually less expensive than formal classroom sessions, and is sometimes free. It is not constrained by geography and often allows more flexibility with time. Perform a Web search and/or contact your training

or work unit to discover more about the distance learning opportunities provided by commercial, university, and government entities.

Reading

Employees often overlook reading as an inexpensive tool to increase knowledge and skills. Some recommended reading materials for each competency are listed in the second half of this tab. You can also search online, visit a bookstore, or ask your mentor, Supervisor, or colleagues for ideas for reading materials related to your targeted competency.

Coaching

Employees can be coached by someone inside or outside their own organization. Coaching can also be a component of a leadership course or other program helping participants put what they have learned in a class into practice on the job.

Coaches assist learning by encouraging employees they coach to reflect on their behaviors and develop goals for building their strengths and managing their weaknesses. Coaches do this by listening, asking questions, observing reactions, and asking for commitment. With a willing individual, coaching can be a powerful learning tool for developing one's full potential.

For more information about coaching contact:
- APHIS Training and Development Branch (all APHIS employees)
- Professional Development Center (PPQ employees)
- Professional Development Staff (VS employees)

Forums, briefings, and seminars

Forums, briefings, and seminars are meetings focused on the exchange of information and ideas on policy, research, or other areas. Attending these meetings provides you with an opportunity to learn and can be a way to bring information back to a larger group of employees. In your Development Plan, propose to attend meetings covering a specific topic and offer to relay the information you learn to your colleagues upon your return. In additional to being great learning and teaching experiences, these meetings are good opportunities to network with others in your field or with those in a field you are exploring.

Networking

Networking is establishing a mutually beneficial relationship with other employees, customers, and people in businesses, universities, and professional organizations who can assist you in a specific goal or task. Once you have established a goal and analyzed what kind of support you need, develop a network of contacts to whom you can turn for assistance. The relationships you develop through your networking can work both ways, because there will be times you can assist as well as receive assistance. Finally, as you interact with the contacts in your network, those individuals will come to know your interests and may suggest potential learning opportunities (e.g., informing you about upcoming meetings or projects or inviting you to join new or existing working groups).

Assessments

Assessment instruments are used to identify strengths, personal styles, and developmental needs. Assessments can be: 1) learning experiences as you discover more about yourself; and 2) tools to guide your development efforts. Assessments most commonly used for leadership development in APHIS include:
- 360° Assessment
- Myers-Briggs Type Indicator
- Fundamental Interpersonal Relations Orientations – Behavior (FIRO-B)

Contact the APHIS training unit or your program for more information about all assessments.

360° Assessment

The 360° Assessment is feedback on your strengths and weaknesses in the OPM competencies from supervisors, peers, and colleagues, employees, customers, or stakeholders, and from oneself. APHIS supervisors and managers are required to have a 360° Assessment every 5 years. This assessment is provided at no charge through APHIS or program training units.

An employee requesting a 360° Assessment identifies potential raters in each of the categories: supervisor; peers; employees; and customers. The feedback form is sent to the raters via e-mail. The results are summarized and sent to the employee along with an offer to consult with the employee about how to use the results in development planning.

The 360° Assessment should be used for development, not for personnel decisions. The results should be issued to the employee, who can then make the decision about whether to share the results with his or her supervisor.

Myers-Briggs Type Indicator (MBTI)

The MBTI will help you to understand your personality type and how your preferences impact your approach to work and your interactions with the other 15 personality types. Understanding more about your preferences in planning, in receiving and completing tasks, and in interacting with others and learning how your preferences compare with others' preferences can make your work interactions smoother and less stressful.

The MBTI is frequently used in conjunction with other training or as part of a team development effort. Teams and work units can use the MBTI to better understand: 1) the strengths and challenges each member brings to the group; and 2) the communication and interaction preferences of each member. This information can increase communication and cooperation, which in turn, leads to higher productivity and more satisfaction within the group.

The MBTI is administered by a trained MBTI administrator using an online assessment. The administrator receives the assessment results and discusses those with the person who took the assessment. The administrator can use the results to help identify learning goals the employee can include in a Development Plan.

FIRO-B

This assessment identifies how you tend to behave toward others and how you want them to behave toward you. The results of the FIRO-B can help you increase self-awareness in a number of areas, including how you handle interpersonal relationships

and your own social needs, how others perceive you, and how you view others.

The FIRO-B provides information along three dimensions of interpersonal needs: inclusion; control; and affection and indicates your preference in regard to two aspects of each of these areas: expressed behavior and wanted behavior.

Combining the MBTI and FIRO-B produces a powerful assessment result that can be used to guide leadership skills development.

How Do I Select the Learning Experience Best for Me?

To be considered development, the learning experiences you list in your Development Plan should result in changes on the job. For example, your colleagues should be able to see you taking on a new task or handling stressful situations more easily, or observe that your interactions with customers are improved or that you now make great presentations.

To apply your learning on the job requires you to combine practice with knowledge acquisition. Taking an AgLearn or in-person course or reading a book provides you with "book knowledge." To turn this passive knowledge into action, pair a learning activity in which you practice the new knowledge with a learning activity in which you acquired the knowledge. For example, if you attend a course on active listening and then practice one of the suggested actions each week, you will find you incorporate more of the actions into your behavior than if you only attend the course.

Which format of learning experiences you use for these two parts of the learning (the knowledge-gaining portion and the practicing portion) depends on many factors, such as the competency you are targeting, your learning style preference,

Internet accessibility, and the rhythm of your workload, family obligations, or travel policies. Review the learning experiences described in this tab, think creatively, and talk with your colleagues and Supervisor for ideas on how to best use the available learning experiences to reach your development goals. If you would like assistance in identifying the best learning experiences to meet your goals, contact the APHIS Training and Development Branch (all APHIS employees), Professional Development Center (PPQ employees), or Professional Development Staff (VS).

Recommended Learning Experiences by Competency

The following section has a description for each of the 28 competencies, plus the APHIS Cross-Cultural Interactions competency. The section lists ideas and examples for learning experiences that could help you develop each individual competency. There are more AgLearn courses and many more books available than those listed. The "Suggestions for Personal Improvement" and "Samples of Developmental Assignments" are just that – suggestions and samples to give you ideas for creating learning activities relating to your situation.

FOR TRUE LEARNING TO OCCUR:

PAIR KNOWLEDGE-GAINING EXPERIENCES

WITH

PRACTICING EXPERIENCES

Accountability

Definition: Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Working for Your Inner Boss: Personal Accountability:*
- *A Primer for Ensuring Accountability*
- *Doing Business Professionally Simulation*
- *Problem Performance Prevention*
- *Creating a Business Execution Culture*
- *Foundations for Business Execution*
- *Inventory Management*
- *Managing Procurements*
- *Overview of Managerial Accounting*
- *Project Procurement Management Simulation*
- *Supply Chain Planning and Inventory Management*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Kirkpatrick, How to Conduct Productive Meetings: Strategies, Tips, and Tools to Ensure Your Next Meeting Is Well Planned and Effective (ASTD Press: 2006)
- Haltry and Wholey, Performance Management: Getting Results (Urban Institute: 1999)
- Walters, Measuring Up: Government's Guide to Performance Measurement for Geniuses (and Other Public Managers) (Congressional Quarterly: 1998)
- Niven, Balanced Scorecard Step-by-Step: Maximizing Performance and Maintaining Results (Wiley and Sons: 2002)

Suggestions for Personal Improvement:
- Devise ways to measure your output. Compare your output with your performance measures.
- Use a planner to stay on top of the things you need to do.
- When requesting help from others, specify the results you need.
- Browse the General Accounting Office (GAO) Web site and read some GAO reports.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Update employee PDs to meet APHIS guidelines and current requirements for position.
- Download the OIG's Functional Questionnaire and complete relevant sections.
- Learn the accountability practices other units have in place for similar activities.

Conflict Management

Definition: Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Resolving Conflict with Communication Skills*
- *Conflict in the Workplace Simulation*
- *Managing Workplace Conflict Simulation*
- *Leading Teams: Dealing with Conflict*
- *Perspectives on Conflict in the Workplace*
- *Facilitating Difficult Situations*
- *Customers, Confrontation, and Conflict*
- *Conflict of Interest Simulation*
- *Leading Teams: Dealing with Conflict*
- *Conquering Conflict through Communication*
- *Analyzing Workplace War Zones*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Runde and Flanagan, *Becoming a Conflict Competent Leader: How You and Your Organization Can Manage Conflict Effectively* (Jossey-Bass: 2007)
- Fisher and Ury, *Getting to Yes: Negotiating Agreement Without Giving In* (Penguin: 1999)
- Stone and Patton, *Difficult Conversations: How To Discuss What Matters Most* (Penguin: 2000)
- Patterson, Greeny et al., *Crucial Conversations: Tools for Talking When the Stakes are High* (McGraw-Hill: 2002)
- Withers and Wisinski, *Resolving Conflicts on the Job* (Amacom: 2007)

Suggestions for Personal Improvement:
- Better your interactions with others. If you are competitive, do not always try to win. If you tend to let things fester, practice voicing objections in a non-emotional tone.
- Seek the perspectives of others, especially when they might differ from yours. Ask questions.
- When disagreeing, emphasize common interests and points of agreement.
- Make a list of your "hot buttons." Know what sets you off.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Lead a discussion on handling differences in personal preferences (e.g., noise, smells, small talk).
- Require your office to develop a written set of workplace norms.
- Participate in a detail in a conflict resolution center.

Continual Learning

Definition: Assesses and recognizes own strengths and weaknesses. Pursues self-development.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Continuous Learning for Tomorrow's Managers*
- *The Power of the Learning Organization*
- *Implementing and Evaluating Self-Directed Learning*
- *Get Your Career on to the Fast Track*
- *Fast-Tracking Your Career Simulation*
- *Management Knowledge Center*
- *Knowledge as Capital*
- *Putting Knowledge to Work*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Buckingham and Clifton, *Now, Discover Your Strengths* (Free Press: 2001)
- Wick and Leon, *The Learning Edge* (McGraw-Hill: 1996)
- Gross, *Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enlightenment and Professional Success* (Tarcher: 1999)
- Hayes, *Training Yourself: The 21st Century Credential* (Autodidactic: 2000)

Suggestions for Personal Improvement:
- Reflect on your strengths and weaknesses and develop a self-improvement plan.
- Push yourself out of your comfort zone. Experiment.
- Read a wide variety of materials (newspapers, books, magazines, etc.)
- Listen to audiotapes while you are commuting.
- Look for distance learning opportunities.
- Pursue a professional certification.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Identify career goals and pursue them.
- Prepare a Development Plan and discuss it with your Supervisor.
- Volunteer for new assignments.
- Offer to be the liaison between your work unit and other offices.

Creativity and Innovation

Definition: Develops new insights into situations. Questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs/processes.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *The Foundations of Creativity and Innovations*
- *Generating Creative and Innovative Ideas*
- *Evaluating Creative and Innovative Ideas*
- *Creativity and Innovation in the Workplace Simulation*
- *The Imperatives of Innovation and Leadership in Strategy*
- *Increasing Group Creativity*
- *QuickTalks: Keith Yamashita: An Innovation and Change Mindset*
- *QuickTalks: Govindarajan: Disruptive Innovations*
- *QuickTalks: Tom Kelley: Nurturing Innovation Personas on Your Team*
- *QuickTalks: Tom Kelley: How Space Affects a Culture of Innovation*
- *QuickTalks: Tom Kelley: The Director—Being an Innovation Leader*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
De Bono, *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas* (HarperBusiness: 1991)
Von Oech, *A Whack on the Side of the Head: How You Can Be More Creative* (Warner Books: 1998)
Peters, *The Circle of Innovation* (Knopf: 1997)

Suggestions for Personal Improvement:
- Involve groups in problem-solving activities; do not solve problems alone.
- Keep a journal of your ideas.
- Suspend judgment. Let things ferment before you make decisions.
- Never take a problem to your boss without ideas for possible solutions.
- Ask subordinates to give you multiple options in a decision memo.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Volunteer to be on a problem-solving task force.
- Redesign your work process to increase your productivity or make your day less hectic.

Cross-Cultural Interactions (not yet one of OPM competencies)

Definition: Appropriately interacts with those from other cultures. Treats international guests with respect and hospitality. Respects the cultural norms of the host country when traveling abroad.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Impact of Culture on Communication*
- *Establishing Team and Customer Relationships*
- *The Art of Global Communication*
- *Cross-Cultural Communications Simulation*
- *Around the World in 80 Cultures*
- *Culture and Behavior*
- *Honoring Other Cultures*
- *Managing Cultural Divides*
- *The Reasons Why Diversity Matters*

(For additional recommendations contact your Program AgLearn Administrator)

GlobeSmart:
Located at **www.meridianglobal.com**. Sanctioned by USDA; provides country and cultural knowledge on nearly 50 countries. Includes case studies, quizzes, and self-assessment.

Recommended Books:
- De Vries, *Internationally Yours: Writing and Communicating Successfully in Today's Global Marketplace* (Houghton Mifflin: 1994)
- Tannen, *Talking from 9 to 5: How Women's and Men's Conversational Styles Affect Who Gets Heard, Who Gets Credit and What Gets Done at Work* (William Morrow and Company, Inc.: 1994)

Suggestions for Personal Improvement:
- Volunteer to host international visitors coming to your worksite.
- Learn which U.S. gestures are offensive in other cultures.
- Figure out the rules of behavior by observing the interactions of others.
- Observe eye contact and degrees of closeness among different cultures.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Study a U.S. culture about which you know little. Then get to know members of the culture.
- Volunteer to tutor immigrants and international visitors in public schools and adult education programs.
- Host a high school exchange student or international college student.
- Develop a hospitality protocol for international visitors to your worksite, if one does not already exist.

Customer Service

Definition: Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services. Demonstrates commitment to continuous improvement.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Fundamentals of Exceptional Customer Service*
- *The Customer's Voice*
- *Advancing Service Expertise*
- *Overcoming Difficult Service Situations*
- *Excellence in Internal Customer Service*
- *Managing Challenges in Customer Service*
- *The Contact Center and Technical Support Agent*
- *Excel at Customer Service Simulation*
- *Providing Customer Service Simulation*
- *Sustaining Excellent Customer Service*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:

Albrecht and Zemke, *Service America in the New Economy* (McGraw-Hill: 2001)

Anderson and Zemke, *Delivering Knock Your Socks Off Service* (Amacom: 1998)

Carlaw and Deming, *The Big Book of Customer Service Training Games: Quick, Fun Activities for Training Customer Service Reps, Salespeople, and Anyone Else Who Deals With Customers* (McGraw-Hill: 1998)

Suggestions for Personal Improvement:
- Pretend you are a customer interacting with your work unit. What would you want?
- Keep in touch with your customers by phone, e-mail, and visits.
- View customer complaints as feedback and use it to improve.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Use surveys, interviews, or focus groups to get feedback from your customers.
- Benchmark yourself against similar units or organizations.
- Track and analyze customer complaints.

Decisiveness

Definition: Makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Problem Framing*
- *Rational Decision-Making and Problem Solving Simulation*
- *Problem Solving: Generating Alternatives*
- *Group Problem Solving and Decision Making*
- *Risk Basics*
- *Approaches to Risk Management*
- *Strategic Planning and Risk Management*
- *Analyzing Project Risk*
- *Responding to and Controlling Project Risk*
- *CEO Exchange QuickTalks: Bud Selig: Decision-Making*
- *CEO Exchange QuickTalks: Ed Liddy: Decision Making*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Klein, *Sources of Power: How People Make Decisions* (MIT Press: 1998)
- Altier, *The Thinking Manager's Toolbox: Effective Processes for Problem Solving and Decision Making* (Oxford: 1999)
- Hammond, Keeny, and Raiffa, *Smart Choices: A Practical Guide to Making Better Decisions* (Harvard: 1998)

Suggestions for Personal Improvement:
- Know your own biases. Analyze mistakes you have made in the past and look for patterns.
- Recognize that you will never have complete information. Practice taking considered risks.
- Urgent vs. important. Make urgent decisions quickly; consider important decisions carefully.
- Involve others in the decisions affecting them.
- Establish meaningful deadlines and stick to them.
- When faced with a big decision, consult an expert. But do not let the expert make the decision.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

Identify a skilled decision maker. Depending on the degree of your need, interview the person, do a detail or shadowing assignment, or ask the person to mentor you.

Developing Others

Definition: Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Developing Employees (HRCI/PHR)*
- *Attracting, Developing, and Retaining Generations*
- *Leadership Development for Technical Professionals*
- *From Technical Professional to Leadership Simulation*
- *QuickTalks: Justin Menkes: Developing Critical Mass of Talent*
- *An Essential Guide to Giving Feedback*
- *Giving feedback: A Manager's Guide*
- *Strategic Approaches to Human Resource Development*
- *Succession Planning and Human Resources*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Mager, *What Every Manager Should Know About Training* (Center for Effective Performance: 1999)
- Patterson et al., *Crucial Conversations: How to Discuss What Matters Most* (McGraw-Hill: 2002)
- Whitworth et al., *Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life*, 2nd ed. (Davis-Black Publishing, 2007) – includes CD.
- Fournies, *Coaching for Improved Work Performance* (Mc-Graw Hill: 2000)
- Kirkpatrick and Kirkpatrick, *Transferring Learning to Behavior: Using the Four Levels to Improve Performance* (Berrett-Koehler Publishers, Inc.: 2005)

Suggestions for Personal Improvement:
- Turn a problem back to the person for possible solutions before supplying your own ideas.
- Notice what others are doing well and compliment them on those actions.
- Ask an employee to tell you what happened rather than asking "why" questions.
- Establish blocks of time for employee development meetings.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Obtain training on coaching and use those skills with colleagues, team members, or employees.
- Do a needs assessment to determine your unit's training and non-training needs.
- Compare centrally offered training with your unit's development needs. Close any gaps.
- Become an APHIS mentor; mentor young people at area schools.
- Include short developmental activities in regular staff, unit, or lab meetings.

Entrepreneurship

Definition: Positions the organization for future success by identifying new opportunities. Builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *CEO Exchange QuickTalks: Ed Liddy: Changing Employees to Independent Entrepreneurs*
- *Entrepreneurial Thinking*
- *Leadership and Change*
- *Managing from Within: Self-empowerment*
- *MBA QuickTalks: Workquake – It's the Organization*
- *QuickTalks: Julian Birkinshaw: How Can You Make Your Company More Entrepreneurial*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Drucker, *Innovation and Entrepreneurship* (HarperBusiness: 1993)
- Mitchell, Coles, Metz, and Kahn, *The 2,000 Percent Solution: Free Your Organization from 'Stalled' Thinking to Achieve Exponential Success* (Amacom: 1999)
- Osborne and Plastrik, *The Reinventor's Fieldbook: Tools for Transforming Your Government* (Jossey-Bass: 2000)

Suggestions for Personal Improvement:
- When you have an idea and are too busy to pursue it, jot it down and come back to it later.
- When someone suggests an idea, help him or her build the idea, rather than criticizing it. After the idea is better developed, work together on critiquing and improving it.
- Try, experiment, play around, and test things out. Learn and improve by doing.
- Expect resistance to change. Be prepared for it.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Benchmark your work unit against others. How do you compare to those who are the best?
- Hire and reward people who think unconventionally.
- Encourage your staff to make mistakes and learn from them.
- Consider what kind of work your unit and program will be doing in 10 years.

External Awareness

Definition: Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Demonstrates awareness of the organization's impact on the external environment.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Identifying Your Customers' Expectations*
- *Strategic Management*
- *Strategic Planning*
- *Competitive Strategies for a Global Marketplace*
- *Surpassing the Competition*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Rothwell, Prescott, and Taylor, *The Strategic Human Resource Leader: How to Prepare Your Organization for the Six Key Trends Shaping the Future* (Davies-Black: 1998)
- Worldwatch Institute, *Vital Signs 2002: The Trends That Are Shaping Our Future* (Norton: 2002)

Suggestions for Personal Improvement:
- Utilize several sources for news, such as television, radio, magazines, and newspapers.
- Seek information from foreign media.
- Look for trends in current events.
- Be curious about things you do not understand. Dig into complexity and avoid simple explanations.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Talk to your employees and customers about their goals for the future.
- Increase your network. Create and develop contacts in industry, local universities, and other sections of government. Analyze trends affecting your work unit and your profession.
- Review the USDA and APHIS strategic plans and consider how national and international events might change those plans.

Financial Management

Definition: Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Principles of Financial Management*
- *Financial Statements and Analysis*
- *Creating and Analyzing an Operating Budget*
- *The Ins and Outs of Capital Budgeting*
- *Effective Budget Management*
- *Managerial Decisions and Capital Budgeting*
- *The Basics of Budgeting*
- *Managing Budgets Effectively*
- *Making Budgets Work*
- *Manager's Performance Guide – Business Finance*
- *Federal Budgeting Process*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- McCaffery and Jones, *Budgeting and Financial Management in the Federal Government* (Information Age: 2002)
- Tierney, *Federal Accounting Handbook: Policies, Standards, Procedures, Practices* (Wiley & Sons: 1999)
- Keyes, *Government Contracts in a Nutshell* (West Wadsworth: 2000)

Suggestions for Personal Improvement:
- Learn to bargain for resources. Offer trade-offs for the things you need.
- Visit the Web sites of the Office of Management and Budget (OMB) and the General Accounting Office (GAO).

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Whatever your level or assignment, learn the budget process for your work unit.
- Shadow a financial management person to understand the work impact of requests you make.
- Volunteer to do the books for a local nonprofit organization.

Flexibility

Definition: Demonstrates openness to change and new information. Rapidly adapts to new information, changing conditions, or unexpected obstacles.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Taking Control of Your Time Simulation*
- *Getting Results With No Authority Simulation*
- *Finding Your Life Balance*
- *Success Over Stress*
- *Living a Balanced Life Simulation*
- *Keeping Your Balance*
- *QuickTalks: Michael Raynor: Strategic Flexibility*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Kegan and Lahey, *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation* (Jossey-Bass: 2000)
- Bridges, *Managing Transitions* (Addison-Wesley: 1991)

Suggestions for Personal Improvement:
- Suspend judgment. Listen to new ideas and explore them.
- Arrogance and defensiveness are barriers to flexibility. Reflect on whether they are part of your behavior set.
- If needs change suddenly or your plans are disrupted, take a deep breath, accept it, and move forward with re-planning.
- Reflect on times you were inflexible and flexible. Decide if those reactions were appropriate. Determine which events in your work-life allow for flexibility and which do not.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- If you are too flexible, find someone who is too decisive and mentor or coach each other as you both work to reduce these two extremes.
- Develop contingency plans for the future. Have several "What if?" scenarios.
- Do an acting assignment that requires more flexibility than you need in your current situation.

Human Capital Management

Definition: Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded. Takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Attracting, Developing, and Retaining Generations*
- *Avoiding Common Hiring Mistakes*
- *Choosing the Best applicant*
- *Human Resources Fundamentals*
- *Motivate and Recognize Employees*
- *Performance Reviews*
- *Policies for Pay, Leave, and Tours of Duty*
- *Preparing to Hire*
- *Reviewing Resumes*
- *Effective Hiring and Interviewing Skills Simulation*
- *Recruiting for the 21st Century: Strategies*
- *Retention*
- *EEO and Affirmative Action (HRCI/PHR)*
- *Union-Work Environments (HRCI/PHR)*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Still, *High Impact Hiring: How to Interview and Select Outstanding Employees* (Management Development: 2001)
- Bacal, *Performance Management* (McGraw-Hill: 1998)
- Kaye and Jordan-Evans, *Love 'Em or Lose 'Em: Getting Good People to Stay: 26 Engagement Strategies That Work* (Berrett-Koehler: 2002)
- Buckingham and Coffman, *First, Break all the Rules: What the World's Greatest Managers Do Differently* (Simon and Schuster, 1999)

Suggestions for Personal Improvement:
- Reflect on behaviors distinguishing supervisors with happy, productive employees.
- Learn to say no. Do not allow others to give your work unit more work than it can handle.
- Beware of the natural tendency to hire and reward people who are like you; get input from others.
- During performance appraisals, ask employees to self-assess before offering your comments.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Work with your employees to involve them in writing their job elements.
- Identify the competencies needed for success in your unit. Plan how you will hire for, develop, and reward those competencies.
- Develop performance measures and performance targets.

Influencing and Negotiating

Definition: Persuades others. Builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Connecting and Communicating*
- *Negotiating Inclusively*
- *What To Do When the Going Gets Tough*
- *Mastering Negotiation*
- *Leading the Way: Negotiating with Influence and Persuasion*
- *Winning Negotiation Simulation*
- *QuickTalks: Cohen: Influencing Up*
- *QuickTalks: Les Green: Negotiate to Win*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Fisher and Ury, *Getting to Yes: Negotiating Agreement Without Giving In* (Penguin: 1991)
- Ury, *Getting Past No: Negotiating Your Way From Confrontation to Cooperation* (Bantam: 1993)
- Cialdini, *Influence: Science and Practice* (Allyn & Bacon: 2000)
- Michael and Deborah Singer Dobson, *Managing Up! 59 Ways to Build a Career-Advancing Relationship With Your Boss* (AMA Publications: 2000)
- Chaleff, *The Courageous Follower: Standing Up To and For Our Leaders* (Berrett-Koehler: 2003)

Suggestions for Personal Improvement:
- Fully understand the other party's perspective before attempting to make your case.
- Consciously seek to build relationships with the people who are important to you.
- In discussions and negotiations, highlight areas of agreement. When possible, break large disagreements into smaller pieces. Achieve "small wins" early in the discussions.
- Know the alternatives to agreement. What will you do if you are unable to agree?

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Interview or do a detail or shadowing assignment with a person with good negotiating skills.
- Volunteer to be a representative or spokesperson for an office or group in the workplace.

Integrity and Honesty

Definition: Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Creates a culture that fosters high ethical standards.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Making Decisions Ethically*
- *Ethical Decision Making Simulation*
- *Organizational Ethics*
- *Business Ethics Simulation*
- *Government Ethics*
- *Ethics and Professional Knowledge*
- *The Role of Ethics in Project Management*
- *Business Ethics for Managers*
- *CEO Exchange QuickTalks: Ed Liddy: Integrity*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Simmons, *A Safe Place for Dangerous Truths: Using Dialog to Overcome Fear and Mistrust at Work* (Amacom: 1999)
- Ciancutti and Steding, *Built on Trust: Creating Competitive Advantage in Any Organization* (McGraw-Hill: 2000)
- Shaw, *Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern* (Jossey-Bass: 1997)
- Frances Hesselbein and General Eric K. Shinseki, *"Be – Know – Do" Leadership the Army Way. Introduction* (Jossey-Bass: 2004)

Suggestions for Personal Improvement:
- Identify things that you believe unconditionally and those about which you can flex.
- Be honest in the process of trying to sell your idea, avoid embellishment of the facts.
- Honor confidentiality.
- Take responsibility for your mistakes.
- Lead by example. Behave as you want others to behave.
- Honor your commitments. Write them down so you will not forget.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Conduct an organizational climate survey to assess trust in your work unit.
- Lead a discussion with your colleagues about trust in your work unit.
- Create a code of ethics for your work unit.

Interpersonal Skills

Definition: Treats others with courtesy, sensitivity, and respect. Considers and appropriately responds to the needs and feelings of different people in different situations.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Interpersonal Skills on the Fast Track*
- *Resolving Interpersonal Issues*
- *Effective Interpersonal Skills*
- *Team Interpersonal Communication Skills Simulation*
- *The Process of Interpersonal Communication*
- *The Mechanics of Communicating Effectively*
- *Workplace Communication Skills*
- *Leadership Communication Skills*
- *Emotionally Intelligent Leadership*
- *QuickTalks: Stephen Covey: The High Cost of Low Trust*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Kroeger et al., *Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job* (Dell Publishing: 2002)
- Bolton, *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts* (Touchstone: 1986)
- Segal, *Raising Your Emotional Intelligence: A Practical Guide* (Holt: 1997)
- Wall, *Working Relationships: The Simple Truth About Getting Along With Friends and Foes At Work* (Davies-Black: 1999)

Suggestions for Personal Improvement:
- Recognize and accept differences. Be curious about other people; show interest in others.
- When people become emotional, practice reflective listening—that is, naming the emotions you detect (e.g., "You sound very frustrated").
- If you are not sure what other people are feeling, ask them.
- Make a point of spending time with each of your coworkers on a regular basis.
- Celebrate holidays, birthdays, and other special events in the office.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Volunteer to work on task forces, cross-functional teams, and other work groups.
- Serve as a mentor and/or coach.

Leveraging Diversity

Definition: Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *The Reasons Why Diversity Matters*
- *Managing Diversity and Inclusiveness Simulation*
- *Stakeholder Interests and Cultural Diversity*
- *Civil Rights: Handling Diversity in the Workplace*
- *Culture and Behavior*
- *Getting Past Clashes: Valuing Team Diversity*
- *Including Sexual Orientation in Diversity*
- *CEO Exchange QuickTalks: Robert Johnson: Diversity at the Top*
- *QuickTalks: Roosevelt Thomas: Are You Diversity Challenged?*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Earley, P.C., S. Ang, and J. Tan, *Developing Cultural Intelligence at Work* (Stanford University Press, 2006)
- Trompennars, F., and C. Hampden-Turner, *Managing People Across Cultures* (Capstone, 2004)
- Nancy R. Lockwood, SPHR, GPHR, HR Content Expert, *Leadership Styles: Generational Differences* (Society for Human Resource Management, 2004)

Suggestions for Personal Improvement:
- Treat others as they wish to be treated, not as you would wish to be treated.
- Reflect on your own prejudices. What stereotypes were you exposed to as a child?
- View people as individuals rather than as members of particular groups.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Volunteer to serve on a civil rights committee.
- Join succession planning efforts and ensure that diversity planning is included in those efforts.
- Mentor a person in an underrepresented group. Provide listening, support, and advocacy as the person struggles to remain and advance in a setting where he or she is a decided minority.

Oral Communication

Definition: Makes clear and convincing oral presentations to individuals and groups. Listens effectively. Clarifies information as needed. Facilitates open communication.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *The Process of Interpersonal Communication*
- *The Mechanics of Communicating Effectively*
- *Effective Presentations*
- *The Effective Facilitator*
- *Presenting to Succeed*
- *Enhancing Listening Skills*
- *Active Listening*
- *QuickTalks: Public Speaking: Establishing the Main Ideas*
- *QuickTalks: Public Speaking: Powerful Closings*
- *QuickTalks: Public Speaking: Words vs. Voice vs. Body Language*
- *QuickTalks: Public Speaking: The Six-Pack Rule for Visuals*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Shannon, *73 Ways to Improve Your Employee Communication Program* (Davis & Company, December 1, 2002)
- Holtz, *Corporate Conversations: A Guide to Crafting Effective and Appropriate Internal Communications* (AMACOM, New York 2004)
- Scott, *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time* (Berkley Publishing Group, 2004)
- Pearce, *Leading Out Loud: Inspiring Change Through Authentic Communications (rev.)* (Jossey-Bass Inc, 2003)

Suggestions for Personal Improvement:
- Listen to your audience. Seek feedback. Get interaction.
- Rehearse your presentation. Most people have too much material. Leave time for questions.
- Nervous? During a presentation, find three smiling people and speak to them.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Volunteer to give presentations at unit, program, Agency, or department meetings.
- Offer to facilitate meetings. Prepare an agenda in advance and stick to it.
- Join Toastmasters or a similar public speaking group.
- Videotape your presentation and review it with someone who is a good presenter.

Partnering

Definition: Develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Partnering With Your Boss*
- *Connecting and Communicating*
- *Inclusive Negotiating*
- *Interpersonal Skills on the Fast Track*
- *Building Relationships to Get Results*
- *Working With Your Customers Key Players*
- *Creating Change, Gaining Allies*
- *Effective Relationships With Business Partners*
- *Partnering for Results*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Fisher and Vilas, *Power Networking: 59 Secrets for Personal and Professional Success* (Bard: 2000)
- Simmons, *Territorial Games: Understanding and Ending Turf Battles at Work* (AMA: 1998)
- Dent, *Partnering Intelligence: Creating Value for Your Business by Building Smart Alliances* (Davies-Black: 1999)

Suggestions for Personal Improvement:
- Recognize that relationship building is a primary key to success.
- Emphasize areas of agreement with your contacts. Depersonalize disagreements when they occur, so your relationship is not damaged.
- Consider how you can work with your contacts to work toward similar goals.
- Avoid win-lose confrontations with peers and stakeholders. Try to manage interactions so all sides benefit, or at least no one loses.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Join a professional association. Get to know other people in your field.
- Develop professional relationships with APHIS Stakeholders.
- Identify your counterparts in other organizations and find ways to meet them.

Political Savvy

Definition: Identifies the internal and external politics impacting the work of the organization. Perceives organizational and political reality and acts accordingly.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Navigating Personal and Organizational Change: Up the Creek with a Paddle and a Motor*
- *Organizational Inclusion*
- *Managing Upward Relationships*
- *Handling Organizational Change Simulation*
- *Culture and Behavior*
- *Emotionally Intelligent Leadership*
- *Leadership Essentials: Building Your Influence as a Leader*
- *QuickTalks: Cohen: Overcoming Organizational Politics*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Deluca, *Political Savvy: Systematic Approaches to Leadership Behind the Scenes* (Evergreen Business: 1999)
- Bellman, *Getting Things Done When You Are Not In Charge* (Berrett-Koehler: 2001)
- Michael and Deborah Singer Dobson, *Managing Up! 59 Ways to Build a Career-Advancing Relationship With Your Boss* (AMA Publications: 2000)
- Frankel, *Nice Girls Don't Get the Corner Office 101: Unconscious Mistakes Women Make That Sabotage Their Careers* (Warner Business Books: 2004)

Suggestions for Personal Improvement:
- Practice imaginative empathy. Consider how a situation looks from others' perspectives.
- Act on opportunities to help others. Having the reputation of being helpful is a political asset.
- Do not present your views too forcefully. Give others a chance to maneuver.
- In a new situation, observe and follow the example of those who are familiar with the situation.
- Learn about the role and interests of new people you meet.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Review organizational charts and meet people in units with similar or complementary interests.
- Learn the history of APHIS, USDA, and your program.
- Volunteer for detail and acting assignments that will call on you to use political savvy.

Problem Solving

Definition: Identifies and analyzes problems. Weighs relevance and accuracy of information. Generates and evaluates alternative solutions. Makes recommendations.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Group Problem Solving and Decision Making*
- *Effective Thinking and Creative Problem Solving Simulation*
- *Strategies for Facilitating Critical Thinking*
- *Problem Solving and Decision Making: Achieving Desired Result*
- *The Fundamentals of Effective Thinking*
- *Rational Problem Solving and Decision Making Simulation*
- *Problem Solving: Generating Alternatives*
- *Group Problem Solving and Decision Making*
- *MBA QuickTalks: Problem Solving Skills*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- De Bono, *Six Thinking Hats* (JMW: 1990)
- Jones, *The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving* (Times Books: 1998)

Suggestions for Personal Improvement:
- Share your solution with a colleague and ask her or him to look for possible pitfalls or problems.
- Ensure you understand the problem before you propose a solution.
- If time allows, let your solution rest overnight and review it in the morning with a fresh mind.
- Do not try to create the perfect solution. Go with a good solution.
- If you love problem solving, practice handing off problems to others to solve.
- Problem solve with a group to learn new skills and gather a wider range of options.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- When you write a decision memorandum for management, offer more than one option.
- Recommend solutions to workplace challenges.
- Learn how to use problem-solving tools, such as decision trees, fishbone diagrams, force field analysis, and mind maps.

Public Service Motivation

Definition: Shows a commitment to public service. Ensures that actions meet public needs. Aligns organizational objectives and practices with public interests.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *CEO Exchange QuickTalks: Raymond Gilmartin: Shaping Public Policy*
- *CEO Exchange QuickTalks: Stephen Wynn: Private Versus Public Companies*
- *It's a Wonderful Life: Leading Through Service*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Thomas, *Intrinsic Motivation at Work: Building Energy and Commitment* (Berrett-Koehler 2000)
- Terez, *22 Keys to Creating A Meaningful Workplace* (Adams Media: 2000)
- Schein, *The Corporate Culture Survival Guide* (Jossey-Bass: 1999)

Suggestions for Personal Improvement:
- Seek understanding of the APHIS Mission and how employees accomplish the mission day-to-day.
- Practice explaining why your work is important in one minute or less.
- Be a role model for your colleagues. Act the way you want them to act at work.
- Avoid negative thoughts about work. Thoughts directly influence words and actions.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Form a small group and write mission, vision, and values statements.
- Do an assessment of your work unit's organizational culture.
- Discuss with others in your work unit what public service means to each of you. Write a public service statement for your work unit.
- Participate in one of the department's volunteer service programs. Volunteer or mentor in local public schools.
- Serve as a Mentor and/or Coach.

Resilience

Definition: Deals effectively with pressure. Remains optimistic and persistent, even under adversity. Quickly recovers from setbacks.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Using Change Process to Support Teams Simulation*
- *Strategies for Better Balance*
- *A New Manager and the Company's Future*
- *Communication During Organizational Change*
- *Integrating Change in Your Organization*
- *Managing Change: The Complete Perspective*
- *Managing Yourself Through Change Simulation*
- *QuickTalks: Michael Raynor: Strategic Flexibility*
- *Harvard Business Review on Building Personal and Organizational Resilience*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Seligman, *Learned Optimism: How to Change Your Mind and Your Life* (Pocket Books: 1998)
- Davis, McKay, and Eschelman, *The Relaxation and Stress Reduction Workbook* (New Harbinger: 2000)
- Kofodimos, *Balancing Act: How Managers Can Integrate Successful Careers and Fulfilling Personal Lives* (Jossey-Bass: 1993)
- Klein and Morrow, *New Vision New Reality: A Guide to Unleashing Energy, Joy, and Creativity in Your Life* (Sea Otter Press: 2006)
- Hallowell, *Crazy Busy* (Ballantine Books, 2006)

Suggestions for Personal Improvement:
- Take care of yourself. Eat well, exercise, get plenty of rest, and stay home when you are sick.
- Maintain a support network. Spend time with friends and family.
- Change is not about you; it just happens. Ride the wave of change instead of fighting it.
- Focus on your successes and strengths, not on your challenges.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Try a meditation or similar program that focuses on listening to your body.
- Enroll in a regular exercise program.
- Establish flexible work schedules in your work unit.
- Ensure everyone has a trained backup; no one should feel indispensable.

Strategic Thinking

Definition: Formulates objectives and priorities and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Strategic Planning*
- *What Is Systems Thinking?*
- *Systems Thinking Models and Thinking Skills*
- *Redesigning Your Organization: Part 1 and II*
- *Managing from a Global Viewpoint*
- *Strategic Planning and Risk Management*
- *Strategic Decision Making*
- *Developing and Deploying Strategic Plans*
- *Strategic Management*
- *QuickTalks: Eddie Obeng: Driving Strategic Change Through Successful Project Management*
- *QuickTalks: Roosevelt Thomas: Strategic Diversity Management*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Allison and Kay, *Strategic Planning for Non-Profit Organizations: A Practical Guide and Workbook* (Wiley & Sons: 1997)
- Mintzberg, *The Rise and Fall of Strategic Planning: Reconceiving Roles for Planning, Plans, Planners* (Free Press: 1993)

Suggestions for Personal Improvement:
- Establish short- and long-term goals for yourself and plan the steps needed to reach each set.
- Think about how world politics, needs, and trends will affect you and your work.
- Consider short-term and long-term solutions, and the challenges and benefits of each.
- Set aside time for planning. Find a place where you can work without interruptions.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Read the strategic plans for APHIS and your program area.
- Browse the information about strategic planning on the USDA Web site.
- Monitor and analyze the impact of national and international policies and social, economic, and political trends on your work unit's strategic goals.
- Work on your program's strategic planning or workforce and succession planning teams.
- Identify and prioritize long-term goals for your work unit. Create or update a strategic plan.

Team Building

Definition: Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Team Dynamics*
- *Team Conflict: The Seeds of Dissent*
- *Leading High-Performance Virtual Teams*
- *Leading High-Performance Virtual Teams Simulation*
- *Leading High-Performance On-Site Teams*
- *Facilitating Virtual and On-Site Teams*
- *The Individual's Role in a Team*
- *Team Feedback: A Guide*
- *Establishing Team Goals and Responsibilities*
- *Mentoring Effectively*
- *Successfully Coaching Relationships*
- *Effective Team Building Strategies*
- *CEO Exchange QuickTalks: Bud Selig: Being a Team Player*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Katzenbach and Smith, *The Discipline of Teams: A Mindbook-Workbook for Delivering Small Group Performance* (Wiley and Sons: 2001)
- Parker, *Cross-Functional Teams: Working With Allies, Enemies, and Other Strangers* (Jossey-Bass: 2002)
- Fisher and Rayner, *Tips for Teams: A Ready Reference for Solving Common Team Problems* (McGraw-Hill: 1994)
- Schwarz, *The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches* (Jossey-Bass: 2002)
- Whitney et al., *Appreciative Team Building: Positive Questions to Bring Out the Best in Your Team* (iUniverse, Inc.: 2004)

Suggestions for Personal Improvement:
- Accept people for who they are. Discover and appreciate the gifts each person brings to the team.
- Compliment and thank others. Thanks and praise make interactions go more smoothly.
- Include time for team building when establishing a team that will meet more than two or three times.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Require your work unit to write a set of norms—statements describing how you want to work together.
- Lead a discussion and create a plan for making your team more productive and positive.

Technical Credibility

Definition: Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
Do a keyword search to find what courses are available in the subject matter you are seeking. Contact your Supervisor and/or the technical training unit or person in your program to find out what courses are available. For further assistance contact your Program AgLearn Administrator to assist with your search.

Recommended Books: Any books or other publications related to your work function. Contact an expert in your targeted subject area for a list of recommended books.

Suggestions for Personal Improvement:
- Set aside time each week to keep up with changes in your field.
- Find Web sites related to your work. Visit them regularly.
- Volunteer to present in your area of expertise with a local organization or school.
- Share information in your area of expertise with your coworkers.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Request a shadow assignment in your technical area of expertise.
- Request a detail assignment in your technical area of expertise.
- Select a mentor in your technical area of expertise.
- Take continuing education courses in your field. Earn or maintain professional certifications.
- Join a professional association. Attend the meetings and read the publications.
- Form a study group for keeping up with developments in your field.
- Investigate best practices in your field and incorporate those into your job practices.
- Review new procedures, requirements, regulations, and policies and become an expert on matters relating to innovative solutions.

Technology Management

Definition: Keeps up to date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Strategic Approaches to Managing IT Projects*
- *IT Challenges: Present and Future*
- *Re-Imagine Technology and the Customer: The Ellie Mae Story*
- *Introduction to Storage Technology*
- *Technology and Innovation*
- *Introduction to IT Project Management*
- *Managing Technology Risk*
- *QuickTalks: Govindarajan: Globalization and Technology*
- *QuickTalks: Joe DiVanna: Does Technology Shape Society or Does Society Shape Technology?*
- *CEO Exchange QuickTalks: Blake Nordstrom: Being Competitive Through Technology*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Holmes, *E-gov: E-business Strategies for Government* (Nicholas Brealey: 2001)
- Murphy, *Achieving Business Value from Technology: A Practical Guide for Today's Executives* (Wiley & Sons: 2002)
- Fountain, *Building the Virtual State: Information Technology and Institutional Change* (Brookings Institution: 2001)

Suggestions for Personal Improvement:
- If a technological tool does not work, turn it off and back on before calling for help.
- Share discoveries you make on a technological tool.
- Learn to use a new technology on a day when you are rested and less prone to frustration.
- Participate in a distance learning course in any topic that interests you.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Learn about the technology others use to do work similar to yours.
- Include IT specialists in a meeting to improve your work unit's technology use.
- Attend a local technology fair. Investigate best practices in technology use in your field.
- Learn all the functions of the technology applications you use in your daily work.
- Learn a new technology that will increase productivity (reduce time/effort for the same result).

Vision

Definition: Takes a long-term view and builds a shared vision with others. Acts as a catalyst for organization change. Influences others to translate vision into action.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Communicating a Shared Vision*
- *Leading by Enabling*
- *Going from Management to Leadership Simulation*
- *Growing from a Manager to a Leader Simulation*
- *Leadership Essentials: Communicating Vision*
- *A New Vision for an Interdependent Planet*
- *CEO Exchange QuickTalks: Bob Nardelli: Envisioning Your Future*
- *QuickTalks: Ken Blanchard: Set Your Sights on the Right Target and Vision*
- *QuickTalks: Cohen: Creating Commitment to a Vision*
- *QuickTalks: Eric Weihenmayer: Leading a Team Through a Vision*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- Kossoff, *Executive Thinking: The Dream, The Vision, The Mission Achieved* (Davies-Black: 1999)
- Tregoe, *Vision in Action: Putting A Winning Strategy To Work* (Simon and Schuster: 1999)

Suggestions for Personal Improvement:
- Imagine the future. What will your job look like five or ten years from now?
- Spend time with people who think about and talk about the future.
- Dream about how you can contribute to and influence the vision of your program and beyond. Plan how you could make that a reality.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Organize a discussion on how the strategic plans for USDA, APHIS, and your program fit into the work your unit does. Discuss how those plans might influence changes in your unit's work.
- Translate the USDA, APHIS, and program's vision into the goals and tasks your unit performs.
- Hold an off-site planning session for your work unit to consider the role your unit needs to play in the future and the resources needed to fulfill that role.

Written Communication

Definition: Writes in a clear, concise, organized, and convincing manner for the intended audience.

Self-Directed Learning Activities:

Recommended AgLearn Courses:
- *Writing with Intention*
- *Writing to Reach the Audience*
- *Ethics: Teaching, Speaking, Writing*
- *Writing the Marketing Plan: Creative Strategy*
- *Business Writing—How to Write Clearly and Concisely*
- *Business Writing—Know Your Readers and Your Purpose*
- *The Basics of Clear Government Writing Via GS Connect*
- *Practical Writing*
- *Using Plain Language When Writing for Government and Business*
- *Writing Reports and Other Workplace Documents*

(For additional recommendations contact your Program AgLearn Administrator)

Recommended Books:
- De Vries, *Internationally Yours: Writing and Communicating Successfully in Today's Global Marketplace* (Houghton Mifflin: 1994)
- Cunningham and Greene, *The Business Style Handbook: An A-to-Z Guide for Writing on the Job With Tips From Communications Experts at the Fortune 500* (McGraw-Hill: 2002)
- Roman and Raphaelson, *Writing That Works* (Harper Resource: 2000)

Suggestions for Personal Improvement:
- Prepare an outline before you write. Know what you want to say before you begin writing.
- Use headings, subheadings, bulleted lists, and white space to enhance readability.
- Create clear subject lines in e-mail messages.
- E-mail is closer to written communication than spoken. Review your messages to ensure they contain the appropriate level of formality and clearly convey your intended message.
- Ask coworkers to give you feedback on your written products before you widely circulate them.
- Adapt your writing style and vocabulary to meet the background knowledge of your audience.
- Become familiar with the *U.S. Government Printing Office (GPO) Manual*.

Formal Classroom Training:

Formal classroom training opportunities vary and are subject to availability. See **Formal Classroom Training** on page 9-2 for information on locating formal classroom training.

Samples of Developmental Assignments:

- Volunteer to write standard of procedures (SOPs) in your areas of expertise.
- Write reports of meetings and training events to teach others what you learned.
- Edit others' work. Teaching writing and explaining errors will improve your own writing skills.

APHIS Mentoring Program

The APHIS Mentoring Program provides structured guidance to assure that both parties in a mentoring pair gain maximum benefits from the relationship. Additionally, this program will provide APHIS employees with a cost-effective way to further develop their skills and will ultimately help meet the succession needs of the Agency.

Mentoring Defined

Mentoring is a power-free, mutually beneficial learning situation focused on the professional growth of the individual being mentored (protégé). The mentor and the protégé are partners in the learning process.

Mentoring is an effective way to provide professional development and to enhance learning in the workplace. Through the mentoring relationship, the mentor has the opportunity to listen to the protégé's goals and share experiences and knowledge that will contribute to the protégé's growth.

The mentoring relationship is a special relationship built on trust, support, and encouragement. A mentor provides career development guidance to the protégé. These relationships vary according to the needs and interests of the protégé and the organization. Successful relationships require time, commitment, and clear plans of action.

Program Objectives/Goals

The APHIS Mentoring Program is designed to foster your development, expand your knowledge, skills, and abilities, and broaden your understanding of APHIS and its mission. The primary purpose of this program is to help develop and prepare a diverse, high-performing workforce.

The specific objectives and/or goals of the program are to:

- Institutionalize an agencywide formal mentoring process
- Increase the number of APHIS employees who serve as mentors
- Provide a vehicle for employee professional and personal growth
- Expand/enhance leadership and interpersonal skills
- Encourage development of career plans and goals
- Develop a diverse, high-performing workforce to support succession planning

Benefits of the APHIS Mentoring Program

Engaging in a mentoring relationship is critical to taking charge of your career. Successful professionals who have had mentors consistently report it was the guidance and assistance received from a mentor that made a major difference in their careers. The potential rewards are great not only for the protégé, but also for the mentor and for APHIS.

Benefits to the Protégé
- Accelerated development
- Increased job satisfaction and effectiveness
- Greater visibility in the organization
- Targeted development activities
- Enhanced self-esteem and likelihood of success
- Increased awareness of the organizational culture

Benefits to the Mentor
- Enhancement of your own development
- Revitalized interest in work
- Expanded awareness of the organizational environment
- Making a difference and leaving a meaningful legacy

- Increased awareness of the caliber of employees and the talent pool available for future staffing decisions

Benefits to APHIS
- Cost-effective employee development
- Improved retention of a talented and diverse workforce
- Increased understanding of APHIS and program organization
- Improved succession planning
- Increased employee motivation

Selecting a Mentor

The APHIS Mentoring Program is open to all employees. Participants are encouraged to identify a mentor based on their own individual needs. To identify an appropriate mentor, look among the people in your personal and professional life for someone you admire, emulate, and who has the knowledge, skills, wisdom, and competencies you need to be successful in your career.

First-line Supervisors should not serve as mentors for their direct reports. Other Managers in the chain of command can be selected.

For many people, mentoring relationships work best when individuals are able to regularly meet face to face. If you prefer a face-to-face relationship, select someone whose work location or travel schedule would bring you into frequent contact.

Tips for Selecting a Mentor

Think about where you seek advice. You may already have a mentor you do not call by that formal name, but who is serving the same function. If you are typical, you ask several different people for support, feedback, and advice. Does one of them stand out as someone from whom you would like to learn more? If so, ask that person to be your mentor. Most

people are pleased when someone asks them to be a mentor.

Reflect on the kind of help you need. Are you mostly looking for information about how the system works, abut how to develop your leadership competencies, or about how to handle a particularly challenging situation? Do you want help in identifying your strengths or developmental needs and in setting goals based on those? Select a mentor based on the kind of help you need at this time.

Identify people who could help you. Not every person who helps you is an appropriate mentor for you. Some individuals may be able to answer particular questions or spend a couple of hours with you discussing a dilemma you are facing. Ask colleagues for mentor suggestions. Observe who has the qualities and knowledge to provide the kind of assistance you have identified.

Request a meeting with a potential mentor. Let the person know you want to discuss career development issues. Request a set amount of time and go to the meeting prepared to discuss your needs and to ask for the kind of help you have identified.

Once you have identified a mentor, you are ready to participate in the APHIS Mentoring Program.

Program Framework

Step 1: Get Supervisor Approval

Create a Development Plan and include mentoring as a proposed learning experience. Get your Supervisor's signature on the Development Plan. See Tab 2, ***How to Develop Your Leadership Skills*** on page 2-1 for more information on creating your Development Plan. Contact the APHIS Training and Development Branch for information on how to register for the APHIS Mentoring Program.

Step 2: Complete Mentoring Course and Self-Assessments

To learn how to make the most of your mentoring relationship, complete at least one mentoring course on AgLearn from the list below.

1. Achieving Success with the Help of a Mentor (recommended for protégé)

    Web based MGMT0255_SKILLSOFT Description: Perhaps you want to ask an expert in your field or organization to mentor you. Maybe a manager has offered to guide you up the organization ladder. Or perhaps you are participating in an organizationwide mentoring program. Whatever the case, you will want to make the most of having a mentor in your corner.

    In "Achieving Success with the Help of a Mentor," you will learn how a mentor can help you guide your own career. You will explore how to build a relationship with your mentor, from setting initial expectations to using effective communication skills. You will discover what mentors expect of you and how to fulfill those expectations with a positive attitude, positive work habits, and ethical behavior. Finally, you will learn how to manage your relationship with your mentor to a successful conclusion.

2. Effective Mentoring (recommended for mentor)

    Web based MGMT0251_SKILLSOFT Description: Perhaps your organization has asked you to help induct a new employee. Maybe a junior colleague has approached you for guidance. Or perhaps you want to "fast track" a rising star into a particular leadership position. Whatever the case, before you sign on as a mentor you will want to learn all you can about the process,

from how mentoring benefits you and your career to how you can best assist your protégé.

"Effective Mentoring" will help you get started on the right foot by establishing clear and realistic expectations. You will learn how to step into various mentoring roles, provide training, guidance on professional development, advocacy, and emotional support. You will brush up on essential communication skills. And you will learn how to manage the mentoring relationship, from solving potential challenges to guiding the relationship through a positive conclusion.

Step 3: File a Mentoring Partnering Agreement

Complete a Mentoring Partnership Agreement (see *Figure 10-5: Mentoring Partnership Agreement Worksheet* on page 10-9) outlining the specific length, terms, and goals of your mentoring relationship. The agreement outlines the relationship and commitment for the mentor and protégé, vis-a-vis the program, activities, and interaction during the relationship. This goal-oriented agreement will add focus to your mentoring relationship. Fax the signed agreement to the APHIS Mentoring Coordinator with APHIS Training and Development at (919) 855-7030 or by mail to 920 Main Campus Drive, Suite 200, Room 285-C, Raleigh, NC 27606.

Step 4: Participate in the Mentoring Relationship

Initially, meet weekly. As your relationship progresses, meeting may occur less frequently, but at minimum, meet at least monthly. Meetings should be held during working hours. Overtime, credit hours, and compensatory time cannot be used for meetings held outside normal working hours.

Step 5: Conclude the Mentoring Program

The formal APHIS Mentoring Program concludes after one year, although an informal relationship between the mentor and the protégé may continue beyond that period. At the end of the year, complete a program evaluation. Once all program requirements have been completed, you will receive an APHIS Mentoring Program Certificate of Completion. protégées will be encouraged to serve as mentors for future protégées.

Mentor Application

Name:	Office Phone:
	Cell:
Job Title:	Series/Grade:
E-mail Address:	
Program Area:	Mailing Address:
Duty Location:	

Please answer the following questions:	
1.	Summarize your work experience:
2.	Education Background (Mark highest level of completion) __HS/GED __Some College ___Associates ___Bachelors ___Masters ___Doctorate
3.	Why would you like to participate in the APHIS Mentoring Program?
4.	What would you like to accomplish as a result of your mentoring relationship?
5.	(OPTIONAL) Who would you like to mentor? (You cannot mentor a direct report.) List by priority:

PRIORITY #1	PRIORITY #2
NAME:	NAME:
TITLE:	TITLE:
PROGRAM:	PROGRAM:
E-MAIL ADDRESS:	E-MAIL ADDRESS:
TELEPHONE:	TELEPHONE:

6.	Have you mentored before? YES _____ NO _____ If YES, please explain:
7.	Please indicate the particular competencies you posses that you'd like to share with your protégé:
8.	Please indicate the particular technical knowledge and skills you'd like to share with your protégé:

Mentor Participation Agreement: I agree to actively participate in the APHIS Mentoring Program.	
Signature of Mentor:	Date:
Supervisory Approval: I agree to provide my employee with the time and resources needed to meet the goals of the APHIS Mentoring Program.	
Supervisor's Name:	
E-mail Address:	Telephone:
Signature of Supervisor:	**Date:**
Contact the APHIS Training and Development Branch for instructions on submitting your application and for any questions about the APHIS Mentoring Program.	

Figure 10-1: Mentor Application

Protégé Application

Name:	Office Phone:
	Cell:
Job Title:	Series/Grade:
E-mail Address:	
Program Area:	Mailing Address:
Duty Location:	

Please answer the following questions:	
1.	Summarize your work experience:
2.	Education Background (Mark highest level of completion) __HS/GED __Some College ___Associates ___Bachelors ___Masters ___Doctorate
3.	Why would you like to participate in the APHIS Mentoring Program?
4.	What are your career goals (short-term and long-range)?
5.	What do you want to accomplish as a result of your mentoring relationship?
6.	What competencies do you want to develop?
7.	What technical/administrative skills do you want to develop?
8.	Please describe your ideal mentor (include personal characteristics, technical/leadership skills, etc.)
9.	Who have you selected as your mentor? (Your first-line Supervisor cannot be a mentor.) List by priority:

PRIORITY #1	**PRIORITY #2**
NAME:	NAME:
TITLE:	TITLE:
PROGRAM:	PROGRAM:
E-MAIL ADDRESS:	E-MAIL ADDRESS:
TELEPHONE:	TELEPHONE:

Protégé Participation Agreement: I agree to actively participate in the APHIS Mentoring Program.	
Signature of Protégé:	Date:

Supervisory Approval: I agree to provide my employee with the time and resources needed to meet the goals of the APHIS Mentoring Program.

Supervisor's Name:	
E-mail Address:	Telephone:
Signature of Supervisor:	**Date:**

Contact the APHIS Training and Development Branch for instructions on submitting your application and for any questions about the APHIS Mentoring Program.

Figure 10-2: Protégé Application

Roles and Responsibilities of Participants

Mentoring relationships often break down or fall apart because the individuals enter into the partnership without taking the time to discuss their expectations. By sharing and clarifying your respective roles, responsibilities, and expectations, you will minimize the potential for misunderstanding and conflict in your partnership. Use the form below to help establish clear expectations before you enter into a mentoring relationship.

Mentor:
- Add the mentoring relationship to your Development Plan.
- Complete AgLearn training.
- Complete *Figure 10-11: Mentor Characteristics Assessment (Self-Assessment)* on page 10-19.
- Complete *Figure 10-5: Mentoring Partnership Agreement Worksheet* on page 10-9.
- Complete *Figure 10-12: Mentoring Skills Assessment* on page 10-20.
- Complete *Figure 10-1: Mentor Application* on page 10-5.
- Share experiences and knowledge with your protégé.
- Assist your protégé in developing current job skills and in setting realistic career goals.
- Provide information that will assist your protégé in learning about the culture and values of APHIS.
- Offer positive feedback and constructive criticism.
- Help your protégé expand personal networks within the organization, recommend shadowing experiences, etc.
- Coach your protégé on effective problem-solving techniques.
- Teach by example and serve as an unbiased coach, confidant, and advisor.

My role/responsibility as a mentor is to:

- _____

- _____

- _____

My expectations for my protégé are:

- _____

- _____

- _____

Figure 10-3: Mentor Expectations Worksheet

Protégé:
- Add the mentoring relationships to your Development Plan.
- Complete AgLearn training.
- Complete *Figure 10-5: Mentoring Partnership Agreement Worksheet* on page 10-9.

Complete *Figure 10-2: Protégé Application* on page 10-6.
- Demonstrate initiative and desire to learn.
- Establish clear developmental goals and openly communicate them.
- Take responsibility for personal growth and development.
- Be receptive to feedback and coaching

.

```
My role/responsibility as a protégé is to:

● _____

● _____

● _____

My expectations for my mentor are:

● _____

● _____

● _____
```

Figure 10-4: Protégé Expectations Worksheet

Supervisors of Mentors and Protégées:
- Sign off on the Mentoring Partnership Agreement to be aware of and in support of the minimum time requried for successful mentoring relationships.
- Support and encourage the mentor or protégé.
- As needed, make adjustments in workload to allow mentors/protégées adequate time to complete the mentoring program.
- Serve as a resource for ideas during the mentoring relationship.

Mentoring Partnership Agreement

We agree to begin a power-free, two-way, mutually beneficial partnership focused on the development of the protégé. We will be partners in learning, meeting informally to share knowledge and experiences.

1. We will meet at least _____ per month for at least one hour for the next twelve months, at mutually agreeable sites. Should one of us be unable to attend the meeting, that partner will inform the other as far in advance as possible.

2. We will actively listen to one another in order to further the learning experience.

3. We will collaboratively develop a plan, which will help the protégé to progess.

4. The mentor may present options to the protégé, but in no instance will mandate courses of action.

5. The protégé will seriously consider options and suggestions presented by the mentor.

6. Once a plan is developed, we will both take actions, as agreed upon, in a timely manner.

7. Our meetings will be confidential. Neither party will divulge what has been discussed without the permission of the other.

8. While best practices on effective mentoring partnerships advocate "no fault" termination of relationships where partners are not a good fit, we commit to work toward resolution of all issues. If unresolved issues persist, the designated administrative point of contact is avialable to further discuss issues.

9. The agreement is subject to other terms as listed below and may be revised at any time, if we both agree to the changes.

OTHER TERMS:

_____

_____

_____

Mentor_____   Date_____

Protégé_____   Date_____

Figure 10-5: Mentoring Partnership Agreement Worksheet

The First Mentoring Conversation

The following questions are intended to help you prepare for the first conversation with your partner. Jot down your answers to the questions and be prepared to discuss your answers with your partner.

---

1. What outcomes would you like to achieve?

2. What do you need to discuss to achieve your outcomes? For example:
   Roles, responsibilities, expectations, challenges

3. What forms might be useful in the partnership?

4. Other

Figure 10-6: Sample Questions for the First Mentoring Conversation

Better Mentoring Meetings

As with any activity, the key to a successful meeting between a mentor and protégé is planning. While these meetings are informal and may not need a formal agenda, you should both have a clear idea of what you want to accomplish at each meeting. Once a meeting is completed, you should both be able to state what was accomplished, what actions need to be taken, and what you want to do at your next meeting.

Prior to the meeting, both of you should ask yourselves the premeeting questions below. Share your responses at the beginning of your meeting. At the end of the meeting, each of you should respond to the post-meeting questions to assess the meeting and prepare for the next one.

Premeeting Questions
- Have I done what I agreed to do at the last meeting?
- Have I brought needed materials to the meeting?
- Are there any concerns from the previous meeting?
- Have any new issues arisen since the last meeting?
- What specific action item(s) should we address at this meeting?
- Do we need to make changes to the overall action plan?
- Do we need to address any obstacles to this relationship?
- Are there successes or failures to share since the last meeting?

Post-Meeting Questions
- What went well?
- What should we do differently next time?
- Did we accomplish what we wanted to today?
- In general, are we making progress?
- Were there any surprises at this meeting?
- Do we need to seek outside resources for help? Who? What?
- Was the meeting space adequate?
- When and where is our next meeting?
- What is each of us committed to do in preparation for the next meeting?

Partnership Self-Assessment

The questions below assist both protégé and mentor in assessing the progress of your partnership. First complete the assessment worksheet about three months into the mentoring relationship. After that, use the assessment worksheet whenever you feel you need to gauge your progress.

Answer the questions individually. Then, discuss your answers with your partner, especially the "NO" answers. Addressing these

issues will help you solve problems and strengthen your relationship.

This assessment is a tool for the partners only and is confidential. At the end of the mentor-ing relationship, you will be asked to assess the effectiveness of the program as well as the success of your partnership.

Are we meeting frequently enough?	YES	NO
Is the length of each meeting adequate?	YES	NO
Am I getting what I want from the partnership?	YES	NO
Are we making progress?	YES	NO
Are we communicating well?	YES	NO
Do I feel comfortable meeting with my partner?	YES	NO
Are we both honoring our commitments?	YES	NO
What else do we need to focus on?		
What do I like most about the partnership?		
What do I like least about the partnership?		

Figure 10-7: Mentoring Partnership Self-Assessment

Relationship Assistance

If your mentoring relationship is not working as effectively as it could, the Mentoring Pro-gram Manager will provide coaching or coun-seling. If the relationship does not improve, a no-fault termination may occur, meaning that either party may terminate the relationship and may enter into another mentoring relationship.

	Mentoring Program Evaluation
Please answer the following questions based on your relationship with your mentoring partner (mentor or protégé). Your responses will help evaluate the effectiveness of the APHIS Mentoring Program.
1	In your opinion, to what extent is the mentoring program contributing to your career goals?
2	Approximately how much time are you spending with your mentoring partner each month? How satisfied are you with this amount of time?
3	Do you feel you are suitably matched to your mentoring partner?
4	What is your mentoring partner doing well? What would you like your mentoring partner to do more of?
5	What parts of the APHIS Mentoring Program are working well? What parts are not working?
_____   _____ Name   Date

Figure 10-8: Mentoring Program Evaluation

Mentoring Frequently Asked Questions

Does the mentor have to be someone at a higher grade than the person being mentored?

While mentors are traditionally at higher grade levels, an emerging trend is to turn the traditional mentoring tables by asking mid- or junior-level Managers to be mentors for senior-level Executives, often of the opposite gender, e.g., a female Manager mentoring a male Executive. Recent best practices urge organizations to ask retired employees to mentor current employees.

In these type of efforts, the protégé is still learning and experiencing a valuable lesson. Additionally, an individual could choose a respected and capable peer to be a mentor.

Can a mentor be from another organization outside APHIS?

While possible, this should be given careful thought. A drawback is that an outside mentor may not have much knowledge of the internal operations, issues, and priorities of the protégé's organization, or know many key people in the organization. This could limit the mentor's ability to help the employee identify developmental and career opportunities within the organization. In such a case, an individual may wish to find a second mentor, within the organization.

What if the mentor and protégé are in different locations?

A mentor and protégé who do not work in close proximity to one another may have challenges cultivating the relationship, although many successful mentoring relationships are carried out over the telephone and through e-mail.

How many protégés can a person mentor?

Each mentor should decide what is most suitable based on individual preferences and time constraints. Mentors should not hesitate to refer employees elsewhere when they feel they have reached their personal limits.

Can a person have more than one mentor?

In today's environment, the more perspectives a person taps into, the better. To be successful, an individual needs to dvelop many alliances from across and outside the organization. The time and energy typically committed to a specific mentoring relationship may make it difficult to have more than one mentor at a given time. However, developing relationships so you can turn to many different, respected individuals for advice is wise.

What are some characteristics of a good mentor?

The following behavior-related characteristics typify ideal mentors.
- Supportive—supports the needs and aspirations of the protégé
- Patient—patient and willing to provide adequate time to interact with the protégé
- Respected—has earned the respect of people within the organization and is seen as a positive role model
- People-Oriented—interested in people and has a desire to help others; knows how to effectively communciate and actively listen; able to resolve conflict and give appropriate feedback
- Good Motivator—encourages the protégé to accept challenges and overcome difficulties
- Respectful of others—shows regard for the dignity of others; accepts the protégé's minor flaws

- Effective teacher—helps to manage and guide the protégé's learning; tries to recognize and use teaching/learning opportunities (the opposite of a "sink-or-swim" approach)
- Self-Confident—appreciates a protégé's developing strengths and abilities without viewing them as a threat; enjoys being a part of a protégé's growth and success

What is most important in a mentoring relationship?

Both the mentor and the protégé must want the relationship to work and commit appropriate time and energy to the process. Six essentials for a successful mentoring relationship are as follows:

1. Respect—established when the protégé recognizes desirable knowledge, skills, and abilitites in the mentor; and when the mentor appreciates the protégé's success and desire to develop his or her capabilities and value to the organization
2. Trust—is a two-way street; mentors and protégées should work together to build trust through communication, availability, predictability, and loyalty
3. Confidentiality—both parties should keep all information discussed in the sessions confidential, within Agency ethical parameters and legal restrictions
4. Partnership Building—the mentor and protégé are professional partners; natural barriers faced by all partnerships may include miscommunication or an uncertainty of each others' expectations; activities that can help overcome these barriers include:
   - Maintaining communication
   - Fixing problems
   - Forecasting how decisions could affect goals
   - Frequently discussing progress
   - Monitoring changes

Successful partnerships develop through:
- Expression of enthusiasm for the relationship
- Idea exploration and problem solving creating an atmosphere of emotional mutual acceptance
- Strategies for change that move slowly enough to allow adjustment as the protégé develops

5. Realistic expectations and self-perception—a mentor should encourage the protégé to have realistic expectations of:
   - Protégé's capabilities
   - Opportunities in present and potential positions
   - Energy and actions the mentor will commit to the mentoring relationship
   - What the protégé must demonstrate to earn the mentor's support of his or her career development

   A mentor may help define the protégé's self-perception by discussing social traits, intellectual abilities, talents, career-related beliefs, and roles. It is important for the mentor to always provide honest feedback.

6. Time—set aside specific time to meet; change times only when absolutely necessary and meet periodically and at mutually convenient times when you can control interruptions. Frequently "check in" with eahc other via phone calls, e-mail, etc. Schedule these informal activities as well.

What types of learning experiences can a mentor suggest besdies formal training?

Formal training is just one small part of leaderhsip development. When thinking about appropriate learning experiences, be creative! See Tab 9, ***Learning Experiences*** on page 9-1, for ideas on learning experiences.

What should I do when my mentor suggests a particular learning experience?

Discuss all suggested learning experiences with your Supervisor and then amend your Development Plan to reflect the additional acitivty if it is approved.

Who is responsible for scheduling?

In a good mentoring relationship, both parties regularly contact each other. Meeting outside the office (e.g., having breakfast or lunch together) may be particuarly beneficial in building an informal, trusting relationship in which candid discussions can take place.

What are the boundaries around the types of advice a mentor can give?

Mentors should follow regular standards for appropriateness. While personal rapport and candid feedback are characteristics of good mentoring relationships, advice should be career related. Mentors should respect the private lives of protégées, particularly when it comes to giving advice.

What are some signs of a successful mentoring relationship?

Some signs of a successful mentoring relationship are:
- Protégé is open to change and transition, to exploring possibilities, helping others, and learning from others
- Both parties are inspired by the relationship and gain satisfaction from it
- Both parties are committed to understanding, growth, and solving problems that may arise
- Protégé feels a bond with the mentor, experiencing the relationship as one of value in which mutual interst, respect, and straightfoward communication are constants

- Protégé is comfortable going to the mentor for counsel or support; protégé takes repsonsibility for meeting his ro her own needs in the relationship
- Mentor shows the protégé new aspects of his or her potential, helping the protégé learn about himself or herself
- Mentor has established a comfortable environment for learning and discussion and enjoys watching the protégé grow.
- When it comes time to separate, the relationship is on equal footing and the protégé regards the mentor as a friend or peer he or she can seek for advice in the future; because of the relationship, the protégé has increased self-knowledge, self-acceptance, and self-confidence

What is a mentor not able to do?

A mentor should never be used to bypass normal and appropriate procedures or chains of command. Nor should a mentor exert pressure of influence on an individual, such as the protégé's Supervisor, who is the appropriate decision authority. E.g., if a protégé's Supervisor denies a particular request for training or a rotational assignment, the protégé should not request or expect the mentor to intervene.

A mentor clearly cannot guarantee promotions. Likewise, when providing assistance for learning experiences, a mentor must be careful not to give any unfair advantage to the protégé. As always, mentors must keep in mind not only the procedures, but also the spirit of merit principles.

How will I know if I have finished my development in a particular competency?

Use the behavior examples (BEs) and 360° feedback to assess your progress. See Tab 2, **How to Develop Your Leadership Skills** on page 2-1 for more information on assessing progress in competency development.

How are mentors trained?

APHIS employees interested in mentoring should contact the APHIS Mentoring Program Coordinator within APHIS Training and Development (TD). APHIS/TD can provide information about the *APHIS Leadership Roadmap*, Development Plans, assessment tools, and learning experiences designed to build or increase mentoring skills. AgLearn also offers several mentoring courses.

What is the difference between a mentor and a coach?

A mentor is someone, not in the employee's chain of command, who is in a position to provide confidential guidance with job and career goals. The mentor and protégé work together as partners to define appropriate mentoring goals and to provide each other with sufficient feedback in order to achieve those goals.

A coach helps the recipient turn book and experiential knowledge into behaviors. A coach asks guiding questions to encourage the recipient to analyze a work challenge, review and reflect on his or her knowledge and behavior, and create a plan of action. Supervisors, Managers, and Executives use coaching as a resource for developing their leadership skills, particularly in times of change (e.g., a new positons or major transition) and helps recipients learn to apply book or classroom knowledge to their current work situation.

APHIS Goal-Setting Worksheet

You are responsible for your own development. In order to reach your individual goals, you must have a written Development Plan based on your specific needs and the competencies you want to improve. Use the ***Goal-Setting Worksheet*** for planning and tracking your developmental activities. Each goal will be recorded on a separate sheet. Your goals may be professional, educational, and/or personal.

Protégé Goal-Setting Worksheet (Example)	
Name:	**Date:** *date by which you expect to accomplish the goal*
Development Goal: *In this space write the goal you wish to achieve. Write the statement in terms of the outcome or end result, rather than the process you will use to get there.*	
Competencies I Plan to Develop: *List the specific APHIS competencies you need to develop or improve based on your position now and where you would like to be in the future.*	
Action Steps: *List detailed, sequential steps for how to achieve this goal.*	
Target Dates: *For each action step, enter a target date for completion of the step. Pencil these dates in your daily planner to help keep on schedule.*	
Required Resources: *You may need assistance from other than your mentor. List people, places, funds, and any other items you anticipate needing to accomplish each action.*	
Status/Progress Comments: *Use this space to prepare for discussion with your mentor and for reinforcing yourself for completing scheduled action stpes. Enter comments about the status of each action, progress made since the last reveiw, etc.* *When appropriate, note concerns you wish to discuss with your mentor. Enter date of discussion.* *Add Action Steps and additional target dates when appropriate.*	

Figure 10-9: Protégé Goal-Setting Worksheet (Example)

Protégé Goal-Setting Worksheet	
Name:	**Date:**

Development Goal:

Competencies I Plan to Develop:

Action Steps:

Target Dates:

Required Resources:

Status/Progress Comments:

Figure 10-10: Protégé Goal-Setting Worksheet (Blank)

Mentor Characteristics Assessment *(This assessment if for your use and information only.)*		

A mentor is expected to have most of the following characteristics. Rate yourself using the following scale:

1 = Always   2 = Frequently   3 = Sometimes   4 = Rarely   5 = Never

	Demonstrates people-oriented behavior
	Demonstrates respectful behavior
	Is regarded as successful in APHIS
	Is willing to be responsible and accountable as a mentor
	Displays patience and support
	Is trustworthy; keep confidences
	Is nonjudgmental and tolerant
	Is knowledgeable about APHIS goals, policies, training, and development programs, etc.
	Demonstrates APHIS core values
	Is able to see potential and believe in others
	Demonstrates the ability to show options, listen, and adapt
	Is willing to share personal experiences relevant to protégé's needs
	Provides honest and positive feedback
	Is organized and respectful of time
	Sees the big picture
	Encourages others to grow

Some ineffective characteristics include:

	Is too busy to mentor
	Is critical rather than constructive
	Wants to use protégé as personal assistant
	Is not current with the times, e.g., technology, business changes, etc.
	Is more interested in personal ego building

Figure 10-11: Mentor Characteristics Assessment (Self-Assessment)

Name: _____

Mentoring Skills Assessment *(This assessment must accompany your application.)*

How would you describe yourself? Rate your skill level using the following scale.

1=Very Effective 2=Somewhat Effective 3=Neither 4=Somewhat Ineffective 5=Very Ineffective

My accountability and responsibility skills are	1	2	3	4	5
My self-awareness and learning skills are	1	2	3	4	5
My personal ethical conduct is	1	2	3	4	5
My technical credibility is	1	2	3	4	5
My communication skills are	1	2	3	4	5
My respect for others is	1	2	3	4	5
My mentoring of others is	1	2	3	4	5
My customer/stakeholder focus is	1	2	3	4	5
My problem solving skills are	1	2	3	4	5
My conflict management skills are	1	2	3	4	5
My team building skills are	1	2	3	4	5
My creativity and innovation are	1	2	3	4	5
My external awareness is	1	2	3	4	5
My tactfulness is	1	2	3	4	5
My relationship building skills are	1	2	3	4	5
My ability to develop others is	1	2	3	4	5
My ability to get results is	1	2	3	4	5
My cultural awareness is	1	2	3	4	5
My organizational skills are	1	2	3	4	5

A mentor is **not** expected to be effective in all of the above areas, but should have strengths in many of them. Now that you have assessed your skills and competencies, are **you** ready to become a mentor? Would strengthening some of your skills help you successfully mentor another employee? Since this is a mutually beneficial partnership, are there personal growth areas **you** wish to address during the mentoring relationship?

_____
_____
_____
_____
_____
_____
_____
_____

Remember: Use your self-assessments to help you complete your Mentor Application.

Figure 10-12: Mentoring Skills Assessment

APHIS Program Information

This tab is where APHIS Programs can include information that would assist leadership development efforts in their program. This information would address specific program needs or resources not covered in the rest of this Toolkit. Materials that might be included: career guides for key leadership positions, program-specific services or training, program-specific developmental assignments, program mission or vision statements, strategic plans, succession plans, and program contact information.

This tab, in the generic form, includes a definition for Career Guides, an explanation of how to develop a Career Guide for a position which interests you, and a sample Career Guide.

What Are Career Guides?

Information is a great incentive for development. If you are interested in a specific position, information about that position will help you tailor your Development Plan to address your specific career goals.

A Career Guide includes an official description of a position, a list of needed competencies for that position, a list of possible positions en route to the desired position, and suggested learning experiences for developing the needed skills for the position. The information in a Career Guide will help you develop clearer plans for acquiring the experience needed to apply for a desired position.

How Can I Find or Create a Career Guide for a Position I Would Like?

Some programs in APHIS are creating Career Guides for key leadership positions identified in their succession plans. If a Career Guide has not been created for a position you would like to seek, you can create your own Guide using the instructions below and the ***Example of Blank Career Guide Worksheet*** on page 11-2. An example of a ***Example of Completed Career Guide Worksheet*** on page 11-3.

Step 1—Decide on a position you are interested in seeking.
Step 2—Obtain a copy of the position

description (PD) from human resources or someone holding the position.
Step 3—Use the PD to fill in the title and series, a brief description, and the duties and responsibilities of the position.
Step 4—Determine the leadership level of your targeted position on the *APHIS Leadership Roadmap* and identify the competencies needed at that level.
Step 5—Consult with someone in your targeted position to help you create a list of recommended positions you could hold to be better prepared for the position.
Step 6—Create a list of developmental activities unique to the position, again by consulting a person currently in the position and from the information found in Tab 9, ***Learning Experiences*** on page 9-1.
Step 7—If you need further assistance with creating your own Career Guide, call your training point-of-contact.
Step 8—Write goals in your Development Plan to help you develop the competencies needed for your targeted position.

Example of Blank Career Guide Worksheet

Job Title :

Position Description:

Duties and Responsibilities:
-
-
-

Career Paths:
A combination of the positions you hold and the training and education you receive will help you meet the needed competencies.

Competencies	Positions	Education/ Training

Figure 11-1: Example of Blank Career Guide Worksheet

Example of Completed Career Guide Worksheet

Job Title: Special Assistant to the PPQ Deputy Administrator, GS-0301-15

Position Description:

The incumbent serves as a full member of the PPQ Executive Team, and provides strategic thinking and policy development in support of PPQ program activities to carry out PPQ's mission. The incumbent further formulates with the Deputy Administrator major plans and policies to ensure the effective implementation of programs to safeguard American agriculture and plant resources. The position resides in Washington, D.C.

Duties and Responsibilities:
- Provides recommendations to top management and program officials to ensure successful program approaches and strategies
- Reviews program issues considering historic volatility, controversy, Congressional interest, industry/State impact, and other factors
- Provides the Deputy Administrator's Office with feedback from a variety of industry, governmental, and other sources
- Maintains contact with government, Congressional, and industry officials and assesses conditions, attitudes, and perceptions likely to affect critical government and stakeholder support program initiatives
- Analyzes current and planned program efforts in light of the above-mentioned factors and recommends approaches facilitating program success
- Helps establish partnerships and coalitions with employee, Agency, and department officials, State and local officials, industry, and other stakeholder groups
- Prepares and works toward legislative enactment supporting PPQ programs
- Arranges appropriate meetings and briefings between program officials and Congressional offices
- Recommends and plans public statements, presentations, and events by program officials

Career Paths:
A combination of the positions you hold and the training and education you receive will help you meet the needed competencies.

Competencies	*Positions*	*Education/ Training*
Strategic Thinking Technical Credibility • Ability to plan, organize, and conduct complex and comprehensive studies • Knowledge of PPQ's organizational structure, functions, and program operations Financial Management • Knowledge of human, fiscal, and financial resources management Human Capital Management • Knowledge of departmental and Agency EEO/CR goals and policies Political Savvy • Ability to establish and maintain effective working relationships with employees, stakeholders, Federal cooperators, and Congressional staff Written and Oral Communication • Possession of strong verbal communication skills in order to negotiate with Agency and departmental officials • Ability to write and present results of complex analysis in a clear, concise, and comprehensive manner to those in policy and decision-making positions	Supervisory Plant Protection and Quarantine (PPQ) Officer Area/Port Director Assistant Regional Director (ARD) Regional Program Manager (RPM) State Plant Health Director (SPHD) Plant Health Program Staff Officer	*Undergraduate and/or Graduate education* *Education in Agricultural Education* *Strategic Planning Courses*

Figure 11-2: Example of Completed Career Guide Worksheet

Key Terms

360° Assessment: a self, supervisory, peer/ coworker, and a subordinate assessment tool that will rate you on tasks and competencies critical to the performance of a particular occupation.

Accountability: holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Action Learning: systematically collecting and analyzing information in collaboration with others about an actual problem or need in the workplace and taking action to resolve it. After a period of time, the group reconvenes to discuss progress and make adjustments. This cycle of action and learning repeats itself until the problem or need is satisfactorily resolved.

AgLearn: USDA's enterprisewide learning management system (LMS). The system manages all aspects of training within each agency as well as across the department. All USDA employees have AgLearn accounts. In addition, some agencies have purchased AgLearn accounts for their contractors, partners, and customers. Individuals with AgLearn accounts can use AgLearn to search for available training, take online training, and receive a record of all completed training activities. Additionally, individual employee development may be planned and documented through this system. AgLearn is available 24 hours a day, 7 days a week at www.aglearn.usda.gov.

Behavioral Example (BE): A behavioral example is a success indicator that shows how an employee at a particular level would demonstrate proficiency in a given competency. For example, a Supervisor looking at behavioral examples for conflict management would see "Actively involves employees and team or work unit in resolving differences over work issues" while an Executive would see "Provides resources and support to Managers in resolving grievance and EEO complaints that reach the Executive level." Behavioral examples can be used to assess proficiency in each competency.

The behavioral examples in this Toolkit have been developed in conjunction with OPM and validated by the programs within APHIS.

Building Coalitions: the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

Business Acumen: the ability to manage human, financial, and information resources strategically.

Career Guides: an official description of a position, a list of needed competencies for that position, a list of possible positions en route to the desired position, and suggested learning experiences for developing the needed skills for the position. The information in a Career Guide will help you develop clearer plans for getting the experience needed to apply for a desired position.

Coaching: learning assistance given to the employee through listening, observing, and providing feedback. Coaching empowers individual employees to put forth their best efforts and develop their skills. Employees can be coached by someone from within or outside the organization. Coaching is often used to enhance or further develop knowledge and skills introduced in a classroom setting. Coaching is a collaborative relationship

between a coach and an employee using discovery, goal setting, and strategic actions to realize employee growth.

Competency: an observable, measurable pattern of knowledge, skills, abilities, and characteristics that can be measured against agreed-upon standards an individual needs for effective or superior job performance, which can be improved by means of learning and practice.

Conflict Management: encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Continual Learning: assesses and recognizes own strengths and weaknesses; pursues self-development.

Creativity and Innovation: develops new insights into situations. Questions conventional approaches. Encourages new ideas and innovations. Designs and implements new or cutting-edge programs/processes.

Customer Service: anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness: makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences. Perceives the impact and implications of decisions.

Detail: an assignment to another office or organization, which may vary in length from a few weeks to several months, as is the case with temporary duty assignments overseas. Employees may be detailed to other units within APHIS, to other parts of APHIS, to other Federal agencies, or, under the Intergov-

ernmental Personnel Act, to city, county, or State government, Indian Tribal Governments, academic institutions, or approved nonprofit organizations.

Developing Others: ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Development Plan *(also known as a learning contract or IDP)***:** a written plan for developing necessary skills, knowledge, and abilities through appropriate training and developmental assignments. The plan reflects the developmental needs and career goals of the individual employee and is created through discussions and agreements between the employee and his/her Supervisor. (See Learning contract and/or IDP.)

E-Learning: a wide set of applications and processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via the Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, and instant messaging.

Entrepreneurship: Positions the organization for future success by identifying new opportunities. Builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Executive Core Qualifications (ECQs): established by the Office of Personnel Management (OPM), defines the competencies and characteristics needed to build a Federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The ECQs are required for entry into the

Senior Executive Service (SES) and are used by USDA and APHIS in selection, performance management, and leadership development for Manager and Executive positions. They also provide the framework for the APHIS Leadership Roadmap. The five ECQs, under which all the leadership competencies are grouped, are: 1) Leading Change; 2) Leading People; 3) Results Driven; 4) Business Acumen; and 5) Building Coalitions and Communication.

External Awareness: understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views. Is aware of the organization's impact on the external environment.

Financial Management: understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Flexibility: open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Fundamental Competencies: the foundation for success in all management and leadership positions, and are expected of all employees.

FIRO-B: Fundamental Interpersonal Relations Orientations-Behavior; behavioral assessment.

Human Capital Management: builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures employees are appropriately recruited, selected, appraised, and rewarded. Takes action to address performance problems. Manages a multisector workforce and a variety of work situations.

Individual Development Plan (IDP) *(also known in this Toolkit as a Development Plan)***:** a written plan for developing necessary skills, knowledge, and abilities through appropriate training and developmental assignments. The plan reflects the developmental needs and career goals of the individual employee and is created through discussions and agreements between the employee and his/her Supervisor. (See Development Plan.)

Influencing and Negotiating: persuades others; builds consensus through give and take. Gains cooperation from others to obtain information and accomplish goals.

Integrity and Honesty: behaves in an honest, fair, and ethical manner; shows consistency in words and actions. Creates a culture fostering high standards of ethics.

Interpersonal Skills: treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Job Rotations: permanent or temporary appointments to new positions and planned to stretch and challenge employees, as well as to broaden their understanding across different business processes of the organization.

Leadership: has many definitions, and the common themes that appear in them are: openness to change; ability to visualize the future, be guided by it and communicate it powerfully to others; entrust the mission to others; display commitment through action; bring out the best in others; and encourage followers. Those who want to become good leaders can review the ***Key Components of Leadership Development in APHIS*** on page 1-1 and a variety of developmental activities (e.g., the behavioral examples that correspond to each competency, courses, mentoring, coaching, rotational assignments, and self-

development) to guide and plan their development.

Leadership Competency: an observable, measurable pattern of knowledge, skills, abilities, or characteristics that an individual needs for effective superior performance in a leadership position. A leadership competency can be measured against agreed-upon standards and can be improved by means of learning and practice.

Leading Change: the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to Leading Change is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Leading People: the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to "Leading People" is the ability to provide an inclusive workplace fostering the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Learning: covers all our efforts to adapt, absorb, understand, and respond to the world around us. Learning happens on the job every day and entails adapting for the survival and well-being of individuals as well as organizations. Types of learning include:
Formal learning encompasses all traditional training in structured courses, classrooms, and formal development programs.
Informal learning takes place in the informal processes of everyday work. Most learning occurs informally rather than through formal training or education.
Individual learning is the ability of individuals to experience personal growth in the world around them.
Organizational learning is the ability of an organization to gain insight and understanding

from experience. Groups and organizations adapt, grow, and change to shape their future course.

Learning Contract *(also known in this Toolkit as a Development Plan)***:** a written plan for developing necessary skills, knowledge, and abilities through appropriate training and developmental assignments. The plan reflects the developmental needs and career goals of the individual employee and is created through discussions and agreements between the employee and his/her Supervisor. (See Development Plan or IDP.)

Learning Experiences: activities designed to develop or enhance specific competencies and abilities, (e.g., formal classroom training, self-directed activities, and developmental assignments). Another commonly used term is "developmental activities."

Leveraging Diversity: fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Management: getting work done through others by using planning, organizing, implementing, and evaluation skills.

Mentor: the more-experienced employee in a mentoring relationship.

Mentoring: a voluntary relationship whereby more-experienced employee, provides advice, guidance, and support to a less-experienced employee and assists the employee in career development. The mentor is not in the individual's chain of command and has no Supervisory authority over the person being mentored.

Mentors help employees clarify career goals, understand the organization, analyze strengths and developmental needs, build support networks, and deal with challenges. Mentoring programs may be formal or informal and done in a variety of ways, even over the Internet.

MBTI: Myers-Briggs Type Indicator; behavioral assessment

Networking: building effective lateral or peer relationships where the parties share information and, as a result, often have greater learning and increased opportunities for success.

OPM: Office of Personnel Management. This office provides guidance in all aspects of employee hiring and development.

Oral Communication: makes clear and convincing oral presentations to individuals and groups. Listens effectively. Clarifies information as needed. Facilitates open communication.

Partnering: develops networks and builds alliances. Collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy: identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Problem Solving: identifies and analyzes problems. Weighs relevance and accuracy of information. Generates and evaluates alternative solutions; makes recommendations.

Protégé: employee receiving mentoring. Another word commonly used instead of protégé is mentee.

Public Service Motivation: shows a commitment to serve the public. Enables others to

acquire the tools and support they need to perform well. Influences others toward a spirit of service and meaningful contributions to accomplishing the mission.

Resilience: deals effectively with pressure. Remains optimistic and persistent even under adversity; recovers quickly from setbacks.

Results driven: the ability to meet organizational goals and customer expectations. Inherent to Results Driven is the ability to make decisions producing high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Self-Development *(or self-directed activities)***:** a collection of techniques and approaches for individuals to manage their own process of learning. They include self-analysis of competencies and interests, personal Development Plans, Learning Contracts, learning logs, reading lists, involvement in professional organizations, networks, attending demonstrations at other organizations, and participating on inter-agency committees.

SES: Senior Executive Service

Shadowing: a developmental assignment in which an employee accompanies an experienced person as they carry out all of his/her professional activities during a designated period of time, (e.g., one week). This provides the employee with a detailed "snapshot" of a successful leader, including the nature of his/her responsibilities and interaction with others.

Special Assignments: tasks or projects given as learning and development experiences. They can be specifically designed to offer opportunities to explore new areas and learn new skills.

Strategic Thinking: formulates objectives and priorities, and implements plans consistent

with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Team Building: inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Technical Credibility: understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Technology Management: keeps up to date on technological developments; makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Training: instructor-led (often in a controlled classroom environment), on-the-job, or technology-based structured content which uses various methodologies to improve current or future performance.

Vision: takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

Webinar: (short for Web-based seminar) a presentation, lecture, workshop, or seminar that is transmitted over the Internet. A key feature of a webinar is its interactive elements – the ability to give, receive, and discuss information. Contrast with webcast, in which the data transmission is one way and does not allow interaction between the presenter and the audience.

Written Communication: writes in a clear, concise, organized, and convincing manner for the intended audience.

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