

Bureau of Reclamation - Great Plains Region
Individual Development Plan – Non-Supervisory Competency Level 1

Name _____ Date Approved _____ Plan Number _____

REQUIRED/MANDATORY TRAINING COURSES	REQUIRED PERIODICITY	Importance Level *(1)				Current Proficiency *(2)				Training Priority *(3)	Training Class/Activity Projected Year Training Will Take Place		
		1	2	3	4	1	2	3	4		FY 2012	FY 2013	FY 2014
		FISSA Plus (Includes Information Systems Security, Records Management and Privacy Act)	Annually – All Employees http://www.doi.gov/doilearn										
No Fear - Discrimination Whistleblowing in the workplace	Every 2 years – All employees (Automatically assigned)												
Ethics Training	Annually 1.0 hours – All financial disclosure filers and designated procurement officials												
Defensive Driving	All New Employees (w/in 90 days) and Every 3 years thereafter http://www.doi.gov/doilearn Search “NSC Defensive Driving II”												
Charge Card Holder Training	Every 3 years -All employees who travel on official business or need purchase authority https://chargecardtraining.nbc.gov												
Environmental Management System (EMS)	All New Employees http://www.doi.gov/doilearn Search “Reclamation Environmental Management Systems (EMS) Training”												

*(1)
4 - Mandatory
3 - Attain Job Proficiency
2 - Organizational need
1 - Developmental request

*(2)
4 - None
3 - Low
2 - Moderate
1 - High

*(3)
Multiply Importance Level x Proficiency Level to obtain Training Priority

PROFESSIONAL DEVELOPMENT/ CAREER DEVELOPMENT COURSES	Knowledge, Skills or Ability Required to Perform Task/Work Assignment	Importance Level *(1)				Current Proficiency *(2)				Training Priority *(3)	Training Class/Activity Projected Year Training Will Take Place Recommendation: Provide cost estimates for each entry		
		1	2	3	4	1	2	3	4		FY 2012	FY 2013	FY 2014

*(1)
4 - Mandatory
3 - Attain Job Proficiency
2 - Organizational need
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*(2)
4 - None
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*(3)
Multiply Importance Level x Proficiency Level
to obtain Training Priority

<p>Developmental Objectives: In order to assist managers in meeting the training objectives necessitated by a growing demand for collaborative skills at every level of the organization, the following examples are offered. Please keep in mind that collaborative skills are part of an increasingly complex continuum and in order to exercise the more complex collaborative skills, one must have mastered the prior level foundational skills. As an example, an employee may be in a position where Level Two collaborative skills are required, but shows no sign of having mastered even Level One skills. In order to correct this situation the manager may need to see the employee achieve mastery at Level One before providing training at Level Two.</p> <p><u>Collaboration Level One</u></p> <p>Teamwork: Actively participates as a member of a team. Consistently develops and sustains cooperative working relationships. Teaches others new skills when necessary.</p> <p>Interpersonal Skills: Is tactful and treats others with respect.</p> <p>Information Management: Collects, analyzes, and evaluates data at a basic level; provides or presents information clearly and communicates effectively; calls upon or seeks assistance from their supervisor or others when additional information is needed or should be share.</p> <p>Listening: Receives, attends to, interprets and responds appropriately to verbal and non-verbal</p>	<p>Description of Planned Developmental Activities (training, details, assignments, projects, etc.)</p> <p><u>Possible Training Solutions</u></p> <p>Great Plains Career Path Workshop</p> <p>Great Plains Career Employee Workshop</p> <p>Jump Starting High-Performing Teams: The Fundamentals – USDA (classroom)</p> <p>Read and prepare a report on “108 Skills of Natural Born Leaders” (Warrant Blank)</p> <p>Resolving Team Conflict – SkillSoft (online)</p> <p>Interpersonal Skills – AMA (classroom)</p> <p>Interpersonal Communications – USDA (classroom)</p> <p>Getting Results Without Authority – AMA (classroom)</p> <p>Problem Solving and Decision Making – DOIU (classroom)</p> <p>Clear Writing Through Critical Thinking - USDA (online)</p> <p>Improving Your Memory – SkillSoft (online)</p>	<p>Start Date</p>	<p>Estimated Costs</p>	<p>Evidence of Progress/Accomplishment</p>

<p>messages.</p> <p>Oral Communication: Organizes ideas and communicates successfully</p>	<p>Developing Customer-focused Organizations (WMDC) (classroom)</p> <p>Listening and Memory Development – USAD (classroom)</p> <p>Toastmasters</p> <p>Building Better Work Relationships: New Techniques for Results-oriented Communication (American Management Association) (classroom)</p> <p>Developmental Assignment: Seek an opportunity to present at a meeting on behalf of your team.</p>			
<p>Current and Ongoing Initiatives, Commitments, Involvements, Activities:</p>			<p>Employee’s Signature/Date:</p>	
			<p>Supervisor’s Name:</p> <p>Signature/Date:</p>	

Implementation of this plan is dependent upon organizational priorities, workload, and budget constraints

Instructions for Use:

This form may be modified for developmental or leadership programs as long as the modified form contains all the elements on this form. Examples of modified IDPs include these developed in formal development programs (career intern, upward mobility, rotation engineer, VRA, etc.) and probationary supervisors.