



CHAPTER 10

Professional Development

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National Advisory Council for Office Professionals

Training and Planning Guide for ARS Secretarial/Clerical Personnel

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Preface

In 1995, the National Secretarial Advisory Council initiated action to develop a *Training and Planning Guide for ARS Secretarial/ Clerical Personnel*. This Guide has been prepared with the goal of helping ARS management and secretarial/clerical personnel identify strategies for building a bridge from the traditional secretary to the modern office manager or executive assistant which will be required in the 21st Century office environment.

This Guide will serve as a reliable tool for ARS secretarial/clerical personnel in developing meaningful training plans designed to assist them in achieving their professional goals.

Responsible for formulating this Guide are:

- | | |
|----------------------|---------------------------|
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Introduction

The Secretarial Review Task Group, in its report *Stepping Into the Future*, recommended that ARS establish a Training and Planning Guide for secretarial employees. By memo dated April 1, 1994, Dr. Essex E. Finney, Jr., Acting Administrator, established the ARS National Secretarial Advisory Council and issued a charge to the Council to develop a secretarial training program.

Goals

To build a bridge from the traditional Secretary to the modern Office Manager or Executive Assistant required in the 21st Century and for ARS secretaries to be recognized for their professionalism and training excellence.

Subcommittee

The National Secretarial Advisory Council established a subcommittee to analyze, evaluate, and identify suggested training areas for secretarial/clerical employees. The information provided in this brochure is the result of this subcommittee's efforts and should serve as a beneficial tool for supervisors and secretarial/clerical employees in developing meaningful Individual Development Plans (IDPs).

Program Establishment

The guidelines outlined on the following pages are provided as a means for identifying training areas and can be used in developing an IDP for secretarial/clerical personnel.

An IDP is a written schedule or plan (Form ARS-48) which describes your particular goals for the future. It is a tool to aid you in systematically planning for training in order to accomplish your career goals.

Specific guidance on the types of training classes to be taken to meet these needs, and vendors available to provide these classes, can be obtained by contacting the Employee Development Staff of the Human Resources Division.

Training Options**Formal Training**

- Instructor-led workshops.
- Government/private sector.
- Conferences/seminars.

On-the-Job Training

- Detail/rotational assignment.
- Mentor/coach.
- Shadowing a subject-matter expert.
- Project/taskforce/committee.
- Cross training.
- Studying manuals/bulletins.
- AgLearn.

**Training Options
(continued)**

Self-Development Activities

- Independent reading.
- Audio/video cassette programs.
- Public speaking (i.e., Toastmasters).
- Community/civic activities.
- Professional associations (i.e., Professional Secretaries International).

**Objectives for Levels of
Performance**

Entry

- To acquire an overview of the secretarial and clerical occupations.
- To enhance interpersonal communication skills.
- To assist management in applying state-of-the-art office procedures.
- To acquaint participants with secretarial/clerical functional knowledge.

Intermediate

- To develop, process and recommend improvement to the administrative process.
- To be able to write clear and logical reports and correspondence.
- To be able to analyze office procedures.

Advanced

- To interpret difficult secretarial assignments.
- To present well-developed briefings.
- To furnish guidance and information on the administrative process to top-level agency personnel and other government agencies.

ARS General Information

**Introduction to
USDA/ARS/Unit**

- Become familiar with ARS/Unit Mission.
- Become familiar with USDA/ARS/Unit Organization/Management Officials.
- Become familiar with location of ARS'/Unit's offices, programs, and personnel.
- Learn ARS Regulations and USDA Guidelines for Processes.
- Become familiar with commonly used forms.
- Program-Oriented Training (includes a basic overview of work being conducted in the Unit).

ARS-Specific Systems and Programs

Budget	<ul style="list-style-type: none"> • ARMPS (Annual Resources Management Planning System). • Understanding the ARS budget process. • Understanding the Federal budget process.
Correspondence	<ul style="list-style-type: none"> • ARS correspondence procedures.
Personnel	<ul style="list-style-type: none"> • Awards. • Training. • PC-TRAI. • Personnel action requests. • Research Personnel Evaluation System (RPES).
Procurement	<ul style="list-style-type: none"> • COR responsibilities. • Forms preparation. • Purchasing guidelines. • Writing specifications, statement of work, justification statements.
Property	<ul style="list-style-type: none"> • Inventory. • Property forms. • Property guidelines.
Research Projects	<ul style="list-style-type: none"> • CRIS forms. • Research project documentation.
ARIS (Automated Resource Information System)	<ul style="list-style-type: none"> • Management Unit (Work 416-425-550-421; Work ARS-115; NPS Review; Post Doc Application; Annual 421 System; FTIS; Reference Tables; Work IA System; TINS). • Agency Retrievals (Active 416-425-550-421; Active 115; Briefing Packet; Reports Menu; Active IA System; Personnel File; Post-Doc Programs; Inventions/Patents; Mission Statements; Active RATS). • Miscellaneous Files (Mode Code; Strategic Plan; Project Label Creation; Active Project Report) . • Other Functions (Logoff; Display Print; Macsoft File Transfer).

Safety

- Forms preparation.
- ARS safety procedures.

Time and Attendance

- T&A guidelines.
- STAR.

Travel

- ARS travel procedures/guidelines.
- On-Line/PC-TRAV.
- Foreign travel.

Graduate School, USDA Secretarial/Clerical Curriculum

Entry

- *Basic Communication Skills* -- Work to improve speaking, listening and writing skills.
- *Better Office Skills and Service* -- Introduction to administrative ideas and concepts for the new employee.
- *Computer Literacy* -- Presents the basic computer terminology and functions to those with no prior experience.
- *Essentials of English* -- Provides a solid foundation in the fundamentals of the English language.
- *Interpersonal Communications* -- Tools and techniques to better facilitate organizational communications and other office interaction.
- *MS-DOS Level I* -- Develop a better understanding of the operating system and learn to fully utilize your computer.
- *Windows Level I* -- Learn how to function within the Windows environment and learn how to utilize other Windows applications.
- *Planning for Career Advancement* -- Helps identify skill strengths and weaknesses and assess your qualifications for advancement.
- *Service Excellence* -- Helps in developing a professional image and improving customer service.
- *Telephone Service Skills* -- Create that positive first impression.

Intermediate

- *Effective Listening and Memory Development* -- Helps in developing your listening skills and memory recall.
- *Proofreading* -- Provides exercises to develop skills for successful proofreading.
- *Fundamentals of Writing* -- Offers fundamental writing theory and provides practice in the skills that make writing easier.
- *Letter Writing for Secretaries* -- Offers both theory and practice to improve letter writing skills.

**Intermediate
(continued)**

- *Planning for Career Advancement* -- Addresses organizational priorities as well as individual needs
- *Professionalism in the Office* -- Analyzes skills, strategies and reinforces office concepts in reaching professional excellence
- *Stress Management for Support Staff* -- Presents methods and techniques to effectively manage job stress and distress
- *Techniques of Negotiating* -- Teaches various strategies in conducting cooperative ("win-win") administrative negotiations

Training Resources

American Management Association – 1.800.262.9699

Fred Pryor Seminars – 1.800.255.6139

Graduate School, USDA Training Centers

Arlington, Virginia (Washington, D.C.) – 703.312.7300

Atlanta, Georgia – 404.331.3488

Chicago, Illinois – 312.353.2919

Dallas, Texas – 214.767.8245

Philadelphia, Pennsylvania – 215.597.2527

San Francisco, California – 415.281.7025

Graduate School, USDA National Independent Study Center (NISC) – 303.969.5800

SkillPath Seminars – 1.800.873.7545

American Management Association

- Assertiveness
- Communication Skills
- Interpersonal Skills
- Management Skills
- Negotiation
- Office Management
- Presentation Skills
- Professional Skills
- Team Building Skills
- Time Management
- Writing Skills

Fred Pryor Seminars

- Communications Skills
- Computer Skills
- Customer Service
- Grammar
- Interpersonal Skills
- Presentation Skills

Fred Pryor Seminars (continued)	<ul style="list-style-type: none"> • Stress Management • Time Management • Writing Skills
Graduate School, USDA Training Centers	<ul style="list-style-type: none"> • Assertiveness • Communication Skills • Computer Skills • Customer Service • Grammar • Interpersonal Skills • Management Skills • Office Management • Professional Skills • Proofreading • Team Building Skills • Time Management • Writing Skills
Graduate School, USDA National Independent Study Center	<ul style="list-style-type: none"> • Customer Service • Management Skills • Time Management • Writing Skills
SkillPath Seminars	<ul style="list-style-type: none"> • Assertiveness • Communication Skills • Computer Skills • Customer Service • Management Skills • Team Building Skills • Time Management • Writing Skills

In addition to the representative sample of course and seminar subjects listed, many vendors offer a variety of self-study courses, video and audio cassette tapes, and books.

The Employee Development Staff of the ARS Human Resources Division is available to help you evaluate vendors, determine the appropriate level of training for you, develop training courses to meet your specific needs, and direct you to contact persons in other training institutions.

September 24, 2003



**Application for
JOB SHADOWING PROGRAM
Southern Plains Area
Advisory Council for Office Professionals**

Name: _____

Location (City, State): _____

Email Address: _____

Supervisor: _____

What areas of training are you interested in?

- _____ AIMS / Agreements
- _____ ARIS
- _____ Correspondence
- _____ IAS
- _____ PCMS
- _____ Purchasing
- _____ Performance Appraisals and Performance Standards
- _____ Personnel
- _____ RPES
- _____ STAR (Time and Attendance)
- _____ Travel
- _____ Other _____

How many days do you feel you would need for training? _____

Have you listed this training request or training needs on your IDP?

- _____ Yes
- _____ No
- _____ I have not compiled my IDP

Is there a certain date or time of year that would work best?

If so, please list: _____

Is there someone you would prefer to work with or a specific ARS location where you would want to train? If so, please comment: _____

+++++

Submit your completed form to the SPA ACOP Training Coordinator

Requirements for Receiving SPA Training Scholarship

Southern Plains Area Advisory Council for Office Professionals

PURPOSE:

The Southern Plains Area Training Scholarship Program is intended to assist in professional development of secretarial/office professionals through funding for conferences, workshops, short courses, or other appropriate educational opportunities.

ELIGIBILITY:

Applicants for this scholarship must be permanent ARS Southern Plains Area employees who have successfully completed one year of continuous employment with the Agency.

CRITERIA:

1. A completed application form describing the training, purpose, timetable, and budget shall be submitted. An individual can receive only one scholarship per year.
2. Each scholarship will not exceed \$1,000.00.
3. Applications will be evaluated using the following criteria: relevance of the training to the applicant's position, ability to enhance the applicant professionally/personally, and the benefits to others.
4. Scholarship recipients will submit a written report to the Area Director, through appropriate supervisory channels, summarizing the activity within 30 days following completion of the training.

APPLICATION PROCESS:

1. Print and complete application, and obtain signatures from direct supervisor, Research Leader, and Laboratory/Center Director.
2. Submit completed form to the SPA Area Director's Office, 1001 Holleman Drive East, College Station, TX 77840.
3. Recipients will complete a Form SF-182 (Request, Authorization, Agreement and Certification of Training).



**Application for
SPA Training Scholarship**

**Southern Plains Area
Advisory Council for Office Professionals**

Applicant Name: _____ Title: _____

Research Unit: _____ Location: _____

Title of Training: _____

INFORMATION REGARDING THE PROPOSAL

1. Please provide a brief description/purpose of the course, class, workshop, etc., including the location and dates. If a brochure or similar preprinted information is available from the program provider, please attach. In addition to any preprinted materials which may be available, attach any additional information you feel would be useful in describing the training.

Description/Purpose: _____

Location _____ Date(s) _____ Registration Deadline: _____

2. Explain how your participation in this training will professionally/personally enhance your career development and benefit others.

3. Please provide an itemized budget, i.e., cost of course/workshop, airfare, lodging, meals, mileage, parking, miscellaneous expenses, etc.

Total amount requested: \$ _____

Total amount of MU funds to be contributed: \$ _____

Accounting Code: _____ CRIS #: _____

Applicant Signature/Date

Supervisor Signature/Date

Research Leader Signature/Date

Laboratory/Center Director
Signature/Date

Implementation

Now you can begin the activities you outlined to develop the knowledge, skills, and abilities to meet your goals. Remember, the IDP is flexible. Unexpected situations can interfere with training plans, and events can arise that require unforeseen training.

As you complete each activity, discuss what you have learned with your supervisor, considering how it applies to your job. Modifications can be made based on the demands of your job and your desire for personal growth.

For more information about IDPs and training options, contact: Training Unit, Human Resources Division
6303 Ivy Lane, Room 106
Greenbelt, MD 20770-1435
Phone: (301) 344-5440, Fax: (301) 344-8589

United States Department of Agriculture
Agricultural Research Service

Individual Development Planning

 A Roadmap to Success

Training Options

IDPs consist of both formal training and developmental work experiences. Developmental work experiences include on-the-job assignments and self-development activities.

Formal Training

- Instructor-led workshops
- Government/private sector
- Conferences/seminars

On-the-job Training

- Detail/rotational assignment
- Mentor/coach
- Shadowing a subject-matter expert
- Project/taskforce/committee
- Cross training
- Studying manuals/bulletins

Self-development Activities

- Independent reading
- Audio/video cassette programs
- Public speaking ("Toastmasters")
- Correspondence courses
- Community/civic activities
- Professional associations

Individual Development Planning

A Roadmap to Success

What is an Individual Development Plan?

An Individual Development Plan (IDP) is a written schedule or plan which describes your particular goals for the future. It's a tool to help systematize your plans for training and experience so you can acquire the skills and knowledge you may need or desire.

Ideally, every year within about 30 days of your annual performance evaluation, you and your supervisor will meet to discuss the goals and accomplishments for your individual development. The IDP gives you and your supervisor the opportunity to set objectives and plan learning experiences that support these objectives. This reduces the risk of spending time and money on activities that are not appropriate or applicable learning experiences.

What makes a goal?

A goal is something pertinent to your work and your career that you see as worthwhile to pursue—either improvement or mastery of some skill that would help you in your current job, a new responsibility in your current job, or another position. A goal should be realistic. It should require some work and challenge, but should not be set so high as to be un-reachable.

How to Identify KSAs

It is important to describe your developmental objectives on the IDP form (ARS-48) in the column labeled "Performance Related Knowledge, Skills and Abilities (KSAs)." KSAs give you something concrete to deal with—a clear outline for planning your action. Once your KSA's are identified, even in rough form, you will be in a good position to decide on just the right combination of formal courses and alternative training methods necessary to acquire those KSAs.

Identify KSAs this way: (1) Jot down the basic duties or tasks involved in meeting the needs of your current or future job; (2) Select a particular task or duty to work on; (3) Break the task down into specific KSAs.

A 3-Step Process

Preparation

Prior to discussing your IDP with your supervisor, you should assess your strengths and weaknesses relative to your job requirements. Take the opportunity to consider your goals and how you see yourself in the organization. Identify your objectives and developmental opportunities to help you meet those objectives.

We often think in terms of formal training courses. However, we learn best when training includes a variety of learning experiences. Consider the investment of time and money required for each experience and pursue several alternatives. A list of formal training opportunities and developmental work experiences is provided at the back of this brochure.

Meeting with your Supervisor

You and your supervisor should come to the meeting with rough ideas about your IDP. Your supervisor can help provide information on the Agency's long- and short-range plans, staffing needs, and the need for particular skills. You should discuss every aspect of the plan as thoroughly as possible. You need feedback, too, on the strengths, weaknesses, and goals you identified.

Your supervisor will consider your workload, availability of funds, and the general relevance of the desired training to current or future official duties. This information will aid in devising a practical and feasible plan. Be prepared to provide alternatives if a desired developmental assignment or training course is not workable.

NOTE: Object Help contains completion instructions.

INDIVIDUAL DEVELOPMENT PLAN

1. EMPLOYEE'S NAME <i>(Last, first, initial)</i>	4. DESCRIPTION OF WORK ASSIGNMENTS	
2. CURRENT POSITION TITLE	A. Current Performance Elements Identified for Development/Training	
3. ORGANIZATION NAME AND LOCATION	B. Projected/Potential Assignments	

5. Performance Related Knowledge, Skills, and Abilities	6. Development Work Experiences <i>(On-the-job assignments, Self development)</i>	7. Formal Training <i>(Courses, Seminars)</i>
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8. The supervisor and employee have completed <input type="checkbox"/> the IDP process and have determined that no training or developmental needs are indicated at this time.	9. SIGNATURE and DATE		
	EMPLOYEE	SUPERVISOR	APPROVING OFFICIAL



ARS Performance Appraisal System

REFERENCES: ARS Performance Appraisal System, Policies and Procedures 418.3, dated 05/21/92

POLICY: The ARS Performance Appraisal System was developed to improve communications between the supervisor and the employee. Evaluating performance is a continuing process and not restricted to the mandatory requirements contained in P&P 418.3. There should be interchange between employees and supervisors concerning performance throughout the year. It is USDA and ARS policy to insure that performance appraisals are used as a tool for executing basic management and supervisory responsibilities by: 1) communicating and clarifying Agency goals and objectives; 2) identifying individual accountability for the accomplishment of organizational goals and objectives; 3) evaluating and improving individual and organizational accomplishments; and 4) using performance ratings as a basis for rewarding employees and taking other personnel actions.

COVERAGE: This performance appraisal system covers all employees except those exempt because of type of appointment or duration of employment. The AD-435, Performance Appraisal Form, is used for ARS permanent employees and those appointed initially for longer than one year. To be rated, an employee must have been in his/her position and under performance standards for 90 days or more.

APPRAISAL PERIODS: Employees' are separated into three appraisal periods:

- **January 1 through December 31** – All two grade interval administrative and professional positions. Research Scientists (Category 1), Service Scientists (Category 4), Research Associates/Affiliates (Category 2), Support Scientists (Category 3), and Specialists (Managerial, Advisory, or Administrative) (Category 6).

Note: Periodic reviews should be done approximately 5 months into the rating cycle.

- **April 1 through March 31** – All one grade interval employees to include those in clerical and administrative support, wage-grade, and technician positions. Technicians (Categories 5 & 7), Wage Grade (Category 8), and Clerical/Secretarial (Category 9).

Note: Periodic reviews should be done approximately 5 months into the rating cycle.

- **October 1 through September 31** – Senior Executive Service

NOTE: The first position of the position number denotes the category, e.g., 9S6831 is Clerical/Secretarial.

GENERAL: A performance plan consisting of performance elements and standards will be developed for each employee. Use the AD-435A & B forms, found on the HRD website www.afm.ars.usda.gov/forms/hr/performance.htm, which are the official forms, designated to document performance expectations. Also acceptable is the documentation of elements and standards using word processing software.

- Within 30 days of the beginning of the appraisal period, the supervisor will communicate the performance plan to the employee in writing. For SES employees, the performance plan must be communicated at or before the beginning of the appraisal period.
- The reviewing official must approve the performance plan before it is finalized. Reviews of these plans are required to ensure that they are accurate, objective, reasonable, and attainable.
- Supervisors and managers have a major responsibility to ensure consistency, objectivity, and equity in development of performance plans. Communication between the supervisor and the employee is essential in this process. Supervisors must include the employee when the performance plan is developed. The supervisors may use any of the following methods:
 - Employee and supervisor discuss and develop performance plan together.
 - Employee provides supervisor a draft of performance plan.
 - Employee comments on draft performance plan prepared by supervisor.

Final authority for establishing performance plans rests with the supervisory officials.

- When a work assignment changes significantly, even if a personnel action is not required, the performance plan should be revised. Employees must be informed in writing of any revisions.

<p style="text-align: center;">Southern Plains Area Appraisal Process and Procedures</p>

A letter will be sent out from the Southern Plains Area Office giving the procedures for preparing performance appraisals, along with a list of ratable employees, a checklist for completion of AD-436P, information on award nominations, and a timetable for completion of appraisals. This timetable lists the various deadlines involved with completion of the AD-435P forms and any award forms needed in conjunction with Performance ratings.

NOTE: Ratable employees are employees who have been in their positions and under performance standards for 90 calendar days or more. If an employee has not been covered under standards for the minimum appraisal period of 90 calendar days, the appraisal period for that employee should be extended to meet the 90 day requirement, at which time the employee must receive a rating of record. For questions about unusual circumstances, please contact the Human Resource Assistant at the Southern Plains Area Office.

Employees who have retired or separated and were covered under a certified performance plan for at least 90 days in the rating cycle should be appraised and receive a performance award if their rating warrants. Employees should submit an accomplishment report, preferably before their departure.

LAOs/Secretaries –

- Ensure that all documents are completed properly. Rating periods are checked to make sure they are consecutive from last rating. If not, the discrepancies need to be fixed at the location prior to submission to the Area Office.
- Type the performance elements on the original AD435P from the employee's performance standards and make a copy of the form to be used as the draft.
- Distribute both the original and draft AD-435s along with a copy of the "Checklist for Preparing Performance Plans" to each supervisor.

Supervisors -

- Obtain an accomplishment report from employees and **develop a tentative rating** on a draft AD-435P.
- Provide both the draft (with tentative rating) and an original AD-435P (without rating) to the reviewing official. Supervisor's signature and date should be on the draft copy. (*See Checklist for Completion of AD-435P below.*) [If the reviewing official concurs with the rating, they will write in the rating, sign and date the original. If there is any change in the element ratings, the reviewing official and the supervisor should discuss until an agreement is made on a final score.] When these are returned to supervisor, supervisor will sign the original using the same date as on the draft.

- Conduct the performance discussion with the rated employee. Have the employee sign the original AD-435P. If an employee chooses not to sign the AD-435P, write a note in the Employee Signature box stating “Performance review was held on (date) and the employee refused to sign.”
- Keep a copy of the signed AD-435P for your records and provide a copy to the employee. A written narrative justification with details concerning the employee's performance must accompany the AD-435P if: 1) one element is rated “Does Not Meet Fully Successful,” or 2) the rating of record is “Outstanding.” If the rating of record is “Outstanding,” an employee’s accomplishment report will suffice as written justification.
- If the employee is eligible for an award, it must be determined the type of award to be given, and complete the award form AD-287-2 (See ‘Award Nominations’ below for guidance). For award amounts, see memo providing guidelines from Dr. Upchurch.

CHECKLIST FOR COMPLETION OF AD-435P

The Summary Rating (item 16A) is a consideration factor for other personnel actions, such as within grade increases, promotions, and retention. Careful attention to the items listed below will ensure the accuracy of records maintained by the Human Resources Division (HRD) and by the National Finance Center (NFC).

Employee:

Recheck Item 1, SSN; it must be accurate

Be sure item 17 is answered. (Mark N/A if not appropriate)

Supervisor:

There must be at least 3 elements entered in item 14; at least 1 element must be critical and at least 1 element must be noncritical.

Use numeral (not X's) when scoring elements. (Item 15B, C, D)

Double Check Addition (Item 15E, F, G)

Use Decision Table (Item 16b) to determine Summary Rating.

A Summary Rating of **Outstanding** requires a written justification. (Accomplishments will work.)

Do not discuss the rating with the employee until after the Reviewing Official has approved and signed the rating form.

Support Staff:

Documents to be sent to the Area Human Resources Office are as follows:

Employee Listing for your location and for each employee an.....

1. Original AD-287-2 (if an award is warranted)
2. Original AD-435P.
3. Award Justification (may be employee's accomplishment report).
4. Performance Plan Cover Sheet (for current rating period).
5. Performance Plan (for current rating period).

AWARD NOMINATIONS (AD-287-2)

A Recommendation and Approval of Awards form (Form AD-287-2) must be prepared for each award nomination. Employees rated Fully Successful or above are eligible for performance awards.

- All Cash awards and Time Off awards require a written justification. If you provide a written justification for the performance rating, you need not provide one for the award. An award justification may be a narrative description (achievement, role, and impact), or an employee's accomplishment report.
- A QSI may be recommended only for those employees who receive an Outstanding rating, who have not received a QSI within the last 52 weeks, and who have not been promoted or reassigned to a different position near the end of the performance cycle. QSIs are given in the position and at the grade level for which performance was assessed. A copy of the justification provided for the Outstanding rating will be sufficient documentation for the QSI.

Consider giving a Time Off award to an employee in lieu of a performance award or QSI. This option may be appealing to those employees with low leave balances.

Since performance awards, time off awards, and QSIs are based upon the annual performance rating, an employee may not be recommended for more than one award in this category. Recognizing specific accomplishments or achievements during this time period with other awards such as extra effort or non-monetary, is permitted.

A citation must be provided in Block 11 of AD-287-2 for performance awards and QSIs. The following citation is recommended: "This award is based upon an official performance appraisal rating of **(Superior, or Outstanding)** for the rating period [enter dates of rating cycle e.g., January 1, 2006 through December 31, 2006]."

**Completion Instructions for Standard Form 182
Request, Authorization, Agreement,
and Certification of Training**

Policies & Procedures 440.1, dated 7/21/98

Submit SF-182 in advance of training. If there is a separate enrollment application for the vendor, have the trainee complete information and submit with SF-182 to the LAO. Special Circumstances - Attach a separate note explaining situation, e.g., forms will be hand carried, call extension for pick-up.

Pre-payment of training courses requires a written policy letter/invoice from the vendor requesting pre-payment prior to registration or course start date.

(Evaluations no longer required).

LAO - DISTRIBUTION OF FORMS

- Copy 1 - OPF - Greenbelt, MD upon completion of training, with section F completed
- Copy 2 - Send to AAO/Personnel Office upon completion of training
- Copy 3 - Training Institute/Vendor
- Copy 4 - Location Budget Office
- Copy 5 - Vendor
- Copy 6 - Employee
- *Copy 7 - NFC (Agency Payment Office) - xerox copy of original in lieu of copy 7
- Copy 8 - Management Unit Copy
- Copy 10 - Maintain as a follow-up copy

*No longer used.

REQUEST, AUTHORIZATION, AGREEMENT AND CERTIFICATION OF TRAINING	A. Agency code, agency subelement and submitting office number (Example - xx-xx-xxxx)	01	B. OFFICE USE ONLY
			C. Request status (Mark (X) one)
		02	
		Initial or Resubmission	Correction or Cancellation

Section A—TRAINEE INFORMATION			
1. Applicant's name (Last - First - Middle Initial)	Enter first 5 letters of last name	03	2. Social Security Number
		04	3. Date of birth (Year and month)
			<small>(Example-born January 14, 1943 shown as 43/01)</small>
4. Home address (Number, street, city, State, ZIP code)	5. Home telephone		6. Position level (Mark (X) one only)
	Area code	Number	a. Non-supervisory
			c. Manager
			b. Supervisory
			d. Executive
7. Organization mailing address (Branch - Division / Office / Bureau / Agency)	8. Office telephone		9. Continuous civilian service
	Area code	Number	Years
		Extension	Months
11a. Position title / function	11b. Applicant handi-capped or disabled (See instructions)	12. Pay plan / series / grade / step	13. Type of appointment
			14. Education Level

Section B—TRAINING COURSE DATA			
15a. Name and mailing address of training vendor (No., street, city, State, ZIP code)		15b. Location of training site (If same, mark box) → <input type="checkbox"/>	
16. Course title and training objectives (Benefits to be derived by the Government)			
17. Catalog / Course No.	18. Training period (6 digits)		06
	Year	Month	Day
a. Start			
b. Complete			
	19. No. of course hours (4 digits)		07
	a. During duty		
	b. Non-duty		
	c. TOTAL		▶
	20. Training codes (See instructions)		
	Code	08	c. Source
		09	d. Special interest
			11

Section C—TERMINATION AND EVALUATION DATA (To be completed by Trainee)			
21. Course was completed		22. Actual course dates (Month / day / year)	
a. <input type="checkbox"/> Yes		a. Commenced	
b. <input type="checkbox"/> No—Return this form with a memo explaining circumstances		Month	Day
		Year	
		b. Completed	
		Month	Day
		Year	
		23. Actual course hours	
		a. Duty	b. Non-duty
		24. Academic grade/score	
25. All sessions were attended			
a. <input type="checkbox"/> Yes			
b. <input type="checkbox"/> No—Explain _____			

AREAS OF EVALUATION				Rating		
<small>(Place (X) in appropriate column to indicate your evaluation of items 26 through 37. Do not attempt to split a rating)</small>				A	B	C
26. Stated objective accomplished	A = Yes	B = Partially	C = No			
27. Coverage of subject matter	A = Excellent	B = Sufficient	C = Poor			
28. Organization of subject matter	A = Well organized	B = Adequate	C = Poorly organized			
29. Suitability of instructional materials	A = Excellent	B = Adequate	C = Poor			
30. Level of difficulty	A = Too advanced	B = Appropriate	C = Too elementary			
31. Length of course	A = Too long	B = Appropriate	C = Too short			
32. Amount of outside or evening work	A = Too much	B = Appropriate	C = Insufficient			
33. Effectiveness of instructors	A = Excellent	B = Good	C = Poor			
34. Applicability of subject matter to the job	A = Significant	B = Adequate	C = Insignificant			
35. Facilities	A = Excellent	B = Good	C = Poor			
36. Recommendation to colleagues	A = Highly recommend	B = Recommend	C = Not recommended			
37. Meet career development plans	A = Yes	B = No	C = Not applicable			

Section C—TERMINATION AND EVALUATION DATA (To be completed by Trainee) - Continued

38. Comments on strong points of course

39. Comments on weak points of course

40. What were your objectives in taking this course? Were they met?

41. Do you recommend this program for others? If so, whom?

42. Additional comments

43. Signature of trainee

Date

|

Section D—SUPERVISORY COMMENTS (To be completed by employee's immediate supervisor)

44. Have you discussed this course and its application to the job with this employee?

a. Yes

b. No

45. What were your objectives in having employee attend course?

46. Were the objectives of the training achieved?

47. Additional comments

48. Signature of supervisor

Date

PERSONNEL USE ONLY

NOTE: This agreement must be signed by the nominee for all **non-government** training that exceeds 80 hours (or such other designated period, 80 hours or less, as prescribed by the agency) and for which the Government approves payment of training costs prior to the commencement of such training. Nothing contained in Section G below shall be construed as limiting the authority of an agency to waive, **in whole or in part**, an obligation of an employee to pay expenses incurred by the Government in connection with the training.

Section G—EMPLOYEE'S AGREEMENT TO CONTINUE IN SERVICE

1. I AGREE that, upon completion of the Government-sponsored training described in this request, if I receive salary covering the training period, I will serve in the agency three times the length of the training period. If I receive no salary during the training period, I agree to serve the agency for a period equal to the length of training, but in no case less than one month. (The length of part-time training is the number of hours spent in class or with the instructor. The length of full-time training is eight hours for each day of training, up to a maximum of 40 hours a week). NOTE: For the purposes of this agreement, the term "agency" refers to the employing organization (such as an Executive Department or independent establishment), not to a segment of such an organization.

2. If I voluntarily leave the agency before completing the period of service agreed to in item 1 above, I AGREE to reimburse the agency for the tuition and related fees, travel and other special expenses (EXCLUDING SALARY) paid in connection with my training. These amounts are reflected in items 21 and 22.

3. I FURTHER AGREE that, if I voluntarily leave the agency to enter the service of another Federal agency or other organization in any branch of the Government before completing the period of service agreed to in item 1 above, I will give my organization written notice of at least ten work days, during which time a determination concerning reimbursement will be made. If I fail to give this advance notice, I AGREE to pay the amount of additional expenses (5 U.S.C. 4109(a)(2)) incurred by the Government in this training.

4. I understand that any amounts which may be due the agency as a result of any failure on my part to meet the terms of this agreement may be withheld from any monies owed me by the Government, or may be recovered by such other methods as are approved by law.

5. I FURTHER AGREE to obtain approval from my organization training officer and that person responsible for authorizing non-government training requests of any proposed change in my approved training program involving course and schedule changes, withdrawals or incompletions, and increased costs.

6. I acknowledge that this agreement does not in any way commit the Government to continue my employment. I understand that, if there is a transfer of my service obligation to another Federal agency or other organization in any branch of the Government, the agreements in items 1, 2, and 3 of this section will remain in effect until I have completed my obligated service with that other agency or organization.

<p>31. Period of obligated service <i>(For non-government training only)</i> _____ →</p>	
<p>32. Employee's signature</p>	<p>Date</p>

SF 182 - Filling Out the Form

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
A	AGENCY, CODE AGENCY SUBELEMENT AND SUBMITTING OFFICE NUMBER <u>ENTRY:</u> AG-03-4860	(MANDATORY)	8
B	OFFICE USE ONLY <u>ENTRY:</u> Enter the nine digit Training Document Number (TDN). The first position signifies the fiscal year and the remaining eight characters are completed in accordance with agency instructions. Example: 0-1935-0001 Indicates sequential numbering (fourth level Organizational Code)	(MANDATORY)	11
C	REQUEST STATUS <u>ENTRY:</u> Enter an "X" in the Initial or Resubmission block if applicable. Otherwise, enter an "X" in the Correction or Cancellation block and circle in red ink. If the second box is checked also stamp the SF-182 with "CORRECTION" or "CANCELLATION."	(MANDATORY)	1
1	APPLICANT'S NAME <u>ENTRY:</u> Enter the trainee's full name as it appears on the data base. In the shaded area, enter the first FIVE letters of the last name.	(MANDATORY)	5
2	SOCIAL SECURITY NUMBER <u>ENTRY:</u> Enter the trainee's nine-digit social security number. This ensures that all actions are processed against the correct record in the data base.	(MANDATORY)	11

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
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3	DATE OF BIRTH		5
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COMPLETE ONLY FOR OPM COURSES

ENTRY: The year and month of birth (e.g., if birth date is January 14, 1943, enter 43/01)

4	HOME ADDRESS		
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COMPLETE ONLY FOR OPM COURSES

ENTRY: Complete in accordance with agency instructions. Otherwise, enter the complete street address, city, state, zip code. OPM requests the Home Address because they send reading material to the participant's home prior to the training. They will not forward material to the office.

5	HOME TELEPHONE		
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COMPLETE ONLY FOR OPM COURSES

ENTRY: Complete in accordance with agency instructions. Otherwise, enter trainee's home telephone number, including area code.

6	POSITION LEVEL	(MANDATORY)	1
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ENTRY: Mark only one "X" for the applicable block,

- Non-supervisory
- Supervisory (RL and employees w/supervisory title)
- Manager (Lab or Institute Director)
- Executive (SES)

7	ORGANIZATION MAILING ADDRESS	(MANDATORY)	
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ENTRY: Bureau, Agency, Division-Branch Office.

ENTER THE COMPLETE TITLE OF OFFICE, STREET ADDRESS, CITY, STATE AND ZIP CODE.

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
8	OFFICE TELEPHONE	(MANDATORY)	10
	<u>ENTRY:</u> Enter the trainee's telephone number including the area code.		
9	CONTINUOUS CIVILIAN SERVICE:	YEARS & MONTHS	
	<u>ENTRY:</u> Enter years and months of civilian service. Complete <u>ONLY</u> in cases of long term training exceeding 120 days, (e.g., Full-Time Training of 120 days or more).		
10	NUMBER OF PRIOR NON-GOVERNMENT TRAINING DAYS		
	<u>ENTRY:</u> Enter number of prior Non-Government training days. Complete <u>ONLY</u> in cases of long term training exceeding 120 days, (e.g., Full-Time Training of 120 days or more).		
11a	POSITION TITLE/FUNCTION	(MANDATORY)	
	<u>ENTRY:</u> Enter trainee's title.		
11b	APPLICANT HANDICAPPED OR DISABLED		
	<u>ENTRY:</u> This block is optional. If the disabled application is in need of special arrangements, mark the block with an "X" and prepare a narrative, signed by the trainee and attach it to the Vendor Copy.		
12	PAY PLAN/SERIES/GRADE/STEP		13
	<u>ENTRY:</u> Enter trainee's pay plan, series, grade and step.		
13	TYPE OF APPOINTMENT		1 or 2
	COMPLETE ONLY FOR OPM COURSE		
	<u>ENTRY:</u> Enter the type of appointment (e.g., Career (C), Career Conditional (CC), Temporary (T), etc.)		

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
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14	EDUCATIONAL LEVEL		2
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ENTRY: Complete only for long-term training programs.

CODE DEFINITION

01	No formal education or some elementary school- did not complete
02	Elementary school completed - no high school
03	Some high school - did not graduate
04	High school graduate or certificate of equivalency
05	Terminal occupational program - did not complete
06	Terminal occupational program - certificate of completion. diploma or equivalent
07	Some college - less than one year.
08	One year of college
09	Two years of college
10	Associate degree
11	Three years college
12	Four years college
13	Bachelor's degree
14	Post-Bachelor's
15	First professional
16	Post-first professional
17	Master's degree
18	Post Master's

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
	CODE	DEFINITION	
	19	Sixth-year degree	
	20	Post-sixth degree	
	21	Doctorate degree	
	22	Post-doctorate	
15a	NAME & MAILING ADDRESS OF TRAINING VENDOR	(MANDATORY)	
	<u>ENTRY:</u>	Enter the vendor's name, complete street address, city, state, and zip code.	
15b	LOCATE OF TRAINING SITE	(MANDATORY)	
	<u>ENTRY:</u>	Enter the address for training site. If the training site is the same address as Block 15a, put an "X" in the box.	
16	COURSE TITLE & TRAINING OBJECTIVES		
	<u>ENTRY:</u>	Enter the course title along with a brief description of course objective.	
17	CATALOG/COURSE NO.		
	<u>ENTRY:</u>	Enter the appropriate catalog number or course number as stated on the training brochure, if any.	
18	TRAINING PERIOD		
18a	START	(MANDATORY)	6
18b	COMPLETE	(MANDATORY)	6
	<u>ENTRY:</u>	Enter two digits for the year, month, and day training is to start and be completed.	
	EXAMPLE:	YEAR MONTH DAY	88 04 19

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
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19a	NO. OF COURSE HOURS DURING DUTY	(MANDATORY)	4
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ENTRY: Enter total number of duty hours in which course is taken. This entry must always be expressed in four digits. If the number of hours is less than four digits, prefix with zeros, (i.e., 0040).

19b	NO. OF COURSE HOURS NON-DUTY	(MANDATORY)	4
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ENTRY: Enter total number of non-duty hours in which course is taken. This entry must always be expressed in four digits. If the number of hours is less than four digits, prefix with zeros, (i.e., 0040).

19c	NO. OF COURSE HOURS TOTAL	(MANDATORY)	4
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ENTRY: Enter total number of duty and non-duty hours in which course is taken. This entry must always be expressed in four digits. If the number of total hours is less than four digits, prefix with zeros, (i.e., 0040).

BLOCK 19 - NOTE: IF TRAINING IS OVER 80 HOURS FOR A SINGLE PROGRAM (DURING DUTY OR NON-DUTY) AND IS CONDUCTED BY A NON-FEDERAL GOVERNMENT VENDOR, AND OFFICIAL FUNDS WILL BE EXPENDED, EMPLOYEE AND SUPERVISOR MUST COMPLETE THE REVERSE SIDE OF COPIES 1, 5, AND 6 OF THE SF-182.

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
20a	TRAINING CODES/PURPOSE	(MANDATORY)	1
	<p><u>ENTRY:</u> Enter the appropriate one-digit code (1-9) listed below reflecting management's decision regarding the employee's need for training.</p> <ol style="list-style-type: none"> 1. <u>As a result of mission or program changes</u> - To provide the knowledge, skills, and abilities needed as a result of change in agency mission, policies, programs, or procedures: e.g., training provided social workers to acquaint them with new policies and procedures affecting the eligibility for, or benefits to be accorded, welfare recipients. 2. <u>As a result of new technology</u> - To provide the knowledge, skills, and abilities required to keep abreast of developments in the employee's occupational field, or in a related field: e.g., training provided an employee in the use, maintenance or repair of new and advanced electronic equipment; the application of new technology; or advances in the "state-of-the-art." 3. <u>As a result of new work assignments</u> - To provide the knowledge, skills, and abilities needed as a result of assignment to new duties and responsibilities, when such training is not a part of a planned career development program; e.g., technical training provided an accounting clerk who has been newly assigned accounting technician duties. 4. <u>To improve present performance</u> - To provide the knowledge, skills, and abilities needed to improve or maintain proficiency in present job: e.g., training provided typists to improve typing speed and accuracy, training in telephone techniques for clerks or secretaries. NOTE: Refresher training and attendance at professional conferences and meetings is to be coded here. 5. <u>To meet future staffing needs</u> - To provide the knowledge, skills and abilities needed to meet future staffing needs through a planned career development program in an occupational specialty, executive or managerial development program, a management internship, cooperative education program, training agreement, or programs to upgrade skills and abilities: e.g., stenographic training for typists, technical training for laboratory assistant. 		

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
6.	<u>To develop unavailable skills</u> - To acquire the knowledge, skills, and abilities needed for fields of work that are unique to the Federal Government; or to meet existing Government staffing needs in occupations for which the labor market cannot produce a sufficient number of trained candidates: e.g., Air Traffic Controller or Taxpayers Service Representative training.		
7.	<u>Trade or craft apprenticeship</u> - To provide the classroom or group portion of formal training in an apprenticeship program that, together with guided work experience, permit the employee to acquire the knowledge, skills, and abilities needed to meet the requirements for full performance.		
8.	<u>Orientation</u> - To provide orientation to the policies, purposes, missions and functions of the employing agency, or the Federal Government for new employees.		
9.	<u>Adult Basic Education</u> - To provide the basic knowledge, skills, and abilities needed to permit the employee to function in a work environment.		

20b TRAINING CODES/TYPES (MANDATORY) 1

ENTRY: Enter the appropriate one-digit code (1-9) listed below. This code should categorize the subject matter of the training given, not the position of the person trained.

1. Executive and Management - Education or training in the concepts, principles, and theories of such subject matters as public policy formulation and implementation, management principles and practices, quantitative approaches to management, or management planning, organizing and controlling.
2. Supervisory – Education or training in supervisory principles and techniques in such subjects as personnel policies and practices (including equal employment opportunity, merit promotions, and labor relations), human behavior and motivation, communication processes in supervision, work planning, scheduling, and review, and performance evaluation.
3. Legal, Medical, Scientific, or Engineering - Education or training in the concepts, principles, theories, or techniques of such disciplines as law, medicine, the physical, biological, natural, social, or behavioral sciences,

education, economics, mathematics, and statistics, architecture, engineering, or foreign affairs.

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
4.	<u>Administrative and Analysis</u> - Education or training in the concepts, principles, and theories of such fields as public or business administration; personnel; training; equal employment opportunity; logistics, finance; systems analysis; policy; program or management analysis; or planning.		
5.	<u>Specialty and Technical</u> - Training of a specialized or technical nature in the methods and techniques of such fields as investigation, security, police science, supply, procurement, transportation, air traffic control, computer programming, languages, or medical, legal, or scientific support work.		
6.	<u>Clerical</u> - Training in clerical skills such as typing, shorthand, key punch or computer operating, letter writing, filing or telephone techniques.		
7.	<u>Trade or Craft</u> - Training in the knowledge, skills and abilities needed in such fields as electrical equipment installing, maintenance or repair; tool and die making; welding, and carpentry.		
8.	<u>Orientation</u> - Training of a general nature to provide an understanding of the organization and missions of the Federal Government or the employing agency, or a broad overview and understanding of matters of public policy.		
9.	<u>Adult Basic Education</u> - Education or training to provide basic completeness in such subjects as remedial reading, grammar, arithmetic, lip-reading, or Braille.		

20c TRAINING (MANDATORY) 1

ENTRY: Enter the appropriate one-digit code (1-5) listed below indicating the government or non-government activity that provides the training.

- 1 Government - Agency
- 2 Government - Interagency
- 3 Non-government - Designed for agency
- 4 Non-government - Off shelf
- 5 State of local government

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
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20d	TRAINING CODE/ SPECIAL INTERESTS	(MANDATORY)	2
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ENTRY: Enter the appropriate two digit code (00-24) listed below.

- 00 None
- 01 Executive Development
- 02 Supervision
- 03 Supervisory/Manager Probationary Period
- 04 Upward Mobility (Department)
- 05 Upward Mobility (Agency)
- 06 SES Candidate Development Program
- 07 Management Development Program (Department).

AGENCY USE ONLY

(NOTE: This block should be used for the following instances.)

CONTINUED SERVICE
AGREEMENT (CSA) EXPIRATION DATE

ENTRY: Enter the date when the CSA expires in year/month/day sequence, (i.e., "CAS=YY/MM/DD")

TRAINING CREDIT DESIGNATION

ENTRY: If the training course is creditable towards graduate or undergraduate curriculum requirements, enter this data as "CREDIT DESIG = X". "X" should be one of the codes listed below.

- 1 = Undergraduate Credit
- 2 = Graduate Credit
- 3 = Continuing Education Unit (CEU).

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
	EXTERNALLY PURCHASED PRODUCT/SERVICE		
	<u>ENTRY:</u> If an agency had additional expenses associated with externally purchased products and/or services relating to training enter the data as "EXPUR = Y" (Yes)		
	OPM COURSE		
	<u>ENTRY:</u> If the training course is sponsored by the Office of Personnel Management (OPM) enter "OPM = Y" (Yes).		
21	DIRECT COSTS & APPROPRIATION CHARGEABLE	(MANDATORY)	7
	<u>ENTER:</u> <u>OCC2523</u>		
21a	TUITION	(MANDATORY)	6 or 7
	<u>ENTRY:</u> Enter the estimated cost for tuition in dollar and cent amount (i.e., 0180.00).		
	NOTE: IF ANY COST WILL BE PAID BY CREDIT CARD/CHECK, ENTER THE WORDS "CREDIT CARD/CHECK" DIRECTLY ACROSS FROM THE ITEM UNDER THE APPROPRIATION/FUND COLUMN.		
21b	BOOKS OR MATERIALS	(MANDATORY)	6 or 7
	<u>ENTRY:</u> Enter the estimated cost of books or materials in dollar and cent amount (i.e., 0025.50)		
	NOTE: IF ANY COST WILL BE PAID BY CREDIT CARD/CHECK, ENTER THE WORDS "CREDIT CARD/CHECK" DIRECTLY ACROSS FROM THE ITEM UNDER THE APPROPRIATION/FUND COLUMN.		
21c	OTHER (Specify)	(MANDATORY)	6 or 7
	<u>ENTRY:</u> Enter the estimated dollar and cent amount, paid by the Federal Government that are other than tuition, bookstore materials connected with an instance of training (i.e., 0055.50). Actually specify the externally purchased products and services for an individual (i.e., fees for laboratory , library , typing and . photocopying).		

<u>BLOCK NUMBER</u>	<u>TITLE</u>	<u>TYPE OF DATA</u>	<u>NUMBER OF CHARACTERS</u>
21d	TOTAL	(MANDATORY)	6 or 7
	<u>ENTRY:</u>	Enter a four-digit number for the total cost for tuition, books or materials, and other expenses in actual dollar and cent amount (i.e., 0180.00).	
	NOTE: DO NOT INCLUDE IN THE TOTAL ANY ITEMS (A, B, OR C) THAT WILL BE PAID FROM AN IMPREST FUND.		
21	APPROPRIATION/FUND	(MANDATORY)	10 or 13
	(RIGHT HAND COLUMN)		
	<u>ENTRY:</u>	Enter ten (10) digit accounting code from which training costs will be paid and sub-account, if applicable.	
22	INDIRECT COSTS & APPROPRIATION CHARGEABLE		
22a	TRAVEL		
	<u>ENTRY:</u>	Enter the estimated cost of travel in dollar and cent amount (i.e., 0300.25).	
22b	PER DIEM ...		
	<u>ENTRY:</u>	Enter the estimated per diem expense in dollar and cent amount (i.e., 0450.00).	
22c	OTHER (Specify)		
	<u>ENTRY:</u>	Enter any other estimated indirect cost in dollar and cent amount, and <u>specify</u> what it covers (i.e., 0065.80).	

REE SMART CENTER

The Research, Education, and Economics (REE) **S**elf-**M**otivated and **A**dministered **R**eading and **T**raining (SMART) Center is a lending resource library available to all REE employees. It offers a wide variety of self-development materials for loan to include audio and video cassettes, books, CD-ROMs, and computer/video based training.

The SMART Center provides employees with:

- ◆ An informal and easily accessible source that can be used for a variety of self-development learning activities.
- ◆ The convenience of an on-site learning environment with materials in various formats to use as the training need arises.
- ◆ Training alternatives when preparing and implementing Individual Development Plans (IDPs).

Resources cover:

- 
- Acquisition/Contracting/Procurement
 - Coaching
 - Communication
 - Customer Service
 - Diversity
 - EEO
 - Ethics
 - Human Resources
 - Information Technology
 - Leadership
 - Management
 - Meetings
 - Mentoring
 - Presentation Skills
 - Safety/Environment
 - Self-Development
 - Sign Language
 - Supervision
 - Teambuilding

How to borrow items from the SMART Center: Employees can submit a request by one of the following methods: call 301-504-1428; FAX 301-504-4422; or e-mail the smartcen@ars.usda.gov or akopman@ars.usda.gov. All requests will be processed within five working days.

If the requested material is out on loan, the employee will be notified and placed on a waiting list for the resource.

The **REE SMART Center Catalog** lists the resources available for loan. Each item has a reference number, a brief description of the resource, and the media format. The catalog may be viewed on web site: <http://www.afm.ars.usda.gov/smartcenter>

Checkout period for material: The lending period for SMART Center resources is 21 calendar days. Items may be renewed if a waiting list does not exist. Please call 301-504-1428 to request an extension.

How to return materials: All materials are to be returned in their original packaging via Federal Express (field locations) or internal, high-priority mail (D.C. metro area) to the following address:

USDA, ARS, AFM, HRD, EDS
SMART Center
5601 Sunnyside Avenue, Room 4-1171
Beltsville, MD 20705-5107

Employees are responsible for the safe and timely return of all borrowed materials. Audiocassettes, videocassettes, and disks must be returned in boxes or padded bags for protection. If a damaged item is received, please report it immediately to the SMART Center.

Lost or damaged material caused by the requestor: The requestor will be responsible for replacing or paying for the replacement of SMART Center resources.

Duplication of items: Most materials are copyrighted so infringement laws must be followed.

SMART Center information

Hours of operation: Monday through Friday 8:15 AM - 3:30 PM

Location: George Washington Carver Center (GWCC)
5601 Sunnyside Ave, Room 4-1171
Beltsville, MD 20705-5107

Phone/FAX: (301) 504-1428/504-4422

For additional information about training and development, visit our HRD web site:
<http://www.afm.ars.usda.gov/hrd/empdev/>



United States Department of Agriculture

Research, Education and Economics
Agricultural Research Service

July 18, 2006

SUBJECT: Cooperative Resolution Program

TO: All ARS Employees

FROM: Edward B. Knipling /s/
Administrator

The Department of Agriculture (USDA) is committed to empowering employees and management to prevent and resolve issues of controversy more creatively and expeditiously through the use of Alternative Dispute Resolution (ADR). I support the Department's Policy on ADR in USDA (Departmental Regulation April 5, 2006, Subject: ADR). The Cooperative Resolution Program (CRP) is the REE mission area ADR program for non-EEO workplace disputes. The CRP offers an opportunity to improve communication and create a healthy work environment. The program is voluntary and confidential.

Conflict consultations, mediation services, and conflict management training are available through the CRP. Inattention to conflict management detracts from our ability to accomplish our mission. I am committed to ARS employees' and managers' use of the CRP and commend employees who have taken the opportunity to use the program. Through the use of this program, we will continue to develop renewed positive working relationships and enable the mission of the Agency to be accomplished.

The CRP does not interfere with an employee's right to pursue matters under existing systems, such as the Grievance Procedures or Equal Employment Opportunity Complaint Process.

I encourage you to contact the CRP for assistance with workplace disputes. If you would like more information about the program, please contact the CRP on 301-504-1460 or visit the web site at www.afm.ars.usda.gov/programs/coopres .<http://www.afm.ars.usda.gov/program/coopres> <http://www.ars.usda.gov/afm2/coopres>. You may also review the Department's ADR Policy on the web site.



Office of the Administrator
1400 Independence Avenue, SW
Washington, DC 20250

An Equal Opportunity Employer