

## **EMPLOYEE CHECKLIST PREPARING CAREER/TRAINING PLAN WORKSHEET**

### **Identification of Personal Goals**

**Goal:** A goal is something pertinent to your work and career aspirations, such as mastering a skill in your current job or attaining a higher position. The goal should imply some work and challenge, but it should not be so high that it cannot be reasonably obtained. Short-term goals are planned to be accomplished within 2-5 years, and long-range goals are planned to be accomplished within 5-10 years.

1. Identify the assignments or job duties you have asked to complete this year.
2. Define your short-term (2-5 year) career goals.
3. List future activities that you would like to accomplish and participate in.
4. List possible career paths open to you.
5. Define your long-range (5-10 years) goals.
6. **Ask yourself:**
  - Are my goals realistic? How do they relate to the agency mission?
  - How strong is my desire to achieve these goals? What things do I need to do to meet agency goals through my goals?
  - Are my goals compatible with my strengths and weaknesses? How can I utilize my strengths and weaknesses to achieve agency goals?
  - Are my goals compatible with the parts of my job that I like and dislike?
7. On the Training Plan/Career Plan Worksheet (Appendix A) list your Current, Short-Term Career Goal/Next Logical Position and Long-Range Career Goals.

### **Pework for PAW – Identification of Objectives:**

1. Read your job description.
2. Read your most recent job performance appraisal.
3. Read the agency mission and function statement.
4. List specific job activities that you enjoyed last year.
5. List specific job activities that you did not enjoy last year.
6. Identify elements of your job where you excel.
7. List those elements of your job where you believe performance could be improved.
8. List those activities within your office that interest you.
9. On the Training Plan/Career Plan Worksheet (Appendix A) list the KSAs of your Current, Short-Term Career Goal/Next Logical Position and Long-Range Career Goals (see Appendix B for assistance).

### **PAW – Identification of Development Activities**

1. List the ten most common tasks that you perform. (Tasks are single activities that cannot be meaningfully broken down into smaller elements.)
2. Identify the knowledge, skills and abilities that are needed to perform each task.
3. Identify and prioritize the knowledge, skills and abilities you do not have or those you need to strengthen.
4. Identify short-term development activities that will help you acquire the needed skills, knowledge and abilities.
5. List the knowledge, skills and abilities needed to improve your performance.
6. On the Training Plan/Career Plan Worksheet list the Training and Experience needed to accomplish your needed training and experience.
7. In the Training Plan/Career Plan Worksheet “When” column, list the date you expect to accomplish the needed training and gain the needed job experience.
8. In the Training Plan/Career Plan Worksheet “Date Completed” column, list the actual date the skills, knowledge or abilities were obtained.

**Question:** What is the Training Plan/Career Worksheet?  
**Answer:** It is a tool to help you plan your career and get the most out of it.

**Question:** What can the Training Plan/Career Worksheet do for me?  
**Answer:** Using this tool, you have an opportunity to think ahead and plan what you want your NRCS career to be. It allows you to consider your present situation, knowledge, skills and abilities and look at where you want to go in this organization. It helps you develop a roadmap of where your future can take you, what you need to learn and what skills you must master in order to best achieve your goals.

**Question:** Is this Training Plan/Career Worksheet cast in stone?  
**Answer:** No. Just as people and organizations change you may want to change your career path and goals. Use this guide as a self help too.

**Question:** Why is this tool tied to my Performance Plan, Progress Review and Appraisal Worksheet (PAW)?  
**Answer:** Job knowledge, skills and abilities are necessary for good employee performance. A PAW can be thought of as a contract between the employee and their supervisor that clearly specifies a quantifiable measure of job success. In order to improve job effectiveness and efficiency tying the Training Plan/Career Worksheet to the PAW is an opportunity for you and your supervisor to discuss current and future training and skill improvements that will enhance job performance and selection chances for future positions.

**Question:** Why must my supervisor be involved?  
**Answer:** Good communication between employees is crucial to developing strong working relationships, nurturing esprit de corps and improving office efficiency. Your supervisor can offer career enhancing suggestions such as suggesting available training and potential details. This tool facilitates good career planning communication and the necessary experiences and training needed to achieve your career goals.

### Career Plan/ Training Plan Worksheet

Position	Knowledge, Skills and Abilities Needed	Training, Experiences Needed	When?	Date Completed	COMMENTS
<b>Current:</b>					
<b>Short-Term Career Goal/Next Logical Position:</b>					
<b>Long-Range Career Goal:</b>					

Signed: \_\_\_\_\_

Employee

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Supervisor

Date: \_\_\_\_\_

## Appendix "B"

Knowledge, Skills and Abilities: District Conservationist, GS-457-11/12

1. **KNOWLEDGE OF THE NATURAL RESOURCES CONSERVATION PLANNING PROCESS AND RELATED NATURAL RESOURCE CONSERVATION PROGRAMS** in order to develop program activities in cooperation with partner agencies; resolve complex natural resources issues; provide technical advice to subordinate staff; direct the preparation of resource conservation plans at field and area-wide scales and develop long-term contracts with landowners.
2. **SKILL IN APPLYING MANAGEMENT AND SUPERVISORY TECHNIQUES** in order to direct field office operations; including program administration, development and implementation of a business plan, supervision and training of subordinate staff, EEO/CR program, etc.
3. **ABILITY TO WORK WITH DISTRICT COMMISSIONERS, ENTITIES OF GOVERNMENT, LANDOWNERS, CONTRACTORS AND COMMUNITY LEADERS** in order to secure their cooperation and promote natural resource conservation programs; motivate, leverage NRCS resources, lead and facilitate strong partnerships to address local natural resource concerns.
4. **ABILITY TO COMMUNICATE EFFECTIVELY WITH OTHERS** in order to carry out an effective information program, exchange technical information, explain policies and procedures to a wide variety of customers and audiences and develop interpersonal relationships with others that promote natural resources conservation efforts.
5. **ABILITY TO ORGANIZE WORKLOAD, SET PRIORITIES AND ANALYZE ACCOMPLISHMENTS** in order to plan and implement conservation activities that meet Agency and Field Office strategic goals and strategies, program deadlines and performance goals.

Knowledge, Skills and Abilities: Soil Conservation Technician, GS-458-5

1. **KNOWLEDGE OF SOIL AND WATER CONSERVATION PRACTICES** in order to assist land users with planning, application, and follow-up of resource conservation measures.
2. **ABILITY TO OPERATE ENGINEERING EQUIPMENT AND DESIGN COMPUTER APPLICATIONS** in order to survey, design, draft and perform construction layout and inspection on a variety of conservation practices.
3. **KNOWLEDGE OF CURRENT CONSERVATION PROGRAMS, PROCEDURES AND PRINCIPLES** in order to provide technical advice and effectively deliver resource management systems on the land with an emphasis on farm bill programs.
4. **ABILITY TO WORK WITH OTHERS** in order to effectively work with field office personnel, land owners, contractors, sponsors and other units of government in carrying out conservation operations and training activities.

Knowledge, Skills and Abilities: Soil Conservationist, GS-457-9

1. **KNOWLEDGE OF FEDERAL CONSERVATION PROGRAMS AND POLICIES** in order to assist in providing technical assistance and guidance to the public and the District for cost-share, for the construction of conservation practices and for compliance with federal programs and policies.
2. **ABILITY TO COMMUNICATE EFFECTIVELY WITH OTHERS (ORALLY, LIP READING, SIGN LANGUAGE, TTY, ETC.)** in order to carry out an effective information program and exchange technical information, explain policies and procedures, and develop interpersonal relationships with others.
3. **ABILITY TO PLAN, APPLY, AND MAINTAIN RESOURCE MANAGEMENT SYSTEMS** in order to develop conservation plans for landowners and other land users including the updating of those plans with emphasis on FSA/FACTA Plans.
4. **ABILITY TO ASSIST IN THE OPERATIONS OF THE FIELD OFFICE** in order to aid the development of the Workload Analysis, Plan of Operations, and the completion of special studies associated with management.