



Effective Training Location Leaders

Workbook and References

National **Employee Development** *Center*

Student Workbook and References

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Qualifications of an Effective Training Location Leader

- Strong desire to be a trainer
- Positive attitude about NRCS and its programs
- Strong technical competence
- Sound working relationship with NRCS partners
- Working knowledge of human resources procedures
- Working knowledge of travel regulations and procurement procedures
- Effective interpersonal/communication skills
- Experienced manager
- Experienced supervisor
- Knowledgeable of the roles and responsibilities of a trainer
- Exhibits an exemplary code of conduct
- Working knowledge of the instructional design process

The Trainer as a Role Model

Trainers often times underestimate the potential impact they may have on those they train. Many times you are in a position to serve as a behavioral model for trainees and as a change agent.

Trainees watch the way trainers conduct themselves. They keenly observe your mannerisms, speech, training style and personal habits.

All trainers share a unique opportunity to act as a "change agent," a concept very important in training. Successful training location leaders share certain key attributes that make them successful as a role model and change agent.

These attributes are:

- **Knowledge of Oneself** - Successful trainers understand what motivates them to be trainers and understand their responsibilities to the organization and to trainees. They understand their strengths and weaknesses as trainers and have a strong sense of purpose.
- **Knowledge of the Learner** - This means that we as trainers we put adult learning theory into practice and are able to use motivational techniques. This attribute also means that as a training location leader you conduct ongoing analyses to ensure that learners receive instruction tailored to their needs.
- **Knowledge of the Subject** - One step ahead of the trainee is not what this means. It means that you keep abreast of current data and future trends in whatever you are teaching.
- **Knowledge of Appropriate Instructional Techniques** - Successful trainers must be familiar with the best methods for preparing and presenting subject matter content.
- **Ethical Responsibilities** - You are responsible for dealing justly and impartially with trainees, regardless of their physical, mental, racial or religious characteristics. You are to display integrity and loyalty to the NRCS and give wholehearted support for its efforts.

The behavior model you present lives on long after the trainee has been promoted to another job.

Roles and Responsibilities of an Effective Training Location Leader

The following roles and responsibilities of a trainer if followed make district conservationists into effective training location leaders.

- ❑ **You are a professional** - Professional trainers support and conform to high ethical standards and those standards that govern training and development in the organization. They are considered both technically and instructionally sound.
- ❑ **You are a leader** - Leading as a trainer means that you guide, direct and point the way for learners to use their unique drives and potentials to achieve both their personal goals and any instructional goals. Instructing and learning are best achieved as a collaborative effort.
- ❑ **You are well prepared to instruct** - Making errors in the teaching environment, whether through inaccuracies or poor presentation or in our demeanor, can adversely affect the attitude and behavior of the learner back on the job. Being well prepared includes:
 - having a sound knowledge of the material or skill to be taught,
 - being able to incorporate applicable adult learning theory,
 - being skilled in using a variety of instructional methods,
 - maintaining a setting conducive to learning, and
 - being ready to cope with learner needs.
- ❑ **You establish mutual trust** - The NRCS entrusts you with the responsibility for determining whether or not learners have met expectations. A second trust, an educational trust given by the learners, is that you will prepare them to perform. You must preserve a teaching/learning relationship with the learners and, at the same time, maintain organizational standards.
- ❑ **You establish credibility** - Credibility is a faith which one person (the learner) develops in another (the trainer) when it is demonstrated that there is total consistency between the trainer's ideals and actual practices. Credibility is difficult to earn and easy to lose. Any lack of professionalism can severely damage credibility. You must establish high professional standards for yourself and demand the same high standards of professionalism from the learner.

A subject matter expert becomes an effective training location leader only by upholding the roles and responsibilities cited above. The NRCS shares both the positive and negative reputation of its trainers.

Pre Arrival Checklist

Detailed below is a checklist of items that will help ensure that trainees arrive with their basic living needs taken care of and are ready to go to work

- ❑ Secure the following from human resources:
 - Trainee's Employee Development Plan
 - Previous Performance Work Plan
 - Special needs items for trainee
 - Any forms trainee needs to complete
- ❑ Contact previous supervisor to review employee development plan and discuss future training.
- ❑ Contact trainee to determine what is needed in the way of housing, transportation, living expenses or other special considerations.
- ❑ Send trainee a welcome letter with information on living in the field office area.
- ❑ Send trainee field office information such as resource conditions and challenges, applicable conservation programs, SWCD annual report, typical conservation systems applied and other information that might prepare the new employee for the job.
- ❑ Inform field office staff of the arrival date of trainee and other pertinent information.
- ❑ Plan trainee's first day.
- ❑ Add any items you think significant

First Day on the Job Checklist

Detailed below is a checklist of actions to take on the first day a new trainee arrives. Some will require planning and action on your part prior to the arrival of the employee. Be sure to coordinate your actions with your supervisor and your servicing human resources office.

- ❑ Conduct a get-acquainted interview to answer questions about the area, to learn something about the trainee and to put her/him at ease.
- ❑ Determine if trainee has adequate living arrangements.
- ❑ Introduce trainee to members of the staff and our partnerships.
- ❑ Acquaint employee with work location in office.
- ❑ Review position description with employee.
- ❑ Complete employee's Performance Work Plan.
- ❑ Ensure that all administrative forms are completed such as health insurance declaration forms, payroll deduction forms and others that your administrative office has provided.
- ❑ Complete Employee Development Plan with employee and explain the training the trainee will receive.
- ❑ Establish Time and Attendance Report, identify timekeeper, and discuss timekeeping requirements.
- ❑ Acquaint trainee with office procedures, location of supplies and equipment and vehicle fleet.
- ❑ Introduce trainee to SWCD officials if appropriate.
- ❑ Introduce trainee to major resource conservation concerns and programs of field office or other geographical area.
- ❑ Assist employee in developing a work schedule for the upcoming week(s).

Make every effort to complete these actions on the arrival day of the new trainee. The sooner these actions are taken, the better able the trainee is to start the job of learning.

Add any items below that you think significant.

Completing an Employee Development Plan

One of the most important requirements of a Training Location Leader is to ensure that Employee Development Plans (EDP) are prepared. An EDP is a tool to help pull everything together. An EDP should be tailored to the special needs of each trainee, so that she/he can improve performance and focus on career and personal development.

An EDP is a written plan designed in conjunction with the employee and the supervisor. The primary purpose of an EDP is to assist the employee in managing her/his development. The EDP also serves as documentation of training received.

Listed below are some steps to take before the actual EDP is completed. Completing these steps in the general order in which they are presented will help improve the quality of the EDP.

1. Review the EDP of the trainee from the previous location to determine progress and items needing emphasis.
2. Review the proficiency model for the trainee's classification series and grade level.
3. Review EDP from previous location and proficiency model information with trainee to determine specific training needs.
4. Ask trainee to prioritize training needs.
5. Decide on training needs and complete EDP.

Designing & Delivering On-the-Job Training

Design Steps

The quality of any training effort is based largely on whether it is thought through and planned before any action is taken. A simple five-step process, representing the basic instructional design principles, can help ensure success. Training Location Leaders are expected to have a basic knowledge of these steps and apply them to the training activities they conduct.

This does not mean that each time you conduct OJT with an employee some formal design process has to take place. What is intended is that you plan what you intend to do by thinking through the steps. With a little practice these steps become automatic and seamless, sort of like riding a bicycle. But until you do it a few times the process may seem awkward.

Step 1 - Once a legitimate training need has been established, the next major step is to design what goes into the training itself. Think about the learner in terms of how he/she learns best, what knowledge the employee brings to the event and how the trainee has performed so far. Think about the time you have. Don't try to cram too much into one session. The essence of this step is to establish performance objectives, which are expressions of the desired results of the training event. If not written down, at least have in your mind what you expect to happen. A simple example is, "The trainee will be able to set up a laser level." Also think through how you will evaluate or test the trainee to determine progress in learning.

Step 2 - Once the learning objectives are established, the development of the training can be accomplished. This step establishes the training strategies. A wide variety of options are available, and range from simply discussing an issue with a trainee, to hands-on doing, to field trips. Factor in what you have learned about adult learning and motivation to ensure the methods you choose are sound. Successful adult training is problem centered and experience centered. Active trainee participation, a supportive learning environment and feedback on learning progress are musts for quality adult training.

Step 3 - Make sure all the necessary equipment and materials you need to do quality training are in place before instruction begins. Being well organized will leave a lasting, positive impression on the trainee. If you are going to the field to do some hands-on training, make sure the site supports what you want to teach.

Step 4 - Success in delivery of training is based on the combined factors of subject matter knowledge and communication skills. Neither subject matter knowledge nor communication skills alone produce quality Training Location Leaders. Make sure you know your subject and hone your communication skills.

Step 5 - Be sure to evaluate the progress of anyone you are training. Do this often and provide feedback to the trainee frequently. Also evaluate your own performance as a trainer. Ask for feedback from the trainee.

Critical Elements of Learning

There are four critical elements of learning. These are:

- **motivation,**
- **reinforcement,**
- **retention, and**
- **transfer.**

Motivation - A learner must be motivated to learn before any learning takes place. Even the most accomplished trainer delivering the best material available will not get through to learners who remain indifferent or reluctant. Use of adult learning theory is the best way to motivate trainees to learn.

Reinforcement - Trainees must receive some encouragement or reward if learning is to continue. This reward need not be tangible. But learners need to experience a sense of progress or success. Nothing motivates further learning than the realization that one is learning something - nothing succeeds like success. As a trainer, design your activities to ensure learner success in the early stages of the training.

For reinforcement to be effective there must be feedback to convey and determine the results of the training. Feedback should occur both from you, the trainer, to the learner and from the learner to you. In this way all involved are given an opportunity to confirm progress, discuss concerns, and have input into the process.

Both positive and negative feedback will occur. Any negative feedback must be tactfully handled. And beware! Negative feedback should never be directed at an individual in front of peers.

Retention - To benefit from training, learners must retain learned information or skills. Your job as a trainer is not finished until you have assisted trainees to retain the information or skills taught. Retention is directly affected by the amount of practice carried out by a trainee. Practice should be emphasized early and frequently in the training to obtain the desired performance. After the desired performance is demonstrated, practice should be assigned on a periodic basis to maintain a high level of retention.

Transfer - As a Training Location Leader your job is not complete until you see that the training you and others provide is transferred to the job. Many barriers exist that can stop or hinder the transfer of training.

Motivating Trainees

Trainers can create a climate for learning by using techniques to gain and hold the interest of trainees and provide encouragement.

To do this it is necessary to be aware of several basic factors that serve as a source of motivation for trainees. The most important of these factors are:

- ❑ **Social relationships:** Adults seek out learning environments to meet a need for personal associations and friendships.
- ❑ **External expectations:** Adults learn in order to comply with formal authority.
- ❑ **Social welfare:** Adults seek learning to improve their ability to serve others.
- ❑ **Professional advancement:** Adults learn to advance in their careers.
- ❑ **Cognitive interest:** Adults learn for the sake of learning.

Put this knowledge into practice by utilizing the following mechanisms:

- ❑ Establish a friendly, open atmosphere that lets a trainee know you want to help them,
- ❑ Promote social interaction through training activities that involve other staff.
- ❑ Show trainees where the training will be applied in their work.
- ❑ Set an appropriate level of expectation. If stress is too high, it becomes a barrier to learning.
- ❑ Set an appropriate level of difficulty. Plan instruction to ensure learner success.
- ❑ Provide specific, frequent feedback to learners on their progress.
- ❑ Show learners what specific benefits will be realized from successfully completing the training.

These mechanisms are simple and easy to put into practice, but require some thought and planning as part of your preparation for training. They will not simply emerge.

Applying Adult Learning Theory

1. Adults have a need to know why they should learn something.

Adults spend a considerable amount of time and energy exploring what the benefits of them learning something and the costs of them not learning something before they are willing to invest time in learning it. It is seldom convincing for them to be told by someone (even the boss) that it would be good for them.

Training should be based on the valid needs of the trainee. The benefits of learning should be clearly shown. Activities should be based around real work experiences.

2. Adults have a deep need to be self-directing.

The psychological definition of "adult" is one who has achieved a self-concept of being in charge of his or her own life, of being responsible for making his or her own decisions and living with the consequences. Adults develop a deep need to be seen by others as being capable of taking responsibility for themselves. Too often as trainers we design training situations that place adults back in their childhood where they are told what where and when and how to learn. Self-directed is not the same as self-paced. Self-paced means that the learner is only in charge of when to experience what the trainer has produced. Self-directed learning puts the learner in charge of much more.

Incorporate as much "search and discovery" into the training as possible. Design training with as many options for learning as possible. For instance learning about the SWCD program in the field office could include a wide range of activities from reading the annual report, to attending a SWCD board meeting, to participating in special events sponsored by the SWCD.

3. Adults have a greater volume and different quality of experience than youth.

Adults bring into the learning situation a background of life experiences. Adults have a broader base of experience on which to attach new ideas and skills and give them richer meaning. The more explicit these relationships (between the old and the new) are made - through discussion and reflection - the deeper and more permanent the learning will be. Experience is to adults, the chief source of self-identity. If adults' experience is not made use of in a training experience the adults see it as a rejection of themselves.

Design training activities that reflect the actual work the learners perform. Provide activities that permit learners to compare the theoretical aspects of the training with their experiences.

4. Adults become ready to learn when they experience in their life situations a need to know or be able to do in order to perform more effectively and satisfyingly.

Some of the greatest goofs of training have occurred as a result of forcing people into training activities before they perceived a need for them. Adults again must see a need for training before learning will take place.

Provide training, as close to the time it is needed as possible. Don't give the trainee the job of simply "reading" the Field Office Technical Guide to keep them busy. Don't do an information dump on trainees, calling it training, and tell learners they need to know the information for future use. See 5 below.

5. Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning.

Youth (conditioned by schools) have a subject-centered orientation to learning where they focus on learning content to pass a test. Adults by virtue of life and work experiences develop a task-centered or problem-centered orientation to learning. If training is developed around problem solving, then adults will learn content with the intention of *using* it.

Design training so that trainees are solving problems or are performing tasks as close to those encountered back on the job as possible. When large amounts of information support the problem solving activities, present this information as reference material. Teach learners how to use the information to successfully complete the problem solving activities. Again, don't do an information dump. Focus activities on "doing" something with information rather than simply "knowing" the information.

6. Adults are motivated to learn by both extrinsic and intrinsic motivators.

Adult learners respond to extrinsic motivators - promotion, bonuses, etc. - up to the point that they are reasonably well satisfied. But the more potent and persistent motivators are such intrinsic motivators as the need for self-esteem, broadened responsibilities, power, and achievement. And back to point one. Adults may not be motivated to learn what we tell them to learn unless they perceive a need to learn.

Learning activities should clearly demonstrate to the trainee where he or she would benefit in their jobs. Quality training is built around the concept of nourishing those intrinsic motivators. Learning feeds on itself and suggests to the trainee to become even more proficient in the job.

Barriers to the Transfer of Training

Barriers

Lack of reinforcement on the job

Interference from immediate work environment

No supportive organizational culture

Trainee's perception of impractical training program

Trainee's perception of irrelevant training content

Trainee's discomfort with change and associated effort

Separation from inspiration or support of the trainer

Trainees' perception of poorly designed/delivered training

Pressure from peers to resist change

Actions to Overcome Barriers

Provide continual feedback to the trainee. Ask others to do likewise

Make sure that work assignments don't interfere with the trainee being able to put into practice what has been taught

Understand the culture of the NRCS and other cooperating organizations and learn to recognize when there is a non-supportive environment. Talk to the trainee about the issues.

Make sure training is practical. Talk to trainee about any perceived feelings.

Make sure training is practical. Talk to trainee about any perceived feelings.

Look for signs of stress in the trainee and talk about change and performance expectations.

Provide support and encouragement to the trainee

Make sure that the training you and others provide is properly designed and delivered. Talk to the trainee about any perceived feelings.

Watch for any signs of peer pressure to that produces negative actions on the part of the trainee. Involve entire field office staff in training activities.

Analyzing Performance Problems Is Training Really Needed?

Solutions to performance problems are not always apparent. Selecting the best solution requires careful analysis. The model that follows can be used to guide you in selecting the appropriate intervention. While focused on determining if training is an appropriate option, the model is also useful as a generic guide to option selection.

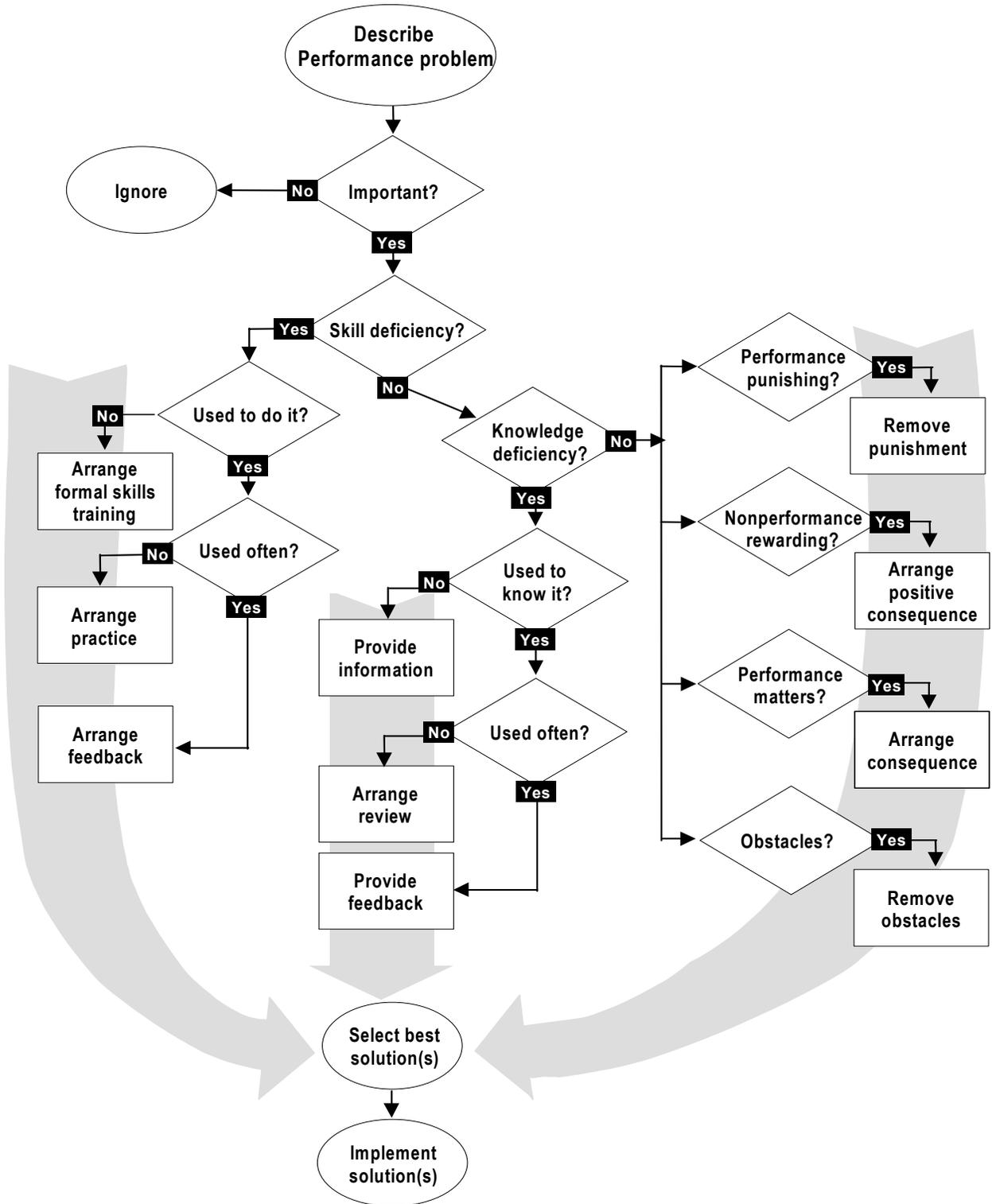
Solutions to performance problems do not present themselves as either/or situations, as depicted in the following flow diagram. The flow diagram is presented as either/or only to help increase the probability that all options are considered. Solutions are not always either improvement in skills, acquisition of knowledge or some change in policy. Many times a combination of these solutions is necessary.

Immediately following the flow diagram is a series of questions that can help guide you through each decision point. For example, to help determine if a training need actually exists, the following questions should be answered:

- ◆ Why do I think there is a training need?
- ◆ What is the difference between what is being done and what is supposed to be done?
- ◆ What is the event that causes me to say that things aren't right?
- ◆ Why am I dissatisfied?

The answers to many of the questions may appear self-evident, however, careful analysis of the answers may prove otherwise. Answering the questions will help guide you to a successful solution.

Analyzing Performance Problems



ANALYZING PERFORMANCE PROBLEMS QUICK-REFERENCE CHECKLIST

KEY QUESTIONS TO ANSWER	PROBE QUESTIONS
<p>I. They're not doing what they should be doing. <i>I think I've got a training need.</i></p> <p>What is the training need?</p>	<ul style="list-style-type: none"> • Why do I think there is a training need? • What is the difference between what is being done and what is supposed to be done? • What is the event that causes me to say that things aren't right? • Why am I dissatisfied?
<p>Is it important?</p>	<ul style="list-style-type: none"> • Why is the discrepancy important? (What is its cost?) • What would happen if I left the discrepancy alone? • Could doing something to resolve the discrepancy have any worthwhile result?
<p>Is it a skill deficiency?</p>	<ul style="list-style-type: none"> • Could employees do it if really required to do it? • Could employees do it if their lives depended on it? • Are employees' present skills adequate for the desired performance?
<p>Is it a knowledge deficiency?</p>	<ul style="list-style-type: none"> • Is this information already available in field offices? • Is this information readily accessible by field offices from sources outside NRCS? • Is this information already embedded in NRCS training?

KEY QUESTIONS TO ANSWER	PROBE QUESTIONS
Is it a managerial deficiency?	<ul style="list-style-type: none"> • Are there motivation problems? • Are there organizational culture issues preventing desired performance? • Are there equipment problems? • Are there policy problems?
<p>IIA. Yes. It is a skill deficiency. <i>They couldn't do it if their lives depended on it.</i></p>	<ul style="list-style-type: none"> • Did employees once know how to perform as desired? • Have employees forgotten how to do what I want done?
Could they do it in the past?	
Is the skill used often?	<ul style="list-style-type: none"> • How often is the skill or performance used? • Is there regular feedback on performance? • Exactly how do employees find out how well they are doing?
Is there a simpler solution?	<ul style="list-style-type: none"> • Can I change the job by providing some kind of job aid? • Can I store the needed information some way (in written instructions, checklists) other than in someone's head? • Can I show rather than train? • Would informal (such as on-the-job) training be sufficient?
<p>IIB. Yes. It is a knowledge deficiency. <i>They don't know what they don't know.</i></p>	<ul style="list-style-type: none"> • Did employees once use this knowledge: <ul style="list-style-type: none"> - How often is the knowledge used? - Has the knowledge just been misplaced? - Has there been institutional forgetting?
Did they know it in the past?	

KEY QUESTIONS TO ANSWER	PROBE QUESTIONS
Did they know it in the past?	<ul style="list-style-type: none"> • Can I change the job by providing some kind of job aid? • Can I store the needed information some way (in written instructions, checklists) other than in employees' heads • Has the knowledge just been misplaced?
<p>III. It is not a skill or knowledge deficiency. <i>They could do it if they wanted to.</i></p>	
Is desired performance punishing?	<ul style="list-style-type: none"> • What is the consequence of performing as desired? • Is it punishing to perform as expected? • Do employees perceive desired performance as being geared to penalties? • Would the employees' world become a little dimmer if the desired performance were attained?
Is nonperformance rewarding?	<ul style="list-style-type: none"> • What is the result of doing it the present way instead of my way? • What do employees get out of the present performance in the way of reward, prestige, status, jollies? • Do employees get more attention for misbehaving than for behaving? • What event in the world supports (rewards) the present way of doing things? (Am I inadvertently rewarding irrelevant behavior while overlooking the crucial behaviors?) • Are employees "mentally inadequate," doing less so that there is less to worry about? • Are employees physically inadequate; doing less because it is less tiring?

KEY QUESTIONS TO ANSWER	PROBE QUESTION
Does performing really matter to them?	<ul style="list-style-type: none"> • Does performing as desired matter to the performer? • Is there a favorable outcome for performing? • Is there an undesirable outcome for not performing? • Is there a source of satisfaction for performing? • Can employees take pride in this performance as individuals or as members of a group? • Is there satisfaction of personal needs from the job?
Are there obstacles to performing?	<ul style="list-style-type: none"> • What prevents employees from performing? • Do employees know what is expected? • Do employees know when to do what is expected? • Are there conflicting demands on employees' time? • Do employees lack <ul style="list-style-type: none"> the authority? the time? the tools? • Are there restrictive policies, or a "right way of doing it," or a "way we've always done it" that ought to be changed? • Can I reduce "competition from the job" – phone calls, "brush fires," demands of less important but more immediate problems?
IV. What should I do now?	<ul style="list-style-type: none"> • Have I talked to the transfer options experts? • Have I explored various options?

KEY QUESTIONS TO ANSWER

PROBE QUESTION

Which solution is best?

- Have all the potential solutions been identified?
 - Does each solution address itself to one or more problems identified during the analysis (such as skill deficiency, knowledge deficiency, absence of potential, incorrect rewards, punishing consequences, distracting obstacles)?
 - What is the cost of each potential solution?
 - Have the intangible (unmeasurable) costs been assessed?
 - Which solutions most practical, feasible, and economical?
 - Which solution will add most value (solve the largest part of the problem for the least effort)?
 - Which remedy is likely to give us the most result for the least effort?
 - Which solution are we best equipped to try?
 - Which remedy interests us most? (Or, on the other side of the coin, which remedy is most visible to those who must be pleased)?
-

Constructive Feedback

Constructive Feedback can happen only within the context of listening to and caring about a person.

Constructive feedback –

- ◆ Solves the problem
- ◆ Helps the person in question to improve
- ◆ Builds trust
- ◆ Strengthens relationships

Three Actions to take when Giving Feedback –

1. Communicate – listen and establish communication.
2. Clarify – state the problem in specific terms and in terms of behavior not in terms of personalities.
3. Commit – ask for a solution or state the actions you want taken.

Communicating the Problem – Ask questions to get a clearer idea of the situation and make sure you listen to what the other person says. Sometimes we make false assumptions. During this step you can find out if you and the other person see the problem the same way.

Clarifying the Problem – Once you have a clear picture, you are able to be specific about the problem. Be tactful but specific. Provide the feedback in terms of the problem and focus on behavior and facts, not opinions, personalities or generalities. Ask questions to ensure the person has a grasp of the problem.

Getting a Commitment – The final step in giving constructive feedback is getting a commitment to correct the problem. Depending on the situation, either ask the person to suggest a solution or state the solution you would like to see. Once you have agreed on a solution ask for the commitment. This means asking something like this, “Will you do that?” If you do not ask for the commitment, there is a real possibility that nothing will happen.

Last day on the Job Checklist

Detailed below is a checklist of actions to take on or about the last day a trainee works in the field office. Some will require planning and action on your part prior to the last day. Be sure to coordinate your actions with your supervisor and your servicing human resources office.

Throughout the trainee's time in the field office conduct conferences with the trainee to evaluate performance and training progress. There should be no surprises at the exit conference on either the part of the trainee or the training location leader.

- ❑ Update EDP.
- ❑ Mail copy of EDP to Human Resources through the Area Conservationist
- ❑ Maintain copy of EDP in field office files.
- ❑ Review and provide copy of EDP to employee.
- ❑ Prepare exit report to accompany EDP to HR.
- ❑ Complete performance appraisal.
- ❑ Conduct exit conference with employee to:
 - Review performance appraisal,
 - Review EDP and progress made,
 - Discuss areas of strength and areas needing additional training,
 - Provide employee with copy of EDP, and
 - Give the employee an opportunity to discuss any aspect of the training or experience in the field office.

Letter Template

Listed below are items that should be included in the exit letter. You may “copy” and “paste” directly from this document. Be sure to coordinate the issuance of this letter with your supervisor and your servicing, human resources office.

I recommend that NRCS retain this employee ____ yes ____ no.

The reasons for the above recommendation are:

The areas of training in which the employee did well are:

The areas of training in which the employee needs additional emphasis are:

The following locations or experiences would benefit the development of the employee:

The employee has special needs that would affect the location to which the employee is assigned. These are:

I conducted an exit conference with the employee ____ yes ____ no.

If not, explain why not.

I discussed the performance appraisal and EDP progress with the employee ____ yes ____ no.

If not, explain why not.

List of References and Resources

WEB SITES FOR BOOK PURCHASES

www.astd.org

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SELECTED USEFUL WEB SITES

[USDA Civil Rights Website](#)

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[NRCS Ethics Website](#)

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