

Welcome to the National Wildlife Refuge System!

You have joined one of the most dedicated workforces in the Federal government, a workforce that is also dedicated to becoming even better. As part of this commitment, we have developed a program for new, entry level employees in the biological sciences and Student Career Experience Program.

The Biological Sciences Development Program (BSDP) includes

- Orientation to the Refuge System and the Fish and Wildlife Service;
- Development of transferable skills in communication and interpersonal interactions;
- Occupational and technical training;
- Career broadening training and work experience; and
- Leadership development.

Key to this program is the Individual Development Plan (IDP). Working with your supervisor, you will design an IDP which will identify the knowledge and important skills you will need for success, not only in your current job, but also in future positions in the National Wildlife Refuge System.

The BSDP IDP lists the leadership competencies and related knowledge, skills, and abilities (KSAs) needed for success in any biological sciences position. The listed KSAs, plus those specifically identified for your position by your supervisor, will build a strong foundation for your future career in the Service. The BSDP competencies are tied directly to the U.S. Fish and Wildlife Service's (Service) Leadership Development Guidance, a document designed to help employees identify the skills and attributes needed for advancement to leadership positions in the Service (<http://policy.fws.gov/library/m0088a1.pdf>).

*Welcome to the Refuge System and the Service
Your journey begins here*

Program Evaluation

Included in this workbook (Appendix 1) is a short evaluation form. In order for us to continuously improve this program, we need your feedback - both what is working well and what is not. After you have viewed the video, had several discussions with your supervisor, and completed some of the IDP training or developmental opportunities, please complete the evaluation form in the back of the workbook and mail it to the address included at the end of the form. We will use your feedback to make the program more responsive to the needs of future participants.

Questions and Additional Information

Should you or your supervisor have questions about this program you may call the National Conservation Training Center, Branch of Leadership and Employee Development, 304/876-7476 for assistance.

Additional copies of this workbook and the stand alone IDP form are available at <http://training.fws.gov/led/idp/workbook.html> and <http://training.fws.gov/led/idp/bsd.html>. We also suggest that you take the NCTC course "Creating an Effective IDP." You do not need to register in advance for this course so just log on to <http://training.fws.gov/led/idp/chapter1.html>.

Overview

The BSDP IDP and accompanying video will serve as a guide for you and your supervisor in designing a career development program for your first 3 years of employment in the Refuge System. The key components of this program are:

New Employee Orientation

As a new employee you should receive orientation through a series of discussions and distance learning products available at your work site. Local orientation will be provided by your supervisor and/or other staff. You are also required to complete the Service's New Employee Orientation found on the web at <http://training.fws.gov/orientation/default.htm>. Although not required, you may also want to complete the Department of Interior's New Employee Orientation which is found on the web at <http://www.doiu.nbc.gov/orientation>.

Regional Orientation

Your supervisor will direct you to the Regional Orientation Website or enroll you in the Region's Orientation Program. Regional orientation provides an overview of the programs and administrative processes specific to the Region.

U.S. Fish and Wildlife Service Employee Foundations

The Foundations course is mandatory for all new permanent employees in 2-grade interval positions. Foundations provides skills for working with others, an introduction to Federal service, history of the Service, an overview of legislative mandates, and a foundation in valuing diversity, interpersonal communication, and conflict resolution. Refuge employees hired after January 2000 must complete Foundations prior to attending the Refuge Management Training Academy.

You can enroll in Foundations by visiting the NCTC website <http://training.fws.gov> . Click on “Courses,” then “Catalog of Training.” Log in to OTIS using your email address and the last 4 digits of your social security number. Once you’re logged in go to “Schedule of NCTC Classes” and search for course code “LED5240.” Complete your application for the class that best meets your schedule.

Refuge Management Training Academy

The Academy is mandatory for Refuge System employees in the 0485, 0401, 0482, 0486, 0460, 0023, and 0025 series. You should plan on attending the Academy sometime in your third to fifth year with the Refuge System. Enrollment is through Regional nominations.

Specialized Training

Specialized training is specific to your occupation, whereas the previous training programs provided orientation and overview. Specialized training should be based on the duties and responsibilities of your job.

Mandatory Training

Dependent upon the duties and responsibilities assigned to you, mandatory training in safety, fire management, law enforcement, aviation, motor boat operation, and/or supervision may be required.

Getting Started

First, take a few minutes to view the Biological Sciences IDP/ Coaching video with your supervisor. Next, you and your supervisor will work together to assess the skills needed for your position and compare them with your current skills to determine the areas that will need further development. The results of this assessment are recorded on your IDP, which becomes the guiding document in planning and accomplishing training and developmental assignments.

You and your supervisor should meet frequently in the beginning to make sure you understand the roles and responsibilities of your new job. Be sure to read your position description and ask questions about those items you don't understand or on which you want clarification.

The IDP is both a plan for and a record of your training. The next several pages provide step-by-step instructions for completing your IDP.

Individual Development Plan for the Biological Sciences

Instructions

This is the Individual Development Plan (IDP) for new professional employees in the Biological Sciences job series (0400) positions. Complete the IDP following these steps:

1. Employee Development and Career Goals.

The employee should complete the short and long-term development and career goals on the first page of the plan.

2. Record of Training

This section is used by the employee to plan and record the training needed to fulfill their short and long-term career goals and required training as outlined in the IDP.

3. Review the “List of Competencies Needed for this Position” and make appropriate additions.

The list of competencies provided in the first column are considered core requirements. Note: This list of competencies was developed based on Service Leadership Development Guidelines and Federal Qualification and Classification guidelines for Biological Sciences positions.

Review this list and add any additional competencies unique to the position. The competencies on the list can be customized to the needs of your office or organization under the heading “Specialized Competencies” on page .

4. Conduct Assessment of the new employee’s Current Skill Level.

The supervisor and employee work together using the competencies listing from Step 3 and conduct the following assessment:

- C Review the employee’s application for applicable experience and training.
- C Conduct an interview with the employee to determine which of the competencies they already possess.

Based on the assessment process (review of past experience/training, observations, and interview with employee) record the findings for each

competency by putting an X in either the Already Possesses Competency, Further Observation/Practice Needed columns and answer Yes or No in the Training Required column.

5. Determine a method of training and a training time frame.

The new employee should be provided some training and/or exposure to each of the competencies listed unless they already possess this skill. Determine the type of training needed for the employee to become competent. It could be On- the-Job Training (OJT), a detail, an actual training course or a combination of methods. Refer to the NCTC Catalog of Training for a list of recommended courses and the competencies related to each course. For each competency, identify a time frame for the training to occur in the Projected Training Dates column. Once the training is completed, mark the date in the Date Training Completed column.

Methods of training:

OJT: On the job training. This includes normal duties as well as special assignments that will give the employee the skills and knowledge needed for successful performance in the position. The employee should be coached by a knowledgeable and skilled individual.

Details: Temporary assignments to another location and/or position to gain specific knowledge and/or experience. The supervisor should debrief the employee after each assignment to confirm the learning experience.

Courses: Formal training courses are available from the National Conservation Training Center (NCTC), Department of Interior University, The Graduate School - USDA, local colleges, and commercial vendors. Again the supervisor should debrief the employee after each training event to determine what learning occurred.

Satellite Broadcasts: A variety of topics are available from the Conservation Training Network (CTN) through NCTC.

Computer and Web-Based Learning: Software packages are available from NCTC and many other sources. NCTC and DOI University offer a large variety of on-line courses.

Correspondence Courses: Courses are available from NCTC, the National Independent Study Center, The Graduate School - USDA, and many other sources.

6. Development Plan Discussion

The employee and supervisor should discuss the assessment and training plan and make any necessary modifications. The supervisor and employee should sign and date the plan. This plan should be completed within 30 days of the new employee's start date. It can be used in lieu of or in addition to a regular IDP.

7. Demonstrated Job Performance

The final column on the plan is the most critical. Once the employee has shown through work performance that they have acquired the competency, the supervisor should put a date acquired in the column Competency Demonstrated on the Job. The employee will have successfully completed the training plan when a date has been entered for all the competencies.

8. Review and Modifications

This plan should be reviewed at least annually and modified as situations or needs change.

Individual Development Plan for the Biological Sciences

Employee: _____ Signature: _____ Date: _____

Supervisor: _____ Signature: _____ Date: _____

Employee's Reporting Date: _____

Short Term Development Goals (1-3 years)
Long Term Career Goals (3-5 years)

Record of Training

- New Employee Orientation (<http://training.fws.gov/orientation/default.htm>)
- On-Site New Employee Orientation Completed _____.
- Regional Orientation Scheduled for _____. Completed: _____
- U.S. Fish and Wildlife Service Employee Foundations Scheduled for _____. Completed: _____
- Refuge Management Training Academy has been scheduled for _____. Completed _____.
- Mandatory training requirements for the employee's position have been identified and scheduled.
 - Course: _____ Date/Location: _____ Completed: _____
 - Course: _____ Date/Location: _____ Completed: _____

Required Competencies

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
CONTINUAL LEARNING							
Uses work assignments and resources to enhance learning.							
Applies what is learned in training to the work situation.							
Seeks out opportunities for challenging job experiences.							
CREATIVITY AND INNOVATION							
Discusses projects with others to gain different perspectives and ideas.							
Uses technology in innovative applications.							
Effectively reduces steps in a work process that result in time and/or cost savings.							
FLEXIBILITY							
Changes work priorities as situations change.							
Demonstrates openness to new ideas and approaches that improve work quality and reduce costs.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
RESILIENCE							
Determines how best to accomplish changing priorities and use resources appropriately.							
Focuses work efforts on handling challenges through problem solving strategies.							
Projects energy and optimism in the face of adversity.							
Continues to move projects forward despite setbacks or determines whether the project should continue.							
Accepts responsibility for mistakes.							
Balances priorities at work with personal life concerns.							
Deals with setbacks appropriately to bring out the positive.							
SERVICE MOTIVATION							
Visibly serves as role model of the commitment to serve others.							
Considers the impact of work activities on the public when carrying out projects.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
CONFLICT MANAGEMENT							
Identifies and takes steps to defuse potential situations that could result in confrontations. Manages the conflict.							
Resolves personal conflicts and disagreements in a positive and constructive manner.							
CULTURAL AWARENESS							
Understands and appreciates individual differences.							
Considers special needs of others when carrying out work assignments.							
INTEGRITY/HONESTY							
Exhibits personal and professional integrity in actions.							
Accepts personal responsibility and does not shift the blame to others.							
Carries out duties in accordance with the Rules of Ethical Conduct.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
TEAM BUILDING							
Works effectively as a team member to improve operations, products, services, or the quality of work life.							
Contributes to cross-functional inter-organizational or inter-disciplinary work teams.							
Includes customers, other staff, or other stakeholders on teams to improve work products and services.							
Communicates and implements results of team efforts.							
DECISIVENESS							
Takes immediate corrective action when needed.							
Makes sound, timely decisions or recommendations about technical approach, method, work process, staff, equipment, and other resources needed to accomplish daily work or projects.							
PROBLEM SOLVING							
Generates solutions to problems and takes appropriate action leading to resolution.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
Analyzes the problem, the actions taken for solution, and the relevant outcomes to identify lessons learned.							
TECHNICAL CREDIBILITY							
Demonstrates knowledge of basic concepts, facts and principles of particular subject matter domain and continues to develop expertise. * Specific technical competencies vary and should be determined by the supervisor and entered under Technical Competencies on page 11 .							
TECHNOLOGY MANAGEMENT							
Uses technology to improve work effectiveness and to facilitate access to and sharing of information.							
Demonstrates essential computer competencies by using a PC on a daily basis to: communicate via LAN, internet, e-mail; coordinate scheduling; edit, retrieve, and save computer files.							
INFLUENCING/NEGOTIATING							
Effectively employs innovative negotiation techniques allowing differing parties to reach consensus solutions.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
Successfully negotiates with internal staff and external customers or stakeholders to facilitate work accomplishment.							
INTERPERSONAL SKILLS							
Takes an appropriate personal interest in coworkers to develop healthy and productive working relationships.							
Exhibits the appropriate amount of tact, gaining a reputation as a public servant.							
Treats the public with respect and tact, gaining a reputation as a public servant.							
Treats other members of the organization with respect, caring, and courtesy.							
Provides constructive feedback that helps others develop.							
Seeks feedback from others, including team members.							
ORAL COMMUNICATION							
Delivers effective briefings or presentations that result in decisions, actions, or support.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
Responds to internal groups, local stakeholders, and customers on the key functions and policies of the field station/work site.							
Speaks with power, persuasiveness, and clarity.							
Speaks extemporaneously and effectively in a variety of small and large group settings.							
PARTNERING							
Reaches out to provide information and assistance to others across organizational lines.							
Develops and uses networks with appropriate individuals or groups within and outside the agency.							
Builds collaborative networks of constituents, stakeholders, and decision-makers that help achieve the team or unit's objectives.							
Recognizes when assistance is needed and seeks assistance in accomplishing work objectives.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
WRITTEN COMMUNICATION							
Drafts, edits, and revises for approval: correspondence; briefing materials, reports; plans and project proposals.							
Technical Writing Skills: Writes scientific and/or management reports, project proposals, and other technical documents with clarity, succinctness, and accuracy.							
SPECIALIZED COMPETENCIES							
Scientific Method: Applies the scientific method and biological principles to problem solving to make sound and timely recommendations for wildlife conservation and management.							
Natural Resource Law: Familiarity with the laws, regulations, and policies relevant to the National Wildlife Refuge System.							
Ecosystem/Landscape Approach: Understands the general concept of managing resources on an ecosystem or landscape approach and how it impacts the mission of the Service and the National Wildlife Refuge System.							

Competencies Needed for this Position	Already Possesses Competency	Further Observation/ Practice Needed	Training Required (Y/N)	Training Method	Projected Training Dates	Date Training Completed	Competency Demonstrated on the Job
GIS Technology: An understanding of the basic functions and application of GIS to natural resource management.							
JOB SPECIFIC COMPETENCIES:							

Plan reviews: End of Year 1 _____ Year 2 _____ Year 3 _____

Plan Completed: Employee: _____ Supervisor: _____ Date: _____

Appendix 1: Program Evaluation

Date you entered on duty: _____ Today's Date: _____

Your Job Series/Grade: _____ Name (Optional): _____

1. I have viewed the IDP/Coaching video. Yes No
If yes, did you view with your supervisor? Yes No

2. Was the video helpful in explaining the BSDP and IDP?
 Yes No If no, how could we improve the video?

3. Have you and your supervisor reviewed your position description?
 Yes No

4. Did you receive a "local" orientation? Yes No
Was it helpful in understanding the mission and strategic goals of your field station/office? Yes No If no, why not?

5. Have you attended (or reviewed, if web-based) or scheduled your Regional Orientation? Yes No
If not, why not?

6. Have you completed the U.S. FWS New Employee Orientation on the web?
 Yes When _____ No If no, why?

7. Have you attended or scheduled the Foundations course?
 Yes When _____ No If no, why not?

8. Have you and your supervisor assessed your current skills against the competencies listed in the IDP? ___ Yes ___ No
If no, what has prevented you from completing this step?

9. Is your supervisor providing you with feedback and coaching on your performance? ___ Yes ___ No

10. In 3-5 sentences please describe how the Biological Sciences Development Program has and will continue to benefit you as a new employee.

Please fax your completed evaluation to 304/ 876-7225, Attn: Karen Cartlidge.
You can also mail it to Karen Cartlidge, NCTC, FWS, Mailstop 15, Rt. 1, Box 166,
Shepherdstown, WV 25443.