

Supervisory Development and Training Guidelines



Leadership and learning are indispensable to each other.

- John F. Kennedy

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IMPLEMENTATION OF NATIONAL PARK SERVICE SUPERVISION TRAINING POLICY

Message from Associate Director for Administration

National Park Service supervisors have a significant impact on the quality of individual and team performance throughout the Service. Employees flourish, use their capabilities, address challenges and accomplish mission goals when they work in environments created by effective supervisors. The Director reissued the National Park Service policy on supervisory training in a memorandum dated October 20, 1999. This memorandum outlines the policy for training new and experienced supervisors and the responsibility of senior managers to ensure that the policy is carried out to the fullest extent possible. This booklet entitled *"Supervisory Development & Training Guidelines"* describes the leadership competencies and training requirements for new and experienced supervisors. This booklet will assist you and your supervisors in implementing the training requirements outlined in the Director's memorandum.

Who is a Supervisor?

For purposes of carrying out the requirements in the Director's memorandum, it is important to define what "supervisor" means. There are three types of supervisors:

- Those who fully meet the definitions stated in the General Schedule Supervisory Guide (GSSG),
- Those meeting the Federal Wage System Job Grading Standard for Supervisors, and
- Those who meet the definition of supervisor under 5 USC 7103(a)(10).

In each of these cases, "supervisor" means an individual employed by an agency having authority in the interest of the agency to hire, direct, assign, promote, reward, transfer, furlough, layoff, recall, suspend, discipline, or remove employees, to adjust their grievances, or to effectively recommend such action, if the exercise of the authority is not merely routine or clerical in nature but requires the consistent exercise of independent judgment.

Supervisors, as defined in the General Schedule Supervisory Guide, must spend 25% or more of their time supervising others and their titles include designations such as "Supervisor," "Officer," or "Manager." When first appointed to the supervisory position, they are required to complete a one-year probationary period.

Supervisors, as defined in the Federal Wage System Job Grading Standard for Supervisors, have supervision as a regular and recurring part of their jobs on a substantially full-time basis, and their title is designated as "Supervisor." When first appointed to the supervisory position, they are required to complete a one-year probationary period.

Supervisors who meet the definition of supervisor under 5USC 7103(a)(10) are not required to spend a minimum of 25% of their time in the supervisory duties. They do not have “Supervisory” in their title, and do not serve a probationary period.

Although everyone who supervises others benefits from training, and each situation is different, the following is the priority order for supervisory training:

1. Supervisors as defined by the Supervisory Grade Evaluation Guide or the Wage Grade System Job Grading Standard for Supervisors who are serving a probationary period,
2. Experienced supervisors as defined in #1 above,
3. Supervisors as defined under 5USC 7103(a)(10).

The intent of supervisory training is to develop and support supervisors who build motivating environments where employees work well with others, and act as leaders and partners in achieving goals, promoting improvement and change and creating the future. Supervisors make a meaningful difference in the organization.

Training for Non-Supervisors

You may offer supervisory training to non-supervisory employees when this is consistent with the NPS merit promotion plan. Management providing supervisory training to non-supervisors should issue a formal policy statement on the practice and ensure that it is implemented in a uniform, consistent manner and without regard to age, race, religion, color, national origin, disability, politics, sex, or sexual orientation.

NPS Supervisory Training Requirements

The NPS policy states that all newly appointed supervisors are required to receive 80 hours of supervisory training in their first year and that all supervisors at all levels receive 40 hours of supervisory training yearly. All newly appointed supervisors serve a 12-month probationary period and must be “certified” in writing that they are qualified to continue in the position beyond one year. Completion of an Individual Development Plan and the 80-hour training requirement is essential in order to meet the certification requirements. The Supervision policy can be located in Appendix K of this guide.

Training Focus for

Supervision, Management & Leadership Career Field

Today’s supervisory jobs are important and complex. Supervisors need a full array of competencies to accomplish work in ways that support high quality employee and team performance as well as morale. This guide is intended to assist supervisors by providing direction on how to obtain the competencies they need to succeed in management. The primary focus for individuals entering the Supervision, Management & Leadership career field should be on the leadership

competencies, although the Individual Development Plan referred to in the guide can include targeted developmental activities in technical areas.

OVERVIEW OF NPS

SUPERVISION, LEADERSHIP & MANAGEMENT CAREER FIELD

The Employee Training & Development Strategy

In 1994, the National Leadership Council approved the *NPS Employee Training & Development Strategy*. This strategy set a new direction for the NPS. It adopted the approach that all employee training and development should be designed around “competencies” which are established for each career field and for each job title.

What is a Competency?

Competency-based performance is an accepted concept in today’s business and government. One comprehensive definition of *competency* is “a cluster of related knowledge, skills and attitudes that affects a major part of one’s job, that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.” (*Training Magazine*, July 1999).

What are the NPS

Supervision, Management & Leadership Competencies?

The NPS Recognizes that Supervision, Management and Leadership is an established career, and those individuals in this career field must develop specific competencies in order to be successful. To that end, the NPS has adopted the Office of Personnel Management’s Leadership Competency Model. The model describes 27 competencies that are important to successful performance in supervision, management and leadership positions. The competencies are grouped under five major categories called “meta-competencies.” The table below lists the competencies. Detailed definitions for the competencies are available in Appendix A of this guide.

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions & Communications
Continual Learning	Conflict Management	Accountability	Financial Management	Influencing/Negotiating
Creativity & Innovation	Cultural Awareness	Customer Service	Human Resources Management	Interpersonal Skills
External Awareness	Integrity & Honesty	Decisiveness	Technology Management	Oral Communications
Flexibility	Team Building	Entrepreneurship		Partnering
Resilience		Problem Solving		Political Savvy
Service Motivation		Technical Credibility		Written Communications
Strategic Thinking				
Vision				

Experts from 15 Federal Government Agencies and staff from George Washington University, the Foreign Service, and the National Academy of Public Administration participated in a study to determine, define and validate the Office of Personnel Management's Leadership Competency Model.

Competencies for Experienced Supervisors

The decision as to which competencies a particular supervisor or manager needs, and the level of proficiency required for each, depends on the position the individual occupies and the scope, impact, interactions and complexity of their work. For example, a unit supervisor and a Superintendent both may need competence in external awareness. However, the level of proficiency that each needs would be very different. APPENDIXES C – G of this booklet contain developmental suggestions to assist you in determining the competency level and associated developmental topics. Appendix H contains sample courses offered by various vendors.

Competencies for New Supervisors

OPM has conducted extensive research in the 27 leadership competencies, and has determined that the competencies crucial for new supervisors are as follows:

- Human Resources Management
- Cultural Awareness
- Team Building
- Influencing/Negotiating
- Conflict Management
- Problem Solving
- Service Motivation
- Integrity/Honesty
- Accountability
- Decisiveness

The new NPS supervisor should focus his/her development on acquiring proficiency in these competencies during the one-year probationary period. Appendix B contains a new supervisor training framework that lists the required topics for the 80 hours of required training.

Selecting Training Methods

Training delivery systems may include classroom training for some basic core competencies and alternate delivery systems, such as computer-based training, detail assignments and other. To receive credit towards the supervisory training requirements, an employee must complete and have an approved SF 182 training form. Examples of delivery systems are:

CLASSROOM TRAINING: Enrollment in appropriate NPS, USDA courses, other Federal sector training courses, and courses offered by non-Government vendors and universities. Participants are provided a structured

learning experienced in a classroom setting away from the job. Only conferences that offer specific competencies are included in this category.

ALTERNATE DELIVERY SYSTEMS: Training provided via self-study correspondence courses, technology-based media (audio/videodiscs or computer-based training (CBT), satellite training, etc., as appropriate. The participants are provided learning objectives, and the supervisor facilitates the application of learning to work activities.

CAREER DEVELOPMENT EXPERIENCES: This delivery system includes activities that provide participants with ways to learn new techniques or perform different types of work. The following developmental activities have provided particularly valuable in building leadership competencies:

- **JOB ROTATIONS** – includes assignments to different organizational functions; must include formal learning outcomes.
- **DETAILS** – includes time away from designated position to different position where learner performs the duties of the different position.
- **MENTORING** – program sponsored by the unit, region or the service that engages the mentor and supervisor in specific learning objectives.
- **SPECIAL PROJECTS** – formal opportunities to direct or participate in special projects or task forces not part of normal everyday responsibilities.

You should discuss career development activities with your supervisor to identify those that have the greatest potential for developing your leadership competencies. These career experiences are documented on IDPs. Dynamic IDPs include the following actions:

- Various ways are identified to apply new competencies at work,
- Mechanisms are established for continuous feedback from supervisors, peers and employees.

Developing and using leadership competencies promote the following results:

- Improved individual and team performance,
- Increased learning, innovation and organizational effectiveness.

Local training coordinators and regional employee development managers should be consulted to determine if training activities count towards meeting supervisory requirements.

Evaluation and Certification of Required Training

Your servicing personnel office should evaluate all training and certify that you have completed your annual requirement for supervisory training. You should ensure that your supervisor's file has documentation of your completed training.

The Recommended Individual Development Plan for New Supervisors

Each new supervisor is encouraged to have a completed Individual Development Plan within 30 days of becoming a supervisor. The IDP is a tool cooperatively developed between the new supervisor and his/her manager and is a key element in acquiring the necessary leadership competencies. The IDP describes the specific competencies the individual has targeted, as well as the training and development strategies that will be used to develop these competencies. Although there are service wide classroom training events that provide new supervisors with the 80 hours of required training, supervisors should keep in mind that no "standard" program will meet the developmental needs of each supervisor. Rather, each supervisor should have an individual development program tailored to his or her individual strengths, weaknesses and career objectives. A suggested format for your IDP is included in Appendix J.

Transfer of Learning On The Job

Another component of the training process is ensuring that participants retain and apply, or transfer, what they have learned. In any situation, forgetting a lot of what is learned is normal – unless the learning is reinforced. Not only that, regardless of how closely the training situation simulates real life, a great deal of learning actually occurs later, during on-the-job application. In fact, research by Bruce Joyce suggests that, while 25% of learners will transfer learning back to the job after a training event that includes practice and feedback, that number jumps to 90% when on-the-job coaching is added to the learning process (cited in *Gottesman & Jennings*, 1994, p.14). So your organization must plan for the transfer of learning – through systems and structures such as coaching, peer mentoring, supervised or unsupervised application of activities, check-ins, and reinforcement activities.

The Role of a Mentor for a New Supervisor

The mentoring process links a new supervisor with a more experienced supervisor or manager to help facilitate career management, professional growth and IDP development. A mentor is someone generally not in the new supervisor's management chain of command who is in a position to help with job and career issues, and who is committed to do so.

In his book, *Managers As Mentors*, Chip R. Bell describes a mentor in the following way: "a mentor is simply someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all." A mentor's understanding of the organization's structure and culture

assists the new supervisor in defining realistic job competencies and career goals, as well as strategies and options which may extend beyond the current job or career field.

The mentor is a role model and sounding board who provides confidential guidance on ways to gain acceptance and recognition in the larger organizations. Mentoring is a constantly evolving process and requires the mentor and new supervisor to work together as partners to define appropriate career satisfaction goals, and to provide each other with sufficient feedback to enable the achievement of those goals.

A mentor is someone other than one's supervisor (or anyone else in the chain of command) who is in a position to help with job and career issues, and is committed to do so. Although new supervisors are not required to identify a mentor, they are urged to do so. What difference do mentors make in one's supervisory development?

Mentored supervisors benefit from:

- Connection with an interested person to monitor development, provide encouragement, and to assist in the transfer of learning to the job;
- Goals defined and clarified so that they are both realistic and challenging, or action steps toward a goal they already identified;
- Advice on the Supervision, Management and Leadership competencies and how to achieve proficiency in those competencies;
- Perspective of the mentor on politics as well as priorities and programs;
- Feedback about self-presentation (or other issues) that supervisors often don't give, generally because they have to work with the person on a daily basis;
- Objective and credible source of information about how the system works and how to work the system;
- Improved job performance, both because they can discuss any problem areas with the mentor, and strategize about how to work them out with the supervisor, and because they are more highly motivated.

How to Identify a Mentor

- Request a meeting with a potential mentor. Let the person know you want to discuss career issues. Request a given amount of time. Think about who you turn to now for advice on how to be an effective supervisor. You may already have a mentor whom you don't call by that formal name, but who is actually serving the same functions. If you are typical, there are probably several different people whom you ask for different kinds of support, feedback and advice. Does any one of them stand out as someone with whom you would like more time and involvement? If so, ask. Most people are pleased when someone asks them to be a mentor.

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- Reflect on what kind of help you need. Are you looking mostly for information about how the system works, about how to develop your supervisory competencies, or about how to handle a particularly challenging situation? Or do you want help in identifying your strengths and skills, and in setting goals based on those?
 - Identify some people who might be able to help. Whether or not a particular individual proves to be a full-fledged mentor, they may be able to answer particular questions or spend a couple of hours with you discussing a dilemma you are facing. Ask the people you already talk with regularly who they would suggest, and watch to see who in your organization has the qualities and knowledge to provide the kind of assistance you have identified.

APPENDIX A-1

NPS SUPERVISION, MANAGEMENT & LEADERSHIP COMPETENCIES

LEADING CHANGE

The ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values and other factors. Inherent to it is the ability to balance change and continuity – to continually strive to improve customer service and program performance within the basic Government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity and persistence even under adversity.

1. **CONTINUAL LEARNING:** grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.
2. **CREATIVITY AND INNOVATION:** develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.
3. **EXTERNAL AWARENESS:** identifies and keeps up-to-date on key international policies and economic, political and social trends that affect the organization. Understands near-term and long range plans and determines how to best be positioned to achieve a competitive business advantage in a global economy.
4. **FLEXIBILITY:** is open to change and new information; adapts behavior and work methods in response to new information, changing conditions or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.
5. **RESILIENCE:** deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent even under adversity. Recovers quickly from setbacks. Effectively balances personal and work life.
6. **SERVICE MOTIVATION:** Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Equips others with the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.
7. **STRATEGIC THINKING:** formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.
8. **VISION:** takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

APPENDIX A-2

NPS SUPERVISION, MANAGEMENT & LEADERSHIP COMPETENCIES

LEADING PEOPLE

The ability to design and implement strategies which maximize employees potential and foster high ethical standards in meeting the organization's vision, mission and goals.

9. **CONFLICT MANAGEMENT:** identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.
10. **CULTURAL AWARENESS:** initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.
11. **INTEGRITY/HONESTY:** instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others and demonstrates a sense of corporate responsibility and commitment to public service.
12. **TEAM BUILDING:** inspires, motivates and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride and trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

APPENDIX A-3

NPS SUPERVISION, MANAGEMENT & LEADERSHIP COMPETENCIES

RESULTS DRIVEN

The ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies, stressing accountability and continuous improvement.

13. **ACCOUNTABILITY:** assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.
14. **CUSTOMER SERVICE:** balancing interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end products; is committed to continuous improvement of services.
15. **DECISIVENESS:** exercises good judgment by making sound and well informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data are limited or solutions produce unpleasant consequences; is proactive and achievement oriented.
16. **ENTREPRENEURSHIP:** identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks, initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.
17. **PROBLEM SOLVING:** identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.
18. **TEHCNICAL CREDIBILITY:** understands and appropriately applies procedures, requirements, regulations and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

APPENDIX A-4

NPS SUPERVISION, MANAGEMENT & LEADERSHIP COMPETENCIES

BUSINESS ACUMEN

The ability to acquire and administer human, financial, material and information resources in a manner which instills public trust and accomplishes the organization's mission; and to use new technology to enhance decision making.

19. **FINANCIAL MANAGEMENT:** demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.
20. **HUMAN RESOURCES MANAGEMENT:** assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff is appropriately selected, developed, utilized, appraised and rewarded, as well as taking corrective action.
21. **TECHNOLOGY MANAGEMENT:** uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develop strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

APPENDIX A-5

NPS SUPERVISION, MANAGEMENT & LEADERSHIP COMPETENCIES

BUILDING COALITIONS/COMMUNICATION

The ability to explain, advocate and express facts and ideas in a convincing manner, as well as negotiating with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization.

- 22. **INFLUENCING/NEGOTIATING:** persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates “win-win” situations.
- 23. **INTERPERSONAL SKILLS:** considers and responds appropriately to the needs, feelings and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.
- 24. **ORAL COMMUNICATION:** Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters atmosphere of open communication.
- 25. **PARTNERING:** develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.
- 26. **POLITICAL SAVVY:** Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.
- 27. **WRITTEN COMMUNICATION:** expresses facts and ideas in writing in a clear, convincing and organized manner.

APPENDIX B

DEVELOPMENTAL GUIDE FOR NEW SUPERVISOR REQUIREMENTS

ON-THE-JOB SUCCESS INDICATORS		REQUIRED TOPICS LINKED TO COMPETENCIES	SAMPLE SOURCE(S) OF TRAINING
LEADING CHANGE		SERVICE MOTIVATION <ul style="list-style-type: none">NPS Fundamentals (for new employees)NPS Values, Mission & GoalsNPS Policy GuidelinesSafety	SEE THE GUIDE IN APPENDIX H FOR MORE SUGGESTIONS ON COURSES <p>Sources of training are listed as examples only. Sources selected must provide the competencies identified in the framework.</p> <p>See Appendix H and Appendix D for various training resources that will assist you in locating the training that meets your individual needs.</p>
1.	Balances change within a team or work group to improve results.	HUMAN RESOURCE MANAGEMENT <ul style="list-style-type: none">Merit Principles & Prohibited Personnel PracticesPosition Management & ClassificationStaffing & PlacementTraining & DevelopmentEmployee Relations<ul style="list-style-type: none">Performance PlansLeave & Pay IssuesConduct & DisciplineEmployee Assistance ProgramLabor & Management RelationsPerformance Mgmt. for Continuous ImprovementSupervisory Roles & Responsibilities	
2.	Demonstrates personal commitment to make changes that improve work products and/or services to citizens.		
3.	Serves as a key participant in building a shared organizational vision.		
4.	Scans relevant information sources and feeds information into the decision-making process of the work unit.		
5.	Implements the organization's strategic direction within the team or work unit.		
6.	Stimulates staff to learn, innovate, collaborate and be service-oriented.		
7.	Maintains balance between work and personal concerns.		
LEADING PEOPLE		INTEGRITY & HONESTY <ul style="list-style-type: none">Ethics	
1.	Communicates the work group's contribution of the organization's vision.	CULTURAL AWARENESS <ul style="list-style-type: none">DiversityADA/Reasonable AccommodationEEO Process (16 hours)Sexual Harassment	
2.	Promotes high quality performance within a work group, using available tools, e.g., performance management systems.		
3.	Provides ample developmental opportunities, including challenging work assignments, which enhance staff's competencies.		
4.	Encourages innovation and creativity in work group's staff to further organizational goals.		
5.	Values the broad range of perspectives contributed by the work unit's staff.		
6.	Fosters a climate of commitment, trust and team spirit within the team or work group.		
7.	Sets an example of personal and professional integrity for team members and holds self and others accountable.		
RESULTS DRIVEN		TEAMBUILDING <ul style="list-style-type: none">Coaching/MentoringGroup Process & Performance	CLASSROOM TRAINING <ul style="list-style-type: none">NPS Fundamentals - Elements 2, 5Intro to Supervision - USDA, DOIPersonnel Mgmt. For Supervisors - USDASupervisory Refresher DOICORE: Conflict Resolution – DOIRecruiting, Interviewing & Hiring – FWS/NCTCPersonnel Management – Region/Office (locally developed)Basics for New Supervisors – FWS/NCTCBasic 40 Hour Supervision – DOISupervision: The Next Step – NPS, FWS/NCTCSupervision & Group Performance – USDATeam Leadership Essentials – USDAAnnual Ethics Training – DOIEEO for Managers & Supervisors, USDAConflict Management Practicum – USDACareer Development Workshop for Supervisors – FWS/NCTCConflict Management Strategies for Improved Communications – AMAInterpersonal Skills – AMANegotiating Skills – AMACORE – Regional Workshops
1.	Applies technical expertise and problem solving skills to make sound, timely decisions affecting team or work group activities.	TECHNICAL CREDIBILITY <ul style="list-style-type: none">Orientation to NPS Career Fields & Resources	
2.	Takes calculated risks on programs affecting team or work group activities in order to accomplish near term organizational goals.	DECISIVENESS <ul style="list-style-type: none">Assessing Risks & Developing AlternativesSetting Priorities & Value Analysis	
3.	Plans for and evaluates the results of programs and policies in meeting the needs of customers.	ACCOUNTABILITY <ul style="list-style-type: none">Performance Planning & Project Management	
4.	Stresses quality and goal accomplishment for all members of the work group unit or team and holds team members accountable for their results.	INFLUENCING & NEGOTIATING <ul style="list-style-type: none">Conflict Styles AssessmentConsensus Building, Win/Win Philosophy	
5.	Participates in the reevaluation of plans at critical points to assess project direction and effectiveness. Incorporates needed changes into work unit activity.	INTERPERSONAL SKILLS <ul style="list-style-type: none">Transition from Peer to SupervisorConstructive Feedback, Skillful QuestioningVerbal and Nonverbal TechniquesInterpersonal Effectiveness	
BUSINESS ACCUMEN		PROBLEM SOLVING <ul style="list-style-type: none">Problem Solving vs. Decision Making ModelsEvaluating Options, Determining SolutionsProjecting Consequences	
1.	Shows a sound understanding of the business of the team or work group and of the practices that enhance business success.	CONFLICT MANAGEMENT <ul style="list-style-type: none">Grievance ProceduresInterpersonal Conflict ResolutionCORE, Alternative Dispute Resolution	
2.	Uses state-of-the-art business practices and technological advances in the management of the team or unit.	RESILIENCE <ul style="list-style-type: none">Stress & Time ManagementQuality of Work Life Programs	
3.	Establishes priorities for administration of the team and helps to determine and secure the resources that support its programs and services.	VISION <ul style="list-style-type: none">Humor, Risk and ChangeManaging Organizational Change & Transition	
4.	Ensures that the human, financial and technological practices and resources of the team are aligned to drive forward the overall organizational strategic direction.	CONTINUOUS LEARNING <ul style="list-style-type: none">Leadership Skills InventoryEffective FacilitationNPS Career Planning & Tracking Kit	
5.	Develops and executes resourceful strategies to accomplish business outcomes and objectives for the team or work group within budgetary and practical constraints.	CREATIVITY & INNOVATION <ul style="list-style-type: none">Developing & Assessing Performance Results & OutcomeProgram MeasurementBenchmarking and Best Practices	
BUILDING COALITIONS/COMMUNICATIONS			ALTERNATE DELIVERY SYSTEMS <ul style="list-style-type: none">NPS Fundamentals – Elements 1, 3, 4Succeeding as a First-Time Manager – DOI (Internet based)Human Resource Management Essentials – DOI (Internet based)Performance-Based Appraisals – DOI (Internet based)How to Interview & Hire the Right People – DOI (Internet based)Managing Diversity & Inclusiveness – DOI (Internet based)Assigning Tasks Effectively – FWS/NCTC (CD-ROM)Sexual Harassment Awareness – DOI (Internet based)Safety - NPS
1.	Develops a mutually beneficial network of personal and professional relationships within the organization.		
2.	Uses persuasive interpersonal skills to leverage resources and facilitate group work. Makes clear and convincing presentations.		
3.	Negotiates to achieve win-win resolution of work related issues.		
4.	Understands impact of internal and external political and cultural realities.		

APPENDIX C

DEVELOPMENTAL SUGGESIONS FOR LEADING CHANGE

ON-THE-JOB SUCCESS INDICATORS	POSSIBLE DEVELOPMENTAL ACTIVITIES	EXAMPLE OF SUBJECT AREAS TO LOOK FOR IN COURSES
FIRST-LINE SUPERVISOR <ul style="list-style-type: none"> Balances change within a team or work group to improve results Demonstrates personal commitment to make changes that improve work outcomes and/or service to the public Serves as a key participant in building a shared organizational vision Scans relevant information sources and feeds information into the decision-making process of the work unit Implements the organization's strategic direction within the team or work unit Stimulates staff to learn, innovate, collaborate and be service-oriented Maintains balance between work and personal concerns 	SPECIFIC ACTIVITIES <ul style="list-style-type: none"> Read <i>Government Executive Magazine</i> and/or <i>The Federal Manager</i> (see www.govexec.com) Take a leadership position in a professional association Seek professional certification in your career field if available Track developments in the NPS legislative agenda and then visit a congressional hearing; discuss your observations with an experienced leader Arrange a shadow assignment with an experienced supervisor; discuss vision and strategic thinking Participate in the process of developing a business plan or strategic plan at your site Initiate a Team Action Plan for an Improvement Project at your site or in the community. Take a sabbatical to study a new skill or hobby Train as a benchmarker and learn to benchmark services in the organization against the best in class Volunteer for task force that include people outside your areas of expertise Design and deliver a training course or workshop Subscribe to <i>Soundview Executive Book Summaries</i> (1.800.521.1227) 	VISION <ul style="list-style-type: none"> Managing Change & Transition Humor, Risk & Change Understanding Organizational Change Managing Organizational Change Leading the Process of Change EXTERNAL AWARENESS <ul style="list-style-type: none"> Congress & Public Land Issues Environmental Public Policy Issues Cultural Public Policy Issues Congressional Operations Personal Liability Legislative Operations American Public Policy Dynamics of Public CREATIVITY & INNOVATION <ul style="list-style-type: none"> Creativity in Government Process Innovation Benchmarking for Government Business Process Re-Engineering STRATEGIC THINKING <ul style="list-style-type: none"> Developing the Strategic Leader Systems Thinking for Leaders CONTINUAL LEARNING <ul style="list-style-type: none"> 360 Individual Assessments Career Planning Workshop Creating the Learning Organization Personal Development: Thriving in the Workplace Introduction to Employee Development RESILIENCE <ul style="list-style-type: none"> Beat Burnout, Renew your Enthusiasm Stress Management Career Transition Workshop Survival Skills for Professionals Balancing Work, Family & Self FLEXIBILITY <ul style="list-style-type: none"> Time Management Techniques Positive Approaches to Difficult People Dialogue: Optimizing Differences SERVICE MOTIVATION <ul style="list-style-type: none"> Director's Orders Management Policies Public Involvement Programs
MID-LEVEL MANAGER <ul style="list-style-type: none"> Creates a vivid picture of the organization's future and defines needed change Communicates the relevance of the organizational vision to internal and external stakeholders to build commitment Within areas of responsibility, implements the organization's strategic direction and challenges the status quo Scans complex or sensitive information sources and evaluates its significance for furthering organizational unit's progress Capitalizes on organization's strengths to accomplish goals Implements processes that enable continuous learning, innovation, collaboration and service-oriented work environments 	GENERAL ACTIVITIES <ul style="list-style-type: none"> Committee participation Improve a process; start or develop something new (e.g., program, procedure, service) Rotational assignment to a different job, function or area to gain experience Ad hoc working groups Participation in or leadership role in community groups Academic teaching or work-related research Work experience in the private sector Membership in professional associations Participation in professional seminars, workshops, conferences (includes self-study courses) 	

APPENDIX D

DEVELOPMENTAL SUGGESTIONS FOR LEADING PEOPLE

ON-THE-JOB SUCCESS INDICATORS	POSSIBLE DEVELOPMENTAL ACTIVITIES	EXAMPLE OF SUBJECT AREAS TO LOOK FOR IN COURSES
FIRST-LINE SUPERVISOR <ul style="list-style-type: none"> Communicates the work group's contribution of the organization's vision Promotes high quality performance within a work group, using available tools, e.g., performance management systems Provides ample developmental opportunities, including challenging work assignments, which enhance staff's competencies Encourages innovation and creativity in work group's staff to further organizational goals Values the broad range of perspectives contributed by the work unit's staff Fosters a climate of commitment, trust and team spirit within the team or work group Sets an example of personal and professional integrity for team members and holds self and others accountable 	SPECIFIC ACTIVITIES <ul style="list-style-type: none"> Align work plans and performance standards with park strategic plan Read <i>Managers Talk Ethics</i>, Barbara Toffler, with others in your organization and discuss how it applies to your organization Serve on your organization's EO committee Volunteer to assist your CORE's regional representation Conduct a retreat with your staff to build team spirit and commitment Volunteer to develop a special emphasis celebration program at your site or within your community Sponsor cross-cultural training Design and/or participate in a mentoring program Involve your group and develop a mission, vision and values statement 	CONFLICT MANAGEMENT <ul style="list-style-type: none"> CORE Program in DOI and NPS Alternative Dispute Resolution for Supervisors & Managers Conflict Resolution for Improved Communications Mediation Skills Labor Grievances Awareness of Local Unions Relations and Rules Dealing with Difficult People CULTURAL AWARENESS <ul style="list-style-type: none"> Cultural Considerations for Managing & Working with a Native American Workforce Conflict Across Cultures Diversity in the Workplace Americans with Disabilities Act Sexual Harassment Cross-Cultural Communications Black & White Communication Styles Women Issues in the Workplace INTEGRITY & HONESTY <ul style="list-style-type: none"> NPS Core Values Political Activity at Work Ethics in the Workplace Standards of Conduct TEAM BUILDING <ul style="list-style-type: none"> Team Centered Performance Building High Performance Teams Dysfunctional Behavior in Teams Facilitation Skills for Team Leaders Team Based Organizations for the 21st Century
MID-LEVEL MANAGER <ul style="list-style-type: none"> Communicates the unit's contributions to the vision of the future Promotes and develops high quality performance using available tools, e.g., performance management systems Inspires and empowers staff to realize their potential by providing ample developmental opportunities that enhance competencies Encourages innovation and creativity and creates an atmosphere where people see the common ground between individual abilities and the organizational unit's goals and needs Values the broad range of contributions of the staff of the organizational unit Fosters a climate of commitment, trust and team spirit within the organizational unit Sets an example of high personal and professional integrity and dedication to public service and holds self and others accountable 	GENERAL ACTIVITIES <ul style="list-style-type: none"> Committee participation Improve a process; start or develop something new (e.g., program, procedure, service) Rotational assignment to a different job, function or area to gain experience Ad hoc working groups Participation in or leadership role in community groups Academic teaching or work-related research Work experience in the private sector Membership in professional associations Participation in professional seminars, workshops, conferences (includes self-study courses) 	

APPENDIX E

DEVELOPMENTAL SUGGESIONS FOR RESULTS DRIVEN

ON-THE-JOB SUCCESS INDICATORS	POSSIBLE DEVELOPMENTAL ACTIVITIES	EXAMPLE OF SUBJECT AREAS TO LOOK FOR IN COURSES
FIRST-LINE SUPERVISOR <ul style="list-style-type: none"> Applies technical expertise and problem solving skills to make sound, timely decisions affecting team or work group activities Takes calculated risks on programs affecting team or work group activities in order to accomplish near term organizational goals Plans for and evaluates the results of programs and policies in meeting the needs of customers Stresses quality and goal accomplishment for all members of the work group unit or team and holds team members accountable for there results Participates in the reevaluation of plans at critical points to assess project direction and effectiveness Incorporates needed changes into work unit activity 	SPECIFIC ACTIVITIES <ul style="list-style-type: none"> Design a crisis management plan and decision making matrix for your unit Conduct a formal program evaluation of your operation; or participate in an external program evaluation Compare your performance measures to another organization's of the same size and function Facilitate your group through a formal value analysis process on a site project Participate in the local tourism boards marketing program or events; provide assistance with local tourism events Take another agency's state or local customer best practice and analyze it 	ACCOUNTABILITY <ul style="list-style-type: none"> Developing Program Measures & Outcomes Government Results Performance Act Developing Project & Program Plans Program Evaluation Project Development & Implementation CUSTOMER SERVICE <ul style="list-style-type: none"> Creating Customer Value Providing Superior Customer Service Customer Service Excellence Customer Satisfaction Measures Customer Contact Skills & Strategies Managing Customer Service DECISIVENESS <ul style="list-style-type: none"> Critical Thinking Skills for Managers Management Decision Making Intelligent Risk Taking Risk Taking & Empowerment Creative Thinking Skills ENTREPRENEURSHIP <ul style="list-style-type: none"> Marketing & Sales in Entrepreneurship Government Operations Marketing Strategy Workshop PROBLEM SOLVING <ul style="list-style-type: none"> Interested-Based Problem Solving Value Analysis Systematic Problem Solving TECHNICAL CREDIBILITY <ul style="list-style-type: none"> NPS Career Tracking Kit (see your career field competencies)
MID-LEVEL MANAGER <ul style="list-style-type: none"> Evaluates and plans for the risks involved in producing complex or sensitive strategic results Takes calculated risks in deciding whether to pursue particular initiatives, and makes sound, timely decisions on organizational direction Implements efforts and results measures across a component of the organization to ensure that initiatives succeed and that problems and issues are resolved Emphasizes quality, program evaluation, and goal accomplishments for all levels of management; and holds supervisors and team members accountable for their actions and outcomes Aggressively examines program direction and effectiveness at critical points and initiates plans or actions needed 	GENERAL ACTIVITIES <ul style="list-style-type: none"> Committee participation Improve a process; start or develop something new (e.g., program, procedure, service) Rotational assignment to a different job, function or area to gain experience Ad hoc working groups Participation in or leadership role in community groups Academic teaching or work-related research Work experience in the private sector Membership in professional associations Participation in professional seminars, workshops, conferences (includes self-study courses) 	

APPENDIX F

DEVELOPMENTAL SUGGESIONS FOR BUSINESS ACUMEN

ON-THE-JOB SUCCESS INDICATORS	POSSIBLE DEVELOPMENTAL ACTIVITIES	EXAMPLE OF SUBJECT AREAS TO LOOK FOR IN COURSES
FIRST-LINE SUPERVISOR <ul style="list-style-type: none"> Shows a sound understanding of the business of the team or work group and of the practices that enhance business success Uses state-of-the-art business practices and technological advances in the management of the team or unit Establishes priorities for administration of the team and helps to determine and secure the resources that support its programs and services Ensures that the human, financial and technological practices and resources of the team are aligned to drive forward the overall organization strategic direction Develops and executes resourceful strategies to accomplish business outcomes and objectives for the team or work group within budgetary and practical constraints 	SPECIFIC ACTIVITIES <ul style="list-style-type: none"> Participate in the development of your park's business plan Request to be part of your organization's budget process Learn to interpret annual reports and financial statements Establish and manage a "quality of work life" council for employees Be part of your organization's recruitment team 	FINANCIAL MANAGEMENT <ul style="list-style-type: none"> Congressional Appropriation Process NPS Budget Process Fundamentals of Administration Fundamentals of Financial Management FFS Operation Cost Benefit Analysis for Managers Program & Budget Analysis Park Program Manager HUMAN RESOURCES MANAGEMENT <ul style="list-style-type: none"> Personnel Practices Quality of Work Life Issues Managing Performance & Conduct Painless Performance Appraisals Preventing Violence in the Workplace Recruiting, Hiring & Interview for the Best Candidates TECHNOLOGY MANAGEMENT <ul style="list-style-type: none"> Technology Issues for Professionals E-Commerce: How Government & Business are Using the WEB to offer Information & Products Microsoft Office Program Operation
MID-LEVEL MANAGER <ul style="list-style-type: none"> Shows a wide understanding of the business of the organizational unit and of the practices that enhance business success Institutes state-of-the-art business practices and technological advances into the management of the organizational unit Establishes clear priorities within areas of responsibility for organizational administration, and helps to determine and secure the resources that support its program and services Ensures that the human, financial and technological practices and resources of the organization are aligned to drive forward the overall organizational strategic direction Aggressively examines program direction and effectiveness at critical points and initiates plans or actions as needed 	GENERAL ACTIVITIES <ul style="list-style-type: none"> Committee participation Improve a process; start or develop something new (e.g., program, procedure, service) Rotational assignment to a different job, function or area to gain experience Ad hoc working groups Participation in or leadership role in community groups Academic teaching or work-related research Work experience in the private sector Membership in professional associations Participation in professional seminars, workshops, conferences (includes self-study courses) 	

APPENDIX G

DEVELOPMENTAL SUGGESIONS FOR BUILDING COMMINICATIONS & COALITIONS

ON-THE-JOB SUCCESS INDICATORS	POSSIBLE DEVELOPMENTAL ACTIVITIES	EXAMPLE OF SUBJECT AREAS TO LOOK FOR IN COURSES
<p style="text-align: center;">FIRST-LINE SUPERVISOR</p> <ul style="list-style-type: none"> ▪ Develops a mutually beneficial network of personal and professional relationships within the organization ▪ Uses persuasive interpersonal skills to leverage resources and facilitate group work; makes clear and convincing presentations ▪ Negotiates to achieve win-win resolution of work related issues ▪ Understands impact of internal and external political and cultural realities 	<p style="text-align: center;">SPECIFIC ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Deal with a dissatisfied citizen ▪ Handle a negotiation with a partner ▪ Develop MOU or other partnership agreement ▪ Present a proposal to top management ▪ Write articles for NPS or trade newsletters ▪ Summarize a new trend/technique and present it to your team ▪ Volunteer to speak at a trade show or conference 	<p style="text-align: center;">INFLUENCING & NEGOTIATING</p> <ul style="list-style-type: none"> ▪ Effective Facilitator ▪ Practical Negotiation ▪ Managing Cooperative Agreements <p style="text-align: center;">INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> ▪ Interpersonal Communication: Developing Effective Relationships ▪ Listening Skills ▪ Assertiveness for Managers
<p style="text-align: center;">MID-LEVEL MANAGER</p> <ul style="list-style-type: none"> ▪ Fosters mutually beneficial networks of personal and professional relationships inside and outside the organization ▪ Makes clear and convincing presentations to diverse audiences representing different levels or functional groups ▪ Shows an interpersonal ability that wins support and build trust from staff inside and outside of the agency ▪ Negotiates win-win resolution in complex situations ▪ Makes decisions displaying a clear appreciation for internal and external political and cultural realities 	<p style="text-align: center;">GENERAL ACTIVITIES</p> <ul style="list-style-type: none"> ▪ Committee participation ▪ Improve a process; start or develop something new (e.g., program, procedure, service) ▪ Rotational assignment to a different job, function or area to gain experience ▪ Ad hoc working groups ▪ Participation in or leadership role in community groups ▪ Academic teaching or work-related research ▪ Work experience in the private sector ▪ Membership in professional associations ▪ Participation in professional seminars, workshops, conferences (includes self-study courses) 	<p style="text-align: center;">ORAL COMMUNICATIONS</p> <ul style="list-style-type: none"> ▪ How to Make Presentations with Power & Confidence ▪ How to be a Great Communicator ▪ Communication Skills for Women <p style="text-align: center;">PARTNERING</p> <ul style="list-style-type: none"> ▪ NPS Cooperative Agreements ▪ Consensus Building with Partners <p style="text-align: center;">POLITICAL SAVVY</p> <ul style="list-style-type: none"> ▪ Manager's Policy on Public Policy ▪ Public Policy Forums <p style="text-align: center;">WRITTEN COMMUNICATION</p> <ul style="list-style-type: none"> ▪ Preparing & Delivering Congressional Testimony ▪ Grammar & Usage ▪ Business Writing for Results

APPENDIX H-1

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE						LEADING PEOPLE					RESULTS DRIVEN					BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS							
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources Mgmt.	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partanering	Political Savvy	Written Communications
CODE	LISTING	*																											
NPS COURSES (http://www.nps.gov/training)																													
NPS-SML	Distance Learning Models on Various HRM Topics (proposed for future)	1	✓														✓		✓			✓							
NPS-Safety	Safety Management for Supervisors	1													✓		✓		✓	✓									
NPS-SML	Supervision: Fundamentals Offered by HOAL (service-wide & in-parks)	1						✓			✓	✓	✓	✓								✓							
NPS-ADM	Budget Process for NPS Managers	3						✓							✓							✓							
NPS-WASO	Cost Effective Construction Mgmt. For Superintendent & Managers	3						✓							✓					✓		✓							
NPS-FM	Introduction to Facility Management & Maintenance Operations in NPS (2 weeks)	3																		✓									
NPS-SML	Manager's Institute on Public Policy	3			✓														✓					✓			✓	✓	
NPS-NR	Natural Resources Protection, Law & Policy for Superintendents	3	✓		✓					✓					✓		✓		✓	✓							✓	✓	
NPS-SML	Superintendent's Best Practices Forums (proposed future activity)	3	✓	✓	✓													✓			✓					✓	✓		
NPS-SML	The New Superintendent	3			✓			✓		✓			✓		✓		✓		✓		✓	✓	✓	✓			✓	✓	
NPS-ADM	Administration for First-Line Supervisors	1, 3						✓	✓	✓					✓		✓		✓		✓								
NPS-NR	Eliminating Accident in the Workplace (CD-ROM – interactive program)	1, 3													✓		✓		✓	✓									
NPS-ADM	Fundamentals of Administration	1, 3						✓							✓						✓								
NPS-ADM	Introduction to Park Management – Budget Formulations	1, 3																		✓		✓							
NPS-PW	Managing People: Performance Management Workshop – (offered by Pacific West Regional)	1, 3																											
NPS-ADM	Mentoring Programs for Chiefs of Administration (year long program)	1, 3	✓	✓		✓	✓									✓				✓	✓	✓	✓						
NPS-SML	Mid-Level Intake Program (proposed FY-2001)	1,3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NPS-VUM	Special Park Uses for Managers	1, 3			✓			✓								✓													
NPS-SML	Supervision: The Next Step	1, 3	✓	✓							✓	✓	✓	✓	✓		✓		✓			✓			✓	✓			
NPS-RO	Supervisory Excellence (offered by some regional offices & units)	1, 3									✓	✓	✓	✓	✓		✓		✓			✓				✓			

APPENDIX H-2

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE							LEADING PEOPLE					RESULTS DRIVEN						BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS						
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources Mgmt.	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partanering	Political Savvy	Written Communications	
			CODE	LISTING	*																									
NPS-SML	The Chiefs: Division Management & Leadership	1, 3	✓	✓						✓			✓			✓			✓	✓										
NPS-VUM	Visitor Use Management for Managers	1, 3			✓			✓								✓														
NPS-LE	Law Enforcement for Managers	3, 5													✓		✓		✓	✓							✓			
NPS-NR	Conservation Study Institute (programs on Conservation & Resources Protections)	1,3,5																		✓										
NPS-OD	GPRA Courses (8 courses)	1,3,5						✓	✓	✓					✓															
NPS-OD	GRPA Distance Learning (interactive broadcast video available)	1,3,5						✓	✓	✓					✓															
NPS-ADM	Introduction to Park Program Management	1,3,5						✓							✓						✓									
NPS-NPS	Managing a Diverse Workforce (TEL – Video Available)	1,3,5										✓										✓								
NPS-SML	Supervision, Training & Management Fund (currently a yearly program)	1,3,5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
DOUI UNIVERSITY (offers more than 600 on-line courses – for more info, visit http://www.doi.gov/training)																														
DOIU	How to Discipline Employees & Correct Performance Problems (Internet-based)	1																				✓								
DOIU	Human Resource Essentials (Internet-based)	1																				✓								
DOIU	Introduction to Supervision	1	✓			✓	✓				✓	✓		✓			✓		✓			✓				✓				
DOIU	Performance-Based Appraisals (Internet-based)	1											✓									✓				✓				
DOIU	Succeeding as a First-Time Manager	1							✓	✓			✓	✓	✓		✓		✓			✓								
DOIU	Alternative Dispute Resolution for Supervisors & Managers	3									✓								✓			✓								
DOIU	Essential Skills for Tomorrow's Managers (Internet-based)	1, 3	✓						✓	✓		✓		✓	✓							✓								
DOIU	Going from Management into Leadership (Internet-based)	1, 3		✓					✓	✓	✓	✓	✓	✓	✓			✓												
DOIU	Human Resource Management for Managers & Supervisors (Internet-based)	1, 3																				✓								
DOIU	Problem Solving & Decision Making (Internet-based)	1, 3															✓		✓											
DOIU	Supervisory Refresher	1, 3																												

APPENDIX H-3

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE						LEADING PEOPLE					RESULTS DRIVEN						BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS						
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partnership	Political Savvy	Written Communications
CODE	LISTING	*																											
DOIU	Supervisory Success	1, 3																											
DOIU	Leadership in Senior Management (Internet-based)	3, 5	✓						✓	✓			✓		✓	✓	✓	✓											
DOIU	"A Winning Balance" Interactive Diversity Training for all Employees	1,3,5										✓		✓								✓			✓				
DOIU	Speakers Series – in Management & Leadership	1,3,5	✓																										
THE GOVERNMENT AFFAIRS INSTITUTE (http://www.georgetown.edu/ssce/gai)																													
GAI	Congress & Money	3			✓			✓												✓	✓							✓	
GAI	Congressional Operations Seminar	3			✓			✓												✓								✓	
GAI	Congressional Update	3			✓			✓								✓				✓								✓	
GAI	Personal Liability of the Federal Official	3	✓		✓										✓														
GAI	Advanced Budget & Appropriations Process	3, 5			✓																✓								
GAI	Advanced Legislative Process	3, 5			✓			✓																				✓	
GAI	Preparing & Delivering Congressional Testimony	3, 5			✓																			✓		✓		✓	✓
GAI	Seminar for Executives on Legislative Operations	3, 5			✓			✓		✓										✓								✓	
OPM (http://www.leadership.opm.gov)																													
OPM	Alternative Dispute Resolution	3		✓							✓			✓										✓	✓	✓			
OPM	Developing High Performing Teams	3	✓							✓	✓	✓		✓															
OPM	Dynamics of Public Policy	3			✓	✓				✓							✓		✓	✓				✓	✓	✓			
OPM	Leadership Assessment Program	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OPM	Leadership Potential Seminar	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OPM	Management Assessment Program	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
OPM	Management of Information Technology	3													✓					✓			✓						
OPM	Managing Project Teams	3		✓										✓	✓									✓					
OPM	Supervisory Leadership Seminar	3	✓																✓		✓			✓		✓			✓
OPM	Team Building & Team Leadership Seminars	3	✓							✓	✓	✓												✓	✓				
OPM	Executive Assessment Program	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX H-4

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE						LEADING PEOPLE					RESULTS DRIVEN						BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS						
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources Mgmt.	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partnering	Political Savvy	Written Communications
CODE	LISTING	*																											
OPM	Executive Communications Workshop: Interpersonal Communication	5																									✓	✓	
OPM	Executive Communications Workshop: Representing your Agency to External Audiences	5																							✓	✓		✓	
OPM	Executive Development Seminar: Leading Change	5			✓				✓	✓			✓		✓		✓				✓					✓	✓	✓	
OPM	Executive Forum on Current Issues	5			✓			✓	✓							✓											✓		
OPM	Federal Human Resources Management	5			✓				✓						✓				✓	✓		✓							
OPM	Management Development Seminar: Leading Organizations	5		✓		✓						✓		✓				✓					✓	✓					
OPM	Seminar for New Managers: Leading People	5	✓				✓	✓			✓					✓			✓	✓		✓			✓			✓	
OPM	Developing Customer-Focused Organizations	3, 5			✓	✓	✓		✓	✓						✓			✓						✓	✓	✓		
OPM	Diversity: A Business Necessity for the Millennium	3, 5						✓	✓	✓		✓			✓							✓							
OPM	Entrepreneurial Government Management	3,5																		✓	✓			✓					
OPM	Environmental Policy Issues	3, 5		✓	✓	✓			✓	✓						✓	✓		✓	✓			✓	✓					
OPM	Federal Budgetary Policy & Procedure	3, 5			✓										✓					✓	✓	✓							
OPM	Government Performance & Results	3, 5			✓				✓						✓				✓				✓						
OPM	Seminar for Executives on Legislative Operations	3, 5			✓			✓		✓										✓							✓		
OPM	Strategies for Building High Performing Organizations	3, 5		✓	✓			✓	✓	✓								✓						✓		✓			
US FISH & WILDLIFE SERVICE (http://www.nctc.fws.gov)																													
FWS	Assigning Tasks Effectively	1													✓							✓							
FWS	Building Support for Your Ideas	1																						✓	✓	✓			
FWS	Supervision: An Introduction (may be offered to NPS only audience)	1	✓									✓				✓						✓			✓				
FWS	Using Positive Discipline	1													✓							✓							
FWS	Balancing Nature & Commerce in Gateway Communities	3			✓				✓		✓				✓				✓							✓			

APPENDIX H-5

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE							LEADING PEOPLE					RESULTS DRIVEN						BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS					
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources Mgmt.	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partanering	Political Savvy	Written Communications
CODE	LISTING	*																											
FWS	Community-Based Consensus Building	3																	✓					✓					
FWS	Discrimination: Civil Treatment for Managers	3										✓			✓							✓							
FWS	Preparing for Change	3				✓				✓												✓			✓				
FWS	Realizing Change	3				✓	✓		✓													✓		✓					
FWS	Dealing with Conflict	1, 3												✓	✓							✓			✓				
FWS	Delegating Effectively	1, 3						✓							✓							✓							
FWS	Leadership Through Influence	1, 3				✓							✓			✓								✓	✓				
FWS	Managing Difficult People	1, 3									✓											✓							
FWS	Recruiting, Interviewing & Hiring	1, 3																				✓							
FWS	Sexual Harassment: What Supervisors Need to Know	1, 3										✓										✓							
FWS	Supervision: Coaching Skills	1, 3						✓											✓			✓							
FWS	Supervision: The Next Step (may be offered to NPS only audience)	1, 3	✓					✓				✓			✓				✓			✓				✓			
FWS	Workforce Diversity: The Diversity Team	1, 3										✓							✓			✓			✓				
FWS	Congressional Testimony: Preparing and Delivering	3, 5																								✓		✓	
FWS	Employee Safety & Security	1,3,5		✓	✓	✓	✓		✓		✓	✓		✓	✓			✓						✓	✓				
FWS	Leadership Effectiveness Workshop	1,3,5	✓																										
USDA GRADUATE SCHOOL (http://www.grad.usda.gov)																													
USDA	Introduction to Federal Budget	1													✓						✓								
USDA	Introduction to Program Evaluation	1													✓						✓								
USDA	Introduction to Supervision	1	✓			✓						✓	✓		✓								✓			✓			
USDA	Benchmarking for Government Organizations	3		✓					✓						✓														
USDA	Budget Analysis Workshop	3																			✓								
USDA	Business Process Re-Engineering	3		✓				✓	✓																				
USDA	HRM for Managers & Supervisors	3													✓							✓							
USDA	Management Decision Making & Problem Solving	3															✓		✓										
USDA	Management Development Part 1 & 2	3		✓						✓	✓				✓	✓			✓			✓							

APPENDIX H-6

NPS LEADERSHIP COMPETENCIES			LEADING CHANGE							LEADING PEOPLE					RESULTS DRIVEN						BUSINESS ACUMEN			BUILDING COALITIONS & COMMUNICATIONS						
Sample of Supervision, Management & Leadership Courses Offered by Various Vendors (check current vendor listings for Updates & Schedules) *SUGGESTED LEVEL: 1 – First Line Supervisors 3 = Mid Level Managers 5 – Senior Executives			Continual Learning	Creativity & Innovation	External Awareness	Flexibility	Resilience	Service Motivation	Strategic Thinking	Vision	Conflict Management	Cultural Awareness	Integrity/Honesty	Team Building	Accountability	Customer Service	Decisiveness	Entrepreneurship	Problem Solving	Technical Credibility	Financial Management	Human Resources Mgmt.	Technology Management	Influencing/Negotiating	Interpersonal Skills	Oral Communication	Partanering	Political Savvy	Written Communications	
CODE	LISTING	*																												
USDA	Managing Conflict in an Environment of Change	3										✓	✓				✓	✓				✓								
USDA	Managing Customer Service	3														✓														
USDA	Managing Team Projects	3														✓														
USDA	Negotiating Techniques	3																					✓							
USDA	Performance Measurement & Budgeting	3		✓											✓						✓	✓								
USDA	Strategic Planning	3						✓	✓	✓	✓				✓															
USDA	Basic Facilitators Workshop	1, 3												✓									✓							
USDA	Basic Labor Relations	1, 3									✓											✓								
USDA	Basic Position Classification	1, 3																			✓		✓							
USDA	Basic Staffing & Placement	1, 3																			✓		✓							
USDA	Budget Justification & Presentation	1, 3																			✓									
USDA	Coaching to Increase Productivity	1, 3																				✓			✓					
USDA	Communicating for Results	1, 3																							✓					
USDA	Conflict Across Cultures	1, 3									✓	✓													✓		✓			
USDA	Constructive Conflict Resolution	1, 3										✓							✓											
USDA	Creating & Maintaining a Team-Based Organization	1, 3												✓	✓															
USDA	Creative Problem Solving	1, 3																✓		✓										
USDA	Dealing with Workplace Negativity	1, 3									✓			✓																
USDA	EEO for Supervisors & Managers	1, 3									✓	✓										✓								
USDA	Effective Communication with Customers	1, 3														✓										✓				
USDA	Leadership Skills for Supervisors & Managers	1, 3							✓	✓			✓					✓												
USDA	Staffing for Supervisors & Managers	1, 3																		✓		✓								
USDA	Supervision & Group Performance	1, 3									✓			✓																
USDA	Team Leadership Essentials	1, 3					✓	✓			✓													✓						
USDA	Team Skills Practicum	1, 3									✓			✓											✓					
OTHER VENDORS																														
EEOC	The New Federal Complaint Process & You	1, 3										✓										✓								
WOODS	Congress & Public Lands Issues (The Woods Institute)	3, 5			✓															✓						✓	✓			

APPENDIX I

TRAINING PROVIDER INFORMATION

RECOMMENDED WEB SITES to locate Supervision, Management & Leadership Developmental Resources/Courses		
DEPARTMENT	WEBSITE	COMMENTS
NPS	http://www.nps.gov/training	National Park Service Training & Development Website. You will find a listing of NPS courses.
DOI University	http://www.doi.gov/training	Good source of on-line and nationwide training.
DOI	http://www.doi.gov/training	Provides information on training, job vacancies (AVADS0, self-assessment and exploration, job hunting, etc.
US Fish & Wildlife Service	http://www.fws.gov	National Conservation Training Center website.
BLM	http://www.blm.gov	DOI Bureau of Land Management National Training Center website; click on National Training Center to find their list of courses.
The Carhart Center	http://www.wilderness.net/carhart	The Arthur Carhart National Wilderness Training Center provides a variety of training on the management, restoration and public use of wilderness areas.
FLETC	http://www.treas.gov/fletc	The Federal Law Enforcement Training Center offers law enforcement training for park rangers.
USDA	http://www.grad.usda.gov	USDA Graduate School
OPM	http://www.leadership.opm.gov	US Office of Personnel Management leadership training website. The target audience for OPM training is mid and executive level managers. This site has links to FEI and OPM Management Development Centers.
FPMI Communications, Inc.	http://www.fpmi.com/training/onsite.shtml	Offers training seminars and excellent reference materials for supervisors.
OTHER TRAINING RESOURCE GUIDES: <ul style="list-style-type: none"> ▪ http://www.trainseek.com – the new one stop e-marketplace to find, preview, compare and buy training fast ▪ http://www.alx.org – America's Learning eXchange, is an on-line database of training resources (recommended by OPM) ▪ http://www.tasl.com – Training & Seminar Locator is an award winning free education and training resources center/database for career/business. Includes offerings of over 1000 of the best universities, industry associations, media and training companies. 		

APPENDIX J-1

INDIVIDUAL DEVELOPMENT PLAN FOR SUPERVISORS

EMPLOYEE NAME: _____

New Administrative Officer (Small Park) _____

COMPETENCY	COURSES & DEVELOPMENTAL ACTIVITIES	DATES	NUMBER OF HOURS OF T&D	HOW COMPETENCY WILL BE APPLIED @ WORK	DATE PROFICIENCY LEVEL IS ATTAINED	COSTS
LEADING CHANGE						
Vision						
External Awareness						
Creativity & Innovation						
Strategic Thinking	Training for GPRA Coordinators	TBD	24 hours	Helping to formulate park direction and strategies; determining and setting division objectives and priorities		
Continual Learning						
Resilience						
Flexibility						
Service Motivation						

APPENDIX J-2

INDIVIDUAL DEVELOPMENT PLAN FOR SUPERVISORS

EMPLOYEE NAME:

New Administrative Officer (Small Park)

COMPETENCY	COURSES & DEVELOPMENTAL ACTIVITIES	DATES	NUMBER OF HOURS OF T&D	HOW COMPETENCY WILL BE APPLIED @ WORK	DATE PROFICIENCY LEVEL IS ATTAINED	COSTS
LEADING PEOPLE						
Conflict Management	Conquering Conflict through Communication	Online training (self paced)		Preventing and resolving destructive conflicts; involving employee and team in resolving differences over work issues		\$25.00
Cultural Awareness	EEO – It's Place in the Federal Government	Offered by NISC	20 hours	Understanding supervisory EEO responsibility	Upon course completion	\$125.00
Team Building	Supervision: An Introduction	Offered by US Fish & Wildlife Service (TBD)	40 hours	Transitioning to the role of supervisor; applying various techniques to improve communication and employee motivation; managing employee performance and delegating work; creating a customer service culture		
Integrity/Honesty						

APPENDIX J-3

INDIVIDUAL DEVELOPMENT PLAN FOR SUPERVISORS

EMPLOYEE NAME: _____

New Administrative Officer (Small Park) _____

COMPETENCY	COURSES & DEVELOPMENTAL ACTIVITIES	DATES	NUMBER OF HOURS OF T&D	HOW COMPETENCY WILL BE APPLIED @ WORK	DATE PROFICIENCY LEVEL IS ATTAINED	COSTS
BUILDING COALITIONS / COMMUNICATIONS						
Oral Communication						
Written Communication						
Influencing/Negotiating	Safety Committee Membership	3 hours per month		Identify and solve park safety issues	Ongoing	\$ 0.00
Partnering	Detail to medium size park		40 hours	Seeking information and support from others and networking to improve administrative processes and accomplish park goals	Ongoing	Travel & per diem
Political Savvy						
Interpersonal Skills	Safety Committee Membership	3 hours per month		Participating on an interdisciplinary team to promote a healthy work environment; seeking and providing feedback with employees about safety issues	Ongoing	\$ 0.00

APPENDIX J-4

INDIVIDUAL DEVELOPMENT PLAN FOR SUPERVISORS

EMPLOYEE NAME: _____

New Administrative Officer (Small Park) _____

COMPETENCY	COURSES & DEVELOPMENTAL ACTIVITIES	DATES	NUMBER OF HOURS OF T&D	HOW COMPETENCY WILL BE APPLIED @ WORK	DATE PROFICIENCY LEVEL IS ATTAINED	COSTS
RESULTS DRIVEN						
Accountability	Training for GPRA Coordinators	3 days		Monitoring, evaluating and measuring my division and the park's GPRA progress		
Problem Solving	Safety Committee Membership	3 hours per month		Analyzing situations that surround safety issues; generating and recommending actions to prevent and solve problems parkwide	Ongoing	\$0.00
Decisiveness						
Customer Service	Detail to medium size park		40 hours	Using information from variety of sources to access and improve services and work products to park employee customers	Ongoing	Travel & per diem
Entrepreneurship						
Technical Credibility	Introduction to Park Program Management		32 hours	Understanding procedures; inputting FFS data; and performing backup to budget clerk	Two months	\$150.00 Travel & per diem

APPENDIX J-5

INDIVIDUAL DEVELOPMENT PLAN FOR SUPERVISORS

EMPLOYEE NAME: _____

New Administrative Officer (Small Park) _____

COMPETENCY	COURSES & DEVELOPMENTAL ACTIVITIES	DATES	NUMBER OF HOURS OF T&D	HOW COMPETENCY WILL BE APPLIED @ WORK	DATE PROFICIENCY LEVEL IS ATTAINED	COSTS
BUSINESS ACUMEN						
Financial Management						
Human Resources	Performance Management for Supervisors / Managers		40 hours	Communicating with supervisors and employees about performance management issues including performance standards and ongoing feedback; achieving workplans and park goals		\$125.00 Travel & per diem
Management						
Technology Management	Detail to medium size park		40 hours	Using technical and systems to improve administrative work efficiency	Ongoing	Travel & per diem

APPENDIX K

MEMORANDUM: POLICY ON SUPERVISION TRAINING

P86 (2660)

October 20, 1999

Memorandum

To: All NPS Employees

From: Director
/ s / Robert G. Stanton

Subject: Policy on Supervision Training

I am pleased to reissue the National Park Service policy on supervisory training. It is the policy of the National Park Service to provide all newly appointed supervisors with 80 hours of supervisory training in their first year and that all supervisors at all levels receive 40 hours of supervisory training yearly. Furthermore, it is the policy of the National Park Service that senior managers ensure that this policy is communicated and carried out to the fullest extent possible.

We need to ensure that we continue to train NPS supervisory employees to take full advantage of employee relations resources and regulations and to acquire the skills and learning needed to succeed in a changing workplace. Each day they are on the front lines, interacting moment to moment with employees to accomplish the organization's mission. Each day the supervisor's job becomes more challenging as NPS strives to maintain the high performance levels essential to quality stewardship and organizational effectiveness.

Therefore, every manager must ensure that each supervisor receives formal training in the essential elements of supervision by identifying and disseminating service-wide, regional and local training sources. The WASO Employee Training and Development Office will offer a series of service-wide supervision courses and have established a supervision training fund for individuals to apply and receive grants to attend appropriate local or regional supervision training. Please check the NPS homepage under the Learning Place for supervision training information.

In addition, the WASO training staff in cooperation with the WASO Human Resources Office is in the process of completing a human relations handbook that outlines the essential elements of supervision subject areas which each new supervisor should master. As you implement your supervisory training programs and discuss supervision training with your staff, please ensure that the NPS employee relations handbook is included. Also, the elements outlined in the employee relations handbook must be included in your local or regional supervision training programs provided to managers, supervisors and employees.

APPENDIX L

POLICY/REGULATION	DESCRIPTION OF POLICY OR REGULATION
Code of Federal Regulations: 5CFR, Subpart A, Chapter 412	Each agency must provide for the initial and continuing development of the individuals in executive, managerial and supervisory positions, and candidates for those positions. The agency must issue a written policy to assure that their development programs: a) are designed as part of the agency's strategic plan; b) make assignments to training and development consistent with Merit Promotion plans; c) Provide for 1) initial training when individuals make critical career transitions to become a new supervisor, manager or executive; 2) continuing learning in order to achieve the mastery level of proficiency for his or her current management level and position and 3) Systematic development of candidates for advancement to higher management level positions.
Office of Personnel Management: OPM Training Policy Handbook Authorities and Guidelines (HRD 97-1), 1997	Same as 5 CFR
Department of the Interior Personnel Bulletin No.00-8 (412) dated October 2, 2000 http://www.doi.gov/hrm/guidance/pb00-8.htm	<p>Probationary Managers and Supervisors: Employees appointed to managerial positions who are subject to a 12 month probationary period must meet the following minimum supervisory requirements:</p> <ul style="list-style-type: none"> ➤ Phase I: 40 hours of appropriate formal training in HR management, EEO and diversity and ethics. ➤ Phase II: Training that supports development of leadership skills, including development of budgeting and computer technology competencies. ➤ Regular discussions with his/her supervisor to review developmental progress <p>Other Supervisors: Non-probationary supervisors who have not received training are also required to complete the above phase I and II training. All other supervisors will be provided annual refresher training that is based on individualized needs.</p> <p>Individual Development Plans (IDPs): Bureaus/offices are encouraged to use the individual development plan as the document through which the annual training requirements and needs are ascertained. IDPs may be used to help in determining supervisory development and training needs upon assignment of new supervisors, and in connection with the annual performance appraisal for all other supervisors.</p>
DOI Memorandum dated Aug 12, 1997, Subject: EO Training for Managers and Supervisors; DOI Memorandum dated 5/16/88, Subject EO Training for Managers and Supervisors; DOI EO Directive No 89-1 , Subject: EO Training for Managers and Supervisors (dated 10/13/88)	Requires that all supervisors and managers must complete 24 hours of EEO training every 5 years. The training must cover 4 specified components. Probationary Supervisors and managers must complete at least 8 of the 24 hours of EEO training within one year of appointment.
National Park Service Director's Memorandum dated February 3, 1989, Subject: EO Training for Managers and Supervisors	Requires all supervisors and managers to complete 24 hours of EEO training every 5 years (a minimum of 4 hours annually). Training must cover 1) Affirmative Action Program Planning and Implementation; 2) Prevention and early resolution of Complaints; 3) Elimination of Sexual Harassment in the Workplace and 4) Reasonable Accommodations. Probationary supervisors and managers must complete at least 8 of the 24 hours of EEO training within one year of appointment. This initial 8 hours must incorporate 2 hours on each of the 4 components identified above.
National Park Service Director's Memorandum dated October 20, 1999, Subject: Policy on Supervision Training	<p>Probationary Managers and Supervisors: 80 hours of supervisory training in their first year.</p> <p>Non-probationary Managers and Supervisors: 40 hours of supervisory training yearly.</p>
NPS Supervisory Development and Training Guidelines, 10/2000 (http://im.den.nps.gov , Administration	Provides resources and guidelines for required supervision training.