

UNITED STATES DEPARTMENT OF AGRICULTURE  
WASHINGTON, DC. 20250

<b>DEPARTMENTAL REGULATION</b>	Number: 4040-412-002
SUBJECT: Training and Development for Supervisors	Date: July 25, 2014
	OPI: Office of Human Resources Management

1. PURPOSE

This regulation establishes Departmental policy on training and development for supervisors.

2. BACKGROUND

This Directive describes how USDA will meet supervisory training requirements. It will:

- a. Ensure that supervisor training is consistent throughout the Department;
- b. Minimize duplication of supervisory training efforts across the Department;
- c. Ensure cost effective delivery of training through blended learning approaches and economies of sharing training resources among all USDA agencies and staff offices;
- d. Build a supervisor workforce that supports long-term organizational performance;
- e. Reduce and eliminate problems created by untrained supervisors; and
- f. Build a positive and productive work environment with engaged employees.

3. SPECIAL INSTRUCTIONS

This policy supersedes DR4120-002 Training for Team Leaders, Supervisors, Managers, and Executives dated (November 4, 1998).

#### 4. AUTHORITIES AND REFERENCES

- a. [The Government Employees Training Act, Title 5, United States Code, Chapter 41](#) and related guidance issued by the Office of Personnel Management;
- b. [Title 5, Code of Federal Regulations \(CFR\), Part 315, Subpart I, Probation on Initial Appointment to a Supervisory or Managerial Position](#);
- c. [Title 5, Code of Federal Regulations \(CFR\), Part 410, Training](#);
- d. [Title 5, CFR, Part 412, Executive, Management, and Supervisory Development](#);
- e. [Departmental Regulation 4040-412-001, Leadership Competency Framework](#); and
- f. [Departmental Regulation 4040-430, Performance Management, Section 9.a.\(7\); and 9.c.](#)

#### 5. POLICY

##### a. General Provisions.

- (1) The Merit Systems Protection Board considers supervision to be a profession. Supervisors require management and leadership skills as much or more than technical skills. Hiring and promoting supervisors should be based on demonstrated leadership and management competencies.
- (2) Agencies will ensure supervisors complete required training and will report at least annually on training and organizational measures identified by the USDA Virtual University (VU).
- (3) All agencies will use the USDA New Supervisor Training Standard (Appendix A) as approved by the Training Officers Consortium (TOC) for all supervisor training and development.

##### b. Training Standards and Curriculum

- (1) The VU will maintain the New Supervisor Training Standard.
- (2) Agencies will provide training to each new supervisor using one of the following options:
  - (a) Develop and provide a training program for new supervisors, delivered by the agency that meets the established training standards and is approved by the TOC as part of the implementation plan outlined in Section 5.b.(4) of this Regulation;
  - (b) Use the USDA provided training program (See Appendix B); or

- (c) Partner with an agency that has an approved training program to provide the training.
- (3) Agencies may select different training options for employees based on criteria such as geographical regions or job series.
- (4) Agencies that maintain their own training for new supervisors will develop an implementation plan for New Supervisor Training.
  - (a) The implementation plan must include the following:
    - 1 List of courses including instructional methods, objectives, and contact hours.
    - 2 A clear description of how the training program addresses each element of the New Supervisor Training Standard.
    - 3 An evaluation methodology that explains how the agency will assess the effectiveness of their training programs using the metrics provided by the VU and make future improvements based on the evaluation data.
  - (b) The plan will be presented to the TOC for approval. Once approved, the training program will be creditable for new supervisors to meet their training requirements as outlined in Section 5.c. of this document.
- c. Requirements to Complete New Supervisor Training.
  - (1) A new supervisor, manager, or executive, hired after the implementation of this Regulation, who has never held a supervisory appointment in the USDA, or documented successful completion of either a USDA agency or Department-level approved new supervisor program must complete the USDA-wide approved new supervisor training program.
    - (a) The training should commence immediately after appointment but no later than the first 90 days following the appointment.
    - (b) The training must be completed within one year of beginning the appointment.
    - (c) A Mission Area Human Resource Director (MAHRD) may waive all or part of the training requirement for a supervisor hired from another Federal department under the following conditions:
      - 1 The employee has completed supervisory probation as required by 5 CFR 315 Subpart I prior to being hired by the USDA.

- 2 The MAHRD verifies that the employee possesses the skills in the USDA New Supervisor Training Standard by completing the New Supervisor Training Waiver Form (attached as Appendix C). Where the MAHRD finds that there are missing skills, the employee must take the training elements to develop those skills and the MAHRD must account for the training to develop those skills. The training requirements for “Ethics for Supervisors” may not be waived.
- 3 Within 90 days of the start date at USDA the employee must complete the required new supervisor training assessment in AgLearn with a minimum score of 80%.
- 4 Within 90 days of the start date at USDA the employee must complete all training identified in the Supervisory Training Waiver Form.
- 5 The MAHRD must verify that the employee granted a complete or partial training waiver and has completed all of the training requirements identified in the New Supervisor Training Waiver Form. The completed form must be returned to the VU with 105 days of the employee’s start date.

(2) Employees who have previously been a supervisor within USDA and have documented completion of a new supervisor training program approved by their agency training officer are not required to complete the USDA-wide new supervisor’s training program. This documentation must be provided to their agency’s training officer.

d. Completion of Training and Assessment as a Condition of Supervisory Probation

- (1) Probationary supervisors must successfully complete all components of the required new supervisor training program before the end of their probationary period.
- (2) A MAHRD may grant an extension to new supervisors to complete the training under the following conditions:
  - (a) Required service of more than 60 continuous days as part of a military deployment;
  - (b) Leave of more than 60 continuous days under the Family and Medical Leave Act;
  - (c) Have partially completed a supervisory probation. In such cases the deadline to complete the new supervisory training can only be extended so that the employee completes the required training within one year of their current supervisory appointment.
  - (d) As required or permissible under a superseding authority.

- (3) If an extension is granted, new supervisor training is no longer a requirement to complete the new supervisor probationary period, but the training must still be completed by the employee in the timeframe given by the MAHRD.
  - (4) The MAHRD must notify the VU for each deferment and document the conditions of the extension granted, including the required date for completing the training.
  - (5) Any new supervisor who does not complete their probation because of failure to complete the required training and standard assessment will be reassigned to another position in compliance with 5 CFR Part 315, Subpart I.
  - (6) Employees must be notified, at a minimum, about the training as a required component of probation in the following ways:
    - (a) The vacancy announcement,
    - (b) The position description,
    - (c) The reporting or selection letter,
    - (d) In a written document provided during onboarding,
    - (e) The training agreement.
  - (7) Each notification listed in Section 5.d.(6) must include, at a minimum, the following information:
    - (a) That ninety days after the appointment that training should already be underway,
    - (b) That nine months after the appointment that the training requirements should be nearing completion,
    - (c) That eleven months after the appointment, if the training requirements are not complete, the employee will not come off of probation,
    - (d) That fifty weeks after the appointment, Employee Relations will be notified that the supervisor is not meeting the training requirement and will not complete probation unless the training requirement is complete and recorded in AgLearn.
  - (8) All position descriptions for supervisory employees will include information explaining that successful completion of the new supervisor training curriculum is a requirement to complete probation.
- e. Standards for Experienced Supervisor Training.

- (1) Each experienced supervisor will have an individual development plan (IDP) identifying the competencies for development and specific activities to increase their proficiency in those competencies.
- (2) Annually, the VU will establish mandatory training and developmental requirements for experienced supervisors. These annual training standards will be approved by the TOC and then implemented across USDA.
- (3) Completion of the annual experienced supervisor training and development requirements will be certified by the supervisor's manager as part of the annual performance review process.
- (4) Agencies will report annually to the VU on compliance with supervisor training requirements.

## 6. DEFINITIONS

- a. Experienced Supervisors. Employees who meet the definition of "Supervisor" in provision 6.f. with more than one year of experience as a supervisor in Federal government.
- b. Managers. Employees who accomplish work by directing the duties of an organizational unit with accountability for the success of specific line or staff functions. Managers also monitor and evaluate the progress of the organizational unit toward meeting goals and making adjustments in objectives, work plans, schedules, and commitment of resources. Generally, managers supervise supervisors.
- c. New Supervisors. Employees who meet the definition of "Supervisor" with less than one year of experience as a supervisor in the Federal government.
- d. Probationary Supervisors. Employees who meet the definition of "Supervisor" and are in probationary status subject to 5 CFR Part 315, Subpart I.
- e. Subordinate Supervisors. Employees who meet the definition of "Supervisor" and who are the direct reports of a manager or executive. Subordinate supervisors may be frontline supervisors, managers, or executives.
- f. Supervisors: Supervisors are permanent, full-time Federal employees who are responsible for delivering at least one employee's performance review. For the purposes of this regulation, only employees who are coded as "2" or "4" in the USDA Enterprise Human Resources data system are subject to this policy's training requirement.
- g. Training Officers Consortium. The USDA decision-making body for nontechnical training and employee development.

## 7. RESPONSIBILITIES

- a. Agency Heads shall provide adequate support for implementing agency-specific policies and programs to train all new supervisors to meet the requirements outlined in this directive.
- b. MAHRDs shall:
  - (1) Establish agency policies and procedures as necessary to ensure that all supervisors meet training standards and steps are taken to address any new supervisor's failure to complete the new supervisor training program. See Appendix III for guidance on agency policy provisions.
  - (2) Report annually to the VU on compliance with supervisor training requirements.
  - (3) Grant and document extensions to the requirement to complete training in compliance with provision 5.b.(4)(a).
  - (4) Provide a training agreement within 14 days of employment to all newly hired supervisors that outlines the mutual obligations of the Agency and trainee.
- c. Executives and Managers shall:
  - (1) Ensure and confirm that all new supervisors complete required training before the end of the new supervisor probationary period.
  - (2) Evaluate the developmental needs of subordinate supervisors and ensure that their IDPs reflect those development needs.
  - (3) Certify that subordinate supervisors have completed their annual supervisor training requirements as part of the performance review process.
- d. USDA Chief Learning Officer (CLO) shall:
  - (1) Develop and maintain the Department-wide training curriculum.
  - (2) Ensure that supervisor training meets the standards established by Federal regulations, the Office of Personnel Management, this Departmental Regulation, and the TOC.
  - (3) Provide to MAHRDs a reporting template on compliance with supervisor training standards.
  - (4) Collect, provide reports, and maintain Departmental records on supervisor training.
- e. Training Officers Consortium shall:

- (1) Review and approve the curricula for supervisory training programs.
- (2) Review and approve mandatory supervisory training requirements that may not be part of a curriculum.

-END-

# Appendix A - USDA New Supervisor Training Standard

## Training Standard Elements

The USDA standard for new supervisor training outlines training topics, performance indicators, and learning objectives that are mandatory for new supervisor training conducted to meet the requirements of this regulation. The standard should be seen as the minimum training required of new supervisors, but agencies may add additional training requirements for their new supervisors.

**Topic:** The title for each discipline to be covered by the training. Generally, the topic would relate to the name of a specific course or training module. Because agencies have discretion to design their training, in some cases topics may be grouped so that several topics may be covered in a single course, or more than one course may be grouped to cover a single topic.

**Performance Indicator:** The behavior that the supervisor would be expected to demonstrate one year following training.

**Objectives:** The specific skill or action taught as part of the training program.

## Program Overview

The USDA New Supervisor Training Standards comprise six elements: 1) Administrative and Regulatory functions, 2) Leadership Competencies, 3) Developing Others, 4) Accountability and Performance Management, 5) Human Capital Management, and 6) Need Dependent Elements.

**Administrative and Regulatory Functions:** Mandated responsibilities of supervisors.

**Leadership Competencies:** Core leadership competencies selected from the USDA Leadership Competency Framework that are not covered in other curriculum elements.

**Developing Others:** Skills and topics so that supervisors can ensure that their employees have the necessary knowledge and skills to do their jobs properly.

**Accountability and Performance Management:** Skills to implement performance management according to USDA policies and regulations.

**Human Capital Management:** Skills related to hiring and maintaining the workforce.

**Need Dependent Elements:** Some new supervisors require specific skills that are not universal to all supervisors. These elements would only be required if appropriate for a particular supervisor. Topics include labor relations, administering GovTrip, and managing budgets.

The curriculum elements and topics were developed using the supervisor training requirements in 5 CFR 412, recommendations of the Office of Personnel Management Interagency New Supervisory Training Working Group, input from USDA agencies on the elements in their training programs, and a review of organizational metrics in Federal Employee Viewpoint Survey and the FCAT-M assessment results. The learning topics and skills covered in the New Supervisor Training Standards are necessary and impactful on the new supervisors' early success.

## Supervisor Administrative Functions and Regulatory Requirements

The topics covered in the Supervisor Functions and Regulatory Requirements element should be completed within 90 days of appointment. The topics in this element outline many of the mandated responsibilities of the supervisor and the rules that govern the most basic interactions between a supervisor and the employees.

**Table 1. Supervisor Administrative Functions and Regulatory Requirements**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Pay and Leave Policies</b>	Approves and validates leave using the agency's system.	Make leave decisions in compliance with agency policies.
<b>Time and Attendance</b>	Approves and validates time sheets using the agency's system, e.g., WebTA.	Grant credit hours and overtime in compliance with agency policies.
<b>Managing Telework</b>	All eligible employees who are interested have telework agreements.	Support telework in accordance with USDA and agency policies. Ensure employees are engaged and productive while using telework.
<b>Prohibited Personnel Practices and Merit Systems Principles</b>	Manages work unit in compliance with Prohibited Personnel Practices and Merit System Principles.	Apply the Merit System Principles. Avoid use of the Prohibited Personnel Practices.
<b>Ethics for Supervisors</b>	Adheres to all policy and federal laws.	Follow USDA Office of Ethics Training guidelines for supervisors, managers, and new employees.
<b>Workplace Violence and Prevention</b>	Takes appropriate action to prevent and/or address workplace violence.	Take appropriate action to prevent and/or address workplace violence.
<b>Federal EEO Process</b>	Complies with all EEO policies resulting in zero substantiated complaints.	Comply with policies on disparate treatment and harassment. Comply with policies on reasonable accommodations Take action to ensure the workplace is free of unlawful discrimination. Support and promote diversity and inclusion.

## Leadership Competencies

The leadership competencies support the USDA Leadership Development Framework outlined in DR 4040-412-001 and recommendations of the OPM Supervisor Training Workgroup <<http://www.chcoc.gov/transmittals/attachments/trans5185.pdf>>. The listed topics address single competencies that are core at the supervisor level in the framework. Two of those leadership competencies are broken out as their own elements: 1) Developing Others and 2) Human Capital Management. The competency of Accountability is addressed in the Accountability and Performance Management Element.

**Table 2. Individual Leadership Competencies**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Leveraging Diversity</b>	Attains maximum performance from each team member; Provides each team member with maximum career development/growth opportunities.	Explain the business case for cultural transformation. Articulate the value and differences between diversity and inclusion. Describe the role of the supervisor in creating an inclusive environment.
<b>Conflict Management</b>	Fosters creative tension and manages and resolves conflicts/disagreements in a constructive manner.	Demonstrate active listening. Practice generating alternative solutions. Facilitate effective discussions. Demonstrate ability to: keep people in dialogue, separate purpose from strategy, seek mutual purpose by generating alternatives.
<b>Teambuilding</b>	Facilitates cooperation and motivates team members to accomplish group goals; Fosters team commitment and trust.	Demonstrate ability to keep people in dialogue as means to build trust and build team unity. Articulate the drivers of trust Identify strategies to encourage different personality types to work together well.

## Developing Others

Developing Others is a core competency for supervisors. In the standards, the competency stands as its own element because there are multiple topics addressed.

**Table 3. Developing Others**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Mentor/Coach Employees</b>	Provides long-term career growth guidance. Uses coaching skills to match employee performance to stated expectations or goals.	Describe the value of and differences between coaching and mentoring. Demonstrate a variety of listening/coaching skills.
<b>Managing AgLearn as a Supervisor</b>	Appropriately populates employee learning plans on Ag Learn.	Manages employee learning plans on AgLearn including how to approve/disapprove learning options.
<b>Developing and Managing IDPs</b>	Ensures development of IDPs that incorporate personal and organizational goals for 100% of eligible employees, and upon request.	Outline learning goals based on work unit priorities and employee interests. Use AgLearn to manage IDPs for employees (if employees have AgLearn account or by paper if AgLearn is not employee accessible).

## Accountability and Performance Management

Accountability is a supervisor level core competency that supervisors demonstrate through the use of performance management systems and applying general principles common throughout the Federal government.

**Table 4. Accountability and Performance Management**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Increase Employee Performance</b>	Establishes and communicates work objectives that support organizational goals and supports employees so that they meet expectations.	Outline the performance management process. Outline the regulatory requirements for planning employee performance. Create performance elements and standards in relation to work outputs. Clearly communicate work objectives to employees.
<b>Empower Employees</b>	Delegates tasks and responsibilities in a manner that affords employees the opportunities to best use their talents and increase their skill sets.	Delegate work to support employee commitment. Delegate work that provides for employee growth opportunities as well as talent utilization. Give employees the opportunity to make decisions that most impact their work outcomes.
<b>Create Performance Plans</b>	All employees have a performance plan that links to organizational mission and goals.	Describe elements and standards in relation to work outputs. Set meaningful goals to establish work priorities.
<b>Conduct Performance Feedback Meetings</b>	Conducts midyear review Conducts end of year review	Conduct midyear review. Conduct end of year review. Provide frequent, constructive feedback.
<b>Handle Unacceptable Performance</b>	Expediently identifies performance issues and provides timely guidance and opportunities for employees to meet expectations.	Seek guidance from Employee Relations to help employee be successful. Recognize the difference between a performance problem and misconduct. Describe the process for analyzing performance problems. Identify the steps for managing performance problems. Identify special considerations associated with performance problems.
<b>Handle Misconduct</b>	Expediently identifies conduct issues and decisively addresses misconduct.	Define misconduct. Include Employee Relations when handling issues of misconduct. Describe the elements of disciplinary action. Identify special considerations associated with handling misconduct situations.

# Human Capital Management

For the purposes of the standard, Human Capital Management relates primarily to hiring practices.

**Table 5. Human Capital Management**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Hiring Practices</b>	Ensures positions align with unit and organizational requirements if part of supervisor’s role; Contacts appropriate HR specialists for staffing and classification issues; Conducts hiring interviews and checks references.	Describe supervisory responsibilities in the hiring process. Apply Merit System Principles and avoid Prohibited Personnel Practices during the hiring process. Recognize primary strategies used for filling vacancies. Understand the purpose of special selection priorities. Describe steps in the applicant ranking/rating process. Identify process for preparing for and conducting candidate interviews.
<b>Onboarding New Hires</b>	100 % of new hires on-boarded within prescribed timeframe.	Use the USDA New Employee Onboarding Portal. Ensure all new hires are aware of administrative requirements. Incorporate new hires onto team so that they are immediately engaged in their workgroup.
<b>USERRA and Hiring Veterans</b>	Meets agency and Department goals for hiring Veterans.	Apply Veterans preference appropriately in the hiring process. Ensure that employees who are called away from job assignments to perform military service are returned to the job appropriately once the service has been completed.
<b>Hiring and Supervising Persons with Disabilities</b>	Complies with EEO regulations and policies relating to employing individuals with disabilities.	Comply with Section 501 of the Rehabilitation Act to support affirmative action and nondiscrimination in employment of individuals with disabilities. Comply with Section 503 to support affirmative action and prohibit employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000. Comply with Section 504 to provide accessible programs and a work environment that includes individuals with disabilities. Comply with Section 508 of the Rehabilitation Act to ensure that electronic and information technology is accessible to individuals with disabilities. Comply with USDA Reasonable Accommodation Policy and Procedures. Comply with Executive Order 13548, “Increasing Federal Employment of Individuals with Disabilities”.

## Need Dependent Elements

Optional elements are included to support new supervisors who may have additional duties. This is important because not all supervisors have the same responsibilities. Supervisors should be required to take courses that cover these topics if applicable.

- If the supervisors manages union employees: Take required course on labor relations,
- If the supervisor has spending authority and budget responsibilities: Take appropriate course,
- If the Supervisor is a GovTrip approver: Take required course.
- Agencies may develop additional training and training requirements for topics not listed here.

**Table 6. Need Dependent Elements**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Objectives</b>
<b>Managing Union Employees</b>	Functions in full compliance with collective bargaining rights of employees.	<i>To be addressed by each agency dependent on each collective bargaining agreement. As required by labor agreements, training should be developed in consultation with the appropriate union.</i>
<b>Financial Management</b>	Develops budgets in compliance with agency and program requirements. Tracks and spends funds in compliance with all Federal, agency, and program policies.	Create budgets that support work unit and organizational goals. Track and spend funds in compliance with agency policies and procedures.
<b>Managing GovTrip</b>	All GovTrip transactions processed in a timely manner, in compliance with agency travel policies.	Approve travel requests. Approve travel vouchers.

## Supervisor Comprehensive Assessments

The VU will create and post in AgLearn a comprehensive assessment that the trainees will complete after they have finished all other required training elements. All trainees will be required to get a minimum score of 80% on the assessment to receive credit for completing the required training curriculum. Trainees who do not pass the assessment with the minimum score will be permitted to retake the assessment until they can obtain the minimum score. However, they must successfully complete the comprehensive assessment by the end of their probationary period. The training topics covered by the assessment are outlined below.

**Table 7. Topics covered by the comprehensive assessment**

Category	Training Topic
Administrative / Regulatory	Pay and Leave Policies
Administrative / Regulatory	Time and Attendance
Administrative / Regulatory	Managing Telework
Administrative / Regulatory	Prohibited Personnel Practices and Merit Systems Principles
Administrative / Regulatory	Workplace Violence and Prevention
Administrative / Regulatory	Federal EEO Process
Developing Others	Developing and Managing IDPs
Performance Management	Increase Employee Performance
Performance Management	Handle Unacceptable Performance
Performance Management	Handle Misconduct
Human Capital Management	Hiring Practices
Human Capital Management	Onboarding New Hires

## **APPENDIX B – USDA Provided Training Curriculum**

Agencies may select to use the curriculum provided by the USDA Virtual University (VU) to meet the requirements of this regulation as outlined in Section 5.b.(2). The USDA-provided curriculum will be reviewed by the VU staff to ensure that it meets the curriculum standards and will be available through AgLearn.

A detailed list of the courses and training topics may be obtained by contacting the VU.

## Appendix C

### Sample Supervisory Training Waiver Form

As permitted by USDA Regulation 4040-412-002 Section 5(C)(1)(c), a Mission Area Human Resource Director (MAHRD) may waive the new supervisor training requirement under certain conditions if an experienced supervisors is hired from another Federal department. This form documents the waiver decision and must be submitted to the USDA Virtual University.

**Employee Information**

Employee Name: \_\_\_\_\_ AgLearn ID: \_\_\_\_\_

Hire date at USDA: \_\_\_\_\_

Agency: \_\_\_\_\_ Agency and Department prior to coming to USDA: \_\_\_\_\_

Date that employee completed supervisory probation as required 5 CFR 315 Subpart I: \_\_\_\_\_

Years of Federal supervisory experience: \_\_\_\_\_

**Skills Verification**

*Instructions:* Verify whether the employee has each of the outlined skills.

- If the employee has the identified skill, no further training is necessary.
- If the employee does not possess the skill, the name of the training and completion date must be documented.

**Table 1. Supervisor Administrative Functions and Regulatory Requirements**

Topic	Performance Indicator	Possesses Skill Yes / No	Training and Completion Date
Pay and Leave Policies	Approves and validates leave using the agency's system.		
Time and Attendance	Approves and validates time sheets using the agency's system, e.g., WebTA.		
Managing Telework	All eligible employees who are interested have telework agreements.		
Prohibited Personnel Practices and Merit Systems Principles	Manages work unit in compliance with Prohibited Personnel Practices and Merit System Principles.		
Ethics for Supervisors	Adheres to all policy and federal laws.	(May not be Waived)	
Workplace Violence and Prevention	Takes appropriate action to prevent and/or address workplace violence.		
Federal EEO Process	Complies with all EEO policies resulting in zero substantiated complaints.		

**Table 2. Individual Leadership Competencies**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Possesses Skill Yes / No</b>	<b>Training and Completion Date</b>
<b>Leveraging Diversity</b>	Attains maximum performance from each team member; Provides each team member with maximum career development/growth opportunities.		
<b>Conflict Management</b>	Fosters creative tension and manages and resolves conflicts/disagreements in a constructive manner.		
<b>Teambuilding</b>	Facilitates cooperation and motivates team members to accomplish group goals; Fosters team commitment and trust.		

**Table 3. Developing Others**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Possesses Skill Yes / No</b>	<b>Training and Completion Date</b>
<b>Mentor/Coach Employees</b>	Provides long-term career growth guidance. Uses coaching skills to match employee performance to stated expectations or goals.		
<b>Managing AgLearn as a Supervisor</b>	Appropriately populates employee learning plans on Ag Learn.		
<b>Developing and Managing IDPs</b>	Ensures development of IDPs that incorporate personal and organizational goals for 100% of eligible employees, and upon request.		

**Table 4. Accountability and Performance Management**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Possesses Skill Yes / No</b>	<b>Training and Completion Date</b>
<b>Increase Employee Performance</b>	Establishes and communicates work objectives that support organizational goals and supports employees so that they meet expectations.		
<b>Empower Employees</b>	Delegates tasks and responsibilities in a manner that affords employees the opportunities to best use their talents and increase their skill sets.		
<b>Create Performance Plans</b>	All employees have a performance plan that links to organizational mission and goals.		
<b>Conduct Performance Feedback Meetings</b>	Conducts midyear review Conducts end of year review		
<b>Handle Unacceptable Performance</b>	Expediently identifies performance issues and provides timely guidance and opportunities for employees to meet expectations.		
<b>Handle Misconduct</b>	Expediently identifies conduct issues and decisively addresses misconduct.		

**Table 5. Human Capital Management**

<b>Topic</b>	<b>Performance Indicator</b>	<b>Possesses Skill Yes / No</b>	<b>Training and Completion Date</b>
<b>Hiring Practices</b>	Ensures positions align with unit and organizational requirements if part of supervisor's role; Contacts appropriate HR specialists for staffing and classification issues; Conducts hiring interviews and checks references.		
<b>Onboarding New Hires</b>	100 % of new hires on-boarded within prescribed timeframe.		
<b>USERRA and Hiring Veterans</b>	Meets agency and Department goals for hiring Veterans.		
<b>Hiring and Supervising Persons with Disabilities</b>	Complies with EEO regulations and policies relating to employing individuals with disabilities.		

**MAHRD Verification Statement**

I attest that the EMPLOYEE possesses all of skills outlined in the USDA New Supervisor Training Standard and has passed the new supervisor training assessment in AgLearn within 90 days of hire date at USDA.

Date Assessment Completed:

Score Attained:

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*First Name*    *Last Name*                      *Mission Area*    *Signature*    *Date*

*Signed*

To be signed by MAHRD only.

## Appendix D – Questions and Answers on Implementation of the Standard

#	Provision	Question
Q1.	<b>5.b.(2)</b>	Can agencies select more than one approach to provide new supervisor training?
		<i>Agencies may select different approaches for broad categories of employees. For example, they may want to partner with another agency to provide training to new supervisors in a particular region while the remainder of new supervisors in the agency would use the USDA provided curriculum. The choices would need to be on record with the Virtual University.</i>
Q2.	<b>5.b.(2)(c)</b>	How will agencies know which agency(s) have an approved program in place if they would like to partner with another agency?
		<i>The VU will maintain records of which agencies have approved programs.</i>
Q3.	<b>5.b.(4)(b)</b>	The policy requires an implementation plan for agencies that maintain their own training programs. How will this be administered?
		<i>The agencies will submit their implementation plan to the Virtual University to present to the Training Officers Consortium (TOC). The TOC will review the implementation plan for compliance with the training standard. Once approved by the TOC, the training program will be creditable for new supervisors. Until an agency's training program is approved by the TOC, new supervisors may complete the USDA provided training.</i>
Q4.	<b>5.b.(4)(b)</b>	How far in advance should agencies provide their proposed training implementation plans to the TOC for review?
		<i>The TOC will take at least two months for staff to review proposed training programs and finalize the approval. Until an agency's training program is approved, they will use the USDA provided training outlined in Appendix II.</i>

Q5.	<b>5.b.</b>	Do the training courses have minimum completion requirements – do the trainees need to pass a test to get credit for completing the courses?
<p><i>Some courses may have a knowledge check or test that will be required to receive credit for the course. Also, there will be an assessment completed through AgLearn once all of the other required courses are complete. New supervisors will need to complete the assessment as the final requirement in the curriculum. The testing requirement is addressed in Appendix I of this regulation.</i></p>		

Q6.	<b>5.b.</b>	Is mentoring a part of the probationary requirement for new supervisors?
<p><i>The mentoring requirement for new supervisor is covered under the policy DR4740-001. While mentoring is very important to the development of new supervisors, mentoring will not be a factor in completing probation under this policy.</i></p>		

Q7.	<b>5.c.(1)</b>	Will a supervisor who does not initiate training within 90 days of the appointment fail to meet the requirements of probation?
<p><i>No. This is a suggested timeline. Supervisors MUST complete all training elements before the end of the probationary period.</i></p>		

Q8.	<b>5.c.(2)</b>	Are new supervisors with supervisory experience in other Departments or the private sector required to complete USDA approved new supervisor training as part of their probationary requirement?
<p><i>The training requirement for new supervisors applies to all new supervisors in the USDA whether or not they have supervisor experience outside of the USDA. A supervisor who has previously served as a supervisor in a USDA agency is not required to complete the USDA approved new supervisor training.</i></p>		

Q9.	<b>5.d.(1)</b>	What happens to supervisors who fail to complete the training and pass the assessment before the end of their probationary period?
<p><i>Supervisors who fail to meet the training requirement will not be permitted to continue as supervisors. In compliance with 5 CFR 315, Subpart I, the employee will be moved to a position of at least equivalent pay grade to the job held prior their appointment as a supervisor. There is no guarantee to move back to the specific job held prior to appointment as a supervisor.</i></p>		